Year Three

KO Spring 1

Year 3: Textiles (2D and 3D products)

Overview

Textiles are flexible materials woven from fibres

-Textiles are used to make clothing, sheets, towels, linen, carpets, rugs and wide variety of other products.

-Sewing involves the joining of different textile fabrics using a needle and thread.

-Sewers can use a range of different sewing styles to produce strong joins.

-Some stitches also create an attractive-looking seam (a line of stitching joining fabrics together). Thinking about the way a product looks is called 'aesthetics', and is highly important in textiles.

What key vocabulary will I learn?

Textiles, sew/stitch, thread, needle, applique, seam, aesthetics, running stitch, back stitch, over-sew stitch, blanket stitch.

How does this link to my future learning?

- Year 5 Textiles (combining different fabric shapes)

National Curriculum Links:

- Design, make and evaluate products
- Technical knowledge: select from and use a wide range of materials and components, including textiles.

What steps will I follow to create my final product?

Design:

Fabrics -Different fabrics have different properties (characteristics) which make them good for different purposes. For example, some are soft and provide a cushion (e.g. felt) whilst others can be thin and lightweight (e.g. silk, cotton). This can make them easier to join/ decorate with.

Joining – There are lots of different stitches that you could use to join the fabrics together (see below). Some are easier and quicker, (e.g. running stitch) some are more secure and do not show the seam as obviously (e.g. backstitch), some help to improve certain fabrics (e.g. overstitch) and some are more aesthetically pleasing (e.g. blanket stitch).

As a part of the design process, you should be able to sketch and annotate different ideas. You should also be able to plan the main stages of making, using either a checklist, a storyboard, or a flowchart.

Making:

Running Stitch – This is the simplest stitch. It creates a dotted line effect. Remember to leave a space from the previous stitch.

Back Stitch – Similar to the running stitch, except that the thread doubles back so that there is no visible spacing between stitches. It is a very strong and secure stitch.
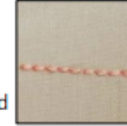
Over Sew Stitch – The over sew stitch is a good way to neaten the raw edge of fabrics. It involves sewing over the edge of the fabrics.

Blanket Stitch – Another way to reinforce the edges of thick materials. This stitch is popular as it is thought to be aesthetically-pleasing.

Evaluating:

-How does your textile look? Would your user like it? Why or why not? How could you improve the way it looks?

-Are your attached fabrics secure? How did you achieve this? Which stitch did you use? How could they be joined more securely?

-Which materials did you choose? Why? Does your product serve its purpose well? What do you like about your product? How could you improve your product?

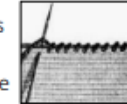### Health and Safety

-Remove any jewelry and tie back long hair.	-Walk safely and calmly around the classroom/ workshop.	-When using a needle, keep your fingers well clear. Use a thimble where available.	-When you are not using your needle, keep it in the same safe place.	If using a sewing machine, follow staff 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 any accidents & clean up properly after yourself.

Year 3: Programming - Sequencing sounds

How does this link to my previous learning?

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

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 key vocabulary will I learn:

- **Programming** - The process or activity of writing computer programs.
- **Scratch** - a graphic object that you can program to move and interact with other sprites as well as responding to user input.
- **Blocks** - he blocks can be used to control the sprite's movements, make it say something, or trigger an event.
- **Commands** - a directive to a computer program to perform a specific task
- **Code** - the set of instructions, or a system of rules, written in a particular programming language
- Sprite - a term commonly used in computer graphics and gaming
- **Stage** - a nearly exact replica of a production environment for software testing.
- **Costume** - one out of possibly many "frames" or alternate appearances of a sprite.
- **Backdrop** - a visual element behind webpage content, enhancing aesthetic appeal and user engagement
- **Debugging** -the process of finding and fixing errors or bugs in the source code of any software

What will I know by the end of this unit:

- To explore a new programming environment
- To identify that commands have an outcome
- To explain that a program has a start
- To recognise that a sequence of commands can have an order
- To change the appearance of my project
- To create a project from a task description

SCRATCH

Hanslope Primary School
Spring 1

History Knowledge Organiser

Year 3: British history 2: Why did the Romans settle in Britain?

How does this link to my previous learning?
- British history 1: Would you prefer to live in the Stone, Bronze or Iron Age?

