

Shiphay Learning Academy



Creativeness - Respecting - Aspiration - Contribution

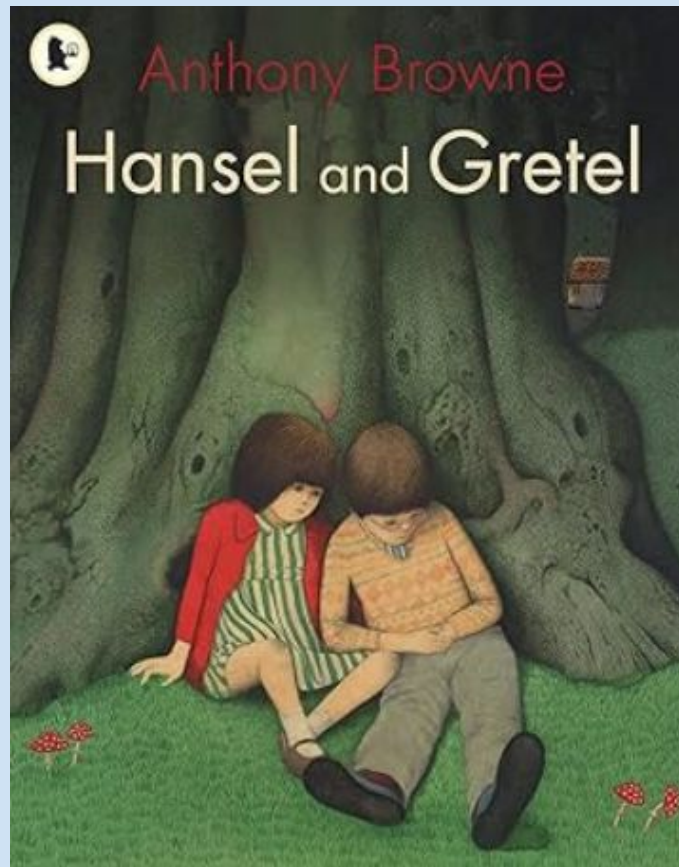
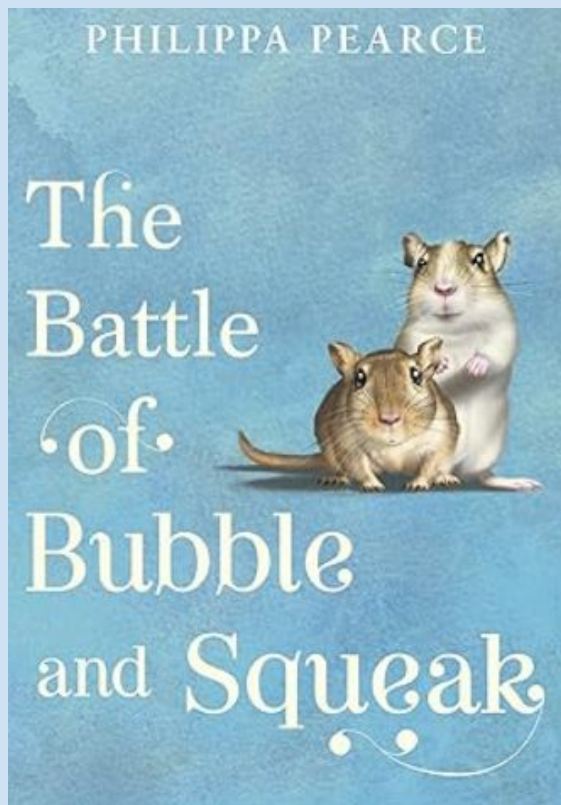
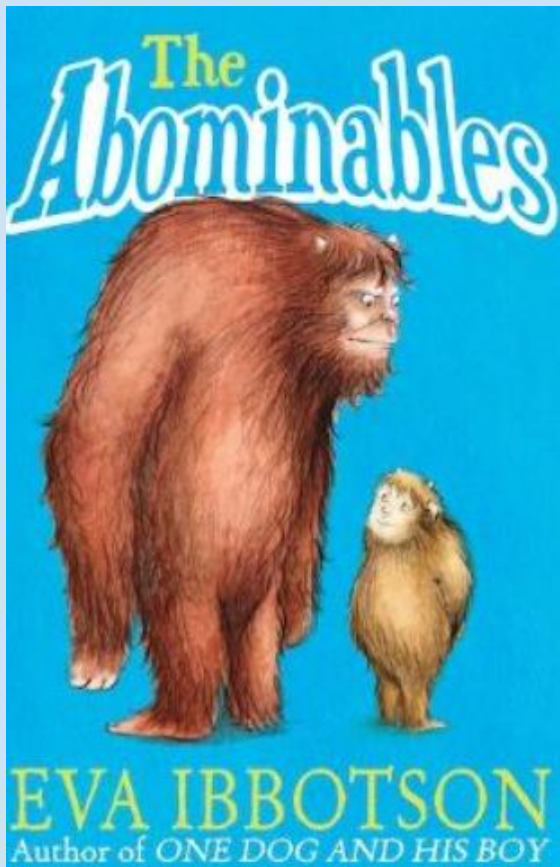
Year 3 Curriculum Plan: Spring 2026

Our aim at Shiphay Learning Academy is to enable all children to reach out to their full potential in a safe, welcoming and happy environment. We will strive to serve our community and create responsible citizens, who are independent and confident lifelong learners, equipped to meet the challenges of a changing future. This is achieved within an inclusive and respecting environment that values every individual, encourages creativeness and celebrates the diversity of our community.

