

Year Three

KO Autumn 2



Hanslope Primary School

Art Knowledge Organiser. Autumn 2

Year 3: Gestural Drawing with Charcoal

How does this link to my previous learning?

- To use a range of materials creatively to design and make products
- To learn about famous artists and their work.

What key vocabulary will I learn:

Illustration - a picture or diagram, making something clear

Inspiration - something that makes someone want to do something

Interpretation - to show your own understanding of something

Original Source - the first instance of an object

Respond - to react or give an opinion about something

Cave Art - art that has been discovered from prehistoric times

Illustrator - a person who creates images for books, etc.

Composition - the process of composing

Articulate - to express ideas clearly and effectively

Relationship - how something is positioned in relation to something else.

Narrative - the story that can be told from looking at a piece of artwork.

Charcoal - lightweight carbon residue from burning wood at a high temperature.

Gestural Drawing - a technique used by artists to capture the form and gesture of a figure, quickly and expressively.

Chiaroscuro - an Italian term which means 'light-dark'. Artists have used it to help them to describe form and to create atmosphere or mood.

National Curriculum Links:

- To increase confidence in drawing, painting, sculpture and other art, craft and design techniques

How does this link to my future learning?

- To improve mastery of art and design techniques of drawing.
- To learn about great artists, architects and designers in history.
- To improve how I express myself creatively using different techniques.

What will I know by the end of this unit:

To understand that when we draw, we can make gestural marks to make our artwork.

To understand that when we draw, we can use the expressive marks we make to create a sense of drama.

To understand that when we draw, we can move around.

To understand that when we draw, we can use light to make our subject matter more dramatic, and we can use the qualities of the materials (charcoal) to capture the drama.

To understand that we can make drawings that capture a sense of performance, using charcoal.

To know that we can create drawings in dynamic ways, like drawing the whole body so we can see drawing as a physical activity, using our imagination.

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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

Geography Knowledge Organiser

Year 3: Who are our European neighbours? (Map skills)

How does this link to my previous learning?

- Locating hot and cold countries.
- What is the United Kingdom.

What key vocabulary will I learn:

- Europe – The 5th largest continent. It is located entirely in the Northern hemisphere. There are 46 countries.
- Continent – One of Earth's seven major areas of land.
- Population – The amount of people who live in a specific area.
- Capital city – The main city in a country, usually where a government is located.
- Border- A line that separates two countries. A passport may be needed to cross a border.
- United Kingdom – England, Scotland, Northern Ireland, Wales. Located in the west of Europe.
- Region – A large area of land that has common features.
- Northern Hemisphere – This is the northern part of the Earth (above the equator)
- Southern Hemisphere – This is the southern part of the Earth (below the equator)
- Equator – An imaginary line that cuts through the Earth horizontally.
- Human feature – A feature of Earth that has been created by people.
- Physical feature – A natural feature on the surface of the Earth.



National Curriculum Links:

- Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.
- Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied. (Digimaps)

How does this link to my future learning?

- What is the relationship between climate zones and biomes. (Y4)
- Why do we go on holiday to Greece? (Y5)

What will I know by the end of this unit:

- I can locate the world's countries using maps to focus on Europe (including the location of Russia).
- I can identify the position of the equator, northern hemisphere and southern hemisphere.
- I can locate major European countries and their cities.
- I know Russia is the largest country in Europe.
- I can understand geographical similarities and differences through human and physical geography of a region of the UK.
- I can compare a region of the UK with a region of Europe.
- I can identify key human and physical features of major European countries.
- I can use maps, atlases, globes and digital/computer mapping to locate countries studied.



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MFL Knowledge Organiser

Year Three – Niveau bleu – Module 2

How does this link to my previous learning?

In Module 1, you learnt that Paris is the capital of France and where it is located. You also learnt about a few Paris landmarks.

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?

I will continue to learn about all the capital cities in the United Kingdom and their famous landmarks. I will be able to talk about my nationality and where I live. I will be able to talk about what landmarks there are in each capital city.

What key vocabulary will I learn:

le Royaume-Uni	the UK
la Grande Bretagne	Great Britain
l'Angleterre	England
l'Écosse	Scotland
l'Irlande du Nord	Northern Ireland
le Pays de Galles	Wales
Belfast	Belfast
Cardiff	Cardiff
Édimbourg	Edinburgh
Londres	London

Quelle est la capitale de...?	What is the capital of... ?
C'est + <i>noun</i> .	It's...
C'est + <i>noun</i> ?	Is it... ?
oui	yes
non	no
zéro	0
quatre	4
cinq	5

What will I know by the end of this unit:

I will be able to:

- ask and say what the capital of a country is.
- locate each UK capital on a map.
- count to six.

