

Year 3 Knowledge Organisers  
Summer 2  
2024

# Art



## Hanslope Primary School Summer 2 Art Knowledge Organiser

### Year 3: Telling Stories Through Drawing and Making

#### How does this link to my previous learning?

- To use a range of materials creatively to design and make products, specifically sculpture

#### 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 improve mastery of art and design techniques to create sculpture, using a range of materials.

#### What key vocabulary will I learn:

**Sketch** – a rough drawing or painting.

**Direct** – to deliberately position materials to create a unique piece of art.

**Explore** - To try out new ideas in order to learn about the world and discover.

**Test** – To try out new techniques.

**Elements** - stylistic features that are included within an art piece to help the artist communicate.

**Composition** - the term given to a complete work of art and, more specifically, to the way in which all its elements work together to produce an overall effect.

**Arrange** - the composition or collection of visual elements in an artwork.

**Illustrator** – a person who draws or creates pictures for books, etc.

**Inspire** – fill someone with the urge to do something.

**Refine** – make minor changes to improve work created.

**Exaggeration** – making something bigger, better or worse than it actually is.

**Intention** – a purpose, aim or plan.

**Modroc** – plaster covered bandage used in sculpture.

#### What will I know by the end of this unit:

- How to make sculptural equivalents of characters from film and literature
- How to use sketchbooks to help make the transition from words/film to image/object.
- How to explore our response to the original stimulus before developing and making a sculptural character.
- How to use a variety of media to create a sculptural character.
- How to be inspired by well-known artists, illustrators, writers and films to support choosing a character to create.
- How to retell/reinvent known stories.
- How to reflect and share the way a sculpture helps capture feelings about an original character.
- How to appreciate and discuss other people's creations and compare how they are similar or different.

# Computing



## Year 3: Events and actions in programs

### How does this link to my previous learning?

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

### What key vocabulary will I learn:

- **Programming** - The process or activity of writing computer programs.
- **Scratch** - Scratch is a programming platform for children which was created by the MIT Media Lab in 2007.
- **Blocks** - In Scratch, blocks refer to the structures employed to build code.
- **Command** - A directive to a computer program to perform a specific task.
- **Code** - Program instructions.
- **Events** - These blocks are "starting blocks," meaning they must be placed at the beginning of each new code segment.
- **Sequence** - A particular order in which related things follow each other.
- **Debugging** - the process of finding and fixing errors or bugs in the source code of any software

## Hanslope Primary School Computing Knowledge Organiser

### National Curriculum Links:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

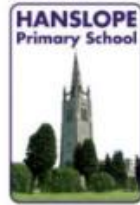
### How does this link to my future learning?

- Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.

### What will I know by the end of this unit:

- To explain how a sprite moves in an existing project.
- To create a program to move a sprite in four directions.
- To adapt a program to a new context.
- To develop my program by adding features.
- To identify and fix bugs in a program.
- To design and create a maze-based challenge.

# French



## Hanslope Primary School French Knowledge Organiser

### Year 3 Summer 2 Niveau Bleu



### Year 3 Knowledge Organiser – SUMMER TERM 2 niveau bleu


la cathédrale	the cathedral (St. Paul's)
le pont	the bridge (Tower Bridge)
Big Ben	Big Ben
la grande roue	the big wheel (the London Eye)
le Parlement	the Houses of Parliament



À Londres, il y a la cathédrale, le pont et Big Ben.

Il y a aussi la grande roue et le Parlement.

en vacances	on holiday
je suis	I am
la, la, l', les	the

la cathédrale	le pont	Big Ben	la grande roue	le Parlement
				

# Geography



## Hanslope Primary School Geography Knowledge Organiser

**Year 3: Is the UK the same everywhere?**

### How does this link to my previous learning?

- United Kingdom and locate its capital cities, landmarks and surrounding seas
- Beginning to identify human and physical features in the UK

### What key vocabulary will I learn:

- County- a small area of the UK containing lots of towns and villages
- Hamlet- a small settlement without a church
- City- A large urban area where lots of people live close to each other. There are often lots of shops and services.
- Town- A place where there are lots of houses and shops. A town may have a council that makes decisions for people who live there.
- Urban- relating to a town or city
- Rural – relating to the countryside
- Settlement- A settlement is a place where people live. It can consist of a single house or a group of homes. Settlements can contain different types of housing, parkland, shops and factories
- Land use – Land can be used for many things including agriculture, housing, industrial, business ,leisure and retail
- Country - A country is land that is controlled by a single government.
- Village- A small group of houses, perhaps with a few shops and church , that are often in the countryside
- Border – A real or artificial line that separates geographical areas

### National Curriculum Links:

- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;
- Describe and understand key aspects of human geography including land use and settlements
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### How does this link to my future learning?

- How has land use changed over time (Yr 5)
- Biomes (Yr4)
- Land use in Greece (Yr5)
- My local area (Yr2)

### What will I know by the end of this unit:

- I can locate my locality and bordering counties on a map
- I know the UK is split into counties and each one has its own council
- I know what defines a city as opposed to a town (cathedral)
- I can recognise the main land use in urban and rural areas
- I can explain what a hamlet, village, town and city is
- I can name my local county and its bordering counties (Buckinghamshire, Northamptonshire, Bedfordshire, Oxfordshire, Hertfordshire, Berkshire and Greater London).
- I can relate where I live to continent, country, region, county and city
- I can use letter/no coordinates to locate features on a map
- I can follow a route on a map with some accuracy
- I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

# Music



## Hanslope Primary School Music Knowledge Organiser

### Year 3: Ballads

#### How does this link to my previous learning?

This links to learning in Year 2 Myths and legends.

#### What key vocabulary will I learn?

Ballad – A song which tells a story – similar to a poem.

