

Year Three

KO Autumn 1



Hanslope Primary School

Computing Knowledge Organiser

Year 3: Creating Media – Animation

How does this link to my previous learning?

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

National Curriculum Links:

- 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

How does this link to my future learning?

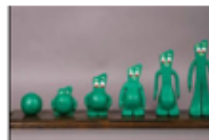
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information

What key vocabulary will I learn:

- **Animation** - moving images created from drawings, models, etc. that are photographed or created by a computer:
- **Frame** - one of the pictures on a strip of photographic film, or one of the single pictures that together form a television or cinema film
- **Illusion** - something that is not really what it seems to be
- **Sequence** - a series of related things or events, or the order in which they follow each other:
- **Onion Skinning** - a technique used in creating animated cartoons and editing movies to see several frames at once
- **Playback** - the act of playing a recording again in order to hear or see something again:
- **Storyboard** - series of drawings or images showing the planned order of images
- **Audio** - Connection with sound and the recording and broadcasting of sound
- **Consistency** - the quality of always behaving or performing in a similar way

What will I know by the end of this unit:

- To explain that animation is a sequence of drawings or photographs
- To relate animated movement with a sequence of images
- To plan an animation
- To identify the need to work consistently and carefully
- To review and improve an animation
- To evaluate the impact of adding other media to an animation





Hanslope Primary School

Design Technology Knowledge Organiser

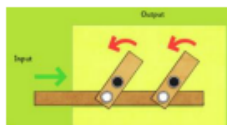
Year 3: Mechanisms (levers and linkages)

Overview:

Understand and use lever and linkage mechanisms.

Distinguish between fixed and loose pivots.

Know and use technical vocabulary relevant to the project.



Mechanisms are the parts that make something work.

-Mechanisms are all around us! Most objects that help us in our lives are made up of different mechanisms.

Levers and Linkages are mechanisms that make things move. Many mechanisms take one type of input motion, and output it as a different type of motion.

-In a lever and linkage mechanism, the 'input' is where the user pushes or pulls a card strip. The 'output' is where one or more parts of the picture move.

These mechanisms use a fulcrum (a fixed point around which the lever can pivot) to make things move in arc (curve).

What key vocabulary will I learn:

mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating

National Curriculum Links:

- Design, make and evaluate products
- Technical knowledge: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

How does this link to my future learning?

- Mechanisms (pulleys or gears) – Year 5

What steps will I follow to create my final product?

Designing

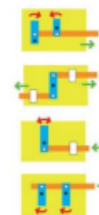
-Effective levers and linkages should move smoothly

-Effective sliders and levers should create a movement that is appropriate to the subject matter.

-You need to think about who your product is for – what is its purpose and who is going to use it?

Levers -consider where you will position the fulcrum. The further it is from the object, the more that the subject at the end of your lever can move!

Explore how to create different movements with your lever and linkage mechanisms



Making

-Levers and linkages can be made using card, cardboard, lollipop sticks, or another thin, firm material of your product.
-Guides/bridges can be made using strips of card fixed with masking tape.

Levers

-To create the hole for the fulcrum, place the card backdrop over a piece of Blu Tack and press a pencil through. The fulcrum can be attached using a paper fastener.

Evaluating

-How well does your mechanism work?

Does it move smoothly?

-Does it meet its purpose?

-Who would use your mechanism? What would they like about it?

-Where did you position the levers/fulcrum?

-How did this affect the mechanism?

-What else could you do to improve your mechanism?

Health and Safety

-Remove any jewelry and tie back long hair.

-Wear an apron and roll up your sleeves.

-Walk safely and calmly around the classroom/workshop.

Keep your work area and floor area clear – keep your belongings well clear.

Follow the teacher's cutting instructions carefully.

Make sure that you are wearing the correct equipment for tasks.

If you need to move around with scissors, hold around the closed blades, facing down.

Report all spillages & clean up properly after yourself.



Hanslope Primary School

MFL Knowledge Organiser

Year Three – Niveau bleu – Module 1

How does this link to my previous learning?

KS1 knowledge of nouns in English and the need for capital letters for names of people and places.

National Curriculum Links:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

How does this link to my future learning?

Introductions will be added to during the year to include age and where you live. By the end of the year I will be able to say what landmarks there are in Paris – A Paris, il y a Il y a aussi ...

What key vocabulary will I learn:

Bonjour !	Hello
Au revoir !	Good-bye
monsieur / madame / Nounours / les enfants	(when speaking to a man / to a woman / to Teddy / to children)
un, deux, trois	one, two, three
la France	France
Paris	Paris
la Tour Eiffel	the Eiffel Tower
l'Arc de Triomphe	the Arc de Triomphe
le Louvre	the Louvre Museum
la Tour Montparnasse	the Montparnasse Tower

Écoutez !	Listen!
Regardez !	Look!
Taisez-vous !	Be quiet!
Croisez les bras !	Fold your arms!
Asseyez-vous !	Sit down !



What will I know by the end of this unit:

I will be able to:

- greet someone, say my name and ask their name
- locate Paris on a map and name four of its landmarks.
- count to three.

I will understand the instructions écoutez, regardez, taisez-vous, croisez les bras and asseyez-vous.

I will know that the final consonant in a French word is usually silent (Paris, vous, bras) and that names of places also begin with a capital in French.

I will be able to sing along to simple, familiar songs such as frère Jacques and repeat the rhyme voici ma main, elle a cinq doigts.

I will be able to play Jacques a dit with increasing understanding and I will have listened to my first French story.



Hanslope Primary School Autumn 1

History Knowledge Organiser

Year 3: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?

How does this link to my previous learning?

- Previous Key stage one learning

National Curriculum Links:

- Changes in Britain from the Stone Age to the Iron Age
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

How does this link to my future learning?

