



# KNOWLEDGE ORGANISER

## Year 3



## **Curriculum Intent Statement -**

At St. Augustine's Catholic Primary School, we are passionate about children's learning. The Cognitive Load research theory and Rosenshine's Principles of Instruction highlights that children learn through remembering and recalling and this theory is embedded within the knowledge of our curriculum.

### **'Learning is Remembering and Recalling...'**

Our curriculum is planned and sequenced around the specific vision of the National Curriculum, our Curriculum Drivers, the Laudato Si and the Gospel Values. This is based upon our School Catholic Mission that we have a moral purpose for our pupils to flourish in a safe, happy and stimulating environment, and leave us with the knowledge and skills, personal qualities and aspirations, to make the world a better place, inspired by the Gospel. We believe that this core belief underpins everything we do here at St. Augustine's.

St. Augustine's curriculum will provide inspiring and relevant learning opportunities for our children to develop the knowledge and skills that can be fluently applied across all subject areas. It will ensure that all children's individual needs and experiences are developed through local, national and global contexts.

In order for children to relate to their learning, topic areas will be carefully planned and supported through external visitors talking about their experiences, or class trips to supplement the children's learning.

# National Curriculum

## Gospel Values, Catholic Virtues, Laudato Si & British Values



## Using our Secrets to Success...



## Roshenshine's Principles of Instruction & Jonathan Lear



# **School Mission Statement**

**Lead us Lord,  
To act justly,  
To love tenderly,  
And to walk humbly.**



**Amen**



This term, Year 3's topic is called The Stone Age.

We have lots of exciting things planned, including:

- Story writing, diary writing, non-fiction and instructions.
- Making clay dinosaur eyes to link with our science topic on rocks and soils.
- Starting our new maths adventure with POWER MATHS!
- Starting to learn some basic French greetings!

### **How can I help my child with this topic:**

Lots of information about the Stone Age on BBC Bitesize here: <https://www.bbc.co.uk/bitesize/topics/z82hsbk>

Watch the video for a reading of Stone Age Boy here: <https://www.youtube.com/watch?v=aqy5ENpagts>

Take part in some of the topic grid tasks – this can be found on Google Classrooms.

The next few slides will show you some of the things that we will be covering within specific subjects. Each subject will look at a specific set of skills that will allow children to meet the National Curriculum objectives within Year 3.

# English Knowledge - KEY VOCABULARY

## Spelling Key Vocabulary -

**Compound Word** - A word that contains two or more root words  
e.g. news+paper, ice+cream

**Key Word/Common Exception Word** - A word which can't be phonetically decoded

**Prefix** - A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear

**Suffix** - Suffix A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher

**Homophone** - Two different words are homophones if they sound exactly the same when pronounced  
e.g. hear/here

**Word Families** – words that are linked in form and meaning. Eg scope, telescope, microscope

## Sentence Key Vocabulary –

**Conjunctions** - words that show time, place or cause. Eg. after, before, when, while, so, because.

**Prepositions** - e.g. before, after, during, in

## Text key vocabulary –

**Paragraphs** – a series of sentences which are linked by subject matter.

**Heading** – the main title to a piece of writing

**Sub-heading** – a title within a piece of writing which relates to the heading.

**Present perfect form of verbs** – instead of using the past tense. Eg *He has gone out to play* instead of *He went out to play*.

## Punctuation key vocabulary –

**Inverted Commas** – punctuating direct speech. E.g. “ He has gone to the shops,” said Joe.

# English Knowledge & Skills

## WRITING - Short stories

**Adjectives** – to describe a person, place or thing (noun)

**Adverbs** - to describe HOW someone moves

**Dialogue** – using speech within the story

**Plot** – developing problems and solutions within a story.

## Instructions

**Conjunctions** – to show what happens next

**Imperative Verbs** – to show what to do.

## READING Key vocabulary

**Word meaning** - Explaining the meaning of words in context and explaining how word choice enhances meaning.

**Retrieval** - Finding details and information from a text.

**Prediction** - Saying what will happen next or as a result of something.

**Comprehension** – understanding the text and how content is related to the meaning as a whole.

**Inference** - reaching a conclusion which you can explain and justify with evidence from the text.

**Deduction** - Using evidence in a text to support an idea.

**Summary** – summarising main ideas from across paragraphs.

**Don't forget the Vocabulary Challenge!**

## SPELLING

- Words spelt with ei (eight)
- Words spelt with ey (they)
- Words spelt with ai (straight)
- Words spelt with ear (earth)
- Homophones and near homophones (brake/break)
- Common exception words

## HOW TO HELP – Writing

- Discuss descriptive techniques when reading.
- Discuss how authors develop the plot in their stories.
- Look at dialogue and how it is punctuated.
- Encourage your child to write as much as possible for as many different purposes as you can.

