

# Reading 1

## Devon Cream Tea

### Recipe for Scones

#### Ingredients:

225g self raising flour  
pinch of salt  
55g butter  
25g caster sugar  
150ml milk  
1 egg – beaten

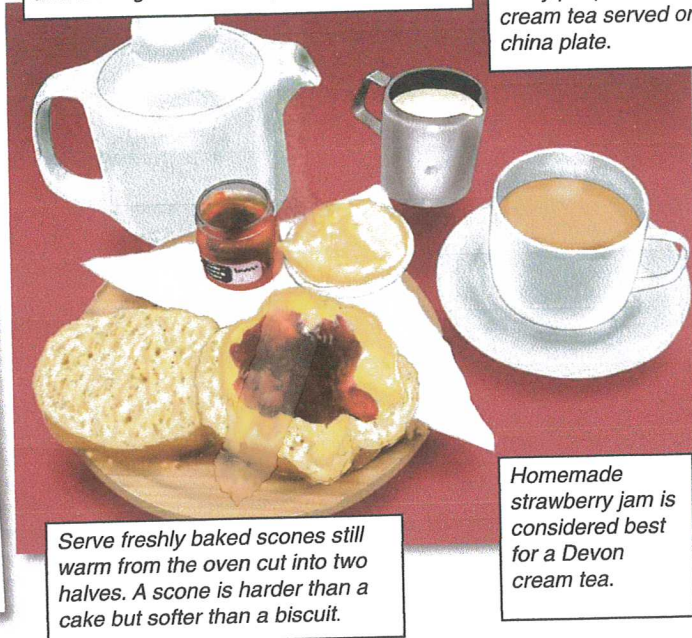
#### Method

Heat oven to 220C.  
Mix together the flour and salt and rub in the butter.  
Stir in sugar and milk to make a soft dough.  
Knead lightly on a floured surface until about 2cm thick.  
Cut out rounds and place on a lightly greased baking sheet.  
Brush the tops with the beaten egg.  
Bake for 12 to 15 minutes.  
Cool on a wire rack.

A cream tea is a traditional dish often enjoyed by people on holiday in Devon, although it is sometimes available in other parts of Britain. It consists of one or two scones served with clotted cream, strawberry jam and a pot of fresh tea.

Clotted cream is a thick cream made by heating 'full-cream' cow's milk using steam and leaving in a shallow pan to cool slowly.

Many people like a cream tea served on a china plate.



Serve freshly baked scones still warm from the oven cut into two halves. A scone is harder than a cake but softer than a biscuit.

Homemade strawberry jam is considered best for a Devon cream tea.

## Devon Cream Tea

### Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

A cream tea is often enjoyed by people on holiday in

1 **Dorset.** **Devon.** **Cornwall.** **Somerset.**

It includes one or two scones served with

2 **whipping cream** **ice cream**  
**clotted cream** **single cream**

and strawberry jam. This is accompanied by a

3 **cup** **mug** **glass** **pot**

of fresh tea. A scone is harder than a

4 **stone** **biscuit** **cake** **vegetable**

but softer than a

5 **stone.** **biscuit.** **cake.** **vegetable.**

Clotted cream is made by heating 'full cream'

6 **goat's milk** **sheep's milk** **cow's milk** **pig's milk**

using steam and leaving to cool slowly.

### Section B

1 Fill in the table below about making scones:

Weight of flour:	g
Weight of butter:	g
Weight of caster sugar:	g
Number of eggs:	
Temperature of oven:	C
Baking time:	minutes

2 Why do you think this meal is called a 'Devon Cream Tea'?

3 Why do you think scones are served 'freshly baked still warm from the oven'?

4 Why do you think homemade jam is considered best for a Devon Cream Tea?

5 Where else can you buy a 'Devon' Cream Tea?

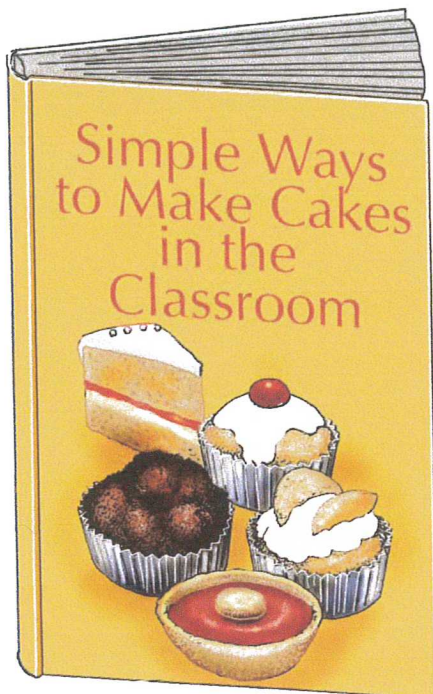
6 Why do you think 'many people like a cream tea served on a china plate'?

### Section C

Describe another traditional dish that you have tried or know about e.a. fish and chips.



# Letter to an Author



Bradley Community Primary School,  
Woodfield,  
Bradley  
CA1 5XT  
9/9/10

Dear Oliver James,

We are writing to invite you to come to our classroom and give a cookery demonstration. We know you live close to our school and wondered if you could fit us in sometime, even though you are very busy.

Our class has watched your TV programme 'Easy Ways to Decorate Cakes for Christmas'. We particularly liked the way you used reds and greens to make them look very Christmassy!

Our teacher, Mr Adams, uses your book 'Simple Ways to Make Cakes in the Classroom' all the time for our DT projects. He says he is not a good cook but with the help of your book things always seem to work out.

We would like you to do a demonstration showing us how to make and decorate simple cakes we can sell at our Christmas Fayre. All the money we make goes to help the homeless people in our town have somewhere to go on Christmas Day.

We hope you will write back soon,

Love from,  
Clare on behalf of Year 3

P.S. When I was on holiday in Devon I went to your restaurant for breakfast. I had fresh pancakes and maple syrup. It was yummy!

## Letter to an Author

### Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

A Year 3 Class is writing to Oliver James, a famous chef. We are writing to invite you to come to our

- 1 **school** **classroom** **hall** **playground**

to give a cookery demonstration. We have seen your

- 2 **video** **DVD** **film** **TV programme**

about decorating cakes. Our teacher uses your

- 3 **book** **video** **DVD** **CD ROM**

for our DT projects. He says he is not a good

- 4 **teacher** **person** **footballer** **cook**

but things always work out with your help. We would like you to show us how to make

- 5 **presents** **cards** **cakes** **biscuits**

for our Christmas Fayre. All the money made will go to help homeless people have somewhere to go on

- 6 **Christmas Day.** **New Year's Day.**  
**Easter Day.** **their birthday.**

### Section B

- 1 Who is this letter going to?