Compose – To create an original piece of music.

Stanza – A short section of text, sometimes known as a verse in a song or poem.

Solo – performing alone.

Ensemble – A small group of musicians who perform together.

Expression – Making your thoughts or feelings known when reading, singing or performing.

Lyrics – The words in a song.

Chorus – Repeated section of music with the same tune and lyrics.

Nonsense words – Words which have no meaning and are often used for filling time in songs – e.g. 'la', 'do', 'oooh'.

Ballads are songs which tell a story. They can be in many styles, such as pop and musical theatre and were used in ancient times to carry news and legends across countries.



#### 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

#### How does this link to my future learning?

Links to both Rock and Roll and Haiku, music and performance in Year 4.

#### What will I know by the end of this unit:

- Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions.





## Hanslope Primary School Religious Education Knowledge Organiser

**Year Three- Can made-up stories tell the truth?**

### National Curriculum Links:

- To explore how Jesus taught truths through story and why he chose to do this  
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

### How does this link to my previous learning?

- Year One- Are some stories more important than others?
- Year Two- Can stories change people?
- Year Three- Does Jesus have authority for everyone?

### How does this link to my future learning?

- Year Four- Does the Christmas narrative need Mary? Did Jesus really do miracles?
- Year Five- Does God communicate with humans?
- Year Six- Is 'God made Man' a good way to understand the Christmas story? Does it matter what we believe about creation?

### What key vocabulary will I learn:

**Truth-** a fact or belief that is accepted as true.

**Parable-** a simple story used to illustrate a moral or spiritual lesson.

**Moral-** right or wrong behaviour.

**Fable-** a short story, often with animals as characters, which has a moral meaning.

**Myth-** a traditional story concerning the early history of people, typically involving supernatural beings.

### What will I know by the end of this unit:

\*A range of meanings for the stories covered, especially focusing on what Christians might take from the story

\*The difference between, truths, untruths and truth that is hidden behind story

\*Connections between the stories Jesus told and other stories that have been read

\*The value of using story to tell truths, including those from other faiths

\*Some of the parables that Jesus told: The Lost Sheep, The Good Samaritan, The Lost Son ([Luke 15 11-32](#))





## Hanslope Primary School Summer 2

### PE Knowledge Organiser

#### Year 3: Health and Fitness/ Athletics

#### How does this link to my previous learning?

- Y2 Health and Fitness

#### National Curriculum Links:

- 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.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

#### How does this link to my future learning?

- Health and fitness in Y4
- Building upon athletics skills/ disciplines in Y4

#### What key vocabulary will I learn:

- Warm up
- Cool down
- Timing
- Accelerate
- Raise
- Balls of feet
- Weight
- Control
- Technique
- Communication
- Speeds
- Directions
- Relay
- Accuracy
- Competition

#### Health and Fitness:

#### What will I know by the end of this unit:

- I can start and stop quickly.
- I can arrive in the correct position to collect the ball (timing).
- I can collect the ball with balance/control.
- I can balance with both feet facing forwards.
- I can balance with feet still.
- I can balance with minimum wobble (control).

#### Athletics:

- Identify and demonstrate how different techniques can affect their performance Focus on their arm and leg action to improve their sprinting technique
- Begin to combine running with jumping over hurdles
- Focus on trail leg and lead leg action when running over hurdles
- Understand the importance of adjusting running pace to suit the distance being run
- Throw with greater control and accuracy



# Science



## Hanslope Primary School Science Knowledge Organiser

### Year Three - Plants

#### How does this link to my previous learning?

- Plants need a number of different things in order to grow, including water and nutrients, light, the right temperature, space and time.
- Plants begin life as seeds or bulbs. Seeds do not need sunlight as they have their own food store.
- Water and oxygen allow seeds and bulbs to germinate (start to grow).
- Plants have a life cycle, that includes the seed, seedling and flowering stages.

#### What key vocabulary will I learn:

##### **Roots**

- The roots grow into the ground. They are responsible for pulling water and minerals to the plant.
- They expand into the ground to widen the area they can find water. They also help to anchor the plant into the ground.

##### **Stem/Trunk**

- The stem/trunk carries the water and nutrients up to the leaves.
- The stem also carries food from the leaves to the rest of the plant.
- Stems grow upwards, reaching up for the sun.

##### **Leaves**

- Leaves are responsible for catching sunlight. They also allow both air and water to enter the plant.
- Leaves have veins inside them, to allow water and nutrients to flow.

##### **Flowers**

- Flowers are the parts of plants that are responsible for making both food and seeds.
- The petals of a flower attract insects for pollination. The flower has male and female parts, which work together to make seeds. are many different sizes & shapes of leaves, to fit the plant's needs.

#### National Curriculum Links:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

#### What will I know by the end of this unit:

Flowers play an important role in the reproduction of plants.

- The male part of a flower is called a **stamen** – it is made up of a **filament** and an **anther**. The anther contains **pollen**.
- The female part of a flower is called a **carpel**. It is made of a **stigma**, a **style** and an **ovary**.
- When the male pollen lands on the female stigma **pollination** occurs.
- This process means that a **seed** is produced.
- Insects are drawn to flowers by bright petals. When they feed on the flower's nectar they are dusted with pollen. They then spread this to other places when they leave
- Plants need **air, light, water, nutrients, temperature** and **space** in order to live and grow. The amounts needed of each of these requirements varies from plant to plant.
- A plant that is kept in a dark place will grow tall and spindly, as it searches for light.
- A plant that is not watered will have a weak stem. Its leaves will dry up and eventually it will die.
- A plant that is not given enough space will have stunted growth, and may die if it cannot reach enough light.
- A seed will not germinate at all if the temperature is too cold.