



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...

What is happening in the local
area to support Laudato Si?



Our Focus Gospel Value this half term is...



How can you show humility by seeing life
as a gift?

School Mission Statement

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



Amen

The local history of Weymouth.

This half term, Year 3's topic is a local history study of Weymouth.

We have lots of exciting things planned, including:

- Why Weymouth is where it is.
- Learning about how the Black Death entered the country
- Finding out about the Battle of Weymouth.
- How Weymouth played an important part during World War II.

How can I help my child with this topic:

Discuss where Weymouth is and why it grew up here.

Discover and visit the local historical sites.

Research an area of study with your child and show how it has changed over a period of time.

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.

Pronouns - e.g. he, she, they, it

Text key vocabulary –

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

News reports – using the past tense, using the third person, using speech

Adverts and Persuasive texts – persuasive language

Punctuation key vocabulary –

Similes – saying that something is like something eg. As sharp as a knife

Alliteration - using the same sound at the beginning of a group of words eg The snake slithered slowly and silently.

English Knowledge & Skills

WRITING – News reports

Using speech – using inverted commas to punctuate speech

Using the past tense – making the past tense of verbs

Adverts/Persuasive texts

Using persuasive language

Using creative vocabulary

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 that end with –al
- Words with the 'ture' spelling which has different sounds (3 weeks)
- Words with silent letters (2 weeks)

HOW TO HELP – Writing

- Discuss how an author tells their own story.
- Look at the way a news report is laid out.
- Discuss the different language used in adverts and persuasive texts.
- 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 (at least 3 times a week)
- 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

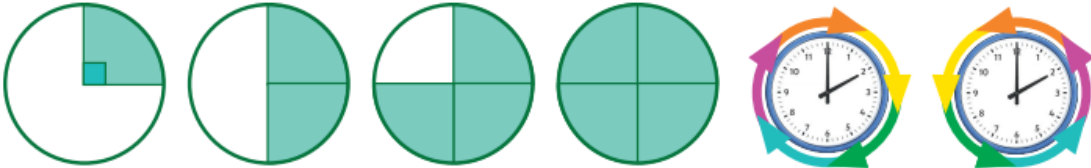
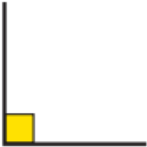
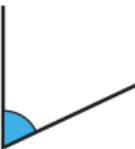
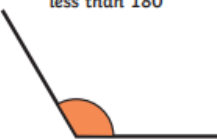




accident(ally)	certain	experiment	important	ordinary	reign
actual(ly)	circle	extreme	interest	particular	remember
address	complete	famous	island	peculiar	sentence
answer	consider	favourite	knowledge	perhaps	separate
appear	continue	February	learn	popular	special
arrive	decide	forward(s)	length	position	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 – Shapes

Properties of Shapes		Knowledge Organiser			
Key Vocabulary		Turns and Angles			
quarter turn		Angles can be used as a description of a turn.			
half turn					
three-quarter turn					
angle		$\frac{1}{4}$ turn	$\frac{1}{2}$ turn	$\frac{3}{4}$ turn	1 turn
right angle					clockwise
acute					anticlockwise
obtuse					
horizontal		An angle is created when two straight lines meet at a point or intersect.			
vertical		<div><div>Right Angle</div></div> <div><div>Acute Angle</div><div>Less than 90°</div></div> <div><div>Obtuse Angle</div><div>Greater than 90° and less than 180°</div></div>			
parallel					
perpendicular		Type of Lines			
polygon		horizontal	vertical	parallel	perpendicular
two-dimensional					
three-dimensional					
flat face					
curved surface					
edge					
curved edge					
vertex					
vertices					
apex					

