



Oldway Primary School

Aspiration ~ Responsibility ~ Kindness

Year 3 Curriculum Plan: Spring 2026

The aim of Oldway Primary School is to provide opportunities for children to develop as independent, confident and successful learners, with high aspirations and the skills to make a positive contribution to their community.

We aim to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts with meaningful outcomes. The curriculum has been designed so that it:

- supports pupils' personal development;
- develops a love of learning;
- prepares pupils for work and lifelong learning;
- develops children as global citizens.



Year 3: Spring 2026

READING from the Reading Spine

- Our core book at the start of this term is *The Legend of Podkin One-Ear* by Kieran Larwood. We will be reading this book daily as part of our Read at 3 and most children will be analysing key chapters within our daily reading lessons.
- To link to our science and history topics, we will also be reading the following texts during our daily reading lessons:

Forces and motion, Pharaoh's Lunch, Human Body Odyssey

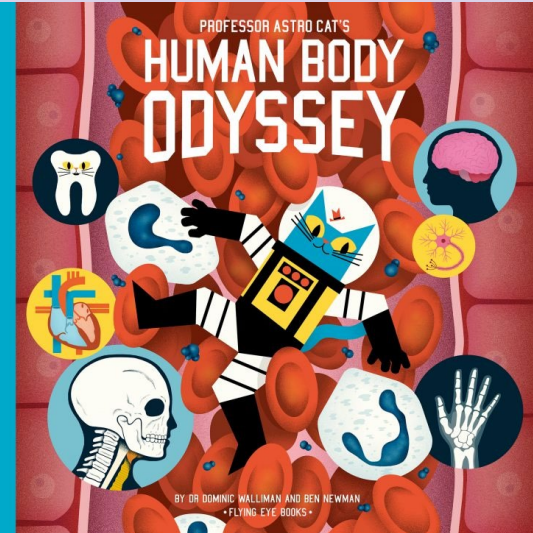
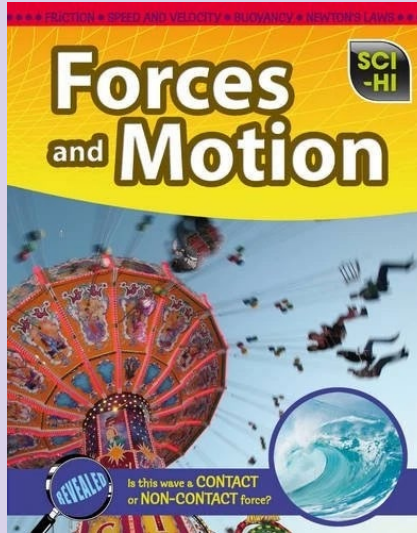
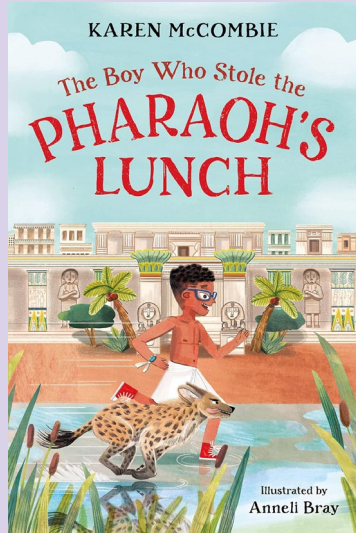
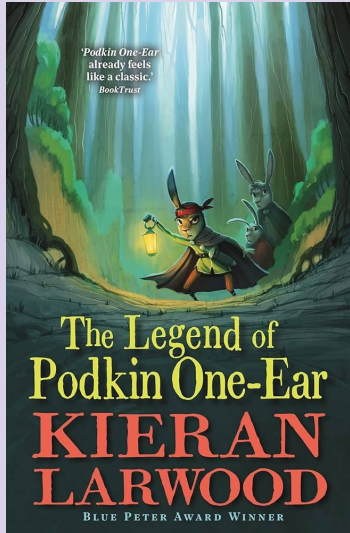
Each term, we also read and perform a selection of poems.

- In addition to this, the children have the opportunity to read for pleasure regularly. Our Bookopoly challenge is used to encourage the children to read a breadth of books at an appropriate level.

