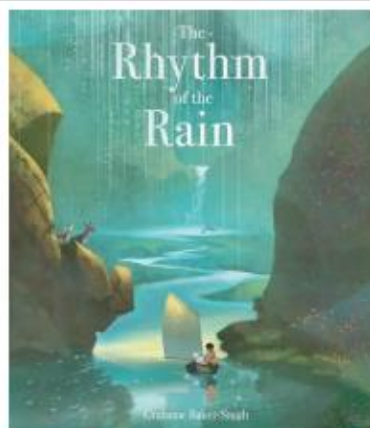


# Knowledge Organiser

## Year 3 Narrative – Spring 1



### Prior Learning:

What makes a successful story? What language features can a writer use to engage the reader?

What is an adverb? Can you think of an example in a sentence?

### Writer's Knowledge: Think about...

...using effective prepositional phrases to tell the reader where items are placed.

... using effective noun phrases to describe important objects.

...using 'an' when words start with a vowel.

...using adverbs to show when something is happening.

...joining ideas together using conjunctions.

...making important objects sound like an animal/person.

...using similes to help the reader imagine.

### Key vocabulary from the example text:

Words

summit	wondrous	rejoicing	leathery
melodies	settles	emerges	nourishes

Phrases

dazzle of zebras	roar of sound	drowns out	inky - blue
dawning sun	the mist settles and Hoover	hugs the foot of the colossal mountain	feeding hand

### Key vocabulary from the vehicle text:

Words

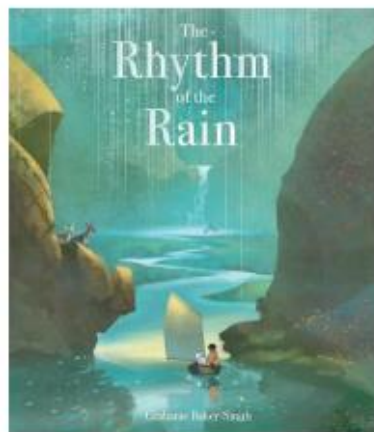
streams	plunge	current
winding	jets	gratefully

Phrases

sun turns the waves golden	swelling water	great ocean
whale rises and blows	ride the storm	gift of water

## Knowledge Organiser

### Year 3 Information Leaflet – Spring 1



#### Key vocabulary from the vehicle text:

##### Words

streams	plunge	current
winding	jets	gratefully

##### Phrases

sun turns the waves golden	swelling water	great ocean
whale rises and blows	ride the storm	gift of water

## Prior Learning:

What are the key features and structure of an information text?

Can you remember any prepositions? Why do we use them in sentences?

#### Writer's Knowledge: Think about...

...using subordinating conjunctions to extend ideas.

... organising your writing using subheadings and numbers to group ideas together.

...using apostrophes for single noun possession.

...using short introduction questions that encourages the reader to read more.

...using some technical language to make the information seem important.

...using effective noun phrases to describe.

...using different adverbial phrases as openers to keep your reader interested.

...using statistics to give more accurate detail.

#### Key vocabulary from the example text:

##### Words

horizon	graze	expeditions	formidable
erosion	peaks	resides	elevation
overshadow	staggering	harvested	diverse

##### Phrases

awe inspiring landscapes	craggy slopes	ideal habitat
devastating landslides	located on the border	



# Year 3: Computing Knowledge Organiser

## Spring 1: Sequencing music



### Prior Learning

Pupil learnt to use Scratch Jnr in year 2. They will be able to answer the following questions using their previous understanding:

- Last year you used Scratch Jnr to create a quiz. Describe to your partner how you created it and what quiz you made.
- Debugging, outcomes and algorithm are all key words you learnt. What does each word mean?

### Core learning/skills

This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit.

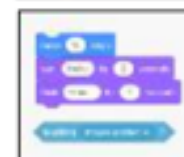
### Sticky Learning

**There are three main areas in Scratch:**

-The Blocks Palette (on the left) contain all of the different blocks: puzzle piece commands which control the animation.



-Code Area (in the middle) is where the blocks are placed to create a program.

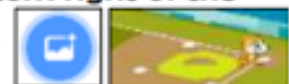


-Stage with Sprite (right) is where the output of the program is presented. The sprite is the character.



**Attributes:** There are three attributes of the sprite which we can change to make our animation: Code, Costumes, Sounds.

-**Backdrops:** Backdrops can be added by clicking on this icon (bottom right of the screen, below the stage).



