

Knowledge Organiser

Year 3

St Mary's Swanage



Spring Term 2023



Art Y3 Spring Term

3D and Painting

National Curriculum Aims

- Produce creative work
- Become proficient in drawing and painting
- Evaluate and analyse
- Know about great artists.

Prior Knowledge:

3D:

- Know how to use equipment in a correct and safe way.
- Know how to shape and form from direct observation or imagination.
- Know how to join with confidence.
- Know how to use a range of decorative techniques
- Know how to use simple tools for shaping, mark making, etc.
- Know how to construct from found junk materials.
- Know how to replicate patterns and textures in a 3-D form.
- Know how to look and discuss their own work and that of other sculptors.
-

Prior Knowledge:

Painting:

- Know how to mix a range of colours to represent objects
- Know how to explore the relationship between colour and mood
- Know how to work in different consistencies.
- Know how to colour match
- Know how to use the brush to create a wide range of marks
- Know how to work in different ways and on different coloured and shaped paper.
- Know how to use appropriate language.

Vocabulary

abstract
composition
colour wash
style
blend
mosaic
moulding

Key Knowledge:

3D:

- Know how to shape, form, model and construct from observation.
- Know how to work safely

Painting:

- Know how to use paint and equipment correctly.
- Know how to predict colour mixing results with increasing accuracy
- Know how to use colour washes to build up thicker layers and paint detail.
- Know how to use a brush to produce marks appropriate for work

Computing Y3 Spring Term

Creating Media - Desktop publishing

Prior Knowledge:

Making music:

Using a computer as a tool to explore rhythms and melodies, before creating a musical composition

Key Knowledge

- I know how to add placeholders to a document.
- I know how to add text and images (including rotating and resizing) to a document.
- I know how to design different layouts to suit 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.

Vocabulary

Desktop
Publishing
Modify
Image
Layout
Tool
Rhythm
Melody
Composition
Placeholder
Rotate
resize

Computing Y3 Spring Term

Data and Information - Branching Databases

Prior Knowledge:

Pictograms:

Collecting data in tally charts and using attributes to **organise** and present data on a computer

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

Branching databases:

- I know how to produce yes or no answers about the attributes of an object.
- I know how to select an attribute to separate two objects.
- I know how to retrieve information from a branching database.
- To be able to use the AND command to relate to two levels of a branching database.

Vocabulary

Branching
databases
Data
Attribute
Retrieve

DT Y3 Spring Term

Food

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.

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

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.

English Y3 Spring Term

Reading

- I can read books that are structured in different ways and read for a range of purposes
- I can use dictionaries to check the meaning of words
- I can identify themes and conventions in a wide range of books preparing poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- I can discuss words and phrases that capture the reader's interest and imagination
- 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
- I can identify how language, structure, and presentation contribute to meaning
- I can retrieve and record information from non-fiction

Spoken Word

- I can listen and respond appropriately to adults and my peers
- I can ask relevant questions to extend my understanding and knowledge
- I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- I can speak audibly and fluently with an increasing command of Standard English
- 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 increase the legibility, consistency and quality of my handwriting
- I can discuss writing similar to that 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 compose and rehearse sentences orally
- I can organise paragraphs around a theme
- In narratives I can create settings, characters and plot
- In non-narrative material I can use simple organisational devices
- I can assess the effectiveness of my own and others' writing and suggesting improvements
- I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- I can proof-read for spelling and punctuation errors
- I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning

Grammar and Punctuation

- I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- I can use conjunctions, adverbs and prepositions to express time and cause
- I can use and punctuate direct speech

Geography Y3 Spring Term

Volcanoes & Earthquakes

Prior Knowledge:



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

- the main features and causes of volcanoes and earthquakes;
- how people can respond to a natural disaster, such as an earthquake;

Vocabulary

aftershock, alpine, ash cloud, avalanche, border, cliff face, core, crater, crust, currency, disaster, dome mountains, dormant, eruption, fault line, fault-block mountains, fire mountains (volcanoes), fold mountains, geothermal, hill, international, landform, landslide, lava, magma, mantle, massif, migrant, peak, plate, refugee, retail, Richter Scale, ridge, scree, service industry, slope, summit, tectonic, tremor, tsunami, vegetation belt, vent

altitude, epicentre, height above sea level, map reference, plate boundary

History Y3 Spring Term

Ancient Egyptians

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.

