



Knowledge Organiser

Year 3

St Augustine's School, Weymouth



Spring Term

Y1 Sculpture

Prior Learning

Sculpture
Roman vases

Unit

Y4 Clay Tiles

How Knowledge will be built on

Key Knowledge

- Explore how stimuli can be used as a starting point for 3D work with focus on form , shape , pattern and texture (Explore Roman Vases/artifacts)
- Develop a response through modelling
- Understand how structure needs to be created to hold its shape, have volume
- Identify and assemble materials to make a new form, carefully covering with papier-mâché
- Add finer details of geometric and interlacing patterns, selecting appropriate colours and tools.
- Compare own designs and pattern making with those from periods of history

Vocabulary

papier-mâché, geometric patterns, symmetry, interlacing pattern, band pattern, motif, viewpoint detail, decoration detail, form, texture, two-dimensional, three-dimensional

Y2 Word Processing

Prior Learning

Email

Unit

Y4 Collaborative Learning

How Knowledge will be built on

Key Knowledge

- Learning to log in and out of an email account.
- Writing an email including a subject, 'to' and 'from'.
- Sending an email with an attachment.
- Replying to an email.
- Understanding the purpose of emails.
- Learning about cyberbullying.
- Learning that not all emails are genuine, recognising when an email might be fake and what to do about it.

Vocabulary

Attachment, compose, document, email, emoji, font, icons, link, negative language, Bcc (blind carbon copy), content, domain, email account, emotions, genuine, inbox, log in, password, Cc (carbon copy), cyberbullying, download, email address, fake, hacker, information, log out, personal information, responsible digital citizen, send, subject bar, username, positive language, scammer, sign in, theme, virus, reply, settings, spam email, tone, WiFi

Y2 Computer systems and networks: what is a computer?

Prior Learning

Computer systems and networks: Identifying how a computer works.

Unit

Y4 Search Engines

How Knowledge will be built on

Key Knowledge

- To know the roles that inputs and outputs play on computers.
- To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how they work together.
- To know what a tablet is and how it is different from a laptop/desktop computer.

Vocabulary

Algorithm, data, disassemble, HDD (hard disk drive), keyboard, microphone, output, QR code, storage, assemble, decompose, GPU (graphics processing unit), infinite loop, laptop, monitor, photocopier, RAM (random access memory), tablet device, CPU (central processing unit), desktop, hard drive, input, memory, mouse, program, ROM (read only memory) technology, touchscreen, touchpad

Fruits and vegetables make up a part of a healthy and balanced diet.

Prior Learning

Cooking and Nutrition: Eating Seasonally.

Unit

Making familiar recipes more nutritional.

How Knowledge will be built on

Key Knowledge

- That seasonal means foods that grow in a given season in a given country.
- Some seasonal foods that grow in the UK and what season they grow in.
- That eating seasonal foods can have a positive impact on the environment.
- How to describe the flavour and texture of foods.
- How to cut and peel safely.
- That the appearance of food is as important as taste.
- That similar coloured fruits and vegetables often have similar nutritional benefits

Vocabulary

Appearance, arid climate, complementary, country, cut, design, evaluate, export, fruit, grate, import, ingredients, Mediterranean, mock-up, mountain, peel, polar, seasonal, seasons, nip, taste, temperature, texture, tropical, vegetable, weather.

We live on the earth.
Locating symbols on a map

Prior Learning

How do Volcanoes impact
the land and people around
them?

Unit

How tectonic activity causes
earthquakes.

How Knowledge will be built on

Key Knowledge

- The Earth is made of four main layers: the **inner core** (solid), the **outer core** (liquid), the **mantle** (semi-liquid) and the **crust** (solid).
- **Volcanoes** are formed when two plates move away from each other, or when an oceanic plate and a continental plate move toward each other
- There are two main types of volcano: **shield volcano** (two plates move away) and **composite volcano** (oceanic and continental plates move together), which each have different features
- : Products of volcanoes include **lava**, **pyroclastic flows**, **ash clouds**, **lahars**
- Volcanoes can also be **tourist** attractions; provide **nutrients** in the soil; and the heat can be used to heat water

Vocabulary

Earth, Inner core/outer core/mantle/crust, Lithosphere, Tectonic plates, Oceanic
Continental, Volcanoes, Shield volcano, Composite volcano
Active/dormant/extinct, Lava/pyroclastic flow/ash clouds/lahar, Eruption, Tourist

We live on the earth.
Locating symbols on a map

Prior Learning

How do Volcanoes impact
the land and people around
them?

