

# Knowledge Organiser

## Year 3

**St Mary's Swanage**



**Autumn Term 2022**



# Art Y3 Autumn Term

## Stone Age to Iron Age

National Curriculum Aims
• Produce creative work
• Become proficient in drawing and painting
• Evaluate and analyse
• Know about great artists.

### Prior Knowledge:

#### Drawing:

- Know how to control a pencil with increasing confidence
- Know how to produce a range of patterns and textures with a pencil.
- Know how to use a range of tones
- Know how to work from direct observation and imagination.
- Know how to use a range of drawing media in different ways: hatching, scribble, stippling, blending
- Know how to competently infill shapes using colour pencils, and pastels
- Begin to experiment with oil pastels.
- Know how to use appropriate language.
- Know how to use proportion in drawing human figures

#### Printing:

- Know how to create patterns and pictures by printing from objects using more than one colour.
- Know how to develop impressed images with some detail.
- Know how to use relief printing
- Know how to use equipment and media correctly,
- Produce a clean printed image.
- Know how to use appropriate language to describe tools, media and processes
- Know how to identify the different forms of printing takes

#### Evaluating:

- Know how to comment on differences in the work of others.
- Know how to improve their own work.
- Discuss the work of a range of artists, craft makers and designers
- Know how to describe the differences and similarities between different practices and disciplines and make links to their own work

### Key Knowledge

#### Drawing:

- Know how to control a pencil with increasing confidence.
- Know how to experiment with different types of line to create a composition
- Know how to create texture through rubbings and creating surface patterns with pencils
- Know how to work confidently from observation.
- Know how to draw component parts of human face in detail

#### Printing:

- Know how to use the equipment and media with increasing confidence.
- Know how to create repeating patterns.

#### Evaluating:

- Know how to comment on differences and similarities in their own work and the work of others
- Know how to adapt and improve their own work

### Vocabulary

abstract  
composition  
overlay  
style  
illustrate  
shadow  
landscape  
proportion  
mosaic

# Computing Y3 Autumn Term

## Computing Systems - Networks

### Prior Knowledge:

Information technology around us:  
Identifying IT and how its responsible use improves our world in school and beyond.

### National Curriculum Aims

- Understand computer science.
- Analyse problems and write computer programs to solve them.
- Evaluate information technology.
- Will be a responsible, competent and creative user of ICT.

### Key Knowledge

Connecting computers:

- I know that digital devices accept inputs and produce outputs.
- I can recognise a range of input devices.
- I know the role of a switch, server and wireless access point in a network.
- I can recognise digital and non digital devices.
- I know that a computer network is made up of a number of devices.
- I can identify networked devices in school.

### Vocabulary

Inputs  
Processes  
Outputs  
Device  
Network  
Switch  
Server  
Wireless access point  
Digital

# Computing Y3 Autumn Term

## Creating Media - Stop Frame Animation

### Prior Knowledge:

Digital photography:  
Capturing and changing digital photographs  
for different purposes.

National Curriculum Aims
• Understand computer science.
• Analyse problems and write computer programs to solve them.
• Evaluate information technology.
• Will be a responsible, competent and creative user of ICT.

### Key Knowledge

Stop-frame animation:

- I know that an animation is made up of a sequence of images.
- I know that a capturing device needs to be in a fixed position.
- I know how an onion skinning tool can be used to review subject position.
- I know how to remove frames in an animation.
- I know how to add media to enhance an animation.

### Vocabulary

Capturing  
Editing  
Stop-frame animation  
Animation  
Export

# DT Y3 Autumn Term

## Food: healthy and varied diet

### Prior Knowledge:

Know some ways to prepare ingredients safely and hygienically.

- Have some basic knowledge and understanding about healthy eating and The eat well plate.
- Have used some equipment and utensils and prepared and combined ingredients to make a product.

### Key Knowledge

- Know how to use appropriate equipment and utensils to prepare and combine food.
- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- Know and use relevant technical and sensory vocabulary appropriately.

### Vocabulary

name of products, names of equipment, utensils, techniques and ingredients  
texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury  
hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet  
planning, design criteria, purpose, user, annotated sketch, sensory evaluations

### National Curriculum Aims

- Develop creative, technical and practical expertise.
- Design and make products for a range of users.
- Evaluate my designs.
- Understand and apply the principles of nutrition and learn how to cook.



