

WARMSWORTH PRIMARY SCHOOL  
YEAR 3 KNOWLEDGE ORGANISER

SPRING 1

Theme: Escape from Pompeii

Diary dates (parents are invited to join us for dates in **red**):

**Monday 19<sup>th</sup> January 2026 - Parent Session: Reading - 9:15am - 10:15am.**

Friday 6<sup>th</sup> February, 2026 - NSPCC Dress Up for Digits - Number Day.

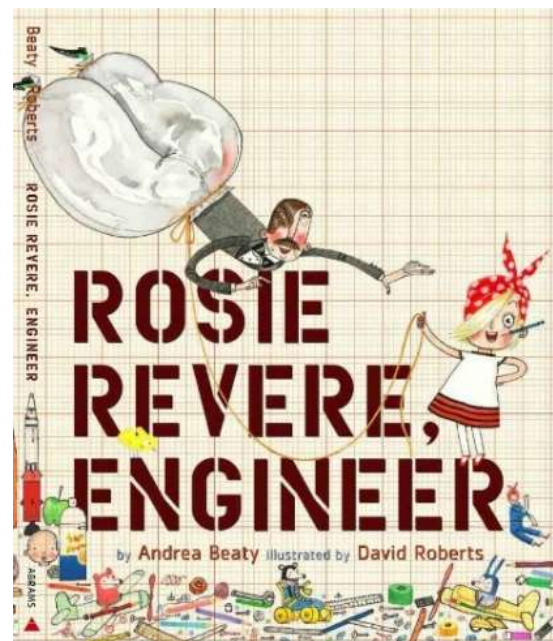
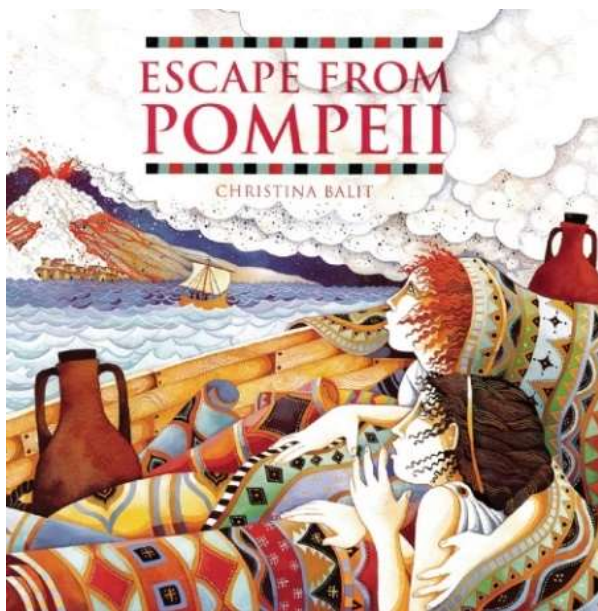
W/c Monday 9<sup>th</sup> February 2026 - Sponsored Run for Sheffield Children's Hospital Lion Cub.

**Wednesday 11<sup>th</sup> & Thursday 12<sup>th</sup> February 2026 - KS2 Production – 5:30pm – 7:30pm.**

We will be reading the following texts:

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 use dictionaries to check the meanings and spellings of words, retrieve, record and present information from narratives and nonfiction texts, make plausible predictions and inferences about the events in stories and identify and summarise the most important parts in an extract of text.



## A Writer's Knowledge Organiser:

We will use playscripts to write our own scripts and perform a Horrible Histories style sketch to inform and entertain the reader about our R.E. learning on Moses.

As writers we will be writing to inform our readers how to use an atlas to locate places around the world, including Italy. We will also be writing to entertain by creating a narrative based on our class text – 'Escape From Pompeii'.

### Punctuation Rules

🗨️ The spoken words and any punctuation marks go inside the speech marks.

🗨️ The first word that is said has a capital letter.

🗨️ A comma separates what is said from who is saying it,  
e.g. Bug said, "Hello."



We will be revising previous learning, such as, using subordinate clauses, coordinating conjunctions and expanded noun phrases. We will also be introducing new learning, which will include using inverted commas to punctuate speech and the use of adverbs to express time, place and cause.

Lisa exclaimed, "We could use the boats to escape!"

"What a great idea," replied James.

In the afternoon, they made their way to the docks. (When)  
Underneath the stars, they made their escape. (Where)  
Suddenly, the roar of the mountain shook the ground. (How)

## A Mathematician's Knowledge Organiser:

As mathematicians, we will be using our knowledge of partitioning numbers to help us multiply and divide 2-digit numbers by a 1-digit number.

We will also be learning about length and perimeter.

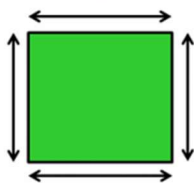
- To know how to measure in millimetres, centimetres and metres.
- To know equivalent lengths.
- To compare lengths.
- To add and subtract lengths.
- To know what perimeter is and how to measure and calculate it.

$$\begin{array}{c} 32 \times 5 \\ \swarrow \quad \searrow \\ 30 \quad 2 \\ \downarrow \times 5 \quad \downarrow \times 5 \\ 150 \quad 10 \\ 150 + 10 = 160 \end{array}$$

$$32 \times 5 = 160$$

### What is Perimeter?

The perimeter is the distance all the way around the outside of a 2D shape.



#### Length

1 centimetre (cm) = 10 millimetres (mm)

1 metre (m) = 100 centimetres (cm)

## A scientist's knowledge organiser:

As physicists, we will be learning about what light is and why it is important to us.

- To know that **dark** is the **absence** of light.
- To know that light is **reflected** from some **surfaces**.
- To know that light from the **sun** can be **dangerous** and that there are ways to **protect** their eyes.
- To know that **shadows** are formed when the **light** from a **light source** is blocked by an **opaque** object.

Key Vocabulary	
<b>light</b>	A form of energy that travels in a wave from a source.
<b>light source</b>	An object that makes its own <b>light</b> .
<b>dark</b>	<b>Dark</b> is the absence of <b>light</b> .
<b>reflection</b>	The process where <b>light</b> hits the surface of an object and bounces back into our eyes.
<b>reflect</b>	To bounce off.
<b>reflective</b>	A word to describe something which <b>reflects light</b> well.
<b>ray</b>	Waves of <b>light</b> are called <b>light rays</b> . They can also be called beams.

<b>pupil</b>	The black part of the eye which lets <b>light</b> in.
<b>retina</b>	A layer at the very back of the eye. The <b>retina</b> takes the <b>light</b> the eye receives. It then changes it into nerve signals to send to the brain.
<b>shadow</b>	An area of darkness where <b>light</b> has been blocked.
<b>opaque</b>	Describes objects that do not let any <b>light</b> pass through them.
<b>translucent</b>	Describes objects that let some <b>light</b> through, but scatter the <b>light</b> so we can't see through them properly.
<b>transparent</b>	Describes objects that let <b>light</b> travel through them easily, meaning that you can see through the object.

## A Computing Specialist's Knowledge Organiser:

### E-safety

We will look at understanding online information and privacy and we will learn about what is meant by fact and opinion and what the difference is between them.

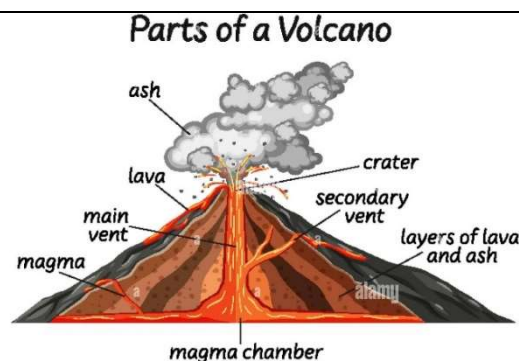
We will discuss:

- What should I keep private online?
- How do I keep myself private on the internet?
- How do I respect other people's online privacy?
- What could be the consequences of not keeping something private online?

## A Geographer's Knowledge Organiser:

As geographers we will identify mountains around the United Kingdom.

- We will learn how mountains are formed and some of the different types of mountains.
- We will learn about the structure of volcanoes and locate some active volcanoes around the world with a focus on Italy.
- We will learn about some of the advantages and disadvantages of settlements close to volcanoes.





### An Artist's Knowledge Organiser:

As artists, we will be developing our sketching skills using a variety of shading techniques. We will be applying this learning to create accurate observational drawings of Italian artifacts/pottery. We will be reviewing our work and commenting on our successes.



### A Designer's Knowledge Organiser:

As budding designers, we will learn about engineers and designers and about how they shape our world.

- We will learn that products are created or adapted for specific users.
- We will improve our design skills; learning to communicate our ideas through annotated drawings and discussion.

This will culminate in us producing design entries for a Primary Engineer's Competition.

**IF YOU WERE an  
ENGINEER  
WHAT WOULD YOU DO?**

### A Musician's Knowledge Organiser:

As musicians, we will be singing in time with others, developing our accuracy of pitch and rhythm to allow us to perform to an audience.

We will be working on our performance skills during this time including confidence and discipline to give the best possible performance.



### An Athlete's Knowledge Organiser:

As dancers we will respond to stimuli, creating movement phases using specific skills.

- We will link and combine movements and patterns to perform a short dance with expression to an audience.
- We will use story to create motifs and use these for our performance of 'Hansel and Gretel'.

We will also be working on our skills when playing invasion games.

- To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of tag rugby.
- To use my attacking and defending skills and knowledge to make tactical decisions.
- To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending in the context of tag rugby.
- To apply attacking and defending skills in a game of tag rugby.
- To watch and evaluate the performance of others

## A Linguist's Knowledge Organiser:

We will be revising our French learning so far in school and applying what we have learnt into conversational skills.

0	1	2	3	4	5	6
zéro	un	deux	trois	quatre	cinq	six
7	8	9	10	11	12	13
sept	huit	neuf	dix	onze	douze	treize
14	15	16	17	18	19	20
quatorze	quinze	seize	dix-sept	dix-huit	dix-neuf	vingt



## A Knowledge Organiser for Religious Education:

We will be looking at what it means to be a Christian in Britain today.

To do this we will need to explain our understanding of 'spiritual' and explain some ideas and beliefs that are important to us.

- We will discuss how some Christians express their beliefs using visual imagery.
- We will learn how Muslims use other forms of art, such as pattern, instead of images.
- We will explore how words and poetry, music and dance are used by some faiths as an art form and to express beliefs.



## A Citizen's Knowledge Organiser for Personal Education:

In Personal Education, our focus will be on Media literacy and Digital resilience.

We will explore how the internet can be used positively, that not all images we see online are real, developing an understanding of what is age appropriate and what to do when we experience something that concerns us online

We will be exploring these questions:

- What is the difference between fact and opinion?
- How can I tell if something online is factual?
- What are sources of information that we can trust?
- What should I keep private online?
- How do I keep myself private on the internet?
- How do I respect other people's online privacy?
- What could the consequences of not keeping something private online be?

