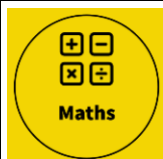




Class 3 Topic Letter Spring Term 2 2022

Class Teachers – Mr Charlton (Mon-Thu) & Mrs Fletcher (Fri)
Supported by Mrs Morris.



Arithmetic (revision)

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

Area & perimeter

- Being able to define both area and perimeter
- Calculating the perimeter of rectangles and squares
- Calculating the perimeter of compound shapes
- Calculating the area of rectangles and squares
- Calculating the area of triangles
- Calculate the area of parallelograms and rhombuses
- Calculate the length of missing sides

Volume and capacity

- Understanding what volume and capacity refer to
- Read scales to measure volume
- Be able to calculate the volume of cuboids
- Be able to logically calculate problem-solving questions about volume

Metric measures

- Identify metric and imperial units of measure
- Convert between metric measures (length, weight, volume and time)
- Convert between metric and imperial measures
- Break down and calculate problem-solving questions
- Be able to read and construct conversion graphs

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:

Equivalent, numerator, denominator, simplify, inverse, perimeter, area, length, height, depth, place value, digit, improper fraction, proper fraction, mixed number fraction, convert, quadrilateral, parallelogram, rhombus, capacity, equilateral triangle, scalene triangle, isosceles triangle, right-angled triangle.



Children will be taking part in daily exercise each morning through our 'daily mile'. Key taught sessions will include rugby via our expert coach from Newcastle Thunder and cricket.



After the children enjoyed some of his other books during the first Spring half-term, our author of interest this half-term will continue to be Rick Riordan. As such, our class book will be a selection of his wonderful and best-selling series of books that the class vote on within our 'Book Battle'. Votes are awarded for frequent home reading and focussed work within class.

Throughout all units of writing where we study and develop our skill in writing, we will constantly be addressing and strengthening our knowledge and use of SPaG features. Homework will be set to strengthen this further each week during this half-term.

Linking to our recent topic of the Ancient Egyptians, our first genre of writing that we will study, practise and create will be a narrative poem, really looking at our use and development of figurative language alongside rhythm and rhyme to create an effective poem of our own.

We will then be shifting our focus to link with our geography topic of Europe, with the study, practise and creation of an advertisement leaflet and a balanced argument, primarily focussing on the use of authorial voice and language choices for effect.

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, inverted commas, facts, statistics, opinion, descriptive, simile, metaphor, personification, emphasis, exaggeration and emotive, formal & informal language, heading, sub-headings, persuasive language, stanzas, rhyming couplets, alliteration, repetition.

Music – We will be focusing on musical vocabulary and performance, particularly with a view to our Easter performance. This will include studying pieces of music and being able to describe them accurately and correctly as well as use the same