- 2 Who has written this letter?

- 3 Why have Year 3 chosen this person to write to?

- 4 What did Year 3 like about the chef's TV programme?

- 5 Why does Mr Adams use 'Simple Ways to Make Cakes in the Classroom'?

- 6 How do you think someone would feel if they had nowhere to go on Christmas Day?

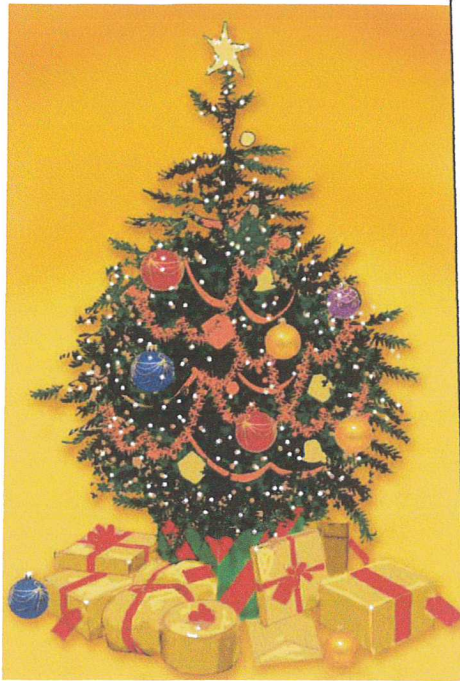
### Section C

Write an imaginary letter to a lonely person inviting them to come and share Christmas Day with you and your family.



## Reading 3

# Letter to Father Christmas



5 Brookfield Street,  
Anytown  
AT4 5MR  
1/12/11

Dear Father Christmas,  
I do hope you are keeping well. Thank you for the lovely presents you left under our Christmas tree last year. My favourite was the painting set, as art is my absolute best lesson at school.

I know this is a very busy time for you so I will try not to take up too much space with this letter. My Mum says I have been very good this year and so I can ask for something very special. All my friends like computer games better than anything but I would rather have a Hornby train set.

On holiday in Devon this summer my Dad took me to see a model railway exhibition. There were lots of trains running past miniature buildings. There were even tiny people standing on the station platform. My Dad said he would help me build a railway on a big board if I got a train set for Christmas. We could even build hills and trees to make it look realistic.

I could also do with a new football kit. In case you had forgotten, Manchester United is my favourite team. A new football would be useful as well. I love reading so any adventure book particularly Harry Potter would be great. I love sweets and any extra bits of Lego would also be great.

Finally, if you had a spare game for my computer that also would be very welcome.

Love from Daniel.

P.S. I will leave out a carrot for Rudolf and a mince pie for you!

### Section B

- 1 Why was the painting set Daniel's favourite present?
- 2 Why could Daniel ask Father Christmas for 'something very special' this year?
- 3 Why did Daniel ask Father Christmas for a Hornby Train Set?
- 4 How did Daniel 'know this is a very busy time' for Father Christmas?
- 5 What suggests Daniel is a football fan?
- 6 How much do you think Daniel likes computer games?
- 7 Why did Daniel offer to leave out a carrot and a mince pie?

### Section C

Write your own letter to Father Christmas.

## Letter to Father Christmas

### Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

Daniel wrote the following in his letter to Father Christmas. Thank you for the presents last year. My favourite was the

- 1 **modelling**    **racing**    **making**    **painting**

set. My Mum says I have been very

- 2 **good**    **bad**    **miserable**    **difficult**

this year. On holiday in

- 3 **England**    **Spain**    **France**    **Devon**

I visited a model railway exhibition with my

- 4 **Dad.**    **Mum.**    **Uncle.**    **Aunt.**

I could do with a new

- 5 **cricket**    **rugby**    **netball**    **football**

kit. My favourite team is

- 6 **Hartlepool**    **Manchester**    **Newcastle**    **Sheffield**

United. Some extra bits of Lego would also be great.

Love Daniel.

## Year 3 Autumn 2 Spelling

Words ending 'sure' sounding like /zh/

Word ending: -sure [zh]

meassure

closure

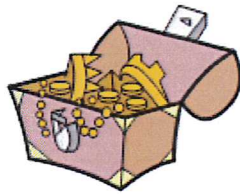
treasure

enclosure

pleasure

composure

leisure



Read the words. Make sure you know what they mean. You could use a dictionary for words you are not sure of.

Use the words to complete the sentences:

The explorers could not believe their eyes when they found the hidden \_\_\_\_\_.

All the sheep were carefully herded into the \_\_\_\_\_ by the clever sheepdog.

The class used different ways to \_\_\_\_\_ the length and width of the playground.

It is always a \_\_\_\_\_ to read stories as they are open up new worlds and adventures.

Adults and children were really angry about the \_\_\_\_\_ of the local pool.

The footballer was sent off the pitch because he lost his \_\_\_\_\_.

My swimming lessons are at the local \_\_\_\_\_ centre.



Words ending 'ture' sounding like /chure/

adventure

expenditure

agriculture

feature

capture



fixture



creature

fracture

culture

furniture



departure

future

See if you can find the words in a wordsearch:

q	w	t	e	r	u	t	i	n	r	u	f
s	e	f	f	u	t	u	r	e		f	d
a	g	r	i	c	u	l	t	u	r	e	e
d	d	a	y	a	r	h	j	c	k	a	p
v	f	c	y	p	a	e	l	u	z	t	a
e	g	t	u	t	s	r	a	l	x	u	r
n	h	u	i	u	d	q	l	t	c	r	t
t	j	r	o	r	f	w	k	u	u	e	u
u	k	e	p	e	g	t	h	r	v	r	r
r	l	f	i	x	t	u	r	e	b	t	e
e	x	p	e	d	i	t	u	r	e	n	m

Make a grid and see if you can hide the following words in your own wordsearch. Test someone in your house to find them!

picture



signature

posture

stature

puncture

structure

rapture

temperature

rupture

texture

sculpture

vulture



# Difficult words

In each sentence there is a difficult word.

