



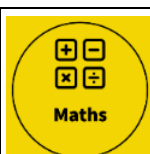
Class 3 Topic Letter Summer 2 2024



Whittingham
C of E PRIMARY SCHOOL

Class Teacher – Mr Charlton

Supported by Mrs Lewis & Mrs Chisholm.



Arithmetic (revision)

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

Worded problems

- Turning worded problems into number sentences.
- Turning worded problems into mathematical diagrams.
- Identifying what calculations are required.

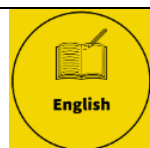
Multi-step problems

- Identifying what steps are required.
- Using a range of maths to calculate and solve problems.

Please note: **ALL children MUST** know their times tables up to 12 times 12, and be able to recall quickly. Please use TTRS (Times Tables Rock Stars) throughout the week at home to practise as this is a homework expectation.

Key vocabulary:

Place value, rounding, multiples, factors, perimeter, area, volume, proportion, ratio, scale factor, fraction, decimal, percentage, equivalent, x-axis, y-axis, extrapolate, plotting, degrees, protractor, acute, right-angle, obtuse, reflex, compound shape, quadrilateral, scalene, equilateral, isosceles, face, edge, vertex, vertices, prism, pyramid, radius, diameter, circumference, pi, average, mean, range.



Our author of interest this half-term continues to be the world-famous JRR Tolkien and we will carry on reading *The Hobbit* as our class book, which will be used within much of our English work and guided reading sessions.

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. Work will be done within each genre of writing that we study to practise and develop these SPaG features further.

Our first writing task during this half-term will be to complete our descriptive recounts of a busy place. This has seen the children looking to use the full range of punctuation and sentence structures as well as figurative and emotive language.

Next, we will be studying and then creating a balanced argument, where we will maintain a formal, yet informative tone whilst balancing views from different sides of a debate. Again, this will include the full range of punctuation and sentence structures that is expected in Years 5 & 6.

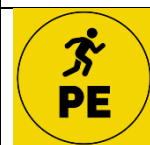
A formal letter of complaint will also be studied and then created, making sure that we maintain formality whilst balancing highly emotive and persuasive language. This will also revisit the formal structure and layout of a letter.

Finally, we will be writing a section of an adventurous story. We will start by reading some examples and analysing these before planning, practising and then writing our own, focusing on figurative and descriptive language in particular.

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

Key vocabulary:

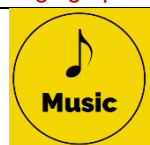
Word class, colon, semi-colon, parenthesis, fronted adverbial, relative clause, relative pronoun, subordinate clause, simile, metaphor, personification, inverted commas, facts, statistics, opinion, descriptive, figurative language, simile, metaphor, personification, emphasis, exaggeration, technical vocabulary, emotive language, formal & informal language, persuasive language.



Children will be taking part in daily exercise each morning through our 'Daily Mile'. Key taught sessions will include swimming at Willowburn Leisure Centre as well as both cricket and athletics.

Key vocabulary:

Stretch, muscles, ligaments, tendons, throwing, catching, fielding, bowling, batting, stumps, no-ball, wide, passing, control, jumping, sprinting, sportsmanship, respect, tenacity, teamwork, mirroring, expression, communicating, anticipation, stroke, buoyancy, interval, pace, skulling, treading.



Music – In this half-term, we will be looking at musical form/ structure and composition. This will include the children bring much of what they have learnt so far into composing their own music. (If we get far enough, we'll even write lyrics to put with this and perform it.)

Key points/ questions that will covered during this unit:

- What is structure in music?
- How do we create structure in music?
- What inter-related dimensional elements of music create interest?

Key vocabulary:

Rhythm, beat, pulse, dynamics, pitch, timbre, texture, tempo, duration, projection, emotion, accent, staccato, djembe, skin, slap, percussion, unison, ensemble, call & response, steel pan, beaters, leader, structure and polyrhythms.

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Our focus for this half-term will be to study the great civilisation of the Maya. This will include looking at some geographical aspects of Central and South America as well as the historical evidence to understand the lives of the Mayan people.

Through studying the Mayan civilisation, we will seek to answer the following key question: why have great civilisations fallen?

