

# Class 3 Topic Letter

## Spring Term 1 2023

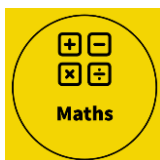


Class Teacher – Mr Charlton

Supported by Mrs Morris and Mrs Chisholm.



**Whittingham**  
C of E PRIMARY SCHOOL



**Maths**

### Arithmetic

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

### Fractions, percentages and decimals

- Calculating fractions of amounts
- Calculating the whole from a fraction
- Place value of decimal numbers
- Ordering and comparing decimal numbers
- Understanding percentages
- Equivalent decimal numbers, fractions and percentages
- Percentages of amounts
- Percentage increase/ decrease

Please note: **ALL** children **MUST** know their times tables up to 12 times 12, and be able to recall quickly. School 360 Times Table Blast and Sumdog plus KS2 SATS Blaster (for Year 6 pupils) are all useful and should be used to develop speed and fluency.

### Key vocabulary:

Inverse, partition, equivalent, divisible, multiple, factor, prime number, proper fraction, improper fraction, mixed number fraction, decimal place, numerator, denominator, percentage.



**English**

In this half-term, we will explore *The Jaguar Stones* book series by J&P Voelkel which is a fictional adventure series centred around the ancient civilisation of the Mayans – our history focus for this half-term. We will use these books 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 and use of several grammatical features such as apostrophes, colons, semi-colons, and parenthesis to name just a few.

We will also be studying and then creating our own newspaper article, developing our use of emotive language but within a formal use and structure.

Our next genre of writing to explore and develop is a diary entry, using our class book as a stimulus after investigating and understanding the features of this genre first, such as using an informal and emotive tone and language choice.

We will then also create an adventure story, again using *The Jaguar Stones* series as inspiration as a basis for creating our own and developing our skills within story writing, including the previously covered setting and character descriptions alongside a coherent and flowing plot.

Our final genre of writing within this half-term will be to create a formal and informative non-chronological report where we will study and evaluate effective layouts and appropriate literacy features.

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](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, descriptive, simile, metaphor, personification, emphasis, exaggeration and emotive, formal & informal language, headline, sub-headline, opening paragraph, quotes, by-line, facts/ statistics, technical vocabulary.

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 <p>During this half-term, we will be studying the great civilisation of the Maya. Within this unit of work, we will study:</p> <ul style="list-style-type: none"> <li>- Their location in both geographical and time senses</li> <li>- Their religious beliefs and practices</li> <li>- What life was like as a Mayan (social hierarchy and the tasks/ challenges/ rewards of day to day life)</li> <li>- The influence of the Maya civilisation on their locality, the region and the world</li> <li>- How the great Maya culture fell.</li> </ul> <p>Our key questions will be:</p> <ul style="list-style-type: none"> <li>-What and where were the Mayans?</li> <li>-What was it like to be a Mayan?</li> <li>-Why did the Mayan civilisation fall?</li> </ul> <p><u>Key vocabulary:</u> Civilisation, location, settlement, temple, offerings, sacrifice, agriculture, hierarchy, territory, sustainability, hieroglyphs.</p>	 <p>In Science / STEM, we will be studying the topic of 'Forces' where we will cover:</p> <ul style="list-style-type: none"> <li>- Magnetism (recap.)</li> <li>- Gravity (its affect and its uses)</li> <li>- Opposing forces</li> <li>- Friction</li> <li>- Air resistance</li> <li>- Water resistance</li> <li>- Levers &amp; pulleys</li> <li>- Force multipliers/ force reducers</li> </ul> <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"> <li>-What is gravity and how does it influence our way of life?</li> <li>-How can forces influence on object?</li> <li>-How and why does energy change?</li> </ul> <p><u>Key vocabulary:</u> Magnetic, stretch, compress, opposing forces, up-thrust, motion, friction, resistance, gravity, inertia, streamline/ aerodynamic, force multiplier/ reducer.</p>
 <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 &amp; anticipation.</p>	 <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"> <li>-What is hip-hop?</li> <li>-What are the features of hip-hop?</li> <li>-How did hip-hop develop through time?</li> </ul> <p><u>Key vocabulary:</u> Rhythm, beat, pulse, dynamics, pitch, timbre, texture, tempo, duration, projection, tone, characterisation, scratching, polyrhythms.</p>
 <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: what it is like for a person who is a Muslim to live in Britain?</p>	 <p><b>In our PSHCE/ RSHE work</b> we will be focusing on being healthy. This will include looking at aspects of nutrition, exercise, sleep, mental health and e-safety.</p>
 <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>	 <p>This half-term sees us develop our speaking, writing and reading of French further with the following areas covered:</p> <ul style="list-style-type: none"> <li>- directions</li> <li>- locations</li> <li>- shops and places in a town</li> <li>- Sports and hobbies</li> <li>- Time</li> </ul>
 <p><b>Art/DT</b> – We will be developing our sketching skills as we design our own Maya-style mixed media masks and clay Maya temples. We will also be creating Mayan weaves.</p> <p>Our key questions will be:</p>	<p><b>REMINDERS:</b> <b>Homework</b> will be weekly, comprised of:</p> <ul style="list-style-type: none"> <li>-spellings and times-tables will be given on a Friday, ready for a mini test on the following Friday,</li> <li>-Accelerated Reader (an average of at least 5 times per week),</li> <li>-a maths task linked to the recent learning/ revision (CGP books),</li> <li>-an English task that is linked to recent learning/ revision.</li> </ul>

