

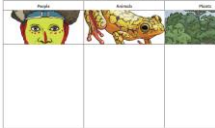


**Garlinge Primary School & Nursery – Year 3 Medium Term Planning Map - Term 1 2024/2025**

All learning covers articles 1, 2, 23, 28 and 42.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
<b>LEAD TEXT/TOPIC</b>	<u>Ancient Egypt</u> Cinderella	<u>Ancient Egypt</u> Cinderella	<u>Ancient Egypt</u> Cinderella	<u>Ancient Egypt</u> Cinderella	<u>Ancient Egypt</u> Egyptian Cinderella	<u>Ancient Egypt</u> Egyptian Cinderella	<u>Ancient Egypt</u> Egyptian Cinderella	<u>Ancient Egypt</u> Egyptian Cinderella
<b>ENGLISH Genres</b>  <b>Article 29</b>	Transition activities	<u>Traditional Tales Structure of stories</u> Setting out work and punctuation.	<u>Traditional Tales Structure of stories</u> To use description in story writing.	<u>Traditional Tales Structure of stories</u> Retelling a story.	<u>Structure of stories</u> Setting description.	<u>Structure of stories</u> <u>Assessed Writing</u> Retelling a story.	<u>Structure of stories</u> Alternative ending to a story.	<u>Structure of stories</u> SPAG week.
<b>MATHS</b> <b>Refer to Maths Hub weekly Planning</b>  <b>Article 29 &amp; 31</b>	<u>Number Place Value</u>  To represent numbers to 100  To partition numbers to 100  To complete number lines to 100  To understand hundreds  To represent numbers to 1,000  <i>One lesson per week to include active maths</i>	<u>Number Place Value</u>  To be able to partition numbers to 1,000  To use flexible partitioning of numbers to 1,000  To understand hundreds, tens and ones  To find 1, 10 or 100 more or less Step 10  To be able to use number lines to 1,000  <i>One lesson per week to include active maths</i>	<u>Number Place Value</u>  To estimate numbers on a number line to 1,000  To compare numbers to 1,000  To order numbers to 1,000  To be able to count in 50s  <i>One lesson per week to include active maths</i>	<u>Number Addition and Subtraction</u>  To be able to apply number bonds within 10  To add and subtract 1s  To add and subtract 10s  To add and subtract 100s  To be able to spot patterns  <i>One lesson per week to include active maths</i>	<u>Number Addition and Subtraction</u>  To be able to add 1s across a 10  To be able add 10s across a 100  To be subtract 1s across a 10  To be able to subtract 10s across a 100  To make connections  <i>One lesson per week to include active maths</i>	<u>Number Addition and Subtraction</u>  To add two numbers (no exchange)  To subtract two numbers (no exchange)  To add two numbers (across a 10)  To add two numbers (across a 100)  To subtract two numbers (across a 10)  <i>One lesson per week to include active maths</i>	<u>Number Addition and Subtraction</u>  To subtract two numbers (across a 100)  To add 2-digit and 3-digit numbers  To subtract a 2-digit number from a 3-digit number  To find compliments to 100  To estimate answers and use inverse operations  <i>One lesson per week to include active maths</i>	



