

**All subjects will be taught discretely, making links to other areas of learning where appropriate. These links will be to prior learning and to other subject areas to give knowledge meaning and**

**Science**

We will continue to explore Magnets and Magnetism which we began last half term:  
Investigating magnetism and magnetic materials. Using their understanding of magnetism to create their own magnetic toys and games.

**Geography**

Types of settlement and their features.  
Why do people live in cities?  
Drawing sketch maps of the local area.  
Land use and how it has changed over time especially in the local area. We will be using Google Earth and Digimaps to enhance our learning.

**ICT**

WE will be learning about how to use the Internet safely and responsibly  
We will continue to use Teams to access homework and spellings to keep their skills fresh. We Will continue to develop our Word-processing skills.  
Inside a computer – understanding inputs and outputs, the part of a computer and how a computer works

**Design and Technology**

Levers and linkages  
  
Designing and creating a history book aimed at year 2 children which uses mechanisms to move.

**French**

Consolidating our existing French knowledge  
Classroom instructions, Clothing, Shopping, Holidays and celebrations,  
We will continue to practise our skills of reading, writing, listening and speaking.

**PE**

Dance - Led by Legacy Sport  
Sporting Age – improving agility, balance, coordination and stamina.

**PSHE**

Our work will focus on identifying things, people and places that I need to keep safe from know some strategies for keeping myself safe, who to go to for help and how to call emergency services

**Music**

On-going Ukulele Lessons every Tuesday afternoon. Please remember to bring your instrument. We will also spend time playing rhythm games and singing to develop our skills in these areas. We will also practise singing for our Year3 / 4 performance.

**RE**

How do Jews remember God's covenant to Abraham and Moses? To gain an understanding of the core tenets of Judaism.

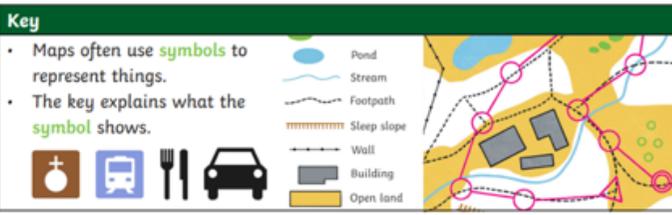
**How can you help?**

Ask your child about their learning in school. Help your child to research their science and History topics using the internet and non-fiction texts. Be aware of what your child is accessing online. Read with your child and complete their reading record. Help your child learn their tables and access TT Rockstars.

# Science: Forces, magnets and magnetism- Year 3

Key Vocabulary		Sticky Knowledge	What should I already know?
<b>forces</b>	A push or a pull	Forces can be either pushes or pulls	That forces can be either pushes or pulls
<b>push</b>	A force put on an object	A magnetic field is invisible	Able to identify which force which is put on an object to make it move
<b>pull</b>	A force put on an object	Magnets have two poles, a north and a south Like poles repel and opposite poles attract	Know different words to describe pushes and pulls
<b>surface</b>	The top layer of something	That some objects are magnetic and some are not and that those containing iron are magnetic	
<b>friction</b>	A force that acts between two surfaces or objects that are moving across each other.	Different surfaces create different amounts of friction	
<b>Magnetic field</b>	The area around magnet which has a magnetic field which pulls an object towards it	The amount of friction created by an object moving over a surface depends on the roughness of the object and the surface and the force moving between them. Forces will change the motion of an object. They will make it start to move, speed up, slow it down or make it stop.	
<b>magnets</b>	An object that produces a magnetic force that pulls certain objects toward it	Not all metals are magnetic	
<b>magnetic</b>	Objects which are attracted to a magnet are magnetic. Objects containing iron are magnetic	<b>Important people, places and ideas</b>	<p>Like <b>poles</b> repel. Opposite <b>poles</b> attract.</p>
<b>poles</b>	North and south poles are found at different ends of the magnet		
<b>attract</b>	Pulls objects together	William Gilbert - A firm believer in the power of the scientific experiment, Gilbert discovered that <b>our planet has two magnetic poles</b> ;	<p>A <b>magnetic field</b> is invisible. You can see the <b>magnetic field</b> here though. This is what happens when iron filings are placed on top of a piece of paper with a <b>magnet</b> underneath.</p>
<b>repel</b>	Pushing objects away		

# Geography: Why do people live in cities? How has land use changed over time?- Year 3

Key Vocabulary		Sticky Knowledge	What should I already know?
<b>city</b>	A large or important town.	Sketch maps are a way of representing a local area	Know locate and identify characteristics of the four countries and capital cities of the United Kingdom
<b>village</b>	Small community in a rural area.	Understand why settlements grew up – know why most cities have grown up near rivers	Be able to describe the location of features and routes on a map
<b>town</b>	A populated area with fixed boundaries and a local government.	Know the main differences between city, town and village	use simple compass directions (North, South, East and West)
		Know that life in villages is different to life in cities and state how Know that land in Britain is used for different purposes – eg: industry, recreation, settlement	The names of local towns and cities
<b>urban</b>	Town or city	Know that land use in Britain has changed over time	How to draw a simple route around the local area using key vocabulary.
<b>rural</b>	countryside	How maps can be used to tell us about how land is used and how land use has changed over time	<div style="border: 1px solid black; padding: 5px;"> <p><b>Sketch Map</b></p> <ul style="list-style-type: none"> <li>Title</li> <li>Labels/annotations</li> <li>Simple lines</li> <li>Enough detail to give a rough idea</li> <li>A 'not to scale' note</li> <li>A north arrow</li> </ul>  </div>
<b>Sketch map</b>	an outline map drawn from observation rather than from exact measurements and showing only the main features of the area	<b>Important people, places and ideas</b>	
<b>Key</b>	An explanation of what symbols on a map mean	James Cook – a British explorer and cartographer	<div style="border: 1px solid black; padding: 5px;"> <p><b>Key</b></p> <ul style="list-style-type: none"> <li>Maps often use <b>symbols</b> to represent things.</li> <li>The key explains what the <b>symbol</b> shows.</li> </ul>  </div>
<b>Cartography</b>	Someone who draws or produces maps	Roberttown Leeds Huddersfield Kirklees	
<b>symbol</b>	Picture representing an item on a map	Children can draw an accurate sketch map	
<b>locality</b>	The neighbourhood in which the child lives		
<b>Settlement</b>	A place where a group of people have set up home		

