

Key Vocabulary

times tables

multiply by

divide by

array

fact families

regrouping

Multiplication and Division Facts (3, 4 and 8 multiplication tables)

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

3 x Tables

$1 \times 3 = 3$

$2 \times 3 = 6$

$3 \times 3 = 9$

$4 \times 3 = 12$

$5 \times 3 = 15$

$6 \times 3 = 18$

$7 \times 3 = 21$

$8 \times 3 = 24$

$9 \times 3 = 27$

$10 \times 3 = 30$

$11 \times 3 = 33$

$12 \times 3 = 36$

$3 \div 3 = 1$

$6 \div 3 = 2$

$9 \div 3 = 3$

$12 \div 3 = 4$

$15 \div 3 = 5$

$18 \div 3 = 6$

$21 \div 3 = 7$

$24 \div 3 = 8$

$27 \div 3 = 9$

$30 \div 3 = 10$

$33 \div 3 = 11$

$36 \div 3 = 12$

4 x Tables

$1 \times 4 = 4$

$2 \times 4 = 8$

$3 \times 4 = 12$

$4 \times 4 = 16$

$5 \times 4 = 20$

$6 \times 4 = 24$

$7 \times 4 = 28$

$8 \times 4 = 32$

$9 \times 4 = 36$

$10 \times 4 = 40$

$11 \times 4 = 44$

$12 \times 4 = 48$

$4 \div 4 = 1$

$8 \div 4 = 2$

$12 \div 4 = 3$

$16 \div 4 = 4$

$20 \div 4 = 5$

$24 \div 4 = 6$

$28 \div 4 = 7$

$32 \div 4 = 8$

$36 \div 4 = 9$

$40 \div 4 = 10$

$44 \div 4 = 11$

$48 \div 4 = 12$

8 x Tables

$1 \times 8 = 8$

$2 \times 8 = 16$

$3 \times 8 = 24$

$4 \times 8 = 32$

$5 \times 8 = 40$

$6 \times 8 = 48$

$7 \times 8 = 56$

$8 \times 8 = 64$

$9 \times 8 = 72$

$10 \times 8 = 80$

$11 \times 8 = 88$

$12 \times 8 = 96$

$8 \div 8 = 1$

$16 \div 8 = 2$

$24 \div 8 = 3$

$32 \div 8 = 4$

$40 \div 8 = 5$

$48 \div 8 = 6$

$56 \div 8 = 7$

$64 \div 8 = 8$

$72 \div 8 = 9$

$80 \div 8 = 10$

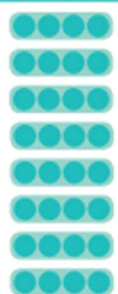
$88 \div 8 = 11$

$96 \div 8 = 12$

Write and Calculate Mathematical Statements

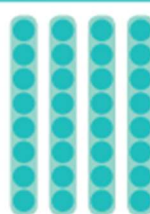
$4 \times 8 = 32$

$32 \div 8 = 4$



$8 \times 4 = 32$

$32 \div 4 = 8$



$5 \times 3 = 15$

$15 \div 3 = 5$



$3 \times 5 = 15$

$15 \div 5 = 3$



Related Calculations

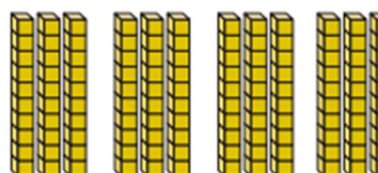
$3 \times 4 = 12$



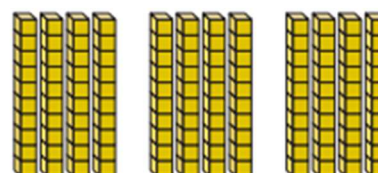
$4 \times 3 = 12$



$30 \times 4 = 120$









$40 \times 3 = 120$



Multiplication and Division

Knowledge Organiser









Written Multiplication Methods - No Regrouping


Tens	Ones
	
	
	

$$23 \times 3 = 69$$

	T	O
	2	3
x		3
	6	9

Written Multiplication Methods - With Regrouping









Tens	Ones
	
	
	
	