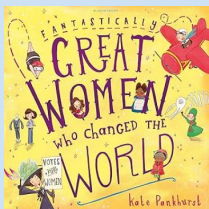
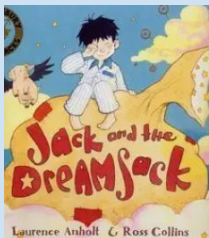
We aim to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts with meaningful outcomes. The curriculum has been designed so that it:

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

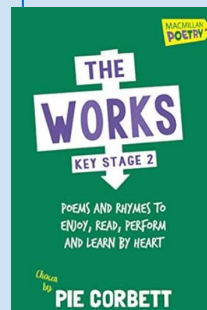
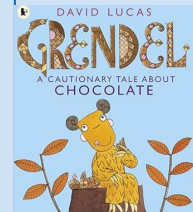
Reading Spine



Bookwrites



- The first text that we will explore in the Spring Term is Jack and the Dreamjack, This magical story will support children to develop their use of description, conjunctions and speech when story writing. They will create a voyage just like the one that Jack goes on in the story.
- We will then focus on the Non-Fiction text 'Great Women who Changed the World' where we will write a biography using description, conjunctions and we will begin to explore paragraphs.
- Our next text will be Fiction– Grendel: A Cautionary Tale about Chocolate - This mythological story will help the children to develop their understanding of using and punctuating direct speech. They will create their own wishing stories using David Lucas' text to inspire them.
- The Spring Term will end with a block of learning focusing on poetry. The children will share poems from 'The Works' and will explore how poets use line breaks and create stanzas.



You can help by: Encouraging your child to read regularly, with a focus on how authors use punctuation and the language that is used within a text. Are there any words that they don't recognise? Could they explore their meaning with you?



Be ready, be respectful, be safe

OUR 3 GOLDEN RULES



Year 3 : Spring 2026



READING from the Reading Spine

- Our core book at the start of this term is The Abominables
- Our Bug Club Comprehension texts for this term include: Volcano Alert (Non Fiction), King Kafu (Fiction), When you were my age (Narrative Poem) and When the lights went out (Fiction)
- In addition to this, the children have the opportunity to read for pleasure. Children have access to their year group libraries and are encouraged to change their books regularly. The children also have the opportunity to talk about their reading and share recommendations with each other.

WRITING using BookWrites

- In the first half term, we will be teaching story writing, using the text, Jack and the DreamSacks. The children will use their imagination to create their own voyage and return story.
- Following this, the children will write a biography about a person who has inspired them. We will revisit our focus artist Frieda Kahlo and consider the challenges that she faced. Following on from last years History learning, we will also explore the work of Mary Seacole The children will then develop their oracy skills by presenting his information to the class.
- In the second half term, children will look at the Fictional Text - Grandel: A cautionary tale about chocolate. They will look at how they can use speech within their written work. They will then create their own poem about a place.
- Spellings are taught in discrete lessons each week. For home learning, the sheet from Spelling Shed will be send out with homework on a Friday and should be brought back on a Thursday.
- We complete SPaG Ninja each morning to build the children's knowledge of spelling, punctuation and grammar.
- Handwriting is taught using the Nelson scheme.



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Year 3 : Spring 2026



MATHS

In our daily Maths lessons the children practice fluency skills as well as having the chance to apply their learning in a range of contexts, develop reasoning skills and use their calculation knowledge to solve problems.

- Number: During the first half of the Spring Term, the children will be continuing to think about Multiplication and Division. We will explore the link between these 2 in detail as we move through this block of learning. Please see the images provided that we use to support the children in school.
- In the second half of the term, we will then explore measurement with a particular focus on Length and Perimeter. We will also look at adding and subtracting measures when calculating perimeters. Towards the end of this term we will be revisiting the key knowledge that the children learned in Year 2 when exploring fractions.
- By the end of Year 3 children are expected to know their 2x, 3x, 4x, 5x, 8x and 10x multiplication and division facts by heart.

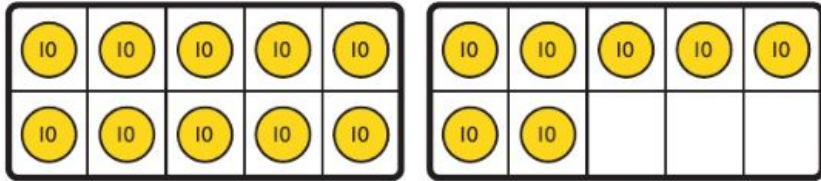
You can help by:

- Continuing to practise the 4 and 8 times tables with your child to improve their fluency.
- Encourage your child to use Times Table Rockstars for 20 minutes 3 times a week.
- Encouraging your child to play Hit the Button or complete the Daily 10 on the Topmarks website to improve their fluency and mental.

