



# **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 recycle more items?



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



How can you show integrity and do what  
you say you will do?

# **School Mission Statement**

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



**Amen**

# Stone Age to Iron Age.

This half term, Year 3's topic is called STONE AGE TO IRON AGE.

We have lots of exciting things planned, including:

- Learning about when these periods in history happened.
- Learning about the features of each epoch.
- Finding out about how the lives of the people who lived during these times changed.

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

Discuss the difference between BC and AD and look at how the numbers appear to go backwards..

Discover and visit the local pre-historical sites.

Research an area of study with your child and show how it changes over this 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. E.g. scope, telescope, microscope

## Sentence Key Vocabulary –

**Conjunctions** - words that show time, place or cause. E.g. 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.

**Stories set in another period of history.**

**Diary writing** – using the first person to write an account of something that has happened

## Punctuation key vocabulary –

**Similes** – saying that something is like something e.g. As sharp as a knife

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

# English Knowledge & Skills

## WRITING –

### Stories set in another time

**Using speech** – using inverted commas to punctuate speech

**Using description to describe characters and setting** – using adjectives, noun phrases and clauses to add detail.

### Diary writing

**Using the first person** – using the pronouns I, we, us

**Using the past tense**

## 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 –ary
- Words with the ‘u’ sound spelt ‘o’
- Words with the sound ‘u’ spelt ‘ou’
- Word families – 3 weeks

## HOW TO HELP – Writing

- Discuss how an author tells their own story.
- Look at the way a non fiction text is laid out.
- Discuss the different features of non fiction 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




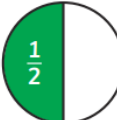
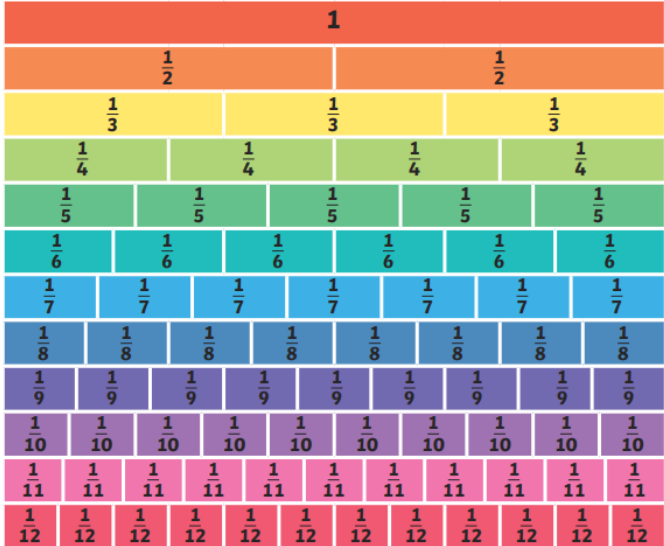
accident(ally)	certain	experiment	important	ordinary	reign
actual(ly)	circle	extreme	interest	particular	remember
address	complete	famous	island	peculiar	sentence
answer	consider	favourite	knowledge	perhaps	separate
appear	continue	February	learn	popular	special
arrive	decide	forward(s)	length	position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


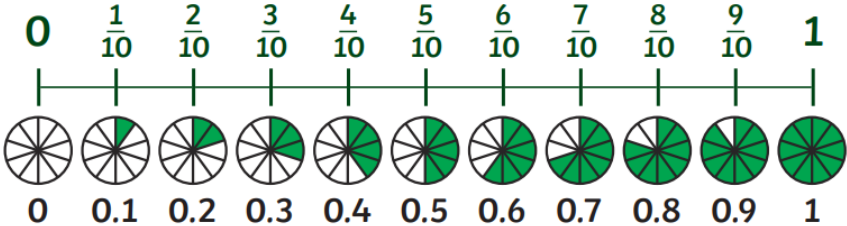





# Maths Knowledge – FRACTIONS

Fractions		Knowledge Organiser	
Key Vocabulary	Recognising Fractions		Comparing Fractions
numerator	 $\frac{3}{8}$	<b>Numerator</b> How many equal parts of the whole are needed?	$\frac{1}{3}$  $\frac{2}{3}$
denominator		<b>Denominator</b> How many equal parts are in the whole?	$\frac{4}{5}$  $\frac{3}{5}$
unit fraction			
non-unit fraction			
equivalent	<b>Equivalent Fractions</b>		
halves	 $\frac{1}{2}$ is equal to... $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}$		
thirds			
quarters			
fifths			
sixths			
eighths			
tenths			
decimal tenths			
			

## Helping at Home:-

- Look out for examples of fractions in everyday life.
- Relate fractions to multiplication and division.
- Find halves of numbers.
- Find quarters of numbers