	<u>Light</u>	<u>Light L1</u>	<u>Light L2</u>	<u>Light L3</u>	<u>Light L4</u>	<u>Light L5</u>	<u>Light L6</u>	<u>L7</u>
<p style="text-align: center;"><b>Science</b> Refer to the <b>Primary Science</b> scheme of Work unit plans</p> <p style="text-align: center;"><a href="#">Article 29</a></p>	<p><b>To assess our understanding of Light.</b></p> <p>Key questions: <a href="#">Where does light come from?</a></p> <p>Explain the topic for this term. Provide pupils with the following: Light title page Light vocabulary-to discuss. Complete KWL grid. Share KWL grids and CT add to learning wall, in preparation for week 2.</p>	<p><b>ENQUIRY 1:</b> <b>Can we see without light?</b></p> <p>VOCAB- light, reflect, light source, visible, visibility, dark, shiny, bright, dull and matt.</p>	<p><b>ENQUIRY 2:</b> <b>How does light behave when its reflected?</b></p> <p>VOCAB- mirror, reflection, reflect and angle.</p>	<p><b>ENQUIRY 3:</b> <b>Can we change how shadows are formed?</b></p> <p>VOCAB- opaque, translucent, transparent, shadows, angle, position and direction.</p>	<p><b>ENQUIRY 4:</b> <b>How can we protect our eyes from the sun?</b></p> <p>VOCAB- Filters, UV rays, protection, retina, damage and pupil.</p>	<p><b>ENQUIRY 5:</b> <b>Do shadows stay the same all day?</b></p> <p>VOCAB- Sunrise, sunset, rotation, compass and direction.</p>	<p><b>REVIST AND ASSESS</b></p>	<p><b>To understand the effects of deforestation. (Termly environmental lesson).</b></p> <p>Key questions: <a href="#">What is deforestation?</a></p> <p>CT to hold a discussion on why plants and trees are so important, to determine what pupils already know.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-impact-deforestation-has-on-plants/zd34hbk">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-the-impact-deforestation-has-on-plants/zd34hbk</a></p> <p>Class debate activity.</p> <p>Watch and discuss trees save the world clip. <a href="https://www.youtube.com/watch?v=szjE8e18NAM">https://www.youtube.com/watch?v=szjE8e18NAM</a></p> <p>CT go through key parts of affects on the Amazon Rainforest. <a href="https://www.bbc.co.uk/newsround/64186648">https://www.bbc.co.uk/newsround/64186648</a></p> <p>TASK 2: CT to recap effects. Pupils add bullet points and/or images.</p> <p><small>The Effects of Deforestation in the Amazon Rainforest</small></p> 



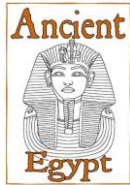
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**HISTORY**  
**Article 29**

Ancient Egypt L1

**To establish what we already know about Ancient Egypt.**

**Key questions-** What does the word ancient mean? Do you know anything about ancient Egypt?  
**TASK 1:** Complete title page (EMW)



**TASK 2:**  
CT demonstrate how to complete KWL grid to establish what pupils know about Ancient Egypt.



**Task 3:** Pupils glue in Knowledge organiser in preparation to discuss vocabulary for the term.



CT to show clip. Add to new learning to KWL.

<https://www.youtube.com/watch?v=lZOPWSXMvzi>

Ancient Egypt L2

Geography focus. Where is Egypt?

Ancient Egypt L3

**To understand when the ancient Egyptians lived.**

**Key questions-** How far back in history were the Ancient Egyptians?  
What is a timeline?  
SC: I can explain that The Ancient Egyptians were a civilisation dating back to around 30 centuries BC.  
I know that a timeline can be divided into BC and AD.  
I can explain what is meant by BC and AD.  
I can place key historical events in chronological order on a timeline.

CT to model ordering key events. Whole class task to join in.

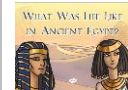


Did you know fact on each table. Children move in groups from table to table with post it notes reading the did you know facts and then things they wonder on post it notes. Collect these on flip chart paper at the front and talk about them. Think, pair share and record answers to key questions on white boards and then share as a class. Model finding information on

Ancient Egypt L4

**To understand about life in Ancient Egypt.**

**Key questions-**What was life like in Ancient Egypt?  
SC: I can use secondary source evidence to explore and describe daily life in Ancient Egypt. I understand that there are different accounts of history. I can ask questions to find answers about the past. I can explain why the River Nile was essential for the survival of Ancient Egyptians. Show PPT and discuss to slide12.



CT to provide images of daily life through secondary sources. Choose one and write about what is happening on PWB. Describe in detail what the picture shows. In groups, use the talking frame prompt sheet to ask each other questions.



Show PPT 2 facts about River Nile - slides 13 onwards. Follow Drought alert role play activity.



