

**Seva School CURRICULUM 2021/22**

YEAR THREE						
TERM	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Rainforests	Stone Age to Iron Age	Ancient Egypt	Paintings, Painters and Photographs	Chocolate	Local Area
Virtues:	Kindness	Courage	Honesty	Tolerance	Respect	Responsibility
<b>English</b>	<p>Texts: Recovery curriculum Here We Are by Oliver Jeffers Bloomin' Rainforests (Horrible Geography) We're Roaming in the Rainforest</p> <p>Non-fiction: Information Leaflet: Fiction: Poetry-Syllables Short Story</p>	<p>Texts: Stone Age Boy by Satoshi Kitamura Ug by Raymond Briggs</p> <p>How to Train your Dragon by Cressida Cowell</p> <p>Non-Fiction: Explanation Texts: Fiction: Adventure Story</p>	<p>Texts: Egyptian Cinderella by Shirley Climo</p> <p>Ancient Egypt/Mummification</p> <p>Fiction: Exploring themes in Stories: Characterisation/Plots Comparing the original version of Cinderella to the Egyptian Cinderella version</p> <p>Acrostic Poems:</p> <p>Non-Fiction: Information Texts: Create a class information book about: Ancient Egypt/Mummification</p>	<p>Texts: Winnie The Pooh by A.A. Milne</p> <p>Non-Fiction: Instructions: How to paint or draw like a famous artist</p> <p>Non-Chronological Report: Famous artist and his/her art.</p> <p>Persuasive Poster: Advertising an exhibition of your chosen artist.</p>	<p>Texts: Chocolate Cake by Michael Rosen</p> <p>Charlie and the Chocolate Factory by Roald Dahl</p> <p>Fiction: Performance Poetry: Settings, Characters and Plot in stories: Non-Fiction: Biography: Roald Dahl</p>	<p>Texts: Famous Five Stories by Enid Blyton</p> <p>Varjak Paw by SF Said Fiction: Short Story: Non-Fiction: Formal Letter: Local Issues Writing to local MP Information leaflet: About Coventry</p>

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<b>Maths</b>	Number: Place Value Hundreds Represent numbers to 1000 100s, 10s and 1s Number line to 1000 Find 1, 10, 100 more or less Compare objects to 1000 Compare numbers to 1000 Order numbers Count in 50s Number: Addition and Subtraction  Add and subtract multiples of 100 Add and subtract 3-digit numbers and ones –not crossing 10 Add 3-digit and 1-digit numbers –crossing 10 Subtract a 1-digit number from a 3-digit number – crossing 10 Add and subtract 3-digit numbers and tens –not crossing 100 Add a 3-digit number and tens –crossing 100. Add and subtract 100s. Spot the pattern –making	Add and subtract a 2-digit and 3-digit number –not crossing 10 or 100 Add a 2-digit and 3-digit number –crossing 10 or 100 Subtract 2-digit number from a 3-digit number cross the 10 or 100 Add two 3-digit numbers – not crossing 10 or 100 Add two 3-digit numbers – crossing 10 or 100 Subtract a 3 –digit number from a 3-digit number –no exchange. Subtract a 3-digit number from a 3-digit number – exchange Exchange answers to calculations Check  Number: Multiplication and Division  •Multiplication –equal groups •Multiplying by 3 •Dividing by 3 •The 3 times-table	•Multiplying by 4 •Dividing by 4 •The 4 times-table •Multiplying by 8 •Dividing by 8 •The 8 times-table  Multiplication and Division Comparing statements Related calculations Multiply 2-digits by 1-digit Divide 2-digits by 1-digit Scaling How many ways?  Money  Pounds and pence Convert pounds and pence Add money Subtract money Give change Statistics Pictograms Bar Charts Tables	Measurement: Length and Perimeter Measure length Equivalent lengths – m & cm Equivalent lengths – mm & cm Compare lengths Add lengths Subtract lengths Measure perimeter Calculate perimeter  Number: Fractions Unit and non-unit fractions Making the whole Tenths Count in tenths Tenths as decimals Fractions on a number line Fractions of a set of objects	Number: Fractions Equivalent fractions (1) Equivalent fractions (2) Equivalent fractions (3) Compare fractions Order fractions Add fractions Subtract fractions  Measurement: Time  Months and years Hours in a day Telling the time to 5 minutes Telling the time to the minute Using a.m. and p.m. 24-hour clock Finding the duration Comparing durations Start and end times Measuring time in seconds	Geometry: Properties of Shape  Turns and angles Right angles in shapes Compare angles Draw accurately Horizontal and vertical Parallel and perpendicular Recognise and describe 2D shapes Recognise and describe 3-D shapes Make 3-D shapes  Measurement: Mass and Capacity  Measure mass Compare mass Add and subtract mass Measure capacity Compare capacity Add and subtract capacity



