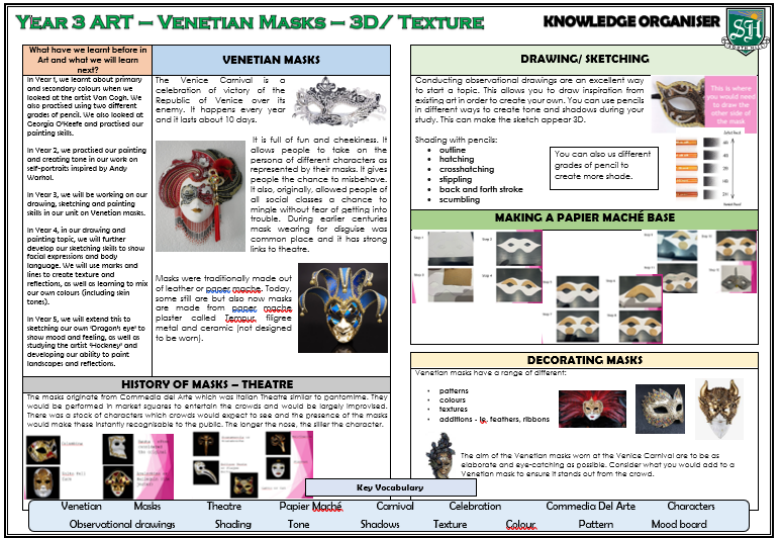
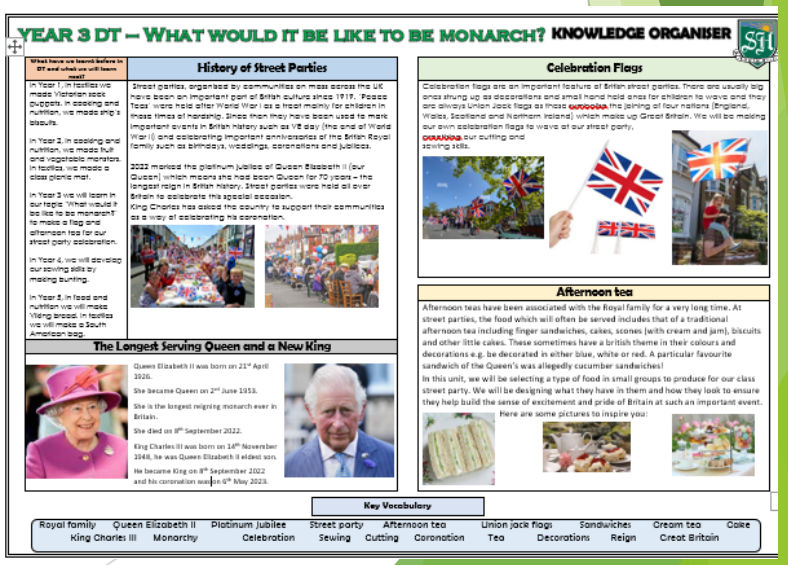
Year 3 Knowledge Organisers

At South Hill, we have created ‘Knowledge Organisers’ to help pupils and parents to know what the children will be learning in each of our Foundation subjects. These contain essential vocabulary and facts for each topic.

Please see ‘Knowledge Organisers’ attached for Year 3 for the Summer term, which will also be in pupil’s books and on working walls in school.





Year 3 Science - Summer 1

YEAR 3 SCIENCE – PLANTS

KNOWLEDGE ORGANISER

What have we learnt in this topic before, what we will learn this year and what will we learn next?

In Year 1 and 2, we learnt in our topic:

- **Plants (Wild and Garden)**
- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- To identify and describe the basic structure of a variety of common flowering plants, including trees.
- **Plants (Parts of a plant and growth)**
- Observe and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

In Year 3, we will learn:

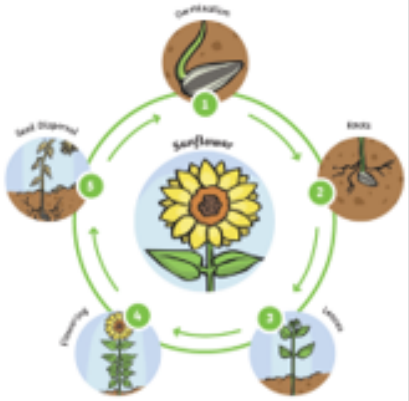
- How to identify and describe the functions of different parts of a flowering plants; roots, stem/trunk, leaves and flowers.
- To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- To investigate the way in which water is transported within plants.
- To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

In Year 4, we learn;

- To recognise that living things can be grouped in a variety of ways.
- To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

Life Cycle of a Flowering Plant

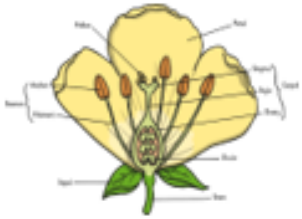
The Flowering Plant Life Cycle



PARTS OF A FLOWER AND THEIR JOBS

We will be able to label the parts of a flowering plant and their role in pollination

Pollination occurs when pollen from the anther transfers to the stigma.
When an insect goes into the flower to drink the nectar, some grains of pollen brush off the anthers onto their body.
The pollen on the stigma then travels down the style towards the ovary.
Once it reaches the ovary, the pollen joins with an ovule. The ovule can then grow into a seed. This is called fertilisation.



SEED DISPERSAL

Seeds are dispersed by:

- Water– coconuts in the sea
- Dropping- conkers falling off a tree
- Carrying- teasels sticking to animals fur
- Shaking- dandelions in the wind
- Eating- birds eating fruit then pooing seeds out
- Bursting- Poppy seeds.

FOCUS SCIENTIST – Agnes Arber - Botanist

Agnes Arber was born in London in 1879. She studied plants (botany) and the philosophy of biology. She was the first female botanist to be elected as a Fellow of the Royal Society and to receive the Gold medal of the Linnean Society. She focused on flowering plants and most of her studies took place at University College, London. She lived to the age of 81 years old.

What does a plant need to grow?

Different plants vary in how much of things they need.

Parts of a flowering plant

Roots grow underneath a plant, below the surface of the soil.
The roots anchor the plant in the ground, and absorb nutrients.
The leaves make food for the plant using sunlight and carbon dioxide from the air.
The stem or trunk holds the plant up.
Flowers are brightly coloured to attract insects and birds.
Flowers use the pollen to make seeds to grow new plants.

Key Vocabulary

Fertilisation, Petal, Stamen, Carpel, sepal, Pollination, pollinator, germination, seed dispersal, roots, stem, leaves, Flowers, Nutrients, Evaporation.

Year 3 Science Summer 2

YEAR 3 SCIENCE – LIGHT, SHADOWS AND REFLECTION KNOWLEDGE ORGANISER

What have we learnt in this topic before and what we will learn this year?

In Reception, we learnt about Light in our topic: 'Festivals and Celebrations'.

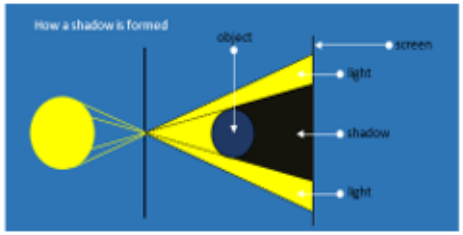
In Year 3, we will learn in our topic: Light (Shadows and reflection) to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change.

In Year 6, we will learn in our topic: Light (How light travels) to:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

HOW ARE SHADOWS FORMED?



- **Shadows** are formed when the light from a light source is **blocked** by an opaque object.
- **Opaque** objects do not let light pass through them.
- **Transparent** objects let light pass through and give a clear view of objects on the other side.
- **Translucent** objects are not transparent but clear enough to let some light through.
- When an **object** is **closer** to the **light source** and **further** from the surface, the **shadow** is bigger.
- When an **object** is **further** from the **light source** and **closer** to the surface, the **shadow** is smaller.
- The **silhouette** (outline) of the shadow will change depending on the **angle** of the light source.

