



Year 3 Knowledge Organisers



Useful Information

- Home Learning will be sent home **every Friday** on Google Classroom and should be completed by the **following Thursday** and handed in to the class teacher (You will find your child's login information in the front of the yellow reading record/diary).
- Spellings Spellings will be shared on Google Classroom and with the children each week. There will be a spelling test every Friday. Please support your child by practising their spellings with them.
- Children will continue to wear their PE kits to school on PE/Enrichment days (if in Mr Hambleton's group - see below).
- There will be plenty of other occasions for sport throughout the week and as such a spare pair of trainers must be left in school at all times. These may need replacing as children outgrow them.
- Wellies are also to be in school at all times so that children have access to the full curriculum.
- Your child's enrichment group for each term will be communicated to them and to parents/carers via google classroom.

Please note, on your child's Enrichment day they will need:-

- Cookery – a plastic food container to bring their food home.
- Mr Hambleton – to come into school wearing their PE kits.
- Earth Adventures – A spare pair of jogging bottoms/trousers in case they get wet.

Monday	Tuesday	Wednesday	Thursday	Friday
	Mr Hambleton's group to be in PE kit Mrs Terry's cooking group to bring a pot to transfer scrumptious make home!		PE (Remember to come in your PE kit for the day!) Link Learning from the previous week due in Enrichment	Spelling Test New Link Learning provided on Google Classroom and sent home

Dance Around the World



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Essential Vocabulary	
Actions	The fact or process of doing something, typically to achieve an aim
Movements	An act of moving
Canon	Individuals and groups perform the same movement/phrase beginning at different times
Direction	A course along which someone or something moves
Agility	Ability to move quickly and easily
Levels	Where the body moves in space relative to the ground
Motif	A dominant or recurring idea in an artistic work

Links to Prior Learning
<ul style="list-style-type: none"> Contributing key words to a mind map in Reception. Travel safely and creatively in Reception and Year 2 Perform a simple dance sequence in Year 2.



Key Knowledge
<ul style="list-style-type: none"> How to contribute key words to a theme related mind map How to translate words/ideas into actions and combine How to translate theme related actions into travelling movements How to translate images into actions to communicate meaning How to listen to other's and share my own ideas. How to translate words from a poem into movements How to use canon, formation changes, direction and level to improve our ideas

Key Skills
<ul style="list-style-type: none"> Develop a motif demonstrating some agility, balance, coordination and precision Creatively change static actions into travelling movements Show different levels and pathways when I travel Communicate effectively with a partner Communicate effectively within a group Improve our ideas Evaluate the work of other's using accurate technical language

Key Questions
<ul style="list-style-type: none"> What does your motif look like? What level are you working on? What did you like about that dance? What dances from around the world do you know? How could you travel differently? What were you proud of for your dance?

Year 3 – Autumn 1 - P.E

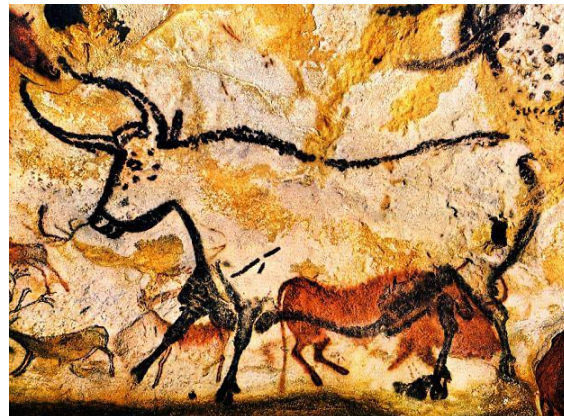


Essential Vocabulary	
Palaeolithic	The Palaeolithic Age is the name we give to the period which extends from the earliest known use of stone tools.
Mesolithic	The Mesolithic period is known as the middle stone age. Humans were hunter-gatherers and had to catch or find everything they ate.
Neolithic	The term Neolithic or New Stone Age is used to describe the time when people started farming.
Forts	A place that's made strong and secure enough to be defended during a war
Tribal	A tribe is a group of people who live and work together. A tribe has a common culture, dialect and religion.
Settlement	Places where people live and sometimes work.

Key Knowledge
<ul style="list-style-type: none"> The Stone Age was a very long period of time when early humans made tools and weapons from stone. During the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. During the Iron Age, technology developed further across many aspects of life. People began to make tools and weapons from iron Stonehenge is a historic site and monument that was started in the New Stone Age. Archaeologists have been able to work out lots about what life was like in the Stone Age, Bronze Age and Iron Age using evidence from artefacts.

