

Year 3- Knowledge Content Document

	Autumn 1 7 weeks, 3 days	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks 3 days	Summer 1 5 weeks	Summer 2 7 weeks, 2 days
Theme	The Maya	From Stone to Iron	What makes the Earth angry?	Railway Revolution	Our European Neighbours	Our European Neighbours (Spain)
SEN Story sacks	One Day on our Blue Planet: In the Rainforest: 3	How to wash a woolly mammoth/ Cave Baby	Pirates love underpants	The Polar Express	The boy who sailed the world	Emma Jane's Aeroplane
Author	Roald Dahl		Dick King Smith		Joseph Coelho	
Grammar	1. Ready to Write 2. Determiners 3. Conjunctions /Read, Write, Inc.		1. Adverbs 2. Prepositions 3. Speech 4. Tenses /Read, Write, Inc.		1. Nouns 2. Paragraphs 3. Word Families 4. Prefixes /Read, Write, Inc.	
Writing	Read Write Inc. Stage 3 writing (author/ theme links)		Read Write Inc. Stage 3 writing (author/ theme links)		Read Write Inc. Stage 3 writing (author/ theme links)	
Reading/ Phonics	Read Write Inc. Reading Comprehension DEAR Time Whole class reading/ Library Class novel		Read Write Inc. Reading Comprehension DEAR Time Whole class reading/ Library Class novel		Read Write Inc. Reading Comprehension DEAR Time Whole class reading/ Library Class novel	
Maths	Place Value Addition and Subtraction A Addition and Subtraction B Multiplication and division A Multiplication and division B (Spring block 1)		Multiplication and division B Length and Perimeter Fractions A Mass and Capacity		Fractions B Money Time Shape Statistics	
LoC		Archery	Climbing	Walking- map objectives Walking- Healey Dell	Residential Mini Splash	



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Visits/ Experiences/ Theme weeks	Dr Davies, Maya workshop	Swimming		SWIMMING		
	Roald Dahl drama workshop, The Lowry- Roald Dahl Day, Friday 13 th September 2024	Children in Need, Friday 15 th November 2024	Safer internet Day, Tuesday 11 th February 2025	World Book Day, Thursday 6 th March 2025	St John's ambulance visit	Sport and Diversity
	'World Culture Day' (Mexico)	Enterprise Week		Mother's Day, Sunday 30 th March		Father's Day, Sunday 15 th June 2025
		Touchstones loan box & visitors		Food bank volunteer		Church Visit- Christchurch, Healey
				Church Visit- Nelson St		

Science	<u>Working Scientifically</u> 3A asking relevant questions and using different types of scientific enquiries to answer them 3B setting up simple practical enquiries, comparative and fair tests 3C making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 3D gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 3E recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 3F reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 3G using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 3H identifying differences, similarities or changes related to simple scientific ideas and processes 3I using straightforward scientific evidence to answer questions or to support their findings.				
	Forces and Magnets 3A explain and compare how things move on different surfaces 3B notice that some forces need contact between two objects, but magnetic forces can act at a distance 3C observe how magnets attract or repel each other and attract some materials and not others 3D 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 3E describe magnets as having two poles 3F predict whether two magnets will attract or repel each other, depending on which poles are facing	Rocks 3A compare and group together different kinds of rocks on the basis of their appearance and simple physical properties 3B describe in simple terms how fossils are formed when things that have lived are trapped within rock 3C recognise that soils are made from rocks and organic matter.	Animals 3A 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 3B identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Plants 3A identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 3B 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 3C investigate the way in which water is transported within plants 3D explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <i>*See DT objective linked to plants</i>	Light 3A recognise that they need light in order to see things and that dark is the absence of light 3B notice that light is reflected from surfaces 3C recognise that light from the sun can be dangerous and that there are ways to protect their eyes 3D find patterns in the way that the size of shadows change 3E recognise that shadows are formed when the light from a light source is blocked by an opaque object