FOCUS SCIENTIST - ALHAZEN

Alhazen was an **Arabian physicist, mathematician, and astronomer** whose most significant contribution was his study in **vision** that is still used in modern times. He was also called the **Father of Optics** and **"The First True Scientist"** for pioneering the modern scientific method. He declared that it is **not our eyes that emit light**, and conducted experiments to prove that light was **reflected from the object of vision into the eye**- this was something that other scientists had said was not the case. Because of Scientists like Alhazen, we now understand how our eyes work. **We see** when light hits an object it is **reflected** (**bounces back**) and **enters our eyes**.

https://www.bbc.co.uk/teach/class-clips-video/science-ks2-the-work-of-the-father-of-optics-alhazen/zry7vk7

LIGHT SOURCES

Dark is the **absence** of light. A light source **produces** light and can be natural or man-made.

Some animals, such as **fireflies** and **glow-worms**, are light sources. They make their own light to attract mates.

Man made	Natural
Headlights	Sun
Phones	Stars
Torches	Lightning
Lightbulbs	Fire
Computer screens	Lava

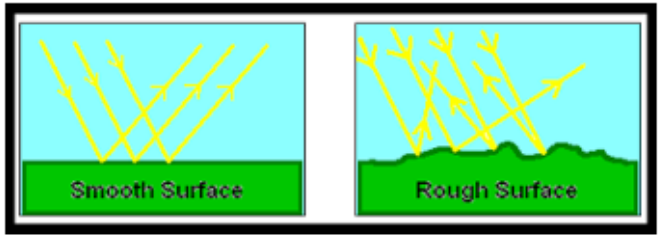
SUN SAFETY

- The **light** from the **sun** can be **dangerous**.
- It can **damage** our eyes.
- We must **never look directly** at the sun.
- We can **protect** our eyes by wearing sunglasses or sunhats in bright sunlight.

REFLECTION

When light from an object is reflected by a surface, it changes direction. It bounces off the surface at the same angle as it hits it.

Smooth, shiny surfaces such as mirrors and polished metals reflect light well. **Dull** and **dark surfaces** such as dark fabrics do not reflect light well.



Key Vocabulary

translucent transparent opaque light source shadow sun reflection blocked straight lines man-made natural damage direction

Year 3 Art Summer 1

YEAR 3 ART – VENETIAN MASKS

KNOWLEDGE ORGANISER

What have we learnt before in Art and what we will learn next?

In Year 2, we created 'Clay Pottery Flowers' inspired by the artist Owen Mann.

In Year 3, we will be working on our design, making and painting skills by learning about Venetian masks and making our own using paper mache and intricate designs.

In Year 4, we will extend our 3D and textiles skills by creating our own mosaic designs inspired by the Romans. We will create a mosaic using a motif, border and repeating pattern as well as learning how to adhesive and grout.

VENETIAN MASKS

The Venice Carnival is a celebration of victory of the Republic of Venice over its enemy. It happens every year and it lasts about 10 days.

During the carnival, people wear Venetian masks. These allow people to take on the persona of different characters as represented by their masks. It also, originally, allowed people of all social classes a chance to mingle without fear of getting into trouble and was also used in the theatre.

INTRICATE PATTERNS

Many Venetian masks use intricate patterns such as checks, swirls and other patterns to decorate the mask and make it look distinct.

USING A TEMPLATE

Venetian masks come in all sorts of shapes and sizes. Some are full face masks and others cover half of the face. All have eye holes and are shaped to fit the wearer. A template of the mask can be used and then cut out to provide the initial shape of the mask, which then can be added to.

LAYERING USING CARDBOARD

Cardboard can be cut and shaped to add layers to Venetians masks. This can be used to create a 3d effect and build up areas such as cheeks and eyes.

USING PAPER MACHE

Paper-mache is a craft technique where paper is combined with glue and used to create sturdy and lightweight sculptures. It can be used to add depth and texture to a Venetian mask and when dry will also make the mask stronger.

Key Vocabulary

Venetian mask	character	persona	patterns	intricate	checks	swirls	decorate	template	face	
half	full	cheek	eyes	layering/layers	cardboard	3d	paper mache	paper	glue	stronger

Year 3 DT Summer 2

YEAR 3 DT – FELT CELEBRATION FLAGS

KNOWLEDGE ORGANISER

What have we learnt before in DT and what we will learn next?

