

Autumn Term 2025

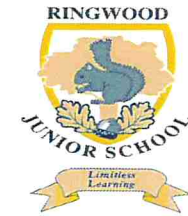
Curriculum Knowledge Organiser

Year 3

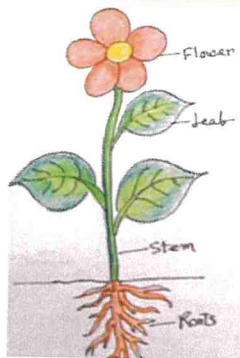
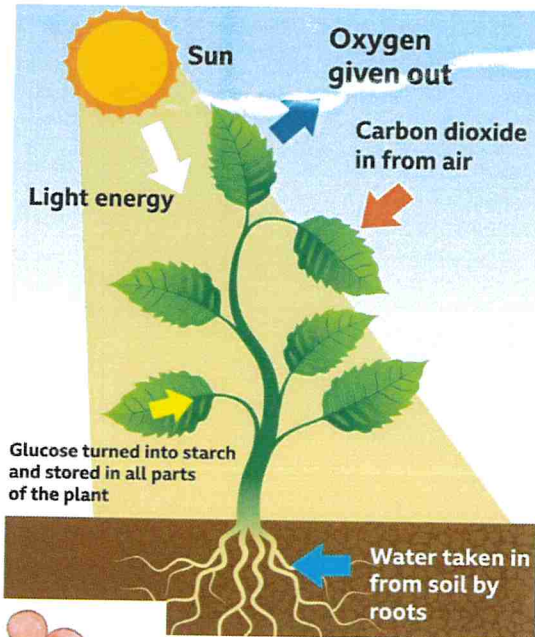


KNOWLEDGE ORGANISER - Year 3 Science

Plants – How plants make their own food



IMAGES/DIAGRAMS/MAPS



WHAT YOU SHOULD ALREADY KNOW

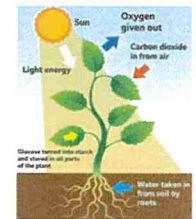
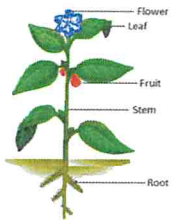
- A plant is a living thing.
- Plants start growing from a seed or a bulb.
- All plants need water, light and warmth to grow and survive.
- A seed produces a root to allow water to get into the plant and a shoot to produce leaves to collect sunlight.
- Flowering plants make seeds that can grow into a new plant.

KEY KNOWLEDGE

- Roots anchor a plant to the ground and absorb water from the soil.
- The stem supports the plant and keeps it upright.
- The leaves collect light energy from the sun.
- Flowers help plants to produce seeds by attracting pollinators such as bees.
- Roots absorb water from the soil, the water then travels up the stem and into the leaves.
- Plants make their own food to provide them with energy and material to grow – photosynthesis.
- In the leaf plants use light energy from the sun to turn water from the ground and carbon dioxide in the air into sugar (glucose), which is used for energy and making new material to grow. Oxygen is a waste product from this process and is released into the air.
- Plants deprived of light do not grow well. This is because they cannot make their own food without light energy.

KEY VOCABULARY

plant
 roots
 stem
 leaf/leaves
 flower
 xylem
 soil
 water
 photosynthesis
 sunlight (energy)
 oxygen
 carbon dioxide
 nutrients
 grow

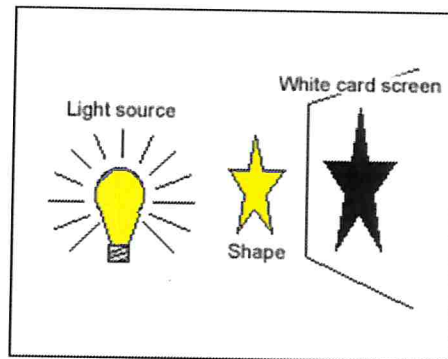


KNOWLEDGE ORGANISER - Year 3 Science

Light



IMAGES/DIAGRAM S/MAPS



WHAT YOU SHOULD ALREADY KNOW

Children will participate in class discussions to ascertain prior knowledge, however no prior learning is expected for this topic.