- Why did Romans settle in Britain?

What key vocabulary will I learn:

- Skara Brae, Orkney Islands
- hearth
- settlement
- flint
- roundhouse
- chief
- metalwork -copper, bronze, gold, tin
- mining
- trade (a job requiring manual skills)
- arrowheads
- import
- export
- trade (buying and selling goods/services)
- exchange
- goods
- barter

What will I know by the end of this unit:

- To know that history is divided into periods of history e.g. ancient times, middle ages and modern.
- To know that BC means before Christ and is used to show years before the year 0.
- To know that AD means Anno Domini and can be used to show years from the year 1AD.
- To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.
- To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.
- To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.
- To know that we can use dates to work



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Music Knowledge Organiser

Year 3: Pentatonic melodies and composition (Theme:

Chinese new year)

How does this link to my previous learning?



This links to previous lessons on the basic composition of songs and developing their singing technique.

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?

- Tempo – The speed of music (fast and slow)
- Crescendo – When the music gets gradually louder.
- Dynamics – The volume of the music (loud or quiet)
- Timbre – The quality of the sound e.g smooth, scratchy, twinkly.
- Duration – The length of time each note is played for (long or short)

Notation	The way that music is written so that others can play it.
Graphic score	
Staff and letter notation	 C D E F G A B C

Musical notation helps us to 'write' and 'read' the melodies so they won't be forgotten and can be played by others.

How does this link to my future learning?

Links to future work on singing techniques.

What will I know by the end of this unit:

- To match their movements to the music, explaining why they chose these movements.
- Accurately notate and play a pentatonic melody.
- To play their part in a composition confidently.
- To work as a group to perform a piece of music.



Traditional folk music of China. As with most folk music, we often do not know who wrote these songs and they have been passed onto generations by people singing them.



Hanslope Primary School

Autumn 1

PE Knowledge Organiser

Year 3: OAA and Hockey

How does this link to my previous learning?

- OAA in Year 2 and builds upon the skills in Send and Receive 1

National Curriculum Links:

- Develop and apply control and balance in different ways.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

How does this link to my future learning?

- OAA and Hockey in Year 4

What key vocabulary will I learn:

- Communication
- OAA
- Route
- Map
- Directions
- Locations
- Pass
- Move
- Agility
- Body position
- Control

OAA:

- Be able to use clear communication.
- Be able to work with others to complete map-reading tasks.
- Be able to draw and create a clear route on a map for others to follow.
- Be able to work with others and identify what went well and what we could do to improve.
- Be able to take part in trust-based activities safely.

Hockey:

- Be able to keep close control of the ball using the flat side of the stick.
- Be able to control the ball and pass it into space.
- Be able to use defensive body position.
- Be able to consistently stop a moving ball ready to pass or shoot.
- Be able to improve agility and apply it in a game situation.
- Be able to avoid feet contacting the ball and apply basic rules to the game.

What will I know by the end of this unit:



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PSHE Knowledge Organiser – Year 3

Autumn 1: Families and relationships

How does this link to my previous learning?

In Year 2, children focused on:

- Understanding that families offer love and support.
- To begin to understand the range of families they may encounter now and in the future.
- To understand how other people may show emotions in different ways.

What key vocabulary will I learn:

Bullying	To cause repeated physical or emotional pain to somebody.
Communicate	To interact with other people through words or body language.
Empathy	To be considerate and understanding of other people's feelings.
Open questions	Questions that do not have simple one word answers.
Similar	Something that is nearly the same as another thing.
Solve	To find an answer to a problem.
Stereotype	A view or idea about something, often someone, which is often untrue.
Sympathy	Feeling sad for someone when something bad happens to them.
Trust	Relying on someone to do something for you, such as keeping a secret or keeping something safe for you.

National Curriculum Links:

In LKS2, children will learn that problems occur in all families and that there is help provided if needed. Children will know who their trusted adults are. Children will know that families will vary all around the world and we need to be respectful of this.

How does this link to my future learning?

This year, pupils will:

- Understand that all families are different.
- Know that families can offer support
 - Understand what bullying is.
 - Describe what a good listener is
- Understand how toys can reinforce stereotypes.

What will I know by the end of this unit:

- Families help each other in different ways.
- Listening is an important part of communication.
- Trust is an important part in a relationship.
- There are similarities and differences between people.
- Stereotypes can have a negative impact on people.
- Bullying can be physical or emotional.
- Friendships have their ups and downs.
- Families can sometimes experience problems.

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Science Knowledge Organiser

Year Three – Animals including Humans

How does this link to my previous learning?

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

What key vocabulary will I learn:

Unlike plants, animals cannot create their own food. They get **nutrition** from what they eat.

This is because animals do not have **chlorophyll**, or **chloroplasts** in their cells, like plants do.

Therefore, plants are called producers and animals are called **consumers**.

The different nutrients that animals get depends on their diet. For example, a cheetah gets lots of **protein** in its diet because it is a **carnivore** (eats meat).

A **vertebrate** has a backbone inside their body, an **invertebrate** does not.

National Curriculum Links:

- 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
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

How does this link to my future learning?

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

What will I know by the end of this unit:

Skeleton

Humans (and many other animals) have a system of bones called a *skeleton*. Skeletons help to *support* your body – they give it its shape.

Skeletons are also important for *movement*. Muscles are attached to bones.

Finally, skeletons help to *protect* important parts of the body. E.g. the ribs protect the heart and lungs.

Muscular System

Humans (and many other animals) also have a *system of muscles in their bodies*.

The main purpose of muscles is for *movement*. As they contract, muscles move parts of the body around.

Muscles are also important for maintaining *posture*, helping humans/ animals to sit, stand, and walk.

Some muscles (e.g. the heart) move by themselves – they are *involuntary*.