Vocabulary

civilisation

empire

Nile

flood

floodplains

achievements

pyramid

Tomb

artefact

mummification

afterlife

Sarcophagus

gods/goddesses

canopic jar

Scarab

sphinx

Egyptologist

Howard Carter

Tutankhamen

archaeology

shaduf

irrigation

canals

agriculture: ox drawn

ploughs, hoes

dynasty

pharaoh (**monarchy / monarch link**)

Prior Knowledge:

- Built a coherent knowledge of life from the Stone Age to Iron Age.
- Placed Stone, Bronze and Iron Ages into wider chronological contexts.
- Identified the continuity and changes throughout the Stone, Bronze and Iron Ages by comparing: housing, society, food, beliefs.
- Identified what caused the shift in hunter-gathering to farming and the importance of it.
- Identified the shifts into various periods from Stone to Bronze to Iron Ages.
- Identified why advancements in the Stone, Bronze and Iron Ages were significant to the development of Britain.
- Know that Stonehenge was an achievement of Prehistoric Britons.
- Know that our interpretation of these time periods is based on limited primary sources and lack of written evidence.

Key Knowledge

- **build a coherent knowledge of the earliest civilisations (in-depth Egyptians), their chronological place in history and impact on future civilisations. Know the start, end (understanding Ancient Egypt was conquered by the Romans) and duration of the civilisation.**
- **place Egyptian civilisation into a chronological context (comparing it with knowledge of Stone Age, Bronze Age and Iron Age).**
- **identify the impressive achievements of Ancient Egypt and their impact on future civilisations.**
- **note the importance of the Nile for Ancient Egyptians (in enabling them to establish their civilisation) and how it was used for farming, trade and transportation.**
- **learn about the significance of Egyptologists and the way in which Ancient Egyptian life and culture has been interpreted through excavations. Know that we are still uncovering information about Ancient Egypt today.**
- **understand the importance of mummification and preservation in giving clear insight into variety of aspects of Egyptian life. Links should be made with Bronze Age barrows and mummies.**
- **appreciate the significance of translating Egyptian hieroglyphics in allowing us to know more about them. Know about the key role of the Rosetta Stone in this.**

Vocabulary

Cleopatra

Nefertiti of Akhenaten

Ramesses II (the Great)

Hapshepsut

vizier

priest government

officials

traders / merchants

scribes

craftsmen

farmers

peasants (**peasantry**)

slaves

Upper / Lower Egypt

hieroglyphics

Demotic

Rosetta Stone

BC / AD

impact

Maths Y3 Spring Term

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

Termly Overview		
1	Number - multiplication and division	Multiplication and division 2
2	Measurement	Money
3	Statistics	Statistics
4	Measurement	Length
5	Number - fractions	Fractions (1)

MFL Y3 Spring Term

Los Instrumentos Musicales (Musical Instruments)

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.

Prior Knowledge:

- Understand that all nouns in Spanish are either masculine or feminine
- Read, write and say the masculine and feminine forms of the indefinite article: "a" (un/una)
- Constructed simple sentences (verb + noun): I am + name of animal

Vocabulary

- el - "the" (masculine singular)
- la - "the" (feminine singular)
- los - "the" (masculine plural)
- las - "the" (feminine plural)
- la trompeta – the trumpet
- la bateria – the drums
- la guitarra – the guitar
- la flauta – the flute
- el clarinete – the clarinet
- el arpa – the harp
- el piano – the piano
- el triángulo - the triangle
- el violín - the violin
- los címbalos - the cymbals
- Toco... - I play

Key Knowledge

- Read, write and say the *masculine* word for the definite article: "the"
- Read, write and say the *feminine* word for the definite article: "the"
- Understand that the word "the" also has a plural form
- Read, write and say up to ten instruments with the correct word "the"
- Say, read and write "I play" in Spanish
- Put together a short sentence using a verb and a noun in Spanish ("I play + instrument/s)
- Write, "I play + instrument" for some or all of the instruments

MFL Y3 Spring Term

Las Frutas (Fruits)

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.

