



**Garlinge Primary School & Nursery - Year 3 Medium Term Planning Map - Term 6 2023/24**

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

	WEEK 1 05/06/23	WEEK 2 12/06/23	WEEK 3 19/06/23 - Scotland Theme Day	WEEK 4 26/06/23	WEEK 5 03/07/23- Transition Day	WEEK 6 10/07/23	Week 7
LEAD TEXT/TOPIC	<u>Scotland</u> <u>Katie Morag delivers the mail.</u>	<u>Scotland</u> <u>Katie Morag delivers the mail.</u>	<u>Scotland</u> <u>Katie Morag delivers the mail.</u>	<u>Scotland</u> <u>Katie Morag delivers the mail.</u>	<u>Scotland</u> <u>Katie Morag delivers the mail.</u>	<u>Scotland</u> <u>Katie Morag delivers the mail.</u>	<u>Scotland</u> <u>Katie Morag delivers the mail.</u>
ENGLISH Genres  Article 29	Narrative (Adventure and Mystery) - Retell Katie Morag delivers the mail.	SPAG Week	Narrative (Adventure and Mystery) - Alternative adventure for Katie Morag delivers the mail.	Dialogue and Plays - Turn Katie Morag story into a play.	Dialogue and Plays - Turn Katie Morag story into a play.	Poetry - Acrostic poem about Scotland.	Creative Writing.



<p style="text-align: center;"><b>MATHS</b> Refer to Maths Hub weekly Planning</p> <p style="text-align: center; color: red;">Article 29 &amp; 31</p>	<p><u>Properties of shape</u></p> <p><u>L.I.</u> To be able to recognise turns and angles</p> <p><u>L.I.</u> To be able to find right angles</p> <p><u>L.I.</u> To be able to compare angles</p> <p><u>L.I.</u> To be able to measure and draw angles accurately</p> <p><u>L.I.</u> To identify horizontal and vertical lines.</p>	<p><u>Properties of shape</u></p> <p><u>L.I.</u> To identify and find parallel and perpendicular lines.</p> <p><u>L.I.</u> To recognise and describe 2D shapes.</p> <p><u>L.I.</u> To be able to draw polygons</p> <p><u>L.I.</u> To recognise and describe 3D shapes.</p> <p><u>L.I.</u> To construct 3D shapes.</p>	<p><u>Statistics</u></p> <p><u>L.I.</u> To interpret pictograms</p> <p><u>L.I.</u> To draw pictograms</p> <p><u>L.I.</u> To interpret bar charts</p> <p><u>L.I.</u> To draw bar charts</p>	<p><u>Statistics</u></p> <p><u>L.I.</u> - To collect and represent data</p> <p><u>L.I.</u> - To be able to use two-way tables</p> <p><u>Consolidation</u></p>	<p><u>Measurement - Time</u></p> <p><u>L.I.</u> To use start and end times</p> <p><u>L.I.</u> To recognise seconds and minutes</p> <p><u>L.I.</u> To recognise and use units of time</p> <p><u>L.I.</u> - To be able to solve problems involving time</p> <p><u>L.I.</u> - To be able to recognise durations of time</p>	<p><u>Consolidation of everything over the year - class based</u></p>	<p><u>Consolidation of everything over the year - class based</u></p>
<p style="text-align: center;"><b>Science</b> Refer to the Kent TRIAL new Scheme of Work unit plans</p> <p style="text-align: center; color: red;">(RRSA Right 12)</p> <p style="text-align: center; color: red;">(RRSA Right 24)</p>	<p style="text-align: center;"><u>PLANTS</u></p> <p style="text-align: center; color: red;"><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 style="text-align: center;"><u>PLANTS</u></p> <p style="text-align: center; color: red;"><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 plant, including roots, stems, leaves, flowers. - Know that roots keep plants steady in the soil and root hairs absorb water and nutrients.</p>	<p style="text-align: center;"><u>PLANTS</u></p> <p style="text-align: center; color: red;"><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 style="text-align: center;"><u>PLANTS</u></p> <p style="text-align: center; color: red;"><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 style="text-align: center;"><u>PLANTS</u></p> <p style="text-align: center; color: red;"><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 style="text-align: center;"><u>PLANTS</u></p> <p style="text-align: center; color: red;"><u>REVIST AND ASSESS</u></p> <p><u>SUBSTANTIVE KNOWLEDGE</u> .Identify and describe the functions of flowering plants. .Explore the requirements of plants for life and growth and how they vary from plant to plant. . Investigate the way water is transported within plants. .Explore the part the flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal.</p>	<p style="text-align: center;"><u>ECO LESSON</u></p> <p style="text-align: center; color: red;"><u>WILDFIRES</u></p>



<b>HISTORY</b> <b>Article 29</b>	<i>Geography based topic so no history coverage at all this term.</i>						



### 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.

### 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,Or>

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?