Key Questions
<ul style="list-style-type: none"> What is the periodisation of history? How did the changes across the Palaeolithic impact peoples lives? How did the changes across the Mesolithic impact peoples lives? How did the changes across the Neolithic impact peoples lives? What makes Star Carr significant? Which period of the Stone Age would you rather live in and why? How much progress has been made from the Stone Age to the Bronze Age? How much progress has been made from the Iron Age different to the Bronze Age and the Stone Age?

Links to Prior Learning
<ul style="list-style-type: none"> Children will continue to develop their knowledge and understanding of the chronology of British History.



How can we be a Good Friend?



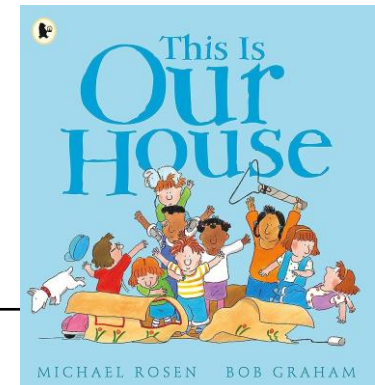
Essential Vocabulary	
excluded	When you feel excluded, it means that you are left out or not included in something that others are doing. It can make you feel sad, lonely, or like you don't belong
lonely	When you feel lonely, it means that you might feel sad or unhappy because you don't have anyone around you or you feel alone. It's a feeling that can happen when you want to be with other people, but there's no one there to keep you company or to talk to. You may feel like you're missing out on having friends or people to share things with.
dispute	A dispute is when people have a big argument or disagreement about something. It's like when two or more people have different opinions or ideas and they can't agree on something. Disputes can happen between friends, family members, or even in larger groups.
resolve	When we resolve a problem, we try to come up with ideas or actions that can help make things better
reconcile	When you reconcile with someone, you find a way to solve the problem or disagreement between you and make things right. It involves saying sorry if you did something wrong and forgiving the other person if they hurt you

Key Knowledge
<ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

Links to Prior Learning
<ul style="list-style-type: none"> • What makes a good friend? (Year 2) • Who is special to us? (Reception) • How are we the same/different? (Year 1)

Key Questions
<p>What's it like to feel lonely? How do I know if someone else is lonely? What is a positive friendship? What do I do if I argue with a friend? What do I do if a friendship makes me feel uncomfortable?</p>

RSE No Outsiders
<p>The children will discuss diversity, difference and what how it might feel to be excluded or left out.</p>





Year 3- Painting, Steve Mbatia



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Essential Vocabulary

Primary colours	Primary colours are basic colours that can be mixed together to produce other colours. They are red, yellow, blue.
Secondary colours	These are colour combinations created by the equal mixture of two primary colours.
Gradient	Gradually transitioning from one hue to another, or from one shade to another, or one texture to another.
Colour block	Contrasting blocks or panels of solid, typically bright colour.
Water colour	Artists' paint made with a water soluble binder and thinned with water rather than oil
Collage	A piece of art made by sticking various different materials together.

Key Knowledge

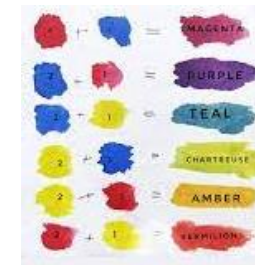
- Steve Mbatia was born in 1963, in Kenya.
- Steve is inspired by what he sees around him- especially by the wildlife.
- He changes his media style. From collages to watercolors, charcoal, oils and sculptures.
- For his animal paintings, he gets inspiration from watching the annual wildlife migration at the Maasai Mara in the Ngorongoro and Amboseli areas.

Key Questions

- Who is Steve Mbatia?
- What has inspired him to paint?
- How do you make the colour green?
- How do different colours make you feel?
- What is collaging?

Key skills

Mixing colours



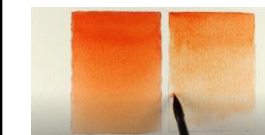
Collaging



Washes

Graded wash.

Flat wash



Links to Prior Learning

- Year 1- painting cubism
- Year 2 painting portraits

Textiles – Cross stitch and appliqué

Essential Vocabulary	
Appliqué	A form of textiles work where small pieces of cloth are sewn or stuck onto a larger piece
Embellish	Add decorative details or features to something. E.g. buttons, sequins.
Pinking	To use pinking shears to cut a zig-zag or scalloped decorative edge.
Biodegradable	Something that can be decomposed to avoid pollution.
thread	A long, thin strand of cotton used to sew.
template	A stencil used to make many copies of a shape or help cut accurately
Cross-stitch	A two-stitch style of sewing that forms a cross pattern.