KEY VOCABULARY

source
 natural
 artificial
 nocturnal
 transparent
 translucent
 opaque
 shadow
 silhouette

KEY KNOWLEDGE

- We can only see things when there is light and the light had to come from somewhere. All light originally comes from a light source

When light hits an object it can do a number of things:

- If the object is transparent light will go through it and we will be able to see through the object.
- If the object is opaque it will block the light and no light will get through.
- If the object is perfectly reflective light will bounce back off it and we will see reflections of objects.
- If the material is translucent it will allow light through but we won't be able to see through it.
- When light hits an opaque or translucent object some of the light is blocked and a shadow is formed. The shadow is the same shape as the object.

KNOWLEDGE ORGANISER – Year 3 Art

Our Special Place



WHAT YOU SHOULD ALREADY KNOW:

- The key forms of art are **drawing, painting, sculpting, collage, printing, textiles** and **photography**.
- There are many different mediums for drawing: **pencils, pens, charcoal, paint** and **pastels**.
- A sketchbook is used to record, reflect, evaluate and develop on our own and others' artwork.
- Art is about being creative and expressing ourselves

KEY KNOWLEDGE:

Line		Horizontal, vertical, diagonal, straight, curved, dotted, broken thick, thin.
Shape		2D (two dimensional)/ flat Geometric (square, circle, oval, triangle) Organic (all other shapes)
Form		3D (three dimensional), Geometric (cube, sphere, cone), Organic (all other forms such as: people, animals, tables, chairs, etc).
Colour		Refers to the wavelengths of light. Refers to hue (name), value (lightness/darkness), intensity (saturation, or amount of pigment), and temperature (warm and cool). Relates to tint, tone and shade.
Value		The lightness or darkness of an image (or part of an image).
Texture		The feel, appearance, thickness, or stickiness of a surface (for example: smooth, rough, silky, furry).

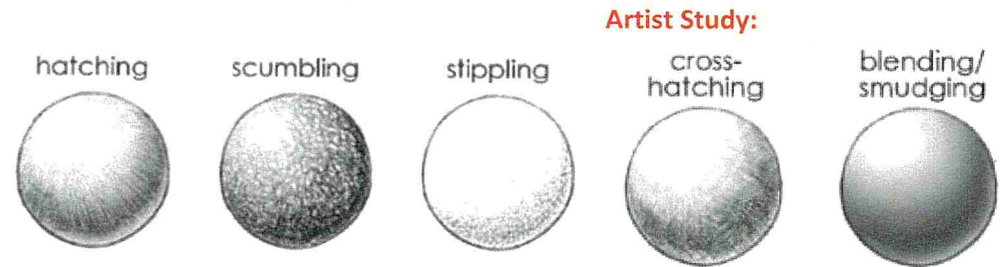
KEY KNOWLEDGE:

Observational Drawing:

- Observational drawing is drawing what you actually see rather than what you think you see. It is important to keep looking back at your focus and looking for the different shapes and textures that you can see.

Drawing Techniques:

- Different drawing techniques are **shading, smudging, hatching, cross hatching, scumbling** and **stippling**.



Lowry – Laurence Stephen Lowry was an English artist best known for his drawing and paintings of street life scenes in the industrial era. His style, colours and use of 'matchstick' people is still well recognised today.



KNOWLEDGE ORGANISER - Year 3 Geography

Where in the World is our New School?

Geography is learning about *people, places and processes* from across the world so that we understand where we live on a local, national and global scale.



Locating Ringwood in the World, in the UK, in Hampshire, in the New Forest area and South Coast.

Know that Ringwood is well connected by roads, Motorways and nearby airports.