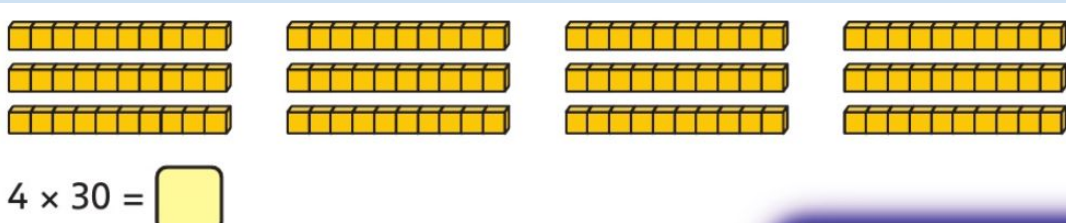
Maths - models and images

Multiplication and Division

Tens Frames



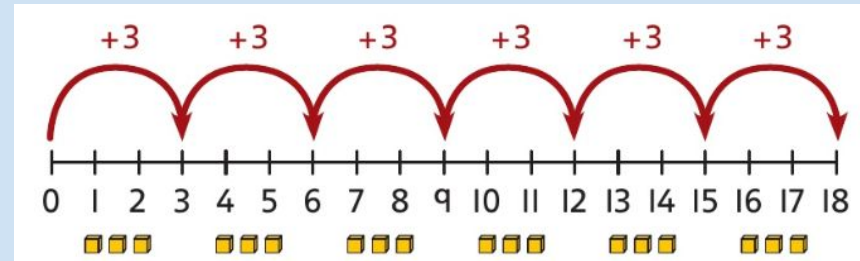
Base 10



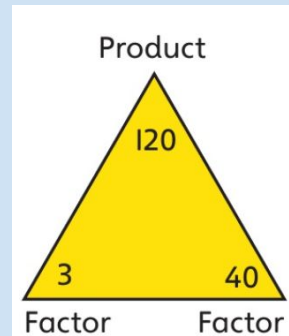
Place Value Grids

H	T	O
1	1	0

Number Lines



Multiplication Triangle



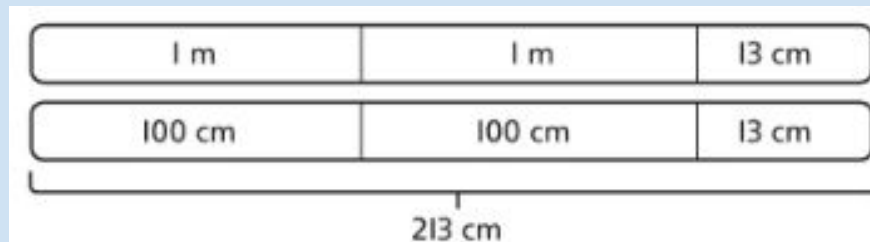
Maths - models and images

Length and Perimeter

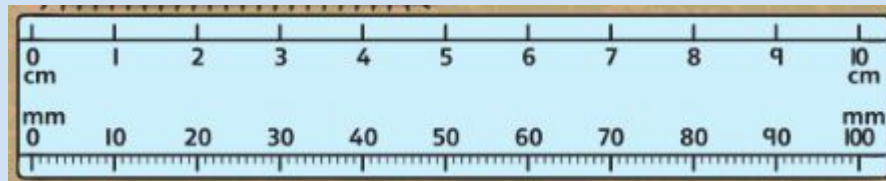
Tables

2 cm 9 mm	29 mm
8 cm 4 mm	<input type="text"/> mm
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<input type="text"/> cm <input type="text"/> mm	9 mm

Bar Model



Number Lines/Rulers





Be ready, be respectful, be safe

OUR 3 GOLDEN RULES

Education
Trust

Homelearning



Reading

In Year 3, children should be reading at least four times per week for at least 20 minutes (ideally, daily). 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/SPAG

Children will have a homework sheet from Spelling Shed which will be send out on a Friday and should be brought back the following Thursday.

Maths

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



Be ready, be respectful, be safe

OUR 3 GOLDEN RULES



Positive Relationships and Behaviour



- The School takes a trauma-informed approach to managing 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 operates a Positive Behaviour Policy. Rewards take the form of verbal praise, House points, certificates and stickers for effort and attainment across the whole range of school activities. Rewards are linked to Shiphay's Values. Certificates are presented to the children in Celebration Assembly and children's achievements are celebrated on the recognition board in their classroom. Children who go above and beyond by continuously make good choices will receive a Praise Postcard and others may receive a 'Golden Phone Call' from the Headteacher.
- 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 due to their poor behaviour choices in class. Missed break time or lunchtime operates as a sanction when things go 'more wrong'. During this time, children will be able to take part in a restorative conversation, reflecting on how to improve their behaviour and deciding 'how to make things right'. When poor or inappropriate behaviour is persistent, parents are contacted and are invited to discuss concerns with a member of the leadership team.
- When there are questions or concerns, your first point of contact should be the class teacher, who knows your child best. In addition, Miss Alice Farmer (Assistant Head and team leader) is also available to give assistance.