Links to Prior Learning
<ul style="list-style-type: none"> In year 1 we made pouches. We learnt that sewing is a method of joining 2 fabrics together. How to do a running stitch with a needle How to tie a knot after our stitch was finished

Key Knowledge
<ul style="list-style-type: none"> To know that appliqué is a way of mending or decorating a textile by applying smaller pieces of fabric To understand that a product's function relies on material choices To identify and explain some materials and explain their aesthetic and/or functional properties

Key Skills
<ul style="list-style-type: none"> Designing and making a template for an Egyptian collar and applying individual design criteria. Following their design criteria to create an Egyptian collar. Selecting and cutting fabrics with ease using fabric scissors. Threading needles with greater independence. Tying knots with greater independence. Sewing cross stitch to decorate or join fabric. Decorating fabric using appliqué, beads (or other embellishments), ribbon and pinking scissors. Evaluating an end product.

Key Questions
Why do we use templates when designing a product?
What is pinking?
What materials or objects can be used to embellish your product?
What stitch is best for appliqué?
Which stitch would we use to apply a button to a piece of fabric?
Why is it important that we have a design criteria?
What do you use to sew?



Cross-stitch



Appliqué



Pinking



Embellish



Template

Place Value - Number



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Essential Vocabulary

Place value	The numerical value that a digit has
Greater than	Where one is more than the other
Less than	Where one is less than the other
Order	Putting in the correct place following a rule
Compare	To view something in relation to another
Exchange	A ten in one place can be exchanged for ones in the next place to the left. (E.g 10 hundreds could be exchanged 1 thousand)
Estimate	To roughly calculate or judge the value, number or quantity of.

Links to Prior Learning

- Representing numbers in different ways in EYFS and KS1
- Read and write numbers to 100 in Year 2
- Partition numbers in Year 2
- Compare and order numbers to 100 in Year 2

Our Small Steps of Learning

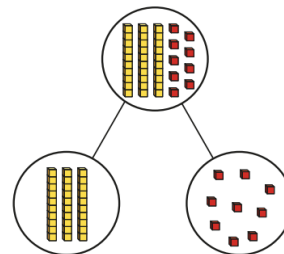
- Step 1 Represent numbers to 100
- Step 2 Partition numbers to 100
- Step 3 Number line to 100
- Step 4 Hundreds
- Step 5 Represent numbers to 1,000
- Step 6 Partition numbers to 1,000
- Step 7 Flexible partitioning of numbers to 1,000
- Step 8 Hundreds, tens and ones
- Step 9 Find 1, 10 or 100 more or less
- Step 10 Number line to 1,000
- Step 11 Estimate on a number line to 1,000
- Step 12 Compare numbers to 1,000
- Step 13 Order numbers to 1,000
- Step 14 Count in 50s

Key Questions

- How else can you show this number?
- How can you use base 10 or draw a picture to help you partition?
- How many intervals are there? What is each interval worth?
- What is the number line counting up in? How do you know?
- When counting in 100s, what comes after 500? How do you know?
- How many tens are there in 100?
- Why do you need to make an exchange when you have 12 tens?
- How many hundreds/tens/ones are there in 465?
- What is the value of the digit 6 in 465?
- How can you use plain counters to represent a number in a place value chart?
- When finding 1/10/100 more/less, which place value columns does this effect?
- Do you start comparing hundreds, tens or ones first? Why?
- When comparing two numbers, if the first digits are equal in value, what do you look at next?
- What is the connection between the 5 times-table and the 50 times-table?

Base 10	Number

H	T	O



Year 3 – Autumn 1 - Maths

Key Knowledge

- Identify, represent and estimate numbers using different representations
- Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones)
- Count from zero in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- Read and write numbers up to 1,000 in numerals and words
- Compare and order numbers up to 1,000