- Mark the difficult word to show what kind of word it is.
- Use the key.

## Key



noun

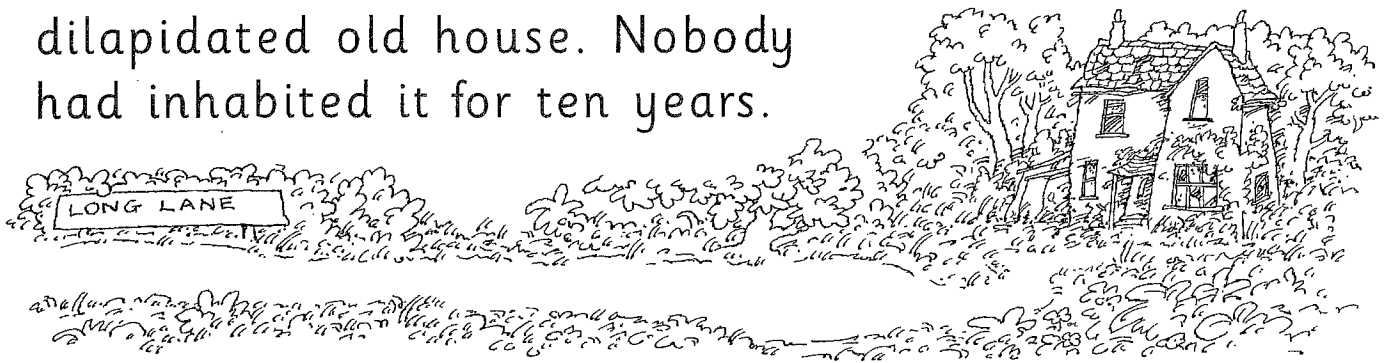


verb



adjective

At the end of the lane there was a dilapidated old house. Nobody had inhabited it for ten years.



Hannah wanted to go in but Jack was reluctant.



He prevented us from going in, saying that it might not be safe. In the garden a willow drooped over a pond. The sunlight could not penetrate the murky water. The slender reeds around it stirred in the breeze.



- List the difficult words.
- Find out what they mean.
- Re-write the passage.
- Use a synonym for each of the difficult words.

Use a dictionary.

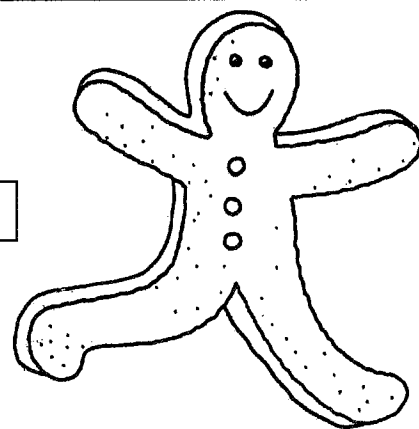


**Teachers' note** The children first need to complete pages 11–35 (or other activities about nouns, verbs and adjectives). As well as working out what kind of word each difficult word is, some children could try to deduce its meaning from the rest of the text.



# The Gingerbread Man: a play

- Read this scene.
- Underline
  - the names of the characters in red
  - what the characters say in blue
  - the stage directions in green.



A kitchen. An old woman rolls out dough and cuts out a gingerbread man. She places it on a baking tray and puts it in the oven and then washes up.

**Old woman:** (sniffing) Mmm! That smells good.

(Old woman takes the gingerbread man out of the oven.)

What a yummy-looking gingerbread man. The children can have him for tea.

**Gingerbread man:** (looking up) Oh, no they can't. No one will have me for tea!

(Gingerbread man jumps down and runs off.)

**Old woman:** Stop, stop!

**Gingerbread man:** (still running) No, I won't stop, and you can't catch me.



- Write the next scene of the play.  
In this scene, an old man and the children come to help the old woman.

**Teachers' note** Provide a copy of *The Gingerbread Man* to which the children can refer when writing the next scene. Different groups could write successive scenes so that the class has a complete playscript. If possible, find time for the groups to take turns to enact their scenes in the correct order, perhaps with younger children as an audience.

Developing Literacy  
Text Level Year 3  
© A & C Black

# Apricot pudding recipe

- Look at the picture recipe.
- Write the recipe using the time words.

Use words  
for numbers.



1. 150ml apricot jam  
100g butter  
 $\frac{1}{2}$ teasp nutmeg  
 $\frac{1}{2}$ teasp cinnamon  
90ml honey

2. gentle heat  
5 mins

6 slices of bread

3. 900g canned apricots  
50g cornflakes

4. 30 mins

5. 30 mins

First mix the apricot jam, butter,  
cinnamon, nutmeg and honey. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Time words

after that  
first  
meanwhile  
next  
then

**Teachers' note** Read simple recipes as shared texts and ask the children which words tell them the order in which things should be done and which things are to be done while something else is happening.

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Sentence Level Year 3  
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# All about instructions

Instructions tell you how, where or when to do something.

- What do these instructions tell people?

**1** 100% cotton  
wash separately

**2** **Leek and potato soup**

<b>Ingredients</b> 2 large leeks 1 medium potato 25g butter 750 ml stock	<b>Method</b> Slice the leeks into small rings. Cut the peeled potatoes into small cubes. Melt the butter in a large
--	---

**3** **Vitamin Tonic**

**Dose**  
 Adults 10ml  
 three times a day

	What the instructions tell people
1	how to
2	
3	
4	
5	
6	
7	

**4** **CARDIFF STREET PLAN**

**5** **Mobile phone USERS' MANUAL**

**6** **SCHOOL RULES**

1. Be kind
2. Be polite
3. Walk, don't run in the

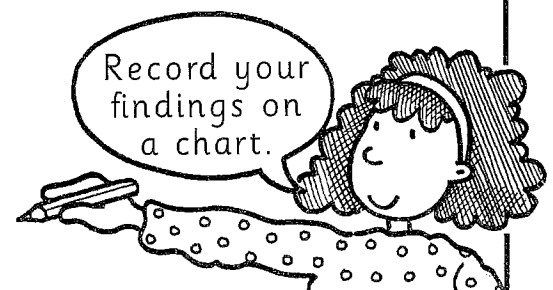
**7** **Safe places to cross roads**

1. Crossing patrol
2. Zebra crossing



- Look at other instructions. What do they tell you?