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Visits/Visitors & EVENTS	Bandi Chorr Hello/Yellow Mental Health Day Black History Month	Virtual visit to a Mandhir Guru Nanak Gurburab Chaar Sahibzaade Remembrance Day Christmas	Safer Internet Day	World Book Day Easter	Vaisakhi	Chabeel Enterprise Week
RE	L2.8 What does it mean to be a Hindu in Britain today? Link- Diwali Virtual Mandhir Visit		L2.4 Why do people pray?		L2.5 Why are festivals important to religious communities? Link- Vaisakhi	

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<b>Science and Scientific enquiry</b>	<b>Plants</b> Identifying and describing the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants including pollination, seed formation and seed dispersal.	<b>Rocks and soils</b> Compare and group together different kinds of rocks. Describe in simple terms how fossils are formed. Recognise that soils are made from rocks and organic matter.	<b>Forces and magnets</b> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract and repel each other and make predictions.	<b>Light</b> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise light from the sun can be dangerous Recognise that shadows are formed when the light is blocked Find patterns in the way that the size of shadows change	<b>Animals including humans (structure of the body)</b> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<b>Animals including humans (nutrition)</b> Identifying that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food.
<b>Scientific Capital Ideas</b>	How does a Venus Fly Trap work?	Rock and Pebble landscapes – collect and create	Make a game that uses magnets	Put on a Shadow puppet theatre show	Do people with the longest legs jump the furthest?	Design and label a healthy balanced meal for a vegetarian.

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<b>Theme</b>	<b>Families and Friendships Safe Relationships</b>	<b>Respecting Ourselves and Others</b>	<b>Belonging to a Community. Media Literacy and Digital Resilience</b>	<b>Money and Work</b>	<b>Physical Health and Mental Wellbeing Growing and Changing</b>	<b>Keeping Safe</b>
<b>PHSE</b>	What makes a family; features of family life. Personal boundaries; safely responding to others; the impact of hurtful behaviour.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	The value of rules and laws; rights, freedom and responsibilities. How the internet is used; assessing information online.	Different jobs and skills' job stereotypes; setting personal goals.	Health choices and habits; what affects feelings; expressing feelings. Personal strengths and achievements; managing and reframing setbacks.	Risks and hazards; safety in the environment and unfamiliar places.
	<b>Taking Care</b> Feelings, Rights and Responsibilities Unsafe Feelings Body Awareness and Telling Networks and Using Them	<b>Black History Month</b> Focus on Lilian Bader				
<b>History</b>		Stone Age to Iron Age	Early civilisations including Ancient Egypt		Mayan Civilisation	
<b>Geography</b>	Rainforests					Local area and maps- including UK cities and geographical features, 8 points of a compass
<b>Computing &amp; Esafety</b>	iProgram Unit 1 Understand that a program is a sequence of statements written in a programming language (Scratch) Program an animation that executes a sequence of statements	iSimulate Understand that computer simulations can represent real or imaginary situations Understand that computer simulations are guided by rules Explore the effect of changing variables in a	iNetwork Understand what a network is Know key parts of a computer network Understand how information is exchanged between devices Understand that the internet is the physical connections between	iConnect Understand that the internet is many computers that are connected Understand some of the services available on the internet	iPodcast Understand that technology can be used to control sound Understand that sound can be stored digitally Understand what a podcast is	iSafe Recognise when something encountered online does not feel right Identify some of the risks of sharing publically online Understand some measures that can be

