



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...

Why is it important to look after
the natural world?



Our Focus Gospel Value this half term is...



How can you show courage and justice?

School Mission Statement

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



Amen



What a wonderful floral world.



This half term, Year 3's topic is called WHAT A WONDERFUL FLORAL WORLD.

We have lots of exciting things planned, including:

- Learning about the structure of flowers and how they create seeds.
- Learning about the different types of pollination.
- Finding out about artists who have drawn, painted and printed flowers.

How can I help my child with this topic:

Research the Plant Kingdom.

Find out about one of the types of plant.

Research pollination.

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.

Explanation text – to explain how it works

Biography and Auto-biography

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 – Explanation Texts

Using paragraphs – sorting information into related topics
Using sub headings - to show how the information is organised

Biography and Auto-biography

Using paragraphs – sorting information into related topics
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

- Homophones and near homophones
- Prefixes 'bi' and 're'
- The sound 'g' spelt 'gue'
- The sound 'sh' spelt 'ch'
- Statutory spelling words

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

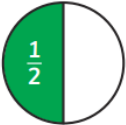
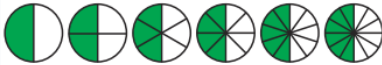
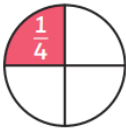

Help your child to practice spelling and using these words.

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	 $\frac{3}{8}$ <div><div>← Numerator How many equal parts of the whole are needed?</div><div>← Denominator How many equal parts are in the whole?</div></div>	<div>$\frac{1}{3}$<div>Less than</div>$\frac{2}{3}$</div>	
denominator			
unit fraction		<div>$\frac{4}{5}$<div>Greater than</div>$\frac{3}{5}$</div>	
non-unit fraction			
equivalent			
halves			
thirds			
quarters			
fifths			
sixths			
eighths			
tenths			
decimal tenths			

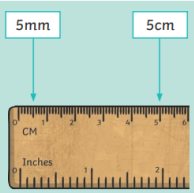
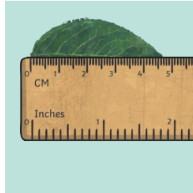
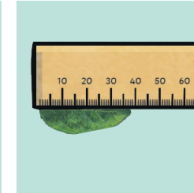
Equivalent Fractions	
 $\frac{1}{2}$ is equal to...	
$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}$	
	
 $\frac{1}{4}$ is equal to...	
$\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16} = \frac{5}{20}$	
	


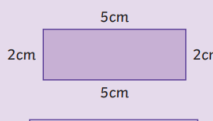
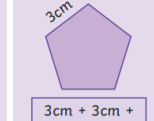
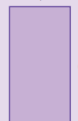
1											
$\frac{1}{2}$						$\frac{1}{2}$					
$\frac{1}{3}$				$\frac{1}{3}$				$\frac{1}{3}$			
$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$			$\frac{1}{4}$		
$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$	
$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$	
$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$	
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$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$	

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 – LENGTH AND PERIMETER

Length and Perimeter	Knowledge Organiser								
<div style="background-color: #0056b3; color: white; padding: 2px; text-align: center; font-weight: bold;">Key Vocabulary</div> <div style="padding: 5px;"> <p>metre (m)</p> <p>centimetre (cm)</p> <p>millimetre (mm)</p> <p>height</p> <p>length</p> <p>width</p> <p>perimeter</p> <p>further/furthest</p> <p>higher/highest</p> <p>longer/longest</p> <p>shorter/shortest</p> <p>taller/tallest</p> </div>	<div style="background-color: #0056b3; color: white; padding: 2px; text-align: center; font-weight: bold;">Measure Length</div> <div style="display: flex; justify-content: space-around; align-items: center; padding: 10px;"> <div style="text-align: center;">  <p>5mm 5cm</p> <p>10mm = 1cm</p> </div> <div style="text-align: center;">  <p>4cm 6mm</p> </div> <div style="text-align: center;">  <p>38mm</p> </div> </div> <div style="background-color: #0056b3; color: white; padding: 2px; text-align: center; font-weight: bold; margin-top: 10px;">Equivalent Length</div> <div style="display: flex; justify-content: space-around; align-items: center; padding: 10px; margin-top: 5px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">100 centimetres = 1 metre</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">10 millimetres = 1 centimetre</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; padding: 10px; margin-top: 10px;"> <div style="text-align: center;"> <p>÷10</p> <p>Millimetres (mm)</p> <p>×10</p> </div> <div style="text-align: center;"> <p>÷100</p> <p>Centimetres (cm)</p> <p>×100</p> </div> <div style="text-align: center;"> <p>÷100</p> <p>Metres (m)</p> <p>×100</p> </div> </div> <div style="margin-top: 10px;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px 5px;">317cm</td> <td style="padding: 2px 5px;">17cm</td> </tr> <tr> <td style="padding: 2px 5px;">300cm</td> <td style="padding: 2px 5px;">3m</td> </tr> <tr> <td style="padding: 2px 5px;">3m</td> <td style="padding: 2px 5px;">17cm</td> </tr> <tr> <td style="padding: 2px 5px;">3m 17cm</td> <td></td> </tr> </table> </div>	317cm	17cm	300cm	3m	3m	17cm	3m 17cm	
317cm	17cm								
300cm	3m								
3m	17cm								
3m 17cm									