Title	What the text tells me



**Teachers' note** The children should begin each answer with 'how to', having decided (perhaps with a partner) what is the purpose of the instructional text. They could collect, classify (according to purpose) and display everyday instructional texts such as labels indicating washing instructions, plans, tourist maps and rules.

Developing Literacy  
Text Level Year 3  
© A & C Black

# All about instructions

Instructions tell you how, where or when to do something.

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1 medium potato	
25g butter	
750 ml stock	

3 **Vitamin Tonic**

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1	how to
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4 **CARDIFF STREET PLAN**

5 **Mobile phone USERS' MANUAL**

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1. Be kind
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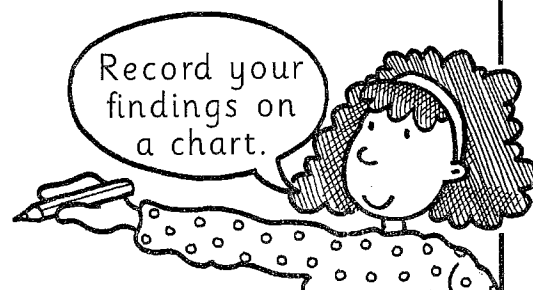
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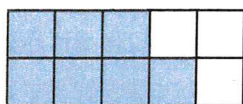
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Text Level Year 3  
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I can use my understanding of division to find fractions of shapes and equivalent fractions.

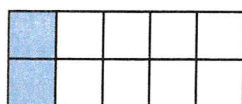
## Examples

10 equal parts



$\frac{7}{10}$  is shaded

10 equal parts

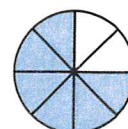


$\frac{2}{10}$  or  $\frac{1}{5}$  is shaded

Write the fraction shaded as two equivalent fractions.

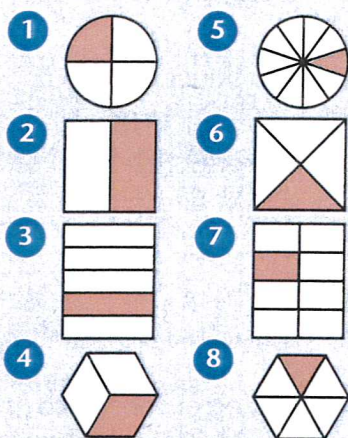
$$\text{Answer } \frac{6}{8} = \frac{3}{4}$$

$$\left( \frac{6 \div 2}{8 \div 2} = \frac{3}{4} \right)$$

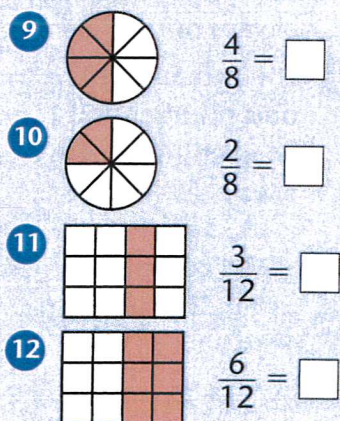


## A

Write the fraction of each shape which is shaded.



Copy and complete by writing  $\frac{1}{2}$  or  $\frac{1}{4}$  in the box.



13 Find six different ways of shading one half of this square.



## B

Copy and complete the equivalent fractions.

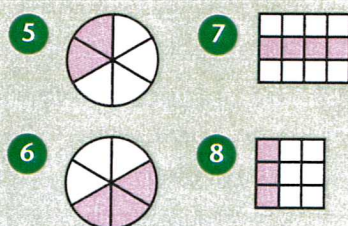
1  $\frac{4}{8} = \frac{1}{\square}$

2  $\frac{2}{10} = \frac{1}{\square}$

3  $\frac{4}{12} = \frac{1}{\square}$

4  $\frac{6}{8} = \frac{3}{\square}$

Write the fraction shown in two different ways.



9 This is one way of shading one third of a strip of 6 squares.



There are 15 different ways altogether. Can you find them all?

## C

Copy and complete the equivalent fractions.

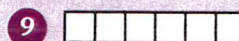
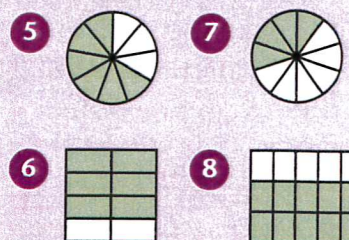
1  $\frac{4}{6} = \frac{\square}{3}$

2  $\frac{9}{12} = \frac{3}{\square}$

3  $\frac{6}{10} = \frac{\square}{5}$

4  $\frac{10}{12} = \frac{5}{\square}$

Write the fraction shown in two different ways.

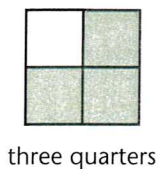


Work systematically to find all the possible ways of shading one half of this strip.

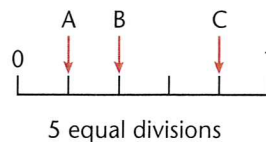
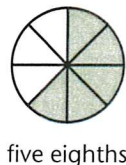


I can read and write fractions.

Examples



$\frac{3}{4}$  parts shaded  
equal parts  $\frac{5}{8}$



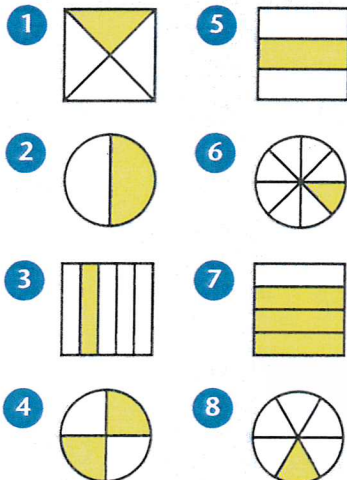
A =  $\frac{1}{5}$  (one fifth)

B =  $\frac{2}{5}$  (two fifths)

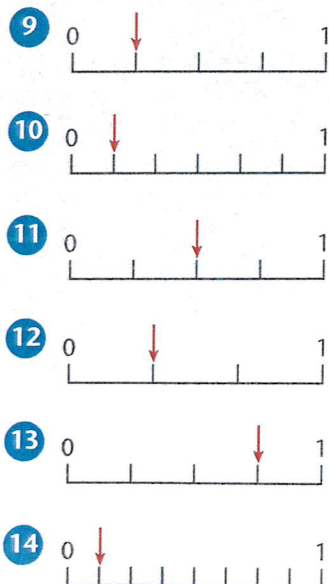
C =  $\frac{4}{5}$  (four fifths)

**A**

What fraction of each diagram is yellow?