Ancient Egypt L5

**To find out about Ancient Egypt from a range of artefacts.**

**Key questions:** What are artefacts? Where do they come from and who finds them? Why are they useful when we are trying to find out what happened and how life was a long time ago?  
SC: I can explain what an artefact is and why it used as evidence from the past. I can ask questions about the past. CT to show and discuss PPT from slide 9



Use Ancient Egypt artefacts photo pack to look at and discuss range of artefacts. What do these objects tell us about life in Ancient Egypt? Children to complete Ancient Egypt artefacts sheet (differentiated)

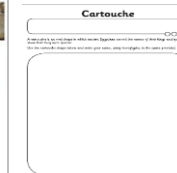


Ancient Egypt L6

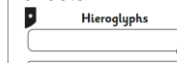
**To understand why the Rosetta Stone is an important artefact.**

**Key questions:** What is the Rosetta Stone? Who was the pharaoh?  
SC: I can explain that The Rosetta stone was an important Egyptian artefact. I understand that hieroglyphics were important Egyptian writing found on the Rosetta Stone along with Greek writing. I can identify other examples where hieroglyphics were used. I can write using hieroglyphics. CT to discuss important details about the Rosetta Stone.  
<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvw3mf>

CT to show and discuss PPT. **TASK 1:** Practise writing name in the cartouche using hieroglyphics prompt sheet. CT to model.



**TASK 2:** Differentiated hieroglyphics writing sheets.



Ancient Egypt L7

**To know what happened when a pharaoh died.**

**Key questions-** Who was the Pharaoh? What do you think happened when they died? What is a mummy?  
SC: I know who a Pharaoh was. I can explain the key elements to the mummification process.

CT to show PPT.



As a class on flip paper, make notes as you watch the clip on mummification..

<https://www.bbc.co.uk/teach/class-clips-video/mummification-in-ancient-egypt/zdcrkmm>

CT to chose children to role play some elements of the mummification process. **TASK 1:** Children to the sequence the events in their books.



**TASK 2:** continue PPT to complete task on Conopic jars.





**GEOGRAPHY**

**Article 29**

Ancient Egypt

**To be able to use secondary sources to locate Egypt and UK in the world.**

**Key questions-** What is a continent? Where are they? Where is the UK? Where is Egypt?  
SC: I can explain what a continent is. I can say which continent we live in. I can say which continent Egypt is in. I can use an atlas to locate the UK and Egypt.

TASK 1: Provide children with atlases, Discuss and build the world and the 7 continents. Use google Earth and atlases to show Earth, UK and Egypt. Pupils to label onto their maps.

**CORE**



HA in pairs for wall.



TASK 2: Pupils to locate and label key places in Egypt.



Ancient Egypt

**To be able to identify key physical and human features of Egypt.**

**Key questions-** What is a physical feature? What is a human feature?  
SC: I can explain the difference between human and physical features. I can identify human features in Ancient Egypt. I can identify physical features in Ancient Egypt.

TASK 1: label key places in Ancient Egypt. Differentiated task.



CT to show PPT explaining human and physical features.


TASK 2: Show children some pictures/cue cards of different features of Egypt. As a table, work together to sort into correct categories.





