








**Corsham Primary School**  
**Parent/Carer Curriculum Newsletter**





Year: 3/4      Class Teachers: Mrs Lambert, Mrs Partridge, Mr Cottle and Miss Barber


**Spring Term 2024**  
**(04/01/24 – 28/03/24)**

Your child will be focusing on the following objectives this term:

<p><b>Being a Mathematician</b></p> 	<p><b>Number and Measurement</b></p> <p><b>Year 3</b></p> <ul style="list-style-type: none"><li>• Recalling and using multiplication and division facts for the 3, 4 and 8 multiplication tables</li><li>• Writing and calculating mathematical statements for multiplication and division</li><li>• Using mental methods for multiplication and division</li><li>• Using expanded methods for multiplication and division</li><li>• Solving problems including missing number problems in multiplication and division</li><li>• Measuring and comparing lengths</li><li>• Adding and subtracting lengths</li><li>• Measuring the perimeter of simple 2D shapes</li><li>• Recognising that tenths arise from dividing into 10 equal parts</li><li>• Counting up and down in tenths</li><li>• Recognising, finding and writing fractions of objects</li></ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"><li>• Multiplying and dividing by 10 and 100</li><li>• Learning 6, 11 and 12 times table and division facts</li><li>• Multiplying and dividing 2-digit numbers by a single digit</li><li>• Multiplying and dividing 3-digit numbers by a single digit</li><li>• Finding equivalent lengths and investigating kilometres</li><li>• Finding the area of a shape</li><li>• Measuring and finding the perimeter of a shape</li><li>• Recognising that tenths arise from dividing into 10 equal parts</li><li>• Counting up and down in tenths</li><li>• Recognising, finding and writing fractions</li><li>• Adding and subtracting fractions together</li></ul>
<p><b>Being an Author – Writer</b></p> 	<ul style="list-style-type: none"><li>• Writing and performing play scripts</li><li>• Using the correct play script structure and punctuation</li><li>• Evaluating and editing writing</li><li>• Adding prefixes and suffixes to words</li><li>• Building a varied and rich vocabulary</li><li>• Assessing effectiveness of own and other's writing</li><li>• Using a wide range of conjunctions in their writing</li><li>• Placing the possessive apostrophe accurately in words with</li></ul>

	<p>regular plurals</p> <ul style="list-style-type: none"> <li>Using the first two or three letters of a word to check its spelling in a dictionary</li> </ul>
<p><b>Being an Author – Reader</b></p> 	<ul style="list-style-type: none"> <li>Reading aloud, own writing</li> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and re-telling some of these orally</li> <li>Checking that the text makes sense, discussing understanding and explaining the meaning of words in context</li> <li>Asking questions to improve understanding of a text</li> <li>Inferring character's feelings, thoughts and emotions</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>Predicting what might happen from details stated and implied</li> <li>Exploring a range of texts through our book talk lenses – fantastic, stylistic and analytics</li> </ul>
<p><b>Being a Scientist</b></p> 	<p><b>Why do we eat the food we do?</b></p> <ul style="list-style-type: none"> <li>Describing the simple functions of basic parts of the digestive system in humans</li> <li>Identifying the different types of teeth in humans and their simple functions</li> <li>Constructing and interpreting a variety of food chains, identifying producers, predators and prey</li> </ul>
<p><b>Being an Engineer (Design Technology)</b></p> 	<ul style="list-style-type: none"> <li>Understanding and applying the principles of a healthy and varied diet</li> <li>Preparing and cooking a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>Understanding seasonality, and knowing where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>
<p><b>Being a Musician</b></p> 	<p><b>Ukuleles</b></p> <ul style="list-style-type: none"> <li>Learn a range of notes and practise playing them.</li> <li>Learn and perform a song using the ukulele.</li> </ul> <p><b>Recorders</b></p> <ul style="list-style-type: none"> <li>Learn a range of notes and practise playing them.</li> <li>Learn and perform a song using the recorder.</li> </ul>
<p><b>Being a Historian</b></p> 	<p><b>Why do we live here?</b></p> <ul style="list-style-type: none"> <li>Use a range of sources to construct knowledge of the <b>Indus Valley civilisation</b> (paintings, letters, recounts, historic buildings, photographs, archaeological sites)</li> <li>Understand that there are different accounts of history– Know why archaeologists disagreed about what the Indus civilisation was like and why it ended</li> </ul>

	<ul style="list-style-type: none"> <li>• Know the <b>legacy</b> that the Indus Valley civilisation left behind and how this shapes our lives today.</li> <li>• Know that knowledge of the past may change as new evidence emerges</li> <li>• Know that a timeline can be divided into BC (Before Christ) and AD (Anno Domini)</li> <li>• Know that there are periods/eras in history and know where the Indus Valley civilisation fits into world history</li> </ul>
<p><b>Being an Artist</b></p> 	<p>Improving mastery of art and design techniques/perspective drawing.</p>
<p><b>Being an Athlete</b></p> 	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Use different pathways, directions and shapes.</li> <li>• Improve the quality of movements and gymnastics actions.</li> <li>• Relate strength and flexibility to the actions and movements they are performing.</li> <li>• Improve sequence work – unison.</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>• introducing high five netball positions, acquiring and applying basic shooting techniques.</li> <li>• Demonstrating and implementing some basic rules of high five.</li> <li>• Developing netball skills such as marking and footwork</li> </ul> <p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>• Increase water confidence.</li> <li>• Practise different techniques for swimming on front.</li> <li>• Practise different techniques for swimming on back.</li> </ul>
<p><b>Being a Philosopher (Religious Education)</b></p> 	<ul style="list-style-type: none"> <li>• Understanding the Jewish religion</li> <li>• Beliefs and questions</li> <li>• How important is it for Jewish people to do what God asks them to do?</li> <li>• Understanding Christianity</li> <li>• Beliefs and questions</li> <li>• Is forgiveness always possible for Christians?</li> </ul>
<p><b>Being a Philosopher (PSHE)</b></p> 	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Challenges</li> <li>• Dreams and Ambitions</li> <li>• Motivation and enthusiasm</li> <li>• Recognising and overcoming obstacles</li> <li>• Managing feelings</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Exercise</li> </ul>

	<ul style="list-style-type: none"> <li>• Food labelling and healthy swaps</li> <li>• Keeping safe</li> <li>• Respect for myself and others</li> </ul>
<b>Being a Linguist</b> 	<ul style="list-style-type: none"> <li>• Listen and practise a range of Spanish words.</li> <li>• Write Spanish words.</li> <li>• In the classroom</li> <li>• In the tea room</li> <li>• At the café</li> <li>• In the restaurant</li> <li>•</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 due in on a Thursday a fortnight later. Your child will be bringing their home learning book home which can be used to record the home learning. These books do not need to come back into school. 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 would you tick and sign off your child's reading record at least 3 times a week. If the reading records are ticked and signed, your child will receive a home learning stamp. We will be checking these on a Monday.

Your child should also be learning their times tables at home; we practise these in school to develop fluency. Please encourage your child to log on to this amazing website where they can practise their times tables in a fun and engaging way.

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 consume during break time.

If you have any questions then please do ask.

Many thanks,

*Mrs Lambert, Mrs Partridge, Mr Cottle and Miss Barber*

The Broadwood Year Three and Four Team.