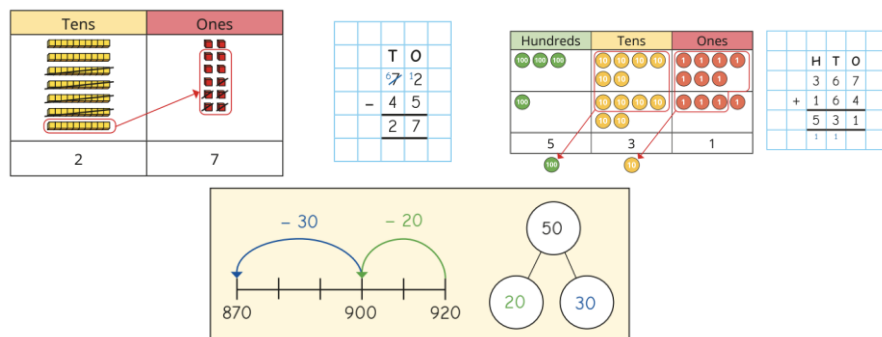
Addition and Subtraction - Number



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Essential Vocabulary	
Total	Including everything added together
Addition	The action or process of adding something to something else
Subtraction	To take away from something else to decrease the size, number or amount
Mental method	Calculating problems without writing anything down
Formal method	A systematic method that is written down
Column method	A mathematical method of calculation where the numbers to be added or subtracted are set out above one another in columns
Exchange	A ten in one place can be exchanged for ones in the next place to the left. (E.g 10 hundreds could be exchanged 1 thousand)

Links to Prior Learning
<ul style="list-style-type: none"> Number bonds in Key Stage 1 and EYFS. Adding and subtracting mentally in Year 2



Our Small Steps of Learning	
Step 1	Apply number bonds within 10
Step 2	Add and subtract 1s
Step 3	Add and subtract 10s
Step 4	Add and subtract 100s
Step 5	Spot the pattern
Step 6	Add 1s across a 10
Step 7	Add 10s across a 100
Step 8	Subtract 1s across a 10
Step 9	Subtract 10s across a 100
Step 10	Make connections
Step 11	Add two numbers (no exchange)
Step 12	Subtract two numbers (no exchange)
Step 13	Add two numbers (across a 10)
Step 14	Add two numbers (across a 100)
Step 15	Subtract two numbers (across a 10)
Step 16	Subtract two numbers (across a 100)
Step 17	Add 2-digit and 3-digit numbers
Step 18	Subtract a 2-digit number from a 3-digit number
Step 19	Complements to 100
Step 20	Estimate answers
Step 21	Inverse operations
Step 22	Make decisions

Key Questions
<ul style="list-style-type: none"> Which is the whole and which are the parts? If you know 7 ones minus 3 ones is equal to 4 ones, then what is 7 tens minus 3 tens? If you know $3 + 4 = 7$, what is $300 + 400$? What is the inverse of adding/subtracting? What is the next multiple of 100 after 425? How can you partition 289? Does it matter which column you subtract from first? Does it matter which number you write at the top when using the column method for subtraction? How can you show that you have exchanged 10 ones in your written calculation? How can you write this calculation using the formal written method? If you cannot exchange from the tens, what should you do? Why do we use estimates?

Key Knowledge
<ul style="list-style-type: none"> Add and subtract numbers mentally Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction Estimate the answer to a calculation and use inverse operations to check answers Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

PLANTS

Essential Vocabulary

flower	Flowers play an important role in the production of plants
nutrients	Essential foods for a plants health and life
pollination	When the male pollen lands on the female stigma pollination occurs.
seed dispersal	How a plant spreads its seeds to grow somewhere new
Reproduction	The creation of new plants by one or more parent plants

Key Knowledge

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
 Understand the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
 Know how water is transported within plants.
 Understand the part that flowers play in the life cycle of flowering plants, including pollination, seed formation

Links to Prior Learning

Observe and describe how seeds and bulbs grow into mature plants. (Y2 - Plants)
 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Y2 - Plants)

Key Questions

- What are the parts of a plant?
- What do plants need to grow healthily?
- What is the life cycle of a plant?
- What is seed dispersal?
- What is pollination?



Enquiry Skills – Science Disciplines

Asking relevant questions and using different types of scientific enquiries to answer them.
 Setting up simple practical enquiries, comparative and fair tests.
 Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units.
 Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
 Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
 Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
 Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
 Identifying differences, similarities or changes related to simple scientific ideas and processes.
 Using straightforward scientific evidence to answer questions to support their findings.

Water Transport in Plants

Water is found in the soil by the roots.

The water is drawn up from the roots to the stem.

The water travels up small tubes in the stem called xylem.

Water reaches the leaves and flowers, keeping them hydrated.

