



Shoreham Village School
Church Street
Shoreham
Sevenoaks
Kent
TN14 7SN
Headteacher
Mrs G Lovatt-Young
01959 522228
www.shorehamvillageschool.net
office@shoreham.kent.sch.uk

13th June 2025

Dear Parents/Carers,

2025 Summer Term 2nd Half Curriculum Letter for Moore

Welcome to the Summer Term at Shoreham Village School!

A copy of the curriculum map and homework timetable for this term, are included below for your information.

Homework will continue to be set on a Friday consisting of spellings, maths, literacy and sometimes some cross-curricular work. Please encourage your child to finish what they are capable of and then spend some time reading and learning times-tables. It is important that the children get into a routine of reading instructions and questions for themselves, and to have a good attempt at the work set. Please also continue to read/listen to your child reading. Their reading record should be in school daily and should be signed by you at least three times a week.

PE sessions in term 5 and term 6 are on a Monday afternoon then swimming on a Friday afternoon. Please ensure that they have the appropriate, **labelled** clothing in school for their lessons. They will need to come to school in their PE kits on Mondays and Fridays. Please help us to encourage your child to take responsibility for their kit and to respect the belongings of others.

Pupils should also bring a named water bottle to school each day, which is to be taken home every night to wash and refill. Fruit is provided free of charge for all pupils at snack time.

The Summer Term is an exciting one with a variety of activities on offer so please refer to the Summer Term Calendar, which is available on the school website, and look out for Parentmail communications and Newsletters informing you of events taking place. We are confident that your child will have a happy, productive and enjoyable term, but should you wish to discuss any aspect of their experiences at school, please do not hesitate to pop in and discuss them with the class teacher or make an appointment through the school office.

Many thanks for your continued support. We look forward to working with you throughout the term.

Yours faithfully,

Miss H Fitch
Class Teacher

Mrs Gillian Lovatt-Young
Headteacher



Year 3/4 Summer Term 2025 2nd Half - Curriculum Map

Maths	<p>Fractions: Add and subtract fractions; fractions of an amount.</p> <p>Decimals: tenths, hundredths, making the whole, rounding.</p> <p>Geometry: Shape Turns and angles; Compare angles; Right angles; Measure and draw accurately; horizontal and vertical; parallel and perpendicular; recognise and describe 2D shapes; Triangles; Quadrilaterals; Draw polygons; recognise and describe 3D shapes; Make 3D shapes. Symmetry</p> <p>Statistics: Pictograms; Bar charts; Collect and present data; Two-way tables; interpret charts; line graphs.</p> <p>Geometry: Position and Direction – coordinates; draw shapes on a grid; translate on a grid.</p> <p>Measurement: Time; Mass and Capacity</p> <p>Times-Tables</p>
Literacy	<p>Term 5: The Iron Man – Ted Hughes</p> <ul style="list-style-type: none"> -Annotated drawings -Recounts (diary entries) -Persuasive letter -List poetry -Questions -Newspaper report <p>Handwriting.</p> <p>Grammar - Pronouns –Possessive adjectives; Verbs – Use irregular simple past-tense verbs; Verbs – Past perfect; Homophones and their meanings; Compound sentences using all the co-ordinating conjunctions; Adjectives ending in “-ed”: frightened, scared, etc; Prefixes to give the antonym: “im-”, “in-”, “ir-”, “il-”; Drop-in clause with an “-ing” verb: Tom, smiling secretly, hid the magic potion book. Place a comma on either side of the subordinate clause; Specific determiners: their, whose, this, that, these, those, which; Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in “-ed”</p> <p>Spelling patterns, low frequency words, grammar, dictation, thesaurus/dictionary work, Year 3/4 common exception words.</p> <p>Reading – retrieving, predicting, clarifying, questioning, summarising, inferring.</p>
Science	<p>Term 6: States of Matter</p> <p>What are the properties of solids, liquids and gases? How many states of matter are there? Can temperature change the state of an object? Can all liquids be frozen to become solids? What are the stages of the water cycle? Does temperature / location affect rates of evaporation?</p>
Geography	<p>Term 6: Natural Resources and the Amazon Rainforest</p> <p>To know what natural resources are and where in the worlds they are. To understand how to use of natural resources has changed. Describe how people have been affected by changes in the environment. To locate the Amazon Rainforest. To know what natural resources the Amazon Rainforest has. To know what natural resources the UK has. Use four/ six figure grid references. To understand what resource exploitation is and why it causes a problem. What is the circular economy?</p>
RE	<p>Term 6 : Religion: Hinduism Would visiting the River Ganges feel special to a non Hindu child? We are learning to understand the significance of the River Ganges both for a Hindu and non Hindu child.</p>
PSHE / RSE	<p>Term 6: Relation-ships – Feelings and emotions: To recognise and respond appropriately to a wider range of feelings in; Healthy relationship: To be able to judge what kind of physical contact is acceptable or unacceptable and how to respond; Healthy relationship: To recognise</p>



Living the Olympic and Paralympic Values

	that their actions affect themselves and others. RSE: Year 3: Differences: Male and Female; Personal Space; Family differences RSE: Year 4: Growing and changing; What is puberty? Puberty, changes and reproduction
Computing	Term 6: Effective Searching: Use a search engine; Use search effectively to answer questions; Reliable Information Sources. Artificial Intelligence: What is artificial intelligence? How can AI help us? The Future of AI. AI in action.
French	Term 6: Going on a picnic Aliens in France. Identify and understand familiar colours in a sentence. Understand and join in with a story. Ask the question "Where do you live?" Respond to the question with "I live in .."
PE	PE –Games: Athletics PE – OAA - Create symbols for use on an orienteering map and agree class symbols; Plot symbols onto a school map and agree on an accurate school map for class use; Complete a simple 'star' orienteering activity in pairs / groups; Follow rules when completing a star orienteering activity. PE – Swimming
Music	Term 6: Voice to sing with awareness of breathing and pronunciation; understand arpeggios and to create harmonies; understand pentatonic scales and sing fluently with confidence; create melodies using pentatonic scales; sing together, record their work and assess it as a class; perform as an ensemble
DT	Term 6: Cooking and Nutrition – Vegetable Muffins Researching existing products; Generating design criteria; Discussing ideas and how the type of food product and way it is eaten will affect the design; Planning; Baking 1; Ongoing evaluation to make appropriate changes. Evaluating the food product against the design criteria; Reviewing; Baking 2; Evaluating the food product against the design criteria including the user and purpose. Recording final product through an annotated sketch.

RELATIONSHIPS AND HEALTH EDUCATION VOCABULARY TO BE COVERED

YEAR 3	YEAR 4
Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationships	Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotions, feelings.

HOMEWORK

TIMETABLE

READING	SPELLINGS	TIMES-TABLES	TOPIC LINKED
10 MINUTES DAILY	SET ON FRIDAY	SET ON FRIDAY	SET ON FRIDAY
SIGN READING RECORD	TESTED ON WEDNESDAY	TESTED ON WEDNESDAY	DUE IN BY THE FOLLOWING WEDNESDAY OR AS ADVISED

The following online programmes can all be accessed at home and your child's login will be stuck into their reading record book.

Mathletics

LEXIA

Purple Mash – Times-tables plus other areas.



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