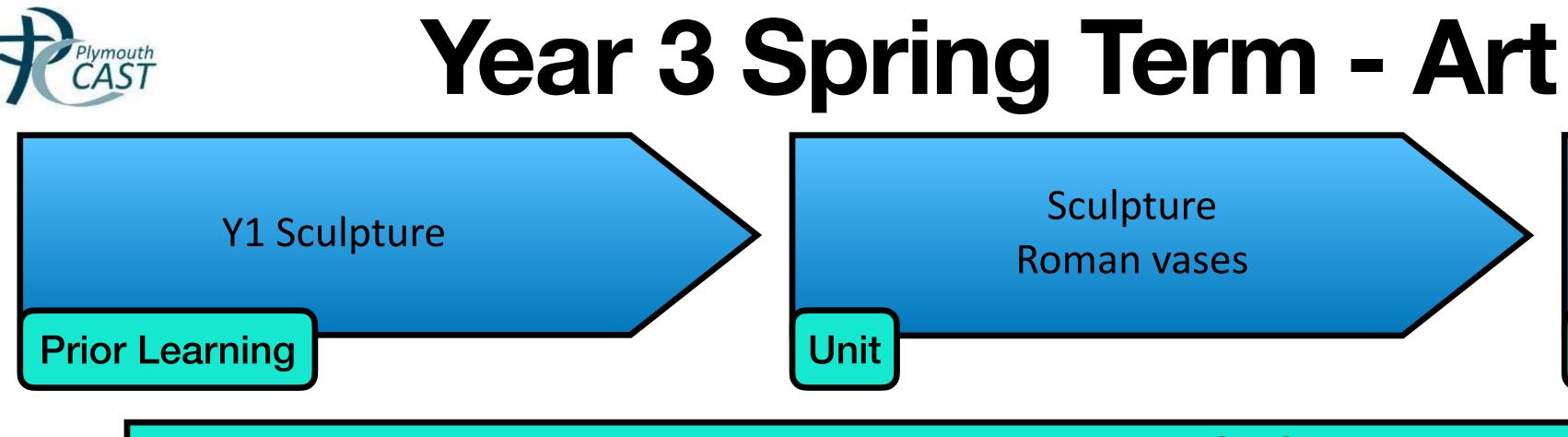


Knowledge Organiser Year 3

St Augustine's School, Weymouth

Spring Term





- (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

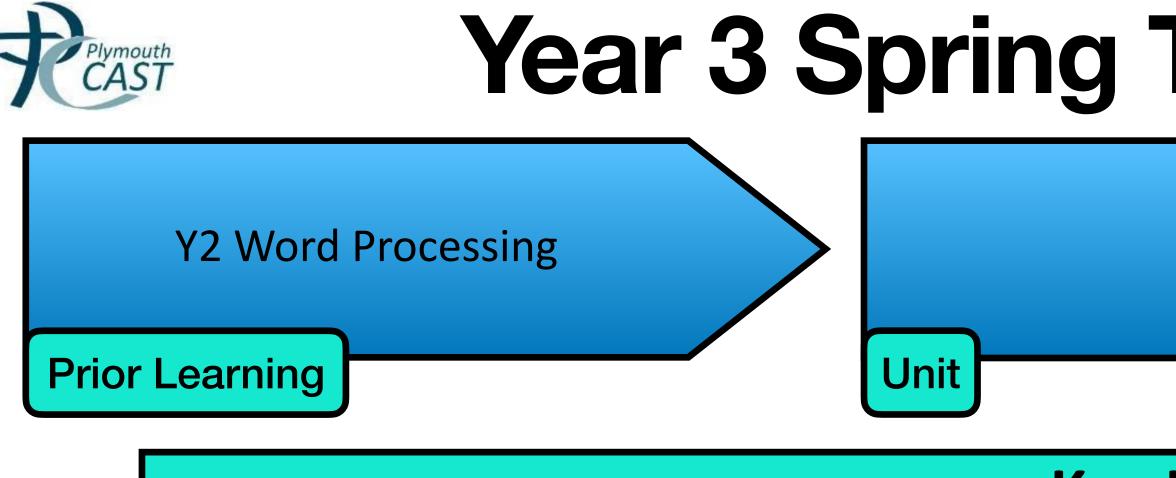
Sculpture Roman vases

Y4 Clay Tiles

How Knowledge will be built on

• Explore how stimuli can be used as a starting point for 3D work with focus on form , shape , pattern and texture



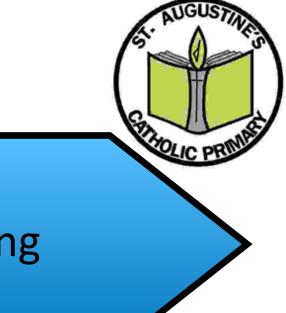


- Learning to log in and out of an email account.
- Writing an email including a subject, 'to' and 'from'.
- Sending an email with an attachment.
- Replying to an email.
- Understanding the purpose of emails.
- Learning about cyberbullying.