## HOW TO HELP - Grammar

- Speak in grammatically accurate sentences.
- Spot grammar being taught at school when reading.
- Work together on your child's IXL homework.

## HOW TO HELP - Reading

- Read with your child (lots)
- Discuss vocabulary and develop understanding of new words
- Visit local libraries
- Read comics/magazines/newspapers
- Let your child see you read
- Make reading enjoyable- not a battle
- Let children read what interests them



# Spelling Y3 & 4 Curriculum words

## Year 3 and 4 Common Exception words

|                |            |            |                |              |             |
|----------------|------------|------------|----------------|--------------|-------------|
| accident(ally) | certain    | experiment | important      | ordinary     | reign       |
| actual(ly)     | circle     | extreme    | interest       | particular   | remember    |
| address        | complete   | famous     | island         | peculiar     | sentence    |
| answer         | consider   | favourite  | knowledge      | perhaps      | separate    |
| appear         | continue   | February   | learn          | popular      | special     |
| arrive         | decide     | forward(s) | length         | position     | straight    |
| believe        | describe   | fruit      | library        | possess(ion) | strange     |
| bicycle        | different  | grammar    | material       | possible     | strength    |
| breath         | difficult  | group      | medicine       | potatoes     | suppose     |
| breathe        | disappear  | guard      | mention        | pressure     | surprise    |
| build          | early      | guide      | minute         | probably     | therefore   |
| busy           | earth      | heard      | natural        | promise      | though      |
| business       | eight      | heart      | naughty        | purpose      | thought     |
| calendar       | eighth     | height     | notice         | quarter      | through     |
| caught         | enough     | history    | occasion(ally) | question     | various     |
| centre         | exercise   | imagine    | often          | recent       | weight      |
| century        | experience | increase   | opposite       | regular      | woman/women |

Help your child to practice spelling and using these words.

Look for them in books.

Can they write them in their homework?



# Maths Knowledge – NUMBER AND PLACE VALUE

## Number and Place Value

### Key Vocabulary

hundreds

tens

ones

zero

place value

greater than

less than

order

more

less

partition

digit

—

### 3-Digit Numbers

256

two hundred

fifty

six



200

50

6

### Counting in 4s and 8s

0 4 8 12 16 20 24 28 32 36 40

0 8 16 24 32 40 48 56 64 72 80

### Counting in 50s and 100s

0 50 100 150 200 250 300 350 400 450 500

0 100 200 300 400 500 600 700 800 900 1000

## Knowledge Organiser

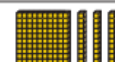
### 10 and 100 More or Less

Ten Less



120

Ten More



130

Ten More



140

One Hundred Less



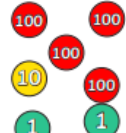
212

One Hundred More



312

One Hundred More



412

## HOW TO HELP

Mental arithmetic games – e.g. Countdown.

Regularly revisit times tables facts up to 12 x 12.

Use maths in daily life – cooking, measures, shopping etc.

Be positive about maths at home!

Embrace struggle! Teach your child that it's good to get stuck! This is how we learn best. Allow time for resilience building.

## Fluency, Reasoning and Problem Solving Key Vocabulary -

**Fluency** - Using number and calculation skills accurately and efficiently

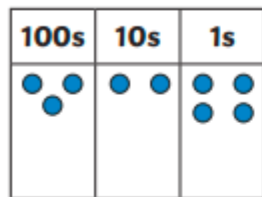
**Reasoning** - Following a line of enquiry, justifying and proving their answers

**Problem Solving** - Solving real life and logical problems using mathematical understanding

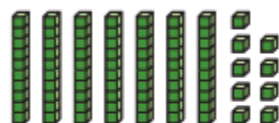
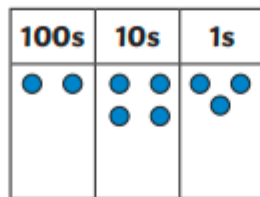
# Maths Knowledge – NUMBER AND PLACE VALUE

## Number and Place Value

### Compare and Order



$324 > 243$   
greater than

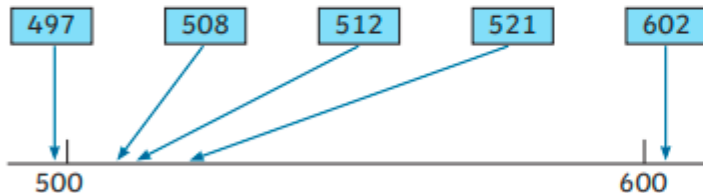


$79 < 126$   
less than



smallest

greatest



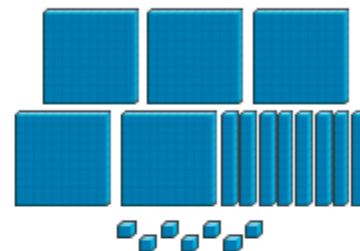
## Knowledge Organiser

### Represent Numbers to 1000

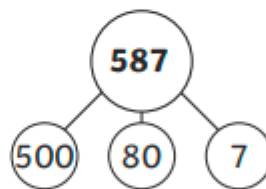
**587**

five hundred and eighty-seven

| Hundreds | Tens | Ones |
|----------|------|------|
|          |      |      |

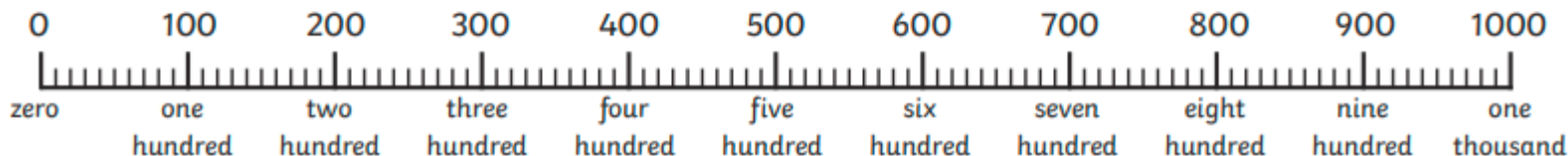


$$500 + 80 + 7$$



| Hundreds   | Tens  | Ones  |
|--|---|---|
| <div>100 100</div> <div>100 100</div> <div>100</div> | <div>10 10</div> <div>10 10</div> <div>10 10</div> <div>10 10</div> | <div>1 1</div> <div>1 1</div> <div>1 1</div> <div>1</div> |

### Numerals and Words to 1000



# Maths Knowledge – ADDITION AND SUBTRACTION

## Addition and Subtraction

### Key Vocabulary

add

total

plus

sum

more

altogether

difference

subtract

less

minus

take away

column addition

column subtraction

exchange

estimate

inverse operation

solve problems

number facts

place value

### Addition and Subtraction Methods

#### 3 digit and 1 digit numbers

Not crossing 10s




$$268 - 4 = 264$$

| Hundred   | Ten   | Ones  |
|---|---|---|
|  |  |  |



$$343 + 6 = 349$$



#### Crossing 10s (Exchanging)

| 324   |   |   |
|---|---|---|
| 300   | 20  | 4   |
| 300   | 10  | 14  |
|  |  |  |




$$316 + 8 = 32$$

| 316   | 8   |
|---|---|
|  |  |

$$324 - 8 = 316$$

#### 3-digit and 2-digit numbers

Add and subtract tens

| Hundred   | Ten   | Ones  |
|---|---|---|
|  |  |  |

$$451 + 3 \text{ tens} = 481 \quad (5 + 3 = 8)$$

$$451 - 4 \text{ tens} = 411 \quad (5 - 4 = 1)$$

#### Crossing 10s (Exchanging)

$$258 + 80 = 338$$

- Column method
- Count in 10s mentally
- Add 100, subtract 20

#### Crossing 10 and 100

$$\begin{array}{r} 368 \\ +73 \\ \hline 1 \end{array}$$

$$\begin{array}{r} 368 \\ +73 \\ \hline 41 \end{array}$$

$$\begin{array}{r} 368 \\ +73 \\ \hline 441 \end{array}$$

$$\begin{array}{r} 316 \\ -73 \\ \hline 8 \end{array}$$

$$\begin{array}{r} 316 \\ -73 \\ \hline 68 \end{array}$$

$$\begin{array}{r} 316 \\ -73 \\ \hline 368 \end{array}$$

## Knowledge Organiser

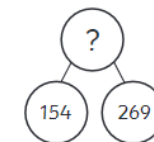
#### 3-digit numbers

Not crossing

$$679 - 351 = 328$$

| Hundred   | Ten   | Ones  |
|---|---|---|
|  |  |  |

#### Crossing 10s (Exchanging)






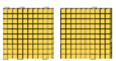
$$\begin{array}{r} 269 \\ +154 \\ \hline 423 \\ 11 \end{array}$$

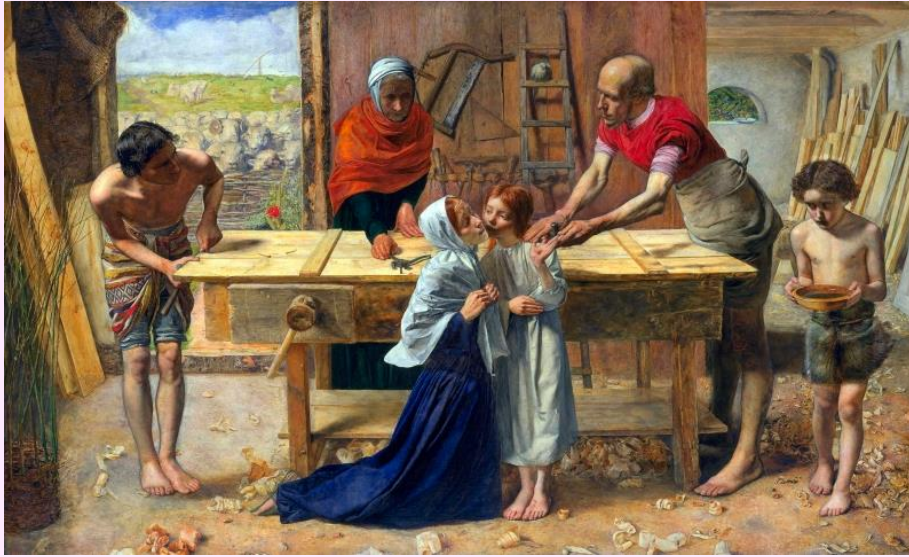
|     |
|-----|
| 514 |
| 268 |
| ?   |

$$\begin{array}{r} 4101 \\ 514 \\ -268 \\ \hline 246 \end{array}$$

#### Add and Subtract 100s

$$264 + 300 = 564$$

| Hundred   | Ten  | Ones   |
|---|--|--|
|   |  |  |
|  |  |  |



Paul's letter to the Ephesians 5: 1-9.

*Since you are God's dear children, you must try to be like him.*

*Your life must be guided by love just as Jesus was guided by love.*

*It is wrong for you to use bad or rude language.*

*Instead you should give thanks to God.*

*You must not be greedy.*

*You must be like people who live in the light.*

*Let the light of your goodness and truthfulness shine out for everyone.*

- Q What makes a house a home?
- Q What makes home a special place for you?
- Q What do you like to do at home, on your own and as a family?
- Q What do people do for you at home that makes you feel special?
- Q What is sometimes difficult about sharing and being part of a group at home?
- Q Whom does Paul tell them they should resemble?
- Q What kind of people does Paul say they should be like?
- Q What do you think about the advice he gives?



# Science – Rocks and Soils

## Year 3 Skills:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

| Key Vocabulary          |  |
|-------------------------|--|
| <b>igneous rock</b>     | Rock that has been formed from <b>magma</b> or <b>lava</b> .   |
| <b>sedimentary rock</b> | Rock that has been formed by layers of <b>sediment</b> being pressed down hard and sticking together. You can see the layers of <b>sediment</b> in the rock. |
| <b>metamorphic rock</b> | Rock that started out as <b>igneous</b> or <b>sedimentary rock</b> but changed due to being exposed to extreme heat or pressure.                             |
| <b>magma</b>            | Molten rock that remains underground.  |
| <b>lava</b>             | Molten rock that comes out of the ground is called <b>lava</b> .   |
| <b>sediment</b>         | Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.   |
| <b>permeable</b>        | Allows liquids to pass through it.   |
| <b>impermeable</b>      | Does not allow liquids to pass through it.   |

| Key Knowledge                                      |             |             |                  |
|--|-------------|-------------|------------------|
| There are three types of naturally occurring rock. |             |             |                  |
|  |             |             |                  |
| Natural Rocks                                      |             |             | Human-Made Rocks |
| Igneous  | Sedimentary | Metamorphic |                  |
| Obsidian   | Chalk       | Marble      | Brick            |
|  |             |             |                  |
| Granite  | Sandstone   | Quartzite   | Concrete         |
|  |             |             |                  |
| Basalt   | Limestone   | Slate       | Coade Stone      |
|  |             |             |                  |

# Science – Rocks and Soils

## Key Vocabulary

|                      |  |
|----------------------|--|
| <b>fossilisation</b> | The process by which fossils are made.   |
| <b>palaeontology</b> | The study of fossils.                    |
| <b>erosion</b>       | When water, wind or ice wears away land. |

Caves are formed when water **permeates** through the bedrock and **erodes** some of the rock away. Over thousands of years these caves can become very large.



## Key Knowledge

### Soil

Soil is the uppermost layer of the Earth. It is a mixture of different things:

- minerals (the minerals in soil come from finely broken-down rock);
- air;
- water;
- organic matter (including living and dead plants and animals).



topsoil



subsoil



bedrock



## Fossilisation

An animal dies. It gets covered with **sediments** which eventually become rock.

More layers of rock cover it. Only hard parts of the creature remain, e.g. bones, shells and teeth.

Over thousands of years, **sediment** might enter the mould to make a **cast fossil**. Bones may change to mineral but will stay the same shape.

Changes in sea level take place over a long period.

As **erosion** and weathering take place, eventually the fossil becomes exposed.



# Computing

## E-Safety and Digital Literacy

**E-Safety is extremely important and something we will embed in all of our computing!**

I can talk about what makes a secure password and why they are important.

- I can protect my personal information when I do different things online.
- I can use the safety features of websites as well as reporting concerns to an adult.
- I can recognise websites and games appropriate for my age.
- I can make good choices about how long I spend online.
- I ask an adult before downloading files and games from the Internet.
- I can post positive comments online
- I understand why it is important for me to use and view only the apps, websites or films that are appropriate to my age
- I can use a keyboard, mouse, trackpad and touchscreen with more confidence.

### Our Key Vocabulary

E-safety rules

Secure passwords

Report abuse button

Gaming

Blogs





# History

## The Stone Age

### Skills:

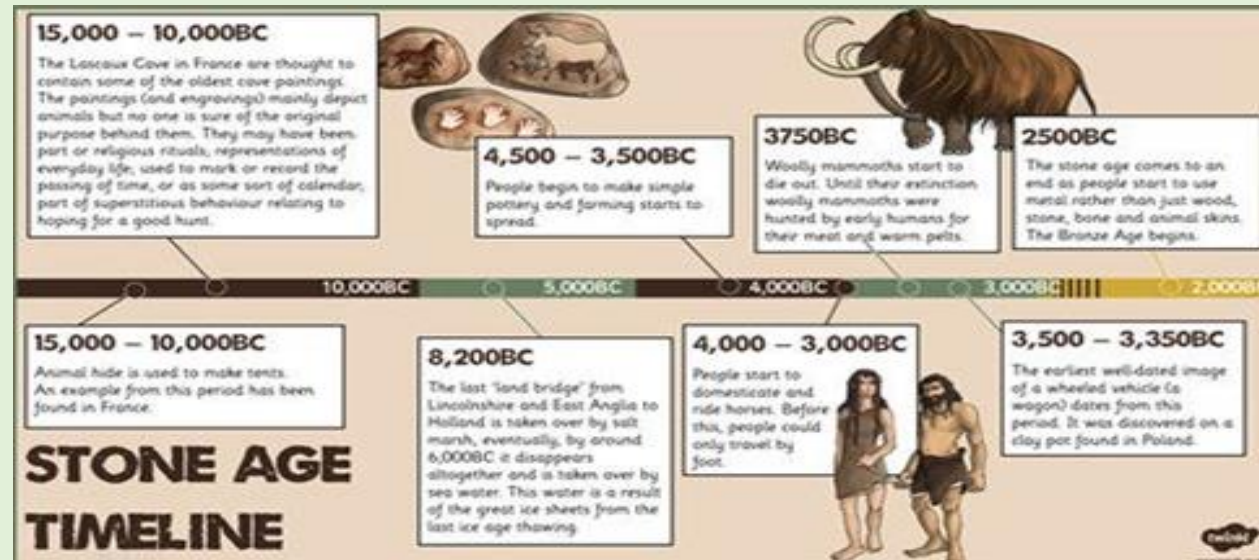
- Can pupils explain some of the sources that historians have used to gain knowledge about the Stone Age and Roman Britain?
- Can pupils describe events and periods using BC, AD, century, and millennium?
- Can they describe events from the past using dates of dates/periods?
- Can they explain the term 'prehistory'?
- Can they order events/periods studied on a given timeline?

