

Year 3 Topic Web

Spring 1, 2026



Our value this term is: **Perseverance**

English: Our quality text this term is **Ug : Boy Genius of the Stone Age**.

- During our fiction writing, we will create a **Rags to Riches story**. We will use a variety of expanded noun phrases, co-ordinating conjunctions and begin to use the correct punctuation for dialogue.
- Later in the term we will create a **persuasive** piece of writing to sell a Stone Age Cave home, focussing on consistent use of present tense, persuasive language and use paragraphs to group materials.
- During **spelling** sessions we will continue to look at different spelling rules for adding the suffixes -er, -ed, -ing. We will also focus on the meaning of the prefixes pre and mis.
- In **guided reading** we will continue our retrieval skills and work on summarising what we have read.

Maths: We start this term looking at measures. We will focus on length, mass and volume covering the following:

- Writing length in cm and m.
- Comparing lengths.
- Reading weighing scales.
- Measuring capacity in mm and l.
- Measuring volume in m and l.
- Solving word problems on measures.

Later in the term we will learn about money:

- Counting money.
- Showing different amounts of money.
- Adding and subtracting money.

Fluency: 3,6, 4, 8 times tables; skills to rapidly recall number bonds of 20, 100 when adding and subtracting and use these to tackle new calculations.

PE outdoor: How do we work as a team to solve problems?

This term we are developing our outdoor pursuit skills by answering the following questions:

- How do I develop co-operation and team work skills?
- How do we work as a team to work towards a shared goal?
- What skills do we need when listening and following instructions?
- How do I use a map to orientate our way around an area?

PE indoor: How do I include a range of movement patterns in dance?

This term we will also be doing dance, answering these questions:

- How do I choose ideas to create movement?
- How do I create a sequence independently and with others?
- What combinations of actions can I use that include changes of direction, speed or level?
- How do I move with co-ordination, control and care?

RE: What do different people believe about God?

During this unit we will answer:

- How is prayer a way religious believers believe they can communicate with God?
- What are some Christian metaphors for God?
- What do Christians learn from the story about Moses' encounter with God?
- What do Muslims believe about Allah based on the 99 Names of Allah?
- What do Muslims believe about the Holy Qur'an?
- What are the similarities and differences between different ideas about God?

We will also think about:

- Ways in which we exercise trust and faith in our everyday lives, linking to the idea of believing in God.
- Some examples of how we know about something we have not seen or experienced for ourselves.



Science: What are the properties of some of Earth's natural resources?

In this unit the children will use the following questions to help discover about some of the Earth's natural resources.

- Are all rocks the same?
- Where do rocks come from?
- Does each type of rock have the same properties?
- Is all soil the same?
- What are fossils?
- How are fossils useful?

Children will plan and carry out investigations to support their learning.

Computing: How do I use a programme to sequence sound?

In this unit the children will answer the following learning questions:

- How do I use scratch to control a sprite?
- How do I create a sequence of connected commands?
- How do I combine sound commands and order notes?

French: What are the names of animals in French?

We will learn new vocabulary related to animals in French and also learn:

- To read in French
- To write a simple sentence in French
- Understanding plurals in French
- Recognising masculine and feminine form in French
- To continue to use familiar vocabulary, knowing colours and numbers when speaking in French.

Art: Who was Pablo Picasso and what is cubism?

We will be learning about Pablo Picasso with a focus on cubism. We will answer:

- Who was Pablo Picasso?
- Does the style of Picasso's art change over time?
- How can I reflect my mood in art?
- How can I create a cubist portrait inspired by the work of Pablo Picasso?
- How effective is my art work?

PSHE: What are our dreams and goals?

In this unit the children will think about their dreams and goals and answer these questions:

- Who do I admire that has achieved their dreams and goals?
- What ambitions do I have?
- What steps do I need to take to achieve success?
- How can I remain positive whilst trying to achieve a goal?
- How can I overcome obstacles to achieve my goal?
- How do I celebrate success?

Metacognition:

Learning about the 'characteristics of a successful learner'. Asking questions:

- How do I reflect on a piece of work?
- What does it mean to be challenged?
- How can my emotions effect my learning? How does feedback help me to improve?
- What factors motivate people to become successful?

Geography: What countries make up Europe? What are some of the physical and human features of these countries?

We will answer:

- Where is Europe?
- What are some of the human and physical features in Europe?
- What are some of the similarities and differences between Swindon and Torun?
- How do I use a key and grid references to read a map?

We will be able to:

- Locate Europe and various countries within it on a map.
- Use globes, maps, atlases, and online tools to gather information and compare key features of a European country and the UK.

Other information

PE kits: Mondays and Thursdays

A reminder to continue reading **at least 5 times** a week and to use TTRS to practise times tables regularly. Practise of column addition and subtraction will help to embed last terms learning.