



Shoreham Village School
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10th January 2025

Dear Parents / Carers,

Year 2025 Spring Term 1st Half Curriculum Letter

Welcome to the first half of the Spring Term at Shoreham Village School!

A copy of the curriculum map for this term is attached for your information, along with a 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 the LEXIA programme will encourage them to work on their literacy skills. They can also access Purple Mash, which has a range of activities for practising times-tables along with other areas of learning. 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 Spring Term is an exciting one with a variety of activities on offer so please refer to the Spring Term Calendar, which is available on the school website, and be on the lookout 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 year.

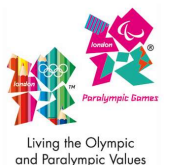
Yours sincerely

Miss Fitch

Mrs Gillian Lovatt-Young

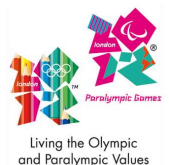
Moore Class Teacher

Headteacher



Year 3/4 Spring Term 2025 1st Half Curriculum Map

<p>Maths</p>	<p>Number: Multiplication and Division Multiplication is equal groups and arrays Recognise and use factor pairs in mental calculations. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recall and use multiplication and division facts for multiplication tables up to 12 x 12. Multiply two digit and three digit numbers by a one digit number using formal written layout. Solve problems involving multiplying and adding, including to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Divide 2 digits by 1 digit. Measurement: Area; Length; Perimeter What is area? Count squares; Make shapes; Compare area. Find equivalent measurements m and cm; mm and cm. Add and subtract lengths. Measure perimeter. Find the perimeter on a grid, rectangle and rectilinear shapes. Measure, compare, add and subtract: lengths (m/cm/mm) Measure the perimeter of simple 2D shapes Times-Tables</p>
<p>Literacy</p>	<p>Term 3: Beowulf – Michael Morpurgo <u>Narrative tasks:</u> Character profile Conclude account of the battle between Beowulf and Grendel. Continue conversation between Beowulf and Hrothgar. Continue account of battle between Beowulf and Sea-hag. <u>Non narrative tasks:</u> Write an invitation to feast Write a job advertisement Wanted posters Letter – Beowulf to home Recount of the feast in mead-hall. Explanation text – how to kill a monster. To create a map from detail in text <u>Writing Tasks:</u> Newspaper report on the fight between Beowulf and Grendel How to kill a monster – explanation text. Description of Grendel’s lair. To improve description of Grendel’s lair Handwriting. Grammar - word families; fronted adverbials + comma; Exaggerated language; Specific/technical vocabulary to add detail; Inverted commas; Prepositions; Plurals for nouns ending with a “y”; Verbs ending in “y”; Know the difference between a preposition and an adverb; Modal verbs; Spelling patterns, low frequency words, grammar, dictation, thesaurus/dictionary work, Year 3/4 common exception words. Reading – retrieving, predicting, clarifying, questioning, summarising, inferring.</p>
<p>Science</p>	<p>Term 3: Animals including Humans – (Skeletons and Movement) Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>



	Identify that humans and some other animals have skeletons and muscles for support, protection and movement. What are the major bones in the human body? What food do humans need? How can we keep our pets healthy? Why do humans need skeletons? How do muscles work? Do people who do more physical exercise have stronger muscles?
History	Term 3: Anglo-Saxons and Scots How do we know about the Anglo-Saxons and Scots? Put them on a timeline. Why did Vortigen make a deal with the Anglo-Saxons? Linking the fall of the Roman Empire. What was life like for Anglo-Saxons? What did the Anglo-Saxons believe? Use a Venn diagram. What was the heptarchy? Why did the Anglo-Saxons build Burhs? How does life as an Anglo-Saxon compare to life in Pre-historic Britain?
RE	Term 3: Religion: Christianity Could Jesus really heal people? Were these miracles or is there some other explanation?
PSHE	Term 3: Living in the Wider World – Rights and Responsibilities How to take part in making and changing rules; That everyone has human rights and that some are specifically for children; That human rights take precedence over other national laws, family and community practices; that different cultures can have different practices and traditions and that these may sometimes be illegal; About the consequences of anti-social behaviours; About different kinds of responsibilities and rights.
Computing	Term 3: Writing for different audiences. Font Styles; Using a simulated scenario to create a news report; writing for a campaign;
French	Term 3: I will revisit the months of the year . I will learn the names of animals and start to explore how nouns change depending on gender . I will be able to say animals I do and do not like.
PE	PE – Dance –English Folk Dances - PE – Games – Hockey - change direction of travel use rotating and turning stick; Use a push pass to make a direct pass. Begin to use a slap pass; Use speed to dribble the ball into space; Maintain defence and keep the pressure until possession is gained; Attempt to score inside a designated scoring area.
Music	Term 3: Pitch - understand what the word pitch means and recognise high and low sounds; understand basic musical notes (e to f on a treble staff) and how they have different pitches; understand how a melody can step, leap or be on the same note; listen to and evaluate a song with a determined pitch and create their own composition of the same pitch.
Art	Term 3: Printing - Know what printing is and name different types of printer; Create a simple monoprint; Use the work of Kwami or Gilbert to inspire a design for a lino-style print. Sketch out a plan and transfer onto a foam block considering the detail that can be achieved; Know how to use colour to express feelings. Know how to use wet and dry rollers to create a print from the foam block.



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.

