



Oldway Primary School

Aspiration ~ Responsibility ~ Kindness

Year 3 Curriculum Plan: Summer 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: Summer 2026

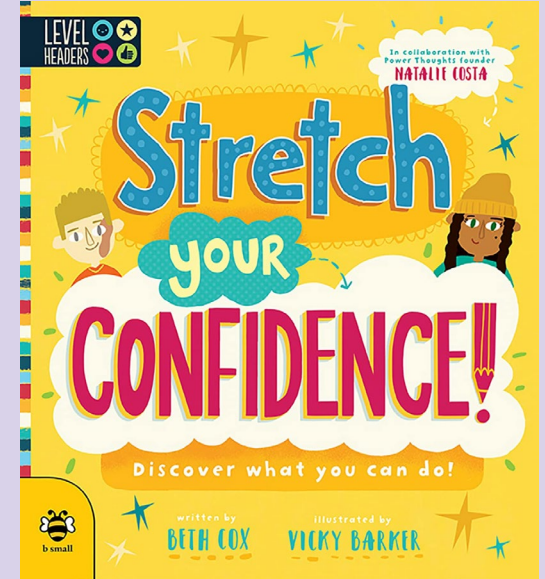
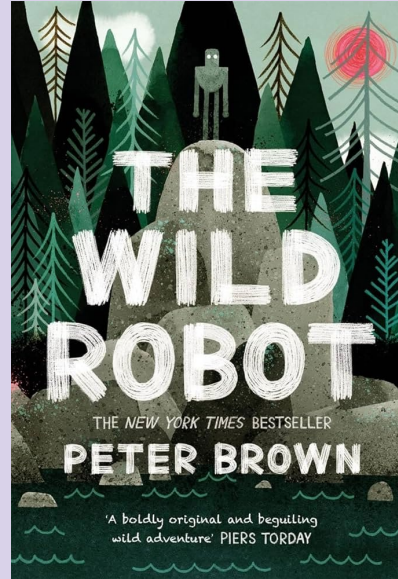
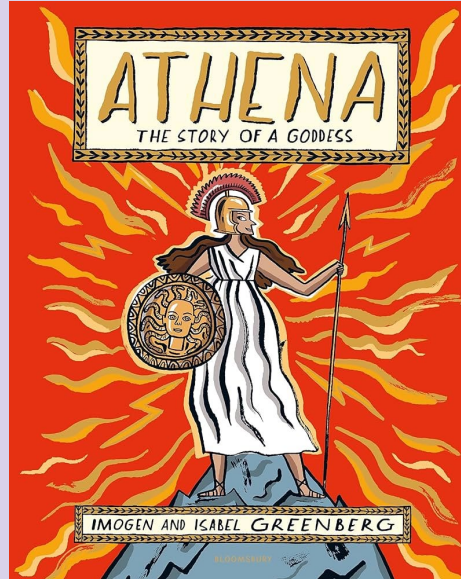
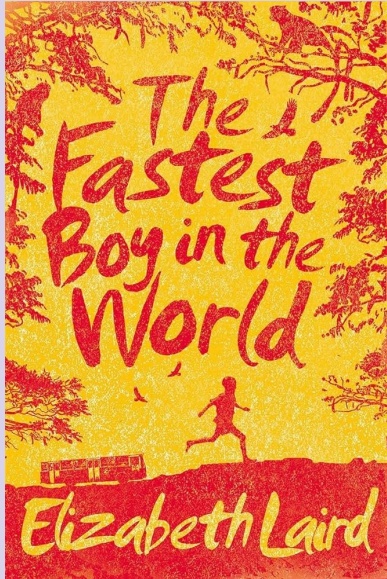
READING from the Reading Spine

- Our core book at the start of this term is *The Fastest Boy in the World* by Elizabeth Laird. 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 PSHE and history topics, we will also be reading the following texts during our daily reading lessons:
Stretch Your Confidence and *Athena*.
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.

