



Class 3 Topic Letter

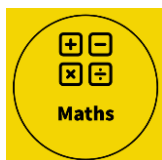
Summer Term 2 2025

Class Teacher – Mr Charlton

Supported by Mrs Chisholm and Ms Coxon.



Whittingham
C of E PRIMARY SCHOOL



Maths

Arithmetic (revision)

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

Worded & multi-step problems

- Turning worded problems into diagrams
- Turning worded problems into number sentences
- Proving/ disproving statements mathematically
- Using trial and error techniques
- Identifying steps in a question
- Organising steps to be able to calculate and solve

Algebra

- Inverse operations
- Balanced equations
- Identifying & creating rules

Revision of all aspects of maths (with particular attention to time and metric measures).

Key vocabulary:

Equivalent, factor, multiple, identify, interpret, convert, prove/ disprove, equation, proportion, difference, inverse, operation, trial and error, proper fraction, improper fraction, mixed number fraction.

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.



English

In this half-term, we will continue to 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 link with our PSHCE work. We will use this book not only in many of English lessons but also in our Guided Reading sessions too.

The first genre of writing that we will study and then create is a persuasive speech, which will be based on the children's own research into endangered creatures. They will use this factual and technical language alongside emotive and persuasive language in order to create writing that has impact and drive.

Our next genre of writing within this half-term will be to create a balanced argument. This will see the class further develop their use of formal language and describing the emotive views of all parties whilst not showing bias.

Our final genre of writing to explore and develop is a fantasy story, where the children's excellent imaginations and figurative language can be further developed but in a longer and more detailed manner. The focus here will be being able to maintain control and clarity whilst sustaining stamina for writing.

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. 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.



PE

Children will be taking part in daily exercise each day through our 'daily mile'. Key taught sessions during this half-term will include swimming, athletics and rounders.

Key vocabulary:

Stretch, muscles, ligaments, tendons, core muscles, respect, tenacity, teamwork, communicating, anticipation, formation, marking, vision, control, anticipation, bases, fielding, under-arm throwing, over-arm throwing, catching, long-barrier.







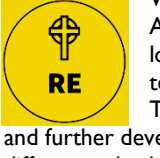


MFL

This half-term sees us continue to develop our speaking, writing and reading of French with us studying the following:

- how to identify clothing items,
- describe clothing,
- identify key buildings/ locations in a town
- asking for directions
- describing the locations of places.

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 <p>During this half-term, we will be exploring the work and impact that the Armstrong family have had, not just here in Northumberland, but beyond as well. The key questions that we will look to answer are:</p> <ul style="list-style-type: none"> -What inventions have the Armstrong family been a part of? -How has the Armstrong family's work affected others? -How has their influence changed over time? <p><u>Key vocabulary:</u> Invention, pioneer, sustainability, environmentally-friendly, industrial, population, infrastructure, engineering, settlements, residential, economics.</p>	 <p>We will be focusing on an array of musical aspects (known as the inter-related dimensions of music) as we continue to study and explore the features and history of the musical styles of funk.</p> <p>Our key questions will be:</p> <ul style="list-style-type: none"> -What is funk? -What are the features of funk? -How did funk develop through time? <p>We will also be composing our own funk tracks using Garageband.</p> <p><u>Key vocabulary:</u> Rhythm, beat, pulse, dynamics, pitch, timbre, texture, tempo, duration, projection, tone, characterisation, scratching, polyrhythms, off-beat, syncopation, carnival.</p>
 <p>Art/DT – As well as preparing our work for the Summer shows, we also have an exciting planned session with a professional artist that will be working with Class 3 on Thursday 5th June. This whole-day event will see the children design, practise and then create some large-scale work that we will look to display for the whole school community to see and celebrate.</p> <p><u>Key vocabulary:</u> Texture, depth, score, carve, abstract, contrast, subjective, symbolism, subconscious, influence, design, outline, street-art, graphics, aerosols.</p>	 <p>During this half-term, we will be using several programmes in order to develop and practise our knowledge and skills in coding and sequencing as well as editing. This will include composing music on a digital platform as well as designing and editing logs. The children will also create short music videos to accompany these.</p> <p><u>Key vocabulary:</u> Algorithms, input, output, device, automated, coding, de-bugging, sequencing, editing, cropping, layering.</p>
 <p>We use the Northumberland County Council Agreed Syllabus for Religious Education and will be looking at the key overriding focus for this half-term: Who does faith help when life gets hard? This will draw on our knowledge of different faiths and further develop these through looking at similarities and differences both in beliefs and practical ways of life.</p> <p><u>Key vocabulary:</u> Abrahamic, dharmic, secular, tolerance, respect, belief, faith, morals, spirituality, humanist, fate, eternal, eternity, balance, peace.</p>	 <p>In our PSHCE/ RSHE work we will be focusing on relationships and teamwork – skills that serve us well now but also with a view to be prepared for transition at the end of this academic year. Through mainly Forest School based sessions, we will develop our skills in teamwork, communication, respect, tolerance, self-belief, self-motivation and confidence.</p> <p><u>Key vocabulary:</u> Respect, listening, discussion, tolerance, patience, kindness, care, determination, motivation, aspiration, inspiration, teamwork, problem-solving, negotiation, perseverance.</p>
 <p>In Science / STEM, we will be continuing to study the topic of 'All Living Things' where we will cover:</p> <ul style="list-style-type: none"> - Compare and contrast the life cycles of plant, amphibians, insects and mammals. - Look at the reproductive cycle of animals and plants. - Study the life and scientific influence of the famous scientist, Carl Linnaeus. - Understand classification and apply this to be able to classify living things. <p>Our key questions will be:</p> <ul style="list-style-type: none"> -What are the differences and similarities between the life cycles of living things? -What are the differences and similarities between the reproductive cycles of living things? -How do we classify living things? <p><u>Key vocabulary:</u> Classification, kingdoms, phylum, class, order, family, genus, species, reproduction, life-cycle, characteristics, genetics, evolve.</p>	
<p>REMINDERS:</p> <p>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> <p>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, medal, cup or photo) then please feel free to message me on Class Dojo or email.</p> <p>(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).</p>	