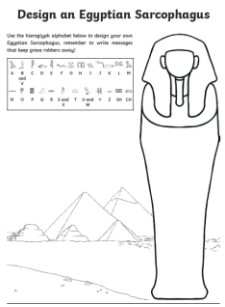
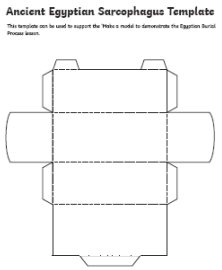
Garlinge Primary School & Nursery – Year 3 Medium Term Planning Map - Term 2 2026-2027

	WEEK 1 WC 2.11.26	WEEK 2 WC 9.11.26	WEEK 3 WC 16.11.26	WEEK 4 WC 23.11.26	WEEK 5 WC 30.11.26	WEEK 6 WC 7.12.26	WEEK 7 WC 14.12.26
LEAD TEXT/TOPIC	**All About Ancient Egypt**	**All About Ancient Egypt**	**All About Ancient Egypt**	**All About Ancient Egypt**	**All About Ancient Egypt**	**All About Ancient Egypt**	**All About Ancient Egypt**
ENGLISH **Genres** **ASSESSMENT** **GREEN BOOK**	**Diary** Finding the tomb of Tutankhamun	**Diary** Finding the tomb of Tutankhamun	**Persuasive advert** Visit Ancient Egypt	**Persuasive advert** Visit Ancient Egypt	**Non-chronological report** Mummification	**Non-chronological report** Mummification	**Letter to Santa**
MATHS **Refer to White Rose weekly Planning**	**Number** **Addition and Subtraction** To estimate answers To explore the inverse of addition and subtraction To make decisions that consolidate learning To multiply by making equal groups To use arrays One lesson per week to include active maths	**Number** **Multiplication and Division (A)** To know multiples of 2 To know multiples of 5 and 10 To consolidate the 2, 5 and 10 times tables To share and to group To multiply by 3 One lesson per week to include active maths	**Number** **Multiplication and Division (A)** To divide by 3 To know the 3 times table To multiply by 4 To divide by 4 To know the 4 times table One lesson per week to include active maths	**Number** **Multiplication and Division (A)** To multiply by 8 To divide by 8 To know the 8 times table To consolidate the 2, 4 and 8 times tables ARITHMETIC SKILLS One lesson per week to include active maths	**Number** **Multiplication and Division (A)** To assess arithmetic skills. To assess reasoning skills. To review my arithmetic learning To review my reasoning learning To consolidate all times tables One lesson per week to include active maths	**Number** **Multiplication and Division (B)** Multiples of 10 Related calculations Reasoning about multiplication x2 ADD LESSON One lesson per week to include active maths	**Number** **Multiplication and Division** To solve one step problems using multiples of 2, 5 and 10 To solve one step problems using multiples of 3, 4 and 8 To solve multi step problems. To develop my reasoning skills (2 lessons) One lesson per week to include active maths