I will know that *c'est* can mean it is or this is and can be used as a sentence opener but can also be used as the question is it? or is this?

I will know that the final consonant in a French word is usually silent such as the [d] in *l'Irlande du Nord* and the [s] in *le Pays de Galles*.

I will be introduced to a bilingual dictionary and begin understanding how it is used.

I will be able to play more games with my increasing vocabulary and sing along to *Mon beau sapin*.



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Music Knowledge Organiser

Year 3: Jazz

How does this link to my previous learning?

- This links to previous learning when notating and playing pentatonic melodies and performing a piece of music.

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?

Motif	A short pattern of pitches used repeatedly.
Swung rhythm	A pair of quavers which are not played equally.
Syncopation	Playing or emphasising the off beat.
Tempo	The speed or pace of the music. It can change throughout a piece of music.
Rhythm	A pattern of long and short sounds (and silences) within a piece of music.
Off-beat	The beats in between the ones you would naturally clap on.
Call and response	When the leader sings or plays a part, and everyone sings or plays a response back.

How does this link to my future learning?

- This links to future learning about creating compositions.

What will I know by the end of this unit:

- To explain what ragtime music is.
- Play on the 'off beat' and ding a syncopated rhythm.
- Play a call and then improvise a response.
- Improvise or compose a scat singing performance with sounds and words.
- Compose and play a jazz motif fluently, using swung quavers.
- Play a swung rhythm using a tuned percussion instrument.



Hanslope Primary School

Autumn 2

PE Knowledge Organiser

Year 3: Social Skills/ Dance

How does this link to my previous learning?

- Builds upon the dance and social skills learnt in Y2

What key vocabulary will I learn:

- Core strength
- Balls of feet
- Extend
- Sequence
- Repeat
- Absorb impact
- Unison
- Mirroring
- Canon
- Abstract
- Transitioning
- Relaxed
- Partnering
- Choreography
- Combine

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

How does this link to my future learning?

- Provides the basic concepts for Y4 performances

What will I know by the end of this unit:

Social skills:

- I can achieve good take off and height.
- I can land with balance and control.
- I can land softly and quietly.
- I can balance with feet and hands off the floor throughout.
- I can balance with minimum wobble.

Dance:

- I can perform with balance and control when holding a shape and when moving between shapes / landing.
- I can perform a range balance positions on the floor and with different leg positions creating challenge to core strength.
- I can perform a variety of smooth, fluent movements when moving between shapes.
- I can demonstrate an understanding of how circles move the body.
- I can perform a diverse range of circle moves, including jumps and turns.



Hanslope Primary School

PSHE Knowledge Organiser – Year 3

Autumn 2: Health and Wellbeing

How does this link to my previous learning?

In Year 2, children focused on:

- Exploring the effect that food and drink can have on my teeth.
- Exploring some of the benefits of exercise on body and mind.
- Exploring some of the benefits of a healthy, balanced diet.
- Suggesting how to improve an unbalanced meal.
- Learning breathing exercises to aid relaxation.

What key vocabulary will I learn:

<i>Alone</i>	<i>Being by yourself.</i>
<i>Balance</i>	<i>A variety of different things.</i>
<i>Barriers</i>	<i>Obstacles that stop us from reaching our goals.</i>
<i>Belonging</i>	<i>Feeling comfortable and at home in a certain situation or place.</i>
<i>Barriers</i>	<i>Obstacles that stop us from reaching our goals.</i>
<i>Diet</i>	<i>The food that we eat.</i>
<i>Healthy</i>	<i>Being well, both physically and mentally.</i>
<i>Identity</i>	<i>Who someone is, how they define themselves.</i>
<i>Lonely</i>	<i>Feeling sad because you are alone.</i>
<i>Relax</i>	<i>To rest or take a break.</i>
<i>Resilience</i>	<i>A willingness to keep trying even when things become very hard.</i>
<i>Stretch</i>	<i>Loosening and extending the muscles.</i>

National Curriculum Links:

In LKS2, children need to explore what a healthy, balanced diet consists of. They need to understand that when a problem occurs, these can be overcome. Children need to learn to develop a growth mindset.

How does this link to my future learning?

This year, pupils will:

- Discuss why it is important to look after my teeth.
- Learn stretches that can be used for relaxation.
- Develop the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.
- Explore my own identity through the groups I belong to.
- Identify my strengths and exploring how I use them to help others.
- Be able to break down a problem into smaller parts to overcome it.