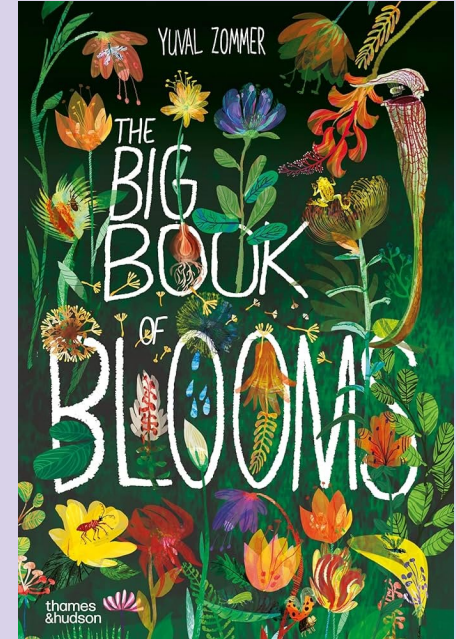
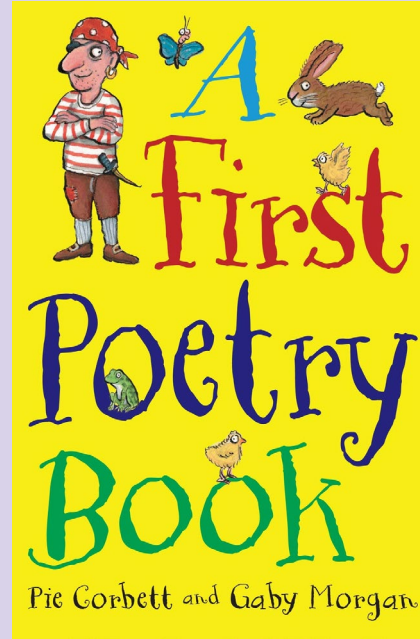
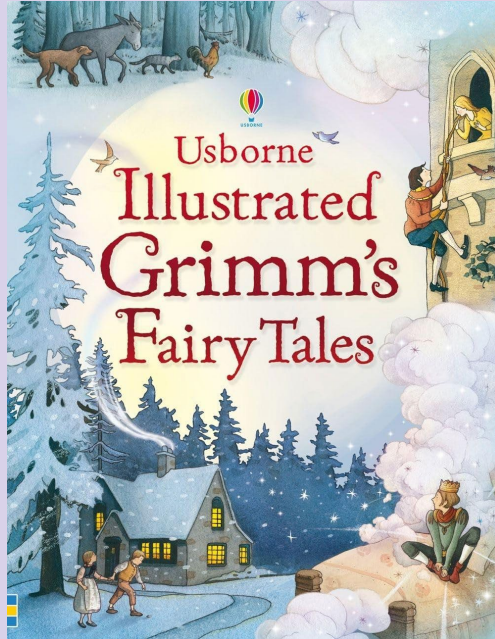
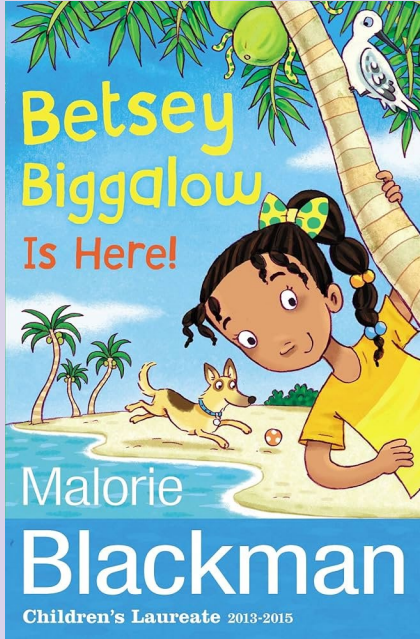
WRITING using BookWrites

- To begin the term, we will be teaching writing using *Betsey Biggalow* by Malorie Blackman (fiction) then *Grimm's Fairy Tales* by Grimm Brothers (fiction). The children will write stories set in a family setting in which the character has to overcome a problem and will write a fairy tale story in the style of Tom Thumb.
- Following this, the children will write poetry based on *A First Poetry Book* by Pie Corbett and Gabby Morgan. Finally, they will explore the book *The Big Book of Blooms* and write their own information text.
- Weekly spellings are taught in discrete lessons. We will set a weekly spelling assignment on Spelling Shed and children should practise their spellings, using Spelling Shed, at least three times each week.
- Handwriting is taught using the Nelson scheme.

Reading Spine



BookWrites



You can help by: Encouraging your child to practise spellings; by listening to and encouraging your child to read regularly; reminding them to change their reading book in the mornings; by discussing books read, checking in on their Bookopoly challenge and by visiting the library.



Year 3: Spring 2026

MATHS

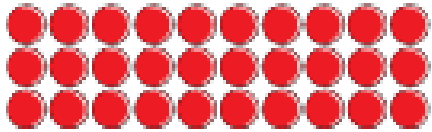
- In maths, we will begin the term by continuing our learning about multiplication and division. The children will learn to solve a range of multiplication and division multi-step problems. They will use key information from a question to work out whether they need to multiply or divide first. Children will learn to use a formal written method to multiply a 2-digit number by a single-digit number.
- Moving forward, the children will start developing their understanding of fractions. They will be understand that a fraction is part of a whole and identify what the numerator and denominator mean. The children will then build on these concepts to start adding and subtracting fractions and compare different fractions understand which is larger or smaller.
- Following this, the children will build on their learning about length and perimeter by understanding different units of measure, including mm, cm, m and km. They will find equivalent measurements and learn how to find the perimeters of different shapes, including where there are missing measurements.