Science **Refer to the Kent Scheme of Work unit plans**	**LI: To assess what I know and would like to learn about rocks.** Pupils colour Rocks title page. TASK 1: KWL what do we know about rocks and soils? Pupils glue in key vocabulary. Discuss with chdn what they already know about rocks and soil. Consider what they would like to find out and what questions they have.	**LI: To explore what a rock is and how they can be grouped.** ENQUIRY 1: WHAT IS A ROCK AND HOW CAN IT BE GROUP? SC: I know that rocks can be grouped according to their appearance and simple physical properties. Equipment: Different rocks, magnifying glass. **Outdoor learning opprotunity**	**LI: To understand how rocks are formed.** ENQUIRY 2: HOW WERE ROCKS FORMED? SC: I know that rocks form in different ways. Metamorphic, igneous and Sedimentary rocks. Equipment: Explorify website **Outdoor learning opprotunity**	**LI: To investigate how rocks are suited for different purposes.** ENQUIRY 3: WHY ARE DIFFERENT ROCKS SUITED FOR DIFFERENT PURPOSES? SC: I know that some rocks are permeable and impermeable. I know that some rocks are more durable than others. **Outdoor learning opprotunity**	**LI: To understand how fossils are made.** ENQUIRY 4: HOW ARE FOSSILS MADE? SC: I know how fossils are formed. **Outdoor learning opprotunity**	**LI: To explore what soil is and how it is made.** ENQUIRY 5: WHAT IS SOIL AND HOW IS IT MADE? SC: I can state that soil is made up of different things. I can describe the 4 processes of soil formation. What is soil? **Outdoor learning opprotunity**	**LI: To review my learning on rocks.** Review learning from this term and complete 'L' column in KWL grid.
HISTORY	**Tutankhamun** To understand who Tutankhamun was and why he was so important to historians.	**Gods and Goddesses** To identify important gods and goddesses and explain their roles in Ancient Egyptian beliefs.	**Pyramids and Tombs** To explain why the Ancient Egyptians built pyramids and tombs.	**Hieroglyphs and Rosetta Stone** To understand how hieroglyphs were used and how the Rosetta Stone helped.	**Mummification** To describe the main stages of mummification and understand why bodies were preserved.	**Death Masks** To investigate the purpose and features of Egyptian masks and create an artwork inspired by Ancient Egyptian designs. PARENT WORKSHOP	Review learning from this term and complete 'L' column in KWL grid.
GEOGRAPHY	**History led term**						
COMPUTING Email (3 lessons) Route Planner (3 lessons)	LI: To send an email attachment. **Success Criteria** -I can explain what an email attachment is and why it is useful. -I can open, view and discuss an email attachment. -I can attach and send a file in an email.	LI: To learn how to use email safely. **Success Criteria** -I can explain the importance of email safety. -I can understand that we should only open email and attachments from trusted contacts. -I can write some rules about staying safe over email.	LI: To explore simulated email scenarios. **Success Criteria** -I can manage my inbox by reading and responding to a series of email communications. -I can attach files appropriately and use email communications to explore ideas.	LI: To create simple commands in 2Go to move the turtle along a route. **Success Criteria** -I can combine commands for directions and distance to make a character move along a chosen route. -I can plan algorithms for several steps of a route and code this in 2Go.	LI:To create commands in 2Go in which the turtle turns using rotation. **Success Criteria** -I can work out how to rotate the turtle so that it faces the correct direction. -I can combine turns and distance to code commands for the turtle.	LI:To plan algorithms and write 2Go code that uses angle of turn. **Success Criteria** -I can plan routes with more than one destination. -I can write, test and debug my code.	

ART & DESIGN	**Hall/corridor and hoop displays start if possible.** **WINTER THEMED**	**Continue with winter themed art.**	**Continue with winter themed art.**	**CHRISTMAS HOOPS to hall 2:00-2:15 26.11.26** **HALL/CORRIDOR ART up by 27.11.26**		Design a mask inspired the Ancient Egyptians. PARENT WORKSHOP	
DESIGN TECHNOLOGY				**To design an Egyptian Sarcophagus.** Textiles-2D-3D shapes (Projects on a page continued) Success Criteria: I can generate design criteria for an appealing, functional product. I can produce annotated sketches, prototypes, final sketches and pattern pieces. I know and can use technical vocabulary relevant to the product. Key question: Who is the user? What is a prototype?  Nets, design, experiment with a variety of nets. Let pupils design their own.	**To make an Egyptian Sarcophagus.** Textiles-2D-3D shapes (Projects on a page continued) Success Criteria: I can create a simple pattern. I can select and use a range of appropriate tools for cutting, joining and finishing. I can create a net. I can join materials together for strength and aesthetic qualities. Key Question: Which joining methods should I choose? What is a net?  **To evaluate a product.** Children share their final product and class give feedback. How could I have strengthened and reinforced my product with existing materials?	**L.I. To create a finished product.** Success Criteria: I can select appropriate tools to make a product. I can construct a structure. Key Question: Have I selected the appropriate tools? Is my product aesthetically pleasing? Children to make their Egyptian death mask. **L.I. To evaluate a final product.** Success Criteria: I can test/compare my final product against original criteria for the intended user.	
MUSIC .	Perform unison songs using different dynamics- forte (f) and piano (p) (loud and soft).	Perform actions confidently and in time to a range of action songs.	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo changes.	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo changes.	Become more skilled in improvising using voices, untuned and tuned instruments	Individually (solo) copy simple melodic phrases with accuracy at a different tempo (allegro and adagio).	Christmas music