# English Y3 Summer Term

## National Curriculum Aim

Promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

### Reading

I can use dictionaries to check the meaning of words that I have read  
 I can discuss words and phrases that capture the reader's interest and imagination  
 I can check that the text makes sense, discuss my understanding and explain the meaning of words in context  
 I can ask questions to improve my understanding of a text  
 I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence  
 I can predict what might happen from details stated and implied  
 I can identify main ideas drawn from more than one paragraph and summarise these

### Spoken Word

I can listen and respond appropriately to adults and their peers  
 I can ask relevant questions to extend my understanding and knowledge  
 I can use relevant strategies to build my vocabulary  
 I can articulate and justify answers, arguments and opinions  
 I can speak audibly and fluently with an increasing command of Standard English  
 I can participate in discussions and debates  
 I can gain, maintain and monitor the interest of the listener(s)  
 I can select and use appropriate registers for effective communication.

### Writing

I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  
 I can discuss writing similar to which I am planning to write, in order to understand and learn from its structure, vocabulary and grammar  
 I can discuss and record ideas  
 I can organise paragraphs around a theme  
 In narratives I can create settings, characters and plot  
 I can assess the effectiveness of my own and others' writing and suggest improvements  
 I can propose changes to grammar and vocabulary to improve consistency  
 I can read aloud my own writing, to a group or the whole class, using appropriate intonation and control the tone and volume so that the meaning is clear

### Grammar and Punctuation

I can use further prefixes and suffixes and understand how to add them.  
 I can spell further homophones.  
 I can spell words that are often misspelt .  
 I can write from memory simple sentences, dictated by the teacher, that include words taught so far.  
 I can use the present perfect form of verbs in contrast to the past tense.  
 I can use and punctuate direct speech.  
 I can use conjunctions, adverbs and prepositions to express time and cause.  
 I can extend a range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

# Geography Y3 Autumn Term

## Climate Zones

### Prior Knowledge:

Hot and cold places (year 2)

### National Curriculum Aims

Develop knowledge of globally significant places.

Understand key physical and human geographical features of the world.

Carry out a range of fieldwork

Interpret information from a range of sources.

### Key Knowledge

- where the world's main climate zones are;
- the location and main human and physical features of North and South America;
- how their location within different climate zones might affect everyday life differently in places previously studied;
- use globes and atlases to identify climate zones and consider their impact on different parts of the Americas
- use globes, atlases and maps to identify the main human and physical features of North and South America;
- use appropriate vocabulary when describing the Americas and comparing them with other places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).

### Vocabulary

Cairo (Egypt), London (UK), Manaus (Brazil), Nuuk (Greenland), Santiago (Chile), Seville (Spain), axis, meteorologist, orbit, precipitation (KS1 snow, rain), temperature, weather station, Equator, latitude, map index, Northern Hemisphere, North Pole, Southern Hemisphere, South Pole,

# History Y3 Autumn Term

## Stone Age to Iron Age

National Curriculum Aims
Know chronology of topic studied.
Understand significant events.
Understand historical terms.
Understand historical concepts and use them to make connections.
Understand and take part in historical enquiry.

**Prior Knowledge:**

- Children have identified different periods of time through significant individuals (Queen Elizabeth v. Queen Victoria / Florence Nightingale v. Edith Cavell)
- Children have connected different time periods with significant events (Gunpowder Plot / Great Fire of London).
- Children have carried out simple, guided enquiries making semi-independent decisions and using evidence provided to justify.
- Children have made reasoned interpretations about individuals and events using a small selection of focused sources.
- Sequenced events and artefacts that are close together in time

**Key Knowledge**

- build a chronological understanding of the different ages:
- Stone Age (Palaeolithic, Mesolithic, Neolithic), Bronze Age, Iron Age.
- understand the ideas of ‘duration’ and ‘scale’ when looking at the lengths of various ages.
- build a coherent knowledge of the Stone, Bronze and Iron Ages through comparing (contrasts and similarities): developments made, achievements, housing, society, food, beliefs.
- identify the continuity and changes throughout the Stone, Bronze and Iron Ages by comparing achievements, housing, society, food and beliefs.
- know the potential uses for Stonehenge and understand it as an achievement of Prehistoric Britons.
- know what caused the shift in hunter-gathering to farming, communicating the reasons for it, and the impact on how humans lived.
- can identify what brought about each age and the effects of this.
- know how the Beaker culture arrived in Britain, bringing with them the knowledge on how to make bronze and how using metal was such a huge change for prehistoric humans.
- know who the Celts were that formed the first proper tribes in Britain.
- know how and why Maiden Castle Iron Age hillfort was built, and what life was like for its inhabitants.
- know aspects of Celtic culture and how they made use of a new metal: iron.
- analyse artefacts and know how they have given us clues about how people lived.
- identify and articulate why our interpretation of these time periods is difficult due to a limited primary sources and written evidence. Understanding of the advantages and disadvantages of different evidence categories in giving us information about the past: sites, artefacts.

