



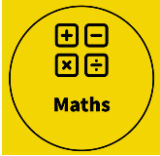
Class 3 Topic Letter Spring Term 2 2025

Class Teacher – Mr Charlton

Supported by Mrs Chisholm during management and PPA times.



Whittingham
C of E PRIMARY SCHOOL



Arithmetic

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

Shape

- Identify the properties of 2D shapes
- Identify the properties of 3D shapes
- Circle geometry (radius, diameter, circumference and area – Y6 only)

Coordinates

- Reading and plotting coordinates
- Calculating missing coordinates
- Calculating coordinates with unlabelled axes.
- Translating points and shapes
- Reflection of points and shapes

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 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, ratio, perimeter, area, volume, capacity, compound shapes, linear, correlation, x-axis, y-axis, intersect, radius, diameter, pi, angles around a point.



In this half-term, we will explore the award-winning *Mortal Engines* by Philip Reeve. This book has been highly regarded both as a book and as a film. The first in a quartet of books, this is a futuristic fantasy adventure book that will be used in both our guided reading and writing sessions throughout this half-term.

Our first 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.

Next, we will study stories, looking at their structure as well as developing our use of varied sentence structures further. Using our class book as a basis as well as visual stimuli, we will create our own fantasy adventure stories.

Finally, we will look at biographies/ autobiographies. We will compare and contrast this genre to others such as non-chronological reports and see how biographies are structured as well as the features that are within its content. After the children research about a selected person, they will then create a biography.

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.

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, stanza, structure.



This half-term sees us develop our speaking, writing and reading of French with further study of:

- Classroom objects
- Classroom instructions
- Describing lessons
- Identifying weather
- Describing weather



In our PSHE work we will be focusing on relationships. This will be done via sessions within Forest School as well as some stand-alone lessons in the classroom.

The work that we will do will not only enable us to work in our brilliant outdoor spaces, but work on teamwork, listening, speaking, tolerance, patience, resilience, perseverance, respect and motivation.

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

Key vocabulary:

Stretch, muscles, ligaments, tendons, core muscles, respect, tenacity, teamwork, communicating, anticipation, formation, vision, throw, catching, fielding, stumps, bowling, wicket, blocking, evasion.



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 reggae. Our key questions/ learning will be:

- What is reggae?
- What are the features of reggae?
- Composing reggae rhythms and song structures.

Key vocabulary:

Rhythm, beat, pulse, dynamics, pitch, timbre, texture, tempo, duration, projection, tone, characterisation, polyrhythms, syncopation, reverb, structure, verse, chorus.



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

- Identify the features of a river,
- The importance of rivers to human populations,
- The reasons and effects of flooding,
- 4 and 6-figure grid references,
- The influence of rivers on physical geography.

Key vocabulary:

Meander, bank, bed, erosion, current, wear, waterfall, deposit, source, tributary, mouth, floodplain, estuary, downstream, upstream, precipitation, sediment.



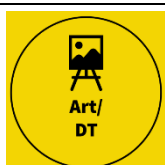
We use the Northumberland County Council Agreed Syllabus for Religious Education and will be looking at the key overriding question for this half-term: Why is the Torah important to Jewish people?

Within this unit, the children will study:

- What Jews believe God is like.
- How the Torah is created, kept and used,
- The structure of a synagogue,
- How there are different forms of Judaism.

Key vocabulary:

Judaism, Torah, yad, scrolls, synagogue, orthodox, progressive, rabbi, old testament, prophet, Abrahamic, Exodus, Shabbat, kosher.



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.

Our key questions will be:

- 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 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.

We will also be creating our own investigations and creating thorough scientific reports.

Our key questions will be:

- How do we classify different materials?
- How can we combine & separate materials?
- What are reversible and irreversible reactions?

Key vocabulary:

Magnetism, malleable, state, properties, solution, dissolve, evaporation, separate, distillation, sieving, reaction, reversible, irreversible.

REMINDERS:

Homework will be weekly, comprised of:

- 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.

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).