<p style="text-align: center;"><b>COMPUTING</b></p> <p style="text-align: center;">Article 16, 17 &amp; 29</p>	<p style="text-align: center;"><b><u>Digital Literacy Unplugged</u></b></p> <p><b>LI: To understand why we use passwords.</b>  <b>Powerful Passwords</b>  <b>'PURPLE MASH-on-line safety 3.2' L1 Safety in numbers. CT to show PPT for safe passwords.</b></p> <p>SC: I understand what makes a good password for the internet.  I can explain the outcome of not keeping a password safe.  I can understand and contribute to a class blog.  To use search technologies effectively.  To use technology safely and responsibly.  Pupils explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.</p>	<p style="text-align: center;"><b><u>Information Technology</u></b></p> <p><b>LI: To begin to understand efficient ways of locating information on the internet.</b>  (Login in to ipads, recapping passwords. Locate Swiggle search engine)</p> <p>SC: I understand what a search engine is.  I can locate and use a safe search engine.  I can use a search engine effectively to find information.  Unit 3.4</p>	<p style="text-align: center;"><b><u>Information Technology</u></b></p> <p><b>LI: To be able to use a search engine efficiently.</b>  (Type in Garlinge School website. Children to use Pupil Area)</p> <p>SC: I understand what a search engine is.  I can locate and use a safe search engine.  I can use a search engine effectively to find information.  I can successfully locate a website using a safe search engine.</p>	<p style="text-align: center;"><b><u>Information Technology</u></b></p> <p><b>LI: To be able to use a search engine efficiently.</b>  (Finding facts about Ancient Egypt and make notes)</p> <p>SC: I understand what a search engine is.  I can locate and use a safe search engine.  I can use a search engine effectively to find information.  I can successfully locate a website using a safe search engine.</p>	<p style="text-align: center;"><b><u>Information Technology</u></b></p> <p><b>LI: To be able to use a search engine efficiently.</b>  (Finding facts about Ancient Egypt and make notes)</p> <p>SC: I understand what a search engine is.  I can locate and use a safe search engine.  I can use a search engine effectively to find information.  I can successfully locate a website using a safe search engine.</p>	<p style="text-align: center;"><b><u>Information Technology</u></b></p> <p><b>LI: To be able to use a search engine efficiently.</b>  (Finding facts about Ancient Egypt and make notes)</p> <p>SC: I understand what a search engine is.  I can locate and use a safe search engine.  I can use a search engine effectively to find information.  I can successfully locate a website using a safe search engine.</p>	<p style="text-align: center;"><b><u>Information Technology</u></b></p> <p><b>LI: To be able to use a search tool within a search engine efficiently.</b>  (Children to use Swiggle Images, learning how to copy an image from Swiggle images.)</p> <p>SC: I understand what a search engine is.  I can locate and use a safe search engine.  I can use a search engine effectively to find information.  I can successfully locate a website using a safe search engine.</p>	
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<p><b>ART &amp; DESIGN</b></p> <p><b>Article 29</b></p>	<p><b><u>DIGITAL MEDIA</u></b> To know how to use a camera. SC: I can use a camera to take photographs.</p> <p>Tas support pairs to practise taking a profile picture of their partner.</p>	<p><b><u>DIGITAL MEDIA/DEVOPING and EXPLIOING IDEAS.</u></b> To use printed images from a digital camera and combine them with other media to produce artwork.</p>  <p>SC: I understand that a sketch book is used for different purposes.</p> <p>Using half their profile photograph, pupils follow instructions from the PPT to complete the remaining half of their profile.</p>	<p><b><u>DEVELOPING and EXPLORING IDEAS</u></b></p> <p><b>Gallery self-portrait handed in by 20/9/24</b></p> <p><b>Corridor display - portraits by 23/9/24</b></p>	<p><b>Hall display- RESPECT by 27/9/24</b></p>	<p><b><u>DRAWING</u></b> To identify interesting aspects of objects. To draw close observations. SC: I understand proportion and perspective.</p> <p>CT to provide artefacts. Children to sketch chosen artefact.</p>			
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**TEXTILES**  
**2D shape to 3D**  
**project.**

To design and plan a sarcophagus through annotated sketches.  
SC: I can generate realistic ideas through discussion. I can design a functional product fit for purpose. I can produce annotated sketches.

CT to show PPT of a sarcophagus.  
Provide pupils with Design Technology project booklet.

**TEXTILES**  
**2D shape to 3D**  
**project.**

To continue to design and plan a sarcophagus.

To show awareness of objects having a third dimension

SC: I know that a pattern or template is needed to assist cutting fabrics.

I know that additional space is needed on patterns to join them accurately.

CT to recap PPT of a sarcophagus.  
Complete planning and design stages in booklet. Provide children with 'My Final Design sheet.

**TEXTILES**  
**2D shape to 3D**  
**project.**

To be able to turn a 2D shape into a 3D product.

SC: I have planned the main stages of making.

I can select and use arrange of appropriate tools for cutting and joining. I can select fabrics and fastenings according to functional strength. I understand how to securely join two materials together.

