

# Corsham Primary School

## Parent/Carer Curriculum Newsletter

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

### Summer Term 2025 (22/04/25 – 24/07/25)

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.

<p><b>Being a Mathematician</b></p> 	<p><b>Year 3:</b></p> <ul style="list-style-type: none"> <li>• Record money</li> <li>• Estimate and compare amounts of money</li> <li>• Add and subtract money / Solve problems involving money</li> <li>• Tell the time to 5 minutes and the nearest minute</li> <li>• Convert analogue to digital time</li> <li>• Tell the time on a clock including Roman numerals</li> <li>• Convert units of time</li> <li>• Compare durations</li> <li>• Read scales</li> <li>• Measure, convert, estimate and compare mass and capacity</li> <li>• Add and subtract mass</li> <li>• Collect, present and interpret information from pictograms, bar charts and tables</li> <li>• Identify, sort and compare angles</li> <li>• Draw 2D shapes and make 3D shapes</li> <li>• Plot position on a grid</li> </ul> <p><b>Year 4:</b></p> <ul style="list-style-type: none"> <li>• Record money</li> <li>• Estimate and compare amounts of money</li> <li>• Add and subtract money</li> <li>• Solve problems involving fractions of money</li> <li>• Tell the time to 5 minutes and the nearest minute</li> <li>• Convert analogue to digital time including converting to a 24hr clock</li> <li>• Tell the time on a clock including Roman numerals</li> <li>• Convert units of time</li> <li>• Compare and solve problems on duration</li> <li>• Read scales</li> <li>• Measure, convert, estimate and compare mass and capacity</li> <li>• Add and subtract mass and capacity through problem solving</li> <li>• Collect, present and interpret information from pictograms, bar charts, tables and line graphs. Solve problems involving information presented in the tables</li> <li>• Identify, sort and compare angles</li> <li>• Draw 2D shapes and make 3D shapes</li> <li>• Plot position on a grid</li> </ul>
<p><b>Being an Author – Writer</b></p> 	<ul style="list-style-type: none"> <li>• Identifying pronouns and understanding their function</li> <li>• Understanding how paragraphs are used to collect, order and build up ideas</li> <li>• Scanning texts to locate key words or phrases</li> <li>• Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency</li> <li>• Understanding how writers use types of language</li> <li>• Using writers' styles</li> <li>• Using speech</li> <li>• Using paragraphs, commas and apostrophes correctly</li> <li>• Organising text effectively</li> <li>• Writing instructions</li> <li>• Writing their own narratives</li> </ul>

<p><b>Being an Author – Reader</b></p> 	<ul style="list-style-type: none"> <li>• Understand what they read by predicting what might happen from details stated and implied</li> <li>• Identifying different points of view and audiences</li> <li>• Performing poetry</li> <li>• Retrieving and recording information from non-fiction</li> <li>•</li> </ul>
<p><b>Being a Scientist</b></p> 	<p><b>Where does the darkness come from?</b></p> <ul style="list-style-type: none"> <li>• Recognise that you need light in order to see things and that dark is the absence of light.</li> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect your eyes.</li> <li>• Recognise that shadows are formed when the light from the light source is blocked by an opaque object.</li> <li>• Find patterns in the way that the size of the shadows change.</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>Being a Musician</b></p> 	<ul style="list-style-type: none"> <li>• Learning a Spanish song</li> <li>• Recorders and ukulele</li> </ul>
<p><b>Being an Engineer (Design Technology)</b></p> 	<p><b>Why did people travel in the past?</b></p> <p>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> </ul>

<p><b>Being an Athlete</b></p> 	<ul style="list-style-type: none"> <li>• Cricket day</li> <li>• Tennis</li> <li>• Athletics</li> <li>• Real PE- Creative Skills</li> </ul>
<p><b>Being a Philosopher (Religious Education)</b></p> 	<ul style="list-style-type: none"> <li>• Christianity: What do Christians mean when they talk about the Kingdom of God?</li> <li>• Judaism: What symbols and stories help Jewish people remember covenant with God?</li> </ul>
<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>• Learning the Spanish names for different fruits.</li> <li>• Spanish words for ice creams.</li> </ul>

### Other Information:

Home Learning in Year 3/4 will continue on a fortnightly basis. We will be providing home learning 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.

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 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. If you have any questions then please do ask.

The Broadwood Year Three and Four Team