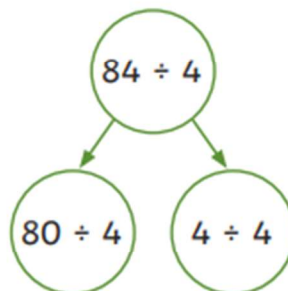
$$24 \times 4 = 96$$

	T	O
	2	4
x		4
	9	6
	1	







Written Division Methods - No Regrouping


Tens	Ones
	
	
	
	

	2	1
4	8	4

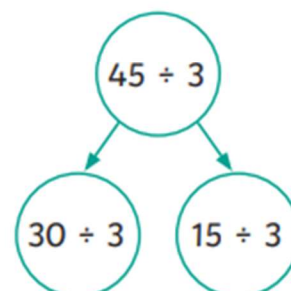


Written Division Methods - With Regrouping

Tens	Ones
	
	
	



	1	5
3	4	15



Year 3: PE Knowledge Organiser

Summer 1: Orienteering



Prior Learning

- Have you ever used a map before and if so why?
- Can you describe a time when you worked in a team and why it helped?
- Do you know what a compass is and have you ever used one?

Core learning/skills

- Pupils will develop their ability to orientate a map and locate points, returning to base as quickly as possible.
- Pupils will develop their understanding of what makes an effective team and understand how important teamwork is when orienteering.
- Pupils will develop life skills such as respect and communication as they collaborate with their team to successfully complete the orienteering challenges.

Sticky Learning

The unit of work will explore how to:

- *orientate* a map, locate points on the map, then travel to them and record what they find.

Pupils will learn how to *collaborate* with others and work as a team to complete the challenges.

Did you know?

The first international governing body for orienteering was the International Orienteering Federation, formed by eleven nations in 1961. The first world championships were held in 1966.



Key Vocabulary

navigate

teamwork

strategy

tactics

communication

symbol

orienteering

Year 3: PE Knowledge Organiser

Summer 1: Tennis



Prior Learning

- Why is it important to be determined when you are playing tennis?
- Why is it important to hit the ball into a space when you try to outwit your opponent?
- How do you use a bat safely to strike a ball into space?

Core learning/skills

- Pupils will throw/hit the ball into space on their opponent's side of the court. After playing a shot pupils will recover to a ready position, ready to return the ball.
- Pupils will develop their understanding of where, when and why we throw/hit the ball into spaces on their opponent's side of the court.
- Pupils will develop life skills such as cooperation and encouragement as they play fairly against others, keeping the score.

Sticky Learning

The unit of work will explore how to apply the principles of attack vs defence in order to win a game of tennis.

Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques.

Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.

Did you know?

The Grand Slam tournaments, are the four major and most important annual tennis events. The Grand slam consist of the Australian Open, French Open Wimbledon and US Open.



Key Vocabulary

outwit

space

return

recover

baseline

rally

out

forehand

Year 3: PSHE Knowledge Organiser

Summer 1: Why should we eat well and look after our teeth?



Prior Learning

- Can you name an example of how to keep your body protected and safe?
- How do you recognise and respond to pressure to do something that makes you feel unsafe or uncomfortable?
- How does everyday health and hygiene rules and routines help people stay safe and healthy?

Core learning/skills

How to eat a healthy diet and the benefits of nutritionally rich foods

How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist

How people make choices about what to eat and drink, including who or what influences these

Sticky Learning

Not eating a balanced diet can affect health. The impact of too much sugar/acidic drinks affects our dental health.



We can ask for advice and help about healthy eating and dental care. We can talk to the following people for information:

- Teachers
- Dentists
- Nurses
- Our family
- Doctors

Did you know?

Most food and drink have traffic lights on the front of their packaging. You can see how much sugar is inside by this traffic light. Red means it has a high amount of sugar in it.



Key Vocabulary

nutritionally rich
foods

oral hygiene

dentist

balanced diet

influences

advice

acidic drinks

Year 3: DT Knowledge Organiser

Summer 1: Shell Structures



Prior Learning

When you make things with paper/card you can join and cut pieces together. Can you think of an example?

<https://www.instructables.com/11-Ways-to-Cut-and-Connect-Cardboard/>

Can you name two 3-D shapes that you may find in a structure?

Can you name some materials that structures are made from? Why do you think they have picked these materials?

Core learning/skills

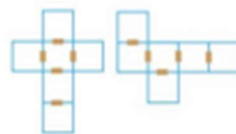
- Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.
- Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.
- Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.
- Explain their choice of materials according to functional properties and aesthetic qualities.
- Use finishing techniques suitable for the product they are creating.

Sticky Learning

Shell structures are very strong on the outside but hollow in the middle. Some real life examples include a fish bowl, a boat and a coconut shell.



You use a net to make a shell structure.



Nets for cubes



Cuboid net



Hexagonal prism net



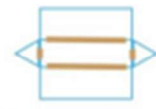
Tetrahedron net



Hexagonal based pyramid net



Square based pyramid net



Triangular prism net

Did you know?

The dome of the Taj Mahal in Agra, India, is one of the most famous shell structures in the world.



Key Vocabulary

corrugating

ribbing

graphics

design brief

design criteria

innovative

prototype



COMPUTING: CREATING MEDIA

KNOWLEDGE ORGANISER



Overview



Desktop Publishing

- Desktop publishing is when we create documents using page layout software.
- We can use desktop publishing to make things like newsletters, brochures, magazines and newspapers.
- Some examples of software that we can use for desktop publishing are Microsoft Publisher, Adobe Spark and Canva.
- When using desktop publishers, we consider how images and text are laid out the page in an eye-catching and appropriate format.

Layout of A Page

When desktop publishing, we consider how we can lay out a page in the most interesting, eye-catching, and appropriate ways, to suit our purpose and audience.

The title should be large, bold and clear. It is normally the largest text on the page.

Consider which font you will use – different fonts create different ideas and feelings.

What is the main story of the magazine? How can you sum the story up in a few words?



Think about how different colours make us think and feel.

Think about where you will put the date and price of the magazine – this is important information!

Magazines are normally in portrait orientation. Think about how you lay out text and images.

Text Tools

The toolbar is the set of icons and buttons that are at the top of the page in a desktop publisher. You should already know some of these from your earlier study:

These tools can change the text.



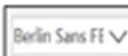
The B makes the text **Bold**.

The I writes the text in *Italics*.

The U underlines the text.



Clicking on this icon allows you to change the size of the text. After pressing the icon, you will see a list of numbers. The larger the number selected, the bigger your text will be.



Clicking on this icon allows you to change the font (style) of the text. Most desktop publishers have many styles to choose from.



Clicking on this icon opens the text colour tool. It allows you to change the colour of the text. There are often many colours to choose from.



The undo tool reverses the last thing that you did. If you make a mistake, the undo tool can help you to get it back to how it was.

Image and Layout Tools



Templates have a pre-arranged layout, colour scheme and style that you can adapt for your needs!



-The styles tool is a real time saver. You get to choose a number of different features, e.g. fonts and colours, and it will apply the rules to the whole document.



-Text boxes allow you to type text anywhere on the document. The box itself can be coloured. You can make the text box as large or small as you want, and rotate it using this symbol.



-This tool lets you insert pictures into your document. You can select pictures already on your computer, or search the internet for pictures. Pixabay contains lots of pictures that you can legally use in publications.

Important Vocabulary

Publishing

Text

Images

Font

Templates

Orientation

Placeholders

Software

Purpose


Audience

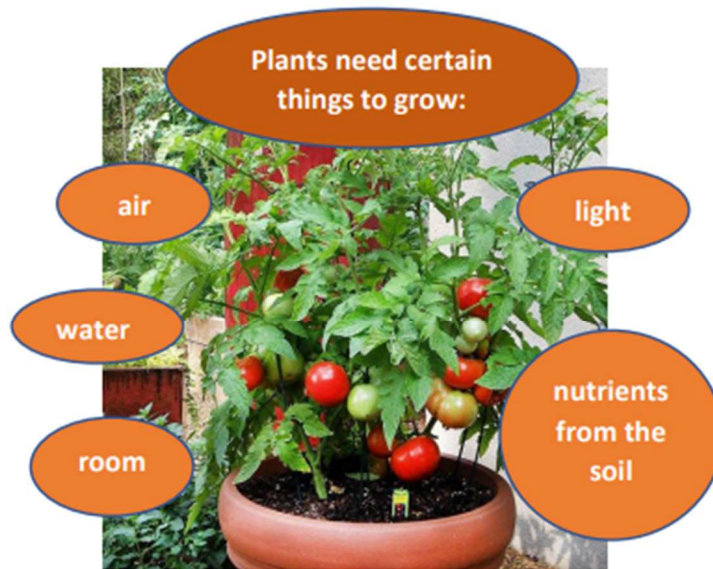
Key vocabulary	
roots	Anchor a plant in place. The roots also absorb water and nutrients from the soil.
stem/trunk	Transports water and nutrients around the plant. It also holds the leaves/flowers up in the air.
leaves	They use sunlight and water to produce the plant's food.
photosynthesis	The way in which plants make food in their leaves.
pollen	This is a very fine powder that is produced by the male part of the flower.
pollination	When pollen is transferred to female parts of a flower. This can be done by wind or insects.
seed formation	Seeds can develop after pollination. They can be found in berries or fruits.
seed dispersal	Seeds can be dispersed in different ways, for example, wind, animals or water.
germination	When a seed sprouts a root and shoot.

