



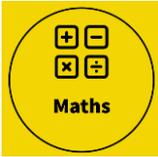
Class 3 Topic Letter Spring Term 2 2023

Class Teacher – Mr Charlton

Supported by Mrs Morris and Mrs Chisholm.



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Maths

Arithmetic

- The four operations (addition, subtraction, multiplication & division)
- Percentages
- Decimals
- Identifying & comparing fractions
- Calculating with fractions.

Perimeter, area and volume

- Understand the definitions of perimeter, area and volume.
- Calculating the perimeter and area of rectangles.
- Calculating the perimeter and area of compound shapes.
- Calculating the perimeter and area of triangles. (Y6)
- Calculating the perimeter and area of parallelograms. (Y6)
- Calculating the volume of cubes and cuboids.

Statistics

- Understand and interpret line graphs (linear and fluctuating).
- Understand and interpret bar charts.
- Understand and interpret tables.
- Understand and interpret pie charts.
- Calculating the range and mean of a set of data.

Please note: **ALL** children **MUST** know their times tables up to 12 times 12, and be able to recall quickly. TTRS (Times Tables Rock Stars) is now being used across school, is part of our homework approaches and should be used to develop speed and fluency.

Key vocabulary:

Inverse, partition, equivalent, divisible, multiple, factor, prime number, perimeter, area, volume, capacity, compound shapes, linear, correlation, x-axis, y-axis, intersect, radius, diameter, pi, angles around a point.



English

In this half-term, we will explore the award-winning *Skellig* by David Almond. This Newcastle-based book has been highly regarded both as a book and as a feature film in 2009. The spiritual and symbolic representations not only link with our English work but also to certain aspects of our Topic work in Geography, The Americas, and our work in Art too. We will use this book not only in many of English lessons but also in our Guided Reading sessions too.

Our first area of work in English is to explore and expand our understanding of a formal report, looking at the language choices and tone for effect and purpose as well as look at how our sentence structures can enable a lot of detail to be conveyed succinctly.

Our next genre of writing to explore and develop is instructions writing. We will investigate the features of real-life instructions and identifying where we find them in everyday life. We will then hone our skills at using a wide range of punctuation before writing a set of instructions ourselves.

Our final genre of writing within this half-term will be to create a narrative poem. We will study examples first to identify their structure and stylistic features before practising our rhythm and rhyme within varied sentence structures before then writing one of our own.

We will continue to develop our reading comprehension skills through our guided reading sessions and use of Accelerated Reader, as well as increasing understanding of written grammar through writing analysis.

Please hear your child read daily and write a message/ sign/ initial your child's Reading Record book.

The children will be expected to learn, use and spell correctly all of the spellings from the Years 3,4,5, and 6 spelling lists.

https://whittingham.eschools.co.uk/website/class_three_2020_-_2021/503924

This will be tested weekly throughout the half-term and children are expected to spell these words correctly in their everyday work.

Key vocabulary:

Word class, colon, semi-colon, parenthesis, fronted adverbial, relative clause, relative pronoun, subordinate clause, simile, metaphor, personification, alliteration, repetition, emphasis, exaggeration and emotive, formal & informal language, facts/ statistics, technical vocabulary.



Geography

During this half-term, we will be studying The Americas. Within this unit of work, we will:

- Identify their geographical location (consolidate and develop mapping skills).
- Plot the time and locations of the 'discovery' of The Americas.

- Study a specific area of The Americas in more detail (Mexico City).



Science

In Science / STEM, we will be studying the topic of 'Properties of Materials' where we will cover:

- Identifying & classifying materials based on their properties.
- Dissolving and recovering substances

(solutions).

- Separating mixtures.
- Reversible & irreversible reactions.

