

WARMSWORTH PRIMARY SCHOOL

YEAR 3 KNOWLEDGE ORGANISER

AUTUMN TERM 2

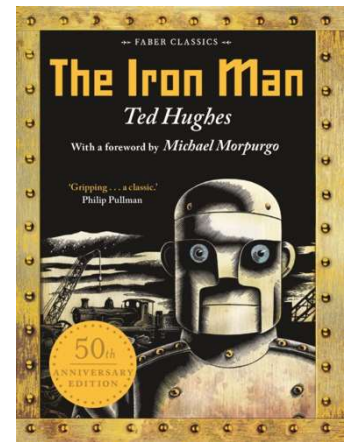
Theme: Footsteps From The Past – Stone, Bronze and Iron Ages

Diary dates:

10th and 11th November – Parent Progress Meetings
13th November - Individual Photographs by Tempest Photography
18th November at 9.00am – Parent Session - English
5th December at 2.30pm – Parent Enterprise Poetry Performance Session
11th December – Christmas Jumper Day and Christmas Lunch
16th December - Christmas Party

We will be reading the following text:

We will read the following texts this half term to support and develop our fluency in reading, retrieval, prediction, inference and clarifying skills. We will also read a variety of non-fiction texts to support our foundation subjects' learning and further develop our reading skills and vocabulary. We will use dictionaries to check the meanings and spellings of words and develop our vocabulary.



We will use poetry to inspire us and to develop our performance skills.

A writer's knowledge organiser:

As writers we will write a recount of our trip to Creswell Crags. Our final piece of writing will be to entertain by writing poetry – based on The Iron Man and Hansel and Gretel which will link to our upcoming KS2 production in Spring. In our writing, we will develop our use of accurate main clauses. We will also expand our sentences by using adjectives to describe, and co-ordinating and subordinating conjunctions to join clauses within a sentence.

The man **ate** **a cream cake.**

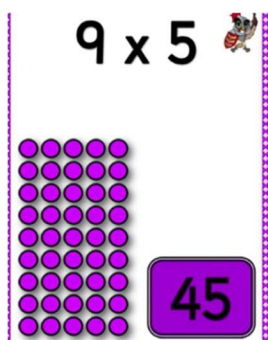
↑ ↑ ↑

subject verb object



A mathematician's knowledge organiser:

As mathematicians we will be revising on our multiplication and division facts for 0, 2, 5, 10 multiplication tables. We will then be working on developing new multiplication and division facts for 3, 4 and 8 multiplication tables. As well as working on our fluency, we will be developing our reasoning and problem-solving skills. In addition, we will be learning to use formal written methods to calculate and check our answers.



$$92 \div 4 = 23$$

2-digit by 1-digit Multiplication

$$\begin{array}{r} 32 \\ \times 3 \\ \hline 96 \end{array}$$

No regrouping/carry

$$\begin{array}{r} ^2 67 \\ \times 3 \\ \hline 201 \end{array}$$

With regrouping/carry

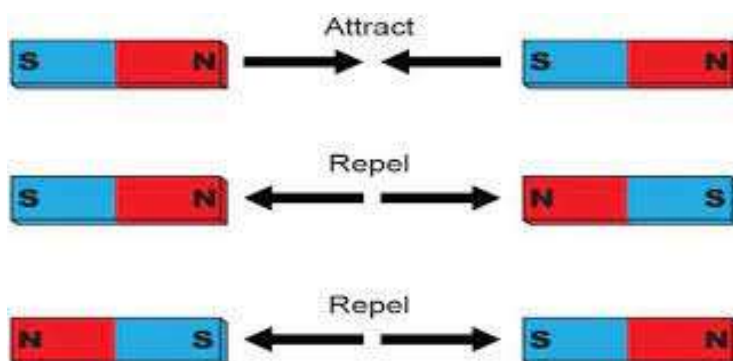
A scientist's knowledge organiser:

What is a force? What is magnetism?

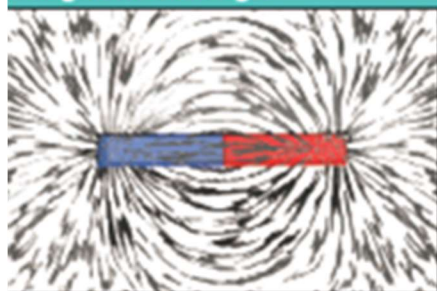
We will investigate and explore these scientific questions as well as making predictions and recording our results.

We will explore how some materials are magnetic and others are not.

Make observations and take accurate measurements as part of science experiments



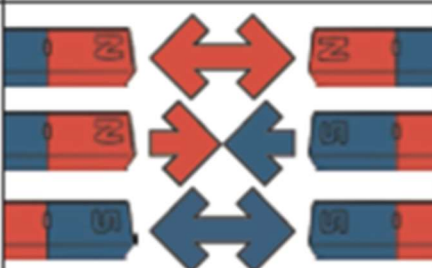
Key Knowledge



Like **poles** **repel**.
Opposite **poles** **attract**.



A **magnetic field** is invisible. You can see the **magnetic field** here though. This is what happens when iron filings are placed on top of a piece of paper with a **magnet** underneath.



The needle in a compass is a **magnet**. A compass always points north-south on Earth.

A computing specialist's knowledge organiser:

How do I use a computer as a musician?

In this unit, pupils use digital music to affect the mood of digital content. Pupils also learn about the importance of ownership: digital music is owned by the person that created it. We will be using 'Chrome Music Lab' to help us with this learning.

- L1 - How music makes us feel
- L2 - Rhythms and patterns
- L3 - How music can be used
- L4 - Notes and tempo
- L5 - Creating digital music
- L6 - Reviewing and editing music

A historian's knowledge organiser:

Over the next two half terms, as historians, we will prepare to debate how life in prehistoric Britain might have been different to our lives today - When do you think it was better to live? – Stone Age, Bronze Age or Iron Age? We will think about how this era has impacted our lives today.



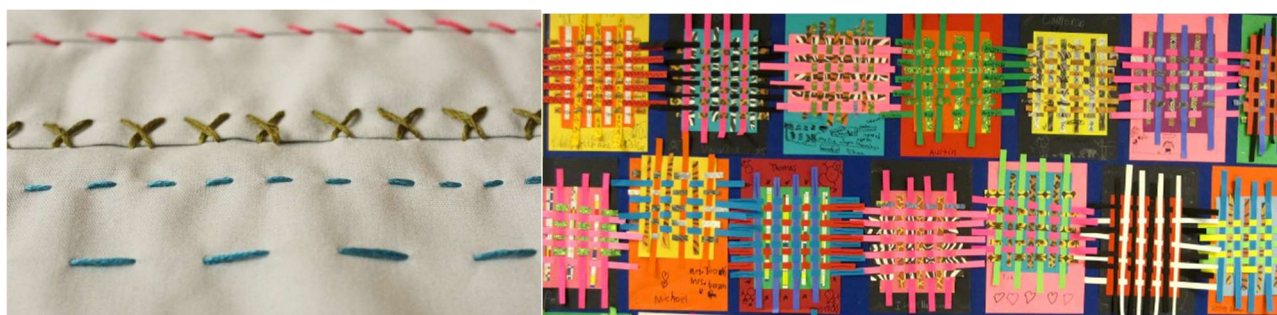
An artist's knowledge organiser:

We will create a variety of different washes to form the background to our cave art. We will develop sketching skills using pencils initially. We will then apply our sketching skills using chalk and charcoal to compose final pieces of art of animals or tools on our colour washes.



A designer's knowledge organiser:

We will investigate a range of existing textile products as well as learning basic weaving and sewing skills. We will aim to form running, back and cross stitches on fabric.



A musician's knowledge organiser:

Theme: Hansel and Gretel. To tell stories through music. Listening to music and considering the narrative it could represent by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece.

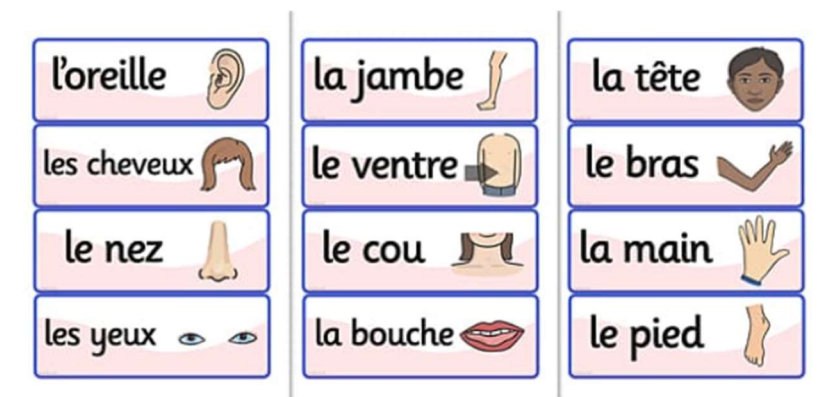
We will create our own original compositions to create a soundscape for part of a story.

An athlete's knowledge organiser:

In basketball, we will learn to dribble with control and pass accurately. We will also learn how to aim and shoot in to a basket from a variety of distances. We will then apply these skills when playing against opponents. In indoor athletics, we will develop our long jump skills and throwing using javelins and balls.

A linguist's knowledge organiser:

We will learn how to name the different parts of the body, which will allow us say if a body part is hurt. We will learn how to share simple opinions and learning some classroom instructions. We will recall previous learning on colours.



English	French	Visual
Blue	Bleu	
White	Blanc	
Red	Rouge	
Yellow	Jaune	
Green	Vert	
Orange	Orange	
Brown	Marron	
Pink	Rose	
Black	Noir	
Grey	Gris	
Purple	Violet	

A knowledge organiser for Religious Education:

This half term we will be looking at how Jews remember God's covenant by looking at the stories of Noah and Moses and how these are remembered and celebrated by Jewish people.

A citizen's knowledge organiser for Personal Education:

We will learn about how personal behaviour can affect other people and why respect is important. We will also look at how friends should be treated in order to command mutual respect. In addition to this learning, we will begin to understand how caring for others makes you a more patient and understanding person. We will look at the following questions regarding bullying:

What is bullying? What types of bullying are there? What roles might there be when someone is being bullied (victim, bully, onlookers, assistants)

How do I know if someone is being bullied? How can I help someone who is being bullied?