



Garlinge Primary School & Nursery - Year 3 Medium Term Planning Map - Term 5 2025/2026

	WEEK 1 WC 20.4.26	WEEK 2 WC 27.4.26	WEEK 3 WC 4.5.26	WEEK 4 WC 11.5.26	WEEK 5 WC 18.5.26
LEAD TEXT/TOPIC	<u>SCOTLAND</u> <u>KATIE MORAG</u>	<u>SCOTLAND</u> <u>KATIE MORAG</u>	<u>SCOTLAND</u> <u>KATIE MORAG</u>	<u>SCOTLAND</u> <u>KATIE MORAG</u>	<u>SCOTLAND</u> <u>KATIE MORAG</u>
ENGLISH Genres	Narrative (Adventure and Mystery) – Retell Katie Morag delivers the mail.	Narrative (Adventure and Mystery) – Alternative adventure for Katie Morag delivers the mail.	Dialogue and Playscript – Turn Katie Morag story into a play.	Dialogue and Playscript – Turn Katie Morag story into a play. Perform the play. GREEN BOOK	Poetry TELT poetry competition
MATHS Refer to WhiteRose planning	<u>Number: Fractions (B)</u> To recognise and represent fractions To add fractions To subtract fractions To partition the whole To consolidate understanding of fractions <i>Active Maths Weekly</i>	<u>Number: Fractions (B)</u> To find unit fractions of a whole (2 lessons) To find non-unit fractions of a whole (2 lessons) To reason with fractions of amounts <i>Active Maths Weekly</i>	<u>Measurement: Money</u> Bank Holiday To understand pounds and pence To convert pounds and pence To add money To consolidate understanding of pounds and pence <i>Active Maths Weekly</i>	<u>Measurement: Money</u> To subtract money To find change (2 lessons) To reason with money To consolidate understanding of pounds and pence <i>Active Maths Weekly</i>	<u>Measurement: Time</u> To understand Roman numerals up to 12 To tell the time to 5 minutes To tell the time to the minute To read time on a digital clock To consolidate understanding of time <i>Active Maths Weekly</i>



	<u>PLANTS</u>	<u>PLANTS</u>	<u>PLANTS</u>	<u>PLANTS</u>	<u>PLANTS</u>
Science Refer to the Kent Scheme of Work unit plans	<p><u>ENQUIRY 1</u> How are seeds are dispersed?</p> <p><u>SUBSTANTIVE KNOWLEDGE</u> .To know that seeds can be dispersed in a variety of ways. .Seeds are dispersed so that plants do not compete and become overcrowded.</p> <p>LOTc</p>	<p><u>ENQUIRY 2</u> What are the main functions of the different parts of a flowering plant?</p> <p><u>SUBSTANTIVE KNOWLEDGE</u> . Know the main functions of different parts of a flowering plant, including roots, stems, leaves, flowers. - Know that roots keep plants steady in the soil and root hairs absorb water and nutrients.</p> <p>LOTc</p>	<p><u>ENQUIRY 5</u> Why does a plant need flowers?</p> <p><u>SUBSTANTIVE KNOWLEDGE</u> . Know that the cycle from seed to plant to flower to seed is called a lifecycle. - Know that pollination is when pollen is moved from plant to plant. - Know the part that flowers play in pollination.</p> <p>LOTc</p>	<p><u>ENQUIRY 3</u> How do plants make food and how water is transported?</p> <p><u>SUBSTANTIVE KNOWLEDGE</u> . Know that plants need water to make their own food. - Know the function of a plant stem, leaves and roots in absorbing and transporting water.</p> <p>LOTc</p>	<p><u>ENQUIRY 4</u> Do all plants need the same things to stay alive?</p> <p><u>SUBSTANTIVE KNOWLEDGE</u> . Know that plants are alive, and they need air, light, water, nutrients from the soil and room to grow to stay alive and grow. - Know that plants need different amounts of these things to stay healthy.</p> <p>LOTc</p>
HISTORY	Geography led term	Geography led term	Geography led term	Geography led term	Geography led term



SCOTLAND

To assess current knowledge about Scotland.

Glue in title page. Discuss what they already know about Scotland and what they want to know.

Complete a KWL grid.
Glue in Knowledge organiser and discuss vocabulary for the term.



Show clip on Scotland.
<https://www.youtube.com/watch?v=kkEoVIUMNWU>



Write down 5 facts that you have discovered today about Scotland.

GEOGRAPHY

SCOTLAND

To know the countries that make up the United Kingdom.

Discuss where the UK is on a globe/world map. Discuss what they already know about the UK. Which countries make up the UK? What do you already know about Scotland, Wales, England and Northern Ireland? Show the 4 countries on google Earth.

<https://earth.google.com/web/@57.67544721,-4.64007083,399.35126767a,1270296.02445941d,35y,0h,0t,0r>

Share the clip...song on the 4 countries which make the UK.

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

Share the power-point .



TASK 1: Build the British Isles.

Build the British Isles



Plenary: Use purple mash Geog, UK countries labelling and capitals.

SCOTLAND

To be able to identify the key features of Scotland.

Recap where Scotland is. Find it on Google maps and in atlases.

Discuss what they already know about Scotland. Recap clips from previous weeks.

<https://www.youtube.com/watch?v=IpMP7BnMing>

View this to gain an insight into some physical features of Scotland and the UK.

<https://www.youtube.com/watch?v=oOvm4c8O73E>

Discuss further physical features of Scotland using the power-point from last week and this.

TASK 1: Build Scotland



Cut out and assemble parts of Scotland. Then locate using an atlas, key areas and label accordingly. Use google Earth to support.

TASK 2: Gain an understanding of the Physical features of Scotland.

Scotland

To know that Scotland is in the Northern Hemisphere.

Recap where Scotland is and the countries which make up the UK.

Show clip
The United Kingdom and its Capitals Song



Can we use direction to describe the positioning of each nation?



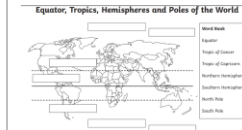
What is a hemisphere.
Use globes to explain. Show clip.



Use atlas and visuals to discuss the new vocabulary.



TASK:



Scotland

To be able to identify some ordnance survey symbols.

Discuss what a map is. Discuss what we can see on a map and how we know what symbols on a map mean.

Watch clips.



<https://www.youtube.com/watch?v=GxTqLAJ6u58>



<https://www.youtube.com/watch?v=o1NfYYkezys>

Show the different ordnance survey symbols and model finding them on a map. Go through the power-point together.





Chn to use the differentiated ordnance survey symbol sheets to help them find and label different symbols and understand their representations.



Purple mash Geog, 2pairs map symbols.



<p>COMPUTING Spreadsheets 3.3 PurpleMash</p>	<p><u>L.I: To recap spreadsheet terms and purposes.</u> <u>SC</u> -To use the correct terminology for a spreadsheet program. -To create a table of data on a spreadsheet. -To use a spreadsheet program to automatically create charts and graphs from data.</p>	<p><u>L.I: To introduce the Advanced mode of 2Calculate.</u> <u>SC</u> -To describe a cell location in a spreadsheet using the notation of a letter for the column followed by a number for the row. -To find specified locations in a spreadsheet.</p>	<p><u>L.I: To learn about the formula wizard in 2Calculate Advanced mode.</u> <u>SC</u> -To follow the steps of the formula wizard to perform calculations. -To enter formulae into the formulae bar. -To create formulae to complete calculations.</p>	<p><u>L.I: To explore how tools can be combined to use 2Calculate</u> <u>SC</u> -To use the random number and guess answer tools. -To combine tools to make ways to explore number.</p>	<p><u>L.I: To use the line graphing tool in 2Calculate with appropriate data</u> <u>SC</u> -To use a series of data in a spreadsheet to create a line graph. -To use a line graph to find out when the temperature in the playground will reach a certain temperature.</p>
<p>ART & DESIGN</p>		<p><u>Scotland</u> <u>To know the designs of the individual flags of the UK and how they fit together.</u> Recap what the main countries are that make up the UK. Replay song clip from week 2. https://www.youtube.com/watch?v=RvDIZoQLgIE Discuss what a flag is and why countries have a flag. Go through power-point.</p>  <p>Explain what the colours of flags mean. Discuss what flags children know. Discuss what the different flags of the UK are. Show/explain how they all form to make Union Jack. TASK 1: Chn to colour in the flags of the UK. Then using tracing paper, in rectangles, chn draw each flag on different ones and then place them over each other to make the Union Jack. See template</p> 	<p>TASK : Create a Scotland flag in preparation for the Highland games.</p>		



DESIGN TECHNOLOGY					
MUSIC Refer to Music Express Scheme of work for lesson plans.	Time - Music Express	Time - Music Express	Time - Music Express	Time - Music Express	Time - Music Express
PE Refer to PE plans on system.					
RE Refer to Key Question Scheme of work for lesson plans <u>L2.4 Why do people pray?</u>	<p>Focus Question: What is prayer? Is Prayer helpful?</p> <p>LI: To understand why people pray. Who we turn to for help and why. Why believers talk to God.</p> <p>Follow the lesson plans on the scheme of work in the Resources Drive.</p>	<p>Focus Question: What happens in Islamic prayer?</p> <p>LI: To understand what happens in Islamic pray. Why do Muslims pray in different ways? What do Muslim children say about prayer?</p> <p>Follow the lesson plans on the scheme of work in the Resources Drive.</p>	<p>Focus Question: How and why do Christians like to pray?</p> <p>LI: To understand how and why Christians pray. Why, how and to who do Christians pray? Relationship with God. The Lord's Prayer.</p> <p>Follow the lesson plans on the scheme of work in the Resources Drive.</p>	<p>Focus Question: How do Hindus pray and worship at home and in the Mandir?</p> <p>LI: To understand how Hindus pray and worship. Sentimental objects. Worship at a mandir. Puja - Worship at home. Music. Shrines. Puja tray.</p> <p>Follow the lesson plans on the scheme of work in the Resources Drive.</p>	<p>Focus Question: What is similar and different in the words of three prayers?</p> <p>LI: To compare Christian, Muslim and Hindu prayer. Read each prayer. Similar/Different. Evoke feelings. Visualise images for each.</p> <p>Follow the lesson plans on the scheme of work in the Resources Drive.</p> <p>Focus Question: Reflection: What more can we discover? Does reflection matter to me?</p> <p>Follow the lesson plans on the scheme of work in the Resources Drive</p>
PSHCE Kapow; Relationships And Safety and the changing body	<p>Respecting differences in others L.I: To recognise and accept the differences between people.</p>	<p>Stereotyping gender and age L.I: To recognise that stereotypes are present in everyday life.</p>	<p>First aid: Emergencies and calling for help L.I: To understand the role I can take in an emergency.</p>	<p>Bites and stings L.I: To know how to help if someone has been stung or bitten.</p>	<p>Be kind online L.I: To recognise the importance of being kind online.</p>



PMFL - Food	Lesson 1 - Say and recognise common foods in French. LI: Dire et reconnaître des aliments courants en français.	Lesson 2 - Say what foods you like and dislike. LI: dire quels aliments on aime et on n'aime pas.	Lesson 3 - Understand simple opinions and categorise foods. LI: dire quels aliments sont sains et quels aliments sont malsains	Lesson 4 - Ask for food politely LI: demander de la nourriture poliment.	Lesson 5 - Use learned vocabulary in a conversation. LI: utiliser le vocabulaire appris dans une conversation.
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LOT to be indicated on Planning **ECO** to be indicated on planning