CT to provide opportunity to explore materials. How can you cut, join or decorate the product? What happens if you bend, twist, fold it? Children may need to make adjustments to their final product. Children to make their product. Provide nets for those requiring support.

**3D**

DT focus-textiles  
SC: I know how to use equipment. I can join two parts successfully. I know that objects with more than one side are 3D.

**TEXTILES**  
**2D shape to 3D**  
**project.**

To be able to evaluate 2D to 3D products

SC: I can strengthen and reinforce product.

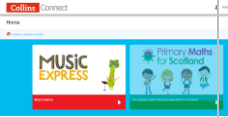

I can test product against original design criteria. I know that a pattern or template is needed.

Children to complete pages 11-12 of Deign Technology booklet.

**DESIGN  
TECHNOLOGY**

**Article 29**



<p><b>MUSIC</b> Refer to Music Express Scheme of work for lesson plans.</p> <p>Article 29</p>	<p><b><u>Music Express – Poetry.</u></b></p> <p>L.I. To be able to enhance and extend the performance of a poem using vocal patterns MUSIC EXPRESS</p>  <p><a href="https://connect.collins.co.uk/school/Primary/PrimaryDashboard.aspx">https://connect.collins.co.uk/school/Primary/PrimaryDashboard.aspx</a></p>	<p><b><u>Music Express – Poetry.</u></b></p> <p>L.I. To create a piece of 'playground music' out of layered vocal patterns as part of a performance piece MUSIC EXPRESS</p>	<p><b><u>Music Express – Poetry.</u></b></p> <p>L.I. To explore contrasting moods and effects as part of a performance. MUSIC EXPRESS</p>	 <p><b><u>Music Express – Poetry.</u></b></p> <p>L.I. To explore contrasting moods and effects as part of a performance. MUSIC EXPRESS</p>	<p><b><u>Music Express – Poetry.</u></b></p> <p>L.I To combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece MUSIC EXPRESS</p>	<p><b><u>Music Express – Poetry.</u></b></p> <p>L.I To combine two rhythmic patterns using body percussion and percussion instruments as part of a performance piece MUSIC EXPRESS</p>	<p><b><u>Music Express – Poetry.</u></b></p> <p>L.I. To review our learning on poetry by creating our own performance.</p>	
<p><b>PE</b> Refer to PE plans on system.</p> <p>Article 23, 24, 27, 29 &amp; 31</p>	<p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>	<p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>	<p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>	<p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>	<p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>	<p><b>Intra House Teambuilding skills TEAMWORK (Friday 11<sup>th</sup> October) TBC</b></p> <p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>	<p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>	<p><b>PPA PE</b> ATHLETICS GYM/DANCE COSMIC YOGA</p>