In Year 2, we created our own Tie Dye T-shirts. We learnt to use string or elastic bands to fold fabric, before applying dye to create a fun design.

In Year 3, we will further our learning by making a felt flag. We will cut out our own shapes and join materials using glue and running stitch.

In Year 4, we will further our work with felt by creating a Harry Potter inspired bunting using overstitch and backstitch.

HISTORY OF STREET PARTIES

Street parties have been an important part of British culture since 1919. 'Peace Teas' were held after World War I as a treat mainly for children in those times of hardship. Since then, they have been used to mark important events in British history such as VE day (the end of World War II) and celebrating important anniversaries of the British Royal family, such as birthdays, weddings, coronations and jubilees.

Some recent examples include:

- The Platinum Jubilee in 2022 when parties were organised across the UK to celebrate Queen Elizabeth II having been Queen for 70 years – the longest reign in British history.
- In 2023, King Charles III was crowned as King in a special ceremony called a Coronation. Street parties were held all over Britain to celebrate this special occasion.

FELT AND APPLIQUE

Felt is a type of cloth that is made by matting wool fibers, either with water and soap, or by poking the fibers with barbed needles and can be made by hand, or by machine.

People have been making felt longer than any other kind of fabric. Felt is used to make many things like clothing, hats, rugs and decorations.

Felt shapes (applique) can be cut using scissors and these can then be placed decoratively to create patterns or flags.

THE UNION JACK FLAG

Celebration flags are an important feature of British street parties. The Union Jack the national flag of the United Kingdom, combines the Crosses of St. George (England), St. Andrew (Scotland), and St. Patrick (Ireland). The flag symbolises the joining of four nations (England, Wales, Scotland and Northern Ireland).

JOINING MATERIALS TOGETHER

Felt is a versatile material that can be joined together using a range of techniques such as stitching or glueing.

A range of glues can be used to join two pieces of the material together such as PVA, hot or stick glue. It can also be joined together using stitches.

Running stitch is created by pushing the needle in and out of the fabric in a straight line, spacing the stitches evenly apart, and creating a dashed line.

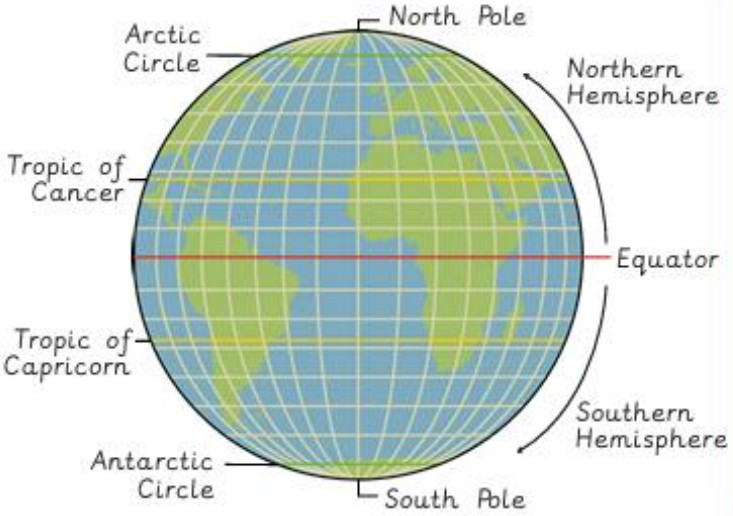
Key Vocabulary

Street party	important events	Platinum Jubilee	Coronation	Queen Elizabeth II	King Charles III	Union Jack					
felt	decoration	cut	join	applique	glue	stitch	running stitch	flag	dashed line	colour	

