



Garlinge Primary School & Nursery – Year 3 Medium Term Planning Map - Term 3 2023-25 NEW

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

	WEEK 1	WEEK 2	WEEK 3	WEEK 4 THURSDAY 30 th JAN INTRA HOUSE CROSS COUNTRY	WEEK 5	WEEK 6 TERM 3 ENDS	WEEK 7
LEAD TEXT/TOPIC	<u>Ancient Greece</u> <u>Perseus</u>	<u>Ancient Greece</u> <u>Perseus</u>	<u>Ancient Greece</u> <u>Perseus</u>	<u>Ancient Greece</u> <u>Perseus</u>	<u>Ancient Greece</u> <u>Perseus</u>	<u>Ancient Greece</u> <u>Perseus</u>	
ENGLISH Genres Article 29	<u>Myths and legends</u> <u>Perseus</u> To describe a Greek hero (character description).	<u>Myths and legends</u> <u>Structure of stories</u> <u>Perseus</u> To retell a descriptive story.	<u>Myths and legends</u> <u>Structure of stories</u> <u>Perseus</u> To describe a Greek monster.	<u>Myths and legends</u> <u>Perseus</u> To understand how to structure a letter.	<u>Myths and legends</u> <u>Perseus</u> To write a newspaper report about a Greek monster. ASSESSED WRITING	<u>Myths and legends</u> <u>Perseus</u> To write a set of instructions about how to catch a monster. GREEN BOOK	
MATHS Refer to Maths Hub weekly Planning Article 29 & 31	<u>Number:</u> <u>Multiplication and Division (B)</u> To multiply by 10 To recognise related calculations To reason using multiplication To multiply 2-digit numbers by 1-digit numbers (no exchange) (2 lessons) One lesson per week to include active maths	<u>Number:</u> <u>Multiplication and Division (B)</u> To link multiplication and division To divide a 2-digit number by a 1- digit number (no exchange) To divide a 2-digit number by a 1-digit number (flexible partitioning) (2 lessons) To consolidate division understanding One lesson per week to include active maths	<u>Number:</u> <u>Multiplication and Division (B)</u> To divide a 2-digit number by a 1-digit number (with remainders) (2 lessons) To use scaling To use multiplication and division facts to solve problems To consolidate multiplication and division learning One lesson per week to include active maths	<u>Measurement:</u> <u>Length and Perimeter</u> To measure in metres and centimetres To measure in millimetres To measure in centimetres and millimetres To compare mm, cm and m. To measure using mm, cm and m One lesson per week to include active maths	<u>Measurement:</u> <u>Length and Perimeter</u> To recognise equivalent lengths (mm, cm and m) (2 lessons) To compare lengths To add lengths To recognise and measure equivalent lengths One lesson per week to include active maths	<u>Measurement:</u> <u>Length and perimeter</u> To subtract lengths To know what perimeter is To measure perimeter To calculate perimeter To measure and calculate perimeter One lesson per week to include active maths	



Animals including Humans L1- BIOLOGY

STARTER- TOPICAL SCIENCE DISCUSSION

To establish what we already know about animals and humans.

Glue in title page and discuss key vocabulary. Complete KWL grid.

Animals including Humans L2- BIOLOGY

ENQUIRY 1: WHAT FOOD DO HUMANS NEED?

VOCAB-nutrition, carbohydrates, fat, protein, calcium, dairy, energy, growth.

CT to show blank food plate. In small groups children discuss which food groups belong in which section of the plate and state why. Share link <https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>

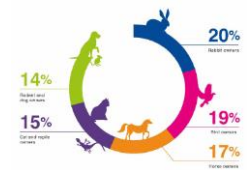


Animals including Humans L3- BIOLOGY

ENQUIRY 2: HOW CAN WE KEEP OUR PETS HEALTHY?

VOCAB-carnivore, herbivore, omnivore, domesticated, pet, environment, diet, behaviour, company, health and welfare.

CT to discuss meaning to carnivore, herbivore and omnivore. Show and discuss UK common pets.



Class share what balanced diet would look like for their pets.

TASK 1 Pupils to complete a pet care plan.

Animals including Humans L4- BIOLOGY

ENQUIRY 3: WHY DO HUMANS NEED A SKELETON?

VOCAB- skeleton, skull, ribcage, spine, joints, organs, protection, support, movement.
Ct to show PPT.

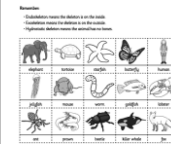
Show PPT and discuss different types of skeleton. **TASK 1**

Pupils sort animals according to their skeletons using differentiated resource sheet.

Sorting Skeleton Types

Use the key to sort the animals into the correct box.

Endoskeleton	Exoskeleton	Hydrostatic skeleton



Experiment-Do people with the longest legs jump furthest? (not compulsory)

CAN PEOPLE WITH LONGER LEGS JUMP FURTHER?

Method:

Name	Leg Length (cm)	Jump 1 (cm)	Jump 2 (cm)

Strike a pose! Skeleton poses (not compulsory)

YEAR 3 INTRA HOUSE CROSS COUNTRY

Animals including Humans L5- BIOLOGY

ENQUIRY 4: HOW DO MUSCLES WORK?

VOCAB-muscles, triceps, biceps,relax, contract, joint.

CT to show clips on how muscles work.

<https://www.youtube.com/watch?v=3haTJC0kyxA>

As a class, create moving triceps and biceps device to show how our muscles contract and relax.






ENDANGERED SPECIES

Use ICT time to research.

Endangered Animals

Use the Internet and use Excel tools to research the below endangered animals.

Animal	Reason											
<p>Endangered Species</p> <p>What is their life?</p>  	<p>Distribution</p>  <p>Approximate numbers remaining in the world:</p> <table border="1"> <tr><td>1000</td></tr> <tr><td>10000</td></tr> <tr><td>100000</td></tr> <tr><td>1000000</td></tr> <tr><td>10000000</td></tr> <tr><td>100000000</td></tr> <tr><td>1000000000</td></tr> <tr><td>10000000000</td></tr> <tr><td>100000000000</td></tr> <tr><td>1000000000000</td></tr> <tr><td>10000000000000</td></tr> </table>	1000	10000	100000	1000000	10000000	100000000	1000000000	10000000000	100000000000	1000000000000	10000000000000
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Share the map to represent where the endangered animal can be found.

Share the graph to represent the numbers remaining in the world.

Factors which have led to the animal becoming endangered:

Animals including Humans L6- BIOLOGY

To continue in term 4

ENQUIRY 5: DO PEOPLEWHO DO MORE PHYSICAL ACTIVITY HAVE STRONGER MUSCLES?

VOCAB-investigation, pattern comparative, prediction, data, analysis, scatter graph.

Science Refer to the Kent Scheme of Work unit plans

Article 29



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HISTORY
Article 29

Ancient Greece

L.L. To establish what we know about Ancient Greece.
Who were The Ancient Greeks?

SUCCESS CRITERIA:
I can list the things I know about Ancient Greece.

I know what is meant by Ancient.

I can ask questions.

Discuss as a class what the children already know about Ancient Greece.

Get the children to look at the Working Wall and discuss what they see on there. Discuss any questions they have about Ancient Greece. Again refer the children to the W. Wall if they are stuck for ideas.

Using the knowledge organiser and KWL grid, model writing in the different columns some of the ideas discussed as a class.

<https://www.youtube.com/watch?v=RchSJSJAbc0>

<https://www.youtube.com/watch?v=IUZKq3KdtYo>

Children to complete their own KWL grid for their books.

When complete children to complete topic cover page and word search of Key Words.

Ancient Greece

L.L. To understand the chronology of Ancient Greece.
When were the Ancient Greeks alive?

SUCCESS CRITERIA:
I know that time-lines can be spilt into BC and AD.

I know what BC and AD means.

I know that time-lines are in chronological order.

Show power-point of key events during Ancient Greece. Children order the timeline as a table then discuss as a class and order the large one together. Children to order smaller timeline and glue in their books.

TASK 2

L.L.: To know how Ancient Greece was governed.