Water escapes from the plant as vapour (a gas) through tiny holes

The Music Year Theme: Classical Music (Autumn 1) and Happy Holidays! (Autumn 2)

Essential Vocabulary	
Pulse	The regular heartbeat of the music; its steady beat
Rhythm	Long and short sounds or patterns that happen over the pulse.
Pitch	The position of the note.
Call and response	Two separate musical phrases, the second one responds to the first.
Tempo	The speed of music; fast, slow or in between.
Dynamics	How loud or quiet the music is

Key Questions
Listening
<ul style="list-style-type: none"> What is the mood/feeling of pieces of the piece of music? Who is the composer/writer? Which genre is the piece of music?
Singing
<ul style="list-style-type: none"> What are the key principles to warming up our voices? Is your voice ready for singing? Why/why not?
Perform (vocal)
<ul style="list-style-type: none"> How can you engage with the audience to enhance the quality of your performance? What were your reflections on the live/recorded performance?

Links to Prior Learning
In Year 2 (Summer term), children learned to structure their musical ideas such as using echo and simple question/answer phrases in song. Children learned to create music to respond to a non-musical stimulus.

Key Knowledge
<ul style="list-style-type: none"> Recognising the varying dynamics in pieces of music and demonstrating them by responding to a leader's directions and visual symbols during singing. Knowledge of various cultures and genres of music such as Baroque, Romantic and Disco.

Wider Opportunities	
Listening suggestions for this term	
	Canon in D by Pachelbel
	Swan Lake by Tchaikovsky
	A Holly Jolly Christmas by Burl Ives
Music groups in our local area	
<ul style="list-style-type: none"> Trafford Music Service (choirs and instrument lessons) Sale Youth Choir One Education Music Centre Greater Manchester Music Hub 	

Fiction – Letter writing



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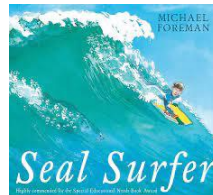
Essential Vocabulary	
5-part story	A story that includes five distinct parts: opening, build up, problem, resolution, ending.
non-chronological report	A non-fiction text about a certain topic. They are full of facts and information and are written in the present tense. These texts can be ready in any order, rather than from 'beginning to end.'
direct speech	Direct speech is where the exact words that are spoken are written in inverted commas. For example: "Oh, there you are!" he exclaimed.
riddle poem	A poem that gives clues about a subject to encourage the reader to make a guess.
diary entry	Usually written by a character to their diary in an informal letter format, explaining and giving opinions about something that has happened to them.
preposition	A word that demonstrates location, time or direction. For example: on, in, at, beside, underneath, to
inference	Something we work out using clues and evidence in a text, rather than being directly told by the author.
predict	Explaining what we think might happen, based on what has happened so far or on clues given on the cover of a book.

Key Knowledge

Our writing will be inspired by Michael Foreman's story 'Seal Surfers'. We will write 5-part stories, produce non-chronological reports about coastal wildlife and send letters in character from the boy in the story to his grandfather.

Additionally, we will write and perform riddle poems based on Robert Frost's poem 'Seal,' and create diary entries in character.

Informal letters are usually written directly to one reader and often include questions as well as information about something that has happened to the person writing the letter. They follow a special structure, starting with Dear... and ending with Love from...



Links to Prior Learning

- Science – 'Animals Including Humans' (Year 1); 'Living Things and their Habitats' (Year 2)
- Geography – 'Where we Live' (Year 1)
- English – letter writing (Year 2)

Key Skills

- Build a varied and rich vocabulary
- Use prepositions to express time, place and cause
- Group related ideas into paragraphs
- Use inverted commas to punctuate direct speech
- Create settings, characters and plot
- Use an increasing range of sentence structures

Key Questions

- Why do people send letters?
- What would it be like to live by the sea?
- How would it feel to go surfing?
- What does 'symbiotic' mean?
- How important are human relationships?
- How important are relationships with animals?



Computing systems and networks – Connecting computers

Essential Vocabulary

Digital device	A piece of physical equipment that uses digital data.
Input	Energy or information enters a system.
Output	Power or energy leaves a system.
Process	A series of actions or steps in order to reach a desired outcome.
Program	A series of coded software instructions to control the operation of a computer.
Server	A computer program or device that provides a service.

Links to Prior Learning

- This unit progresses the learners' knowledge and understanding of technology by focusing on digital and non-digital devices.
- In Year 2 you explored information technology.
- You learned how to use information technology safely.

Key Knowledge

- Describe what an input is.
- Explain that a process acts on the inputs.
- Explain that an output is produced by the process.
- Explain how computer systems can change the way we work.
- Identify how changing the process can affect the output.
- Recognise that a digital device is made up of several parts.
- Identify how devices networks are connected with one another.
- Explain how information is passed through multiple connections.

