

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.

Curriculum Development - Intent

LauDato Si, National Curriculum and Gospel Values



Using our Secrets to Success...



Rosenshine's Principles of Instruction

Parents in Partnership and Knowledge Organisers

English
Reading
Writing
Phonics
Spelling
Punctuation
Grammar

Maths
Arithmetic
Fluency
Reasoning
Problem Solving

RE
Knowledge &
Understanding
Engagement &
Response
Analysis & Evaluation

The Culture Team
History
Geography
French (MFL)

**The Arts and
Technology
Team**
Design
Technology Art
Music
Computing

**The Healthy
Hearts and
Minds Team**
PE
Science
PSHE / RSHE

Being the 'Best we can be'

**Our Laudato Si key question
this half term...**

How can we reduce food waste?



**Our Focus Gospel Value this
half term is...**



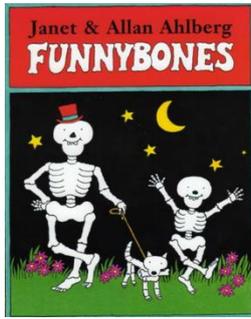
How can you be a peace maker?

School Mission Statement

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



Amen



Funny Bones.



This half term, Year 3's topic is called Funny Bones.

We have lots of exciting things planned, including:

- Story writing and writing instructions.
- Learning about how the body needs and uses food including the different food groups.
- Learning about the bones and muscles in the body.
- Creating art work based on the work of Anthony Gormley.
- ALSO.... Coming to you live from St Augustine's school online... a KS2 Christmas Performance!!!!

How can I help my child with this topic:

Research the life of Anthony Gormley and some of the art work he has created.

Find out about the skeleton and the names of the bones.

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

- Adverbs ending in -ly
- Adverbs when the root word ends in 'y'
- Adverbs when the root word ends in 'le'
- Adverbs when the root word ends in 'ic' or 'al'
- Adverbs that break the rules
- 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 – 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

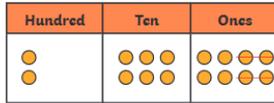
place value

Addition and Subtraction Methods

3 digit and 1 digit numbers

Not crossing 10s

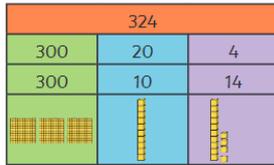
$$268 - 4 = 264$$



$$343 + 6 = 349$$



Crossing 10s (Exchanging)



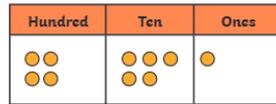
$$316 + 8 = 324$$



$$324 - 8 = 316$$

3-digit and 2-digit numbers

Add and subtract tens



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

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

Crossing 10s (Exchanging)

$$258 + 80 = 338$$

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

Crossing 10 and 100

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

$$\begin{array}{r} 313 \\ -73 \\ \hline 240 \end{array}$$

Knowledge Organiser

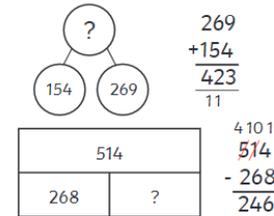
3-digit numbers

Not crossing

$$679 - 351 = 328$$



Crossing 10s (Exchanging)



Add and Subtract 100s

$$264 + 300 = 564$$



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.

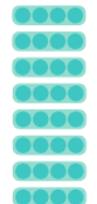
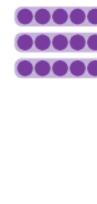
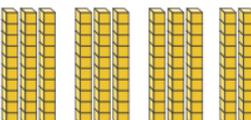
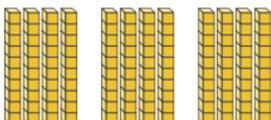
Fluency, Reasoning and Problem Solving Key Vocabulary -

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 – MULTIPLICATION AND DIVISION

Multiplication and Division												Knowledge Organiser																																																																																																																																																																								
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Helping at Home:-

- TT Rockstars
- Quick Fire x tables questions in the car/at dinner/while out.
- Practising x table and corresponding division facts

Advent and Christmas



LOVING – How do we prepare for and accept visitors?



- What do we think about visitors?
- How do we prepare for them?
- How might people have felt about preparing for a special visitor?
- What demands do you think the visit of Gabriel placed on Mary?
- How do you think Mary and Joseph felt as visitors to Bethlehem, realising they had no place to stay?
- What would be the difference between how the shepherds would feel to how the Wise Men feel visiting Jesus?

Science

Year 3 Skills:

- identify that animals, including humans, need the right types and amount of nutrition,
- that they cannot make their own food;
- they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement



Computer Science – CODING

Year 3 Skills:

- Children create animated scenes by repeating and changing images in a storyboard.
- Select appropriate tools to complete a given task.



Purple Mash 2Code



How to help:

Go onto 2Code with your child and ask them to show you how to do it.

Art and DT

Antony Gormley.



Antony Gormley, is a British Sculptor who was born in Yorkshire.

He has created many sculptures which reflect the human form.

Probably his most famous sculpture is the Angel of the North which is in Gateshead, Tyne and Wear.

Have you ever seen a sculpture by Antony Gormley?
You might have done.

Do some research at home to find out where (near here) some of his sculptures are.



Art and DT.



Following on from our research into Antony Gormley, we will be creating models of the human form using papier mache and/or clay.

Year 3 Art/DT skills.

- Make a simple papier mache object.
- Plan, design and make models.
- Join clay adequately and work reasonably independently.
- Construct a simple clay base for extending and modelling other shapes.

Music

Year 3 Skills

Controlling pulse and rhythm

Recognise rhythmic patterns.

Perform a repeated pattern to a steady pulse.

Identify and recall rhythmic and melodic patterns.

Identify repeated patterns used in a variety of music. (Ostinato).

Unit: Food and drink

This unit serves up a feast of chants, songs and performances. Composing word rhythms, singing a round, and creating musical recipes will develop the children's skills from breakfast through to dinner time!





PSHE

Key Questions:

1. What can we do to make sure we have a balance diet?
2. What are the food groups called?
3. What should you do if you are poorly?
4. How can you keep yourself fit and healthy?
5. Are all medicines drugs? Can medicines ever be harmful?



PE

Gymnastics

Year 3 Skills

Skills:

- consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements
- recognise and describe the short term effects of exercise on the body during different activities
- know the importance of suppleness and strength
- describe and evaluate the effectiveness and quality of a performance
- recognise how their own performance has improved



Foundation Subject

IMPACT QUESTIONS

Religious Education

What impact did visitors have in the Christmas Story?
Can you relate this to your own experiences?

Science

Why is it important to have a balanced diet? How does this help with the development of the body?

Coding

What do you have to do to make your picture move?

Art and DT.

Who is Antony Gormley and why is he important?
What did you have to do to make your model stable?

Music

Can you perform a rhythmic pattern to a steady beat?

PSHE

Can you explain how to stay healthy?

PE

Can you demonstrate a sequence of balances and body shapes?