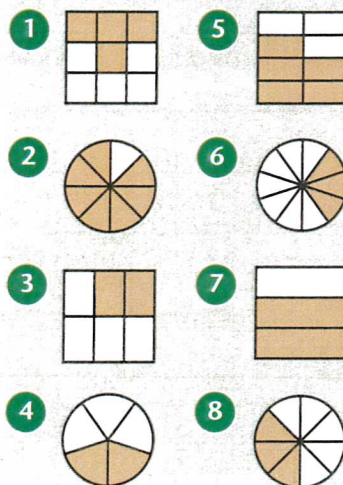
What fraction is shown on each number line?



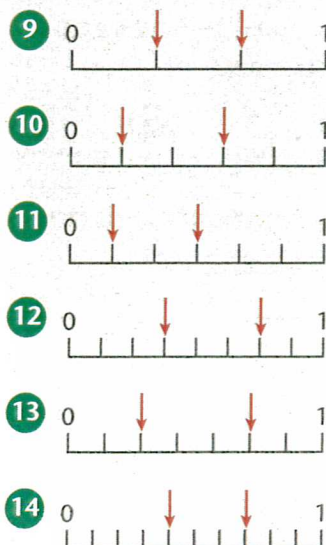
**B**

Write the orange fraction:

a) in figures  
b) in words.



Write the fraction shown by each arrow.

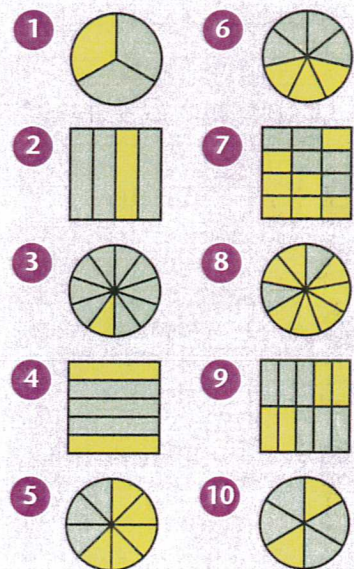


**C**

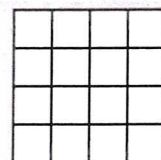
What fraction of each diagram is:

a) green b) yellow?

Write your answer in both figures and words.



11 Draw a grid like the one shown.



Colour  $\frac{1}{2}$  of the squares red.

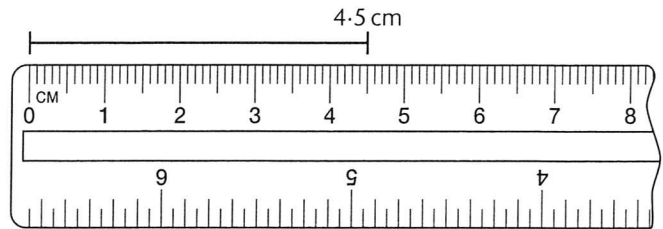
Colour  $\frac{1}{4}$  yellow.

Colour  $\frac{1}{8}$  blue.

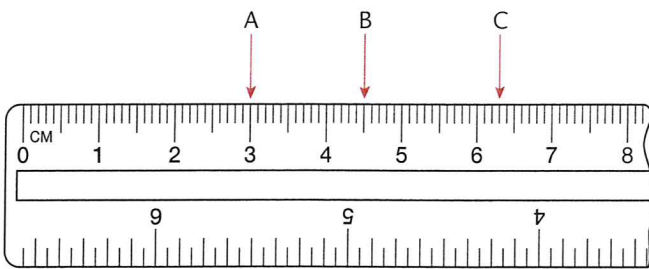
What fraction is left?

I can measure or draw lines accurately to the nearest half centimetre.

Start measuring from 0, not from the end of the ruler, and read the scale.



Examples



$$A = 3 \text{ cm}$$

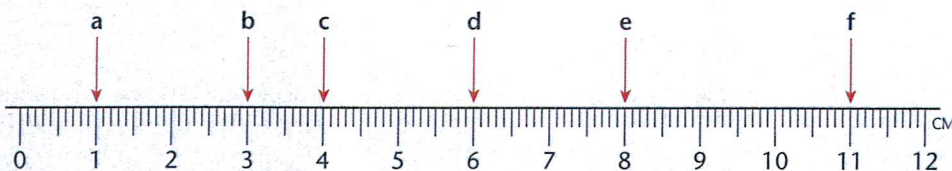
$$B = 4 \text{ cm } 5 \text{ mm} = 4\frac{1}{2} \text{ cm} = 4.5 \text{ cm}$$

$$C = 6 \text{ cm } 3 \text{ mm} = 6\frac{3}{10} \text{ cm} = 6.3 \text{ cm}$$

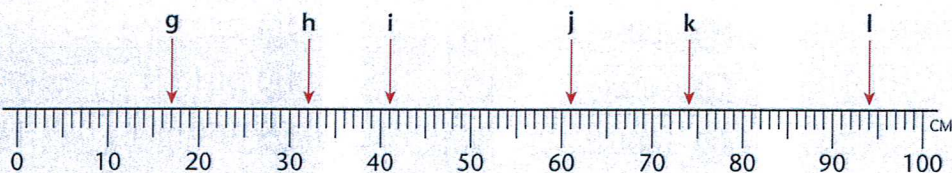
**A**

Read the measurements shown on each ruler:

**1**



**2**



Measure these lines to the nearest centimetre.

**3**



**4**



**5**



**6**



**7**



**8**



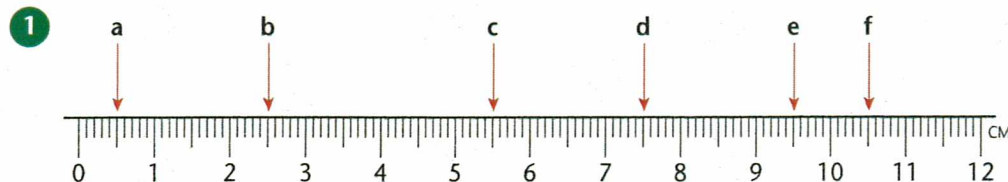
**9** Draw lines of 6 cm, 8 cm, 14 cm and 11 cm.