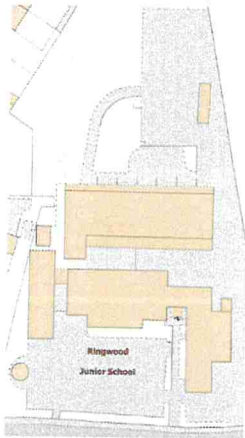
Use an Ordnance Survey map to describe similarities and differences between Ringwood and Bournemouth.

Make an accurate sketch map of the school grounds

To use geographical language to justify the location of a bug hotel using what I know about the school.

Using maps, aerial views and Street View to find out about Kibera and comparing Kibera with Ringwood.

IMAGES/DIAGRAMS/MAPS



WHAT YOU SHOULD ALREADY KNOW

- The words **forest, river, town, city, village** and what they mean.
- How to locate The UK on a world map.
- The names of **the four main point of the compass**.

KEY KNOWLEDGE

- Maps and aerial photographs provide geographical information about Ringwood and Bournemouth.
- Ringwood is in the South of the UK, near to the south coast. Ringwood is in Hampshire. Bournemouth is to the West of Ringwood and Southampton is to the East.
- Ringwood is next to the A31 which leads to the M27. Bournemouth and Southampton airports provide easy travel to places around Europe.
- Bournemouth is different to Ringwood because it is larger, more densely populated and has more amenities.
- Sketch maps need to be accurate and to scale.
- Areas of the school experience different environmental conditions which means that they are suitable for different uses.
- The location of Kenya on a World map.
- Kibera is overcrowded, buildings are made from more temporary, cheaper materials (e.g. corrugated iron). In some places there is a lot of rubbish. Some services (shops, churches, playgrounds, school etc) are similar to Ringwood. The utilities (water, sewerage and electricity) are not in all people's homes.

KEY VOCABULARY

North, South, West and East
 United Kingdom
 Europe
 New Forest
 Hampshire
 Ringwood
 Southampton
 Bournemouth
 Airport
 Motorway
 Ordnance Survey Map
 Symbols
 Similarities
 Differences
 Land Use
 Scale
 Key
 Environment
 Conditions
 Kibera
 Kenya
 Zelyn Academy

KNOWLEDGE ORGANISER - Year 3 French

Classroom Instructions



IMAGES/DIAGRAMS/MAPS



écoutez



répétez



regardez



levez la main



baissez la main



écrivez

WHAT YOU SHOULD ALREADY KNOW

- Recognise and understand classroom instructions in English or their native language.
- Know that when actions are put with new language, this helps us to remember new language.

KEY KNOWLEDGE

- Know that écoutez means 'to listen'; répétez means 'to repeat'; regardez means 'to look'; levez la main means to 'put your hand up'; baissez la main means 'put your hand down'; écrivez means 'to write'; ouvrez means 'to open'; fermez means 'to close'; levez-vous means 'stand up'; asseyez-vous means 'sit down'.
- Know when and how to respond to instructions in French.
- Use the French instructions in class.

KEY VOCABULARY

écoutez	listen
répétez	repeat
regardez	look
levez la main	put your hand up
baissez la main	put you hand down
écrivez	write
ouvrez	open
fermez	close
levez-vous	stand up
asseyez-vous	sit down

KNOWLEDGE ORGANISER - Year 3 French

Greetings



IMAGES/DIAGRAMS/MAPS



WHAT YOU SHOULD ALREADY KNOW

- When we meet people we offer a greeting and when we are greeted, we offer a response.
- There are more formal ways of greeting people, such as your teacher or head teacher and there are more informal ways of greeting each other, such as with your friends or family.
- That we respond to our name in the register.
- We ask how people are feeling, and we share how we are feeling with others.

KEY KNOWLEDGE

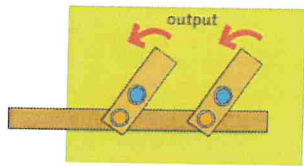
- Know that 'bonjour' is a formal way of greeting and 'salut' is a more informal way of saying 'hi' to someone they are familiar with.
- Know that 'au revoir' is how we say 'goodbye' to someone we are communicating with.
- Introduce themselves with the phrase 'Je suis...' for 'I am...'
- Ask someone who they are by saying 'Tu es qui?'
- Respond to the register with 'Je suis present(e)' or other responses such as they absent 'Elle/Il est absent(e)'
- Ask how someone is and respond in French.