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Computing	E-safety Do I know what cyberbullying is and how to address it? Can I create strong passwords and understand privacy settings? Do I understand how websites use advertisements to promote products? Can I safely send and receive emails? Can I explore different ways children can communicate online? Can I use my knowledge about online safety to plan a pary online				
	Computing Systems and Networks Connecting Computers 1.1 Do they know how digital devices function 1.2 Can they identify input and output devices 1.3 Do they know how digital devices can change the way we work? 1.4 Do they know how a computer network can be used to share information? 1.5 Do they know how digital devices can be connected? 1.6 Do they know about the physical components of a network?	Creating Media Stop Frame Animation 2.1 Do they know that animation is a sequence of drawings or photographs 2.2 Can they relate animated movement with a sequence of images 2.3 Can they plan an animation? 2.4 Can they work consistently and carefully? 2.5 Can they review and improve an animation? 2.6 Can they evaluate the impact of adding media to an animation?	Data and information Branching databases 4.1 Can they create questions with yes/no answers? 4.2 Do they know what attributes are needed to collect data about a project? 4.3 Can they create a branching database? 4.4 Do they know why it is helpful for a database to be well structured 4.5 Can they plan the structure of a branching database? 4.6 Can they create an identification tool independently?	Creating media Desktop publishing 5.1 Do they know that text and images convey information? 5.2 Do they know that text and layout can be edited? 5.3 Can they choose appropriate page settings? 5.4 Can they add content to a desktop publishing publication? 5.5 Do they know that different layouts can suit different purposes? 5.6 Do they now about the benefits of desktop publishing?	Programming A Sequencing sounds 3.1 Can they explore a new programming environment? 3.2 Do they know that commands have an outcome? 3.3 Can they explain that a programme has a start? 3.4 Can they recognise that a sequence of commands can have an order? 3.5 Can they change the appearance of my project? 3.6 Can they create a project from a task description?

Programming B
Events and Actions

- 6.1 Do they know how a sprite moves in an existing project?
- 6.2 Can they create a program to move a sprite in four directions?
- 6.3 Can they adapt a program to a new context?
- 6.4 Can they develop their program by adding features?
- 6.5 Can they identify and fix bugs in a program
- 6.6 Can they design and create a maze-based challenge?



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Art	3D 1. Do they know how to add onto their work to create texture and shape? 2. Can they work with life size materials?	Painting Do they know how to predict with accuracy the colours that they mix? 2. Do they know where each of the primary and secondary colours sit on the colour wheel? 3. Can they create a background using a wash? 4. Do they know how to use a range of brushes to create different effects? IT (Enterprise Week) 1. Do they know how to use their sketch books to express feelings about a subject and to describe likes and dislikes? 2. Can they make notes in their sketch books about techniques used by artists? 3. Do they suggest improvements to their work by keeping notes in their sketch books?	Printing 1. Can they make a printing block? 2. Can they make a 2 colour print?	Collage 1. Do they know how to cut very accurately? 2. Can they overlap materials? 3. Do they know how to experiment using different colours?	Sketch (Moorland Home; Jane Goodall) 1. Do they know how to use their sketch books to express feelings about a subject and to describe likes and dislikes? 2. Can they make notes in their sketch books about techniques used by artists? 3. Do they suggest improvements to their work by keeping notes in their sketch books? Drawing 1. Can they show facial expressions in their drawings? 2. Can they use their sketches to produce a final piece of work? 3. Can they write an explanation of their sketch in notes? 4. Do they know how to use different grades of pencil shade, to show different tones and textures?	Knowledge (Pablo Picasso & Frida Kahlo) 1. Do they know how to compare the work of different artists? 2. Can they explore work from other cultures? 3. Can they explore work from other periods of time? 4. Do they begin to understand the viewpoints of others by looking at images of people and understanding how they are feeling and what the artist is trying to express in their work? Textiles (Sport & Diversity- Team badge) 1. Can they use more than one type of stitch? 2. Can they join fabric together to form a quilt using padding? 3. Do they know how to use sewing to add detail to a piece of work?



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DT	Design phase (for all projects) 1. Do they know how to put together a step-by-step plan which shows the order and what equipment and tools they need? 2. Can they show that their design meets a range of requirements? 3. Do they know how to describe their design using an accurately labelled sketch and words? Make phase (for all projects) 4. Do they know how to use equipment and tools accurately? 5. Do they use the most appropriate materials for different projects? Evaluate phase (for all projects) 14. Can they explain what worked well and what they would change to improve their plan/design?				
	Cooking & Nutrition 11. Do they know how to use cooking preparation equipment safely?			Cooking & Nutrition 10. Can they choose the right ingredients for a product? 12. Can they make sure that their product looks attractive? Structures- Gaudi/ leaning tower of Pisa 6. Can they work accurately to make cuts and holes in materials and paper? *Plants 13. Do they know how to set out to grow plants such as cress and herbs from seed?	Textiles (Sport & Diversity- Team badge/design dog jacket reflective) 7. Do they know how to join textiles of different types in different ways? 8. Can they choose textiles both for their appearance and also qualities? 9. Do they know how to join materials?
Geography	8. Do they know the physical features in a locality enough to confidently describe them? 9. Do they explain why a locality has certain human features? 10. Do they explain why a place is like it is? 23. Do they have some geographical knowledge of the similarities and differences, through the study of human and physical geography, of a region of the United Kingdom, a European country, and within North or South America?				