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, sing in, theme, virus, reply, settings, spam email, tone, WiFi

Year 3 Spring Term - Computing



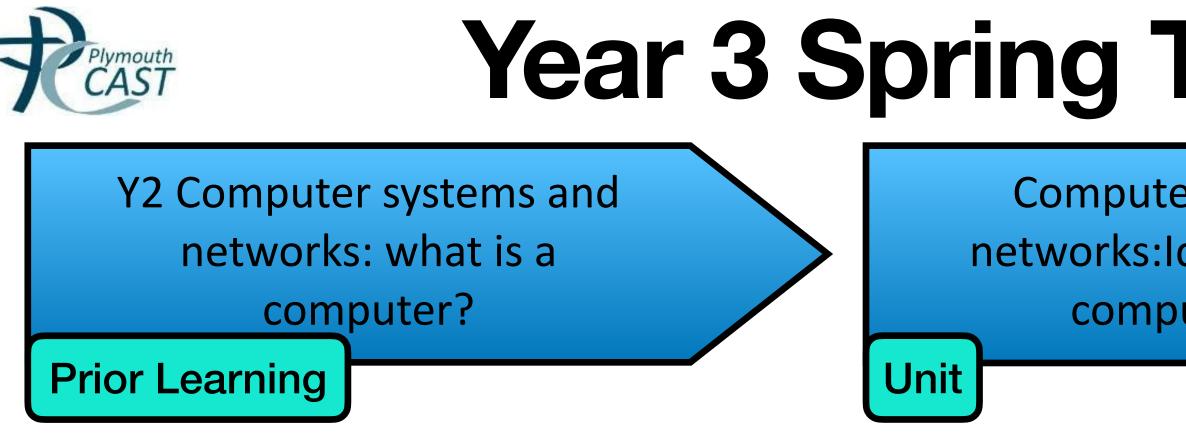
Email

Y4 Collaborative Learning

How Knowledge will be built on

Key Knowledge

• Learning that not all emails are genuine, recognising when an email might be fake and what to do about it.



- To know the roles that inputs and outputs play on computers.
- they work together.
- To know what a tablet is and how it is different from a laptop/desktop computer.

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

Year 3 Spring Term - Computing

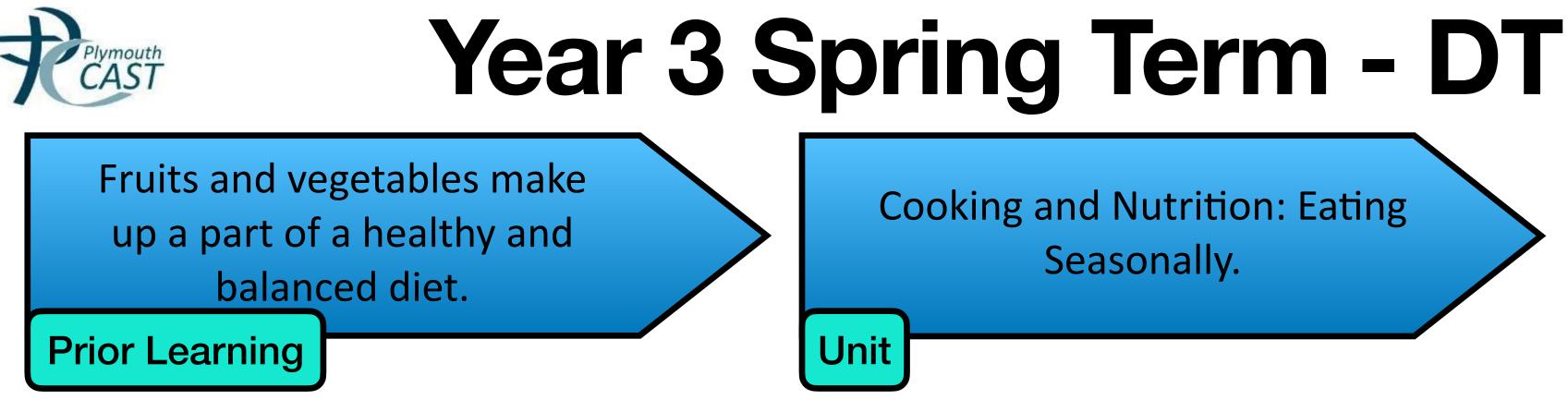
Computer systems and networks: Identifying how a computer works.

Y4 Search Engines

How Knowledge will be built on

• To know what some of the different components inside a computer are e.g. CPU, RAM, hard drive, and how





- 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.

Cooking and Nutrition: Eating Seasonally.

Making familiar recipes more nutritional.

