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Dear Parents/Carers,

Year 2026 Autumn Term 2 Curriculum Letter

Welcome to the second half of the Autumn Term at Shoreham Village School! The Year 3/4 children have returned to school refreshed after their well-earned half-term break and we are very impressed with the way they have already settled back into lessons and school routines. A copy of the curriculum map for this half term is attached for your information, along with a class timetable and homework timetable. The children will continue to have PE sessions on a Monday and Wednesday and will need to come to school in their PE kits on those days. The children will continue to use their 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.

The second half of 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 continuing working with you throughout the year.

Yours sincerely

Miss McAuley — Moore Class Teacher

Mrs Nikki Sheraton — Headteacher

Year 3/4 Autumn Term 2 2026 Curriculum Map

Maths	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. Number: Multiplication and Division Arrays; Sharing and grouping; Times tables (2s, 5s, & 10s; 4s; 8s; 2s, 4s & 8s; 3s; 6s; 9s; 3s, 6s & 9s; 7s; 11s; 12s); Multiply by 1 and 0; Divide a number by 1 and itself. Shape and Measurement: Area What is area?; Count squares; Make shapes; Compare areas.
Literacy	**Reading**: ***Leon & the Place Between*** by Grahame Baker-Smith; ***The Night Before Christmas*** by Clement Clarke Moore – Key themes of each unit: Focusing on the core text for summarising and authorial intent; Focusing on the instruction text, information text and narrative extract for retrieval; Focusing on the core text for comparing and understanding themes; Focusing on the discussion text, letter and narrative for retrieval; Focusing on a diary extract and two information texts for retrieval and comparing; Focusing on the core text for comparing and a personal response; Focusing on an appeal, dialogue extract and police report for inference; The similarities and differences between picture and chapter books; How inference combines evidence from the text and personal experience to make a conclusion; How a theme is a subject or idea that recurs throughout a text; The difference between stated and suggested information; How poets use rhythm and language to create effects; How meaning can be inferred from description and dialogue. **Writing**: **Non-chronological reports**: 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. **Formal Letters to Complain**: To identify coordinating and subordinating conjunctions; To recognise the main clause in a sentence; To identify pronouns; To clarify nouns, verbs and adverbs; To identify the present progressive tense; To punctuate sentences, questions and exclamations; To identify coordinating and subordinating conjunctions; To correct errors in spelling. **Performance Poetry**: To identify prepositions of place; To identify rhyme; To order verbs for their strength of meaning; To use the language of comparison; To use actions to convey meaning when reciting a poem. **Dialogue through Narrative – Historical Stories**: To use capital letters for proper nouns; To select correct end punctuation; To identify nouns, verbs, adjectives and adverbs; To revisit key vocabulary from the related history unit; To use alphabetical order; To recognise the key elements of a narrative; To insert inverted commas into a sentence; To identify word classes; To identify errors in basic punctuation; To identify regular and irregular past tense verbs; To make spelling corrections, focusing on common exception words; To add the suffix -ed to root verbs to form the regular simple past tense; To identify common grammatical errors. **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
Science	**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?
Geography	**Rivers: Where are the world's rivers?** (What a river is; Where the world's rivers are; Examples of famous rivers) **How do rivers shape the land?** (What the four types of erosion are; What the four types of transportation are; What deposition is) **What landforms can a river create?** (What a landform is; What V-shaped valleys and interlocking spurs are; How V-shaped valleys and interlocking spurs form; What a meander is; How a meander forms; How an oxbow lake forms) **Why are rivers important to people?** (Why people like living near rivers; Why the Volga River is important for people; Why the Amazon River is important for people) **What happens when a river floods?** (What a flood is; Why rivers flood; How a flood can bring advantages and disadvantages).
RE	**Christianity:** Has Christmas lost its true meaning? We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.
PSHE	Healthy Relationships: About the concept of keeping something confidential or secret; How to recognise and manage dares; How to develop and maintain positive, healthy relationships; How our actions can affect ourselves and others.
Computing	**Logo**: To know key commands and input simple instructions; To use a variety of commands to create shapes using multi-line mode; To use the Repeat command; To change the line thickness and colour; To use procedures to write instructions. **Branching Databases**: To understand the concept of using 'Yes' or 'No' questions to sort objects; To understand and use a branching database effectively; To plan and create a branching database; To test and debug branching databases to correct errors.
French	**Days of the week and Months of the Year:** To recognise and say the days of the week and the months of the year. To be able to recall greetings and questions and answers about myself. To recall and learn to write months of the year.
PE	**Basketball:** Dribble in different ways changing speed and direction; Pass in different ways whilst moving; Receive a ball whilst moving; Shoot whilst moving; Compete making correct decisions in the invasion game. **Gymnastics:** SYMMETRY AND ASYMMETRY - understand and identify symmetry and asymmetry; move and balance showing specific planned shapes and variations in speed and level.
Music	**Term 2: Rhythm** - identify and discuss rhythm, texture, and dynamics in simple time signatures; demonstrate a strong sense of rhythm and pulse by creating and layering our own rhythms; learn a pulse then a rhythm and put them both together to create a musical texture; create ideas to compose a melody as a team to layer on top of rhythm and pulse. Recorders.
DT	**Mechanical Systems** – sliders, levers, linages – greetings card. Children will: Investigate, analyse and evaluate books and, where available, other products which have a range of lever and linkage systems; Generate realistic ideas of their own design criteria through discussion, focusing on the needs of the user; Draw and make annotated sketches of their design including materials and tools to be used; Select from and use finishing techniques suitable for the product they are creating; Evaluate their own products and ideas against criteria and user needs, as they design and make.

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.

LEXIA

Purple Mash – Times-tables plus other areas.