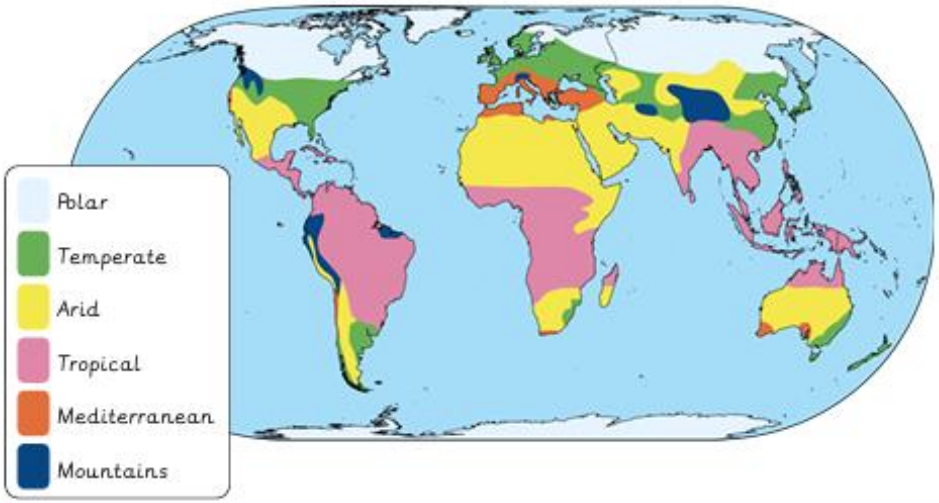
Year 3 Geography - Summer 1

Geography - Who lives in Antarctica?

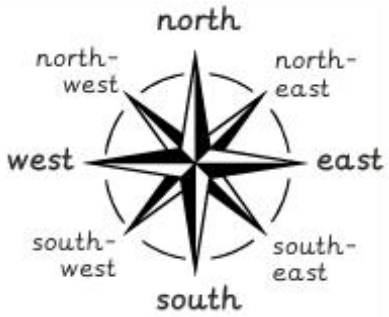
Lines of latitude and longitude



Climate zone map



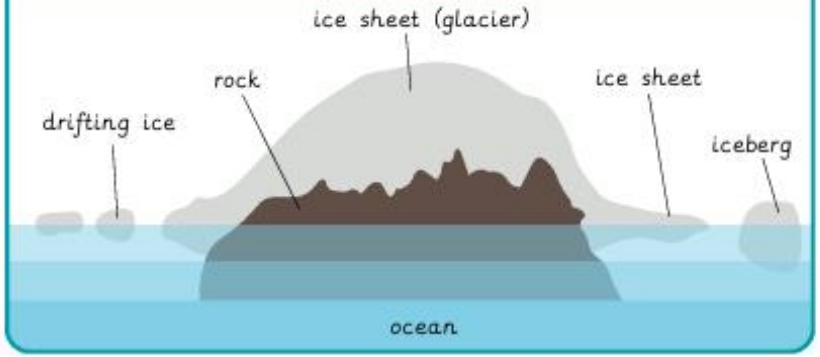
Compass points



Who lives in Antarctica?

Nobody permanently. However, tourists and researchers do visit.

Physical features of Antarctica



Year 3 Geography - Summer 1

Geography - Who lives in Antarctica?

Antarctica is located at the southern-most point on the globe. It experiences extreme blizzards and snowstorms, has many mountain ranges and even an active volcano.

Ernest Shackleton

An explorer who wanted to be the first man to reach the South Pole in Antarctica. He never made it there but is famous for bringing 28 men back to the UK alive after his expedition to Antarctica went wrong and his boat sank.

The Antarctic Treaty

A written agreement signed by many countries so far, promising to keep Antarctica a peaceful place and to protect its environment.

lines of latitude	Invisible horizontal lines mapped on our globe to show how far north or south a place is from the Equator.
lines of longitude	Invisible vertical lines mapped on our globe to show how far east or west a place is from the Prime Meridian.
hemisphere	One half of the Earth.
climate	The long-term weather conditions in a specific region.
climate zone	Areas of the world grouped together that have a similar climate.
compass points	North, east, south, west, north-east, south-east, south-west, north-west
direction	An imaginary line showing the way someone or something is moving.
treaty	A formal, written agreement between two places.
ice shelf	A thin layer of ice extending off a glacier into the sea.
ice sheet	A layer of ice covering the land for a long period of time, also known as a glacier.
drifting ice	Thin, floating pieces of ice not attached to a glacier.
iceberg	Large chunks of floating ice that break off a glacier.