How Knowledge will be built on





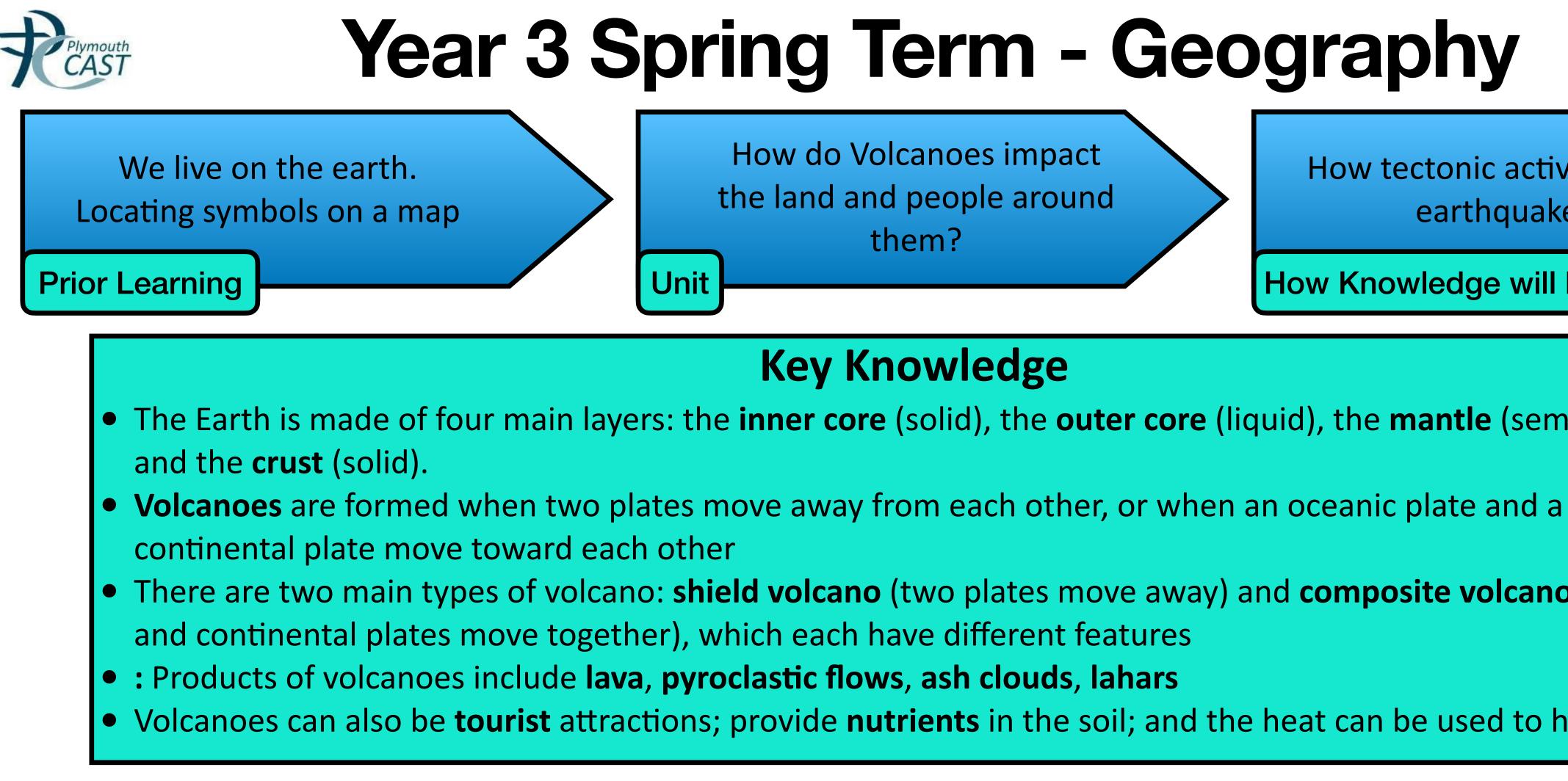












Vocabulary

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

Year 3 Spring Term - Geography

How do Volcanoes impact the land and people around them?

How tectonic activity causes earthquakes.

How Knowledge will be built on

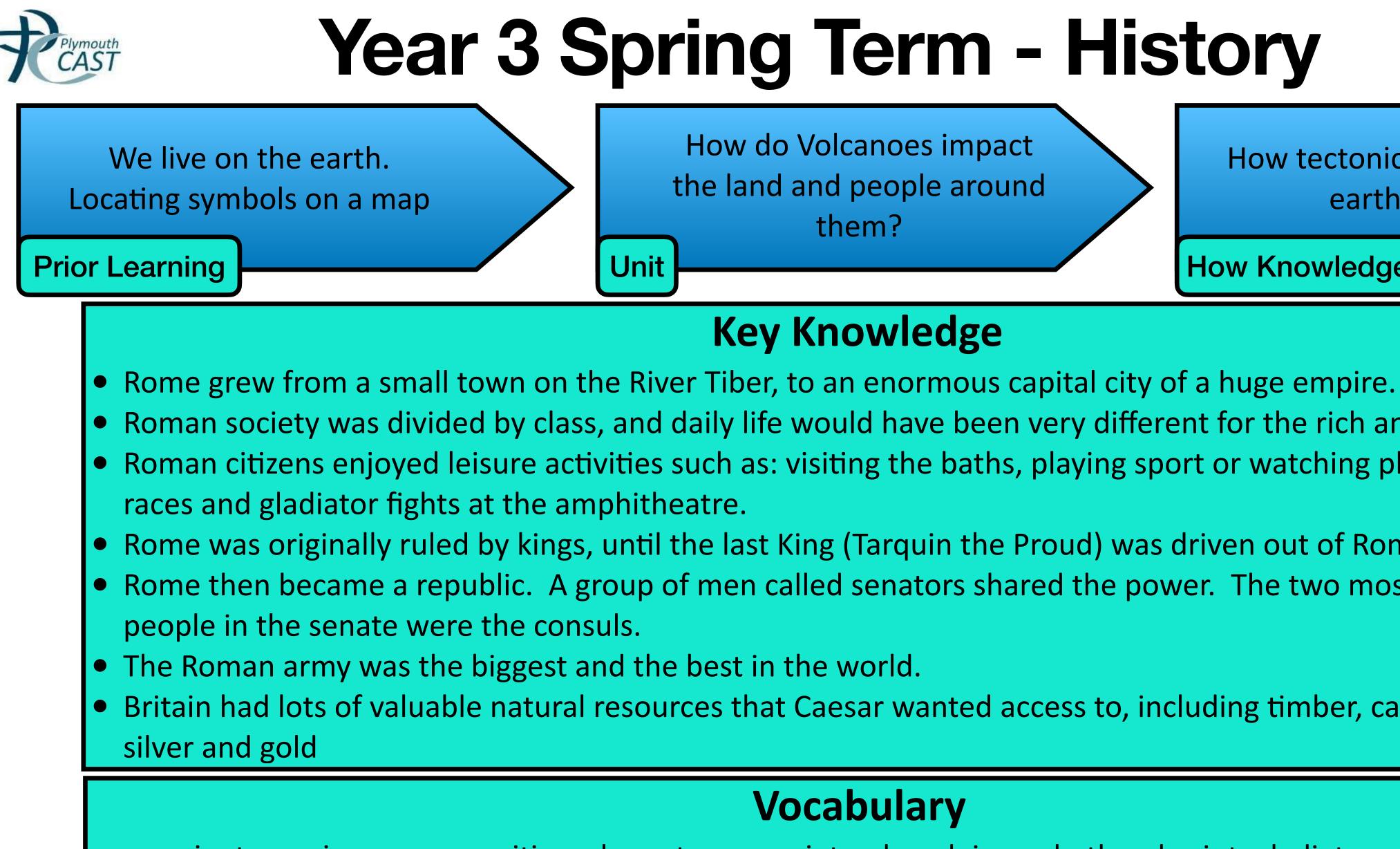
Key Knowledge

The Earth is made of four main layers: the **inner core** (solid), the **outer core** (liquid), the **mantle** (semi-liquid)

There are two main types of volcano: **shield volcano** (two plates move away) and **composite volcano** (oceanic

• Volcanoes can also be tourist attractions; provide nutrients in the soil; and the heat can be used to heat water





Year 3 Spring Term - History

How do Volcanoes impact the land and people around them?

How tectonic activity causes earthquakes.

How Knowledge will be built on

Key Knowledge

- 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
- 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

 - Britain had lots of valuable natural resources that Caesar wanted access to, including timber, cattle, tin, iron,

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



Year 3 Spring Term - Maths



Half Terr				
6	Number	Multiplication and Division	 write and calcuusing the multion of the multion of the multion of the solution of	
7	Measurement	Length and Perimeter	 measure, composition volume/capacit measure the performance of the performance of	
8	Number	Fractions	 recognise and u with small deno ecognise and sh denominators compare and o 	

mly Overview

Ilate mathematical statements for multiplication and division plication tables that they know, including for two-digit numbers numbers, using mental and progressing to formal written

, including missing number problems, involving multiplication cluding positive integer scaling problems and correspondence nich n objects are connected to m objects

pare, add and subtract: lengths (m/cm/mm); mass (kg/g); ty (l/ml)

erimeter of simple 2-D shapes

use fractions as numbers: unit fractions and non-unit fractions ominators

how, using diagrams, equivalent fractions with small

rder unit fractions, and fractions with the same denominators



Year 3 Spring Term - Maths



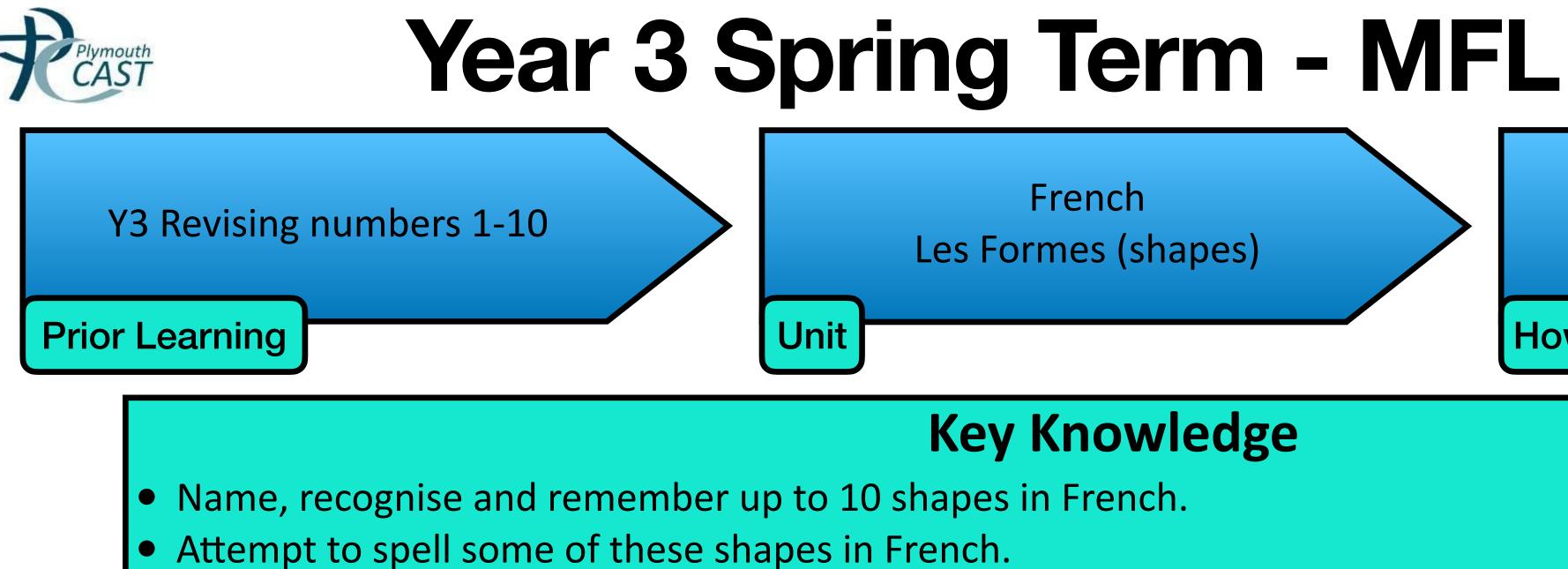
			Half Terr
9	Measurement	Mass	 measure, comp volume/capacit
10	Measurement	Capacity	 measure, comp volume/capacit

mly Overview

pare, add and subtract: lengths (m/cm/mm); mass (kg/g); ty (l/ml)

pare, add and subtract: lengths (m/cm/mm); mass (kg/g); ty (l/ml)





- Attempt to remember which shapes are un or une
- over a longer period of time



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

French Les Formes (shapes)