Prior Knowledge:

- Understand that all nouns in Spanish are either masculine or feminine
- Read, write and say the masculine and feminine forms of the indefinite article: “a” (un/ una)
- Read, write and say the masculine and feminine forms of the singular definite article: “the” (el/la)
- Know that the word “the” has a plural form
- Read, write and say the masculine and feminine forms of the plural definite article: “the” (los/las)
- Constructed simple sentences (verb + noun): I am + name of animal / I play + name of instrument(s)

Key Knowledge

- Name and remember at least five fruits (including the correct article)
- Say, “I like + at least one fruit”
- Say, “I do not like + at least one fruit”
- Ask somebody what fruit they like

Vocabulary

una manzana – an apple
 las manzanas – the apples
 una fresa – a strawberry
 las fresas – the strawberries
 una cereza – a cherry
 las cerezas – the cherries
 una naranja – an orange
 las naranjas – the oranges
 una ciruela – a plum
 las ciruelas – the plums
 una pera – a pear
 las peras – the pears
 un melocotón - a peach
 los melocotones – the peaches
 un plátano - a banana
 los plátanos - the bananas
 un kiwi – a kiwi
 los kiwis – the kiwis
 un albaricoque – apricot
 los albaricoques – the apricots
 Me gustan... - I like
 ¿Te gustan...? - Do you like...?
 No me gustan... - I don't like

Music Y3 Spring Term

Three little birds

The dragon song

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

Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae, pentatonic scale, melody

PE Y3 Spring Term

Dance – Explorers/Ball Skills Hands 2

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:

Netball

- Pupils will be able to throw accurately underarm and execute a developing understanding of overarm throwing, in order to beat an opponent.

Dance

- Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.

Key Knowledge

Netball

- Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.
- Pupils will apply an understanding of where, when and why we pass and move, in order to score points against another team.

Dance

- Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.

Hockey

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

Vocabulary

Netball

Chest pass, footwork

Dance

Excellent dancers, expression, creativity, character.

Hockey

Intercepting, barrier, shooting

PHSE/RSE Y3 Spring Term

Valuing Difference

Prior Knowledge:

- I know how I am similar and different to others.
- I know how mine and other's behaviour can affect others.
- I know that an act of kindness impacts others.
- I know how to show I am a good listener.

Key Knowledge

- I know that people live in many different types of families.
- I know which communities I belong to.
- I know people have different origins, nationalities, ethnicity and religious backgrounds.
- I know why prejudice can cause bullying.

Vocabulary

Family, adoption, same-sex, blended family, community, belonging, courtesy, politeness, nationality, ethnic, origins, prejudice, respect



PHSE/RSE Y3 Spring Term

Me and My Relationships

Prior Knowledge:

- I know the difference between feelings and actions and the differences between bullying, unkind behaviour, and teasing.
- I know that choices I make have consequences and we should seek forgiveness if needed.
- I know some strategies to help me deal with conflict and how to get help if needed.
- I know what qualities a healthy friendship has.

Key Knowledge

- I know that our feelings help us cope in difficult times.
- I know what skills are needed to work as a team.
- I know ways to maintain good relationships
- I know why friends fall out and know some ways of resolving issues.

Vocabulary

Loss, feeling, cooperation, responsibility, compromise, conflict, persuade, point of view, calm, apologetic.



RE Y3 Spring Term

Come and See

Themes	Topic	Title	Content
Local Church	Community	Journeys	Christian family's journey with Jesus
Eucharist	Relating	Listening and Sharing	Jesus gives himself to us in a special way
Lent/Easter	Growing	Giving all	Lent a time to remember Jesus' total giving

Science Y3 Spring

Forces & magnets

Prior Knowledge:

- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)

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

Key Knowledge

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Vocabulary

Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole

Science Y3 Spring

Light

Prior Knowledge:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)
- Describe the simple physical properties of a variety of everyday materials. (Y1 - Materials)

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

Key Knowledge

- Recognise that they need light in order to see things, and that dark is the absence of light.
- Notice that light is reflected from surfaces.

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change.

Vocabulary

Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous