

Year 3 Knowledge Content Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Our European Neighbours	From Stone to Iron	The Mayans		What Makes the Earth Angry?	Railway Revolution
Author	Roald Dahl		Dick King Smith		Emily Gravett	
Grammar	Determiners Conjunctions		Adverbs Prepositions Speech Tenses		Nouns Paragraphs Word Families Prefixes	
Writing	Narrative Poetry Diary READ WRITE INC.		Narrative Recount Non-chronological Report READ WRITE INC.		Instructions Playscript Descriptions READ WRITE INC.	
Reading	VIPERS – become more familiar with each different question type and link with Foundation subjects Develop WCR & Reading for pleasure READ WRITE INC.		Read different text types: Continue to develop each question type (VIPERS) and extend reading knowledge with challenging texts Focus on speed accuracy READ WRITE INC.	Continue to develop each question type (VIPERS) and extend reading knowledge with texts. Focus on speed and accuracy Continue to develop WCR & Reading for pleasure READ WRITE INC.	Focus on Reading for Pleasure Develop links with Reading through Foundation subjects READ WRITE INC.	
Maths	Place Value Addition and Subtraction Multiplication and Division		Multiplication and Division Money Statistics Measurement: Length and Perimeter Fractions		Fractions Time Shape Measurement: Mass and Capacity	
LOtC	/	Archery	Walking Climbing	/	Moorland Home Residential Mini-splash	/



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Science	<p><u>Working scientifically</u></p> <p>Can they use different ideas and suggest how to find something out?</p> <p>Can they set up a simple test to make comparisons?</p> <p>Can they make and record a prediction before testing?</p> <p>Can they plan a fair test and explain why it was fair?</p> <p>Can they use a range of equipment in a simple test?</p> <p>Can they measure accurately using different equipment and units of measure?</p> <p>Can they record their observations in different ways? (Labelled diagrams, charts etc.)</p> <p>Can they explain why they need to collect information to answer a question?</p> <p>Can they describe what they have found using Scientific language?</p> <p>Can they explain what they have found out and use their measurements to say whether it helps to answer their question?</p>				
	<p>Animals</p> <p>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.</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Forces and Magnets</p> <p>compare how things move on different surfaces.</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>describe magnets as having two poles.</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing</p>	<p>Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Rocks</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p>	<p>Light</p> <p>recognise that they need light in order to see things and that dark is the absence of light.</p> <p>notice that light is reflected from surfaces.</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>find patterns in the way that the size of shadows change.</p>



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Computing	<p>Finding and using information</p> <p>Can they select key words to include in web searches?</p> <p>Can they search for relevant images on the Internet to import into a document?</p> <p>Can they use Internet research to help create a report or presentation that answers specific questions on a topic?</p> <p>Can they copy and paste images from the Internet into a document to illustrate it?</p>	<p>Digital Creation</p> <p>Can they recognise the features of good page design and multimedia presentations and consider how these meet the needs of the audience e.g. poster, newspaper, menu, instructions?</p> <p>Can they understand that images, sounds and text on a website can be subject to copyright and abide by copyright rules when creating a presentation?</p> <p>Can they understand how sound can be used in presentations to create meaning and provide effects?</p> <p>Can they add simple titles, credits and special effects e.g. transitions?</p> <p>Can they understand that planning evaluating and improving and editing are vital parts of the design process and that ICT allows changes to be made quickly and efficiently?</p> <p>Can they use various tools in photo-manipulation software to edit/change an image e.g. applying different special effects?</p>	<p>Computing & coding</p> <p>Can they extend understanding and knowledge of programming by experiencing a variety of resources?</p> <p>Can they begin to correct errors (debug) as they program devices and actions on screen?</p> <p>Can they develop computational thinking by undertaking a variety of specific tasks?</p> <p>Can they use assisted programming software (Scratch) to plan, design and create characters and scenes, which interact with external controllers (e.g. keyboard and/or mouse)?</p>	<p>Working with data</p> <p>Can they change the contents of cells in a pre-prepared spreadsheet and explore the consequences?</p> <p>Do they understand how spreadsheet models allow changes to be made quickly and easily in comparison with real life situations?</p> <p>Can they generate and compare different charts and graphs (using graphing software, or spreadsheets) and understand that different graphs are used for different purposes?</p> <p>Can they use a pre-prepared spreadsheet to record data to answer questions, explore simple number patterns and produce graphs?</p>	<p>Networks communication & collaboration</p> <p>Can they use online tools such as blogs and forums to exchange information and collaborate with others within and beyond their school?</p> <p>Can they recognise the advantages and consequences of online communication?</p> <p>Can they record and share information electronically?</p>	<p>E-Safety & E-Responsibility</p> <p>Do I know what cyberbullying is and how to address it?</p> <p>Do I understand how websites use advertisements to promote products?</p> <p>Can I create strong passwords and understand privacy settings?</p> <p>Can I safely send and receive emails?</p> <p>Can I explore different ways children can communicate online?</p> <p>Can I use my knowledge about online safety to plan a party online?</p>
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Art	<p>Knowledge – Pablo Picasso Can they compare the work of different artists? (Yayoi Kusama) Can they explore work from other cultures? Can they explore work from other periods of time? Are they beginning to understand the viewpoints of others by looking at images of people and understand how they are feeling and what the artist is trying to express in their work?</p> <p>Printing- Can they make a printing block? Can they make a 2 colour print?</p>	<p>Painting- Cave painting (background wash) Can they predict with accuracy the colours that they mix? Do they know where each of the primary and secondary colours sits on the colour wheel? Can they create a background using a wash? Can they use a range of brushes to create different effects?</p> <p>IT (link to computing) Can they use the printed images they take with a digital camera and combine them with other media to produce art work? Can they use IT programs to create a piece of work that includes their own work and that of others (using web)? Can they use the web to research an artist or style of art?</p>	<p>Collage Can they cut very accurately? Can they overlap materials? Can they experiment using different colours? Can they use mosaic? Can they use montage? 3D Can they add onto their work to create texture and shape? Can they work with life size materials?</p>	<p>Sketch Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? Can they make notes in their sketch books about techniques used by artists? Can they suggest improvements to their work by keeping notes in their sketch books? Drawing Can they show facial expressions in their drawings? Can they use their sketches to produce a final piece of work? Can they write an explanation of their sketch in notes? Can they use different grades of pencil shades, to show different tones and texture?</p> <p>Textiles (link with DT- pencil cases?) Can they use more than one type of stitch? Can they join fabric together to form a quilt using padding? Can they use sewing to add detail to a piece of work?</p>
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DT	<p>Link to French</p> <p>Can they use a range of techniques to shape and mould?</p> <p>Do they use finishing techniques when using mouldable materials?</p>		<p>Chocolate Bar</p> <p>Can they show that their design meets a range of requirements?</p> <p>Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?</p> <p>Can they describe their design using an accurately labelled sketch and words?</p> <p>Can they use equipment and tools accurately?</p> <p>Can they explain what worked well and what they would change to improve their plan/design?</p>		<p>Sandwiches (Residential)</p> <p>Can they choose the right ingredients for a product?</p> <p>Can they use cooking preparation equipment safely?</p> <p>Can they make sure that their product looks attractive?</p> <p>Can they set out to grow plants such as cress and herbs from seed?</p> <p>Link to Fossils</p> <p>Can they use a range of techniques to shape and mould?</p> <p>Do they use finishing techniques when using mouldable materials?</p>	<p>Pencil Cases</p> <p>Can they join textiles of different types in different ways?</p> <p>Can they choose textiles both for their appearance and also qualities?</p> <p>Do they use the most appropriate materials for different projects?</p> <p>Can they work accurately to make cuts and holes in materials and paper?</p> <p>Can they join materials?</p>
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Geography	<p>3A Do they use correct geographical words to describe a place and the events that happen there?</p> <p>3B Can they identify key features of a locality by using a map?</p> <p>3K Can they explain how the lives of people in the Mediterranean would be different from their own?</p> <p>3O Can they use maps and atlases appropriately by using contents and indexes?</p> <p>3P Can they locate the Mediterranean and explain why it is a popular holiday destination?</p> <p>3R Can they name a number of countries in the Northern Hemisphere?</p> <p>3T Can they name and locate some well-known European countries?</p> <p>3U Can they name and locate the capital cities of neighboring European countries?</p> <p>3V Are they aware of different weather in different parts of the world, especially Europe?</p> <p>3W Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	<p>Watergrove</p> <p>3C Can they begin to use 4 figure grid references?</p> <p>3D Can they accurately plot NSEW on a map?</p>	<p>Hollingworth Lake</p> <p>Can they make accurate measurement of distances within 100km?</p> <p>3Q Can they recognise the 8 points of the compass (N,NW,W,S,SW,SE,E,NE)?</p> <p>Moorland Home</p> <p>3E Can they use some basic OS map symbols?</p> <p>What makes the Earth Angry?</p> <p>3G Can they describe how volcanoes have an impact on people's lives?</p> <p>3H Can they confidently describe physical features in a locality?</p> <p>3I Can they explain why a locality has certain human features?</p> <p>3J Can they explain why a place is like it is?</p> <p>3L Can they describe how volcanoes are created?</p> <p>3M Can they describe how earthquakes are created?</p> <p>3S Can they locate and name some of the world's most famous volcanoes?</p>
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History		<p>From Stone to Iron</p> <p>3A Can they describe events and periods using the words: BC, AD and decade?</p> <p>3B Can they describe events from the past using dates when things happened?</p> <p>3D Can they use a timeline within a specific time in history to set out the order things may have happened?</p> <p>3F Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do?</p> <p>3G Can they begin to picture what life would have been like for the early settlers?</p> <p>3L Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>3M Can they use various sources of evidence to answer questions?</p> <p>3N Can they use various sources to piece together information about a period in history?</p> <p>3Q Can they, through research, identify similarities and differences between given periods in history?</p>	<p>The Mayans</p> <p>3C Can they describe events and periods using the words: ancient and century?</p> <p>3K Can they suggest why certain people acted as they did in history?</p> <p>3M Can they use various sources of evidence to answer questions?</p> <p>3Q Can they, through research, identify similarities and differences between given periods in history?</p>			<p>Railway Revolution</p> <p>3E Can they use their mathematical knowledge to work out how long ago events would have happened?</p> <p>3J Can they suggest why certain events happened as they did in history?</p> <p>3M Can they use various sources of evidence to answer questions?</p> <p>3O Can they research a specific event from the past?</p> <p>3P Can they use their 'information finding' skills in writing to help them write about historical information?</p> <p>3Q Can they, through research, identify similarities and differences between given periods in history?</p>
MFL (French)	<p>3A Can they understand short passages made up of familiar language?</p> <p>3B Can they understand instructions, messages and dialogues within short passages?</p>	<p>3C Can they identify and note the main points and give a personal response on a passage?</p> <p>3D Can they have a short conversation where they are saying 2-3 things?</p> <p>3E Can they use short phrases to give a personal response?</p>	<p>3F Can they read and understand short texts using familiar language?</p> <p>3G Can they identify and note the main points and give a personal response?</p>	<p>3H Can they read independently?</p> <p>3I Can they use a bilingual dictionary or glossary to look up new words?</p> <p>3J Can they write 2-3 short sentences on a familiar topic?</p> <p>3K Can they say what they like and dislike about a familiar topic?</p>	<p>3H Can they read independently?</p> <p>3I Can they use a bilingual dictionary or glossary to look up new words?</p> <p>3J Can they write 2-3 short sentences on a familiar topic?</p> <p>3K Can they say what they like and dislike about a familiar topic?</p>	<p>3H Can they read independently?</p> <p>3I Can they use a bilingual dictionary or glossary to look up new words?</p> <p>3J Can they write 2-3 short sentences on a familiar topic?</p> <p>3K Can they say what they like and dislike about a familiar topic?</p>



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Music	<p>How Does Music Bring Us Closer Together? <i>Developing Notation Skills</i></p>	<p>What Stories Does Music Tell Us About The Past? <i>Enjoying Improvisation</i></p>	<p>How Does Music Help to Make The World A Better Place? <i>Composing Using Your Imagination</i></p>	TBA (see Charanga)	TBA (see Charanga)	TBA (see Charanga)