How does this link to my future learning?
- Links to Year 4: British history 3: How hard was it to invade and settle in Britain?

What key vocabulary will I learn:
- Boudicca
- empire
- inference
- invasion
- legacy
- Romans
- settlers

What will I know by the end of this unit:
- Explain the meaning of empire and invasion.
- Understand the chronology of the Roman invasion of Britain.
- Identify the consequences of the Roman invasion.
- Create an interpretation of Boudicca using sources.
- Explain why the Romans needed a powerful army.
- Identify a soldier's equipment.
- Explain how the Roman army was organised and perform simple manoeuvres and drills.
- Make observations about an artefact.
- Explain the meaning of legacy, identifying how the Romans changed Britain

Hanslope Primary School
MFL Knowledge Organiser

Year Three – Niveau bleu – Module 3

How does this link to my previous learning?

In Module 1 and 2, you learnt about the capital cities of the UK and France. You will use this knowledge to ask questions about these capital cities using the conjunction ou. You will also learn about further Paris landmarks.

How does this link to my future learning?

You will continue to learn about Paris landmarks and learn to say which landmarks are in each capital city. The conjunction ou will be used to ask either/or questions in contexts of landmarks in Year Three and animals in Year Four.

What key vocabulary will I learn:

Bonne Année !	Happy New Year !
ou	or
voyelle	vowel
consonne	consonant
la Statue de la Liberté	the Statue of Liberty
le Sacré-Cœur	the Basilica of the Sacred Heart
Sautez !	jump!
Courez !	run!
Marchez !	walk!
Marchez sur la pointe des pieds !	walk on tip-toe !
no.	a written abbreviation, meaning "number", used in both French and English.
sept	7
huit	8
neuf	9
dix	10

What will I know by the end of this unit:

I will be able to:

- count to ten,
- name some Paris landmarks,
- use the conjunction ou

I will learn the conjunction ou (or) to link two words together and use this to ask if something is ___ or ____.

I will know about the ligature 'œ' and be able to identify it when I see and hear it

I will be able to ask and answer questions using c'est and ou.

I will know how to sing a song such as *Au clair de la lune*.

I will be able to recite a rhyme such as *Monsieur Pouce* from memory and I will have listened to the story *Bonne nuit*.

Hanslope Primary School
Music Knowledge Organiser

Year 3: Creating compositions in response to an animation (Theme: Mountains)

How does this link to my previous learning?

- This links to previous learning in year 3: pentatonic melodies and composition.
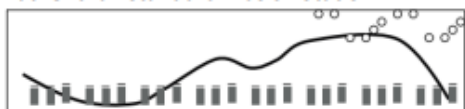
National Curriculum Links:

- 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?

- This links to future learning about traditional instruments and improvisation.

What key vocabulary will I learn?

- Ensemble: A small group of musicians that perform together.
- Melody: Notes of different pitches played in a sequence to create a tune.
- Soundscape: A collection of sound effects used to describe a landscape.
- Rhythm: A pattern of long and short sounds (and silences) within a piece of music.
- Compose: To create an original piece of music.
- Notation: The way that the music is written so that others can play it.
- Graphic score: A way of writing down music using pictures or symbols, rather than standard music notation.

Graphic score

Stave and letter notation

C D E F G A B C

What will I know by the end of this unit:

- Verbalise how the music makes them feel.
- Create actions or movements appropriate to each section of a piece of music.
- Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
- Play melodies and rhythms which represent the section of animation they are accompanying.

Hanslope Primary School
Spring 1

PE Knowledge Organiser

Year 3: cognitive skills, gymnastics

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 previous learning?

- Build upon social skills from last term and apply them
- Build upon gymnastics skills from last year

How does this link to my future learning?

- Will allow to understand creative skills
- Preparation for Y4 gymnastics

What key vocabulary will I learn:

- Action
- Identify
- Avoiding
- Fingertips
- Gradually
- Body tension
- Levels
- Consecutively
- Flight phase
- Squeeze body muscles
- Partial contact
- Tight and extended

What will I know by the end of this unit:

Cognitive skills:

- I can begin to order instructions, movements and skills.
  I can explain why someone is working or performing well.
- I can explain what I'm doing well.
- I can explain what I am doing well and I have begun to identify areas for improvement.
- I can understand ways (criteria) to judge performance.
- I can identify specific parts of a performance

Gymnastics:

- I can balance with control (minimum wobble).
- I can balance with supporting foot still.
- I can hold the balance for at least 3 seconds.
- I can perform an accurate movement pattern and preparation phase.
- I can create a clear shape during flight.
- I can land quietly and in balance.

