

# Corsham Primary School

## Parent/Carer Curriculum Newsletter

Year: 3/4 Class Teachers: Mrs Ryan, Mrs Ridout, Miss Gardner and Miss Barber

### Summer Term 2023

(17/04/23 – 25/07/23)

The following information will provide you with an overview of the objectives the children will be focusing on this term. We hope you will find it useful.

#### Being a Mathematician



##### Year 3:

- Record money
- Estimate and compare amounts of money
- Add and subtract money
- Solve problems involving money
- Tell the time to 5 minutes and the nearest minute
- Convert analogue to digital time
- Tell the time on a clock including Roman numerals
- Convert units of time
- Compare durations
- Read scales
- Measure, convert, estimate and compare mass and capacity
- Add and subtract mass
- Collect, present and interpret information from pictograms, bar charts and tables
- Identify, sort and compare angles
- Draw 2D shapes and make 3D shapes
- Plot position on a grid





##### Year 4:








- Record money
- Estimate and compare amounts of money
- Add and subtract money
- Solve problems involving fractions of money
- Tell the time to 5 minutes and the nearest minute
- Convert analogue to digital time including converting to a 24hr clock
- Tell the time on a clock including Roman numerals
- Convert units of time
- Compare and solve problems on duration
- Read scales
- Measure, convert, estimate and compare mass and capacity
- Add and subtract mass and capacity through problem solving
- Collect, present and interpret information from pictograms, bar charts, tables and line graphs. Solve problems involving information presented in the tables
- Identify, sort and compare angles
- Draw 2D shapes and make 3D shapes
- Plot position on a grid

#### Being an Author – Writer



- Using effective vocabulary in correctly demarcated sentences
- Including complex sentences in writing which include detail and descriptive vocabulary
- Demonstrate a developing understanding of correct use of a wide range of punctuation when writing
- Include paragraphs to organise learning effectively

	<ul style="list-style-type: none"> <li>• Plan own ideas, using structures taught in class</li> <li>• Write own narrative</li> <li>• Write instructions</li> </ul>
<p><b>Being an Author – Reader</b></p> 	<ul style="list-style-type: none"> <li>• Understanding plot, setting and characters</li> <li>• Answering questions using text as evidence</li> <li>• Using key features in information texts</li> <li>• Showing understanding of text</li> <li>• Exploring a character's feelings</li> <li>• Predicting</li> <li>• Identifying the effectiveness of different word choices</li> <li>• Using a dictionary to check for unknown words</li> <li>• Exploring texts through the lenses of the reading rainbow</li> </ul>
<p><b>Being a Scientist</b></p> 	<p><b>How can you feel the force?</b></p> <ul style="list-style-type: none"> <li>• Know that forces are pushes and pulls</li> <li>• Explore magnets and know that they have a north and south pole</li> <li>• Compare a group of everyday materials and identify some magnetic materials</li> <li>• Plan and carry our fair tests</li> </ul> <p><b>What is underneath our feet?</b></p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>• Describe in simple terms how fossils are formed (when things that have lived are trapped within rock).</li> <li>• Recognise that soils are made from rocks and organic matter.</li> <li>• Plan and carry out comparative tests to investigate hardness of rocks and to identify similarities and differences between rocks.</li> </ul>
<p><b>Being an Historian</b></p> 	<p><b>Why did people travel in the past?</b></p> <ul style="list-style-type: none"> <li>• Know that John Cabot was a local explorer and know the places he discovered</li> <li>• Know what Cabot left behind (legacy)</li> <li>• Begin to understand that there are periods/eras in history</li> <li>• Begin to understand that a timeline can be divided into BC and AD</li> <li>• Use decades to describe when things happened</li> <li>• Know that the Tudors were in Britain beyond 1066 and place on a timeline</li> <li>• Ask historically valid questions about the changes John Cabot made</li> </ul>
<p><b>Being a Geographer</b></p> 	<p><b>Why did people travel in the past?</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe and North &amp; South America, concentrating on their environmental regions, key physical &amp; human characteristics, countries, and major cities.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes &amp; digital/computer mapping to locate countries and describe features studied.</li> </ul> <p><b>What is underneath our feet?</b></p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, <b>volcanoes and earthquakes</b>, and the water cycle.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>