Unit

How tectonic activity causes
earthquakes.

How Knowledge will be built on

Key Knowledge

- Rome grew from a small town on the River Tiber, to an enormous capital city of a huge empire.
- Roman society was divided by class, and daily life would have been very different for the rich and the poor
- Roman citizens enjoyed leisure activities such as: visiting the baths, playing sport or watching plays, chariot races and gladiator fights at the amphitheatre.
- Rome was originally ruled by kings, until the last King (Tarquin the Proud) was driven out of Rome in 509BC.
- Rome then became a republic. A group of men called senators shared the power. The two most powerful people in the senate were the consuls.
- The Roman army was the biggest and the best in the world.
- Britain had lots of valuable natural resources that Caesar wanted access to, including timber, cattle, tin, iron, silver and gold

Vocabulary

ancient, empire, conquer, citizen, laws, taxes, society, class, leisure, baths, chariot, gladiator, amphitheatre, monarchy, republic, consul, senate, senator, emperor, army general, Julius Caesar, Britons, Gauls, natural resources, timber, cattle, tin, iron

Half Termly Overview

6	Number	Multiplication and Division	<ul style="list-style-type: none"> • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
7	Measurement	Length and Perimeter	<ul style="list-style-type: none"> • measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes
8	Number	Fractions	<ul style="list-style-type: none"> • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • compare and order unit fractions, and fractions with the same denominators

Half Termly Overview

9	Measurement	Mass	<ul style="list-style-type: none">• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
10	Measurement	Capacity	<ul style="list-style-type: none">• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Y3 Revising numbers 1-10

Prior Learning

French
Les Formes (shapes)

Unit

Y4 Using numbers and
shapes, conversation, cafe

How Knowledge will be built on

Key Knowledge

- Name, recognise and remember up to 10 shapes in French.
- Attempt to spell some of these shapes in French.
- Attempt to remember which shapes are un or une
- Working on being able to pronounce and remember new words in French using clear colourful images of the shapes to help us. Learning our first words in French and learning to remember the article/determiner alongside the noun. Using what we know in English to help us. Working on remembering the shapes in French over a longer period of time

Vocabulary

Un triangle, un carre, un ovale, un cercle, un rectangle, un pentagone, un, hexagone, un losange, une linge, une etoile, dessinez

Letter sounds- phonics and phonemes
Vocab from 'I am learning French'

Prior Learning

French
Les Fruits

Unit

Year 4
Ice Cream

How Knowledge will be built on

Key Knowledge

- To understand better that nouns in French are either masculine or feminine. Learning that gender will affect other words in a sentence like the indefinite article/determiner which has two forms: un and une
- Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by gender.
- The 'r' sound in French is guttural made from the back of the throat like in the words
- There are many last consonant silent letters in French. The final letter 's' is silent in the word 'les'. It will be pronounced almost like the 'leh' in English

Vocabulary

Pomme, fraise, peche, banane, cerise, orange, prune, poire, kiwi, abricot, un, une, les, J'aime, Je n'aime

Year 3 Spring Term - Music

Y2: Orchestral instruments
(Traditional Western stories)

Prior Learning

Pentatonic melodies and
composition (Chinese New Year)

Unit

Y5- Composition to represent
the festival of colour (Holi
festival)

How Knowledge will be built on

Key Knowledge

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world, and different times, has different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions.
- Suggesting and implementing improvements to their own work, using musical vocabulary.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.

Vocabulary

Tempo, crescendo, dynamics, timbre, duration

Year 3 Spring Term - Music

Duration, Tempo and
Notation.

Prior Learning

Know what ballads are and how
to convey different emotions
when performing them.

Unit

Musical eras, composing
multilayered peaces of music.

How Knowledge will be built on

Key Knowledge

- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary
- Composing a piece of music in a given style with voices and instruments.
- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal techniques
- Singing and playing in time with peers

Vocabulary

Ensemble, ballad, compose, lyrics, perform, stanza, genre, timbre, dynamic, metre,

Year 3 Spring Term - PE

Y2 Secret Garden and Circus
Dance unit

Prior Learning

Dance
Machines and A trip to...