Spring 1: Safety and the changing body.

National Curriculum Links:
In Year 3 children will learn about:

Cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence.

How does this link to my previous learning?

In Year 2, children focused on:

- Develop their understanding of safety on the roads.
- An introduction to online safety
- Distinguishing secrets from surprises
- Naming body parts and looking at the concept of privacy.

How does this link to my future learning?

In Year 4, children will learn about:
Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma.

What key vocabulary will I learn:

Allergic	Having a reaction to something, e.g. food or a substance.
Anaphylaxis	A severe allergic reaction to something.
Bullying	To cause repeated physical or emotional pain to somebody.
Casualty	Someone who has been injured.

What will I know by the end of this unit:

- Show an understanding that they must consider their own safety before helping others in an emergency situation.
- Understand how to help someone who has been bitten or stung.
- Write an email with instructions written using positive language.
- Create a decision tree showing how to deal with unkind online behaviour and cyberbullying.
- Send an email that describes some of the best ways to avoid being tricked by fake emails.
- Understand when we should take medicines that can help us feel better when we are unwell.

Hanslope Primary School
Religious Education Knowledge Organiser

Year Three- To explore the impact Jewish beliefs have on the life of a child.

How does this link to my previous learning?

Year 2 – How should you spend the weekend?

How does this link to my future learning?
- Year 4 – Should believers give things up?
- Does prayer change things?

What key vocabulary will I learn:

Judaism-religion and way of life of the Jewish people.

Belief- an acceptance that something exists or is true, especially one without proof.

Commandments- a divine rule.

Orthodox Jew- strictly follows Jewish laws and traditions in everyday life.

Shabbat/Sabbath- day of rest on the seventh day of the week.

What will I know by the end of this unit:

*Most Jewish people place emphasis on the Ten Commandments as well as 613 Mitvot.

*The story of the giving of The Ten Commandments

*The difference between observant Jews and other people, particularly in terms of kosher food, dress and Shabbat observance

*Differences that may be observed in a Jewish household and the implications for children

Hanslope Primary School
Science Knowledge Organiser

Year Three – Forces and Magnets

National Curriculum Links:

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- 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
- Describe magnets as having two poles

How does this link to my previous learning?

- Materials (Yr1)
- Everyday materials – properties and uses (Year 2)

How does this link to my future learning?

- Properties and change of materials (Yr5)
- Forces (Year 5)

What key vocabulary will I learn:

- **Forces** – Pushes or pulls
- **Friction** - the force between 2 moving surfaces.
- **Contact force**- requires contact to happen.
- **Non - contact force**- doesn't require contact.
- **Magnetic force**- magnets electric charge
- **Magnet**- a material or object that produces a magnetic field, it attracts or repels magnetic object
- **Attract**- Attraction is a force that pulls objects together. For example, when a north pole is placed near the south pole of another magnet, the two poles attract (pull together).
- **Repel**- Repulsion is a force that pushes objects away. For example, when a north pole is placed near the north pole of another magnet, the two poles repel (push away from each other).
- **Magnetic materials**- These are attracted to a magnet. Iron and nickel are magnetic metals. Objects that contain them will be attracted to a magnet.
- **Poles**- 2 sides of a magnet where the magnetism is strongest (north/south poles)

What will I know by the end of this unit:

Types of Magnets			
Ring magnet	Horseshoe magnet	Bar magnet	U shaped magnet

- I can compare how things move on different surfaces
- I recognise that some forces need contact between 2 objects, but magnetic forces can act at a distance
- I can observe that magnets attract or repel each other and attract some materials but not others
- I can group a variety of everyday materials according to their magnetic properties
- I can describe magnets as having 2 poles
- I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing and associate this with whether or not a lamp lights in a simple series circuit
- I can name some common conductors and insulators and know that metals are good conductors

Poles that are the same repel. Poles that are different attract.