

Year Three

KO Spring 2



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.

What key vocabulary will I learn:

Sketch – a rough drawing or painting.

Line -a mark made on a surface that joins different points.

Capture - to succeed in recording, showing, or describing a situation or feeling, using words or pictures

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.

Negative and Positive - Positive space is the subject or areas of interest in artwork, and negative space is the space around the focal point.

Focus - the centre of interest or activity in a work of art.

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

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.



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 put into a context that provides meaning.
- **Data** - Facts and statistics collected for reference or analysis.
- **Attributes** - A piece of information which determines the properties of a field or tag in a database or a string of characters in a display.
- **Group** - A number of people or things that are located, gathered, or classed together.
- **Branching** - Branching is the practice of creating copies of programs or objects in development to work in parallel versions, retaining the original and working on the branch or making different changes to each
- **Database** - A structured set of data held in a computer, especially one that is accessible in various ways.
- **Multiple** - Having or involving several parts, elements, or members.
- **Classify** - Arrange (a group of people or things) in classes or categories according to shared qualities or characteristics.

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.





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Geography Knowledge Organiser

Year 3: Who lives in Antarctica?

How does this link to my previous learning?

- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Year 2 unit – **Would you prefer to live in a hot or a cold place?**

What key vocabulary will I learn:

- **Lines of latitude** - Invisible horizontal lines mapped on our globe to show how far north or south a place is from the Equator.
- **Lines of longitude** - Invisible vertical lines mapped on our globe to show how far east or west a place is from the Prime Meridian.
- **Hemisphere** - One half of the Earth.
- **Climate** - The long-term weather conditions in a specific region.
- **Climate zone** - Areas of the world grouped together that have a similar climate.
- **Compass points** - North, east, south, west, north-east, south-east, south-west, north-west
- **Direction** - An imaginary line showing the way someone or something is moving.
- **Treaty** - A formal, written agreement between two places.
- **Drifting ice** - Thin, floating pieces of ice not attached to a glacier.

National Curriculum Links:

- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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?

- Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.

What will I know by the end of this unit:

- To understand the position and significance of lines of latitude
- To describe the location and physical features of Antarctica.
- To describe the human features of Antarctica.
- To use four-figure grid references to plot Shackleton's route to Antarctica.
- To plan a simple route on a map using compass points
- To follow instructions involving compass points and map a simple route





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MFL Knowledge Organiser

Year Three – Niveau bleu – Module 4

How does this link to my previous learning?

In Module 1-3, you learnt about the capital cities of the UK and France and some of their landmarks. You will now learn to say what there is in Paris with more complexity, using *il y a* (there is/are) and *aussi* (also). This module also links with English, where commas are needed to list nouns or adjectives.

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?

You will continue to talk about landmarks in each capital city in Year 3 and you will talk about pets in Year 4, both with greater complexity, listing nouns and joining sentences with '*Aussi*'.
À Paris, *il y a* la Seine et le Centre Pompidou. Il y a *aussi* le Canal Saint-Martin.

What key vocabulary will I learn:

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 

What will I know by the end of this unit:

I will be able to:

- count to 12,
- name further Paris landmarks,
- use the adverb *aussi*

I will learn the adverbial phrase *il y a* to construct a sentence and combine this with *et* to construct more complex sentences.

I will be able to form sentences to talk about more than two things that there are in Paris, using an adverbial opener, a verb, at least three nouns and a conjunction

I can join in singing the song *Une poule sur un mur*.

I can recite the rhyme *Monsieur et Madame Pouce* from memory.

I have listened to a story such as *Qu'est-ce que tu préfères?* in French.



Hanslope Primary School

Music Knowledge Organiser

Year 3: Traditional instruments and improvisation (Theme: India)

How does this link to my previous learning?

- This links to previous learning in year 2: Instruments

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- Indian films that involve singing and dancing, similar to a musical.
 - Tal- A repeated rhythm played over and over on the tabla.
- Rag- A series of notes which Indian music uses to create the tune.
 - Drone- A long held note usually played on the Tanpura.
- Improvising- Making up music as it is played or performed.



How does this link to my future learning?

- This links to future learning in Summer 1: Ballads.

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 notation 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 tennis

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:

- Dropfeed
- Backhand
- Forehand
- Control
- Racket
- Target
- Distance
- Strike
- Control
- Accuracy
- Consistency
- Variety

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

Tennis:

- I can move to catch a ball
- I can control a ball on racket when moving
- I can hit a ball across the floor with forehand position
- I can hit the ball across the floor using back hand position
- I can hit a ball into a target (with one bounce)



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: Mathew, Mark, Luke and John)



Hanslope Primary School

Science Knowledge Organiser

Year Three - Light



National Curriculum Links:

Recognise that they need light in order to see things and that dark is the absence of light

Notice that light is reflected from surfaces

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Recognise that shadows are formed when the light from a light source is blocked by an opaque object

Find patterns in the way that the size of shadows changes.

How does this link to my future learning?

Recognise that light appears to travel in straight lines

Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye

Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes

Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

What key vocabulary will I learn:

- Light is a **form of energy** that makes it possible to see.
- Light is **given off some objects** (for example the Sun). Darkness is when there is no light.
- Light can **reflect** off surfaces (e.g. mirrors)
- Objects can be labelled as **transparent, translucent, or opaque**, depending on the amount of light that they let through.
- **Shadows** are formed when light is blocked by an opaque object.
- When light hits an object, it can be **absorbed** by the object, **reflect** (bounce off) the object, or **transmit** (pass through) an object.
- The three key terms below tell us how much light objects let through them.
- **Transparent** – Transparent objects allow all of the light to pass through them. This means that we can clearly see through them.
- **Translucent** – Translucent objects only allow some light to pass through them. This means that we can partially see through them.
- **Opaque** – Opaque objects do not allow any light to pass through them. This means cannot see through them at all.

What will I know by the end of this unit:

Dark

Darkness is the absence of light. In other words, where there is no light, it is dark!

Human vision is unable to see colours when there is high levels of darkness (too little light).

At night, the sky is darker because there is a lack of light from the sun.

Reflection

Light may also reflect off the surface of an object.

This means that light bounces off the object, sending it in another direction.

Some examples of materials/objects that reflect light include mirrors or polished metal surfaces.

Absorption

When light hits an object, it may be absorbed into the object.

This means that it doesn't bounce off or pass through the object.

Some examples of materials/objects that absorb light include wood, brick and stone.

Transmission

Light can also be transmitted through certain objects.

This means that it passes through the object. It can be seen from the other side of the object.

Some examples of materials/objects that transmit light include windows and clean water.

*Some types of light (e.g. light from the sun) can be dangerous for our eyes and skin. This is because they contain **UV rays** that can cause damage. There are several things that we can do to protect ourselves in the sun.*