**10** Use a set square and ruler. Draw a square with sides of 5 cm.

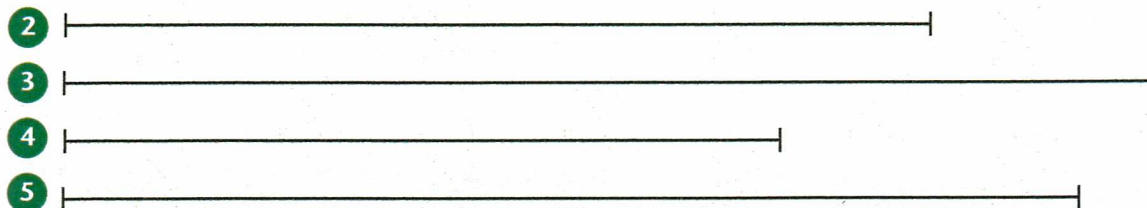


**B**

Read the measurements shown on each ruler:



Measure these lines to the nearest half centimetre.



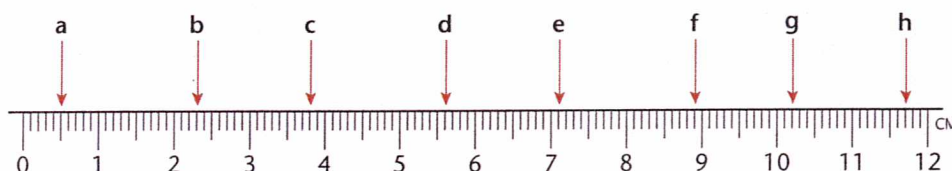
6 Draw lines of  $10\frac{1}{2}$  cm,  $7\frac{1}{2}$  cm,  $12\frac{1}{2}$  cm and  $8\frac{1}{2}$  cm.

7 Use a set square and ruler.

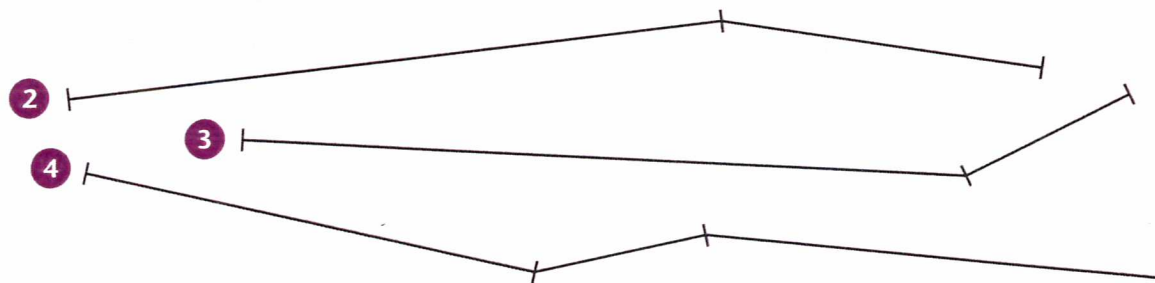
- Draw a square with sides of  $2\frac{1}{2}$  cm.
- Draw a rectangle with sides of  $3\frac{1}{2}$  cm and  $4\frac{1}{2}$  cm.
- For both the square and the rectangle, work out how long the four lines which make up the shape are altogether.

**C**

1 Read the measurements shown to the nearest tenth of a centimetre.



Measure these lines to the nearest tenth of a centimetre.



5 a) Draw a right-angled triangle with shorter sides of 3 cm 6 mm and 4 cm 8 mm.

b) Measure the longest side to the nearest millimetre.

6 a) Draw a rectangle with sides of 9 cm 7 mm and 5 cm 4 mm.

b) Measure the length of the diagonal.



I can make and describe 2-D shapes.

3 sides – triangle

4 sides – quadrilateral  
square  
rectangle

5 sides – pentagon

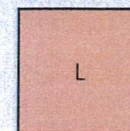
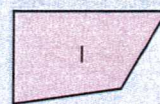
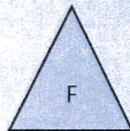
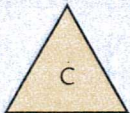
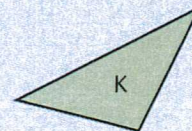
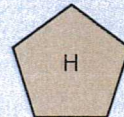
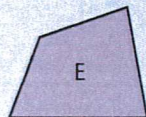
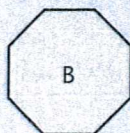
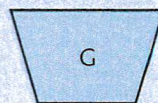
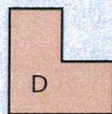
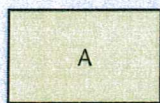
6 sides – hexagon

8 sides – octagon

**A**

For each of the shapes write:

- the number of sides
- the name of the shape.

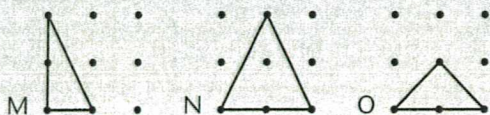


**B**

Write the letter and name of the above shape which is:

- a symmetrical quadrilateral with no right angle
- a triangle with one pair of equal sides
- a pentagon with all its sides equal
- a quadrilateral with a right angle which is not symmetrical.

These triangles are made on  $3 \times 3$  grids.



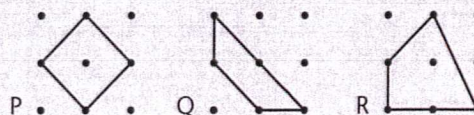
- Which of these triangles have:
  - a right angle
  - 2 equal sides
  - a line of symmetry?
- Use squared or dotted paper. Make some more triangles on  $3 \times 3$  grids. Describe them.

**C**

Write the letters and names of all the above shapes which:

- have more than one line of symmetry
- are quadrilaterals and have a right angle
- are symmetrical triangles
- have one or more pairs of equal sides
- have all their sides equal.

These quadrilaterals are made on  $3 \times 3$  grids.



- Which quadrilaterals have:
  - a right angle
  - 2 or more equal sides
  - a line of symmetry?
- Use squared or dotted paper. Make some more quadrilaterals on  $3 \times 3$  grids. Describe them.



I can show information in a frequency table and use a frequency table to find information.