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<p>- Make informed comparisons between Alnwick and Mexico City using human and physical geographical factors to explain these.</p> <p>Our key questions will be:</p> <ul style="list-style-type: none"> -Can you identify the countries and geographical features of the Americas? -Explain how the Americas were 'discovered'. -How does a location in the Americas (Mexico) compare to Britain? <p><u>Key vocabulary:</u> 1st Nation cultures, indigenous, Equator, navigation, colony, colonisation, invasion, trade, mountainous, plateaus, forest/ rainforest, population, demographic, resources, commuter.</p>	<p>We will also be creating our own investigations and creating thorough scientific reports.</p> <p>Our key questions will be:</p> <ul style="list-style-type: none"> -How do we classify different materials? -How can we combine & separate materials? -What are reversible and irreversible reactions? <p><u>Key vocabulary:</u> Magnetism, malleable, state, properties, solution, dissolve, evaporation, separate, distillation, sieving, reaction, reversible, irreversible.</p>
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Children will be taking part in daily exercise each day through our 'daily mile'. Key taught sessions during this half-term will include yoga, dance and football.</p> <p><u>Key vocabulary:</u> Stretch, muscles, ligaments, tendons, core muscles, respect, tenacity, teamwork, communicating, anticipation, rhythm, unison, improvise, formation, marking, vision, control & anticipation.</p> </div> </div>	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>We will be focusing on an array of musical aspects (known as the inter-related dimensions of music) as we study and explore the features and history of the musical style of hip-hop. Our key questions will be:</p> <ul style="list-style-type: none"> -What is hip-hop? -What are the features of hip-hop? -How did hip-hop develop through time? <p><u>Key vocabulary:</u> Rhythm, beat, pulse, dynamics, pitch, timbre, texture, tempo, duration, projection, tone, characterisation, scratching, polyrhythms.</p> </div> </div>
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>We use the Northumberland County Council Agreed Syllabus for Religious Education and will be looking at the key overriding question for this half-term: Why is the Torah important to Jewish people?</p> </div> </div>	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>In our PSHCE/ RSHE work we will be focusing on relationships. This will include looking at aspects of self-worth and self-motivation, family dynamics and arrangements, friendships and our aspirations and future careers with a view of how to we make steps to achieve.</p> </div> </div>
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>During this half-term, we will be looking at the aspects of coding (input, proces and output) and also be studying and expanding our knowledge on the expectations of using devices and online programmes safely, ensuring that we act as good 'Digital Citizens'.</p> <p><u>Key vocabulary:</u> Safety settings, acceptable use, electronic devices, respect, responsibility, trusted sites, reporting.</p> </div> </div>	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>This half-term sees us develop our speaking, writing and reading of Spanish for the the first time this year. We will cover the following areas:</p> <ul style="list-style-type: none"> - Numbers to 31, - Days of the week, - Months of the year, - Greetings, - Colours. </div> </div>
<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;"> <p>Art/DT – We will be developing our sketching skills as we design our own North American 1st Nation-inspired drawings and design a Dia De Los Muertos sculpture. We will also use and develop our sculpting skills by making and decorating our Dia De Los Muertos sculpture. In addition to this, we will create a dream-catcher that has a woven centre, done in the style of 1st Nation cultures of the Americas.</p> <p>Our key questions will be:</p> </div> </div>	<p>REMINDERS: Homework will be weekly, comprised of:</p> <ul style="list-style-type: none"> -spellings and times-tables will be given on a Friday, ready for a mini test on the following Friday (TTRS should be used to support the learning and practise of times-tables), -Accelerated Reader (an average of at least 5 times per week), -a maths task linked to the recent learning/ revision (CGP books), -an English task that is linked to recent learning/ revision. <p>As ever, myself and everyone at school are here to support. If there are ever any concerns, queries or things to celebrate, just let us know either in person, via our Class Dojo or the school office.</p>

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-What do the images of these 1st Nation Americas cultures represent?

-How do we create texture and depth in our drawings and sculptures?

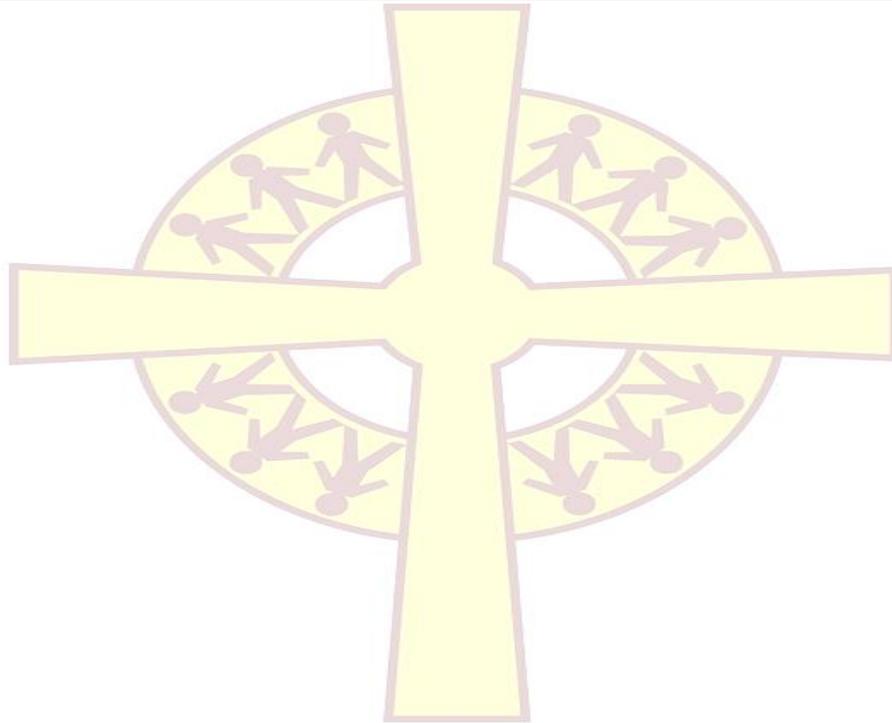
-Why do we evaluate a design at each stage?

Key vocabulary:

Sketch, outline, shading, hatching, cross-hatching, stippling, light source, depth, texture, proportions, sculpture, mural, abstract, score, evaluate, structure.

In our classroom, we have a 'Wow wall' where I display achievements of the children. If your child would like to share an achievement (this could be as a certificate, rosette or photo) then please feel free to message me on Class Dojo or email.

(Please note that I will monitor and respond to Class Dojo message between the hours of 08:30-17:30. It is absolutely fine to message me outside of these times but you won't get a response until I'm within working hours of the day again).



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