You can help by: Revisiting times tables with your child daily, ensuring that they have instant recall of the following times table facts and know all their corresponding division facts: 2, 5, 10, 3, 4 and 8.

Maths - models and images

Multiplication and Division

Arrays



$$3 \times 10$$

$$10 + 10 + 10$$

Multiples of 10



10 tens are equal to 100

Related Calculations



$$5 \times 4 = 20$$



$$5 \times 40 = 200$$

Maths - models and images

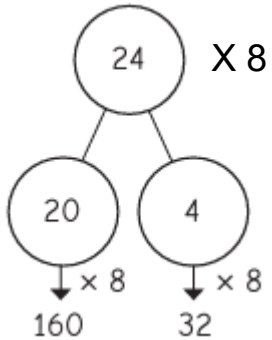
Division Method

Multiplication and Division

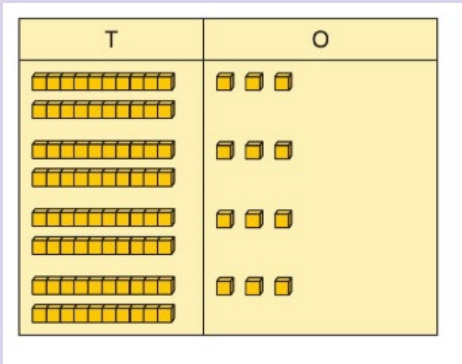
Multiplication method

Share 48 into two equal groups.

$48 \div 2 = 24$

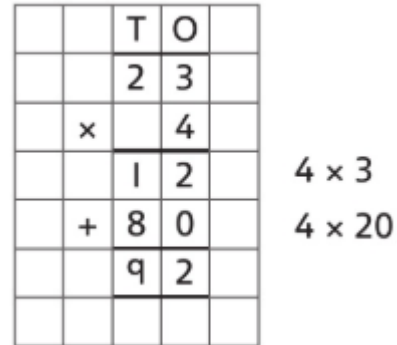


$$160 + 32 = 192$$



$$4 \times 23 =$$

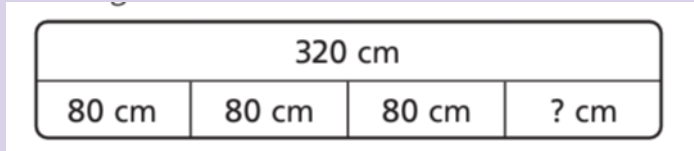
$$80 + 12 = 92$$



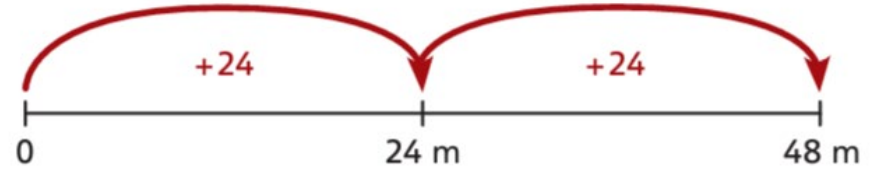
Maths - models and images

Length

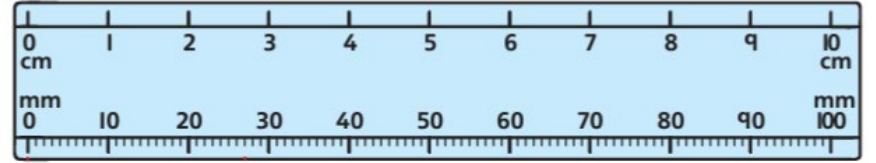
Bar Model



Number line: Number lines will be used to help children make the link between scales, measurement and counting.

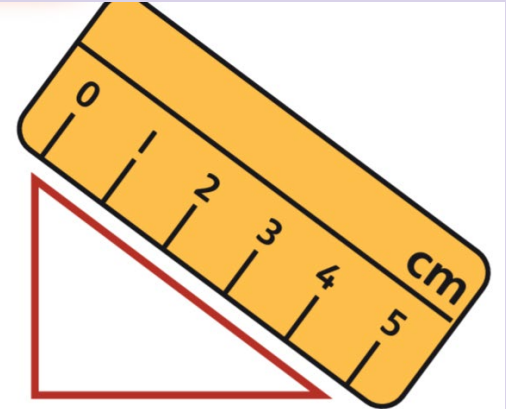


Rulers: Rulers of varying scales and sizes will be used across the unit to develop children's ability to measure accurately.



The diagonal side of the triangle is 5 cm long.