### Did you know?

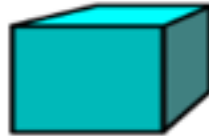
There are lots of games (like scratch) that can now be played online. These games are great fun, but we must remember because they are online, we don't know everyone that we may come across. If we feel unsafe or worried at any point leave the screen exactly as it is and go and get a trusted person



# Key Vocabulary-Computing



programming



blocks



commands



sprite



costume



stage



backdrop



motion



direction



glide



sequence



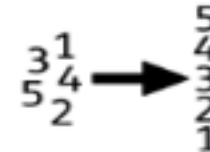
event



task



code



order



chord



algorithm

# Year 3: PE Knowledge Organiser

## Spring 1: Tag Rugby



### Prior Learning

Although Tag Rugby has not been taught before, pupils will have experience of Hands unit 1 and 2. They should be able to use this information to answer the following questions:

- How does concentration help you when you are throwing and catching a ball?
- Throwing a ball with the control is very important. Why?
- Describe a game you have played which involves dodging.

### Core learning/skills

The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving to score a try. Pupils will develop their understanding of when, where and why they need to create space when they are attacking.

Pupils will develop life skills such as cooperation and communication as they collaborate with others including their opponents.

### Sticky Learning

To outwit your opponents and keep possession of the ball it is very important to develop your passing and moving skills. Give an example of where you have achieved this.



How do you tag an opponent in tag rugby and why is it important? Can you also explain where, when and why we pass and move, in order to score a try?



Showing resilience and self-motivation is very important in tag rugby. Give 2 examples of when you have shown both these skills?



### Did you know?

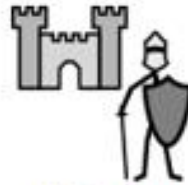
Jonah Lomu was a rugby player from New Zealand and was regarded as one of the greatest players of all time. Jonah became the youngest ever player to represent his country at the age of 19 years old.



## Key Vocabulary-PE



attacker



defender



possession



ball carrier



dodge



try



tag/tagging



# Year 3: Science Knowledge Organiser

## Prior Learning

Children have not learnt about rocks before. They will be able to use their understanding of materials to answer the following questions:

- Materials have different properties. What does this mean?
- What does it mean if something is man-made?
- What does it mean to make a prediction?

The property of soils is affected by the:

- type of rock
- size of rock pieces
- amount of organic matter in it.

<b>Peat</b> 	<ul style="list-style-type: none"> <li>- water-logged</li> <li>- contains partially decomposed plant material</li> <li>- soft and easily compressed</li> </ul>
<b>Sandy soil</b> 	<ul style="list-style-type: none"> <li>- light and dry</li> <li>- lots of air gaps so water drains through quickly</li> </ul>
<b>Chalky soil</b> 	<ul style="list-style-type: none"> <li>- stony and water drains through quickly</li> <li>- found in areas with lots of chalk</li> </ul>
<b>Clay soil</b> 	<ul style="list-style-type: none"> <li>- very sticky when wet</li> <li>- a heavy soil</li> <li>- water does not drain through it quickly</li> </ul>

## Rocks – Year 3

### Significant scientists

**Mary Anning**  
(1799-1847)



Mary Anning was an English palaeontologist and fossil collector. She became known around the world for important finds she made in Jurassic fossil beds in Dorset.

**Holly Betts**

*PhD student, University of Bristol*

Holly is a palaeobiologist. She is researching whether fossils are best for establishing a timescale for recent and ancient episodes in our evolutionary history.

### Fossil formation

Fossils were formed millions of years ago.

- 1 Plants and animals died and sank to the seabed.
- 2 The soft parts decayed away leaving the hard parts.
- 3 The hard parts were covered and squashed by many layers of sand and other materials.
- 4 The animal/plant matter dissolves and is replaced by minerals, leaving a replica of the original bone called a fossil.

#### Animal fossil






#### Plant fossil



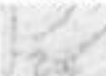


## Types of rocks

### Sedimentary

<b>sandstone</b> 	<b>limestone</b> 
<b>chalk</b> 	Chalk is used for drawing because it is crumbly and soft.

### Metamorphic

<b>quartzite</b> 	<b>slate</b> 
<b>marble</b> 	Marble is good for gravestones because it does not rub away.

### Igneous

<b>basalt</b> 	<b>pumice</b> 
<b>granite</b> 	Granite is good for worktops because it is hard and does not absorb water.

