



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

5th September 2025

Dear Parents/Carers,

Year 2025 Autumn Term Curriculum Letter

Welcome to the Autumn Term at Shoreham Village School! The Year 3/4 children have returned to school refreshed after their well-earned holiday and we are very impressed with the way they have already settled into lessons and are beginning to get to grips with new routines. A copy of the curriculum map for this term is attached for your information, along with a class timetable and homework timetable. The children will have PE sessions on a Monday and Friday and will need to come to school in their PE kits on those days. The children have a homework book in which a weekly homework note will be stuck in and the date it is due in. It may not always be possible for your child to complete all of the homework set. Please encourage your child to finish what they are capable of, and then spend some time reading for 10 to 20 minutes each day, revising and practising their 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. A relaxed discussion with your child about work they are stuck on can often be beneficial, providing your child does not feel under pressure. The Mathletics program will also encourage them to work on their maths skills, whilst Purple Mash is good for times-tables practice. The LEXIA programme will support spelling and reading.

Please also help your child to be prepared for lessons by providing them with a named water bottle, which is to be taken home every night to wash and refill.

The Autumn Term is always a busy one so please refer to the Autumn Term 2025 Calendar, and be on the lookout for letters, Parentmail and information on the website, 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 aspects of their experiences at our school, please do not hesitate to pop in and discuss them with us, preferably after school, or make an appointment through the School Office.

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

Yours sincerely

Miss Fitch

Moore Class Teacher

Mrs Gillian Lovatt-Young

Headteacher

Year 3/4 Autumn Term 1 2025 Curriculum Map

Maths	<p>Number: Place Value Hundreds, tens, ones; Represent numbers to 1000; Partition numbers to 1000; Thousands; Represent numbers to 10,000; Partition numbers to 10,000; Flexible partitioning; Find 1, 10, 100, 100 more or less; Number line to 1000; Number line to 10,000; Estimate on a number line; compare numbers; order numbers; Round to the nearest 10, 100, 1000; Roman Numerals.</p> <p>Number: Addition and Subtraction Add and subtract 1s, 10s, 100s, 1,000s; Add 1s, 10s, 100s across a boundary; Subtract 1s, 10s, 100s across a boundary; Make connections; Add up to two 4-digit numbers – no exchange; across a 10; across a 100; across a 100; Add numbers with a different number of digits; Subtract up to two 4-digit numbers – no exchange; across 10; across 100; across 1000; Subtract numbers with a different number of digits; Complements to 100 and 1,000; Estimate answers; Inverse operations; Efficient methods.</p> <p>Times-Tables</p>
Literacy	<p>Reading: The Queen’s Nose by Dick King-Smith. Summarising, understanding themes and personal response. Inferring characters feelings and personal response. Retrieve information and understand themes. Compare text types and infer. Prediction and author intent. Summarising and comparing.</p> <p>Writing: Poems which explore form - The formation of a haiku and a cinquain; To know what imagery and onomatopoeia are; Intonation, volume and tone are important when performing. Persuasive Writing – adverts: To know how superlatives are formed; To know what a slogan is used for; To know the purpose of a rhetorical question; To know presentational devices to use in an advert. First Person Diary entries: To know the difference between direct and reported speech; To know devices for informal tone. Critical analysis of narrative poetry: to know a narrative poem tells a story; to know key poetic conventions.</p> <p>Handwriting.</p> <p>Grammar/Punctuation: Subordinating conjunctions; synonyms; adjectives / superlatives; question marks and exclamation marks; verbs, adjectives, nouns; adding ly to form adverbs from adjectives; comma after a fronted adverbial; pronouns, nouns and proper nouns; past tense verbs regular and irregular; future tense; present tense; punctuation of speech;</p> <p>Spelling: KS1 common exception words revisited; Dictation; Root word dec; adding –es to nouns and verbs ending in y; adding-ed, -ing, -er and –est to a root word ending in –y with a consonant before it. Root word tele; homophones and near homophones; Root word de-.</p>
Science	<p>Term 1: Plants: Review previous learning about plants – what do you know already? How are seeds dispersed? What Are the Main Functions of The Different Parts of a Flowering Plant? How Do Plants Make Food and How Is Water Transported? Do All Plants Need the Same Things to Stay Alive? Why Does a Plant Need Flowers?</p>
History	<p>Term 1: Prehistoric Britain: Including: Analyse the diet of a prehistoric person. Place prehistoric Britain on a timeline. How do we know about life in the stone age? Use source to learn about the past. Identify which animals lived in the Ice Age. Meaning of extinct and extant. Identify the different periods of the stone age and know the features of them. To discuss how life changed in a stone age settlement. Writing opportunity: How has life improve from the Palaeolithic times to the Neolithic times.</p>
RE	<p>Term 1: Judaism - How special is the relationship Jews have with God? We are learning to understand the special relationship between Jews and God and the promises they make to each other.</p>
PSHE	<p>Term 1: Healthy Relationships. Recognise and respond to feelings in others; Secrets – when to keep and when to break; Dares; what constitutes a positive, healthy relationship; judge what kind of physical contact is acceptable or unacceptable and how to respond; work collaboratively towards shared goals learn that their actions affect themselves and others.</p>
Computing	<p>Term 1: Email - To understand how people communicate with each other. To understand and respond to an email.. To compose and send an email. To send an email attachment. To learn how to use email safely. To explore simulated email scenarios.</p>
French	<p>Term 1: Welcome to School I Children will revisit some of the core language: asking and answering their name, where they live, greetings, days of the week, months of the year, classroom instructions, numbers and age. They will be introduced to names for rooms in a school, and nouns for classroom objects.</p>
PE	<p>PE – Dance - Stone Age Cave Paintings – air patterns and projection; transition, analysis and cool</p>

	<p>down; Hunter Gatherers – Projection and travelling; linear pathways and complimentary actions; Hunter Gatherers – sequences, twisting & stretching; performance and analysis; Houses and homes – cooperation, travel, transition and analysis; Houses and homes – cooperation, transition and analysis; Battles – control, sequence building, choreography and performance.</p> <p>PE – Games – Can hold a rugby ball effectively whilst passing accurately; Can receive a rugby ball effectively showing control; Can perform a side step to evade a moving defender; Can steal another players tag effectively; Can play a tag rugby match appropriate to children's ability.</p>
Music	<p>Term 1: Pulse - maintain a steady pulse whilst singing or playing an instrument; show their understanding of pulse by leading simple performance directions (call and response); maintain an ostinato; compose a simple piece with a group, using ostinato; maintain a part in a piece and respond to cues.</p>
Art	<p>Term 1: Know different grades of pencils; showing line, tone and texture. use drawing techniques to show light, shade reflection; Use hatching and cross hatching to show tone and texture; Look at the work of Giorgio Morandi; Use charcoal to make a simple still life of a classroom object; Look at the drawing/ charcoal and sketch work of Leonardo da Vinci; Create a colour wheel independently; Introduce Vincent Van Gogh and Theresa Paden'; Experiment with Van Gogh and Paden's techniques and use of complementary colours; Plan and create a piece of art using carefully chosen techniques and complimentary colours; Evaluate the piece using subject specific vocabulary.</p>

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.