

Year 3 Autumn 1

Knowledge Organiser

# Maths

For the first half of the Autumn term, we will be focusing on Place Value. Children will work on the following small steps:

Represent numbers to 100	Find 1, 10 or 100 more or less
Partition numbers to 100	Number line to 1,000
Number line to 100	Estimate on a number line to 1,000
Hundreds	Compare numbers to 1,000
Represent numbers to 1,000	Order numbers to 1,000
Partition numbers to 1,000	Count in 50s
Flexible partitioning of numbers to 1,000	
Hundreds, tens and ones	

# English

We will focus our learning around a vehicle text - The Iron Man. We will look at the objectives in the table opposite.

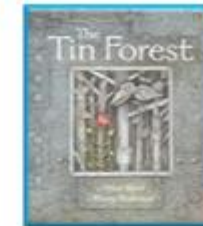
Children will have the opportunity to plan, draft and write their own Approaching Threat Narrative and a Trap Explanation.

A
Vehicle Text
The Iron Man
<b>Writing Outcome &amp; Writing Purposes</b>
Narrative Outcome: Approaching Threat Narrative Purpose: To narrate Non-Fiction Outcome: Trap Explanation Purpose : To explain
<b>Grammar: Word</b>
Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- Using a or an correctly
<b>Grammar: Sentence</b>
Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. when, before, after, while, so, because, if, although Expressing time, place and cause using adverbs e.g. then, there, soon, after Expressing time, place and cause using prepositions e.g. before, during, after, in Use expanded noun phrases for description and specification Learn how to use subordination (reinforce from Y2)
<b>Grammar: Text</b>
N/A
<b>Grammar: Punctuation</b>
Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns Use commas to separate items in a list

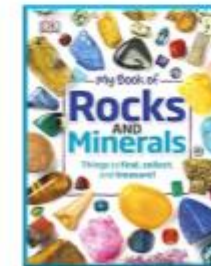
# Reading

This Year 3 Unit A
<b>Word Reading</b>
<ul style="list-style-type: none"><li>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words</li><li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul>
<b>Comprehension</b>
<p><b>Build on Previous Year &amp; Focus on:</b></p> <ul style="list-style-type: none"><li>Read a range of books that are structured in different ways and read for a range of purposes<ul style="list-style-type: none"><li>Identify how language, structure and presentation contribute to meaning</li></ul></li><li>Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context<ul style="list-style-type: none"><li>Retrieve and record some information from non-fiction</li><li>Predict what might happen from details stated and some which are implied</li></ul></li></ul>
<b>Skills and Strategies</b>
<p><b>Build on Previous Year &amp; Focus on:</b></p> <ul style="list-style-type: none"><li>Recognise and read <i>many</i> Year 3&amp;4 Word List words</li><li>Read aloud using punctuation to aid expression including speech<ul style="list-style-type: none"><li>Self-correction, including re-reading and reading ahead</li><li>Skim to gain an overview of a text, e.g. topic, purpose</li></ul></li><li>Identify different purposes of texts, e.g. to <i>inform, instruct, explain</i></li><li>Read short information texts independently with concentration</li></ul>
<b>Content Domains*</b>
<p><b>2a</b> give / explain the meaning of words in context</p> <p><b>2b</b> retrieve and record information / identify key details from fiction and non-fiction</p> <p><b>2e</b> predict what might happen from details stated and implied</p> <p><b>2f</b> identify / explain how information / narrative content is related and contributes to meaning as a whole</p>

## Vehicle Texts for this Unit



**Year 3**  
**Shared Reading Planning**  
**Curriculum Driver: Science**  
**Unit A: Forces, Magnets & Rocks**



# Science - Magnets and Forces

Children will be able to:

- compare how things move on different surfaces
- notice that some forces need contact between 2 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 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

# History - Local History, Winsford

What will I know by the end of the unit?

- Salt used to be supplied from the Northwich mines, the market remained over supplied and in 1892, the Winsford mine was closed.
- The Winsford mine is Britain's largest supplier of natural rock salt.
- More than a century of mining has left a void under the countryside that features consistent temperatures.
- In 1721, improvements were made to the River Weaver to allow boats to travel and transport items.
- The Lion Salt Works were established by the Thompson family.
- The Lion Salt Works is the last remaining open pan salt works.

