

Class 3

Spring 1

Learning Letter

Dear parents and carers,

Welcome back! This, is a letter for all things related to Class 3, including key information about homework and our curriculum.

If you have any questions, please do not hesitate to ask or email e.sidley@rbk.n-yorks.sch.uk

Yours sincerely,

Mrs Sidley

Day to day routine

Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>PE</u></p> <p>The children will have forest school on Monday 12th, 19th, 26th Jan and 2nd Feb. After this the children will need P.E kit.</p>			<p><u>PE</u></p> <p>Full PE kit must be in school.</p>	<p><u>Celebration Assembly</u></p> <p>Every 3 weeks, please check the newsletter for dates.</p>



Children should bring bottles with water or diluted juice in daily to keep hydrated.
Please ensure that all pencil cases are restocked ready for the start of term.



Homework – Given on a Friday needs to be handed in no later than the following Thursday.

We are expecting that children complete the following homework each week:

Reading and Math's: The children will have a reading and math's activity assigned to them on the 'Learning by Question' platform. The children's logins for this are in their homework book.

Reading – At least 15 minutes Daily

Reading every day and written in children's reading record. This can be a coloured banded book or a reading for pleasure book from home.

Below, there is additional topic-based homework that can be completed over the half term to deepen and extend knowledge learnt in school. This needs to be handed in via homework books or emailed to class teachers by Monday 9th February

Additional Homework Task

Science

Can you write a planet fact file?
Include size, distance from the sun, moons and interesting facts.

Art

Draw a building you like (home, school or landmark).
Focus on shape, line and detail.

Homework ideas...

History task

Design a Tudor house!
How you do this is completely up to you but get creative!

Learning this half term

R.E

Why are festivals important to religious communities?

The children will learn to make connections between stories, symbols and beliefs with what happens in at least two festivals. They will ask questions and give ideas about what matters most to believers in festivals, identify similarities and differences in the way festivals are celebrated within and between religions. They will also explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.

PSHE

Economic Wellbeing

The children will learn that borrowing money is a way to pay for something but this has to be repaid.

Understand what income and expenditure are and how these can be recorded.

Understand how to create a weekly budget, including prioritising needs over wants.

Understand that there are risks associated with money and what some of these are.

History

What was life like in Tudor England?

Extract information about Henry VIII from sources.

Explain their interpretation of Henry VIII using evidence from sources.

Use secondary sources to make deductions about Henry VIII's wives and choose evidence to support their deductions, evaluating his marriage requirements in the context of the Tudor period.

Reflect on the role of absolute power in the Tudor period.

Describe why royal progresses are considered propaganda.

Consider the reliability of primary sources.

Write an eyewitness account of Elizabeth I's Worcester Progress.

Use evidence from the inventories to support their interpretations of a Tudor person's life and explain how inventories are useful to historians.

Use their knowledge of inventories, to create a realistic Tudor inventory.

Computing

Artificial Intelligence

The children will learn what Artificial intelligence is, how it can help us, the future of AI as well as how it's being used to create music and art.

Music

India – Instrumental unit

The children will recall some facts about Bollywood music and complete some of the Bollywood dance moves, as shown in the dance tutorial video.

Suggest and perform vocal, body percussion and untuned percussion sounds to represent aspects of an Indian city.

Name the pitches of most of the notes, and the duration of all of the notes.

Spot the performance markings on the sheet music and play accordingly.

Describe harmony in simple terms and play a harmony part, listening to other performers to help them with timing.

Play the lead part as this has been practised the most.

Science

Properties and change

The children will learn how to determine the hardness, transparency and conductivity of materials and link this to their uses and demonstrate reversible and irreversible changes.

Art

Craft and design – architecture

The children will apply observational skills to interpret forms accurately, apply composition skills to develop a drawing into print, apply an understanding of architecture to design a building, extend ideas through research and sketchbook use and explore and evaluate the intention of a design.

Class 3 Curriculum Overview

Math's

The children will be exploring fractions, decimals and percentages as well as perimeter and area.

French

Portraits

The children will learn to identify rhyming words and the same phonemes in different words.

Listen for specific words and phrases.

Apply language detective strategies such as use of cognates to work out meaning.

Understand how the gender and number of a noun modifies adjectives.

Explain where to place different types of adjectives in relation to the noun.

Use familiar language to speak in sentences.

Attempt to build accurate written sentences using a model.