

Year Three

KO Spring 2



Hanslope Primary School

Computing Knowledge Organiser

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.

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** - 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

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.



Hanslope Primary School

Design Technology Knowledge Organiser

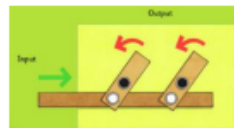
Year 3: Mechanisms (levers and linkages)

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

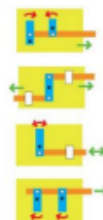
-Effective levers and linkages should move smoothly

-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 5

How does this link to my previous learning?

In Module 1-4, you learnt about the capital cities of the UK and France and some of their landmarks. You will now learn to say where you live and ask someone where they live using 'en' with the countries you have already learnt.

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 Three and use speaking frames to ask and answer key questions including your name, where you live and how old you are. You will build on this conversation in Year Four to include information about your pets.

What key vocabulary will I learn:

Question and answer

Tu as quel âge? *How old are you?*
J'ai...ans. *I am ... years old.*

Question and answer

Tu habites où? *Where do you live?*
J'habite... *I live...*

Adverbials (prepositional phrases)

en Angleterre *in England*

en Écosse *in Scotland*

en France *in France*

en Irlande du Nord *in Northern Ireland*

au Pays de Galles *in Wales*

Proper Nouns

l'Assemblée Nationale

la bibliothèque

le Centre Titanic

le château

le Gros Poisson

l'horloge

l'hôtel de ville

le Parlement

le stade

la Statue de Thanksgiving

le tramway

la vieille ville

le zoo

le pont

the Welsh Assembly

the library

the Titanic Experience

the castle

the Big Fish

the clock

City Hall

the Scottish Parliament

the stadium

the Statue of Thanksgiving

the tram

the old town

the zoo

the bridge

What will I know by the end of this unit:

I will be able to:

- Say which part of the UK I live in.
- Identify which other parts of the UK other people live in.
- Recognise and identify five Belfast landmarks through images.
- Recognise and identify five Cardiff landmarks through images.
- Recognise and identify five Edinburgh landmarks through image.
- Ask and answer questions about how old I am.

I will be able to use a speaking frame to help me remember how to structure a sentence and develop a conversation through practice with a partner.

I will be able to use the circumflex accent to spell château and âge.

I can join in singing the song Promenons-nous dans les bois.

I can recite the rhyme Au printemps, petites feuilles from memory.



Hanslope Primary School Summer 1

History Knowledge Organiser

Year 4: What did the Ancient Egyptians believe?

How does this link to my previous learning?

- What changed between the Stone Age and the Iron Age

National Curriculum Links:

- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Comparing different periods of history and identifying changes and continuity.
- Describing the changes and continuity between different periods of history.
- Identifying who is important in historical sources and accounts.
- Asking questions about the main features of everyday life in periods studied, e.g. how did people live.
- Selecting and recording relevant information from a range of sources to answer a question.
- Recognising similarities and differences between past events and today.

How does this link to my future learning?

- What did the Greeks ever do for us?

What key vocabulary will I learn:

- Afterlife
- Book of the Dead
- Civilisation
- Historically significant
- Immortal
- Mummification
- Preserve
- Ra
- River Nile
- Sarcophagus

What will I know by the end of this unit:

- To know that AD means Anno Domini and can be used to show years from the year 1AD.
- To know that change can be brought about by advancements in trade.
- To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.
- To know that archaeological evidence can be used to find out about the past.
- To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.
- To know that assumptions made by historians can change in the light of new evidence.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To understand that there are different beliefs in different cultures, times and groups.
- To compare the beliefs in different cultures, times and groups.
- To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.



Hanslope Primary School

Music Knowledge Organiser

Year 3: Ballads

How does this link to my previous learning?

- This links to previous learning in year 3: Jazz

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?

- Ballads: Songs which tell 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 sections 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', 'ooh'.

How does this link to my future learning?

- This links to future learning in Summer 2: Developing singing techniques (Theme: The Vikings)

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 Summer 1

PE Knowledge Organiser

Year 3: physical skills/ Athletics

How does this link to my previous learning?

- Y2 athletics
- Previous physical skills learning

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?

- Basis of key skills to build upon in Y4
- Further understand their ability in physical skills

What key vocabulary will I learn:

- Control
- Technique
- Communication
- Speeds
- Directions
- Relay
- Accuracy
- Competition
- Safety
- Tackle
- Pressure

Physical skills:

What will I know by the end of this unit:

- I can maintain balance throughout.
- I can balance and hold the correct position, for example, back straight.
- I can balance with control when changing balance/position.
- I can react and move quickly.
- I can catch the ball consistently.
- I can slow down with control after catching

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



Hanslope Primary School

PSHE Knowledge Organiser – Year 3

Summer 1: Economic Wellbeing

How does this link to my previous learning?

In Year 2, children focused on:

- Identifying whether something is a want or need.
- Comparing and contrasting 'wants' and 'needs'.

What key vocabulary will I learn:

- Account – the place in which money is kept, linked with your bank
- Assumption – something which is an expectation
- Budget – you may need to work within this in order to save for something specific
- Career – linked to a job, but something which is considered more permanent
- Continuum – linked with maintaining and remaining financially stable
- Digital Trade – consider the use of online money eg. Bitcoin
- Fair Trade – this is covered in more detail in Y6, but introduce the concept of a system setting the standard for fair conditions and pay
- Profession – a paid occupation that requires formal training
- Stereotype – consider and break down stereotypes within jobs, eg. a male builder, a female nurse etc.

National Curriculum Links:

This strand of PSHE isn't a statutory subject in primary schools. This means that there is no set programme of study from the NC, or learning objectives that pupils have to fulfil. This aspect aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

How does this link to my future learning?

In Year 4, children are learning to:

- Recognise value for money.
- Understand differing opinions on spending.
- Explore how to safeguard money effectively

What will I know by the end of this unit:

- To know that spending should be based on necessity, importance, and available budget.
- To know that budgeting is planning how to spend and save the money that you have available.
- To know that different jobs contribute to our society in different ways.



Hanslope Primary School

Religious Education Knowledge Organiser

Year Three- Does Jesus have authority over everyone?

National Curriculum Links:

- To explore the life and teachings of Jesus from the perspective of his authority; to examine the authority that Jesus has for Christians today (Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

- **Year Three-** Does taking bread and wine show that someone is a Christian?
- **Year Two-** Who should you follow? Can stories change people?
- **Year One-** Is everybody special? Should everyone follow Jesus?

How does this link to my future learning?

- **Year Four-** Did Jesus really do miracles?
- **Year Five-** Are you inspired?

What key vocabulary will I learn:

- **Authority-** power to influence thought, behaviour or opinion
- **Jesus-** the son of God
- **Gospel-** the first four books in the New Testament books telling the life of, death and resurrection of Jesus
- **Obedience-** hearing the word of God and acting on it
- **Trust-** reliance on the character, ability, strength or truth of God
- **Faith-** complete trust or confidence in someone or something

What will I know by the end of this unit:

Jesus in the Temple in Luke 2 v41-52



Jesus Calms the Storm in Mark 4 v35-41



Jesus calls the disciples in Matthew 4 v18-22



- Chosen stories that show Jesus exerting authority
- A range of people who have authority in my life and know the concepts of trust and obedience that accompany a recognition of authority
- That Christians have other sources of authority and that different people accept different sources of authority



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.*