What was Ancient Greek Democracy?

SUCCESS CRITERIA:
I know that a debate is a discussion about important issues.

I know that democracy means fair system.

I understand what a government means.

<https://www.youtube.com/watch?v=IUZKq3KdtYo>

Show power-point of how Ancient Greece was governed. Children to then write a sentence or two describing each different type of government.

Ancient Greece

L.L. To be able to identify different types of architecture from Ancient Greece.
What were the different types architecture used in Ancient Greece?

SUCCESS CRITERIA:
I know the 3 main styles of architecture the Greeks used in columns.
I know that a column is vertical.

Show power-point of Ancient Greek architecture. Model how to complete the sheet. Then pupils to design their own temple using one of the different column techniques.

Architect column experiment.-pg 7

Greek Buildings Experiment

Greece is very famous for its beautiful ancient buildings. In some of them, they used a very sturdy method called the 'post and lintel system', where the heavy roof or floor above was held up by columns. Can you design a strong building using this method?

How to build:

- lots of paper cups
- building bricks or wooden boards

- 1 Balance a building thing on two paper cups. How carefully stand on top of the board - does it hold your weight?
- 2 How big would your paper cups? How sturdy is it now?
- 3 Next, try using eight paper cups. How many do you need to see before it can hold your weight?

Extra Challenge

Can you make a row-sturdy structure that will hold your weight? How many paper cups did you need to use?




Ancient Greece

L.L. To be able to use secondary sources to find out about life in the past.
How did the Ancient Greeks make their pottery?

SUCCESS CRITERIA:
I know that the two main styles of Greek pottery were 'Red Figure and Black Figure.'
I can learn culture and leisure activities from Greek pots.

(Greek pots)- images, artefacts and books showing Greek pottery.

Show power-point of Ancient Greek pots. Show them some images and artefacts of pots. Children to discuss what they notice about the pots. Using a mind map with the picture of a Greek pot in the middle, children to use information books to find facts about the pots and write them around the picture.

Ancient Greece

L.L. To know who some of the Ancient Greek Gods and Goddesses were.
Who were the Ancient Greek Gods and Goddesses?

SUCCESS CRITERIA:
I can name some of the 12 important Greek Gods.
I know that the Greeks believed that they were from Mount Olympus.
I know that the Gods/Goddesses were responsible for different aspects of humanity.

To know some key information about the Ancient Greek gods. <https://www.youtube.com/watch?v=wTxW7sa2rtg>
Show power-point of Ancient Greek gods. Children to use information books to find more information out Greek Gods. Children to create a poster or fact booklet about Ancient Greek Gods. Share their work with their partners and discuss what they have found out about Greek Gods.

Ancient Greece

L.L. To review knowledge gained about The Ancient Greeks.
What was The Ancient Greeks famous for?

Discuss in pairs what they have learnt during this topic. Did they find answers to their questions from the start of the unit? Use the KWL grid and Knowledge organiser to review the learning. Use a different colour to add what they have learnt and what they still have unanswered.

Ancient Greece

Continue into term 4
L.L. To understand key facts about The Battle of Marathon.
Who were The Athenians and Spartan's?

To know some key information about the Battle of Marathon. <https://www.youtube.com/watch?v=NNQVVqEAcdw>
Show power-point of



<p>GEOGRAPHY</p> <p>Article 29</p>	<p>Ancient Greece L.I. To be able to locate Greece on a map. SUCCESS CRITERIA: I can locate the U.K. I can locate Greece on a map of Europe. I can create a key to label countries, seas and oceans.</p> <p>Show an interactive map and discuss where the UK is. Then discuss where Greece is. Model showing it on the interactive map. Repeat on Google Maps. Discuss compass points I.e. North, South, East and West. Discuss what countries are each compass point away from UK and then Greece. Model using an atlas to locate the two countries on a blank map. Children to then locate the two countries on a blank map using the atlases.</p>						
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COMPUTING

Article 16, 17 & 29

Switched on ICT - We are communicators

PURPLE MASH- unit 3.5
2 connect - **Communication.**
Follow PowerPoint Lesson 1.

