

Year 3 Knowledge Organisers

Spring 2

2024

ART



Hanslope Primary School Art Knowledge Organiser

Year 3: Working with Shape and Colour

How does this link to my previous learning?

- To understand that we can combine collage with other disciplines such as drawing and print making.

National Curriculum Links:

- To use a range of materials creatively
- To develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space
- To learn about the work of a range of artists and to make links to our own work

How does this link to my future learning?

- To use close observations and try different hues and tones to capture 3d form in 2 dimensions – options to use collage from painted sheets.

What key vocabulary will I learn:

- "Show Me What You See",
- Response, Sketch, Note,
- Line, Shape, Capture, Share
- Cut, Direct, Try, Explore, Test,
- Colour, Shape, Elements, Composition,
 - Arrange
- Negative, Positive, Shape
- Photograph, Composition, Lighting, Focus,
 - Present, Share, Reflect,
 - Respond, Feedback

What will I know by the end of this unit:

- To explore an artwork through looking, talking and drawing
- To use the 'Show Me What You See' technique to help me look closely working in my sketchbook and making drawings and notes using pencils and pens.
- To cut shapes directly into paper, using scissors, inspired by artwork
- To collage with my cut elements, choosing colour shape and composition to make my own creative response to the artwork
- To add to my collage, using line, colour and shape made by stencils
- To explore negative and positive shapes
- To take photographs of my work
- To share my work with my class and reflect and share what I like, and what I would like to try again.
- To look at the work of my classmates and give useful feedback through class or small group discussion.

Computing



Hanslope Primary School Computing Knowledge Organiser

Year 3: Branching databases

How does this link to my previous learning?

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

National Curriculum Links:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

How does this link to my future learning?

- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.

What key vocabulary will I learn:

- Information
- Data
- Attributes
- Group
- Branching
- Database
- Multiple
- Classify
- Structure
- Present



What will I know by the end of this unit:

- To create questions with yes/no answers.
- To identify the object attributes needed to collect relevant data.
- To create a branching database.
- To identify objects using a branching database.
- To explain why it is helpful for a database to be well structured.
- To compare the information shown in a pictogram with a branching database.



French

niveau bleu

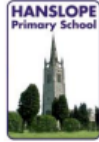
Year 3 Knowledge Organiser – SPRING TERM 2 niveau bleu

les Bouquinistes	the booksellers by the River Seine
le Canal Saint-Martin	St. Martin's Canal
la Seine	the River Seine
l'Opéra	the Opera
le Musée du Quai Branly	the Quai Branly Museum
le Centre Pompidou	the Pompidou Centre

À Paris	In Paris
il y a	there is / there are
aussi	also
onze	11
douze	12

les Bouquinistes	le Canal Saint-Martin	la Seine	l'Opéra	le Musée du Quai Branly	le Centre Pompidou
					

Geography



Hanslope Primary School Geography Knowledge Organiser

Year 3: How does our extreme earth cause natural disasters?

How does this link to my previous learning?

- Human and physical features
- Locating world's countries, using maps to focus on Europe
- The seven continents and oceans of the world

What key vocabulary will I learn:

- **Ring of fire** - a major area around the Pacific Ocean where many earthquakes and volcanic eruptions occur.
- **Active** - a volcano that has had an eruption in the last 10,000 years, and it is possible it may erupt in the future
- **Dormant** - a volcano that has not erupted in the last 10,000 years, but it is possible that it will erupt in the future
- **Extinct** - a volcano that has not had an eruption in the last 10,000 years, and will not erupt in the future
- **Crust** - The Earth's crust is its outer layer
- **Mantle** - Semi-molten rock, moving beneath the earth's crust. It is the movement in the mantle which causes tectonic plates to move
- **Core** - the central part of the earth, beneath the mantle
- **Tectonic plate** - any of the several segments of the Earth's crust that move
- **Lava** - molten, fluid rock that is ejected from a volcano and solidifies as it cools
- **Magma** - molten rock that is formed in very hot conditions inside the earth
- **Plate boundary** - where two tectonic plates meet
- **Vent** - the part of a volcano through which lava and gases erupt
- **Magma chambers** - A large underground pool of magma
- **Epicentre** - The point on the Earth's surface at the centre of an Earthquake.
- **Seismic waves** - An elastic wave in the earth produced by an earthquake

National Curriculum Links:

- describe and understand key aspects of: physical geography, including: volcanoes and earthquakes,
- 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,
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

How does this link to my future learning?

- Formation of mountains (yr5)
- describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts (yr4), mountains (Yr5)

What will I know by the end of this unit:

- I can locate major earthquakes and volcanoes on a map
- I can locate the Ring of Fire
- I can locate a famous volcano and name its country and continent (Italy)
- I can compare how a region with volcanic landscape is different/similar to my locality (Italy)
- I can explain the structure of the Earth (it has three layers – the crust, mantle and the core)
- I know the earth's crust is made up of 12 tectonic plates
- I can create a case study on a famous volcano
- I can explain how earthquakes occur
- I can describe and explain the process of a volcano erupting using correct terminology
- I know volcanoes can be active, dormant and extinct
- I know the Richter scale is used to measure the magnitude of an earthquake
- I know why earthquakes with the biggest magnitude do not always cause the most damage
- I can explain some advantages and disadvantages of living in a hazard prone area

Music



Hanslope Primary School Music Knowledge Organiser

Year 3: Traditional instruments and improvisation (India)

How does this link to my previous learning?