PE **Refer to PE plans on system.**	GYMNASTICS- LI- To use Perseverance to combine balance and travel BASKETBALL/NETBALL LI- To use Perseverance in passing using accuracy	GYMNASTICS - LI- To use Perseverance to explore a range of jumps and rolls BASKETBALL/NETBALL LI- To Show Perseverance to improve ball control when aiming at a target	GYMNASTICS- LI- To use Aspiration to perform a range of movements on an obstacle course BASKETBALL/NETBALL LI- To use Teamwork to play a game	DANCE- LI- To use Perseverance to copy simple movement patterns BASKETBALL/NETBALL LI- To use Perseverance in passing using accuracy	DANCE- LI- To use Teamwork to add on your own choreography BASKETBALL/NETBALL LI- To Show Perseverance to improve ball control when aiming at a target	DANCE- LI- To use Aspiration to perform in your groups BASKETBALL/NETBALL LI- To use Teamwork to play a game	FUN GAMES
RE **Refer to Key Question Scheme of work for lesson plans** **Judaism-unit 2.10 How do family life and festivals show what matters to Jewish people?**	**Lesson 1** L.I: L.I. To understand how Jewish people show their beliefs through worship in Shabbat.. Key Questions: What is worth celebrating? Why do Jewish families celebrate every week?	**Lesson 2** LI: To know why celebrate Rosh Hashanah and Yom Kippur are celebrated. Key Questions: Why do Jewish people celebrate Rosh Hashanah and Yom Kippur?	**Lesson 3** LI: To understand the story of Exodus. Key Questions: Why is Pesach important to Jews? How does the Sedar plate connect the story?	**Lesson 4** LI: To know why commandments are important. Key Questions: What are the commandments? Ho do Jews focus on saying thank you to God?	**Christmas Stories** L.I. To understand the meaning of Advent. Key Questions: What is Advent? When is it celebrated? Why is Advent important? How is it celebrated? Use slides and videos to share what Advent is, what the Advent wreath is and how it is used. Chdn given time to create their own Advent wreath.	**Christmas Stories** L.I. To understand the Christmas story. Key Questions: What happens in the Christmas story? What are the important parts? Where is Jesus born? Who visits Jesus? Read through and discuss the Christmas story using the power-point. Children to then order the story in their books.	**Christmas Stories** L.I. To understand the parts of a Christingle.
PSHE **Kapow** **T2 – My Healthy Self**	**LI: To describe how emotions can affect our bodies.** Recall the six basic emotions. Use a wider range of words to describe emotions. Describe what happens in my body when I experience different emotions.	**LI: To recognise how others might be feeling using clues.** Use precise vocabulary to describe how someone might be feeling. Identify clues in people's body language, what they say and what they do. Use clues to support my ideas about how someone is feeling.	**LI: To understand that our minds and bodies are connected.** Give examples of how my mind and body work together. Notice how my mind and body feel using a body scan. Suggest ways to keep my mind and body healthy.	**LI: To understand why sleep is important and how we can sleep well.** Explain why sleep is important for my mind and body. Describe what happens when we do not get enough sleep. Explore strategies for a healthy sleep routine	**LI: To identify strategies that may be helpful when experiencing strong emotions.** Explain why we sometimes need to manage our emotions List some strategies for managing different emotions. Suggest personal ways to manage my emotions.	**LI: To understand how to support ourselves and get help with our feelings.** Explain why it is important to ask for help. Identify trusted adults I could go to for support. Give examples of how a trusted adult can help me. Identify strategies that can help me manage my feelings.	

PMFL **Language Angels**	LI: to recognise, recall and spell five animals LI: reconnaître, se rappeler et épeler le nom de cinq animaux Les animaux	LI: to recognise, recall and spell five animals LI: reconnaître, se rappeler et épeler le nom de cinq animaux Les animaux	LI: To pronounce and spell all ten animals. LI: Prononcer et épeler les dix animaux Les animaux	LI: To use the indefinite article. LI: Pour utiliser l'article indéfini L'article indéfini	LI: To use 'to be' to form short sentences LI: Utiliser « être » pour former des phrases courtes Utiliser « être »	LI: To review my learning. LI: pour passer en revue ce que j'ai appris. Consolidation	***Christmas vocabulary and song***

LOTC to be indicated on Planning **ECO to be indicated on planning**