## Example

The ages of children in a basketball club

10 9 8 10 9 10 11  
8 10 11 9 10 8 10  
9 10 10 8 11 10 9  
10 11 9 10 8 9 10

A frequency table showing the ages.

Ages	No. of children
8	5
9	7
10	12
11	4

## A

The children in a class voted for their favourite type of potatoes. The frequency table shows the results.

Potatoes	Votes
Boiled	3
Jacket	6
Mashed	4
Roast	7

- 1 What was the most popular type of potato?
- 2 What was the least popular?
- 3 How many children voted for jacket potatoes?
- 4 Which type of potato was voted for by 4 children?
- 5 How many more children chose roast potatoes than mashed?
- 6 How many children voted?

## B

Class 3 chose the new colour for their classroom walls. They chose from blue, cream, green, white and yellow. These are the results of their vote.

B Y W C Y B C  
Y G C Y W C B  
C W C B C Y C  
B C Y G Y W C

- 1 How many children voted?
- 2 Make a frequency table to show the results.
- 3 Check that the numbers of voters in your table adds up to the number of children who voted?
- 4 Which two colours were:  
a) the most popular  
b) the least popular?
- 5 How many more children voted for:  
a) cream than blue  
b) yellow than white?

## C

For a playtime snack Year 3 can bring one fruit to school from a list of apples, bananas, cherries, grapes and oranges. On one day these were the fruits brought.

G B C A G B O A  
A O A B C O G B  
C A B G A B A O  
A G O B G O C A  
G A B C B A O G

- 1 How many children brought fruit?
- 2 Make a frequency table to show how many of each fruit were brought to school.
- 3 Check that the sum of the numbers in your table matches the number of children who brought fruit.
- 4 How many fewer children brought an orange than an apple?



# Science

Magnetism is a force.  
(Use your knowledge organiser to help you)

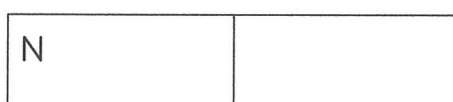
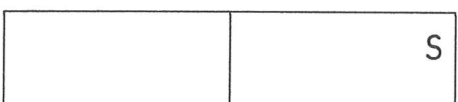
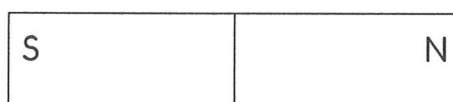
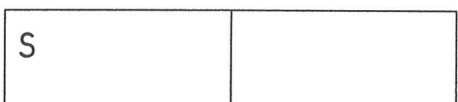
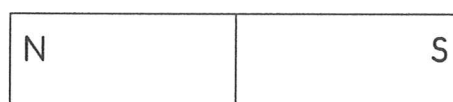
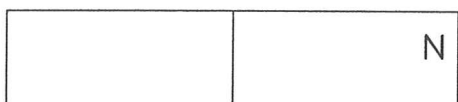
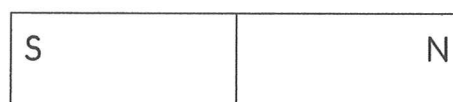
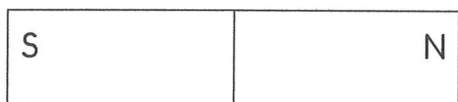
1. Copy and complete the table below to show which materials are magnetic and which are non-magnetic. The first one has been done for you.

Object	Magnetic or non-magnetic?
Wooden Peg	Non-Magnetic
Iron Nail	
Aluminium Foil	
Plastic Spoon	
Wooden Desk	
Steel Paperclip	

2. What are the ends of a magnet called?

3. Copy and complete the following diagrams of magnets making sure you label the North and South Poles.

For each diagram say whether the magnets will attract or whether they will repel.



## TOPIC— Year 3 Autumn 2 History

Halesowen in the early 1800s (1800s–1840s) was primarily known for nail making.

Use the websites and the information on this page to answer the questions:

- Do you think it was easy to make nails?
- Did nail makers in Halesowen have a good life?
- Would you have liked to have been a nailmaker?

Black Country Museum nailmaking demonstration:

[https://www.bing.com/videos/search?](https://www.bing.com/videos/search?q=nail+making+history&view=detail&mid=8DIF4AF9393D27CFFI578DIF4AF9393D27CFFI578&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dnail%2Bmaking%2Bhistory%26FORM%3DHDRSC4)

[q=nail+making+history&view=detail&mid=8DIF4AF9393D27CFFI578DIF4AF9393D27CFFI578&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dnail%2Bmaking%2Bhistory%26FORM%3DHDRSC4](https://www.bing.com/videos/search?q=nail+making+history&view=detail&mid=8DIF4AF9393D27CFFI578DIF4AF9393D27CFFI578&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dnail%2Bmaking%2Bhistory%26FORM%3DHDRSC4)

A nailers usual day is from 5 or 6 a.m. till 9 or 10 p.m. That is many hours for a man to be striving up in a hot shop, but some work till 11 or 12, or later if busy, or the master wants the work quickly. We nailers work the same hours in winter as in summer, working by the light of the fire, from which the screen has been taken off, and the iron as it is worked. Some men buy their own iron to work, but some masters will not allow this, but make the men take iron from them, the value being reckoned off from the nails. This gives the masters more claim on the men as to the style of work, than if a man works up his own stuff. My employer comes in three miles to his wharehouse on Saturday to weigh, and carries on from 11 a.m. till 4 or 5 p.m.

Given that the nailers had to take breaks during the day, I don't suppose anyone today wouldn't say that wasn't a long days work. The system of only buying iron from the man who also bought the nails, was pure blackmail, and you would be very hard pressed to find an honest man amongst them.

Reports in local newspaper.