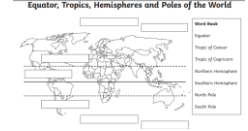
What is a hemisphere. Use globes to explain. Show clip.



Use atlas and visuals to discuss the new vocabulary.



TASK: Equator, Tropics, Hemispheres and Poles of the World



TASK : Create a Scotland flag in preparation for the Highland games.

### Scotland

To know the designs of the individual flags of the UK and how they fit together.

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.



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



### 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.

### Scotland

To understand the similarities and differences between England and Scotland.

Discuss what we have learnt about Scotland this term and what we already know about England.

Children to complete "country Comparison" worksheet and fill in the similarities and differences between the two countries. [assess our knowledge of Scotland.](#)

Discuss what the chn have learnt this term about Scotland.

Chn to complete the L part of the KWL grid and then create a poster to explain what they have learnt about Scotland



<p style="text-align: center;"><b>COMPUTING</b></p> <p style="text-align: center;"><b>Article 16, 17 &amp; 29</b></p>	<p><b>INFORMATION TECHNOLOGY</b></p> <p><b><u>DIGITAL LITERACY</u></b>  <b>Activity</b> - Pupils learn how to <b>communicate</b> effectively by email, taking into account the purpose and audience and the tone they want to convey. See slide 1 Purple mash.  <b>USE:</b> 2connect to highlight strengths/weaknesses of methods of communication.</p> <p><b>To use technology safely and responsibly. (Productivity)</b>  <b>Skill/Focus</b> - Data collecting, data handling, charts and graphs. Data loggers          To present information.</p>	<p><b>INFORMATION TECHNOLOGY</b></p> <p><b><u>DIGITAL LITERACY</u></b></p> <p><b>Activity</b> - <b>Composing emails.</b> Pupils learn how to open and respond to email.          To write an email to someone from an address book.  <b>USE:</b> Purple mash, 2 email. Follow slides 2.</p> <p><b>To use technology safely and responsibly. (Productivity)</b>  <b>Skill/Focus</b> - Data collecting, data handling, charts and graphs. Data loggers          To present information.</p>	<p><b>INFORMATION TECHNOLOGY</b></p> <p><b><u>DIGITAL LITERACY</u></b></p> <p><b>Activity</b> - Pupils learn how to use emails <b>safely.</b> Pt.1. Slides 3.</p> <p><b>To use technology safely and responsibly. (Productivity)</b>  <b>Skill/Focus</b> - Data collecting, data handling, charts and graphs. Data loggers          To present information.</p>	<p><b>INFORMATION TECHNOLOGY</b></p> <p><b><u>DIGITAL LITERACY</u></b></p> <p><b>Activity</b> - Pupils learn how to use emails <b>safely.</b> Pt 2. Slide 4</p> <p><b>To use technology safely and responsibly. (Productivity)</b>  <b>Skill/Focus</b> - Data collecting, data handling, charts and graphs. Data loggers          To present information.</p>	<p><b>INFORMATION TECHNOLOGY</b>  <b><u>DIGITAL LITERACY</u></b></p> <p><b>Activity</b> - <b>Attachments.</b>          Pupils learn how to add an attachment to an email.          Slide 5.</p> <p><b>To use technology safely and responsibly. (Productivity)</b>  <b>Skill/Focus</b> - Data collecting, data handling, charts and graphs. Data loggers          To present information.</p>	<p><b>INFORMATION TECHNOLOGY</b></p> <p><b><u>DIGITAL LITERACY</u></b></p> <p><b>Activity</b> - <b>Simulations.</b>          Pupils learn how to explore a simulated email scenario.</p> <p><b>To use technology safely and responsibly. (Productivity)</b>  <b>Skill/Focus</b> - Data collecting, data handling, charts and graphs. Data loggers          To present information.</p>	
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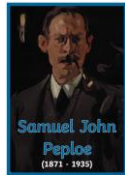
**Scotland**

To discover more about the Scottish artist Samuel John Peploe. (impressionist)

**DISCIPLINE: Painting**

**FORMAL ELEMENTS: Colour and Texture**

**WHO WAS HE?**



Glue in an image of Samuel John Peploe into your sketch books. Annotate around the outside of it key facts about his background and his work. This could be achieved in ICT or as a whole class. (Colourist at the turn of the 19<sup>th</sup> Century inspired in France by painting, colour and nature and brought his ideas back to Scotland)

Show pupils a gallery of Peploe's most famous paintings and glue into sketch books.



**Scotland**

To be able to understand Peploe's techniques.