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	<p>Understand that computer programs containing graphics use x y coordinates and turns are measured in degrees</p> <p>program a sequence of instructions that Create visual effects</p> <p>import, create and record sounds</p> <p>Understand that algorithms and programs can involve repetition</p> <p>Predict the outcome of a simple algorithm</p> <p>Use a repeat function to draw a 2D shape</p> <p>import pictures from a computer and/or the internet</p> <p>Combine images, sounds and movement to create a personal animation</p>	<p>simulation using them to</p> <p>Make and test predictions</p> <p>understand that simulations can help people try things quickly and inexpensively</p> <p>Understand that simulations help us understand difficult concept</p> <p>Design and produce a computer simulation or adventure game</p>	<p>computers and networks</p> <p>Understand how data travels throughout a network</p> <p>understand that devices on networks have a unique address</p> <p>iData</p> <p>Understand ow information in a database is organised</p> <p>Understand the advantages of a computer based database over a paper one</p> <p>Find and enter information to create additional records in a database</p>	<p>Understand that you can move around the web using hyperlinks</p> <p>use basic navigation skills to browse the world wide web</p> <p>know the main features of web browsers</p> <p>Understand how to find information using a search engine</p> <p>Use search terms when looking for information using a search engine</p> <p>Understand that not all information on the web is reliable</p> <p>Know the basic steps that can help distinguish safe and credible website</p> <p>Understand that copyright is an author's right of ownership and it is illegal to steal other people's material</p>	<p>Plan and record a Podcast</p> <p>Use digital tools to edit a podcast</p> <p>Combine audio sound and effects</p> <p>Identify the good features of a podcast</p> <p>Suggest improvements for a podcast</p>	<p>taken to stay safe</p> <p>raise awareness about appropriate and inappropriate content for online sharing</p> <p>Understand potential consequences of sharing without consent</p> <p>Understand some of the ways we can protect ourselves online against manipulation</p> <p>Understand the ways the internet can make young people feel about themselves</p> <p>Understand the need for strong passwords</p> <p>Identify several different forms advertising can take online</p>
<b>Spanish</b>	<p><u>Greetings and numbers</u></p> <p>Children will learn basic greetings and gain an understanding of the numbers 1-10 so they can use them in a context. They will take part in role-playing activities and a number of games such as bingo.</p>	<p><u>Colours and animals</u></p> <p>Children will continue to practise greetings and numbers and begin to learn the names of colours and the names of some animals. They will be able to match the numbers and colours to their written word and learn to recognise and answer some question words.</p>	<p><u>Days of the week, months, seasons and fruit</u></p> <p>Children will be able to identify the days of the week, months, seasons and names of fruit. They will be introduced to how sentences are arranged and be encouraged to recall single words from memory. There will be a focus on story reading and playing games to reinforce what they are learning.</p>	<p><u>Food, drink and giving preferences</u></p> <p>Children will start to give their opinions on different food and drinks. They will learn additional vocabulary and practise using what they've learnt in a real-life, role play situation.</p>	<p><u>Family, stories and conversation</u></p> <p>Children will be learning about the family and how to introduce members of their family then they will watch a number of Spanish stories. Children will also listen to native speakers and work in pairs to ask each other question thus practising having conversations in Spanish.</p>	<p><u>Cultural diversity and revision</u></p> <p>Children will learn about Spanish culture and life in that country. They will also continue to practise numbers and colours whilst revising everything that they've learnt so far this year. There will be more games and singing activities to aid learning.</p>

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<b>PE</b>	<p>Music and Movement To improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. Keep up an activity over a period of time and know that they need to warm up and cool down for music and movement.</p>	<p>Skill Development Developing stronger basic movements, jumps, balances in a more consistent manner and quality.</p>	<p>Gymnastics Develop flexibility, strength, technique, control and balance by learning and performing a range of rolls, different jumps and leaps, different vaulting movements. Create and compose a movement sequence with a partner.</p>	<p>Ball Skills To use running, jumping, throwing and catching in isolation and in combination. Throw a ball in different ways (e.g. High, low, fast or slow). Use two different ways of moving with a ball in a game. Know how to keep and win back possession of a ball in a team game.</p>	<p>Athletics Use one and two feet to take off and land with. Develop an effective fight phase for the standing long jump. Continue to develop techniques to throw for increased distance. Compete against self and others in a control manner.</p>	<p>Games – Striking and Fielding To consolidate and develop a range and consistency of skills in striking and fielding games. Recognise how specific activities affect their bodies. Understand the importance of keeping warm.</p>
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<b>Music</b>	Exploring Descriptive Sounds	Exploring Rhythmic Patterns	Exploring Arrangements	Exploring Pentatonic Scales	Exploring Sound Colours	Exploring Singing Games
<b>Art &amp; DT (cooking)</b>	Design and make rainmakers	Cave painting	Design and make an Egyptian sarcophagus/shaduf	Artist – Vincent Van Gogh	Design and make a chocolate bar including the wrapper	Pencil cases