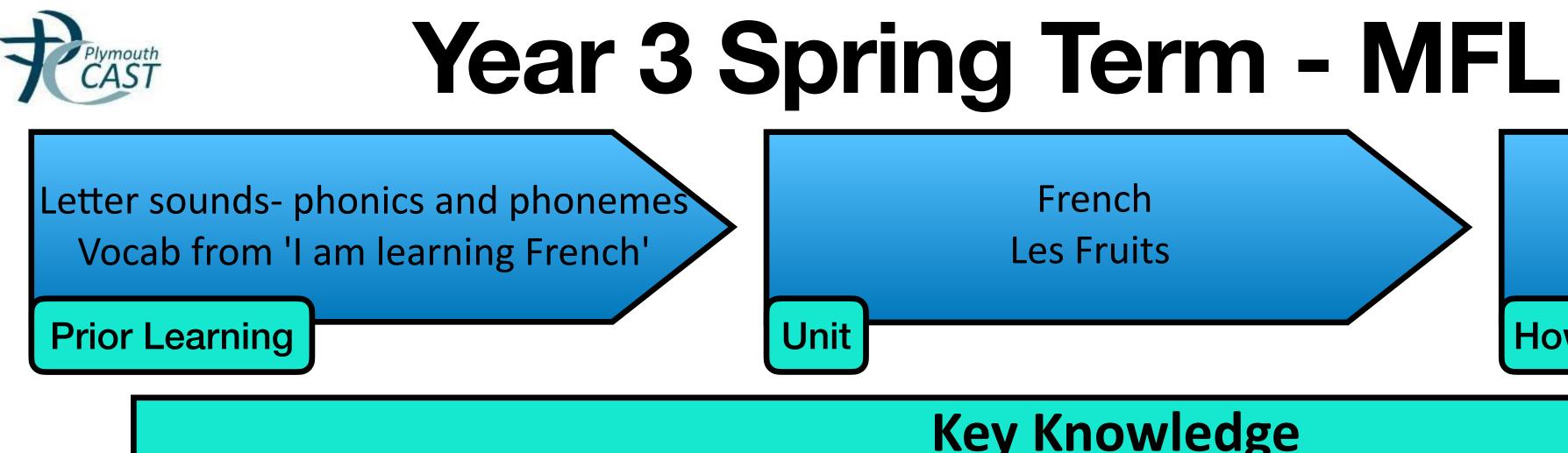
Y4 Using numbers and shapes, conversation, cafe

How Knowledge will be built on

Key Knowledge

• 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





- other words in a sentence like the indefinite article/determiner which has two forms: un and une
- gender.
- The 'r' sound in French is guttural made from the back of the throat like in the words
- pronounced almost like the 'leh' in English



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

French Les Fruits

Year 4 Ice Cream

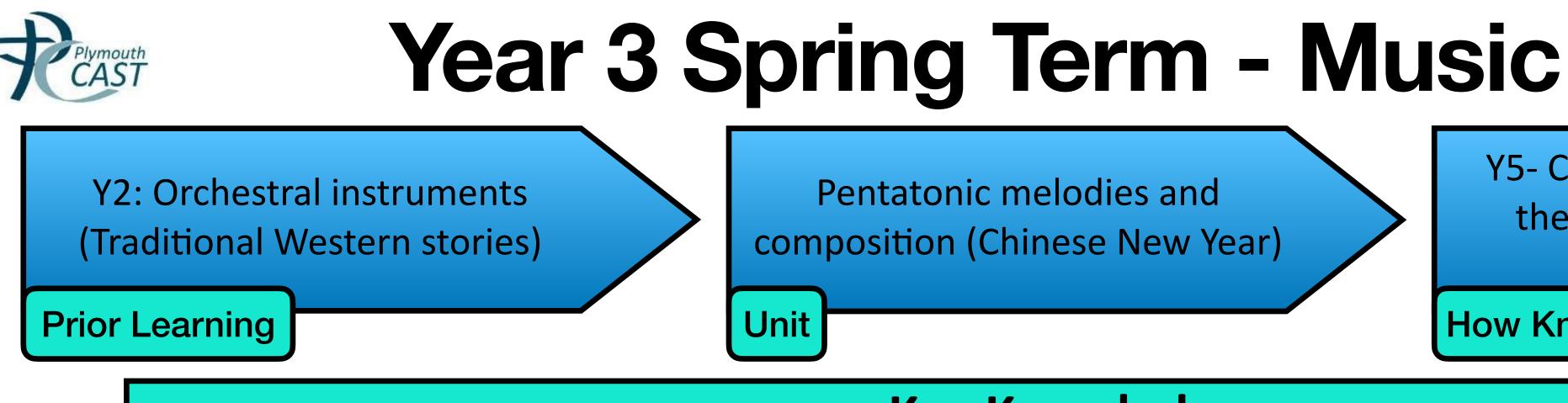
How Knowledge will be built on

Key Knowledge

To understand better that nouns in French are either masculine or feminine. Learning that gender will affect • Understanding that the plural definite article/determiner is les in French and seeing that this is not affected by

• There are many last consonant silent letters in French. The final letter 's' is silent in the word 'les'. It will be





- 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.
- 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.

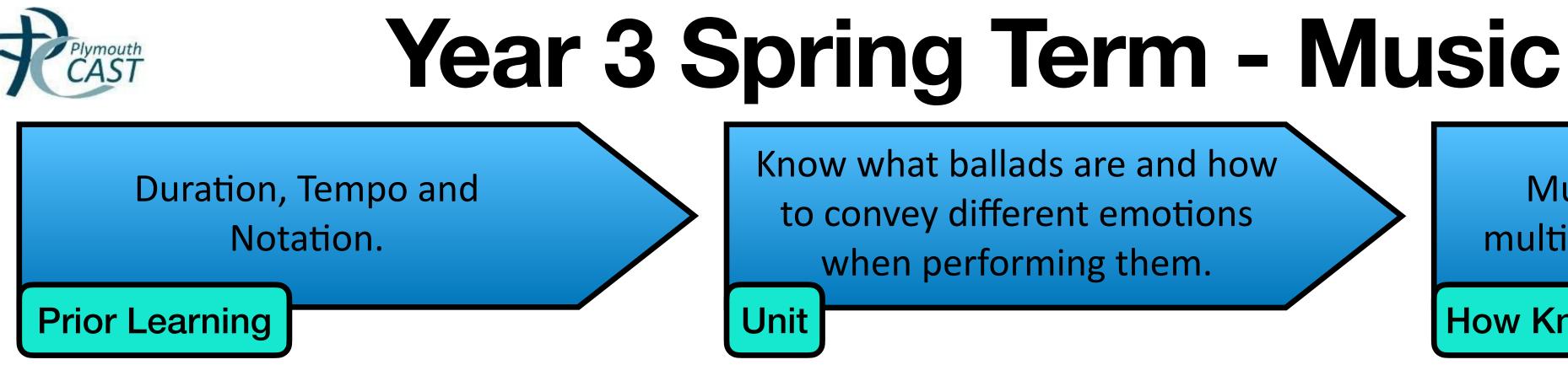
Tempo, crescendo, dynamics, timbre, duration