How a plant takes in water



Plants – Year 3

Significant scientists	
Joseph Dalton Hooker <i>(1817-1911)</i> 	Joseph Hooker was a doctor and travelled to many places. He was a plant collector and botanist and brought many plants back to the UK. Joseph was interested in finding out why plants grow in the locations they do.
Professor Monique Simmonds 	Monique Simmonds is the deputy director of science at the Royal Botanic Gardens, Kew. She researches traditional and commercial uses of plants and fungi. Her work involves her promoting plant and fungal-based solutions to global challenges.

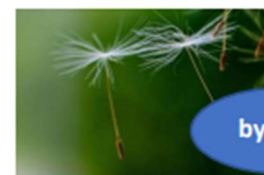


Pollination



Insects like bees and wasps transfer the pollen from the male part of a flower to the female part of other flowers.

Methods of seed dispersal



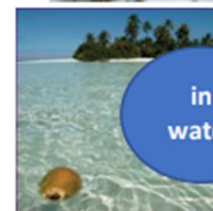
by wind



on animal's fur



by animal's eating them



in water



when the seed pod explodes

Year 3: Music Knowledge Organiser

Summer 1: Bringing Us Together



Prior Learning

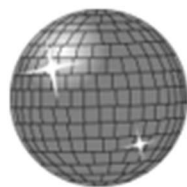
- Can you recall what you learnt in music last term?
- Can you sing or name a disco song?
- Can you think of a song where the words tell a story? Share your example.

Core learning/skills

- I can play the glockenspiel and copy back using up to 3 notes.
- I can play instrumental parts with the song by ear.
- I can improvise using up to 2 notes C&A
- I can compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale)

Sticky Learning

Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York.



Disco music has repetitive vocals and catchy rhythmic beats provided by instruments like drum sets.

Pentatonic scale is a musical scale with five notes per octave.

Pentatonic scales



Did you know?

The word Glockenspiel originally comes from Germany. 'Glocke' means 'bell' and 'spiel' means 'play'. So, when you put them together it means 'playing bells'.



Key Vocabulary

Pentatonic scale

melody

disco

hook

dynamics

tempo

riff

structure

Knowledge Organiser

Year 3 Narrative – Summer 1



Features and organisation for your writing:

Feature	Tick
Includes story language throughout the text	
Story has a clear problem and events which are developed throughout	
Makes clear links between introduction and ending	
Language links one paragraph to the next	
Story flows well	
Paragraphs are organised well	

Include language techniques:

Similes	Fronted <u>adverbials</u>
Metaphors	Prepositional phrases
Adverbs	Rhetorical questions
Subordinating conjunctions	
Short sharp sentences for effect	
Coordinating conjunctions	

Key vocabulary from the vehicle text:

Words:

ominous	trepidatious	enveloping
extinguished	wary	emerged
half-light	quivering	immediately

Phrases:

ventured alone	cavernous underbelly	anxious excitement
rushed forward eagerly	blackness remained	without thinking

Example text:

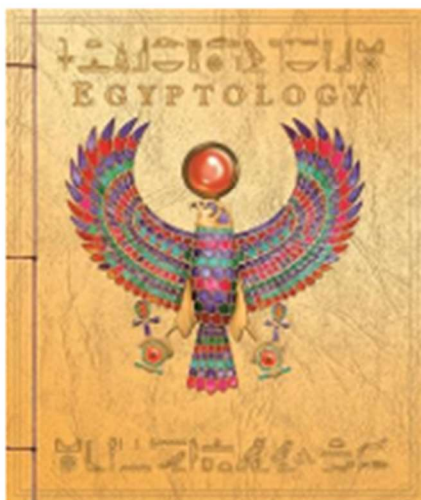
Pushing words of warning to the back of my mind, I ventured alone into the ominous pyramid. Steadying my flickering torch hand, I took one, two, three trepidatious steps down, down, down into its depths. The cavernous underbelly of this giant space surrounded me. I felt my breath catch in my throat... An awful chill came over me.

Searching through the half-light, I felt my way along the rough stone wall using the tatty, quivering map as a guide. My hand suddenly touched upon a small, round stone raised from the wall. Without thinking, I gave it a push and immediately began to feel a rumble below my feet. A cold drop of sweat trickled down my spine. As the dust settled, I could now see before me the dark outline of a doorway. This wasn't shown on my map. Could it be an unidentified passageway? In my anxious excitement, I rushed forward eagerly, thoughts of others' warnings far from my mind now.

Pacing down the secret passageway with increasing speed, blood pulsing in my ears, I reached an immense, enveloping space. Could this be the very tomb I had been searching for all this time? My heart quickened. Cautiously, I stepped into this dark space and my torch was immediately extinguished. Blackness remained.

Then, an uncontrollable shiver shuddered down my spine. The warnings could not be true, surely? "Another light!" I whispered breathlessly, trying to push all thoughts of traps and curses away. Taking another wary step forward, I knew then that the warnings were true. Something was moving. From out of nowhere, a huge granite stone began to roll towards me. Leaping forward, I came down with a crash onto a huge step, the granite narrowly missing my toes and trapping my map beneath it! I was alone, stuck and lost.

Just then, the ground began to tremble, rocks and dust falling on my head. I had to get out of here. "This way!" I heard a muffled cry near a dim light of a distant torch. I crawled my way through narrow tunnels towards the voice and a tiny speck of daylight emerged...



Sentence accuracy focus:

- Understanding of the difference between plural and possessive. Indicating possession using the possessive apostrophe with plural nouns (e.g. thoughts of others' warnings)
- Commas after fronted adverbials.
- Inverted commas to indicate direct speech.
- Use of comma after a reporting clause and use of end punctuation within inverted commas
- Cohesion (avoiding repetition, and using appropriate choice of nouns)
- Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.

Punctuation:

Commas ,	Used to separate items in a list, separates a subordinate clause from a main clause at the start of a sentence, follows a fronted adverbial, and marks out a relative clause. Cautiously, I stepped into this dark space and my torch was immediately extinguished.
Inverted commas "speech"	Used to punctuation direct speech / indicate a character is talking. "Another light!" I whispered breathlessly, trying to push all thoughts of traps and curses away.
Possessive apostrophes	Used to indicate possession. Also used with plural nouns. Thoughts of others' warnings far from my mind now.
Ellipses marks	Used to show the trailing off of thoughts or to create suspense. A tiny speck of daylight emerged

Knowledge Organiser

Year 3 Diary Writing – Summer 1



Features and organisation for your writing:

Feature	Tick
Includes date	
Written in the 1 st person	
Uses Past tense (mostly)	
Uses personal tone/informal language	
Includes emotive language	
Uses paragraphs	
Uses rhetorical questions and a variation of punctuation marks	

Include language techniques:

Similes	Fronted adverbials
Metaphors	Adverbs
Rhetorical questions	
Subordinating conjunctions	
Coordinating conjunctions	
Varied sentence types and sentence openers	

Key vocabulary from the vehicle text:

Words:

decorative	amulet	discarded
encrusted	ritual	preserve
reunite	inscription	possession

Phrases:

potentially dangerous discovery	immaculate condition	an ideal form
do not stand as a witness against me	I cannot rid my mind	grave dangers

Example text:

Date: Thursday 16th December 1926

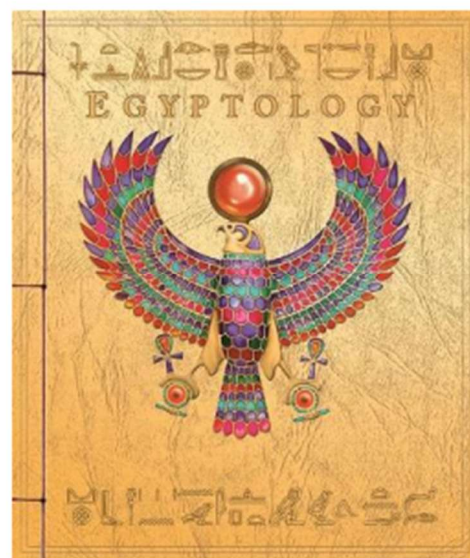
Location: The Valley of the Kings

Item found: Heart Scarab Amulet

I can't believe the discovery I have made today. Within the tomb of Rameses II, I discovered a highly decorative amulet buried beneath discarded mounds of rock and rubble. It was wrapped in a worn, muslin cloth that almost fell apart in my hands as I lifted it free. As I pulled it towards me, I caught a glimpse of the jewelled object shining through the holes in the cloth and knew I had just made a truly important and potentially dangerous discovery.

The amulet is encrusted with at least 40 rubies and emeralds varying in size, with some as big as my thumb nail. Unbelievably, there are almost no signs of damage. It is in almost immaculate condition. I believe these amulets were used during the mummification ritual to protect the heart, following the removal of all the other organs. From what I have read, the idea was to preserve the body as an ideal form so that the spirit of the dead person could eventually reunite with it. As I turned the amulet over in my hands, I also discovered an inscription: 'Do not stand as a witness against me'. What could this possibly mean?

Could this hold the key to the lost tomb of Osiris? I cannot rid my mind of the thoughts of the discovery this could lead to. Therefore, I feel this should remain within my possession. The secrets of this discovery may indeed give rise to grave dangers which even I cannot imagine.



Sentence accuracy focus:

- Understanding of the difference between plural and possessive. Indicating possession using the possessive apostrophe with plural nouns (e.g. thoughts of others' warnings)
- Commas after fronted adverbials.
- Inverted commas to indicate direct speech.
- Use of comma after a reporting clause and use of end punctuation within inverted commas
- Cohesion (avoiding repetition, and using appropriate choice of nouns)
- Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.

Punctuation:

Commas ,	Used to separate items in a list, separates a subordinate clause from a main clause at the start of a sentence, follows a fronted adverbial, and marks out a relative clause. Within the tomb of Ramses II, I discovered a highly decorative amulet.
Possessive apostrophes	Used to indicate possession. Also used with plural nouns. Thoughts of others' warnings far from my mind now.
Ellipses marks ...	Used to show the trailing off of thoughts or to create suspense. A tiny speck of daylight emerged...
Rhetorical question ?	A question asked to create a dramatic effect or make a point rather than to get an answer. What could this possibly mean?

Year 3: RE Knowledge Organiser



Summer 1: What is the 'Trinity' and why is it important for Christians?

Prior Learning

- In the Autumn term, you learnt about what type of world Jesus would want. Can you describe this to the rest of the class?
- Have you ever been to a Christening/Baptism? Did you know that there is no difference between a Christening and Baptism.
- Do you know or heard prayers that Christian might say? When would they say this prayer?

Core learning/skills

- Recognise what a 'Gospel' is and give an example of the kinds of stories it contains.
- Offer suggestions about what texts about baptism and the Trinity mean.
- Give examples of what these texts mean to some Christians today.
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like

Sticky Learning

Christians show their beliefs about God the Trinity in worship in different ways. Baptism and prayer are two examples.



GLORY BE
TO THE
FATHER,
SON, AND
HOLY SPIRIT!

In the church, the vicar explains that when the baby is baptised, he becomes part of God's family and can listen to stories about Jesus in the Bible. The vicar also explains that baptism is a new beginning and the sign of the cross shows that the baby is special to God.

Did you know?

The trinity is sometimes compared to water or eggs. Can you think why this may be the case? Can you think of any other comparisons?



Solid



Liquid



Gas



Key Vocabulary

symbol

cleansing

refreshing

Christian baptisms

gospel

Holy Spirit

trinity

symbolism