# Design and Technology

## Mechanical systems, levers and linkages

Look at objects and understand how they move.

Understand that mechanisms are a collection of moving parts that work together in a machine.

Know there is always an input and output in a mechanism.

Identify mechanisms in everyday objects.

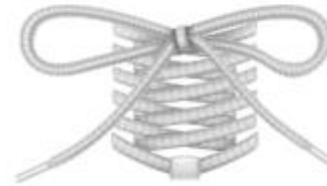
Understand that a lever is something that turns on a pivot.

Understanding that a linkage is joined together by pivots, so that the links can move as part of a mechanism.

Devising a class Design Criteria - A set of rules to help designers focus their ideas and test the success of them.

# PSHE

- understand what I need to keep safe from
- be able to recognise what may put me or others at risk
- understand why it is important to stay safe when crossing the road
- be able to recognise a range of safe places to cross the road
- understand the differences between safe and risky choices
- know different ways to help us stay safe



- Know the reasons to make sure your laces are tied
- Learn how to tie up laces properly
- Know rules to keep yourself and others safe
- Understand the differences between safe and risky choices

- know ways to keep yourself and others safe
- be able to recognise risky situations
- be able to identify trusted adults around you
- understand the differences between safe and risky choices
- be able to recognise a range of warning signs
- be able to spot the dangers we may find at home
- know the importance of listening to our trusted adults
- be able to understand ways we can keep ourselves and others safe at home
- know the differences between safe and risky choices



# PE

## Knowledge Organiser: Year 3 Gymnastics Unit 1



**Prior Learning:** Developed body management. Used core strength to link elements. Attempted to use rhythm while performing a sequence.

**Equipment needed:** Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes, action cards.



Key Vocabulary/Skills	
Contrasting shapes.	Fluency, contrasting, unison, low, combinations, full turn,
Body control when rolling.	half- turn, flexibility, compositional ideas, healthy active lifestyle.
Jumps.	
Partner unison.	
Patterns.	

**Unit Focus:** Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.

- Key Questions:**
1. How do you perform a sequence in unison?
  2. How can you adapt a sequence to include contrasting shapes?
  3. Where are you showing strength in your sequence?

**Concepts:**  
Unison is the simultaneous performance by two or more people to complete a gymnastics action such as a roll at the same time or hold a balance.

**Head:** Identify similarities and differences in sequences.

**Hand:** Perform sequences with contrasting actions.

**Heart:** Explain why strength and flexibility important in maintaining a healthy active lifestyle.



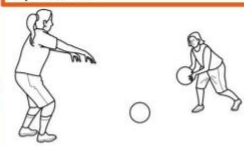
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## Knowledge Organiser: Year 3 Netball



**Prior Learning:**  
Experienced different types of small sided invasion games. Able to throw and catch in a variety of ways. Able to work with others in small teams.

**Equipment needed:** Netballs, bibs, cones, hoops, (netball posts junior height if possible).



**Unit Focus:**  
Perform basic netball skills such as passing and catching using recognised throws. Implement the basic rules of netball.



Key Vocabulary/Skills	
Chest pass	Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, netball, rules, improve.
Dodging	
Collecting a loose ball	
Bounce pass	
Shoulder pass	

- Key Questions:**
1. When would we use a bounce pass?
  2. How can we create space?
  3. What is the 1m distance rule?
  4. How does netball differ from other invasion games?

- Rules:**
- 1m distance rule - A player attempting to intercept or defend the ball must be at least 3ft (0.9m) away from the player with the ball. This distance is measured from the landing foot of the player in possession of the ball.
  - No moving with the ball.

**Head:** Show an understanding of the role of a goal shooter.

**Hand:** Pass the ball in a variety of ways.

**Heart:** Create opportunities as a team to score.



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# Music

## Autumn 1

Unit: Let Your Spirit Fly

Style: R&B, Western Classical, Musicals, Motown, Soul

Topic and cross-curricular links: Historical context of musical styles.