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- Why is the planning stage important in DT?
- How do we decide on materials to use before constructing?
- Why do we evaluate a design at each stage?

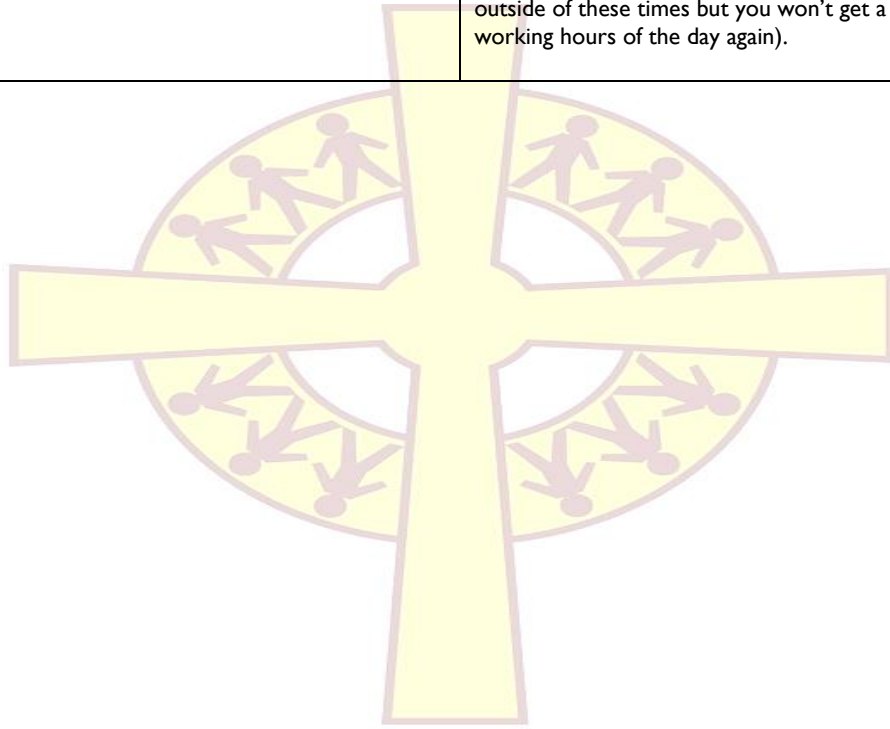
Key vocabulary:

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

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.

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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