**Vocabulary**

prehistory, hunter-gatherer, nomad, settlement, Palaeolithic, Mesolithic, Neolithic, Neanderthal, Homo sapiens, pelt, Beaker People, pottery, Significant places: Skara Brae, Starr Carr, Knowlton (Wimborne), Stonehenge, Maiden Castle, Must Farm, Orme Mine (Llandudno), barrows, domesticate, farming (agriculture), quern, roundhouse, henge, hillfort, tin ore, copper ore, iron, smelting, Borer, tribe, societal roles: warrior, priest, druid, polytheistic, BC / AD, impact, cause/effect, continuity and change





# Maths Y3 Autumn Term

## Power Maths Termly Overview

National Curriculum Aims
Become fluent in the fundamentals of mathematics
Reason mathematically
Solve Problems

Termly Overview		
1	Number - Number and Place Value	Place Value within 1,000
2	Number - Addition and Subtraction	Addition and Subtraction (1)
3	Number - Addition and Subtraction	Addition and Subtraction (2)
4	Number - Multiplication and Division	Multiplication and Division (1)

# MFL Y3 Autumn Term

## Yo aprendo español (I learn Spanish)

### Key Knowledge

- Find Spain on a map of the world & some key facts about Spain & Spanish-speaking countries.
- Phonetics: ch, j, ñ, ll, rr, ca, ce, ci, co, cu
- Say hello and goodbye.
- Say: my name is... / I am called...
- Ask somebody their name.
- Ask somebody how they are feeling.
- Say how I am feeling.
- Read, write, say and recognise numbers 1 – 10.
- Read, write, say and recognise ten key colours.

### National Curriculum Aims

Understand spoken and written

Speak with accurate pronunciation and intonation.

Write for different audiences.

Discover and develop and.  
Appreciateion of. The language studied.

### Vocabulary

¡Hola! - hello

¡Adiós! - goodbye

¿Cómo estás? - How are you?

Estoy bien – I'm fine

Estoy mal – I'm not good

Más o menos / así, así - So, so

¿Cómo te llamas? - What's your name (informal)

(Yo) me llamo... - My name is...

uno – 1

dos – 2

tres – 3

cuatro – 4

cinco – 5

sies – 6

siete – 7

ocho – 8

nueve – 9

diez – 10

rojo – red

azul – blue

amarillo – yellow

verde – green

negro – black

blanco – white

gris – grey

naranja – orange

violeta – purple

marrón - brown

# MFL Y3 Autumn Term

## Los Animales (Animals)

### Prior Knowledge:

- Basic cultural and geographical information about Spain and other Spanish-speaking countries
- Basic greetings
- Ask somebody what their name is, and respond to the same question
- Ask and respond to questions about how you are.
- Numbers 1 to 10
- 10 colours

### Key Knowledge

- Understand that all nouns in Spanish are either “masculine” or “feminine”.
- Read, write and say the *masculine* word for the indefinite article: “a”
- Read, write and say the *feminine* word for the indefinite article: “a”
- Read, write and say up to ten animals using the correct *masculine* or *feminine* indefinite article: “a”
- Say, read and write “I am”
- Put together “I am” and some/all of ten animals to say “I am + name of animal”
- Write, “I am + name of animal” for all ten animals.

### National Curriculum Aims

Understand spoken and written language.

Speak with accurate pronunciation and intonation.

Write for different audiences.

Discover and develop and. Appreciateion of. The language studied.

### Vocabulary

los animales – the animales  
 un - “a” (masculine)  
 una - “a” (feminine)  
 un león - a lion  
 un pájaro - a bird  
 un conejo – a rabbit  
 un caballo – a horse  
 un mono – a monkey  
 un cerdo – pig  
 un canario – a canary  
 un ratón - a mouse  
 una vaca – a cow  
 una oveja – a sheep  
 Soy... - I am

# Music Y3 Autumn Term

## Let Your Spirit Fly

### Glockenspiel Stage 1

#### National Curriculum Aims

Perform, listen to and evaluate a range of music.