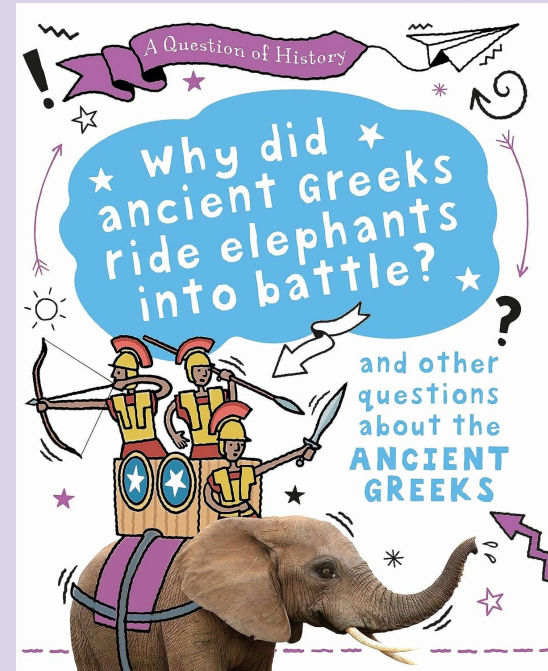
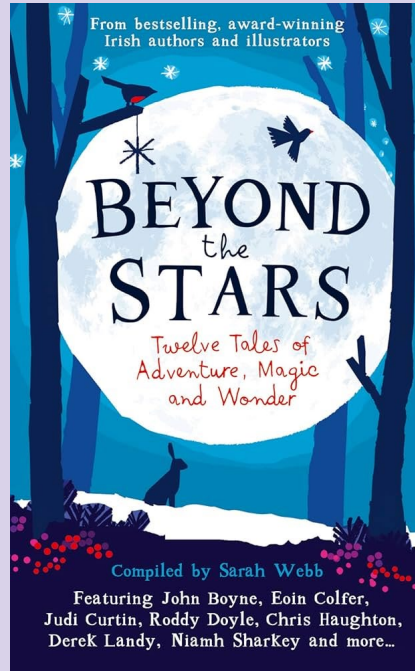
WRITING using BookWrites

- To begin the term, we will be teaching writing using *The Big Book of Blooms* by Yuval Zommer (non-fiction) then *The King of the Birds* by Michael Scott (fiction). The children will write an information text about a group of plants and will write a King/ Queen of the ... story.
- Following this, the children will write poetry based on *Beach Comber* by George Brown. Finally, they will explore the non-fiction book *A Question of History: Why Did Ancient Greeks Ride Elephants into Battle?* by Tim Cooke.
- 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: Summer 2026

MATHS

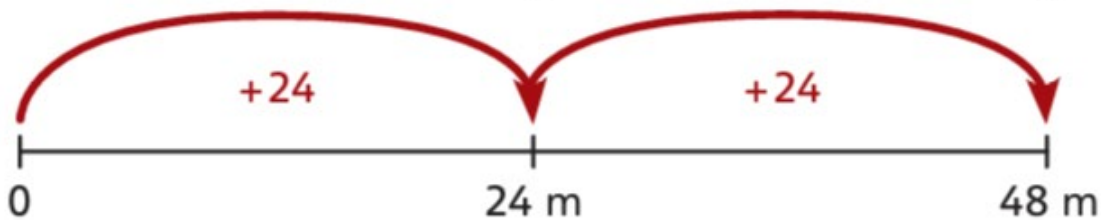
- In maths, the children will build on their learning about length and perimeter by understanding different units of measure, including mm, cm, m and km. They will find equivalent measurements and learn how to find the perimeters of different shapes, including where there are missing measurements
- Moving forward, the children will apply their knowledge of addition and subtraction to solve number problems involving money, including across a whole pound.
- We will then look at time. In this unit, children will begin with an introduction to Roman numerals, and afterwards will recap their understanding of time from Year 2. They will develop a deeper understanding of the length of a year, a month, a day, an hour, a minute and a second, and will use this to solve problems involving reading and measuring time.
- Our next unit is on shape. This unit builds on children's understanding of the names and some of the properties of 2D and 3D shapes. It extends children's basic comprehension of these shapes with an emphasis on identifying right angles, lines of symmetry, vertical and horizontal lines and parallel and perpendicular lines and edges.

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. You can also help by telling the time with your children.

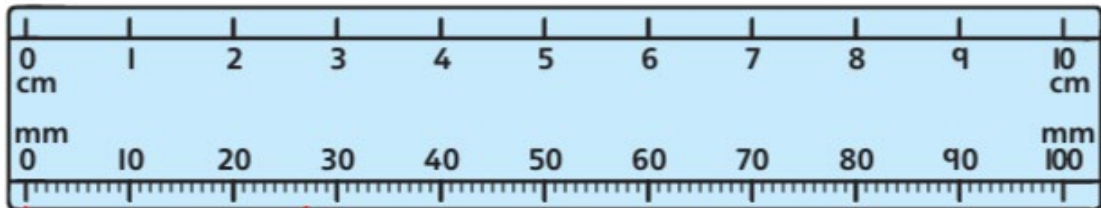
Maths - models and images

Length and perimeter

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



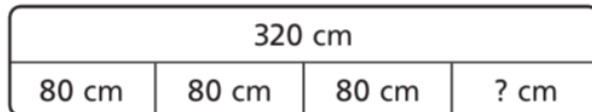
Rulers: Rulers of varying scales and sizes will be used across the unit to develop children's ability to measure accurately.