<p><b>Being a Musician</b></p> 	<ul style="list-style-type: none"> <li>• Learning a Spanish song</li> <li>• Developing context of the history of music</li> <li>• Recorders and ukulele</li> </ul> <p><b>Why did people travel in the past?</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>
<p><b>Being an Engineer (Design Technology)</b></p> 	<p><b>How can you feel the force?</b></p> <ul style="list-style-type: none"> <li>• Know that existing products can be adapted to inform design development for the future</li> <li>• Select and use a range of tools and equipment to perform practical joining tasks</li> <li>• Know how to develop and evaluate ideas against a design criteria</li> </ul> <p><b>Why did people travel in the past?</b> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p>
<p><b>Being an Artist</b></p> 	<ul style="list-style-type: none"> <li>• Use ideas to review and revisit ideas</li> <li>• Improve mastery of art and design techniques, using different media such as; drawing, painting, charcoal and other mediums</li> <li>• Learn about great artists and designers in history</li> </ul>
<p><b>Being an Athlete</b></p> 	<ul style="list-style-type: none"> <li>• Cricket</li> <li>• Tennis (3/4RP only)</li> <li>• Athletics</li> <li>• Creative skills (Real PE)</li> <li>• Swimming (3/4G and 3/4B only)</li> </ul>
<p><b>Being a Philosopher (Religious Education)</b></p> 	<p><b>Hinduism</b> How can Brahman be everywhere and in everything?</p> <p><b>Hinduism</b> Would visiting the River Ganges feel special to a non-Hindu?</p>
<p><b>Being a Philosopher (PSHE)</b></p> 	<ul style="list-style-type: none"> <li>• Relationships</li> <li>• Changing me</li> </ul>
<p><b>Being a Linguist</b></p> 	<ul style="list-style-type: none"> <li>• Ancient Britain</li> <li>• I can...</li> </ul>

## **Other Information:**

Home Learning in Year 3/4 will continue on a fortnightly basis. We will be providing home learning as an activity on Seesaw for your child to complete and then upload their finished tasks. It will be set on a Friday and then due in on a Thursday a fortnight later. The children who complete their home learning, receive a stamp on their home learning card, which earns them a reward when their home learning card is full.

Fortnightly English Home Learning includes reading, where children are encouraged to read for short periods daily. Please can you tick your child's reading record at least 3 times a week. If the reading records are ticked and the reflections completed, your child will receive a home learning stamp. We will be checking these on a Monday.

Everyone will also be given a list of spellings for their home learning. They should practise these in their home learning book. We will teach a variety of spelling strategies that children can use and there will be a spelling challenge fortnightly. Please help your child to learn their spellings at home.

Your child should also be learning their times tables at home; please practise these three times per week to develop fluency. Your child will receive a Times Tables Rock Stars login. Please encourage your child to log on to this amazing website where they can practise their times tables in a fun and engaging way. We will also be completing weekly times table challenges in class where your child will need to recall the times table they are learning. Please spend time practising this times table at home.

The children will be taking part in both inside and outside PE this term. Please ensure your child has a complete labelled PE kit, including some track suit bottoms for outdoor games.

The children can bring a daily tuck of plain biscuits or fruit which they will be able to have during break time. Children are encouraged to bring in their own water bottles from home. They will be able to top these up if they finish their water bottle during the day.

We are looking forward to the term ahead and getting to know your children. If you have any questions then please do ask.

Many thanks,

*Mrs Ryan, Mrs Ridout, Miss Gardner and Miss Barber*

The Broadwood Year Three and Four Team