The other two sides of the triangle measure 4 cm and 3 cm.





Year 3: Spring 2026

Geography

In Geography, Our spring topic is Volcanoes. The children will be understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere

You can help by:

Sharing memories of recent eruptions and the impact they have on the local area (example - Hawaii) and the impacts globally, such as air travel (example - Iceland)

Science: Forces and Motion

We will be starting the term by learning about the role of muscles and skeletons and the importance of nutrients. We will look at different food groups and talk about balanced diets. The children will also explore the human skeleton and different organs and their uses.

You can help by:

Talking to your child about what they are eating and identifying the different food groups.

DT: Textiles

In DT we will be researching, designing, making and evaluating a book wallet. We will look at different book wallets and discuss the suitability of use. We will also be looking closely at the different stitches used to attach the materials together. Once we have made a book wallet, we will evaluate the effectiveness of the product.

RE: (1) How do people make moral decisions? (2)

Where do Islamic beliefs come from?

In these units, the children will be exploring rules and human choice and the history of Prophet Muhammad, revelation of the Qur'an, significance of Mecca.



Year 3: Spring 2026

PE

Indoor: Dance- Movement and shapes

Outdoor: Coordination and Balance

PE takes place twice a week. In our indoor sessions, we will be exploring dance by making different movements and shapes. In our outdoor sessions, Oddicombe Beach will be learning about the importance of coordination and balance.

PSHE: Living in the wider world

During these units, the children will explore what is right and wrong, whilst recognising their role within this. They will reflect on their role within society and to identify what they can do to help the world be the best it can be.

Computing: Scratch

Throughout this term, we will be using Scratch to create our own clicker game. The children will understand what algorithms are and how they are implemented.

French: Animals

Our language learning continues this term with children being able to learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in the foreign language.

Music - Glockenspiel

We will be introducing the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.



Year 3: Spring 2026

History - Ancient Egypt

We will be learning about the role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire.

Art - Fairy Tale Crimes.

In Art, the children will be using clay to produce a collaborative visual representation of a fairy tale crime, building on their prior knowledge from Y2 about sculptural work. They will explore the works of Quentin Blake and Anthony Browne.



Home Learning

Reading

In Year 3, children should be reading at least four times per week for at least 15 minutes. Children should record their reading, daily, in their reading record. Please encourage your child to read as frequently as possible at home; this can have a huge impact on *all* areas of their learning.

Spellings

A spelling assignment will be set each Friday and weekly spellings will be tested the following Friday. Children should practise their spellings using Spelling Shed. Children should play at least three games on Spelling Shed per week.

Maths

Children should use Times Tables Rock Stars to ensure that they have a rapid recall of all multiplication and division facts up to the 8 times table. We recommend that children practise at home at least three times a week for 15-20 mins.



Behaviour

- We continue to work across the curriculum to develop co-operative learning and social skills. Pupils are encouraged to discuss matters relevant to them, their behaviour and their relationships with others. The School takes a trauma-informed approach to managing behaviour.
- The school operates a Positive Behaviour Policy. Rewards take the form of verbal praise, House points, certificates and ‘marbles-in-the-jar’ for effort and attainment across the whole range of school activity, linked to Oldway’s values. Certificates are presented to the children in Celebration Assembly on Friday mornings and each half term, when the marble jar has been filled and the marbles counted, the class is entitled to a class treat - enjoyed by all. Additional certificates are awarded for good behaviour and cooperative play at lunch times. Children who continuously make good choices will be nominated for a ‘Hot Chocolate with the Head’ and others may receive a ‘Golden Phone Call.’
- Consequences vary according to the seriousness of the incident and/or behaviour. On occasion, children are required to finish class activities at playtime or at home if lesson time has been missed by poor behaviour in class. Missed break time or lunchtime operates as a sanction when things go ‘more wrong’. During this time, children will be able to reflect on how to improve their behaviour and decide ‘how to make things right’. When poor or inappropriate behaviour is persistent, parents are contacted and are asked to discuss concerns with either Mrs Milligan (Assistant Head), Miss Eva Rowe/ Mrs L Chalk (Family Support Workers), Mrs Laura Bateman/ Lynn Oliver (SENCOs), Mr Chris Hallett (Deputy Headteacher) or Mrs Emma Bamber (Headteacher).
- When there are questions or concerns, your first point of contact should be the class teacher, who knows your child best. In addition, Mrs Milligan (Assistant Head) is also available to give assistance.



Year 3 Staff

Y3 Teachers

Mr K Newton (Babbacombe Beach)

Mrs M Rendell (Oddicombe Beach)

Miss A Fortune/Miss C Bryan (Meadfoot Beach)

Y3 Teaching Assistants

Miss K Roberts (HLTA)

Miss H Moylan-Jones

Mrs K Harris

Mrs E Coombs (PM)