Column method for addition and subtraction: When adding and subtracting lengths, children should be encouraged to use column methods.

| | | | |
|---|---|---|---|
| | H | T | O |
| | | 2 | 5 |
| | 4 | 5 | 0 |
| + | 3 | 0 | 0 |
| | 7 | 7 | 5 |
| | | | |

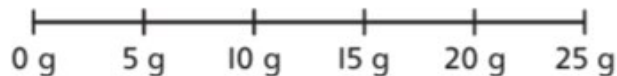
Bar model: This model will be used to support the representation of children's calculations and problem solving.



Maths - models and images

Mass

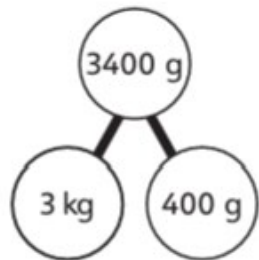
Number line: The number line is effective when looking at scales and finding missing intervals. Children can count on and back too.



Bar model: The bar model helps children gain a visual understanding of word problems involving measurements.

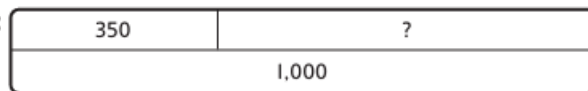


Part-whole models: The part-whole model allows children to convert between units of measure effectively.

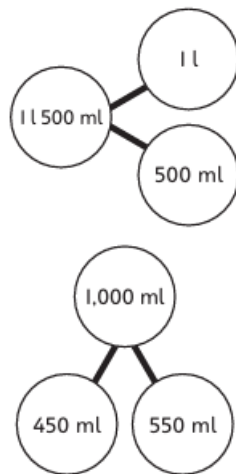


Capacity

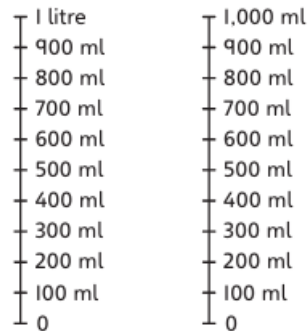
Bar model:



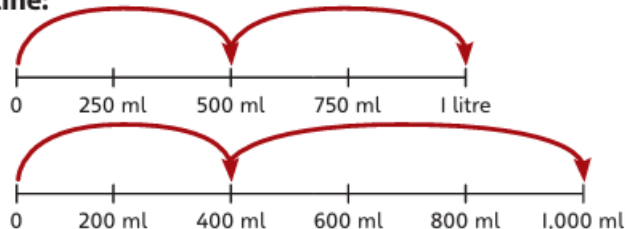
Part-whole model:



Scales:



Number line:



Maths - models and images

Money

Coins: Using coins to physically model the problems will help children visualise and manipulate different amounts, particularly when crossing a pound.

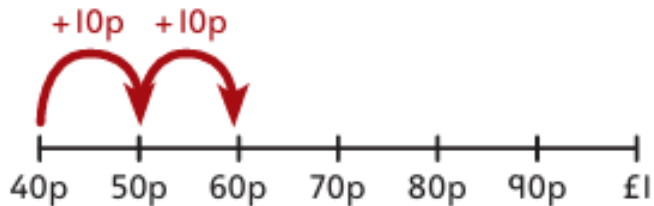


Bar model: This model will help children visualise and understand the structure of the problems.

$$£12 + \square = £20$$

| | |
|-----|---|
| £20 | |
| £12 | ? |

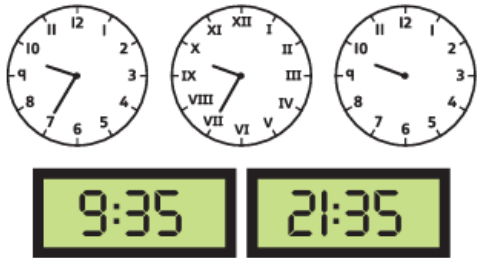
Number line: This model helps children visualise the order of numbers. It can help them count on or back to find a total amount and can be more efficient than using concrete resources.