Year 3 History Summer 2

YEAR 3 HISTORY – HISTORY MAKERS

KNOWLEDGE ORGANISER

What have we learnt in this topic before and what we will learn this year?

In Year 1, we will learn about what life was like for children in the 'Victorian era'. We will learn about the monarch of the time, Queen Victoria, and learn about the legacy of some Victorian traditions.

In Year 3, we continue this by learning about the life and coronations of Queen Elizabeth II and King Charles III. We will also visit Windsor Castle to extend our learning about the monarchy.

In Year 5, we will continue our learning about History makers by studying the lives of Martin Luther King, Mahatma Gandi and Emmeline Pankhurst, focusing on their strive for civil and women's rights.

THE QUEEN'S CORONATION

A coronation is an ancient ceremony and celebration to 'crown' a King or Queen. Queen Elizabeth II's coronation was on the 2nd June 1953 and was held at Westminster Abbey (the setting of every coronation since 1066). She was only 25 years old when she became Monarch. She had officially become Queen on 6th February, 1952 (after the death of her father King George VI). The service began at 11.15 and lasted almost 3 hours. It was conducted by the Archbishop of Canterbury.

The Queen and The Duke of Edinburgh were driven from Buckingham Palace to Westminster Abbey in the Gold State Coach – pulled by eight grey gelding horses. The Queen's Coronation dress was made of white satin and embroidered with the emblems of the United Kingdom and the Commonwealth in gold and silver thread.

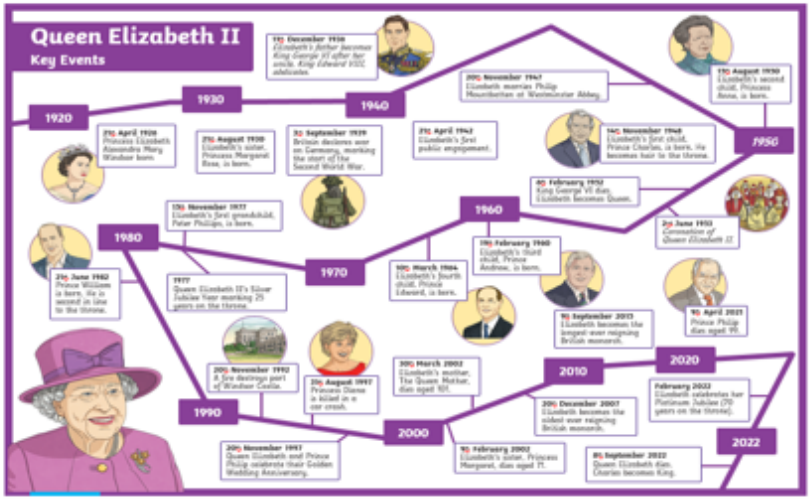
STREET PARTIES

In 1953, TV cameras were allowed into a coronation for the first time ever so many families bought TV sets especially for the occasion and watched at home! 27 million people watched on TV and 11 million listened on the radio. People also gathered in the streets where they lived and threw massive street parties with lots of decorations and food to celebrate the occasion. They would have eaten 'afternoon tea' style food which consists of cakes and sandwiches. Music would have been played and they would have done lots of dancing. Street parties have become traditional in Britain for celebrating events.

THE KING'S CORONATION

After the death of his mother Queen Elizabeth II, King Charles III became King on 8th September 2022 at the age of 73. The coronation of Charles III and his wife, Camilla, as king and queen of the United Kingdom and the 14 other Commonwealth realms, took place on Saturday, 6 May 2023 at Westminster Abbey. During the ceremony, Charles made a promise (an oath), was blessed with holy oil, and received his crown and other sacred objects. The service was altered from past British coronations to represent the multiple faiths, cultures, and communities of the United Kingdom, and was shorter than Elizabeth II's coronation. It had a peak UK television audience of 20.4 million. After the service, members of the royal family travelled to Buckingham Palace in a state procession and appeared on the palace's balconies.