# RE

What will I know by the end of the unit?

*Enquiry Questions – Why is it important to show patience?*

What does the word 'Patience' mean?

- Be able to explain what patience means

How can I show patience at home?

- Make links to the key text and be able to give examples of how to show patience at home

How can I stay safe in school?

- Make links to the key text and be able to give examples of how to show patience at home

P4C

What would happen if no one showed patience?

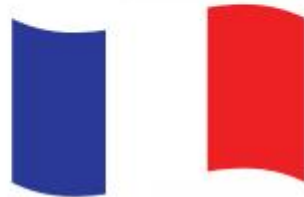
How can I tell other people about how to show patience?

- Show what you have learned through a piece of artwork or drama.



# French

En classe (In class)	La description	En classe (In class)	À la maison (at home)
écouter - to listen   listening	petit, petite - short (m), short (f)	avoir - to have   having	animal - pet, animal (m)
parler - to speak   speaking	grand, grande - tall (m), tall (f)	[a] - I have	ballon - ball (m)
lire - to read   reading	anglais, anglaise - English (m), English (f)	tu as - you have	cadeau - present (m)
écrire - to write   writing	français, française - French (m), French (f)	il a - he has	chat - cat (m)
être - to be   being	content, contente - pleased (m), (f)	elle a - she has	chien - dog (m)
je suis - I am	intelligent, intelligente - intelligent (m), (f)	un, une - a/an (m), a/an (f)	jour - day (m)
tu es - you are	amusant, amusante - funny (m), funny (f)	bouteille - bottle (f)	peluche - cuddly toy (f)
il est - he is	méchant, méchante - naughty (m), (f)	cahier - exercise book (m)	photo - photo (f)
elle est - she is	triste - sad (m, f)	crayon - pencil (m)	table - table (f)
c'est - it is, it's	calme - quiet, calm (m, f)	gomme - rubber (f)	parfait, parfaite - perfect (m), perfect (f)
Monsieur - Mr, Sir (to a male teacher)	malade - sick, ill (m, f)	jeu - game (m)	quoi - what
Madame - Mrs, Miss (to a female teacher)	sérieux, sérieuse - serious (m), serious (f)	livre - book (m)	ou - or
présent, présente - present (m), present (f)	heureux, heureuse - happy (m), happy (f)	orange - orange (f)	chaque - each, every
absent, absente - absent (m), absent (f)	curieux, curieuse - curious (m), curious (f)	règle - ruler (f)	pour - for
ici - here	courageux, courageuse - brave (m), (f)	sac - bag (m)	moi - me
là - there		stylo - pen (m)	toi - you
Bonjour ! - Hello!, Good morning!	<b>La semaine (week)</b>		
Salut ! - Hi	aujourd'hui - today		
Au revoir ! - Goodbye!	lundi - Monday		
Ça va ? - How's it going?	mardi - Tuesday		
bien - well, good	mercredi - Wednesday		
mal - bad(ly)	jeudi - Thursday		
oui - yes	vendredi - Friday		
	samedi - Saturday		



# Computing



## Key Learning

- To know what makes a safe password.
- Methods for keeping passwords safe.
- To understand how the Internet can be used in effective communication.
- To understand how a blog can be used to communicate with a wider audience.
- To consider the truth of the content of websites.
- To learn about the meaning of age restrictions symbols on digital media and devices.

## Key Vocab

- Password** – A secret word, phrase or combination of letters, numbers and symbols that must be used to gain admission to a site or application such as a website.
- Internet** – A global computer network providing a variety of information and communication facilities, consisting of interconnected networks and computers.
- Blog** – A regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.
- Concept map** – A diagram that shows how different objects or ideas are related and connected.
- Username** – An identification used by a person with access to a computer, network, or online service.
- Website** – A set of related web pages located under a single name.
- Webpage** – A page online that makes up one screen of a website.
- Spoof website** – A website that uses dishonest designs to trick users into thinking that it represents the truth.
- PEGI rating** – A rating that shows what age a game is suitable for.

