

Year 3 Topic Web

Summer 2, 2026



Our value this term is: **Respect**

English: Our quality text this term is **The Wild Way Home**. This book is explored in the context of the Voyage and Return genre.

The children will apply the following in their fiction writing:

- Different sentence openers
- Causal Conjunctions
- Punctuation for dialogue

Non-fiction: children will write a newspaper report. They will apply the following in their writing:

- Distinguishing fact and opinion
- Headlines
- Quotes

Guided reading: children will continue to work on retrieval, inference and summarising skills when reading fiction and non-fiction texts from different genres.

Spelling: children will practise applying previously taught spelling rules and work on their own personal spelling lists.

Maths:

We start this term finishing off our unit on fractions. We will then move on to geometry. Pupils will be exploring angles using mathematical vocabulary and investigation. They begin by making and finding angles in shapes, then learn how to name certain angles, specifically right angles, acute angles and obtuse angles. They compare angles to one another and then describe turns using both angles and fractions.

We then learn about lines and shapes, focusing on perimeter. We will learn how to find the total length around a shape, how to measure and calculate perimeter. We end the unit by learning how to find the perimeter of compound shapes.

Finally, we will complete a review unit which will recap our Year 3 learning. We will focus especially on number and becoming proficient in formal written methods.

The following website contains games that will help support your child with the learning of angles at home:

[https:// Deadly Doors \(ictgames.com\)](https://DeadlyDoors(ictgames.com))

RE: What kind of world does Jesus want?

We will learn that Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.

- Jesus shows love and forgiveness to unlikely people.
- Christians try to be like Jesus — they want to know him better and better.
- Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.

Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.

PE: How do I develop my health and fitness?

We will take part in fitness lessons and learn the following skills:

Physical: agility, balance, coordination, speed, stamina, strength.

Social: support others, work safely, communication.

Emotional: perseverance, determination, honesty.

Thinking: identify areas of strength and areas to develop.

PE: What are the different roles in cricket?

We will take part in cricket lessons and learn the following skills:

Physical: underarm and overarm throwing, under arm bowling, throwing, catching and fielding.

Social: support, communication, respect.

Emotional: perseverance, determination, honesty.

Thinking: selecting and applying tactics.



Science: How and why are the structures of plants important?

Questions that will lead our learning are:

- What do all living things do?
- What are the parts of plants and what are they for?
- How do seeds germinate and what do they need?
- How does a plant absorb water?
- Why do plants have flowers?
- What do the different parts of a flower do?

The children will plant seeds and investigate conditions needed for growing. They will collect data about plant growth, record and interpret it.

Computing: What events and actions can be used in programming?

In this unit children will:

- Identify that a program includes a sequence of commands.
- Understand that the sequence of a program is a process.
- Explain that the order of commands can affect a programmes output.
- Identify that different sequences can achieve the same, or a different, output.

French: How do I go on a picnic in French?

We will revisit previous learning e.g. numbers, colours and animals. We will also learn the names of picnic items and locational language in French. While completing this learning we will further build our skills of:

- Reading in French.
- Writing simple sentences in French.
- Understanding plurals in French.
- Recognising masculine and feminine forms in French.

Other information

PE kits: Mondays and Thursdays

Weekly homework: A reminder to continue reading at least 5 times a week and to use TTRS to practise times tables regularly.

25th June: Victorian Day in school. Details to follow.

PSHE: Changing Me. How does my body change as I get older?

In this unit the children will learn:

- That in animals and humans, lots of changes happen when growing up.
- How babies grow and develop in the mother's uterus.
- That boys' and girls' bodies need to change so that when they grow up their bodies can make babies.
- How boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.

DT: How can I use a 2D shape to create a 3D product?

In this unit we will use textiles to create a pouch for an object of their choice. The children will learn to:

- Measure and cut felt strips.
- Use running and blanket stitch to join two pieces of felt together.
- Finger knit a button loop.
- Sew on a button.

History: How have schools changed over time? (School Study)

By the end of the term, we will know:

- How children in Roman times were educated.
- How social status affected children's opportunities in Victorian times.
- The changes in law that gave children new opportunities to go to school (1881-1891).
- The historical characters who affected the changes for children - focus on Dr Barnado.
- The similarities and differences between school in Victorian times and today.

We will be able to:

- Compare school life in different eras of history.
- Investigate artefacts and their uses.
- Present our research and new knowledge to our peers.
- Interview family members and research changes in school life in living history.