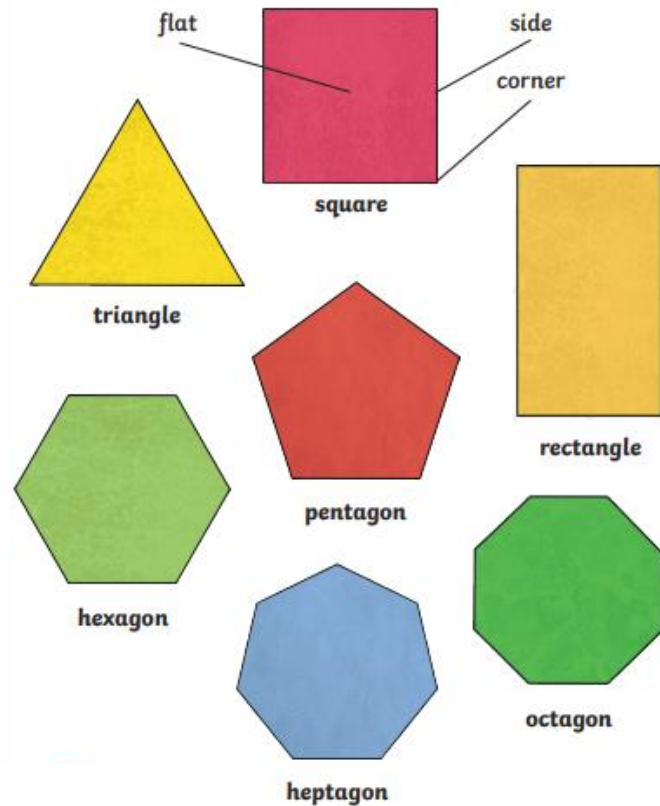
Helping at Home:-

- Look out for examples of shapes in everyday life.
- Find examples of right angles in every day life
- Find examples of acute and obtuse angles in real life

Maths Knowledge – Shape

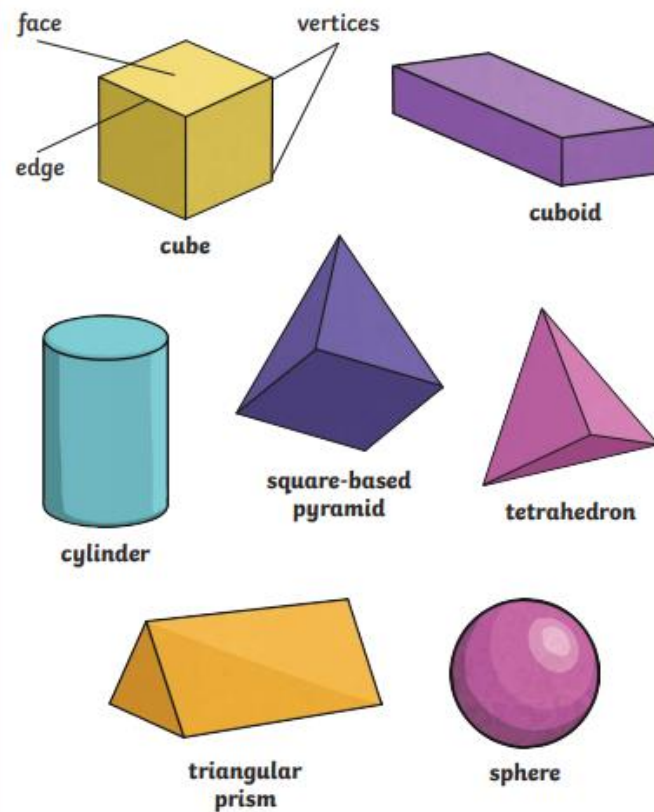
Properties of Shapes

Recognise and Describe 2D Shapes

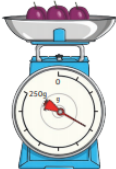




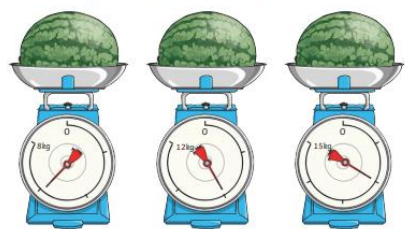
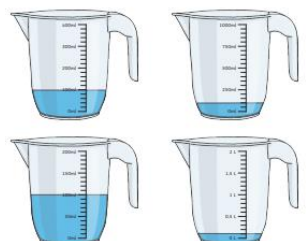
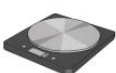

Knowledge Organiser

Recognise and Describe 3D Shapes



Maths Knowledge – Mass and Capacity

Mass and Capacity		Knowledge Organiser	
Key Vocabulary		Measure and Compare Mass	
mass		Scales can be used to measure grams.	
gram		A gram is a unit of measurement that is used to measure the mass of something.	
kilogram		Scales can be used to measure kilograms.	
capacity		A kilogram is a unit of measurement that is greater than a gram. It is also used to measure the mass of something.	
volume		Grams can be written as g.	
millilitre		Kilograms can be written as kg.	
		$1000g = 1kg$	To compare mass, we can use the words 'heavier' and 'lighter'.
		Measure and Compare Capacity	
		Capacity is the amount of liquid a container can hold.	
		Volume is how much liquid is in the container.	
litre		Measuring jugs can be used to measure larger volumes.	
lighter		Greater volumes are measured in litres.	
heavier		Litres can be written as l.	
		$1000ml = 1l$	To compare capacities, we can use the word 'full'.