### Words to describe the appearance of



# Key Vocabulary-Science



sandstone



limestone



granite



slate



marble



brick



minerals



soil



concrete



man-made

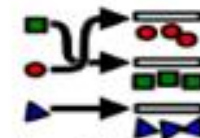


pH 1 → 6

acid



erosion



classification



observation



predict



data



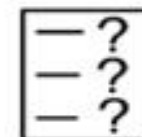
fair test



mold



cast

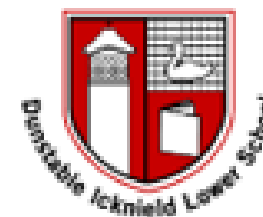


survey



# Year 3: DT Knowledge Organiser

## Spring 1: Healthy and varied diet



### Prior Learning

Pupils have learnt about food in year 2 and should be confident to answer the following questions:

- In year 2 you made different food, name some different ways to prepare ingredients safely and hygienically.
- Explain what healthy eating means. Hint: Last year you learnt about the Eatwell plate.
- List 3 different pieces of equipment and utensils and prepared and combined ingredients to make a product.

### Core learning/skills

- Know and use relevant technical and sensory vocabulary appropriately.
- Know how to use appropriate equipment and utensils to prepare and combine food.
- Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.
- Generate and clarify ideas through discussion with peers and adults to develop design criteria.

### Sticky Learning

#### Skills and techniques



Grating cheese



Spreading butter on bread



Cutting using the bridge technique



Cutting using the claw technique

### Did you know?

If you enjoy cooking, you may decide to be a chef when you grow up. You would need to work hard and gain a special certificate which shows everyone that you have the skills to be a chef.



You may decide that you would prefer to be a baker. Bakers tend to create a wide range of baked items, including bread, cakes, and pastries.



Are you able to plan the main stages of a recipe, listing ingredients, utensils, and equipment? Once you have your plan you need to select and use appropriate utensils and equipment to prepare and combine ingredients.



## Key Vocabulary-DT



techniques



ingredients



texture



appearance



preference



savoury



hygienic



edible



reared



caught



processed



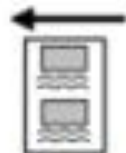
seasonal



harvested



healthy/varied diet



annotated



sketch



sensory



evaluations

# Year 3: PSHE Knowledge Organiser

## Spring 1: What are families like?



### Prior Learning

In the Autumn term pupils learnt what makes a good friend. They will be able to use this knowledge to answer the following questions:

- How do you show that you care for your friend?
- If your friendship is making you feel unhappy, worried or unsafe what do you do?
- Tell your partner about your family. Why are they special to you?

### Core learning/skills

- That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.
- That a feature of positive family life is caring relationships; about the different ways in which people care for one another.
- To recognise and respect that there are different types of family structure, that families of all types can give family members love, security and stability.
- To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice

### Sticky Learning

**Families come in lots of different sizes and shapes. No family is the same. Give 3 examples of different family structures.**



**Common features of positive family life often include shared experiences. Have you had a celebration, special days or holiday with your family?**



**People within families should care for each other. Think of some different ways you demonstrate this in your family.**

**Who could you ask for help or advice if family relationships are making you feel unhappy, worried or unsafe?**

### Did you know?

**The Radford family are the UK's largest family. Noel and Sue have 22 children in total and have been married for 30 years. They live in Morecombe in a 10-bed house!**





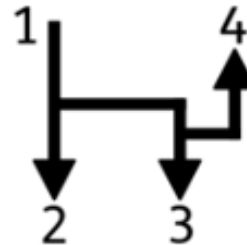
# Key Vocabulary-PSHE



differ



family



structure



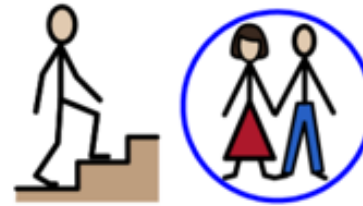
single parents



demonstrate



same sex parents



step-parents



blended families



foster/adoptive parents

# Year 3: RE Knowledge Organiser

Spring 1: Where, how and why do people worship?



## Prior Learning

Pupils will be able to use their prior learning to answer the following questions:

- What sort of religious items may people have in their home which help them to worship?
- If you are not religious but want to time to think and reflect, what could you do?
- Name the places of worship for Christians, Muslims and Sikhs.

## Core learning/skills

- Identify and describe how key actions, features and artefacts help people worship in different religions.
- Explain the meanings of examples of texts that believers use in worship.
- Consider questions about the belief that worship can bring peace, comfort, or challenge.
- Describe how people show devotion in different religions.
- Raise questions about why believers value worship and prayer, expressing their own ideas.

## Sticky Learning

Worship is any act that shows devotion or love towards their god. Describe how people feel as they worship?



People use places of worship to seek peace, to think deeply, to be part of the community or to seek the presence of God. Give examples of what happens in places of worship which help people feel this way?



What happens when people worship?

**Christians:** using bread and wine to remember Jesus in the Eucharist/Lord's Prayer/music of different styles used in worship.