**Which techniques did he use?**

**Why do you think he chose these?**

**DEVELOPING and EXPLORING.**

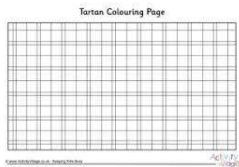
Allow children the opportunity to experiment with different colours and brush strokes. Work in yellow sketch books.

To be able to design a tartan.

Discuss what tartan is and why it is important to Scottish people.

Show examples of tartan and share powerpoint about Scottish tartan and its history.

Discuss what/how tartan are designed and made and colours used. In Sketch books, design your own tartan. Use a ruler to support. Provide chn templates if necessary.



**Scotland**

To know primary and secondary colours.

SC:

- . To be able to mix secondary colours.
- . To use a suitable brush to control the types of marks desired.

**PAINTING:**

In the yellow sketch books, children to create their own picture using observation.

**Scotland**

To be able to evaluate and discuss techniques.

Pupils to share their artwork from previous week.

**What went well? What did you like about your painting? What could you improve or do differently next time?** Evaluate their own/and each other's work by using 2 stars and a wish for future paintings.

CELEBRATION OF CULTURE PM 25.6.24

**ART & DESIGN**

**Article 29**



DESIGN TECHNOLOGY

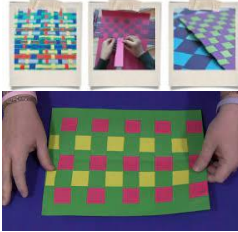
Article 29

Scotland

To be able to use paper weaving techniques.

Discuss/recap tartan lesson and look back at their designs.

Explain that they will be making their tartan out of paper by weaving it together. Chn pick their 3 colours following their design. Model paper weaving to the chn.



Scotland

To be able to use materials and tools safely (optional).

Discuss the different cities of Scotland.

Show a skyline of the main features of the different cities.

Chn to pick a city and create a skyline of their chosen one.





<p><b>MUSIC</b> Refer to Music Express Scheme of work for lesson plans.</p> <p>Article 29</p>	Singing French - Music Express	Singing French - Music Express	Singing French - Music Express	Singing French - Music Express	Singing French - Music Express	Singing French - Music Express	
<p><b>PE</b> Refer to PE plans on system.</p> <p>Article 23, 24, 27, 29 &amp; 31</p>	<p>All PE taught by PE Team. SPORTS AFTERNOON TBC</p> <p>SCOTLAND HIGHLAND GAMES (Intra house competition 12.7.24 PM)</p>						
<p><b>RE</b> Refer to Key Question Scheme of work for lesson plans</p> <p>Article 2, 12, 14, 29 &amp; 30</p>	<p><u>L2.7 What does it mean to be a Christian in Britain today?</u></p> <p>Focus Question : <b>How do Christians show their beliefs at home?</b></p>	<p><u>L2.7 What does it mean to be a Christian in Britain today?</u></p> <p>Focus Question : <b>What do Christians do to show their beliefs at church?</b></p>	<p><u>L2.7 What does it mean to be a Christian in Britain today?</u></p> <p>Focus Question : <b>How and why do Christians use music in worship?</b></p>	<p><u>L2.7 What does it mean to be a Christian in Britain today?</u></p> <p>Focus Question : <b>How and why do Christians celebrate Holy Communion?</b></p>	<p><u>L2.7 What does it mean to be a Christian in Britain today?</u></p> <p>Focus Question : <b>How do Christians make a difference in their local community?</b></p>	<p><u>L2.7 What does it mean to be a Christian in Britain today?</u></p> <p>Focus Question : <b>Why do people stand up against injustice because of their religion?</b></p>	
<p><b>PSHCE</b></p> <p>Article 9, 12, 24, 25, 27, 29 &amp; 30</p>	<p>KAPOW (continued from term 5) <u>Focus: Relationships</u> <b>SAFETY AND THE CHANGING BODY</b> Influences L.I: To begin to recognise who and what can influence our decisions.</p>	<p>KAPOW <u>Focus: Relationships</u> <b>SAFETY AND THE CHANGING BODY</b> Keeping safe out and about L.I: To develop an understanding on or near roads.</p>	<p>KAPOW <u>Focus: Transition</u> <b>Coping Strategies</b> L.I: To understand the strategies people use to cope with change.</p>				





PMFL	Salut- Main unit A- Animals ON THE FARM	Salut- Salut- Main unit A- Animals PETS	Salut- Salut- Main unit A- Animals WHAT'S YOUR DOG LIKE?	Salut- Salut- Main unit A- Animals WHERE'S THE CAT?	Salut- Salut- Main unit A- Animals WHERE IS THE ELEPHANT?	Salut- Salut- Main unit A- Animals HENRI LOOKS FOR HIS MOTHER.	
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LOTFC to be indicated on Planning    RRSA to be indicated on planning with articles    ECO to be indicated on planning