

# Primary 3

## **Curriculum Overview and Information**

2026 - 2027



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Miss Doran

Please find below an overview of the key learning intentions which will be taught throughout the school year.

## **Numeracy**

### **Mental Calculations**

**Children should be able to quickly recall:**

- Addition and subtraction facts of all numbers to at least 10.
- All pairs of numbers with a total of 20 (e.g.  $12 + 8$ ).
- All pairs of multiples of 10 with a total of 100 (e.g.  $40 + 60$ ).
- Doubles of all numbers to 10 and corresponding halves.

**Children should be able to calculate mentally:**

- Add or subtract any single digit number to or from any 2-digit number without bridging the 10 (e.g.  $38 + 6$ ).
- Add and subtract a single digit to/from a multiple of 10 (e.g.  $70 + 5$  or  $60 - 7$ ).
- Know the number before each multiple of 10.
- Add and subtract a 2-digit number to/from a 2-digit number without bridging the 10 (e.g.  $41 + 27$ ).
- Calculate what must be added to a 2-digit number to make the next multiple of 10.

### **Number: Knowledge and Understanding**

**Pupils should be able to:**

- Count, read, understand and order numbers to 100.
- Know the value of each digit including 0 as a place holder.
- Recognise odd and even numbers up to 100.
- Know that addition and subtraction are the inverse operations e.g. Give a subtraction fact that relates to  $21 + 13 = 34$ .
- Choose and use appropriate and efficient calculation strategies to solve problems and explain how the problem was solved.

### **Understanding Number**

**Pupils should be able to:**

- Explore and sequence numbers up to 30 progressing to 50 and 100.
- Count in 1s, 2s, 5s and 10s from a given number within 30, 50 progressing to 100 – forwards and backwards.
- Know the number before, after, between numbers up to 30 progressing to 50 and 100.
- Identify missing numbers in a sequence.
- Read and write any numbers in a sequence.
- Read and write any number within 100.

- Explore the composition of numbers within 50/100 as tens and units.
- Develop language of grouping.
- Explore and Explain number patterns in the 50 array/100 square.

### **Fractions**

- Understand simple fractions:
  - half: be able to recognise and read  $\frac{1}{2}$ .
  - quarter: in practical contexts and linked to time (quarter past).

### **Money**

#### **Pupils should be able to:**

- Explore ways of paying for an exact amount within 5p, 10p, 20p, 50p and progressing to £1.
- Explore different ways of making amounts.
- Make amounts using the least/most amount of coins.
- Calculate the total cost of shopping bills – up to 20p progressing to 50p and £1.
- Work out change from 10p, 15p, 20p and 50p by counting on.
- Know that 100p = £1.
- Develop strategies to add/subtract 9p, 19p from an amount up to £1.

### **Shape and space**

#### **Pupils should be able to:**

- Recognise and name 2D shapes.
- Know the properties of 2D shapes.
- Develop shape patterns.
- Describe a pattern.
- Find and draw lines of symmetry.
- Complete and make symmetrical patterns.

### **Measures:**

#### **Pupils should be able to:**

- Estimate and measure lengths in metres and in centimetres using metre sticks and rulers.
- Measure to the nearest 10 centimetres.
- Use non-standard units to compare weights.
- Weigh items and estimate weight using kilograms.
- Name and order the months of the year.
- Know o'clock, half past times on analogue and digital clocks.
- Recognise quarter past and quarter to on analogue and digital clocks.
- Find durations of 15 or 30 minutes.

### **Data Handling:**

#### **Pupils should be able to:**

- Use the data provided to draw a bar graph
- Interpret a bar graph and ask questions about it
- Organise and display data in Venn and Carroll diagrams

## Literacy

### **Handwriting:**

#### **Pupils will:**

- Take part in weekly handwriting sessions based on our Nelson Handwriting scheme.

### **Phonics:**

#### **Pupils will have the opportunity to:**

- Build on their earlier phonics learning by developing their knowledge of vowel digraphs and trigraphs (such as **ai, ee, oa, igh, air** and **ear**), consonant digraphs (**sh, ch, th, wh, ng**), and split digraphs or "magic e" patterns (**a-e, i-e, o-e, u-e**). They also learn alternative spellings for sounds, practise blending and segmenting longer words, recognise silent letters, and apply prefixes and suffixes such as **un-, -ed** and **-ing** to support reading and spelling.

### **Punctuation:**

#### **Pupils will explore:**

- Capital letters for the beginning of sentences and proper nouns.
- Full stops to mark the end of statements.
- Question marks for questions.
- Exclamation marks for exclamatory sentences.
- Commas in lists.
- Apostrophes for simple contractions (e.g. *don't, can't, I'm*).
- Apostrophes for singular possession (e.g. *the girl's coat*).
- Speech marks (inverted commas) to indicate direct speech.
- Basic sentence demarcation, ensuring each sentence begins and ends with the correct punctuation.
- Continued development of sentence structure using a range of punctuation accurately in independent writing.