Length and Perimeter	Knowledge Organiser
<div style="background-color: #0056b3; color: white; padding: 2px; text-align: center; font-weight: bold;">Compare Lengths</div> <div style="padding: 10px; margin-top: 5px;"> <p>6mm < 6cm</p> <p>6cm = 60mm</p> <p>6mm is shorter than 6cm</p> </div> <div style="padding: 10px; margin-top: 10px;"> <p>320cm > 2m 6cm</p> <p>320cm > 200cm + 60cm</p> <p>320cm is longer than 2m 60cm</p> </div> <div style="padding: 10px; margin-top: 10px;"> <p>98mm < 12cm 3mm</p> <p>98mm < 120mm + 3mm</p> <p>98mm is shorter than 12cm 3mm</p> </div>	<div style="background-color: #0056b3; color: white; padding: 2px; text-align: center; font-weight: bold;">Add and Subtract Lengths</div> <div style="display: flex; justify-content: space-around; align-items: center; padding: 10px; margin-top: 5px;"> <div style="padding: 5px;"> <p>14cm + 19cm = 33cm</p> <p>8cm 2mm + 16mm =</p> <p>98mm or 9cm 8mm</p> </div> <div style="padding: 5px;"> <p>6m – 2m 28cm</p> <p>6m – 2m = 4m</p> <p>4m – 28cm = 3m 72cm</p> </div> </div> <div style="display: flex; justify-content: space-around; align-items: center; padding: 10px; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>?</p> <p>8cm 2mm 16mm</p> <p>82mm 16mm</p> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>6m</p> <p>2m 28cm ?</p> </div> </div>
<div style="background-color: #0056b3; color: white; padding: 2px; text-align: center; font-weight: bold;">Perimeter</div> <div style="display: flex; justify-content: space-around; align-items: center; padding: 10px; margin-top: 5px;"> <div style="text-align: center;">  <p>..... = perimeter</p> </div> <div style="text-align: center;">  <p>5cm</p> <p>2cm 2cm</p> <p>5cm</p> <p>5cm + 2cm + 5cm + 2cm = 14cm</p> </div> <div style="text-align: center;">  <p>3cm</p> <p>3cm + 3cm + 3cm + 3cm + 3cm = 15cm</p> </div> <div style="text-align: center;"> <p>perimeter = 20cm</p> <p>6cm + 6cm = 12cm</p> <p>20cm – 12cm = 8cm</p> <p>8cm + 2cm = 4cm</p>  <p>6cm</p> </div> </div>	

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

Come and see for yourself.

LISTENING AND SHARING.

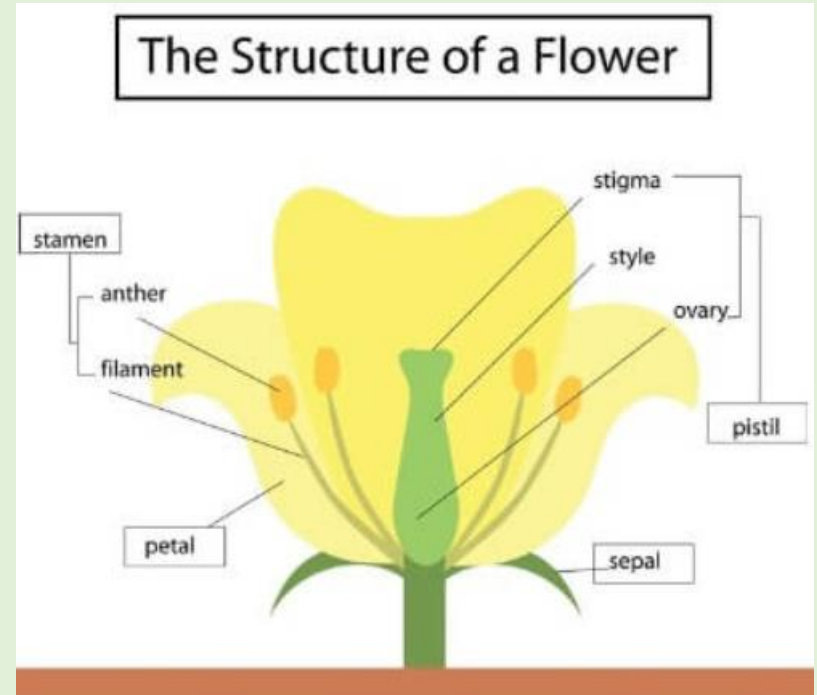


- What is the difference between listening and hearing?
 - Why is it important to listen?
 - What are the joys of sharing?
- How do people come together to share God's Word?
 - How do people prepare to listen to God's Word?
 - How can we go forward to spread the Word?

Science

Year 3 Skills:

- To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- To design and carry out a fair test.
- To evaluate and draw conclusions from the results.



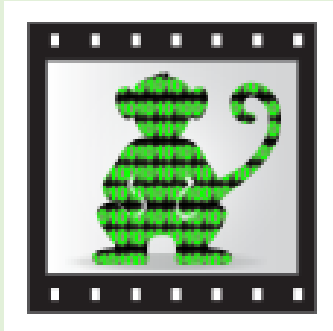
Computer Science

CODING, EMAIL AND INTERNET SAFETY

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



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.

To explore the work of Keika Hasegawa, Van Gogh and Angie Lewin.



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 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.'



PSHE

RELATIONSHIPS.

Key Questions:

1. How do we show respect to others?
2. What differences are there within our class?
3. What sorts of boundaries should there be in relationships?
4. How should you celebrate differences?
5. What does volunteering do to help?
6. How can we help each other to stay safe?



PE

Netball.



Year 3 Skills

- 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

How do people listen to and share God's Word?
How can we go forth and spread God's Word?

Science

What are the functions of different parts of a flower?
How do plants pollinate?

ICT/Coding

What do you have to do to make your picture move?
How can you stay safe online?

Art and DT.

How do different artists compare?
How did you use colour and colour washes to create a design?

Music

What is pitch?
How is pitch used in song?

PSHE

Can you explain how relationships respect differences?

PE

Can you improve your striking, fielding and net skills?