	<p>3A Can they play clear notes on instruments? 3B Do they control their voice when singing? 3C Do they sing in tune with expression? 3D Can they use different elements in their composition? 3E Can they create repeated patterns with different instruments? 3F Can they combine different sounds to create a specific mood or feeling? 3G Can they compose melodies and songs? 3H Can they create accompaniments for tunes? 3I Can they improve their work; explaining how it has improved? 3J Can they use musical words (the elements of music) to describe a piece of music and compositions? 3K Can they recognise the work of at least one famous composer? 3L Can they use musical words to describe what they like and dislike?</p>	<p>3A Can they play clear notes on instruments? 3B Do they control their voice when singing? 3C Do they sing in tune with expression? 3D Can they use different elements in their composition? 3E Can they create repeated patterns with different instruments? 3F Can they combine different sounds to create a specific mood or feeling? 3G Can they compose melodies and songs? 3H Can they create accompaniments for tunes? 3I Can they improve their work; explaining how it has improved? 3J Can they use musical words (the elements of music) to describe a piece of music and compositions? 3K Can they recognise the work of at least one famous composer? 3L Can they use musical words to describe what they like and dislike?</p>	<p>3A Can they play clear notes on instruments? 3B Do they control their voice when singing? 3C Do they sing in tune with expression? 3D Can they use different elements in their composition? 3E Can they create repeated patterns with different instruments? 3F Can they combine different sounds to create a specific mood or feeling? 3G Can they compose melodies and songs? 3H Can they create accompaniments for tunes? 3I Can they improve their work; explaining how it has improved? 3J Can they use musical words (the elements of music) to describe a piece of music and compositions? 3K Can they recognise the work of at least one famous composer? 3L Can they use musical words to describe what they like and dislike?</p>	<p>3A Can they play clear notes on instruments? 3B Do they control their voice when singing? 3C Do they sing in tune with expression? 3D Can they use different elements in their composition? 3E Can they create repeated patterns with different instruments? 3F Can they combine different sounds to create a specific mood or feeling? 3G Can they compose melodies and songs? 3H Can they create accompaniments for tunes? 3I Can they improve their work; explaining how it has improved? 3J Can they use musical words (the elements of music) to describe a piece of music and compositions? 3K Can they recognise the work of at least one famous composer? 3L Can they use musical words to describe what they like and dislike?</p>	<p>3A Can they play clear notes on instruments? 3B Do they control their voice when singing? 3C Do they sing in tune with expression? 3D Can they use different elements in their composition? 3E Can they create repeated patterns with different instruments? 3F Can they combine different sounds to create a specific mood or feeling? 3G Can they compose melodies and songs? 3H Can they create accompaniments for tunes? 3I Can they improve their work; explaining how it has improved? 3J Can they use musical words (the elements of music) to describe a piece of music and compositions? 3K Can they recognise the work of at least one famous composer? 3L Can they use musical words to describe what they like and dislike?</p>	<p>3A Can they play clear notes on instruments? 3B Do they control their voice when singing? 3C Do they sing in tune with expression? 3D Can they use different elements in their composition? 3E Can they create repeated patterns with different instruments? 3F Can they combine different sounds to create a specific mood or feeling? 3G Can they compose melodies and songs? 3H Can they create accompaniments for tunes? 3I Can they improve their work; explaining how it has improved? 3J Can they use musical words (the elements of music) to describe a piece of music and compositions? 3K Can they recognise the work of at least one famous composer? 3L Can they use musical words to describe what they like and dislike?</p>



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PE	<p>Ultimate Frisbee Can they explain why it is important to warm-up and cool-down? Do they know and use rules fairly to keep games going? Are they aware of space and use it to support teammates and cause problems for the opposition?</p>	<p>Dance Can they select and use the most appropriate skills, actions or ideas? Can they explain how their work is similar and different from that of others? With help, can they recognise how performances could be improved? Can they explain why it is important to warm-up and cool-down? Can they improvise freely, translating ideas from a stimulus into movement? Can they create and perform phrases with a partner and in small groups? Can they use dynamic, rhythmic and expressive qualities clearly and with control? Can they use a greater number of their own ideas for movement in response to a task?</p>	<p>Gymnastics Can they explain why it is important to warm-up and cool-down? Can they identify some muscle groups use in gymnastic activities? Can they adapt sequences to suit different types of apparatus and their partner's ability?</p> <p>Watergrove Can they move from one location to another following a map? Can they use clues to follow a route? Can they follow a route safely?</p>	<p>Badminton Can they explain why it is important to warm-up and cool-down? Do they know and use rules fairly to keep games going? Can they keep possession with some success when using equipment that is not used for throwing and catching skills?</p>	<p>Rounders Can they explain why it is important to warm-up and cool-down? Can they throw and catch with control when under limited pressure? Do they know and use rules fairly to keep games going?</p>	<p>Athletics Can they explain why it is important to warm-up and cool-down? Can they run at fast, medium and slow speeds, changing speed and direction? Can they link running and jumping activities with some fluency, control and consistency? Can they take part in a relay activity, remembering when to run and what to do? Can they throw a variety of objects, changing their action for accuracy and distance?</p>
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PSHE	<p>E-Safety/ The year ahead</p> <p>Can I identify the main ways I can stay safe online?</p> <p>Can I say why it is important to follow safety rules for using the internet safely?</p> <p>Can I say which information I should be careful about sharing online?</p> <p>Can I explain the sensible choices I need to make to keep myself safe online?</p> <p>When online, can I say where to go to get support?</p> <p>Can I say what the positives and negatives are of being responsible for the class and their learning?</p> <p>Can I explain why we need rules?</p> <p>Can I identify the three main ways we learn?</p> <p>Can I say what the challenges are of planning ahead?</p> <p>Can I identify the important role a teacher plays in learning?</p>	<p>Friendship/ Loss & Separation</p> <p>Can I say what the main features are of good friends?</p> <p>Can I say why having a good friend make life so much better?</p> <p>Can I name the different places I have met and made friends?</p> <p>Can I explain how I can show friendship and explain how it makes me feel?</p> <p>Can I explain boundaries within my friendships?</p> <p>Can I say whether I think being a good friend is an achievement or not – and explain why?</p> <p>Can I explain the word ‘empathise’ and explain how it would benefit someone else?</p> <p>Can I explain what to do I should become lost?</p>	<p>Physical, emotional and mental/ Sleep</p> <p>Can I explain the difference between physical and mental health?</p> <p>Can I say which more important – physical or mental health is?</p> <p>Can I say why goal setting is important and explain how it will help me in my future?</p> <p>Can I say why sleep is so important and suggest how much sleep I should get?</p>	<p>Clear messages/ Communities</p> <p>Can I explain why a good, clear communication is so important?</p> <p>Can I say what makes a good listener?</p> <p>Do I understand what the benefits are of being part of a community?</p> <p>Can I say what was most noticeable about the different school community?</p>	<p>Puberty/ Emergencies</p> <p>Can I explain what is meant by puberty and talk about how our bodies change in this time?</p> <p>Can I explain why we lose our first teeth and explain how to look after our new teeth?</p> <p>Can I explain what ‘first aid’ is?</p> <p>Can I explain when I would need to call 999?</p> <p>Do I know what information I need when calling 999?</p> <p>Can I explain the role of a paramedic?</p>	<p>Healthy lifestyles/</p> <p>Can I say some of the ways that I can keep myself healthy?</p> <p>Can I say what happens to my body when exercising?</p> <p>Can I suggest benefits of regular exercising?</p> <p>Can I explain what is more important – a need or a want?</p> <p>Can I suggest other ways of keeping healthy?</p> <p>Can I say what makes a good working relationship and can I explain why it may not always be a good idea to work with our friends?</p> <p>Can I suggest some of the problems I may face when working with others?</p> <p>Can I say under which circumstances, collaboration works best?</p>
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RE	<p>What do different people believe about God?</p> <p>Can they describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Can they ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Can they suggest why having a faith or belief in something can be hard (B2).</p> <p>Can they identify how and say why it makes a difference in people’s lives to believe in God (B1).</p>	<p>Why is the Bible important to Christians today?</p> <p>Can they make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <p>Can they give examples of how and suggest reasons why Christians use the Bible today (B1).</p> <p>Can they describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>Can they discuss their own and others’ ideas about why humans do bad things and how people try to put things right (C3).</p>		<p>What does it mean to be a Christian in Britain today?</p> <p>Can they describe the practice of prayer in the religions studied (A2).</p> <p>1Can they make connections between what people believe about prayer and what they do when they pray (A3)</p> <p>Can they describe ways in which prayer can comfort and challenge believers (B2).</p> <p>Can they describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</p>		<p>Why do people pray?</p> <p>Can they describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <p>Can they describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</p> <p>Can they suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2)</p> <p>Can they discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>
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