

# Primary 3 Learning Journey Term 3 2026 Miss Ewing and Mrs Clark

## Literacy and Languages

We will be learning about Scots language as part of our Scottish Fortnight. Each class will learn to recite a different Scottish poem for the Burns poetry competition.

We will be doing a Primary 3 novel study- *Diary of a Killer Cat* by Anne Fine. Throughout this novel we will explore the characters thoughts and feelings and use Blooms questions to extend our understanding. This term in reading and comprehension we will also focus on inferential skills. We will use clues from stories and pictures to figure out things that the author doesn't directly tell us.

Children will explore the alphabetic code and alternative graphemes, creating word lists and applying their knowledge to reading and writing. They will independently revise previous code through targeted, high-impact phonics activities.

We will continue to develop our writing skills through Talk for Writing.

Text: Staying Out

Genre: Warning

Focus: Openings and Endings



Children will have the opportunity to learn the main text and analyse the different features. They will then box-up the text to understand the story. Opening, build-up, beginning, problem, solution and ending using story maps. In our writing we will use the openings and endings toolkit and aim to include:

- How are character feels/ what they want?
- Add more ways to start a story using 'time' starters, e.g. One day, One afternoon, one night
- Add in early or late, e.g. Late one night
- Use 'place' starters e.g. In a distant land; Far, far away
- End by stating how the character has changed or what has been learned.

This term, our non-fiction focus will be on instructional writing, with connections to our social studies and digital learning topics, providing real-life context for the children's writing. The writing area has been further developed to encourage personalisation and choice, allowing children to practice their "talk for writing" skills and work on their own personal targets. This approach will help develop their ability to apply and creatively express their learning in various contexts

We will link this work to Article 29 of the Unicef Charter.

*Education must develop every child's personality, talents and abilities to the full.*

## Health and Wellbeing

In P.E. we will be focus on gymnastics, thinking about basic shapes we can create, balancing skills and different ways to travel using our bodies.

We are becoming more confident at setting and talking about our own learning targets. Throughout this term we will set and evaluate our learning goals.

(RRS Article 31)

## R.& M.E.

This term we will be focusing on the Hindu festival of Holi. It celebrates the changing of seasons from Winter to Spring. We will also revise The Easter Story and the importance of Spring and New Life.

Article 27 of the UNICEF Charter.

*Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.*



## Mathematics and Numeracy

This term, children will build on addition strategies and explore subtraction using number lines, concrete materials, and friendly numbers, progressing at their own level.

We will use money as a real-life context, with children applying addition and subtraction skills in our class farm shop. They will develop key skills such as recognising coins and notes up to £20, making amounts, recording using correct notation, and calculating change. Learning will be enhanced through play and game-based activities, making the topic engaging and practical.



In time, children will strengthen their understanding of analogue and digital clocks, focusing on o'clock and half past, progressing to quarter past, quarter to, and five-minute intervals.

Children will also continue Big Maths CLIC sessions to reinforce core numeracy skills, supporting reasoning and problem-solving activities.



We will link this work to Article 29 of the UNICEF Charter.

*Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

### Scottish Fortnight

During Scottish Fortnight, children will enjoy exciting activities, including learning poems for Burns Afternoon, and exploring local historical landmarks on a walk.

We will focus on Scottish inventors, particularly Charles MacIntosh, inventor of the raincoat. Children will test waterproof materials and design their own raincoat. For homework, they will research a Scottish inventor of their choice to present to the class.

We will also explore Scottish landmarks and recreate them through pop art and printing, combining creativity with cultural learning.



### Scottish Music

During Scottish Fortnight and our Local Area topic, children will explore Scottish music by listening to various pieces and learning about instruments and rhythms. They will also study poems and songs by Robert Burns in Lallans Scots, enjoying performances by artists such as Paolo Nutini and Eddi Reader.

**We will link this work to Article 31 of the UNICEF Charter.**

*Every child has the right to relax, play and join in a wide range of cultural and artistic activities.*

### I.D.I. – Food Production in Scotland

In this social studies topic, children will learn about food production in Scotland and its links to responsible consumption and production (Global Goal 12). Using the *Think, Puzzle, Explore* routine, they will share what they already know, ask questions, and identify areas to investigate.

Children will explore how food is grown, harvested, and produced, focusing on crops, livestock, dairy, and fishing, and will learn how food travels from farm to fork. They will investigate local produce, the impact of farming on the environment and community, and seasonal food choices.

Health and wellbeing will also be a focus, as children learn about healthy eating choices. They will further develop their technology skills by participating in cooking activities, creating simple dishes with local ingredients.

Personalisation and choice are central to this topic, with children developing their own questions and investigations. Working collaboratively, they will use critical thinking, problem-solving, and practical skills, gaining valuable meta-skills along the way.

Article 24 UNICEF Charter

#### Goal 12 – Responsible Consumption and Production

Our Hero is working towards Global Goal 12. This Goal aims to ensure sustainable consumption and production patterns



### Science

#### Forces and Motion

Children will explore how forces like twisting, bending, and stretching affect the shape and movement of objects. Through hands-on investigations, they will predict and explain how forces cause objects to speed up, slow down, or change shape. They will also learn about balanced forces by experimenting with pushing and pulling objects. The topic will focus on how size, shape, and mass influence the force needed to move objects, with investigations guided by the children's interests.

#### TYPES OF FORCE



#### Digital Leaders and Internet Safety

This term, our focus will be on developing digital skills, with children exploring how they can improve their own skills and help others. They will be consulted on ways to learn about internet safety and educate peers, potentially creating posters or sharing information at assembly.

We will collaborate with the South Ayrshire Digital Lending Library to borrow resources and learn how to use them. This knowledge will link to instruction writing, with children sharing their findings by creating a lunchtime club. P3 students will lead the club, teaching others and sharing their digital knowledge.