			<p>What makes the Earth Angry? **John Milne**</p> <p>7. Are they aware how volcanoes have an impact on people’s lives?</p> <p>12. Do they know how volcanoes are created?</p> <p>13. Do they know how earthquakes are created?</p> <p>19. Do they know some of the world’s most famous volcanoes and locate them?</p>	<p>Railway Revolution (Local area walk- Watergrove Reservoir)</p> <p>1. Do they know the correct geographical words to describe a place and the events that happen there?</p> <p>2. Do they identify key features of a locality by using a map?</p> <p>3. Do they know how to use 4 figure grid references?</p> <p>4. Do they know how to accurately plot NSEW on a map?</p> <p>5. Do they know how to use some basic OS map symbols?</p> <p>6. Do they make accurate measurement of distances within 100km?</p>	<p>Our European Neighbours</p> <p>15. Do they know how to use maps and atlases appropriately by using contents and indexes?</p> <p>17. Do they know the 8 points of the compass (N, NW, W, SW, SE, E, NE)?</p> <p>18. Do they know some of the counties in the Northern Hemisphere?</p> <p>20. Do they know some well-known European countries and locate them?</p> <p>21. Do they know the capital cities of neighbouring European countries and locate them?</p> <p>22. Have they got the knowledge of the different weather in Europe and other parts of the world?</p>	<p>Our European Neighbours (Spain)</p> <p>11. Do they explain how the lives of people in the Mediterranean would be different from their own?</p> <p>16. Do they know how to locate the Mediterranean and explain why it is a popular holiday destination?</p>
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History	<p>3A Do they know how to describe events and periods using the words: BC, AD, decade century and ancient?</p> <p>3C Do they know how to use a timeline within a specific time in history to set out the order things may have happened?</p> <p>3H Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>3J Can they use their ‘information finding’ skills in writing to help them write about historical information?</p> <p>3K Can they, through research, identify similarities and differences between given periods in history?</p> <p>3M Do they know how to use various sources of evidence to answer questions and piece together information about a period of history?</p>
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	<p>The Maya</p> <p>3A Do they know how to describe events and periods using the words: BC, AD, decade century and ancient?</p> <p>3C Do they know how to use a timeline within a specific time in history to set out the order things may have happened?</p> <p>3H Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</p> <p>3J Can they use their ‘information finding’ skills in writing to help them write about historical information?</p> <p>3K Can they, through research, identify similarities and differences between given periods in history?</p> <p>3M Do they know how to use various sources of evidence to answer questions and piece together information about a period of history?</p>	<p>From Stone to Iron</p> <p>3D Do they know that Britain has been invaded by several different groups over time?</p> <p>3E Do they appreciate and understand that the early Brits would not have communicated as we do or have eaten as we do?</p> <p>3F Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</p> <p>3L Can they begin to picture what life would have been like for the early settlers?</p>		<p>Railway Revolution</p> <p>3B Do they know how to describe events from the past using dates of when things happened?</p> <p>3G Can they suggest why certain events happened as they did in history and why certain people acted in the way that they did?</p> <p>3I Can they research a specific event from the past?</p> <p>12th and 19th March – Railway trip</p>		
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MFL (French)	<p>Listening</p> <p>1. Do I know and recognise some sounds used in words when spoken aloud?</p> <p>2. Do I know how to use learnt vocabulary to understand the main points from short phrases or sentences?</p> <p>3. Do I know to use learnt vocabulary to help me understand and join in with stories, songs and rhymes?</p> <p>Speaking</p> <p>4. Do I use the phrases I know to ask and answer a question?</p> <p>5. Do I know the pronunciation and sounds to say some words clearly in the language?</p> <p>Reading</p> <p>6. Do I know to look for familiar language to translate a phrase?</p> <p>7. Do I know how to look for cognates and semi-cognates to help translate short phrases?</p> <p>Writing</p> <p>8. Do I know how to use a bilingual dictionary or glossary to check a word?</p> <p>9. Do I know how to write a short sentence by adapting vocabulary and structures I know?</p> <p>10. Do I use the sounds I know to help me to write words in the target language?</p>
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Music	Ballads 3B Do they control their voice when singing? 3C Do they sing in tune with expression? 3J Can they use musical words (the elements of music) to describe a piece of music and compositions?	Developing singing technique- The Vikings 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?	Pentatonic melodies and composition- Chinese New Year 3A Can they play clear notes on instruments? 3D Can they use different elements in their composition? 3G Can they compose melodies and songs? 3H Can they create accompaniments for tunes? 3J Can they use musical words (the elements of music) to describe a piece of music and compositions?	Traditional instruments and improvisation- India 3A Can they play clear notes on instruments? 3L Can they use musical words to describe what they like and dislike 3J Can they use musical words (the elements of music) to describe a piece of music and compositions?	Jazz 3A Can they play clear notes on instruments? 3K Can they recognise the work of at least one famous composer? 3J Can they use musical words (the elements of music) to describe a piece of music and compositions?	Creating compositions in response to an animation- Mountains 3A Can they play clear notes on instruments? 3E Can they create repeated patterns with different instruments? 3F Can they combine different sounds to create a specific mood or feeling? 3J Can they use musical words (the elements of music) to describe a piece of music and compositions?
PE	Planned and assessed by EA 3A Can they select and use the most appropriate skills, actions or ideas? 3B Can they explain how their work is similar and different from that of others? 3C With help, can they recognise how performances could be improve? 3D Can they explain why it is important to warm-up and cool-down? 3E Can they identify some muscle groups use in gymnastic activities? 3F Can they improvise freely, translating ideas from a stimulus into movement? 3G Can they create and perform phrases with a partner and in small groups? 3H Can they use dynamic, rhythmic and expressive qualities clearly and with control? 3I Can they throw and catch with control when under limited pressure? 3J Are they aware of space and use it to support team-mates and cause problems for the opposition? 3K Do they know and use rules fairly to keep games going? 3L Can they keep possession with some success when using equipment that is not used for throwing and catching skills? 3M Can they use a greater number of their own ideas for movement in response to a task? 3N Can they adapt sequences to suit different types of apparatus and their partners ability? 3O Can they run at fast, medium and slow speeds, changing speed and direction? 3P Can they link running and jumping activities with some fluency, control and consistency? 3Q Can they take part in a relay activity, remembering when to run and what to do? 3R Can they throw a variety of objects, changing their action for accuracy and distance? 3S Can they move from one location to another following a map? 3T Can they use clues to follow a route? 3U Can they follow a route safely?					



PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	1. Know that the school has a shared set of values	1. Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do	1. Know that they are responsible for their own learning	1. Know how exercise affects their bodies	1. Know that different family members carry out different roles or have different responsibilities within the family	1. Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults
	2. Know why rules are needed and how these relate to choices and consequences	2. Know that conflict is a normal part of relationships	2. Know what an obstacle is and how they can hinder achievement	2. Know that the amount of calories, fat and sugar that they put into their bodies will affect their health	2. Know some of the skills of friendship, e.g. taking turns, being a good listener	2. Know some of the outside body changes that happen during puberty
	3. Know that actions can affect others’ feelings	3. Know that some words are used in hurtful ways and that this can have consequence	3. Know how to take steps to overcome obstacles	3. Know that there are different types of drugs	3. Know some strategies for keeping themselves safe online	3. Know some of the changes on the inside that happen during puberty
	4. Know that others may hold different views	4. Know why families are important	4. Know what dreams and ambitions are important to them	4. Know that there are things, places and people that can be dangerous	4. Know that they and all children have rights (UNCRC)	4. Know that in animals and humans lots of changes happen between conception and growing up
	5. Understand that they are important	5. Know that everybody’s family is different	5. Know about specific people who have overcome difficult challenges to achieve success	5. Know when something feels safe or unsafe	5. Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc	5. Know that in nature it is usually the female that carries the baby
	6. Know what a personal goal is	6. Know that sometimes family members don’t get along and some reasons for this	6. Know how they can best overcome learning challenges	6. Know why their hearts and lungs are such important organs	6. Know how some of the actions and work of people around the world help and influence my life	6. Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops
	7. Understanding what a challenge is		7. Know what their own strengths are as a learner	7. Know a range of strategies to keep themselves safe	7. Know the lives of children around the world can be different from their own	7. Know that babies need love and care from their parents/carers
	PANTS talk with Mrs Matthews		8. Know how to evaluate their own learning progress and identify how it can be better next time	8. Know that their bodies are complex and need taking care of		8. Know some of the changes that happen between being a baby and a child



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RE	<p>2.1 What do people believe about God?</p> <p>3A Can they describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>3B Can they ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>3C Can they suggest why having a faith or belief in something can be hard (B2).</p> <p>3D Can they identify how and say why it makes a difference in people’s lives to believe in God (B1).</p>	<p>2.2 Why is the Bible important to Christians today?</p> <p>3E Can they make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <p>3F Can they give examples of how and suggest reasons why Christians use the Bible today (B1).</p> <p>3G Can they describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>3H 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>2.7 What does it mean to be a Christian in Britain today?</p> <p>3M 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>3N Can they describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</p> <p>3O 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>3P 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>	<p>2.4 Why do people pray?</p> <p>3I Can they describe the practice of prayer in the religions studied (A2).</p> <p>3JCan they make connections between what people believe about prayer and what they do when they pray (A3)</p> <p>3K Can they describe ways in which prayer can comfort and challenge believers (B2).</p> <p>3L Can they describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</p>
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