VOCABULARY: link, node, communication and mind-mapping.

Introduction: Communication

- You are going to be using email and other methods of communication today. You will be using a word processing tool called ZohoMail to help you write emails.
- There is a game 'Postage' on the site and you can see a message created by clicking on the email icon to see what it looks like in your inbox.

CT to display vocabulary for email.

Switched on ICT - We are communicators

PURPLE MASH- unit 3.5
Composing emails
2 email
Follow PowerPoint Lesson 2

VOCABULARY: communication, email, compose, address book and inbox.

Introduction: Email

- You are going to be using ZohoMail to open and respond to emails.
- What is ZohoMail?

Switched on ICT - We are communicators

PURPLE MASH- unit 3.5
Using email safely part 1
Follow PowerPoint Lesson 3

VOCABULARY: Trusted contact, personal information, password and save to draft.

Introduction: Using Email Safely

- Think about the importance of keeping your email safe.
- Look at our guidelines below. Why do you have these rules?

Switched on ICT - We are communicators

PURPLE MASH- unit 3.5
Using email safely part 2
Follow PowerPoint Lesson 4

VOCABULARY: Trusted contact, personal information, password and save to draft.

Introduction: Using Email Safely

- Today, you will be thinking about how to keep your email safe.
- You will also think about how to keep your school safe.
- What do you remember about the email safety rules and how to use them?
- What are you thinking about the email safety rules and how to use them?

Switched on ICT - We are communicators

PURPLE MASH- unit 3.5
Attachments
Follow PowerPoint Lesson 5

VOCABULARY: Attachment, CC (Carbon copy)

Introduction: Attachments

- You are going to be looking to an email today, using the attach the button and also CC.
- What are the benefits of using attachments in your email?



<p>ART & DESIGN</p> <p>Article 29</p>	<p><u>L.I</u> To be able to create detailed drawings. What are observational sketches?</p> <p>SUCCESS CRITERIA: I know that the Greeks used black figure and red figure techniques on their pottery. I can create an annotated sketch based on observations. I can experiment with marks and lines.</p> <p>Show some Ancient Greek artefacts. Discuss what they can see. Model how to do an observational drawing. In sketch books, children draw the artefact on the table in front of them. Round Robin the artefacts so the children get a range of sketches in their books.</p>	<p><u>L.I</u> To sketch an image of a Mythical Monster linked to Topic/English What is a digital source?</p> <p>SUCCESS CRITERIA: I can draw for a sustained period. I can select ideas for my work to create annotated sketches. I can explore using digital sources.</p> <p>Discuss what they have been learning so far about Ancient Greek Mythology. Show pictures of different Mythical creatures and discuss what they notice about the different creatures. Children to pick a mythical creature and copy it. When finished, they create their own mythical creature using the Mythical Creature Generator.</p>	<p><u>L.I</u> To be able to create detailed sketches of Ancient Greek Architecture What is architecture?</p> <p>SUCCESS CRITERIA: I can create detailed, annotated sketches. I can identify the 3 main Greek styles used in columns. I know that a column is vertical from top to bottom.</p> <p>Recap learning and understanding of Ancient Greek architecture. Provide the children with 3 different column templates and they sketch Doric, Corinthian and Ionic columns.</p>	<p><u>L.I</u> To be able to create detailed drawings. What is a repeated pattern?</p> <p>SUCCESS CRITERIA: I can create repeated patterns. I can explore a range of collage techniques.</p> <p>Recap learning and understanding of Ancient Greek pots. Show children images of repeated patterns in Greek pottery. CT to model how to create these patterns. Chn to draw and design their own Ancient Greek pots in the style of Ancient Greek pottery, using the template provided.</p>			
<p>DESIGN TECHNOLOGY</p> <p>Article 29</p>							
<p>MUSIC Refer to Music Express Scheme of work for lesson plans.</p> <p>Article 29</p>	<p><u>Music Express- Food and drink.</u> (PERFORMANCE)</p> <p>Lesson 1- <u>L.I: To Exploring simple accompaniments using beat and rhythm patterns.</u></p>	<p>FRENCH</p>	<p><u>Music Express- Food and drink.</u> (PERFORMANCE)</p> <p>Lesson 2- <u>L.I: To use a score and combining sounds to create different musical textures.</u></p>	<p>FRENCH</p>	<p><u>Music Express- Food and drink.</u> (PERFORMANCE)</p> <p>Lesson 3- <u>L.I: To explore different types of accompaniment.</u></p>	<p>FRENCH</p>	