# Maths Knowledge – FRACTIONS

Fractions	Knowledge Organiser
<p><b>Add and Subtract Fractions</b></p> $\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$ 	<p><b>Tenths</b></p> 
$\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$ 	<p><b>Fractions of Amounts</b></p> <p><math>\frac{1}{4}</math> of 24 = 6</p> 
$\frac{5}{6} - \frac{2}{6} = \frac{3}{6}$ 	<p><math>\frac{1}{3}</math> of 72 = 24</p> 
	<p><math>\frac{2}{5}</math> of 40 = 16</p> 

# Maths Knowledge – TIME

Time	Knowledge Organiser	
Key Vocabulary	Analogue and Digital Clocks	
12-hour time	<p><b>Minute Hand</b> The long hand points to the minutes past or the minutes to the hour.</p> <p><b>Hour Hand</b> The short hand points to the hour. If this hand is pointing between hours, it is either past the earlier hour or to the later hour.</p>	twelve o'clock quarter past twelve half past twelve quarter to one
24-hour time		
Roman numerals		
analogue		
digital		
hours		
minutes	Time and Roman Numerals	Hours, Minutes and Seconds
seconds		
o'clock		
half past		
quarter past		
quarter to		
midday		
midnight		
noon		

Time

Knowledge Organiser

24-Hour Time

Calculate Durations of Time

There are 24 hours in a day.

The diagram is a circle divided into four quadrants, each representing a different time of day with an illustration and a label:

- midnight** (top-left): A person sleeping under a blanket.
- a.m.** (top-right): A person yawning, with the label "a.m." below the illustration.
- p.m.** (bottom-left): A person eating a bowl of food.
- midday** (bottom-right): A person eating a sandwich, with the label "midday" below the illustration.

Time labels are also present: "12:00 a.m." in the midnight quadrant, "12:00 p.m." in the midday quadrant, and "p.m." in the bottom-left quadrant.

	13:00	1 p.m.	1 o'clock	
	14:00	2 p.m.	2 o'clock	
	15:00	3 p.m.	3 o'clock	
	16:00	4 p.m.	4 o'clock	
	17:00	5 p.m.	5 o'clock	
	18:00	6 p.m.	6 o'clock	
	19:00	7 p.m.	7 o'clock	
	20:00	8 p.m.	8 o'clock	
	21:00	9 p.m.	9 o'clock	
	22:00	10 p.m.	10 o'clock	
	23:00	11 p.m.	11 o'clock	
	00:00	12 a.m.	12 o'clock	

The image shows three clock faces illustrating a duration of 20 minutes:

- Start:** A clock face showing 10:10.
- Duration:** A clock face showing 10:30, with a red arrow indicating the 20-minute interval from the start.
- End:** A clock face showing 10:30.

20 minutes has passed.

Compare Durations of Time

Compare the time using the vocabulary 'longer' and 'shorter'.

180 seconds	is the same as	3 minutes.
90 minutes	is shorter than	2 hours.
48 hours	is longer than	1 day.

**Come and see for yourself.**

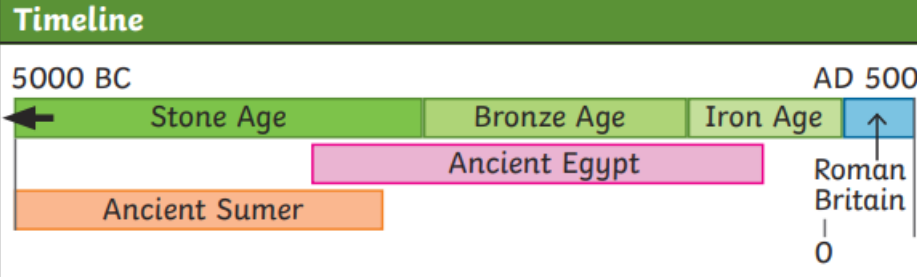
# PENTECOST - ENERGY.



- The power of wind and fire.
- Jesus goes back to his Father in Heaven and promises to send the Holy Spirit.
- The coming of the Holy Spirit.
- The Church celebrates Pentecost.
- The Holy Spirit energises us.
- The Gifts of the Holy Spirit.

# HISTORY - Stone Age to Iron Age.

Key Changes and Events	
3000 BC	The village of Skara Brae is built in Orkney. The people who live there are beginning to farm their own food and build homes instead of travelling from place to place.
	Construction starts on Stonehenge in Wiltshire. It will take around 1000 years for it to be finished.
2500 BC	'Bell Beaker' culture arrives in Britain. These people are named for their distinctive decorative pottery.
2100 BC	<b>Bronze</b> begins to be used in Britain to make weapons and tools.
1800 BC	The first large copper mines are dug.
1200 BC	'Celtic' culture begins to arrive in Britain and <b>tribal</b> kingdoms develop.
800 BC	<b>Iron</b> begins to be used in Britain to make tools and weapons, instead of <b>bronze</b> .
	The first hillforts are constructed.
AD 43	The Romans invade Britain.