**Muslims:** The 5 Daily Prayers/Friday prayer at the mosque/the Shahadah expressed in calligraphy and art.

**Sikhs:** Listening to words of Guru Granth Sahib at the gurdwara/shared food at the langar as an act of devotion/personal prayer.

## Did you know?

Meditation, kindness, and thoughtfulness are a few different ways that religious and non-religious people can increase positive feelings such as joy and love. You can be any age to do this, in fact children as young as two years old can benefit from meditation and the peace of mind it brings.



## Key Vocabulary-RE



Worship



prayer



faith



ritual



symbol



# Year 3: History Knowledge Organiser



Spring 1: What did the ancient Egyptians believe?

## Prior Learning

This topic is new learning so questions are based on children's personal experiences/knowledge:

- Have you or anyone you know been to Egypt before? Can you describe what it is like?
- A longtime ago people used to write/draw on walls, do you know why this was the case?
- Have you ever seen an Egyptian mummy in a photo or on a film? What do you know about them?

## Core learning/skills

This unit on Ancient Egypt offers pupils the chance to look at another civilisation very different from their own. Students can be introduced to the key features of Ancient Egyptian civilisation through the beliefs and attitudes of these ancient people. Students should examine the similarities and differences between their ancient beliefs and beliefs held today and how these beliefs fitted into society and culture at the same time as exploring the world of the ancient Egyptians.

## Did you know?

Here are some fun facts about Ancient Egypt. Did you know any of them?

- The ancient Egyptians worshipped over 2,000 gods and goddesses.
- Cleopatra, Egypt's last pharaoh, lived closer to our time than to the building of the Pyramids at Giza.
- Ancient Egyptian bakers sometimes kneaded bread dough with their feet.
- These ancient people often referred to their pet cats as *miu*.



## Sticky Learning

Egyptians believed in lots of different gods. The top 9 are Atum, Shu, Tefnut, Geb, Nut, Osiris, Isis, Seth, and Nephthys. What do you know about them?



Some animals had great importance in Ancient Egypt. Can you name any of these animals and say why they were important?



Egyptians build temples, tombs, and pyramids. Why? What were they like? How do we know?



What did the Egyptians believe about death and what happens to you when you die?

# Key Vocabulary-History



afterlife



canopic jars



Egypt



Egyptian Gods



mummification



pharaoh



pyramid



tomb



temple



River Nile



natron



hieroglyphs



Africa



ancient



centuries

# Exploring Arrangements

The words “arrange” or “arranging” means to put things in a certain order.

So, in music when we talk about arranging, we mean sorting instruments or sounds in a certain way to make a piece or a song sound good.

An arrangement is what this is called once the sorting is complete.



Arrangements can have a thick texture with lots of instruments playing at once...



or they can have a thin texture with only one or two instruments playing at once.



They can be loud or quiet.



Fast or slow.



You may decide that, as part of your arrangement, you want a full orchestra...



or you may want just one acoustic guitar.



No song or piece of music is ever written without someone thinking really carefully about how to arrange it.



# Musical Spot the Difference



In this unit, each week, as well as developing our own arrangements for different songs, we are going to listen to how two groups of musicians have created different arrangements of the same piece.

We are going to call this 'Musical Spot the Difference' as we try to pinpoint how the arrangement has changed.

We may decide to use some of these ideas and differences in our own arrangements in the coming weeks.

## Take On Me



Comparing A-Ha's Original Version with an Orchestral Arrangement

## Somewhere Only We Know



Comparing Keane's Original Version with Lily Allen's Cover

## Dancing Queen



Comparing ABBA's Original Version with a 1920s Jazz Version by Postmodern Jukebox

## Video Killed the Radio Star



Comparing The Buggles' Original Version with a Jazz/Queen Inspired Version by Postmodern Jukebox

## The James Bond Theme



Comparing the Original Monty Norman Version with a Ska Inspired Version by The Skatalites

## Someone You Loved



Comparing Lewis Capaldi's Acoustic Version with a Piano and Cello Arrangement

## The Glockenspiel



## Pitch



Pitch is how high or low a sound is.

Smaller instruments tend to have a higher pitch.

Larger instruments tend to have a lower pitch.

## Pulse and Rhythm



Pulse is the heartbeat of the music.



Rhythm is when long and short notes are joined together.

## Musical Notes



Crotchet =  
1 beat



Crotchet rest =  
1 beat of  
silence



Minim = 2  
beats



Semibreve  
= 4 beats



1 quaver =  $\frac{1}{2}$  beat  
2 quavers = 1 full beat



Quaver rest =  $\frac{1}{2}$   
beat of silence

## Dot Notation

Dot notation is a way of writing music without using standard musical notation. It is a cross between a graphic score which uses pictures and standard musical notation.

