



Corsham Primary School

Parent/Carer Curriculum Newsletter

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

Autumn Term 2024

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

<p>Being a Mathematician</p> 	<p>Number: Place Value</p> <ul style="list-style-type: none">• Identifying, representing and estimating numbers using different representations.• Reading and writing numbers up to 1,000 / 10,000 in words and numerals.• Comparing and ordering numbers up to 1,000 / 10,000.• Finding 1, 10 or 100 more or less than a given number.• Counting in multiples of 25, 50 and 100.• Solving number problems and practical problems using these ideas. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none">• Adding and subtracting numbers mentally.• Adding and subtracting using column method.• Estimating the answers and checking using the inverse operation.• Solving problems, including missing number problems, using number facts, place value and more complex addition and subtraction. <p>Number: Multiplication and Division</p> <ul style="list-style-type: none">• Recalling and using multiplication and division facts for the 2, 10, 5, 3, 4, and 8 times tables.• Solving problems using multiplication and division.
<p>Being an Author – Writer</p> 	<ul style="list-style-type: none">• Write simple sentences dictated by the Teacher, using taught spelling patterns• Use a dictionary to check spellings• Write using clear and consistent handwriting• Increase the legibility, consistency and quality of handwriting• Plan writing ideas• Draft and write by composing and rehearsing sentences• Write narratives, creating settings, characters and plots• Evaluate and edit writing to improve• Proof read for spelling and grammatical errors• Read writing aloud to an audience• Use a wide range of conjunctions• Use inverted commas to punctuate direct speech

Being an Author – Reader



Develop positive attitudes to reading and understanding by:

- Listening to and discussing a wide range of texts
- Reading books that are structured in different ways and reading for range of purposes
- Increasing familiarity with a wide range of books
- Identifying themes and conventions in a wide range of books
- Discussing words and phrases that capture the reader's interest and imagination.
- Understanding what they read in books.

Understand what they have read independently by:

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in contexts
- Asking questions to improve their understanding of the text
- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than one paragraph and summarising these
- Identifying how language and structure and presentation contributes to meaning
- Answering comprehension questions about a text
- Participate in discussion about both books that are read to them and those they can read for themselves taking turns and listening to what others say

Being a Scientist











How can you feel the force?

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Where does the darkness come from?

- Recognise that you need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect your eyes.
- Recognise that shadows are formed when the light from the light source is blocked by an opaque object.

	<ul style="list-style-type: none"> • Find patterns in the way that the size of the shadows change. • Gather, record, classify and present data in a variety of ways to help answer questions.
<p>Being an Engineer (Design Technology)</p> 	<p>How can you feel the force?</p> <p>D&T: Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria. • Generate, develop, model and communicate their ideas. <p>D&T: Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment. • Select from and use a wider range of materials and components. <p>D&T: Evaluate</p> <ul style="list-style-type: none"> • Evaluate their ideas and products against their own design criteria. <p>D&T: Technical knowledge</p> <ul style="list-style-type: none"> • Apply their understanding of how to strengthen, stiffen and reinforce. <p>Where does the darkness come from?</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to accurately perform practical tasks.
<p>Being a Musician</p> 	<p>Ukuleles</p> <ul style="list-style-type: none"> • Learn a range of notes and practise playing them. • Learn and perform a song using the ukulele. <p>Recorders</p> <ul style="list-style-type: none"> • Learn a range of notes and practise playing them. • Learn and perform a song using the recorder.
<p>Being a Geographer</p> 	<p>Where does the darkness come from?</p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and different time zones.
<p>Being an Athlete</p> 	<p>Dance</p> <ul style="list-style-type: none"> • Improvise moves when given a stimuli • Rehearse, remember and perform a routine • Perform dancing using a range of movement patterns • Share and create phrases with a partner or in a small group <p>Football</p> <ul style="list-style-type: none"> • Control and pass the ball • Trap and send a ball

	<p>Swimming</p> <ul style="list-style-type: none"> • Increase water confidence. • Practise different techniques for swimming on front. • Practise different techniques for swimming on back.
<p>Being a Philosopher (Religious Education)</p> 	<p>Hinduism</p> <ul style="list-style-type: none"> • Find out about what Hindus believe about God. <p>Christianity</p> <ul style="list-style-type: none"> • Find out whether Christmas has lost its true meaning.
<p>Being a Philosopher (PSHE)</p> 	<p>Being in my world</p> <ul style="list-style-type: none"> • Setting personal goals. • Identifying the importance of positivity when faced with challenges. • Understanding rules, rights and responsibilities. • Seeing things from others' perspectives. <p>Celebrating differences</p> <ul style="list-style-type: none"> • Investigating and identifying differences. • Identifying how to manage conflict. • Recognising how words can be hurtful. • Giving and receiving compliments.
<p>Being a Linguist</p> 	<ul style="list-style-type: none"> • Listen and practise a range of Spanish words. • Write Spanish words. • Find out the Spanish words for different fruit and vegetables.
<p>Being an Engineer (Computing)</p> 	<p>How can I change things?</p> <ul style="list-style-type: none"> • Understand that computing enables learners to become active participants in a digital world. • Be able to communicate and develop their ideas through information and communication technology. <p>How is everything connected?</p> <ul style="list-style-type: none"> • Understand that computers can be connected to each other and the internet. • Know that web browsers let users look at web pages on the World Wide Web. • Understand that organisational features of the World Wide

	Web such as menus, indexes and search tools help users find information efficiently.
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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 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.

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. At this present time, we are asking that the children 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.

If you have any questions then please do ask.

Many thanks,

Mrs Taylor, Mrs Partridge, Miss Barber, Mr Cottle

The Broadwood Year Three and Four Team.