	<b>Why is the Bible important to Christians today?</b>	<b>Why is the Bible important to Christians today?</b>	<b>Why is the Bible important to Christians today?</b>	<b>Why is the Bible important to Christians today?</b>	<b>Why is the Bible important to Christians today?</b>	<b>Why is the Bible important to Christians today?</b>	<b>Why is the Bible important to Christians today?</b>	
<p style="text-align: center;"><b>RE</b> <b>Refer to Key</b> <b>Question Scheme</b> <b>of work for lesson</b> <b>plans</b></p> <p><b>Article 2, 12, 14, 29</b> <b>&amp; 30</b></p>	<p><b>L.I. To understand how Christians use wisdom from the Bible.</b></p> <p>Discuss what wisdom is and who gives the children guidance in their lives. Discuss what makes the bible special.</p> <p>Tell the pupils that books like the Bible (for Christians) are used to make sense of life and to help people with what matters most. The Bible teaches the Christians about God, safety, love, life, family and so on.</p> <p>Create a class book of wise words.</p>	<p><b>L.I. To understand how the bible is put together and why it is popular.</b></p> <p>Look at some different types of Christian holy books i.e. complete bible, bible storybook, children's bible. Discuss what they notice.</p> <p>Show children bible powerpoint and go through importance of the bible.</p> <p>Complete bible worksheet.</p>	<p><b>L.I. To understand what the bible teaches people about God, life and the universe.</b></p> <p>Discuss what the picture the bible paints about God.</p> <p>Introduce this list of Biblical ideas which compare God with things we know and understand, asking the class: is God like...</p> <p>A father, a mother, a rock, a tree, a light, a puzzle, a bridge, a deep sea, a sunrise, the sky, the stars, a maker, a baby, a circle, the wind, a flaming fire, someone to hold your hand, a feeling of a warm heart, a doctor, a golden ring, a rescuer (e.g. a lifeboat worker), a cleaner, a dove.</p> <p>Pick 5 of these things and write them onto some flipchart paper.</p> <p>First, they can write any idea on any sheet of paper about how or why God is like this thing. Ask every pupil to do at least 5 ideas. Second, they can write 3 questions onto the papers, about what other pupils have said.</p>	<p><b>L.I. To discuss how the Bible can help people if they are tempted to do something wrong.</b></p> <p>Discuss what temptation is and what we get tempted by.</p> <p>Discuss how god can help when people are tempted.</p> <p>Discuss which bible stories talk about temptation: Adam and Eve, Children to write 3 sentence long prayer for when they need help when tempted to do something wrong.</p>	<p><b>L.I. To understand how Christians use Bible stories such as a story of creation to inspire drama, music, art or dance?</b></p> <p>Focus the story of creation. Discuss it as a class focusing on why Christians and Jews love telling the story.</p> <p>In groups children to create a short drama piece creating movements for each day of creation.</p>	<p><b>L.I. To understand the main ways Christians use the Bible.</b></p> <p>Discuss what we have learnt so far over this unit and create a mind map about why the bible is important and how Christians use it.</p>	<p><b>L.I. To review what we have learnt.</b></p> <p>Discuss the main things we have learnt in this unit of work.</p> <ul style="list-style-type: none"><li>• Do children think the bible is important?</li><li>• How is the bible used?</li><li>• Can the bible help us in everyday life?</li></ul>	



<p><b>PSHE</b></p> <p>Article 9, 12, 24, 25, 27, 29 &amp; 30</p>	<p><b>KAPOW CITIZENSHIP</b></p> <p><b>Rights of the child</b> L.I: To begin to understand the United Nations convention of the rights of the child.</p>	<p><b>KAPOW CITIZENSHIP</b></p> <p><b>Rights and responsibilities</b> L.I: To understand the responsibilities of both children and adults to help all benefit from their rights.</p>	<p><b>KAPOW CITIZENSHIP</b></p> <p><b>Recycling</b> L.I: To understand the environmental benefits of recycling.</p>	<p><b>KAPOW CITIZENSHIP</b></p> <p><b>Local community groups</b> L.I: To understand that groups make up the community.</p>	<p><b>KAPOW CITIZENSHIP</b></p> <p><b>Charity</b> L.I: To understand that charities care for others and how people can support them.</p>	<p><b>KAPOW CITIZENSHIP</b></p> <p><b>Local democracy</b> L.I: To begin to understand how democracy works in the local area.</p>	<p><b>KAPOW CITIZENSHIP</b></p> <p><b>Rules</b> L.I: To understand why we have rules and the consequences of breaking rules at school and home.</p>	
<p><b>PMFL</b></p> <p>Article 29</p>	<p>Salut Core unit 1 Lesson 1</p> <p>L.I: To be able to say Hello</p>	<p>Salut Core unit 1 Lesson 2</p> <p>L.I: to be able to ask how you are</p>	<p>Salut Core unit 1 Lesson 3</p> <p>L.I: To be able to ask your name</p>	<p>Salut Core unit 1 Lesson 4</p> <p>L.I: To be able to talk about age</p>	<p>Salut Core unit 1 Lesson 5</p> <p>L.I: To be able to talk about my family</p>	<p>Salut Core unit 1 Lesson 6</p> <p>L.I: To be able to talk about my fantastic family</p>	<p>Salut Core unit 1 Review learning</p> <p>L.I: To be able to talk about my fantastic family</p>	

**LOTG** to be indicated on Planning **RRSA** to be indicated on planning with articles **ECO** to be indicated on planning