Pentatonic melodies and composition (Chinese New Year) Y5- Composition to represent the festival of colour (Holi festival)

How Knowledge will be built on

Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and







- Recognising and explaining the changes within a piece of music using musical vocabulary.
- 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

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

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

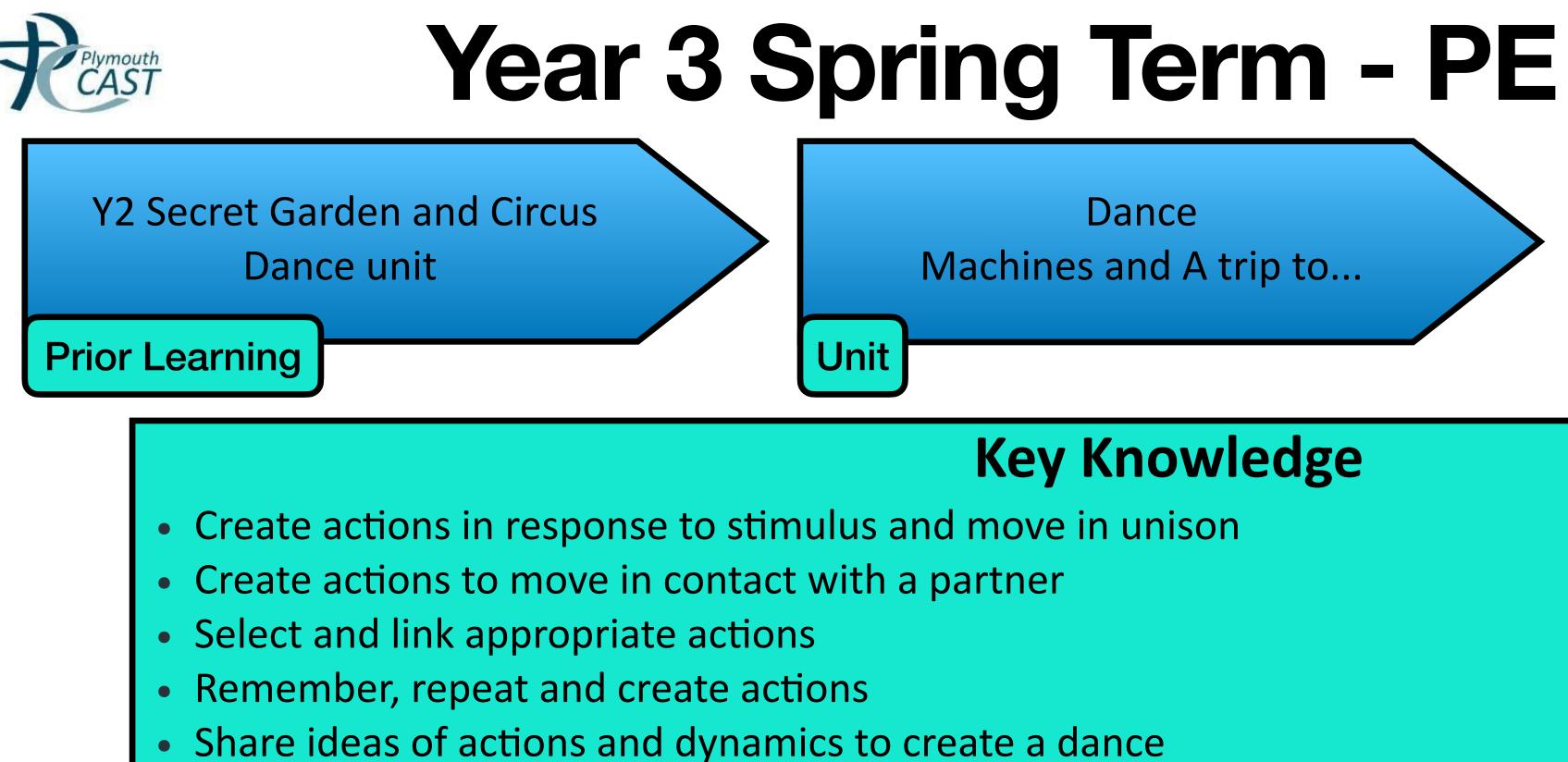
Musical eras, composing multilayered peaces of music.

How Knowledge will be built on

Key Knowledge

Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.