<p>PE Refer to PE plans on system.</p> <p>Article 23, 24, 27, 29 & 31</p>	<p>PPA PE INTRODUCTION TO RUGBY SKILLS</p>			<p>Intra house competition-Cross Country Running-Perseverance. Science/math's link. OUTSIDE THE CLASSROOM</p>			
<p>RE Refer to Key Question Scheme of work for lesson plans</p> <p>Article 2, 12, 14, 29 & 30</p>	<p>What do different people believe about God?</p> <p>'Seeing is believing-is it?'</p> <p>L.I. To express what I believe about God.</p> <p>CT- Some people believe in God in different ways, and some don't.</p> <p>See RE plans L2.1</p> <p>If God were a...what would it be?</p>	<p>What do different people believe about God?</p> <p>What do Christians believe about God? God as love, Father, light, Creator, Trinity, Listeners to prayers.</p> <p>L.I: To understand what Christians believe about God?</p> <p>See RE plans L2.1</p> <p>Is God love? Is God our Father? Is God light? Is God the creator?</p> <p>Why do Christians say 'Father, Son, and Holy Spirit for God?</p> <p>https://www.bbc.co.uk/bitesize/topics/ztkxp/v4/articles/zvfnkmn</p> <p>https://www.bbc.co.uk/programmes/p02q88sl</p>	<p>What do different people believe about God?</p> <p>What do the stories of Moses and the Burning Bush and of Saint Paul conversion, tell us about God in Christianity.</p> <p>L.I: To be able to compare stories from the Bible about Moses.</p> <p>See RE plans L2.1</p>	<p>What do different people believe about God?</p> <p>What do Muslims believe about Allah? (Arabic word for God)</p> <p>L.I: To understand what Muslim's believe about Allah.</p> <p>See RE plans L2.1</p>	<p>What do different people believe about God?</p> <p>What do Muslims believe about the Holy Quran? Allah's gift to humanity.</p> <p>L.I: To Understand what Muslims believe about the Holy Quran.</p> <p>See RE plans L2.1</p> <p>For Muslims the holy Quran is the place where all human knowledge of Allah can be seen.</p> <p>https://www.bbc.co.uk/programmes/p02mwjsw</p>	<p>What do different people believe about God?</p> <p>How do Hindu people show what they believe about in Gods and Goddesses?</p> <p>L.I: To understand what Hindus believe about Gods and Goddesses.</p> <p>See RE plans L2.1</p> <p>How and why do Hindus use Murtis (statues) to worship?</p> <p>https://www.bbc.co.uk/programmes/p02n5wv</p>	