Reading Scales		Knowledge Organiser	
Mass		Capacity	
Each of the melons has a mass of 6kg but the arrows are all pointing at different points on the scales. This is because each of the measuring scales have different increments marked on them.		Measuring containers all have different capacities.	
			
Always look carefully at how the numbers on the scales increase when reading a measurement.		Each of these containers contain the same volume of 100 millilitres but have different capacities and scales. Always look carefully at how the numbers on the scales increase when reading a measurement.	
Add and Subtract Mass		Add and Subtract Capacities	
$600g + 500g = 1100g = \mathbf{1kg\ 100g}$ $1kg - 300g = 1000g - 300g = \mathbf{700g}$		$800ml + 400ml = 1200ml = \mathbf{1l\ 200ml}$ $1l\ 300ml - 200ml = \mathbf{1l\ 100ml}$	
			

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

Helping at home.

- Look out for ways that weight and capacity are shown
- Discuss mass and capacity and how they are shown in real life
- Make/bake
- Play with containers in the bath and discuss the language of more than/less than, half full, full, empty



During this topic, we will be looking at the work of Faith in different communities.

The children will be taught to:

- explore their relationship with the wider world and explore how human beings are called to love others in the wider community through service, through dialogue and through working for the Common Good.



Judaism and Islam.

The children will be taught:

- The importance of the Synagogue in the Jewish Faith and the Mosque in the Muslim Faith.

Local History and Geography - Weymouth..

- We will be finding out about the location of Weymouth.
- We will learn about the position of Weymouth within the UK and the world.
- Why did Weymouth build up here?
- We will learn about the Black Death and how it entered GB through Weymouth.
- We will learn about the Battle of Weymouth and how it fitted into the Civil War.
- We will learn about the importance of Weymouth during World War II.



Science

Year 3 Skills:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

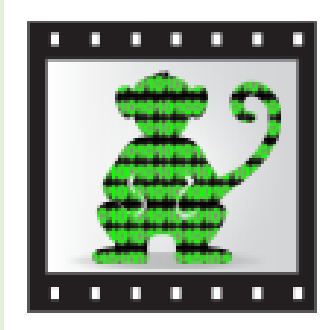


Computer Science

CODING, EMAIL AND INTERNET SAFETY

Year 3 Skills:

- The children learn to recognise some common types of programming error, and practise solving problems through logical thinking.
- Recognise a number of common types of bug in software
- Increase their knowledge and understanding of Scratch



Year 3 Skills:

Children work with six example Scratch projects. They explain how the scripts work, finding and correcting errors in them, and explore creative ways of improving them.

How to help:

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

Discuss online safety with your child – especially regarding online games and social media.

Art and DT.

We will be printing with a variety of different materials including:- vegetables, string, blocks, card, sponges



Year 3 Art skills.

- Print using a variety of materials, objects and techniques including layering.
- Talk about the processes used to produce a simple print.
- To explore pattern and shape, creating designs for printing.

Music

We will be listening to and creating music that describes different moods and emotions.



Year 3 Skills

- Create textures by combining sounds in different ways.
- Create music that describes contrasting moods/emotions.
- Compose music in pairs and make improvements to their own work.
- Create an accompaniment to a known song.
- Create descriptive music in pairs or small groups.

RHE



The children will be taught to: .

- Understand differences.
- Respect our bodies.
- Use strategies to support emotional wellbeing including practising thankfulness.
- Develop an appreciation of different family structures
- Use strategies to help them develop healthy relationships with family and friends
- Explore their relationship with the wider world.
- Explore how human beings are called to love others in the wider community through service, through dialogue and through working for the Common Good..

PE

Athletics.



Year 3 Skills for Athletics:

Objectives:

Run at speed over a distance

Skills:

- consolidate and improve the quality, range and consistency of the techniques they use for particular activities
- develop their ability to choose and use simple tactics and strategies in different situations
- know, measure and describe the short-term effects of exercise on the body
- describe how the body reacts to different types of activity
- describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving

Foundation Subject-IMPACT QUESTIONS

Religious Education

Can you explain how Places of Worship are used in different Faiths?

Science

Can you explain how shadows are formed?

History

What are some of the key dates in the history of Weymouth?
Can you explain what happened?

ICT/Coding

What do you have to do to make your picture move?
How can you debug a programme?

Art and DT.

What did you use to create a print?
Can you describe how you can use printing to show depth in your work?

Music

How is mood or emotion created in music?

RHE

How do we keep ourselves safe both physically and online?
How can you show love to others?

PE

Can you improve your stamina by running for longer distances?