• Use choreographing ideas to develop a dance

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

Dance Machines and A trip to... Y4 The Spy and Carnival dance unit

How Knowledge will be built on

Key Knowledge



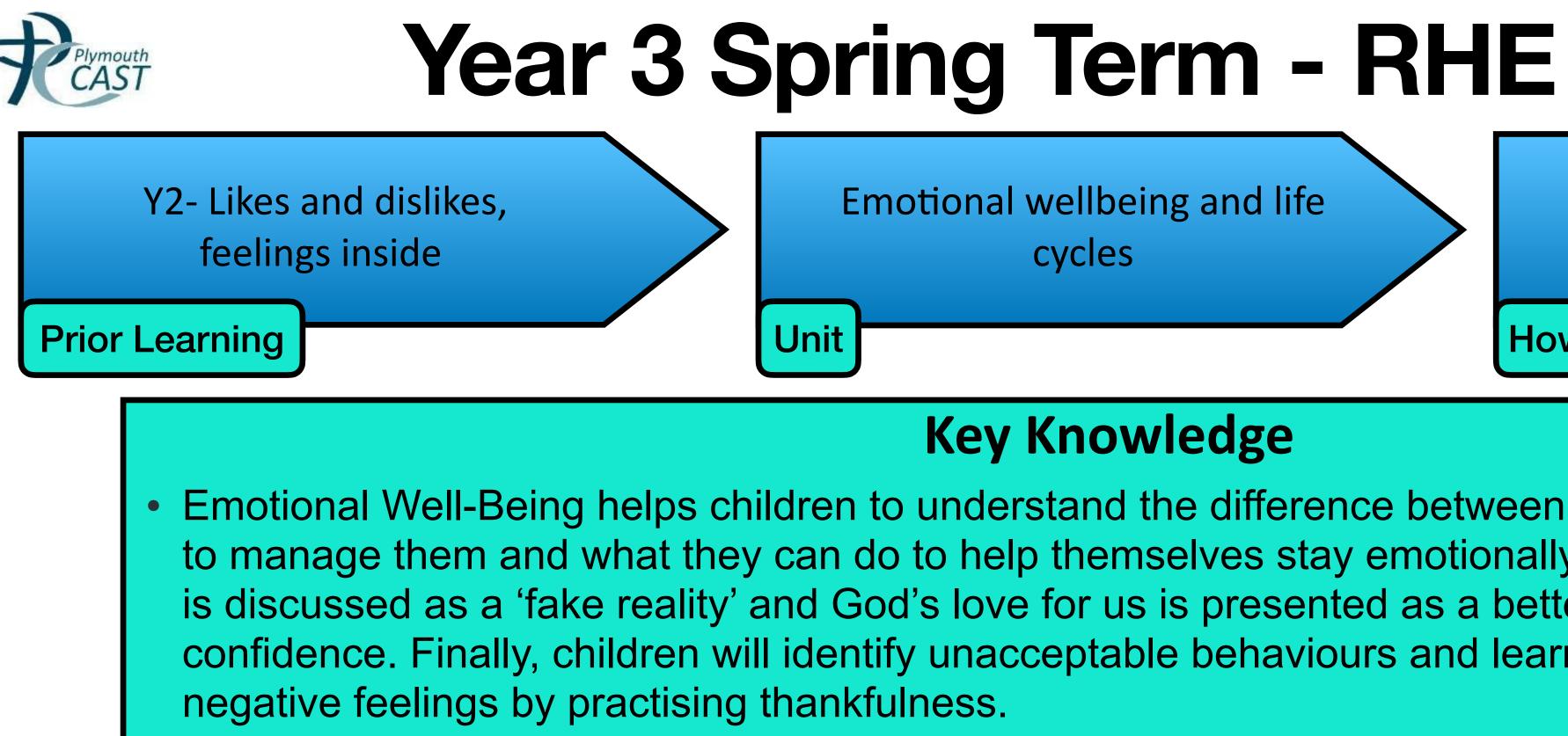


Dribble, pass, receive, intercept, run, shoot, communication, respect

Y5 Hockey

How Knowledge will be built on





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

Emotional wellbeing and life cycles

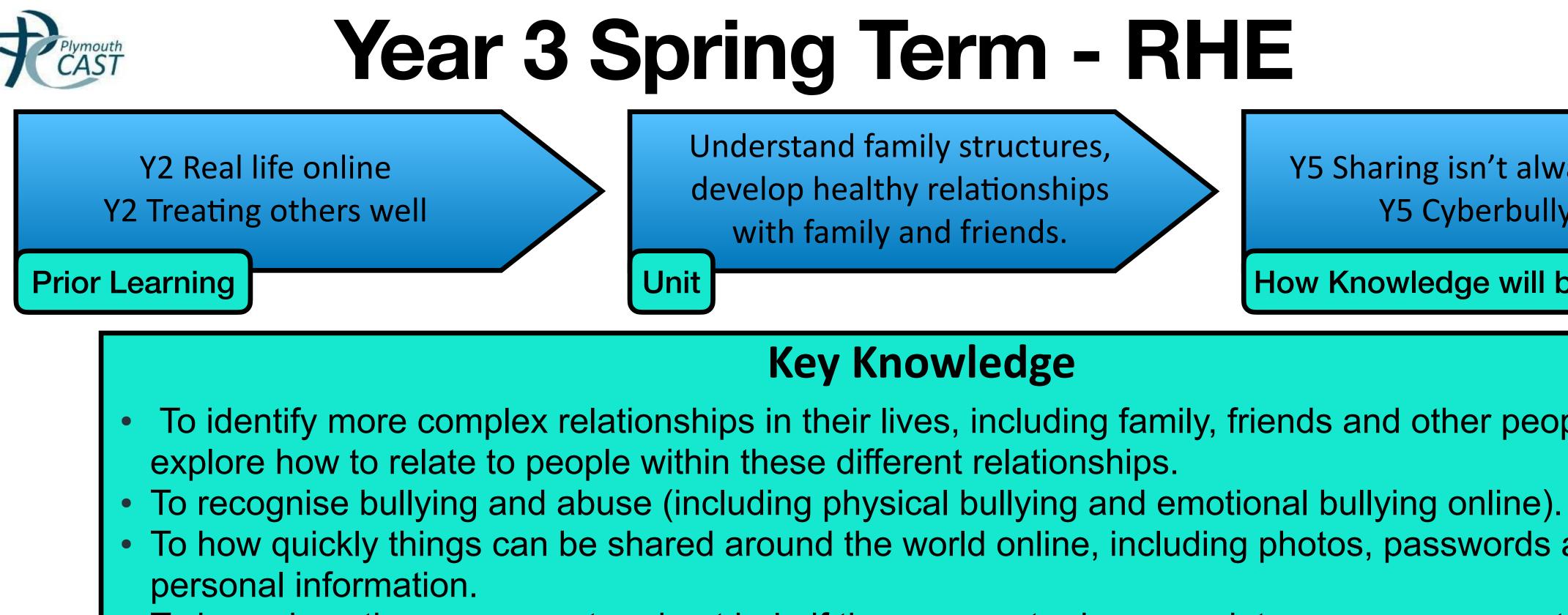
Y5 Peculiar feelings, emotional changes,