<p style="text-align: center;">PSHCE</p> <p>Article 9, 12, 24, 25, 27, 29 & 30</p>	<p><u>ECONOMIC WELL-BEING (Kapow)</u></p> <p>https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/economic-wellbeing/</p> <p>L.I. To understand the different ways to pay for things and why people may choose them.</p> <p>VOCAB: payment, debit, credit, cheque, bank transfer.</p> <p>Key Question: How do we pay for the things we buy?</p> <p>SUCCESS CRITERIA: I understand the different ways we can pay for things. I understand that even though I may not pay using cash, that I still need the money to purchase. I understand that deciding how to pay for something is a personal choice.</p>	<p><u>ECONOMIC WELL-BEING (Kapow)</u></p> <p>https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/economic-wellbeing/lesson-2-budgeting/</p> <p>L.I. To understand how to put together a budget.</p> <p>VOCAB: budget, plan, spend, save, expense, needs.</p> <p>Key Question: How do we make a budget for our money?</p> <p>SUCCESS CRITERIA: I understand the importance of budgeting. I can put together a budget. I understand that people spend and save in different ways.</p>	<p><u>ECONOMIC WELL-BEING (Kapow)</u></p> <p>https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/economic-wellbeing/lesson-3-how-spending-affects-others/</p> <p>L.I. To recognise that money has an impact on the way we feel.</p> <p>VOCAB: Anger, feeling, happiness, jealousy, surprise, money, situation, negative.</p> <p>Key Question: How can money make us feel?</p> <p>SUCCESS CRITERIA: I understand that money can make us feel different emotions. I can explain what emotions someone might feel in different situations. I can explain why people might try and change their negative feelings towards a situation.</p>	<p><u>ECONOMIC WELL-BEING (Kapow)</u></p> <p>https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/economic-wellbeing/lesson-4-impact-of-spending/</p> <p>L.I. To begin to recognise how ethics can influence our spending decisions.</p> <p>VOCAB: Clarity, environment, impact, negative, positive, spending choice.</p> <p>Key Question: What might people consider when they are buying something?</p> <p>SUCCESS CRITERIA: I understand that lots of things can influence how we spend our money. I can identify positive choices people can make when spending. I can explain why these things are positive.</p>	<p><u>ECONOMIC WELL-BEING (Kapow)</u></p> <p>https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/economic-wellbeing/lesson-5-jobs-and-careers/</p> <p>L.I. To understand that there are a range of jobs available.</p> <p>VOCAB: jobs, careers, skills, interest.</p> <p>Key Question: What different jobs do we know about? What attributes can we identify in each other?</p> <p>SUCCESS CRITERIA: I understand that there are many jobs available. I can identify jobs I might want to do. I can explain why I might be able to do a particular job.</p> <p>https://targetjobs.co.uk/careers-advice/job-descriptions</p> <p>https://www.prospects.ac.uk/job-profiles/browse-a-to-z</p>	<p><u>ECONOMIC WELL-BEING (Kapow)</u></p> <p>https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/economic-wellbeing/lesson-6-gender-and-careers/</p> <p>L.I. To understand that there are stereotypes in the workplace.</p> <p>VOCAB: stereotypes, Jobs, qualifications, gender.</p> <p>Key Question: What jobs do people do? Do we have stereotyped ideas about which genders should do which jobs?</p> <p>SUCCESS CRITERIA: I understand that stereotypes exist about who might do certain jobs. I can explain why stereotypes may exist. I can explain why gender should not be a factor when choosing a job.</p>	<p><u>ECONOMIC WELL-BEING (Kapow)</u></p> <p>ASSESSMENT https://www.kapowprimary.com/subjects/rse-pshe/lower-key-stage-2/year-3/economic-wellbeing/assessment-rse-pshe-family-and-relationships-y3/</p> <p>L.I. To assess our understanding of Economic well-being.</p> <p>Follow the link for assessment tasks and quizzes on the unit.</p>
<p style="text-align: center;">PMFL</p> <p>Article 29</p>	<p style="text-align: center;"><u>Salut Core unit 3</u></p> <p style="text-align: center;">Lesson 1</p> <p>L.I. To identify head, shoulders, knees and toes.</p>	<p style="text-align: center;"><u>Salut Core unit 3</u></p> <p style="text-align: center;">Lesson 2</p> <p>L.I. To name parts of the body</p>	<p style="text-align: center;"><u>Salut Core unit 3</u></p> <p style="text-align: center;">Lesson 3</p> <p>L.I. To be able to count up to 31</p>	<p style="text-align: center;"><u>Salut Core unit 3</u></p> <p style="text-align: center;">Lesson 4</p> <p>L.I. To be able to recall months of the year.</p>	<p style="text-align: center;"><u>Salut Core unit 3</u></p> <p style="text-align: center;">Lesson 5</p> <p>L.I. To be able to name items of clothing.</p>	<p style="text-align: center;"><u>Salut Core unit 3</u></p> <p style="text-align: center;">Lesson 6</p> <p>L.I. To</p>	<p style="text-align: center;"><u>Salut Core unit 3</u></p> <p style="text-align: center;">Revision Lesson</p>

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