



# Year 3 - PHES Medium Term Curriculum Map - Term 3.2 2021-2022



## ENTRY POINT

### Footprints from the past – Dinosaurs

- Dress up day (Archeologists)
- Dinosaur Dig

### Week 1 - 7

#### Time

- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- tell and write the time from an analogue clock including using Roman numerals' from I-XII and 12 hour and 24 hour clock

- compare durations of events

- know the number of seconds in a minute and the number of days in each month, year and leap year

- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight (18, 19, 20, 21)

#### Properties of Shape

- identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Draw 2D and make 3D shapes using modelling materials, recognise 3D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that 2 right angles make a half-turn, 3 make three quarters of a turn and 4 a complete turn.

(6, 7, 8, 9, 10)

#### Mass and Capacity

- measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml) (15)

## IPC

### Art

- 2.03 Be able to use art as a means of self expression
- 2.04 Be able to choose materials and techniques which are appropriate for their task
- 2.05 Be able to explain their own work in terms of what they have done and why
- 2.06 Be able to talk about works of art, giving reasons for their opinions.

### Geography

- 2.05 Be able to use geographical terms
- 2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities
- 2.09 Be able to use secondary sources to obtain geographical information
- 2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features

### History

- 2.04 Be able to give some reasons for particular events and changes
- 2.05 Be able to gather information from simple sources

### International

- 2.03 Be able to identify activities and cultures which are different from but equal to their own

### Science

- 2.01a Be able to carry out simple investigations
- 2.01b Be able to prepare a simple investigation which is fair, with one changing factor
- 2.01c Be able to predict the outcome of investigations
- 2.01d Be able to use simple scientific equipment
- 2.01e Be able to test ideas using evidence from observation and measurement
- 2.01f Be able to link evidence to broader scientific knowledge and understanding
- 2.01g Be able to use evidence to draw conclusions

## ENGLISH

### Adventure and mystery stories

#### Reading: Comprehension

- Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied

#### Writing: Composition

- In narratives, creating settings, characters, and plot
- #### Writing: Vocabulary, Grammar and Punctuation
- Using conjunctions, adverbs, and prepositions to express time and cause.
  - Using and punctuating direct speech

#### Reading

- Retrieve and record information from non-fiction

#### Writing

- Use further prefixes and suffixes and understand how to add them
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Discussing writing similar to that which they are planning to write to understand and learn from its structure, vocabulary, and grammar.
- Organising paragraphs around a theme
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Using conjunctions, adverbs, and prepositions to express time and cause

# FOOTPRINTS FROM THE PAST

## PSHE / PERSONAL LEARNING GOALS

### Changing Me

- How babies grow
- Understanding a baby's needs
- Outside body changes
- Inside body changes
- Family stereotypes
- Challenging my ideas
- Preparing for transition

## TRIPS

- Researching the possibility of animatronic dinosaur coming into school
- Possible museum trip

## EXIT POINT

### Exhibition

- Carousel style
- Exhibit classwork from the unit
- Exhibit home project