KEY VOCABULARY

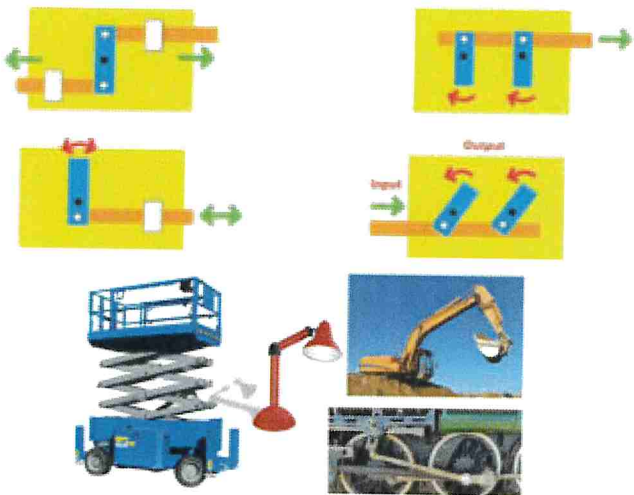
Bonjour	hello/good day
Salut	hi
Au revoir	goodbye
Je suis__	I am__
Tu es qui?	Who are you?
Et toi?	And you?
Je fais l'appel	I am doing the register
Je suis présent	I am present (masculine)
Je suis présente	I am present (feminine)
Ça va?	Ok?
Ca va bien?	I am good.
Comme-ci, comme-ça	I am alright
Ca va mal	I am not good
Oui	yes
Non	no

KNOWLEDGE ORGANISER - Year 3 D&T

Levers and Linkages Moving Poster!



IMAGES/DIAGRAMS/MAPS



WHAT YOU SHOULD ALREADY KNOW

- How to use a ruler to measure lengths.
- How to use scissors carefully and safely.
- Different ways to join paper and card together.
- That pop-up flaps and levers can be found in books to create different forms of movement.

KEY KNOWLEDGE

- Linkages can be used to create movement. This can be in different directions.
- Lever - A rigid bar which moves around a pivot.
- Pivot – A device that links two levers together such as a split pin. Pivots can be loose or fixed.
- Loose pivot – When a split pin joins two levers but it is not connected to the backing card.
- Fixed pivot – When the lever is fixed to the backing card.
- Linkage – When your levers are connected together by a split pin, this forms a pivot.
- Input – The effort or force put into a machine to make it complete a task:
- Output – The force created as a result of the input force. This force is used to move the object.

KEY VOCABULARY

force
guide
input
lever
linkage
mechanism
movement
output
pivot

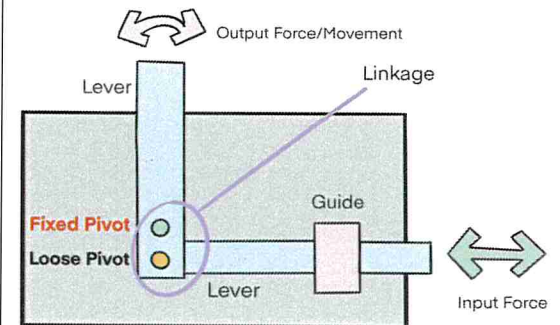
DESIGN CONSIDERATIONS

PURPOSE to create a poster to inform others about how plants grow using photosynthesis.

USER Product will be used to help educate other school-age children.

INNOVATION AND CHALLENGE

Can you think of interesting ways to use movement in your design? Can you include a wide range of different moving parts?



YEAR GROUP

Year 3

KNOWLEDGE ORGANISER

PROJECT

Our School

LEAD SUBJECT

Music



Musical Milestones:

Recognise and respond to a steady beat and rhythm patterns (warm-up games).

Explore music in 2 and 4 metre.

Learn to perform rhythmically in 4-metre (The Learning Rap).

Explore examples of samba music

Identify and perform specific rhythm patterns

Combine rhythm patterns in layers

Create and perform using rhythm patterns in a samba structure

WHAT YOU SHOULD ALREADY KNOW

- Distinguish between steady beats and rhythm patterns and begin to understand how they fit together.
- Recognise repetition when heard.
- Identify when things are different.
- Sing together, following simple directions.
- Recognise and name some percussion instruments and how they are played

KEY KNOWLEDGE

Duration is recognising the difference between steady beat and rhythm patterns and counting in specific metres.

The **structure** is the plan of the music. In particular, it notices when sections are repeated or contrasting.

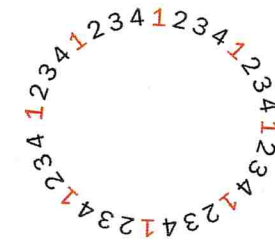
The **steady beat** is the heart beat of the music. The **rhythm pattern** is a pattern made up of long and short sounds.

Metre is how the steady beats are grouped e.g. in groups of 4.
1 2 3 4, 1 2 3 4, 1 2 3 4

Ostinato is a short, repeating pattern.

Samba is a popular style of rhythmic music from South America.

IMAGES/DIAGRAMS/MAPS



Part 1 (the steady beat):

1	2
school	work

Part 2:

1	2	3	4
We are	year 3	We are the	best year

Part 3:

1	2	3	4
Learning's our phi -	losophy	Learning's our phi -	losophy

Key Vocabulary:

- steady beat
- metre
- rhythm pattern
- duration
- structure
- repetition
- bar
- ostinato
- samba
- untuned percussion

Knowledge Organiser - RE

Concept - Angels at Christmas - Christianity



Lead Subject - RE

What You Should Already Know

- People who follow the Christian faith are called Christians.
- The Christian holy book is called the Bible.
- Christians believe that Jesus is the son of God.
- Jesus' birth is celebrated at Christmas
- Some understanding of Nativity story

Key Knowledge - Angels

- Angels are mentioned throughout the Bible, with various roles and responsibilities.
- The word "angel" comes from the Greek word "angels" meaning "messenger".
- Angels are often depicted with wings, although they are not described as having wings in the Bible.

SMSC (Social, Moral, Social and Cultural) Opportunities

Spiritual: providing an opportunity for enjoyment and fascination about the symbolism and meaning of angels.

Moral: developing an ability to understand and appreciate the viewpoints of others on these issues.

Social: sharing our own experiences of angels and respond to the experiences of others.

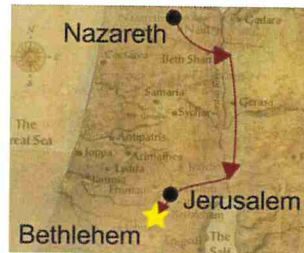
Cultural: giving children an interest in and an opportunity to explore different faiths and beliefs

Key Knowledge - The Christmas Story

- Angels are mentioned throughout the Bible, with various roles and responsibilities.
- The word "angel" comes from the Greek word "angels" meaning "messenger".
- Angels are often depicted with wings, although they are not described as having wings in the Bible.
- The Christmas story is narrated in the New Testament of the Bible, specifically in the books of Matthew and Luke.
- In Christian art and literature, angels are often portrayed as beautiful, radiant beings.

Images/diagrams/maps

Christianity

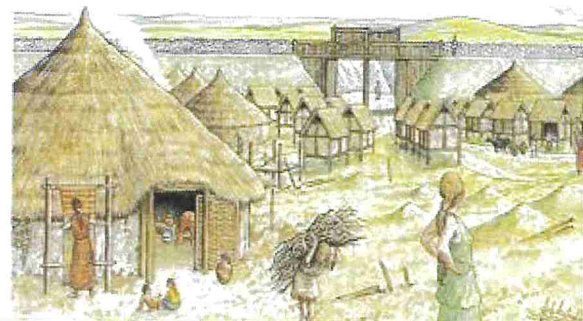
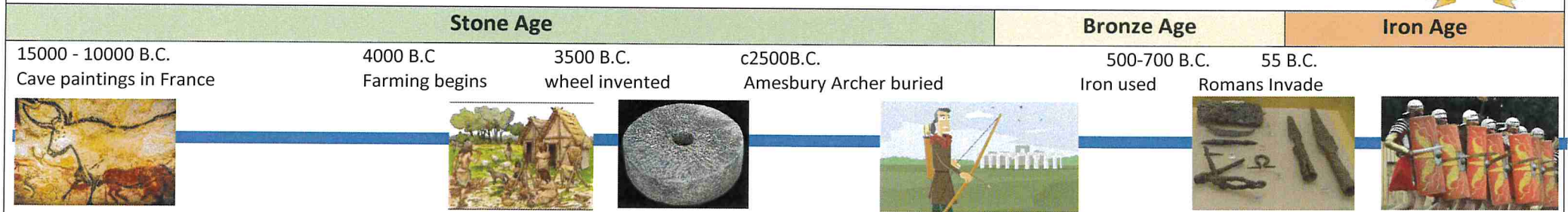


Key Vocabulary

- Gabriel
- Mary
- Shepherds
- Bethlehem
- Christianity
- Nativity
- Epiphany
- Archangel
- Christmas
- Angel

KNOWLEDGE ORGANISER – Year 3 History

Stone Age to Iron Age



WHAT YOU SHOULD ALREADY KNOW:

- History describes those events which have already happened. They are in the past.
- Some things in the past we can remember and others are beyond living memory.
- Significant events and individuals have shaped the way we live today.

KEY KNOWLEDGE:

- Prehistory happened a very long time ago before there were any written records of what life was like.
- The Stone Age can be divided into 3 stages – Palaeolithic (old stone age), Mesolithic (middle stone age) and Neolithic (new stone age).
- The Stone Age to Iron Age is a very long time in history where very little change happens.
- Palaeolithic people were hunter gatherers. By the Neolithic period people were farming and had begun to settle in one place.
- Skara Brae tells us lots about life in Britain in the late Stone Age.
- Between 500 and 100 B.C. Iron Age people lived in round houses, often on hill forts.

KEY VOCABULARY:

ancient
 artefact
 civilisation
 evidence
 farmer
 hunter gatherer
 Iron Age
 nomadic
 migration
 prehistory
 settlement
 trade
 Stone Age
 weapon

KNOWLEDGE ORGANISER – Year 3 PSHE

Me and My Relationships



WHAT YOU SHOULD ALREADY KNOW

- I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.
- I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules.
- I can also tell you about some classroom rules we have made together.
- I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.
- Most of the time I can express my feelings in a safe, controlled way.

KEY KNOWLEDGE

Rules are used in a selection of different environments, for example we have rules at school. Rules will be different depending on the situation or place you are in.

Your age will impact the rules that you follow, for example when using the internet.

When people break the rules there are usually consequences. Your age and what rule you have broken will usually inform the level of punishment you are given.

Relationships with the special people in your life are important and it is good to keep these as positive relationships.

Resolving a conflict is a great way of trying to deal with a problem you may be facing.

It is important to listen to other opinions and respond respectfully if you disagree.

Sometimes friendships face difficulties but it is always a good idea to try and resolve a problem before it becomes bigger.

KEY VOCABULARY

Apologise, respect, disagree, responsibility, calm disputes, arguments, feelings, persuade, friendship opinions, listening, family, friendship, falling out, special people

KEY QUESTIONS

Cooperation

Can people disagree and still be friends?

Do people need to accept the views of others? Why?

How can arguments and disputes be settled?

Friendships

What do I do to be a good friend?

How can I make up with a friend if we have fallen out?

What different ideas can I suggest to friends who have fallen out?

How can I help others to sort out their argument?