Unit

Y4 The Spy and Carnival
dance unit

How Knowledge will be built on

Key Knowledge

- Create actions in response to stimulus and move in unison
- Create actions to move in contact with a partner
- Select and link appropriate actions
- Remember, repeat and create actions
- Share ideas of actions and dynamics to create a dance
- Use choreographing ideas to develop a dance

Vocabulary

Action, stimulus, unison, repeat, create, dynamics, dance, choreograph, space, collaboration,

Year 3 Spring Term - PE

Y2 Invasion Games

Prior Learning

Invasion Games - Hockey

Unit

Y5 Hockey

How Knowledge will be built on

Key Knowledge

- Sending and receiving the ball with accuracy and control.
- Understand the attacking skill of dribbling.
- Develop dribbling to beat a defender.
- Defending skills are needed to delay an opponent and gain possession.
- Apply attacking skills to move towards the goal.

Vocabulary

Dribble, pass, receive, intercept, run, shoot, communication, respect

Year 3 Spring Term - RHE

Y2- Likes and dislikes,
feelings inside

Prior Learning

Emotional wellbeing and life
cycles

Unit

Y5 Peculiar feelings,
emotional changes,

How Knowledge will be built on

Key Knowledge

- Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a 'fake reality' and God's love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness.

Vocabulary

Feelings, emotionals, happy, angry, sad, lonely, grumpy, aggressive, well-being

Year 3 Spring Term - RHE

Y2 Real life online
Y2 Treating others well

Prior Learning

Understand family structures,
develop healthy relationships
with family and friends.

Unit

Y5 Sharing isn't always caring
Y5 Cyberbullying

How Knowledge will be built on

Key Knowledge

- To identify more complex relationships in their lives, including family, friends and other people, and explore how to relate to people within these different relationships.
- To recognise bullying and abuse (including physical bullying and emotional bullying online).
- To how quickly things can be shared around the world online, including photos, passwords and other personal information.
- To know how they can report and get help if they encounter inappropriate messages or material.

Vocabulary

Personal, relationship, healthy, family structure, bullying, discrimination, physical, emotional, digital, online, passwords, cyberbullying.

Y2

Animals including Humans

Prior Learning

Animals including Humans

Unit

Y4 Animals including Humans-
human development

How Knowledge will be built on

Key Knowledge

- Our skeleton is made up of bones that grow as we grow. The skeleton supports the body, e.g. the spine helps the body stand. The skeleton helps the body move, e.g. pelvis and knee joints
- Organs are parts of the body that do a particular job, the heart pumps blood around the body and the lungs are used for breathing which gets air into your body. The skeleton protects organs, e.g. the skull protects the brain; and the ribcage protects the lungs, heart and other important organs
- Muscles are attached to bones by tendons and help them to move. When a muscle contracts (bunches up), it gets shorter and so pulls on the bone it is attached to. When a muscle relaxes, it goes back to its normal size. Muscles can only pull and cannot push.
- The main food groups are carbohydrates (starch and sugars), proteins, fats, dairy, fruits and vegetables. Humans need a balanced diet which is made up of the main food groups.
- Vitamins, minerals and fibre are needed and being deficient in these causes diseases.

Vocabulary

Nutrition, food types, carbohydrates, protein, vitamins and minerals, fat, sugar, fruits and veg, dietary fibre, water, balanced diet, skeleton, muscles, support, protection, movement, names of bones, vertebrate, invertebrate

Plants are living things that need the right conditions and environment to grow.

Prior Learning

How do plants survive and reproduce?

Unit

Plants have male and female parts which have different roles.

How Knowledge will be built on

Key Knowledge

- Plants need air (oxygen and carbon dioxide), water, light and nutrients to grow.
- Plants adapt to their environment to support growth and survival.
- The xylem and phloem transport nutrients and food around the plant.
- The four main stages of a plant's life cycle are germination, pollination, fertilisation and seed dispersal.
- Seeds can be dispersed in a variety of ways, e.g. by wind, faeces, attached in animal fur or self-propelled.

Vocabulary

leaf, flower, blossom, petal, fruit, root, bulb, seed trunk, branch, stem, water, light, air, nutrients, soil, fertiliser, grow, healthy, transported, life cycle, pollination, seed formation, seed dispersal, xylem and phloem.