Key Skills

- Identify input and output devices.
- Explain that a computer system accepts an input and processes it to produce an output.
- Explain how a computer network can be used to share information.
- Identify the benefits of computer networks.

Key Questions

- What is an input?
- Can you explain how an output is produced?
- How can computer systems change the way we work?
- Which parts make up a digital device?
- How is information passed through?
- What are some benefits of computer networks?



What do different people believe about God?



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Essential Vocabulary

Faith	Strong belief in the doctrines of a religion, based on spiritual conviction rather than proof.
Trinity	The three persons of the Christian God; Father, Son, and Holy Spirit.
Holy Spirit	The spirit of God, or the presence of God.
Pentecost	The Christian festival celebrating the descent of the Holy Spirit on the disciples of Jesus after his Ascension, held on the seventh Sunday after Easter.
Ascension	The action of rising to an important position or a higher level.
Parable	a simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.
Baptism	The Christian religious rite of sprinkling water on to a person's forehead or of immersing them in water, symbolising purification or regeneration and admission to the Christian Church

Links to Prior Learning

- Who is a Christian and what do they believe? Year 1.
- Who is a Muslim and what do they believe? Year 2.
- Who is Jewish and what do they believe? Year 2.

Key Knowledge

- I know that people of faith trust in their religion without the need of proof.
- Christians think of God as Trinity – Father, Son and Holy Spirit. Muslims believe in the 99 Names of Allah and Hindu beliefs about the Trimurti – Brahma (Creator), Vishnu (preserver), Shiva (destroyer).
- Religions use Calligraphy to represent their beliefs visually.
- Moses and the Burning Bush (Exodus 3.1–15), Jonah (book of Jonah in the Old Testament); Baptism of Jesus (Mark 1.9–11); Pentecost (Acts 2. 1–21) and Paul's conversion (Acts 9. 1–19); stories Jesus told which teach about God e.g. the parable of the Forgiving Father (Luke 15.11–32) all show God's relationship with humans.

• Key Skills

- Identify similarities and differences between religions and beliefs. - Investigate and connect features of religion and belief.
- Identify similarities and differences in religious, spiritual and moral stories.
- Identify the impacts of people's beliefs and practices on people's lives.
- Make links between religious beliefs and practices.

Key Questions

- How can we exercise trust and faith in our everyday lives?
- What do people believe about God?
- How do different religions describe the attributes of God?
- How are ideas about God are shown in stories/narratives?
- How do God's encounters with humanity create a relationship?
- What impact does believing in God has on the lives of believers?


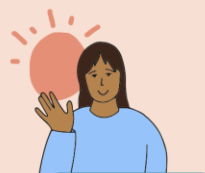



French Greetings







Year 3 Autumn 1




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Essential Vocabulary

				
bonjour Good morning / hello	bonsoir Good evening	bonne nuit Good night	salut Hi / and also bye (informal)	au revoir Goodbye

					
comment tu t'appelles ? What is your name? / What are you called?	je m'appelle My name is	comment ça va ? How are you?	ça va bien / très bien I am well / very well	comme ci, comme ça I'm OK / so, so	ça va mal / très mal I am unwell / very unwell.



oui
Yes



non
No

Key Skills

- Use an appropriate greeting.
- Introduce myself.
- Find out someone else's name.
- Use the correct pronunciation.
- Know that different greetings are used at different times of the day.
- Recognise greetings words written in French.
- Know when to use different greetings.
- Reflect on the differences in French culture.
- Ask how someone is feeling.
- Say how I am feeling.
- Use my tone of voice to help make myself understood.
- Join in with a rhyme in French using appropriate actions.
- Follow simple instructions in French to make a finger puppet.

Key Questions

- How do you say, 'How are you?' (**Comment Ça Va ?**)
- How do you say, 'I am well, I am fine?' (**Ça va bien.**)
- How do you say, 'I am very well, things are going really well?' (**Ça va très bien.**)
- How do you say, 'I am not fine, things are not good?' (**Ça va mal.**)
- How do you say, 'Things are bad?' (**Ça va très mal.**)
- How do you say, 'I'm ok?' (**Comme ci comme ça.**)

Key Knowledge

- Greet someone and introduce yourself in French.
- Use the correct French greeting for the time of day.
- Ask and answer a question about feelings in French.
- Perform a finger rhyme in French.