



Corsham Primary School






Parent/Carer Curriculum Newsletter







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

Summer Term 2026 (13/04/26 – 22/07/26)

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>Being a Mathematician</p>  | <p>Year 3:</p> <ul style="list-style-type: none"> • 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 <p>Year 4:</p> <ul style="list-style-type: none"> • 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 |
| <p>Being an Author – Writer</p>  | <ul style="list-style-type: none"> • Identifying pronouns and understanding their function • Understanding how paragraphs are used to collect, order and build up ideas • Scanning texts to locate key words or phrases • Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency • Understanding how writers use types of language • Using writers' styles • Using speech • Using paragraphs, commas and apostrophes correctly • Organising text effectively • Writing poems • Writing diary entries |

| | |
|--|---|
| <p>Being an Author – Reader</p>  | <ul style="list-style-type: none"> • Understand what they read by predicting what might happen from details stated and implied • Identifying different points of view and audiences • Performing poetry • Retrieving and recording information from non-fiction • |
| <p>Being a Scientist</p>  | <p>What should you flush down the loo?</p> <ul style="list-style-type: none"> • Living things and their habitats • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose danger to living things Where does our water come from? States of matter • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature |
| <p>Being an Historian</p>  | <p>Who has stood here before us?</p> <p>History skills</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study • Note connections, contrasts and trends over time • Develop the appropriate use of historical terms • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance • Construct informed responses that involve thoughtful selection and organisation of relevant historical information • Understand how our knowledge of the past is constructed from a range of primary and secondary sources History knowledge: • The Roman Empire and its impact on Britain • The settlement of Britain by Anglo-Saxons and Scots • The Viking and Anglo-Saxon struggle for the Kingdom of England |
| <p>Being a Geographer</p>  | <p>What should you flush down the loo?</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Where does our water come from?</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, coasts and rivers) <p>Human and physical geography</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including the water cycle Geographical skills and fieldwork • Use the 8 points of a compass, symbols and key to build their knowledge of the UK and the wider world |
| <p>Being a Musician</p>  | <ul style="list-style-type: none"> • Learning a Spanish song • Recorders and ukulele • Water-based songs for our assembly |

| | |
|--|---|
| <p>Being an Engineer (Design Technology)</p>  | <p>What should you flush down the loo?</p> <p>D&T: Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work |
| <p>Being an Artist</p>  | <p>Where does our water come from?</p> <ul style="list-style-type: none"> • Improve their mastery of art and design techniques - painting with a range of materials • Learn about great artists in history • Explore artists whose main influence is water e.g. Hokusai, Monet, Turner Who has stood here before us? • Improve their mastery of art and design techniques, including drawing and sculpture, with a range of materials (for example, pencil and clay) • Know and practice techniques to join clay, including the use of slip • Add materials to clay and use simple tools to create detail |
| <p>Being an Athlete</p>  | <ul style="list-style-type: none"> • Athletics • Volleyball • Swimming • Rounders |
| <p>Being a Philosopher (Religious Education)</p>  | <p>Sikhism</p> <p>How do Sikhs put their beliefs about equality into practice?</p> <p>Christianity</p> <p>Why do Christians believe they are people on a mission?</p> |
| <p>Being a Philosopher (PSHE)</p>  | <ul style="list-style-type: none"> • Relationships • Changing me |
| <p>Being a Linguist</p>  | <ul style="list-style-type: none"> • Learning Spanish words and phrases about in the classroom • Learning Spanish words and phrases about at the tearoom, at the café and at the restaurant |

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 in their home learning books. 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 sign your child's reading record at least 3 times a week. If the reading records are signed 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 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

Miss Barber, Mrs Taylor, Mrs Partridge and Mr Cottle