### **Grammar:**

#### **Pupils should be able to identify and use:**

- Nouns, verbs, adjectives, pronouns, prepositions.
- Prefixes, suffixes, word endings.
- Commas to separate items in a list.
- Punctuation – capital letters, full stops, commas, question marks.
- Time connectives.
- Similes.
- Homophones.
- Apostrophes.
- Different tenses - past, present.

### **Text:**

Pupils should be able to:

- Read for comprehension.

- Discuss the text.
- Investigate characters.
- Predict, sequence, anticipate events.
- Evaluate.
- Identify similarities and differences.

### **Writing: exposure to fiction and non-fiction texts**

Children will have the opportunity to explore and write in a range of different genres including:

- Narrative/report/recount/explanation and instructional.

They will also have opportunities to read, evaluate and write:

- Newspaper reports.
- Diaries.
- Letters.

All of the above to be carried out through shared, guided, modelled and general topic work.

### **Reading Eggs**

**Reading Eggs** is an online literacy programme designed to help children develop reading skills through fun, interactive lessons, games and activities. It provides structured phonics instruction, supports vocabulary development, comprehension and fluency, and uses engaging rewards and characters to motivate learners. The programme adapts to individual ability levels, allowing children to progress at their own pace while building confidence in reading and spelling. The children will have opportunities to use Reading Eggs throughout the week and we encourage daily use of the programme at home ideally for 15 minutes per day to see maximum benefits.

### **World Around Us**

History, Geography, Drama, **STEAM** (Science, Technology, Engineering, Arts, Maths) activities taught through the following topics studied in P3:

- The Great Fire of London
- Our Senses
- Weather and The Environment
- Space
- Birds, Bugs and Beasts.

Through the contributory elements of History, Geography and STEAM, pupils should develop knowledge, understanding and skills in:

### **Interdependence**

Pupils should be enabled to explore:

- How they and others interact in the world.
- How living things rely on each other within the natural world.
- Interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications.
- The effect of people on the natural and built environment over time.

## **Place**

Pupils will explore:

- How place influences the nature of life.
- Ways in which people, plants and animals depend on the features and materials in places.
- Features of, and variations in places, including physical, human and the climate.
- Our place in the universe.
- Change over time in places.
- Positive and negative effects of natural and human events upon place over time.

## **Movement and Energy**

Pupils will explore:

- The causes and effect of energy, forces and movement.
- Causes that effect the movement of people and animals.
- How movement can be accelerated by human and natural events.

## **Change over Time**

Pupils will explore:

- How change is a feature of the human and natural world and may have consequences for our lives and the world around us.
- Ways in which change occurs over both short and long periods of time in the physical and natural world.

## **RE/R.S.E/PDMU**

The Grow in Love/RSE Flourish programme will be followed on a daily basis.

RSE helps children develop the knowledge, skills and understanding needed to build positive relationships, stay safe, and make informed choices. It covers topics such as friendships, feelings and emotions, family relationships, personal safety, respect, diversity, and understanding how people grow and change.

We also use the Helping Hands programme which supports the children's personal, social and emotional development.

The P3 children will prepare for and take part in the Sacrament of Reconciliation. Details of which will be sent out via seesaw.

### General Information

- Homework consists of reading, sentence writing based on weekly spellings, practise and consolidation of key numeracy skills, time dedicated to use of 3P learning and Mathletics.
- Reading record books should be signed daily.
- Login details for Seesaw and 3P learning are enclosed at the back of your child's reading record books.
- Every Friday we will have a spelling and numeracy checkup.
- Number bonds/number doubles/rapid recall of addition-subtraction sums within 10/20 should be revised continually, due to link and importance to all aspects of numeracy in P3.
- P.E. Uniform should be worn on Mondays and Thursday.
- Attendance and punctuality is crucial to your child's learning and lessons start promptly at 9:00am.
- Please communicate reasons for absence via Seesaw by 9.15am please.
- We promote and celebrate positive behaviour in our P3 classrooms. Set classroom rules and guidelines in are in place to maintain a focused and settled working environment. Please remind your child of the importance of positive behaviour at all times.
- Ensure your child has a healthy snack with them each day. Morning snack time is around 15 minutes long so please send a suitably sized snack that they can eat within that timeframe.
- In advance of your child making their First Confession in Primary 3 please ensure a copy of their Birth Certificate is given to office staff if they were baptised outside of the parish.
- Class pages will be updated regularly so please do check out what your child has been learning.

Please do get in touch should you wish to discuss any aspect of the curriculum outlined above further.

Thank you in advance for your support,

Miss Doran