This links to previous learning of Jazz.

National Curriculum Links:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide-range of high-quality live recorded music drawn from different traditions and from great composers and musician
- Develop an understanding of the history of music

What key vocabulary will I learn?

- Bollywood
- Drone
- Dynamics
- Notation
- Rag
- Sitar
- Tabla
- Tanpura
- Tala
- Tempo



How does this link to my future learning?

Link to the Y4 unit of Rock and Roll.

What will I know by the end of this unit:

- Verbalise feelings about music and identify likes and dislikes.
- Read musical notation and play the correct notes of the rag.
- Improvise along to a drone and tal.
- Play a rag and a tal accurately alongside a drone.
- Sing accurately from musical notations and lyrics
- Sing and play in time with others with some degree of accuracy and awareness of each other's parts.



Hanslope Primary School Spring 2

PE Knowledge Organiser

Year 3: creative skills and hockey

How does this link to my previous learning?

- Y2 team games
- Previous creative skills learning

National Curriculum Links:

- Use throwing and catching in isolation and in combination and develop and apply control and balance in different ways.
- Learn how to use skills in different ways and to link them to make actions and sequences of movement.
- Enjoy communicating, collaborating and competing with each other.

How does this link to my future learning?

- Basis of key skills to build upon in Y4
- Further understand and ability in creative skills

What key vocabulary will I learn:

- Versions
- Respond
- In line
- Rally
- Soft hands
- Short base
- Together
- Push pass
- Dribble
- Accuracy
- Score

What will I know by the end of this unit:

Creative skills:

- I can send with good accuracy and weight
- I can get in a good position to receive
- I can collect the ball safely
- I can maintain balance throughout
- I can move smoothly and with control
- I can coordinate movements with my partner

Hockey:

- I can hold a hockey stick correctly
- I can perform a simple push pass
- I can dribble the ball with some accuracy
- I can run in different directions
- I can attempt to score



Hanslope Primary School PSHE Knowledge Organiser – Year 3

Spring 2: Citizenship

How does this link to my previous learning?

In Year 2, children focused on:

- To explain why rules are in place.
- To learn how to discuss issues of concern to me.
- To know some of the different places where rules apply.
- To know that some rules are made to be followed by everyone and are known as 'laws'.
- To understand that everyone has similarities and differences.

What key vocabulary will I learn:

Charity	An organisation that raises money for those in need.
Community	A group of people living in the same area.
Consequence	The result of an action, usually one that is negative or involves punishment.
Council	A group of people who manage a city, county or organisation.
Councillor	A member of a council.
Democracy	A system of government where everyone can vote for who they want to represent them.
Environment	The local surroundings or place a person lives or works in.
Law	Rules enforced by government that define what we can and cannot do.
Recycling	Converting waste into reusable materials.
Responsibility	Being in charge of our own actions.
Rights	A set of actions and principles that are entitled to someone.
Un/United Nations	An international organisation founded in 1945 after World War 2 which aims to maintain international peace and security, human rights and better standards of living.

National Curriculum Links:

During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities.

How does this link to my future learning?

In Year 4, children are learning to:

- Identify the benefits different groups bring to the local community and discuss the positives diversity brings to a community.
- Recognise that human rights are specific rights that apply to all people and to know some of the people who protect our human rights such as police, judges and politicians.

What will I know by the end of this unit:

- To explore how children's rights help them and other children.
- To consider the responsibilities that adults and children have to maintain children's rights.
- To understand the UN Convention on the Rights of the Child.
- To know that the local council is responsible for looking after the local area.
- To know that elections are held where adults can vote for local councillors.
- To understand the role of charities in the community.



Hanslope Primary School

Religious Education Knowledge Organiser

Year Three- Does Easter Make Sense Without Passover?

National Curriculum Links:

- To explore the connections between Passover and Easter, particularly the Last Supper.
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

- Year Three Unit: Is a Jewish child free to choose how to live?
- Year Two Units: Who should you follow? How should you spend the weekend?
- Year One Units: Is everybody special? Should everyone follow Jesus?

How does this link to my future learning?

- Year Four Unit: Should believers give things up?
- Year Five Unit: Was the death of Jesus a worthwhile sacrifice?
- Year Six Unit: Is the resurrection important to Jesus?

What key vocabulary will I learn:

- Judaism**- religious and cultural traditions of the Jewish people
- Christianity**- religion based on the life and teachings of Jesus of Nazareth
- Freedom**- not being enslaved
- Passover**- holiday that remembers the Hebrew's freedom from slavery in Egypt and the 'passing over' of the forces of destruction, or the sparing of the firstborn of the Israelites
- Last Supper**- is the final meal, Jesus shared with his apostles in Jerusalem before his crucifixion



What will I know by the end of this unit:

- *The key events surrounding the Passover meal in Holy Week; washing the feet, sharing the bread and wine
- *The symbols as Jesus explains them
- * The outcome of the meal is i.e. the betrayal by Judas, the arrest in Gethsemane, trial, crucifixion and resurrection
- * Why the Passover was celebrated in Jesus' day and how and why it is celebrated by Jews today
- * The central events of the Exodus story as the Israelites are lead out of Egypt (the plagues, the role of Moses, the death of the firstborn and the actual passing over of the Angel of Death)
- * There are Bible passages that link the two events and be able to evaluate the links between the two stories
- * The link between these two stories and the Christian celebration of communion or Eucharist
- *The Last Supper (found in all four Gospels: Matthew, Mark, Luke and John)