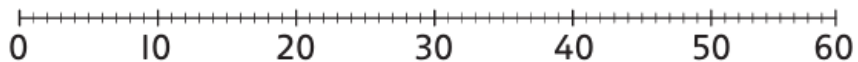
Maths - models and images

Time

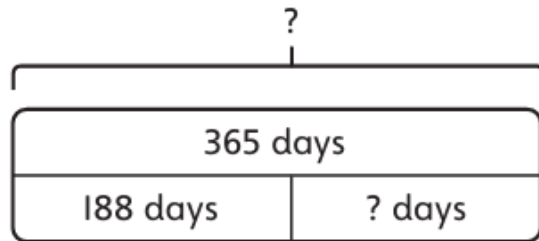
Analogue and digital clocks: These models are used regularly to represent 12-hour times; some analogue clocks use Roman numerals, and digital clocks can also show 24-hour times. Children will complete analogue clock faces with no hands, to demonstrate their understanding.



Number line: This model helps children to visualise the order of numbers. It can help them to count on and back in minutes from a given start time, and to identify patterns within the count. In this unit, a number line will be used to represent minutes within an hour, so will go from 0 to 60.



Bar model: This model helps children to find the time left in problem-solving questions.



KEY LANGUAGE

There is some key language that children will need to know as part of the learning in this unit:

- month, year, leap year
- January, February, March, April, May, June, July, August, September, October, November, December
- day, hour, minute, second
- midnight, midday/noon
- hour hand, minute hand, past, to, half past, o'clock, quarter past, quarter to, numerals, Roman numerals
- longer, shorter, the same, units, last, convert, passed, fastest, slowest
- digital clock
- start time, end time, start, to, duration, how long?, how long left?, time taken, finish, forwards, backwards, twice
- daytime, night time, around the clock, am, pm
- morning, afternoon, evening, night



Year 3: Summer 2026

Geography

In geography, our summer topic is Europe. We will be comparing the human and physical features of the Alps, the Amalfi Coast and our local area, and exploring the impact of tourism in these areas

You can help by:

Talking to your child about local tourism/ tourist attractions.

DT: Food Technology

In DT we will be researching, designing, making and evaluating pizza. We will try different toppings to decide what the children like. We will also be looking closely at how well the different ingredients go together. We will then evaluate the effectiveness of the product.

You can help by: Completing Eat Them to Defeat Them!

Science: Plants and magnetism.

In science, our first topic is plants. We will be learning about the features of flowering plants and what they need to survive. After half term, we will be learning about contact and non-contact forces, including friction and magnetism.

RE: How do Muslims express their beliefs in their daily lives? (2 units)

We will be learning about the expression of beliefs about Allah, Tawhid, and lived diversity of the hijab. We will then be looking at the expression of beliefs through 5 Pillars of Sunni Islam.



Year 3: Summer 2026

PE

Indoor: (1) Agility and static balance (2) Dynamic movement and coordination

Outdoor: (1) Athletics (2) Striking and fielding

PE takes place twice a week. In our indoor sessions, we will be exploring balance and movement through different shapes and ways to travel. In our outdoor sessions, we will be developing our athletics skills in preparation for sports day.

PSHE: (1) Being safe and asking for help (2) Growing up, staying healthy and making ambitions

During these units, the children will explore where and who they can turn to when they need help in different situations. We will also be looking at different ways to stay physically and mentally healthy.

After half term, we will also be completing our statutory Relationships, Sex and Health education and more information will follow.

Computing: Animation and application of Google Slides

Throughout the first half term, the children will learn how to design and create a short animation. The children will then move on to applying what they learned about using Google Slides in the autumn term.

French: Instruments

Our language learning continues this term with pupils learning ten familiar instruments. They will also be introduced to the 1st person singular high frequency verb 'I play...'

Music - Glockenspiel

We will be continuing to learn how to play the glockenspiel. The children will learn different notes and by the end of the term will be able to perform 'Three Little Birds' as a class.



Year 3: Summer 2026

History - Ancient Greece

In history, we will be learning about the contributions made by the city-states of ancient Greece and how these influence our lives today. We will also have an Ancient Greek day in Summer 2.

Art - Mythology

We will look at representations of myths by artists from different eras. The children will be introduced to the following key terms: traditional, modern, contemporary. The artists we will be looking at are Claude Monet, David Hockney and Edward Burne-Jones



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 four 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 Rendell (Oddicombe Beach)

Miss C Bryan and Miss A Fortune (Meadfoot Beach)

Y3 Teaching Assistants

Miss K Roberts (HLTA)

Miss H Moylan-Jones

Mrs E Coombs

Mrs K Harris

