

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 context.

ICT

Developing filming and editing video skills through the storyboarding and creation of book trailers, using the ipads.

RE

We will be learning about the Holy Trinity – its significance and what it means to us in the world today.

Science

We will be learning about sources of light and what shadows are.

Art

We will be looking at landscape paintings and how to use shade and tone to enhance our paintings.

Prior Learning:

Don't forget to ask your children about what they can remember about what they have learned in previous half terms.
For example – ask them to make a quiz using the knowledge mats we send home, design a poster about a unit of work they have covered before.

French

We will be learning about French towns and transport and how to talk about the weather. We will practise reading, writing, listening and speaking the language.

PE

Orienteering – using their map and orientation skills to solve challenges around the school grounds.
Athletics – continuing developing indoor athletic skills.

PSHE

Our work this half term will focus on Relationships. Friendship – what is a friend, making friends, keeping friends and strategies to use to solve friendship issues independently.

Music

We will continue with our whole class ukulele sessions to develop our skills and musicality further.


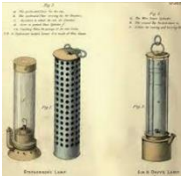
History

Local history – we will be looking at the development of mining and its importance in the local area, including Prospect Mine in Roberttown.

How can you help?

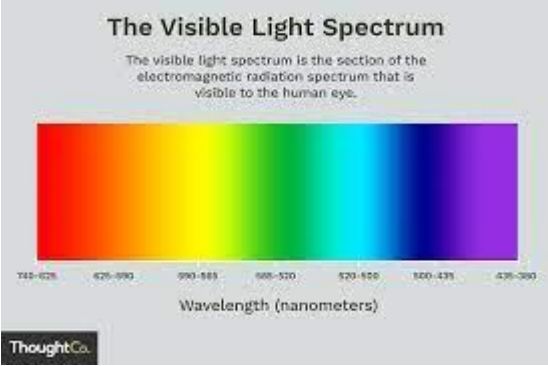
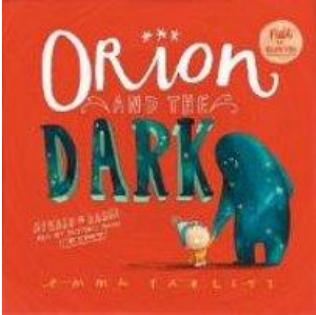

- Ask your child about their learning in school.
- Be aware of what your child is accessing online.

History: Local History – Mining Year 3

Key Vocabulary		Sticky Knowledge	What should I already know?
Coal face	The part of the seam currently being worked.	Coals seam lay beneath the whole of Spen Valley – there was lots of coal in our area	Children didn't go to school unless they were rich – children worked in the mills under poor working conditions
Pit / mine	A place where coal is dug from the ground.	Previously to pits they had 'day holes' and 'bell pits' – but because of the Industrial Revolution shafts were built.	The names and location of local villages – Hartshead, Gomersal, Liversedge, Heckmondwike, Scholes
shaft	Vertical tunnel which leads from the surface to the underground roadways.	Shaft down to the mine where men were lowered in cages.	
Pit pony	A pit pony, otherwise known as a mining horse, was a horse, pony or mule commonly used underground in mines.	Prospect Pit was the mine in Roberttown, Strawberry Bank/Liversedge Colliery (Headlands), Gomersal Colliery (last pit to close in 1973) and Soap House Pit in Hartshead in the 1850s – almost 50 mines in our area	
Davey lamp	A lamp that could light the way, without causing a disastrous explosion.	Miners' pay was linked to the amount of coal got out	
cage	The lift used to bring people up and down the mine shaft	Use of railway at Scholes and Heckmondwike transported the coal	
Motty	Iron tags that colliers would tie on to the tubs of coal that they had mined. This would let mine managers know how much coal each of their miners had mined.	Children as young as 10 could work in the mines, Horse and wagons were used (pit ponies) until they were replaced by fixed engines along a track	
Collier	Someone who works with coal, usually the getter	Working conditions in the pits were very dangerous	
Getter	Person who worked at the coal face cutting coal from the seam.	Important people, places and ideas  Humphrey Davey – inventor of the safety lamp	
Day hole (drift)	A horizontal or sloping roadway leading from the surface to underground workings		
seam	Underground layer of coal between other layers of rock.		
Ventilation	System of getting fresh air into the mine and removing stale air.		



Science: Light and shadows- Year 3

Key Vocabulary		Sticky Knowledge	What should I already know?
		That light travels in straight lines	That dark is the absence of light
white light,	The light we can see	That white light is made up of a spectrum of colours	That we need light in order to see things
spectrum,	The rainbow of colours which make up white light	The Sun and other stars, fires, torches and lamps all make their own light and so are examples of sources of light. To know which colours show up best in the dark	
refraction	It is the change of direction of a light ray as it passes through different surfaces, for example, from air to water.	To know that some materials reflect light Notice that light is reflected from surfaces.	
light source,	The main light source for Earth is the Sun. Some other luminous objects give out light, for example, torches, candles and lamps.	A mirror is not a source of light, it merely reflects light. Similarly, the Moon is not a source of light because it reflects the light from the Sun.	
opaque	Opaque objects do not allow light to pass through them, in most cases creating a shadow.	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	
translucent	Allowing light, but not detailed shapes, to pass through	Know that shadows are formed when the light from a light source is blocked by an opaque object	
transparent	A material which allows light to pass through	Know that the size of shadows change because of the position of the sun	
reflective materials	Materials which allow light to bounce off.		
concave	A concave lens is one where the centre of the lens is thinner than the edges.		
convex	Convex lenses, also called positive lenses, are lenses that curve outward from the edges to the centre.		
shadow	A shadow is formed when an object blocks out the light. The object must be opaque or translucent to make a shadow.		

