



Shoreham Village School
Church Street
Shoreham
Sevenoaks
Kent
TN14 7SN
Headteacher
Mrs N Sheraton
01959 522228

www.shorehamvillageschool.net

office@shoreham.kent.sch.uk

4th September 2026

Dear Parents/Carers,

Year 2026 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 Wednesday 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 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. Also, Purple Mash is good for times-tables practice, and 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 2026 Calendar, and be on the lookout for letters, Scopay 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 McAuley

Moore Class Teacher

Mrs Nikki Sheraton

Headteacher

Year 3/4 Autumn Term 1 2026 Curriculum Map

Maths	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. 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. Times-Tables
Literacy	Reading: <i>Greta and the Giants</i> by Zoe Tucker and <i>The Pebble in my Pocket</i> by Meradith Hooper. Summarising, understanding how real events can be presented as a narrative, retrieving key details, and responding to the core themes in a text. Strategies for scanning for retrieval, the difference between fact and opinion, identifying details from a text accurately, inferring the view of the author from their language selection, organising texts, and recognising that themes can be represented in different ways. Writing: <i>Poetry on the theme of emotions.</i> – To recognise the theme of a poem; To recognise poetic devices; To recognise and use similes; To use poetic devices; to use intonation, volume and pace to convey meaning in performance poetry. <i>First person narrative descriptions:</i> To use and sustain the first person narrative; To select precise adjectives to modify nouns; To use expanded noun phrases to describe in detail; To use adverbs to modify verbs; To use coordinating conjunctions to vary sentence structure; To use the structure of a model text to inform writing; To use and sustain the first person perspective in extended writing; To use adjectives and adverbs for detailed description; To use conjunctions to vary sentence structure. <i>Non-chronological reports:</i> To understand that non-chronological reports are written in a formal tone; To use organisational features to help the reader navigate the text; To organise paragraphs around a theme; To use pronouns to avoid repetition; To use conjunctions to help vary sentence structure; To select vocabulary that helps to present information precisely and concisely; To use the structure of a non-chronological report; To sustain a formal tone in an extended piece of writing. Handwriting. 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; 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-.
Science	Term 1: Sound: Review and build upon previous learning about properties of materials and light – what do you know already about sound? What is sound? How are different sounds produced? What are frequency and pitch? What do we mean by the amplitude of a sound? How do scientists design objects that use sound? What are some of the uses of sound?
History	Term 1: Roman Britain: Place Roman Britain on a timeline. How did the Roman Empire become so powerful? How did the Romans conquer Britain? Why did Boudicca lead a revolt against the Romans? How did the Romans change Britain? What did the Romans believe? Why did the Romans leave Britain?
RE	Term 1: Sikhism – Does joining the Khalsa make a person a better Sikh? We are learning to understand the reasons why a Sikh may choose to join the Khalsa.
PSHE	Term 1: Healthy Relationships. How to discuss and debate issues concerning health and wellbeing. Making and changing rules. Human Rights.
Computing	Term 1: Animation: To understand what animation is. To understand the term onion skinning and be able to use this technique for 2D computer animations. To know how to enhance simple animations using animation software. To plan an animation. To create a narrative through animation. To evaluate animations.
French	Term 1:

	Children will revisit some of the core language and information: identifying where France is located; learning the greeting song; having a conversation with a friend in French asking and answering questions about themselves; learning to read, write and recognise numbers 1-20 in French.
PE	PE – Dance – Roman Invasion – projection, formation changes and travelling; transition; analysis and cool down; Roman Soldiers – projection and linear pathways; control, dominance and complementary actions; Enslaved Britons – sequences, repetition and weighted stretching; performance and analysis; Roman Rule – cooperation, labour, transition and analysis; Rebellion – control, sequence building, choreography and performance. PE – Tag Rugby – Can hold a tag rugby ball effectively whilst passing accurately; Can receive a tag rugby ball effectively showing control; Can perform a sidestep to evade a moving defender; Can steal another player's tag effectively; Can play a tag rugby match appropriate to children's ability.
Music	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.
Art	Term 1: Know different grades of pencils and select them for purpose; show light and shadows in drawings using appropriate techniques; draw from first-hand experience with control; look at the charcoal work of Leonardo da Vinci; use charcoal to create a simple still life of a classroom object; mix colours with accuracy to match objects; mix a range of skin colours; look at the painting and colour work of Pablo Picasso and Bridget Riley; create a colour wheel independently; experiment with Picasso's and Riley's techniques and use of tints, tone and shades; plan and create a piece of art using carefully chosen techniques and colour mixing; evaluate the piece using subject-specific vocabulary.

HOMWORK 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.

LEXIA

Purple Mash – Times-tables plus other areas.