### NAILMAKER'S STRIKE POEM (CIRCA 1842)

- Oh, you nailmakers all that day remember well,  
The last strike of which this tale I tell,  
How cold and hungry we that heavy day,  
To Bromsgrove Town did take our toilsome way,  
And these nail forgers, miserable souls,  
Will not forget the givers of the cause,  
Nailmasters are hard-hearted viles,  
And the way we took was 13 miles.  
Oh, the slaves abroad in the sugar cane,  
Find plenty to help and pity their pain,  
But the slaves at home in the mine or fire,  
Have plenty to pity but none to admire,  
Now, I wish I could see all nail dealers,  
Draw such a load as did we poor nailers,  
And see such punishment and such smarts,  
That it might soften their hard stoney hearts

- Oh, you nailmakers all that day remember well,  
The last strike of which this tale I tell,  
How cold and hungry we that heavy day,  
To Bromsgrove Town did take our toilsome way,

<http://www.sedgleymanor.com/trades/nailmakers2.html>



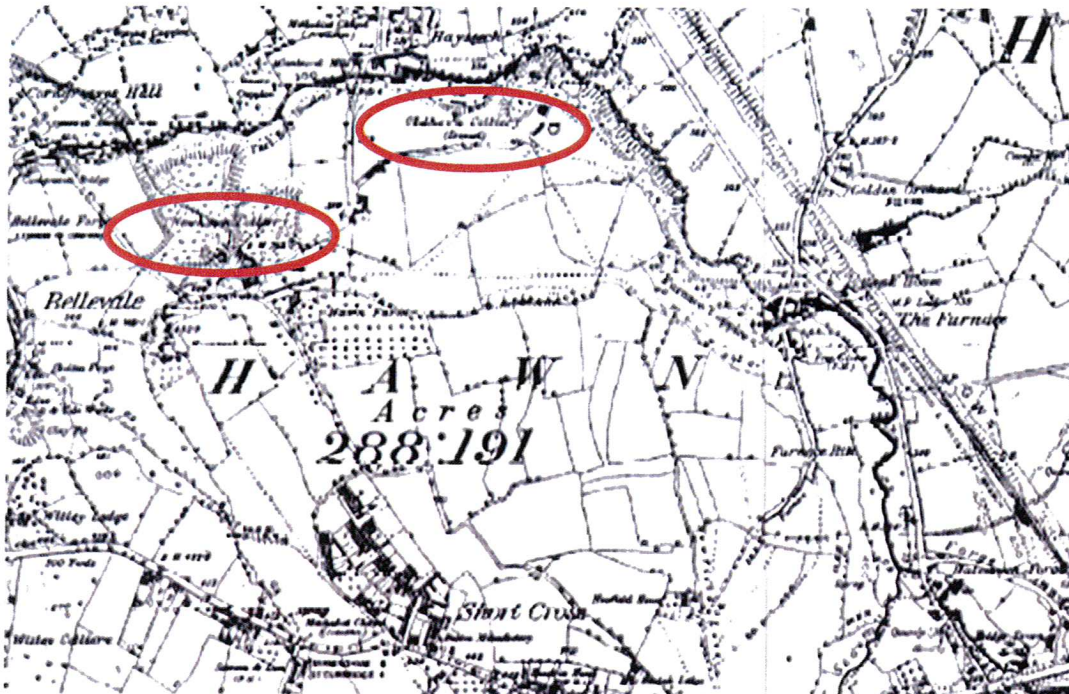
## TOPIC- History

In 1837 as the nail making industry began to decline the Old Hawne Colliery was opened.

See if you can spot this on the 1888 map

In 184 the New Hawne Colliery was opened.

See if you can spot this on the 1888 map



This 1888 map shows Halesowen. At this time Old Hawne Colliery is already disused but New Hawne Colliery is open and reports from the time suggest it brought wealth and job opportunities.

Many people were employed in these collieries. Evidence of these collieries can still be found in Halesowen today, road signs, pubs, old buildings..

There are also other significant or interesting places marked; Whitley colliery, Furnace Hill, Furnace Copice, Short Cross.

Try to write a few sentences about what it would have been like going down a mine in the late 1800s.

You could use the internet.

Coal mining industry:

<https://vimeo.com/231994949>

British pathe film about mining (no sound)

[https://www.bing.com/videos/search?](https://www.bing.com/videos/search?q=british+pathe+coal+mining+1920+1930&view=detail&mid=9COB7971B6017413008F9COB7971B6017413008F&FORM=VRDQAR&ru=%2Fvideos%2Fsearch%3Fq%3Dbritish%2Bpathe%2Bcoal%2Bmining%2B1920%2B1930%26FORM%3DHDRSC4)

[q=british+pathe+coal+mining+1920+1930&view=detail&mid=9COB7971B6017413008F9COB7971B6017413008F&FORM=VRDQAR&ru=%2Fvideos%2Fsearch%3Fq%3Dbritish%2Bpathe%2Bcoal%2Bmining%2B1920%2B1930%26FORM%3DHDRSC4](https://www.bing.com/videos/search?q=british+pathe+coal+mining+1920+1930&view=detail&mid=9COB7971B6017413008F9COB7971B6017413008F&FORM=VRDQAR&ru=%2Fvideos%2Fsearch%3Fq%3Dbritish%2Bpathe%2Bcoal%2Bmining%2B1920%2B1930%26FORM%3DHDRSC4)



## TOPIC- History

Use the following facts to create your own timeline of the events that shaped Halesowen.

1820- Suggested peak of nail making in Dudley

1837- Old Hawne Colliery opened

1842- Nailmaker's strike

1850s- Decline of nail making in small cottages as machines take over the manufacture.

1864- New Hawne Colliery opened

1921- Miner's Strike

1921- Old Hawne Colliery closed

1926- Miner's Strike

1926- New Hawne Colliery closed.

1960s Newfield Park Primary School Opened

2013/2014 Year we were born

2020 Today

After everything we have learnt this term (History and Geography) about Halesowen, try to have some final thoughts about:

- How the events from the past shaped Halesowen.
- What are your opinions of the place you live in?
- What do you think we need to remember?

Since 2014 there has been a Black Country Day ( sometimes several days of festivities)

Black Country day 14<sup>th</sup> July.

Design or draw a poster for Black Country day- specifically about Halesowen and it's History.

Quote of the Day

**'It always seems impossible until it is done.'**

Nelson Mandela

PSHE

Date: \_\_\_\_\_

**Goals for Today:**

Write these at the start of each day. You do not need to come back to them and reflect on them at the end of the day.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

**My Favourite Songs**

What are your three favourite songs?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Why do you like these songs?

\_\_\_\_\_

\_\_\_\_\_

How do they make you feel?

\_\_\_\_\_

\_\_\_\_\_



**What Am I Worried About?**

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**Why Do I Feel This Way?**

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**How Can I Ease This Worry?**

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**Things I Am Grateful for Today**

1. 

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2. 

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3. 

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**The Best Thing That Happened Today**

Complete this at the end of the day!

**Rate the Day**