### Vocabulary

*Decade, century, millennium, AD, BC, chronological order, evidence, source, prehistory, Stone Age, Bronze Age, Iron Age, tribe, kingdom, hunter-gatherer, agriculture, empire, emperor, citizenship, civilisation, invasion, conquest, army, military, enemy, resistance, alliance, republic, impact, culture, religion, tax, concurrence, duration, interval, narrative*



### Key Dates



# Art and Design

**We are going to produce clay dinosaur eyes linking to our Science which include fossils!**

Can they begin to sculpt clay and other mouldable materials?

Can they use their sketches to produce a final piece of work?

Can they use different grades of pencil shade, to show different tones and texture?

## Year 3 Art Vocabulary

|             |            |          |
|-------------|------------|----------|
| Primary     | Focus      |          |
| Secondary   | Effect     |          |
| Tertiary    | Statement  |          |
| Perspective | Mood       | Observe  |
| Structure   | Scale      | Evaluate |
| Compose     | Proportion | Tone     |
| Layer       | Placement  |          |
| Palette     | Design     |          |
| Illustrate  |            |          |



We will also be looking at artwork by Pippa Hill- an artist who works creates 3D ceramic animals!



Know how count to 20 in French.

Ask somebody how they are feeling and give an appropriate response back.

Ask somebody their age, name, where they live and reply.



# Music

## Year 3 Skills

### Beat:

Understanding how music can be organised in sequences.

Using voices and actions to perform simple rhythms within a steady beat

Understanding how music can be organised in layers.

Combining rhythms in layers.

## Hard hat zone

Cutting with a tenon saw ~



Nails and a hammer ~



Cordless power drill ~



Plastering trowel ~



## Year 3 Skills

### Pitch:

Understanding pitch through melody. Developing a song.

Recognising pitch shapes.

Reading notations to play a melody.

## Jouez beat

| 1                             | 2                             | 1                             | 2                             |
|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
|                               |                               |                               |                               |
|                               |                               |                               |                               |
| Jou - ez, mes amis, jou - ez, | Jou - ez, mes amis, jou - ez, | Jou - ez, mes amis, jou - ez, | Jou - ez, mes amis, jou - ez. |







# PSHE

## HEALTHY LIFESTYLE

- Explain how each of the food groups on the **Eatwell Guide** (formerly Eatwell Plate) benefits the body;
- Explain what is meant by the term 'balanced diet';
- Give examples what foods might make up a healthy balanced meal.
- Explain how some infectious illnesses are spread from one person to another;
- Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
- Suggest medical and non-medical ways of treating an illness.
- Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, liver, brain);
- Describe how food, water and air get into the body and blood.



# PE

## Netball

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

### Key Skills: Physical

- Passing
- Catching
- Footwork
- Intercepting
- Shooting
- Dodging

### Key Skills: S.E.T

- Social: Working safely
- Social: Communication
- Social: Collaboration
- Emotional: Honesty and fair play
- Emotional: Perseverance
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback

### Key principles of invasion games

| Attacking                  | Defending       |
|----------------------------|-----------------|
| Score goals                | Stop goals      |
| Create space               | Deny space      |
| Maintain possession        | Gain possession |
| Move the ball towards goal |                 |



### Key Vocabulary:

- footwork
- pivot
- opponent
- opposition
- receiver
- landing foot
- interception
- rebound
- obstruction
- possession
- attack
- defence
- contact
- mark

# Foundation Subject

## IMPACT QUESTIONS

### Religious Education

What makes a house a home?

### Science

How are different rocks formed? How can we group rocks?

### Computing

Do I know how to stay safe online and use a computer correctly?

### History

What was life like in the Stone Age?

### Art and Design

Can you use clay to create a model with texture and layers?

### Music

Can you perform a rhythmic pattern to a steady beat?

### PSHE

Can you tell me what a balanced diet is?

### PE

Can you play well in a team?