Learn to sing, create and compose music and play an instrument.

Understand how music is created and use appropriate notation.

#### Prior Knowledge:

##### Performing

- Know how to follow a melody accurately when singing.
- Know how to perform with others- songs/ simple rhythmic patterns on an instrument.
- Know how to maintain a steady pulse when performing simple patterns and are able to keep the beat whilst showing changes in tempo.
- Know how to copy changes in pitch

##### Composing

- Know how to make connections between notations and musical sounds.
- Know how to use symbols to represent sound and begin to order sounds into a structure (beginning, middle, end).
- Explore how to create music from different starting points- a poem/ picture/ story

##### Listening and appraising

- Know how to suggest ways in which to improve their own work, recognising patterns/ ideas when listening to music.
- Know how to follow instructions about performing
- Know how to refine their listening skills and recognise particular elements of music

#### Key Knowledge

##### Performing

- Know how to sing in tune with expression.
- Know how to control the voice when singing with clear diction.
- Know how to play clear notes on an instrument

##### Composing

- Know how to use different elements in composition; repeat patterns on a range of instruments and create accompaniments to a melody
- Know how to choose instruments purposefully and combine different sounds to create an intended effect.

##### Listening and appraising

- Know how to use musical vocabulary to describe a piece of music, discussing likes and dislikes.
- Know how to improve work, stating how it has been improved.
- Know how to recognise the work of at least one famous composer showing awareness of when it was written.



#### Vocabulary

Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody, texture structure, melody

# PE Y3 Autumn Term

## Gymnastics – Symmetry & Asymmetry, Football

### National Curriculum Aims

Develop competence in a broad range of physical activities.

Be physically active for sustained periods of time.

Engage in competitive sports and activities.

Lead healthy, active lives.

### Prior Knowledge:

#### Gymnastics

- Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.

#### Football

- Pupils will consolidate their ability to dribble the ball keeping control and moving into spaces. Pupils will develop their ability to pass the ball accurately.

### Key Knowledge

#### Gymnastics

- Pupils will execute ‘excellent’ balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.

#### Football

- Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball.

### Vocabulary

#### Gymnastics

Linking, flow, interesting, extension.

#### Football

Attacker, defender, space, possession.



# PHSE/RSE Y3 Autumn Term

## Being My Best

### Prior Knowledge:

- Know that setting a goal or goals will help me to achieve what I want to be able to do.
- Know the importance of a healthy lifestyle.
- Know what the body needs to have energy and stay well.
- Know parts of the body that process food and create energy.

### Key Knowledge

- Know how different food groups work in our body.
- Know major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain) and how the respiratory and digestive process's function.
- Know how some infectious illnesses are spread from one person to another.
- Know what my personal achievements are and which skills to work on.

### Vocabulary

Infection, hygiene, rest, medicine, balance, justice, talents, respiratory, digestive, goals.



# PHSE/RSE Y3 Autumn Term

## Keeping Myself Safe

### Prior Knowledge:

- I know how to be responsible and safe with medicines.
- I know which situations make me feel safe or unsafe and the importance of telling someone I trust about unsafe secrets.
- I know what appropriate touch is and how inappropriate touch can make someone feel.

### Key Knowledge

- Know what a risk and danger are and can explain them both.
- What a drug is and that nicotine and alcohol are drugs.
- I know what risks there may be online and how to report a risk online.
- I know who my trusted adults are.

### Vocabulary

Danger, risk, strategies, consequence, drug, phishing, fake news, medicine, harm



# RE Y3 Autumn Term

## Come and See

Themes	Topic	Title	Content
Loving	Family	Homes	God's dream for every family
Vocation and commitment	Belonging	Promises	Promises made at Baptism
Advent/Christmas	Loving	Visitors	Advent: waiting for the coming of Jesus



# Science Y3 Autumn

## Animals Including Humans

As a Scientist I will be:
Develop scientific knowledge conceptual understanding
Making Observations
Engaging in Practical Activities
Recording and Presenting Evidence
Evaluating and raising questions
Communicating Findings

### Prior Knowledge:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals, including humans)
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans)
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans)
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans)

### Key Knowledge

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food – they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

### Vocabulary

Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine