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<p><u>Key vocabulary:</u> Stretch, muscles, ligaments, tendons, core muscles, balance, passing, blocking, control, tackling, positioning, catching, throwing, off-side, wicket, bowler, fielder, batting, boundary, sportsmanship, respect, tenacity, teamwork, communicating, marking & anticipation.</p>	 <p>taught skills to progress our performance skills, both individually and as an ensemble/ choir. <u>Key vocabulary:</u> Rhythm, beat, pulse, dynamics, pitch, timbre, texture, tempo, duration, influence, riff/ hook, emotive, improvise and percussion.</p>
 <p>During our geography topic, we will be studying European countries with a particular focus on Poland. Within this unit we will look at:</p> <ul style="list-style-type: none"> - Mapping skills, focusing on Europe - Create graphs to represent European populations - Study and compare the climate and topography of Poland and Britain - Biodiversity of Poland - Look at the 'push' and 'pull' factors of both Britain and Poland (law, education, health, employment, security, climate, exports/ imports, recreation, etc.) <p><u>Key vocabulary:</u> Maps, the globe, human impact, tourism, climate, topography, European Union, trade, transport, push and pull factors, democracy, population, biodiversity.</p>	 <p>The week beginning 14th March is British Science Week. We will be taking part in a number of fun activities throughout the week and we are also also hoping to arrange a Science trip this half term to the Life Science Centre in Newcastle.</p> <p>Our topic this term is Electricity. (Please see the STEM Home Learning sheet attached.) Within this unit we will learn to:</p> <ul style="list-style-type: none"> - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. - Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers - and the on/off position of switches. - Use recognised symbols when representing a simple circuit in a diagram. <p>We will also be creating our own investigations and scientific reports.</p> <p><u>Key vocabulary:</u> Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, electrical, switch, voltage</p>
 <p>In RE -We use the Northumberland County Council Agreed Syllabus for Religious Education and will be continuing to learn about Christian Communities and different denominations of the Christian faith. In particular we will be learning about Easter - how it is celebrated around the world and how traditions have evolved.</p> <p><u>Key vocabulary:</u> Denomination, Lent, disciples, Easter, Protestant, Orthodox, Anglican, Methodist, Baptist, Presbyterian, Roman Catholic.</p>	 <p>In our RSHE /RHE work we will be inspired by the idea that we are all individuals and that it is important to 'be yourself'. The children will be encouraged to develop a positive view of themselves and enable them to recognise the importance of being proud of their individuality.</p> <p><u>Key vocabulary:</u> Individual, unique, special, proud, achievements, important, difficulties, influences, conflicting, self – respect, strategies.</p>
 <p>During this half-term, we will be looking at coding, de-bugging and sequencing elements of programming alongside presentations.</p> <p><u>Key vocabulary:</u> Safety settings, acceptable use, electronic devices, respect, responsibility, trusted sites, reporting, trusted adult, input, output, variable, font, styles, layout, images, cropping, sizing, animating.</p>	 <p>To begin this term we will be doing something a little different. We have been given the exciting opportunity to take part in the North East Festival of Languages. We will be learning a song along with Sign Language actions, which we will be recording to take part in a large group performance with many other schools. Watch this space...</p> <p>We will then return to our French studies, where we will be looking at how we read, write and speak French words and phrases to then be able to complete simple conversations in French.</p>
 <p>Linking to our history and geography work, we will be progressing our skills in drawing, sculpting Ancient Egyptian ankh symbols as well as looking at creating a traditional polish dish. We will also be looking at a famous Polish artist and looking to use their style and techniques within our own work.</p> <p><u>Key vocabulary:</u> Sketch, outline, shading, hatching, cross-hatching, stippling, light source, depth, texture, proportions, sculpture, mural, abstract, score, sculpt, mixing.</p>	<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, -Accelerated Reader (an average of at least 15 minutes per day), -a maths task linked to the recent learning/ revision (specific pages from their CGP book), -an English task that is linked to recent learning/ revision. <p>As ever, Mr Charlton and Mrs Fletcher 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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Year 6 Roots and Shoots Programme-

The Year 6 children will finally have chance to access this project at Alnwick Gardens. Please see the letter previously sent out for details (don't forget your packed lunch!) https://whittingham.eschools.co.uk/website/year_6_roots_and_shoots_letter/594147

In our classroom, we have a 'Wow wall' where we 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 us on Class Dojo or email. (Please note that we will monitor and respond to Class Dojo message between the hours of 08:30-17:30. It is absolutely fine to message us outside of these times but you won't get a response until we're within working hours of the day again).

Starters for Science are 4 activities that parents can use at home to help children develop their science alongside the key learning and vocabulary children are using at school. The activities are easy to resource and provide children with the stimulus to learn and talk about their science topic. Encourage children to use the correct vocabulary as they talk about what they are doing and finding out. Don't forget to share your work on social media

#ScienceFromHome

Key Learning:

The brightness of a bulb or the volume of a buzzer in a circuit depends on the number of cells (batteries) and their associated voltage.

The more voltage available for the components in a circuit the brighter or louder they will be.

Switches control whether a circuit is on or off. You can control different elements of a circuit with switches.

Universal electrical symbols are used the world over and are recognised as efficient ways of drawing an electrical circuit.

The components of an electrical circuit are:

cell, battery (more than one cell)

motor

wire

bulb

buzzer

switch

Vocabulary:

electricity

simple circuit

light bulb

cell

wire

buzzer

switch

motor

battery

series circuit

conductor

insulator

voltage

components

symbols

circuit diagram

Draw a circuit

On a piece of paper draw out a simple circuit using the correct symbols. Add in a mistake that won't allow the circuit to work.

Can someone else spot what is wrong and correct it?

www.bbc.co.uk/bitesize

Which came first?

Have a look around your house for anything that is powered by electricity. It could be either mains or battery powered. Which do you think was invented first? Can you order the items which you think were invented first to those invented later? Can you do some research to find out which was the first invented? Are there any that surprise you? Do they look very different now to when they were first invented?

www.ogdentrust.com

Symbol game

Draw all the electricity symbols on different pieces of paper or post it notes. Turn them over and choose one without looking and hold onto your forehead. You then need to ask other people questions to work out what symbol you are. Ask questions such as: Can I spin?

Static electricity

Tear up paper into small pieces and put on a table. Blow up a balloon and rub it approximately 10 times back and forth on either your hair or a piece of clothing, a jumper works really well. Now hold the balloon over the paper, can you pick it up? Try placing your charged balloon next to a tap that is turned on, do you notice anything? <https://www.stem.org.uk/rxvyr>