What will I know by the end of this unit:

- To understand ways to prevent tooth decay.
- To understand the positive impact relaxation can have on the body.
- To know the different food groups and how much of each of them we should have to have a balanced diet.
- To understand the importance of belonging.
- To understand what being lonely means and that it is not the same as being alone.
- To understand what a problem or barrier is and that these can be overcome.



Hanslope Primary School Religious Education Knowledge Organiser

Year Three- Is light a good symbol for celebration?

National Curriculum Links:

- To understand the significance of light as a symbol of belief.

How does this link to my previous learning?

Year One- Should we celebrate Harvest or Christmas?

Year Two- Do religious symbols mean the same to everyone?
Is it important to celebrate the new year?

How does this link to my future learning?

Year Four: Do Murtis help Hindus understand God?
Does the Christmas narrative need Mary?

What key vocabulary will I learn:

- **Lakshmi** – is the goddess of wealth. Lamps are lit at Diwali to help Lakshmi find her way into people's homes.
- **Prince Rama** was a great warrior and he has a beautiful wife called **Sita**.
- **Ravana** was a terrible demon King. He had ten heads and twenty arms, and was feared throughout the land.
- **Hanuman** was a monkey who helped Rama get Sita back.
- **King Antiochus** went around the world, fighting against people so that he could make them follow his beliefs.
- **Judah Maccabee and his brothers** decided to fight King Antiochus. They were Jewish.

What will I know by the end of this unit:

Diwali is an important holiday for many Hindus and Sikhs. The word Diwali means 'row of lighted lamps.' The festival celebrates the victory of good over evil, light over darkness and knowledge over ignorance. Diya lamps are lit.

Hanukkah or Chanukah is a Jewish festival which celebrates the temple being returned to the Jewish people. The miracle of the oil lighting the temple lamps lasting for eight days is remembered. It is called the Festival of Lights. A **menorah** is a Jewish candle holder. One candle is lit for each day of the festival. The extra candle is a "server candle" to light the others.

Christians believe **Advent** is a time for prayer and thinking about the times they have made the right choices and the times they could have made better choices. An **Advent wreath** is made from leaves which are twisted to form a circle. The circular shape is a symbol to represent there is no beginning or end to God's love for the world. Candles are put into the wreath. A candle is lit each Sunday before Christmas Day. One hope, Two peace, Three love, Four pink, Mary and joy. The fifth is white to represent Jesus.



Hanslope Primary School

Science Knowledge Organiser

Year Three – Rocks and Soils

How does this link to my previous learning?

- Mary Anning Scientist study (Year 1)
- Materials (Year 1 and 2)
- Plants (Year 2)

What key vocabulary will I learn:

- **Permeable**-allows liquids to pass through it
- **Impermeable**- does not allow liquid to pass through it
- **Rock**- A hard, solid material that is made of minerals and is found in nature
- **Soil** - The top layer of the ground, in which plants grow; dirt
- **Metamorphic rock**- Rock formed when any type of rock goes through changes caused by extreme heat and pressure (e.g. marble, slate).
- **Igneous rock**- rock formed by the cooling and hardening of hot magma or lava. Formed by volcanoes! (e.g. basalt, granite).
- **Sedimentary rock** - Rock formed when sediment is pressed together over time. Formed over a long period of time (e.g. shale, limestone, sandstone).
- **Fossil**- The remains of a plant or animal that turned to stone over a long period of time. Mostly found in sedimentary rock.
- **Clay soil** - Fine-grained material that is found as soil or rock
- **Sandy soil** - A soil containing more than 85% sand-sized particles
- **Loam soil** – A mixture of sand, silt and clay. Normally best for growing plants
- **Weathering** – Changes to rock, land or buildings as a result of the weather

National Curriculum Links:

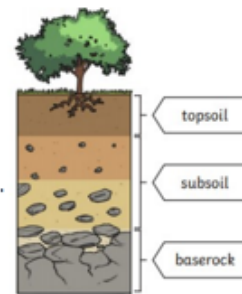
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter.

How does this link to my future learning?

- Evolution and inheritance (Year 6)

What will I know by the end of this unit:

- I can compare and group rocks according to their appearance and simple physical properties
- I can describe in simple terms how fossils are formed
- I can know that soils are made from rocks and organic matter
- I know that there are three types of rock that are formed naturally -igneous, sedimentary and metamorphic
- I know that soil is the top layer of Earth made from a mixture of rocks, organic matter, air and water
- How rocks are affected by weathering over time
- Recognise that soils are made from rocks and organic matter.
- Pupils will identify similarities and differences between different soils.



Natural Rocks			Human-Made Rocks
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
Granite	Sandstone	Quartzite	Concrete
Basalt	Limestone	Slate	Coade Stone