## Stonehenge

Stonehenge is a famous prehistoric monument in southern England, built at the end of the Stone Age and into the **Bronze** Age. Originally, it was just an **earthwork** and up to 150 people were buried there. The huge stones that we see were added in different stages. Some were brought from 240 miles away in Wales.



## Stone Age Life

The Stone Age is named after the stone tools that the earliest humans used to help them survive. They used them to kill animals, such as mammoths, for their meat, **bone marrow** and skins. The bones were also useful for making tools, such as needles to sew skins together.

People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted.



# HISTORY - Stone Age to Iron Age.

## Key Vocabulary

bronze	A metal <b>alloy</b> made from a mixture of copper and tin. It is a much harder and more long-lasting material than stone or copper alone.
alloy	A metal made by combining two or more metals to improve its properties.
bone marrow	The substance inside bones, which is high in fat and a good energy source.
earthwork	A large bank or mound of soil that has been made on purpose.
Celt	A modern term for the people living in Europe during the <b>Iron</b> Age. The 'Celts' were made up of many different <b>tribes</b> . The word 'Celt' comes from a Greek word.
sacrifice	To give something up, break it or kill it as an offering to a god or gods.
tribe	A group of people, often related through family, culture and language, usually with one leader.
iron	A metal that is stronger and harder than <b>bronze</b> .

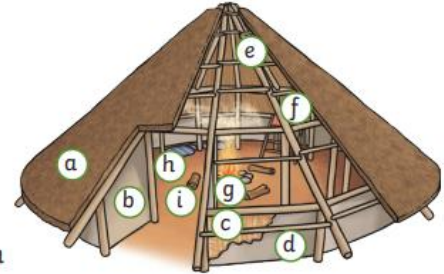
## Hillforts

People in the **Bronze** Age and **Iron** Age lived in roundhouses. These could be very large and would have housed many people. One household might have had two houses, one for living and one for cooking and making things. In the **Iron** Age, these houses were sometimes rectangular and were often gathered in farming communities on hills. These were known as 'hillforts'.

Between 500 and 100 BC, many parts of Britain were dominated by hillforts. These settlements provided a home for hundreds, and later thousands, of people.

## Roundhouses

- a. thick thatch
- b. door
- c. wattle
- d. daud
- e. timber frame
- f. upright loom
- g. hearth (fire)
- h. beds
- i. logs for sitting on



An **Iron** Age hillfort

# Science

## Year 3 Skills:

- Review the push/pull/twist forces that make objects move.
- Notice that magnetic forces can act at a distance while other forces need contact to move.
- Observe how magnets attract or repel each other.
- 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.



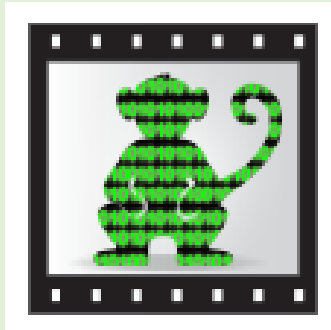


# Computer Science

## 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



**Purple Mash  
2Code**

### 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.

### 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.

# Art and DT.

To create the homes, jewellery, clothing and utensils from the Stone Age re-using everyday items



## Year 3 Art skills.

- to design an object
- to select the materials and tools to create the object
- to join, fasten and blend the materials together using tape, glue, pins, stitches
- to work safely with equipment and tools

# Music

We will be listening and responding to different pitches.



## Year 3 Skills

**Singing songs with control and using the voice expressively.**

Sing with confidence using a wider vocal range.

Sing in tune.

Sing with awareness of pulse and control of rhythm.

Recognise simple structures. (Phrases).

Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.

Sing songs and create different vocal effects.

Understand how mouth shapes can affect voice sounds.

Internalise sounds by singing parts of a song 'in their heads.'

## 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

### Cricket.



### Year 3 Skills for Cricket:

- consolidate and improve the quality of their techniques and their ability to link movements
- develop the range and consistency of their skills in all games
- improve their ability to choose and use simple tactics and strategies
- keep, adapt and make rules for striking and fielding and net games
- recognise good performance and identify the parts of a performance that need improving
- use what they have learned to improve their work

# Foundation Subject-IMPACT QUESTIONS

## Religious Education

What happens at Pentecost?

How does the Holy Spirit help us to follow God's mission?

## Science

Explain the force that a magnet exerts?

What everyday objects are magnetic?

## History

What is the difference between BC and AD?

Describe some of the main features of the periods of history from the Stone Age to the Iron Age.

## ICT/Coding

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

How can you debug a programme?

## Art and DT.

How did you create a model?

What techniques did you use to join materials?

## Music

What is pitch?

How is pitch used in song?

## RHE

How do we respond and react with others around us?

## PE

Can you improve your striking, fielding and net skills?