

# Corsham Primary School

## Parent/Carer Curriculum Newsletter

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

### Autumn Term 2025 (3/9/25 – 19/12/25)

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

<p><b>Being a Mathematician</b></p> 	<p><b>Number: Place Value</b></p> <ul style="list-style-type: none"><li>• Identifying, representing and estimating numbers using different representations</li><li>• Reading and writing numbers up to 1000 in words and numerals</li><li>• Comparing and ordering numbers up to 1000</li><li>• Finding 1, 10 or 100 more or less than a given number</li><li>• Counting in multiples of 25, 50 and 100</li><li>• Solving number problems and practical problems using these ideas</li></ul> <p><b>Number: Addition and Subtraction</b></p> <ul style="list-style-type: none"><li>• Adding and subtracting numbers mentally</li><li>• Adding and subtracting using column method</li><li>• Estimating the answers and checking using the inverse operation</li><li>• Solving problems, including missing number problems, using number facts, place value and more complex addition and subtraction</li></ul> <p><b>Number: Multiplication and Division</b></p> <ul style="list-style-type: none"><li>• Recalling and using multiplication and division facts for the 2, 10, 5, 3, 4 and 8 times tables</li><li>• Solving problems using multiplication and division</li></ul>
<p><b>Being an Author – Writer</b></p> 	<ul style="list-style-type: none"><li>• Write a story opening</li><li>• Understand the structure of a short story</li><li>• Write my own short story with paragraphs</li><li>• Read and write a range of poems both rhyming and non-rhyming</li><li>• Use past, present and future tense and understand the term “tense”</li><li>• Use powerful verbs such as “hobbled” instead of “went”.</li><li>• Understand how writers create imaginary worlds</li><li>• Identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens and speech marks</li><li>• Use diagonal and horizontal strokes that are needed to join letters</li><li>• Write from memory simple dictated sentences that include words and punctuation taught</li><li>• Organise narrative writing into clear sequences with more than a basic beginning, middle and end</li><li>• Use a range of sentences with more than one clause – through use of conjunctions</li></ul>

<p><b>Being an Author – Reader</b></p> 	<p><b>Develop positive attitudes to reading and understanding by:</b></p> <ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of texts</li> <li>• Reading books that are structured in different ways and reading for range of purposes</li> <li>• Increasing familiarity with a wide range of books</li> <li>• Identifying themes and conventions in a wide range of books</li> <li>• Discussing words and phrases that capture the reader’s interest and imagination</li> <li>• Understanding what they read in books</li> </ul> <p><b>Understand what they have read independently by:</b></p> <ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in contexts</li> <li>• Asking questions to improve their understanding of the text</li> <li>• Predicting what might happen from details stated and implied</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Identifying how language and structure and presentation contributes to meaning</li> <li>• Answering comprehension questions about a text</li> <li>• 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</li> </ul>
<p><b>Being a Scientist</b></p> 	<p><b>What is sound?</b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases</li> <li>• Measuring sound using data loggers</li> </ul> <p><b>How can we switch off?</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts</li> <li>• Identify whether or not a lamp will light in a simple series circuit</li> <li>• Recognise that a switch opens and closes a circuit</li> <li>• Create fair tests to show conductors of electricity</li> </ul>
<p><b>Being an Engineer (Design Technology)</b></p> 	<p><b>What is the difference between noise and sound?</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</li> <li>• Investigating and designing headphones using sound proof materials.</li> </ul>
<p><b>Being a Musician</b></p> 	<p>Play the ukulele or recorder in weekly lessons led by an external music teacher.</p> <p><b>What is sound?</b></p> <ul style="list-style-type: none"> <li>• Perform a simple part rhythmically</li> <li>• Explore playing a range of instruments and the variety of sounds they produce</li> <li>• Recognising changes in pitch and volume whilst considering the materials the instruments are made from</li> </ul>

<p><b>Being a Geographer</b></p> 	<p><b>How can we switch off?</b></p> <ul style="list-style-type: none"> <li>• Use maps to explore how natural resources are distributed in different parts of the world.</li> <li>• Learn where energy is sourced from around the world.</li> </ul>
<p><b>Being an Artist</b></p> 	<p><b>What is creativity?</b></p> <ul style="list-style-type: none"> <li>• Explore some artists in the past and their type of creativity</li> <li>• Discuss and evaluate different pieces of art work</li> <li>• Research artists and make their own fact file</li> <li>• Record ideas and develop different techniques in a sketchbook using pencils and watercolours</li> <li>• Use marks and lines to show texture in my art</li> <li>• Create a collage using natural materials</li> </ul>
<p><b>Being an Athlete</b></p> 	<p><b>Hockey:</b></p> <ul style="list-style-type: none"> <li>• I can pass, hit and receive a ball accurately</li> <li>• I can use tactics and team work to score goals</li> </ul> <p><b>Dance:</b></p> <ul style="list-style-type: none"> <li>• I can include freeze frames in routines</li> <li>• I can practise and perform a variety of different formations in dance</li> <li>• I can develop a dance to perform as a group</li> </ul> <p><b>Swimming (Term 1 3/4C and Term 2 3/4B)</b></p>
<p><b>Being a Philosopher (Religious Education)</b></p> 	<p><b>How special is the relationship Jews have with God?</b></p> <ul style="list-style-type: none"> <li>• Understand the special relationship between Jews and God and the promises they make to each other</li> <li>• Consider whether participating in worship helps people to feel closer to God or their faith community</li> </ul> <p><b>What is the most significant part of the Nativity story for Christians today?</b></p> <ul style="list-style-type: none"> <li>• Understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</li> <li>• Reflect on whether the arts help to communicate religious beliefs</li> </ul>
<p><b>Being a Philosopher (PSHE)</b></p> 	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Know attitudes and actions make a difference to the class team</li> <li>• Understand who is in the school community, the roles they play and how fit in</li> <li>• Understand how democracy works through the School Council Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them</li> <li>• Understand how groups come together to make decisions</li> <li>• Understand how democracy and having a voice benefits the school community</li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>• Understand that, sometimes, we make assumptions based on what people look like</li> <li>• Understand what influences me to make assumptions based on how people look</li> <li>• Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</li> <li>• Tell you why witnesses sometimes join in with bullying and sometimes don't tell</li> <li>• Identify what is special about me and value the ways in which I am unique</li> <li>• Tell you a time when my first impression of someone changed when I got to know them</li> </ul>

**Being a Linguist****Spanish**

- Read a phrase aloud with appropriate expression
- Write some words and short phrases based on the topics 'In the classroom' and 'At the café'

**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.

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. We ask 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,

The Broadwood Year Three and Four Team.