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 selfconfidence. Finally, children will identify unacceptable behaviours and learn to build resilience against





Vocabulary

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

Y5 Sharing isn't always caring **Y5** Cyberbullying

How Knowledge will be built on

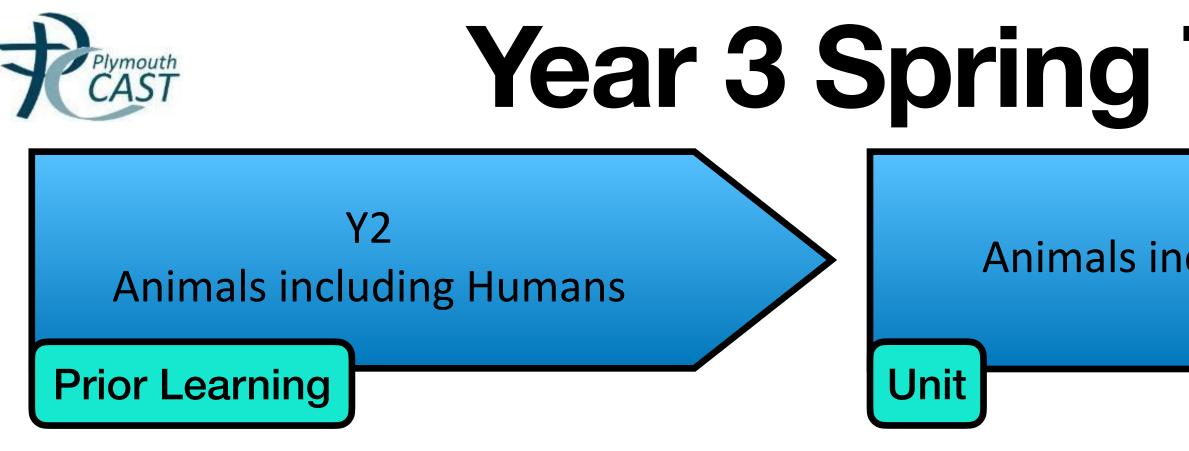
Key Knowledge

- To identify more complex relationships in their lives, including family, friends and other people, and
- To how quickly things can be shared around the world online, including photos, passwords and other

To know how they can report and get help if they encounter inappropriate messages or material.

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





- skeleton helps the body move, e.g. pelvis and knee joints
- and other important organs
- 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.
- 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

Year 3 Spring Term - Science

Animals including Humans

Y4 Animals including Humanshuman development

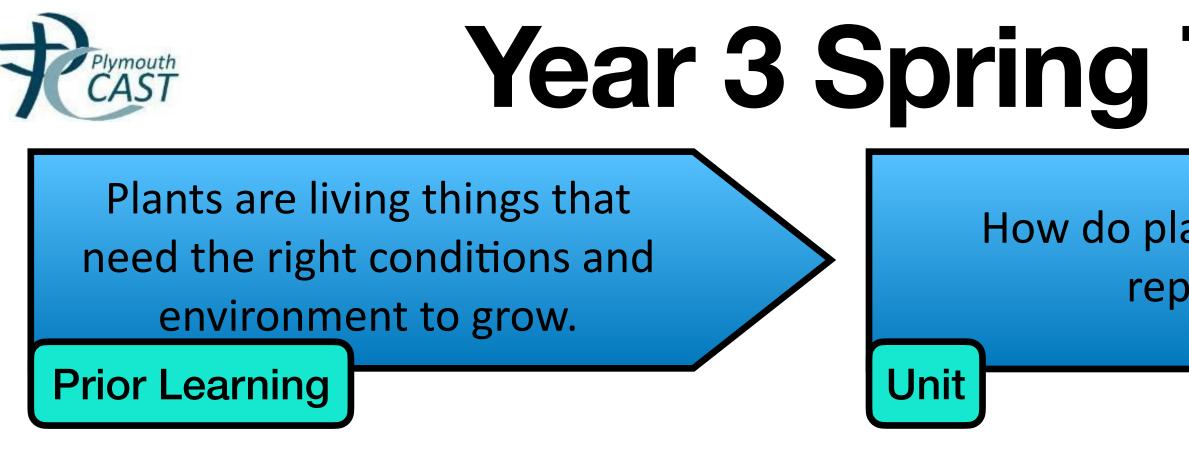
How Knowledge will be built on

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

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

Muscles are attached to bones by tendons and help them to move. When a muscle contracts (bunches up), it gets shorter and so pulls The main food groups are carbohydrates (starch and sugars), proteins, fats, diary, fruits and vegetables. Humans need a balanced diet





- 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.

Year 3 Spring Term - Science

How do plants survive and reproduce?

Plants have male and female parts which have different roles.

How Knowledge will be built on

