

### Year 3

Term – Autumn 2

#### Science

Forces and magnets -

Our Year 3 scientists will be learning all about forces and magnets this half term. They will learn how forces work and what forces do to objects when you push, pull or twist. They will also learn about gravity being a pulling force and friction on different surfaces. We will be investigating magnets and how magnets come in many different shape and sizes. We will inquire different magnets and how close they need to be before the object is attracted to the magnet. We will explore and understand that not all metals are magnetic and be drawing conclusions on our findings.

### This term we will be learning about... Our Local Area



As part of their work week, Year 3 will have an expert engineer visit to teach them everything there is to know about building features. As they each create their own "happy place," students will learn about the work of architects and have the chance to pursue careers in architecture.

### History

Attached to this newsletter is a copy of our fact organiser for the year 3 History topic about the changes in our Local area over time. It shows, in detail, the questions the children will be investigating and learning about. There are links to helpful websites about the topic which you can use to support your child's learning about the topic. There is also a list of the key vocabulary your children should be able to use to explain their thinking.

We hope you find this helpful.

### PSHE

This half term, our big idea for RSHE is 'My Learning. We will explore aspects and ambition of things that we want to achieve and the steps it will take to get there. We will look at ways to share accomplishments that leave people feeling positive towards themselves and others.

Children will understand that sometimes things don't go as planned and can lead people to doubt themselves. Despite this people should make responsible choices and ask for help from others if needed. Asking for help is a sign of responsibility and strength not weakness.

# Curriculum Overview

## Portway Primary School

### English

This term, Year 3 will be immersed in a variety of texts to motivate them in English. Two essential texts we will be focusing on are; Ibtihaj Muhammad's "The Proudest Blue" which will concentrate on story writing skills and Andrea Beaty's "Ada Twist the Scientist" which will focus character description.

In reading, they will consider the distinctions between various kinds of text, how they can predict the plot of a narrative and how to learn more about texts by posing relevant questions. The children will be able to write a character description, a non-chronological report, and even a poetry using the same writing texts! Students will be taught ambitious vocabulary, how to utilise the right tense, and how to use punctuation to make their writing engaging in order to help them along this learning path.

### RE

This term, Year 3 pupils will explore the symbolic meaning of light through learning about different religious festivals, artefacts and stories. They are challenged to reflect on a deeper meaning of light and link it to their own experiences. There are opportunities to invite religious visitors into school, to show how they use light in their religion.

### Mathematics

**In Maths, children will be continuing their Year 3 Maths learning journey by looking closely at numbers.**

- Year 3 Maths will focus on addition and subtraction.
- Children will be learning to add and subtract in 100s and with 3 digit by 1 digit numbers.
- They are going to solidifying their understanding of adding and subtracting using the column method.

### Computing

In year 3 pupils will be learning that animations are a series of still images stitched together to create a motion video. Animations can be created using on-screen or off-screen (flipbooks) images. They will also apply those skills to create a story-based animation. Pupils will then add other types of media to their animation, such as music and text. Pupils will learn how to use different types of media and apply those techniques in one animation.

## You might like to join in with our learning at home by:

### Reading

- **Read everyday and record this in the reading record - try a range of text types.**

### Watching




- <https://www.natgeokids.com/uk/discover/geography/countries/facts-about-scotland/>
- <http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

### Doing

- **Why not try to make a map of Plaistow and draw on your route to school**
- **Practice your times table.**



# Year 3- History. Final Enquiry: What do memorials tell us about the people who lived in Plaistow?

Theme	Learning Goal	Key Questions to be asked	Answers
	<b>The industrial revolution forced people to move, changing how they lived.</b>	What was the industrial revolution? How did housing change due to the industrial revolution? How did industry change the countryside?	The industrial revolution mechanised the manufacture of goods ending rural cottage industries. Cities developed quickly to accommodate factory workers leading to the development of slums. Transport enabled factories to be built in rural locations making workers dependent on the employer.
	<b>The Victorians were the first people to insist on schooling for all children.</b>	Who made the laws in Victorian Britain? Why did the Victorians want children to go to school? How did they make sure children went to school?	By the end of the Victorian era all areas of the country was given representation voted for by men. Schooling was made compulsory to ensure the new electorate could make informed decisions. Ragged schools were developed which gave the children a free meal ensure school attendance.
	<b>The Christian beliefs of Victorians influenced their decisions in all areas of life.</b>	How important was church to the Victorians? How did the bible inform life for Victorians? How did scientists change Victorian beliefs?	There were not enough churches for all the new workers in areas so many new churches were built. Victorians believed the bible told the literal truth and used this to justify their work and life decisions. With new scientific studies late Victorians began to question the bible as literal truth.

Timeline of Key events	
<b>1760</b>	Steam power developed
<b>1837</b>	Queen Victoria is coronated
<b>1840</b>	Queen Victoria marries
<b>1850</b>	Height of canal age
<b>1851</b>	The Great exhibition
<b>1859</b>	Darwin published origin of species.
<b>1863</b>	1st underground built in London
<b>1870</b>	School compulsory for all children aged 5-10.
<b>1876</b>	Phone invented
<b>1884</b>	Voting laws ensure all areas of the country are represented in parliament.
<b>1891</b>	Schools made free for all.
<b>1901</b>	Queen Victoria dies

Key Person	Reason
<b>Queen Victoria</b>	Second longest reigning monarch in British History.
<b>Prince Albert</b>	Husband to Queen Victoria. Staunchly promoted innovation in science, manufacturing and agriculture
<b>Charles Darwin</b>	English naturalist, geologist, and biologist, widely known for contributing to the understanding of evolution.
<b>Cadbury brothers</b>	Founders of Cadbury's chocolate, credited with improving conditions for factory workers, reducing the work week and providing high quality housing.
<b>Thomas Barnardo</b>	Founder of Barnardo's charity who developed Ragged schools.



Key Vocabulary	
home-made	workhouse
industrial	present
steam power	prefer
electric	explain
poor	improvement
charity	organise
strict	
harsh	
Victorian	
vote	

**Picture**



Ragged school

**Maps**

Useful websites
<a href="http://www.vam.ac.uk/content/articles/s/study-room-resource-the-great-exhibition/">http://www.vam.ac.uk/content/articles/s/study-room-resource-the-great-exhibition/</a>
<a href="https://www.bbc.co.uk/history/british/victorians/">https://www.bbc.co.uk/history/british/victorians/</a>
<a href="https://www.theschoolrun.com/homework-help/life-victorian-era">https://www.theschoolrun.com/homework-help/life-victorian-era</a>
<a href="https://www.historybombs.com/2022/08/how-did-britain-change-under-queen-victoria?mc_cid=2029bed0bc8mc_eid=2ea6fa4441">https://www.historybombs.com/2022/08/how-did-britain-change-under-queen-victoria?mc_cid=2029bed0bc8mc_eid=2ea6fa4441</a>
<a href="https://canalrivertrust.org.uk/enjoy-the-waterways/canal-history/history-features-and-articles/the-first-canal-age-canal-history">https://canalrivertrust.org.uk/enjoy-the-waterways/canal-history/history-features-and-articles/the-first-canal-age-canal-history</a>

Historical skills (Disciplinary Knowledge)
<b>Chronology</b>
Select and order key events of a significant person's life.
Recall a key international event / age.
Order photographs of a place over time.
Explain my choices for my timeline using my observations of photographic evidence.
Match artefacts from the past with their modern equivalents.
Write the key facts of a major historical event / age in chronological order.