To answer this, we will look at:

- the timeline of the Maya,
- the way of life for the Mayan people,
- the influence of the Mayan civilisation and the arrival of the Spanish,
- identifying aspects that might have attributed to their demise.

Key vocabulary:

Continent, city-state, high-priest, gods, divine, influence, agriculture, resources, drought, sacrifice, temple, pyramid, trade, imports, exports, climate, conquer, economy.



In our RSHE work, we will be covering two aspects. The first is 'Healthy lifestyles' and the second is module called 'Friendships'.

Within the Healthy Lifestyles module, we will look at:

- The use of medicines.
- When medicines may be beneficial and when they aren't needed.
- The concept of addictions, how to recognise them and where people seek support.

Within the Friendships module, we will look at:

- The aspects of good friendships.
- How these friendships can be tested.
- How to recognise conflict/ disagreement and the steps to take to seek to remedy any discord.

Key vocabulary:

Equality, diversity, care, compassion, empathy, relative, responsible, motivation, aspirations, qualifications, scholarship, apprentice, experience, restorative practice, addiction, intervention, open-minded, rationale, negotiate.



In RE, we use the Northumberland County Council Agreed Syllabus for Religious Education and will be looking at Humanist and Christian beliefs within this half-term.

This will include studying and understanding the key question: What matters most to Humanists and Christians?

- To explain beliefs about what is viewed as 'good' and 'bad' in these faiths.
- To understand the way of life for Humanists and Christians as they are 'good'.
- To understand what may be helpful or a challenge to follow a 'moral code'.
- To make connections between the values studied and their own lives.

Key vocabulary:

Good, bad, moral, honest, repent, salvation, in God's image, holistic, respect, responsibility, purity, tolerance, temptation.



In computing for this half-term, we will be looking at variables. This will be incorporated into designing and creating quizzes. To do this, the children will revisit inputs and outputs with us looking at how we can select certain conditions so that alternative outputs can be achieved, depending on the initial input.

Key vocabulary:

Input, output, variable, selection, conditions, algorithms, safety settings, acceptable use, electronic devices, respect, responsibility, trusted sites, reporting, trusted adult, photography, editing, audio, crop, timing.



In Science, we will be moving into our new topic of 'Earth and space'. Through this unit, the children will gain an understand of the layout and movement of the contents of our solar system. Through our studies, we will cover the following:

- How is our system structured?
- How and why do objects orbit?
- What affect does the Sun have?
- What affect does the Moon have?
- Identifying the features of the planets in our solar system.

Key vocabulary:

Star, moon, planet, dwarf planet, orbit, eclipse, solar system, universe, galaxy, Milky Way, lunar, satellites, asteroids, meteors, meteorites.



French

Using the selected Language Angels programme for our school, we will be covering two units during this half-term. The first is 'Ma famille' where we will be learning how to identify and describe family members as well as count up to 100 and use possessive adjectives.

Our second unit will be 'En classe' in which the children will learn the nouns and corresponding articles for many classroom objects. In addition to this, they will also learn to use the negative in French and understand and respond to a range of classroom commands.

Key vocabulary:

Je ne ___ pas, faire, jouer, mere, pere, frere, soeur, tante, oncle, parents, famille, livre, cahier, crayon, stylo, gomme, sac, regle, allez, levez-vous, assez-vous, écoutez, rangez vos affaires, rangez von chaises, regardez-moi.

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This half-term will see us busy with several pieces of art. Some will be for the upcoming shows at Whittingham and Glanton; others will be part of our unit of work for this half-term: portraits. Our study of portraits will see us mainly using paints but then also combining

other media. This unit will see us progress our knowledge and skills in the following areas:

- able to draw in proportion,
- using shapes as a basis to construct a portrait outline,
- using a technique of sectioning to add colour and shading to our images,
- combining various media for effect.

Key vocabulary:

Water-colours, oils, acrylic, loading, multi-loading, layering, texture, tones, blending, mixing, utensil, pastels, proportioning, texture, depth, realism, abstract.

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,
- Accelerated Reader (an average of at least 5 times per week – please remember to sign your child's reading record book periodically),
- a maths task linked to the recent learning/ revision (CGP books),
- a spelling/ 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.

(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 necessarily get a response until I'm within working hours of the day again).