TIMELINE – QUEEN ELIZABETH II



Key Vocabulary

Queen Elizabeth II | King George VI | King Charles III | Queen Camilla | coronation | ceremony | Westminster Abbey | monarch | street party | tradition | afternoon tea | promise/oath | Buckingham Palace | The Royal Family | Golden state coach

Year 3Computing Summer 1

COMPUTING: PROGRAMMING

V3

KNOWLEDGE ORGANISER

Overview

Events and Actions in Scratch

- Programming is when we make a set of instructions for computers to follow.

-Scratch is a program that we can use in order to code our own stories and animations. We can use event and action command blocks in order to make sprites carry out acts when certain prompts take place.

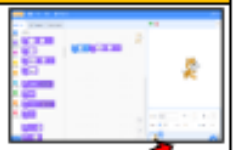
-We use algorithms (a set of instructions to p

erform a task) to sequence movements, actions and sounds in order to program effective animations.

The Basics of Scratch

-What is Scratch? Scratch is a website/ app that lets us code our own stories, games and animations.

-Scratch helps us to learn how to use programming language, whilst also being creative and using problem-solving skills.



There are three main areas in Scratch:

-The Blocks Palette (on the left) contain all of the different blocks: puzzle piece commands which control the animation.

-Code Area (in the middle) is where the blocks are placed to create a program.

-Stage with Sprite (right) is where the output of the program is presented. The sprite is the character.

Adding/Removing Sprites: This can be done here, at the bottom of the stage. There are many sprites to choose from.

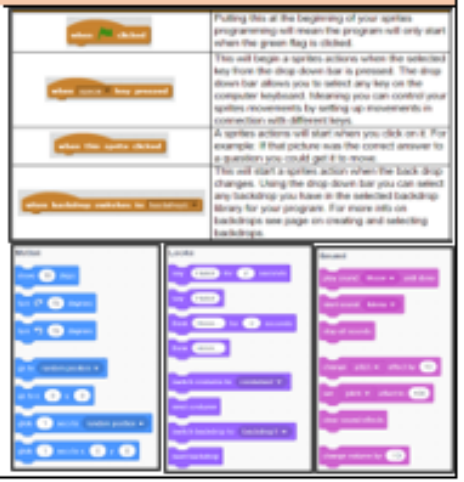
Attributes: There are three attributes of the sprite which we can change to make our animation: Code, Costumes, Sounds.

-Backdrops: Backdrops can be added by clicking on this icon (bottom right of the screen, below the stage).

Event and Action Blocks

-Event Blocks: Event blocks are coloured yellow and are used to sense different events that happen, e.g. the green flag being clicked, when a key is pressed, or when a sprite is pressed. They are needed for every project.

-Action Blocks: Action blocks include 'Motion' blocks (coloured blue), 'Sound' blocks (pink) and 'Looks' blocks (purple). They make the sprite move, make sounds and change appearance when the event is triggered.



Sequencing and Algorithms

-A **sequence** is a pattern or process in which one thing follows another. In Scratch, blocks can stack vertically on top of one another to create sequences.

-Designing an **algorithm** (set of instructions for performing a task) will help you to program the sequence that you require.

-Programming is when we move the blocks into the position (based on our algorithm design). Programming uses a code that the computer can understand.

Trialling and Debugging

-Programmers do not put their computer programs straight to work. They **trial** them first to find any errors:

-Sequence errors: An instruction in the sequence is wrong or in the wrong place.

-Keying errors: Typing in the wrong code.

-Logical errors: Mistakes in plan/thinking.

-If your algorithm does not work correctly the first time, remember to **debug** it.

Important Vocabulary

Programming | Scratch | Blocks | Commands | Code | Events | Motion | Sequence | Trialling | Debugging

Year 3 Computing Summer 2

COMPUTING: PROGRAMMING

Y3

KNOWLEDGE ORGANISER

Overview

Sequencing in Scratch

- Programming is when we make a set of instructions for computers to follow.

-Scratch is a program that we can use in order to code our own stories and animations.

-We use algorithms (a set of instructions to perform a task) to sequence movements, actions and sounds in order to program effective animations.

The Basics of Scratch

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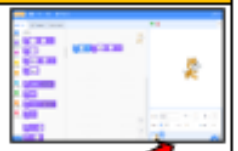
-Scratch helps us to learn how to use programming language, whilst also being creative and using problem-solving skills.



There are three main areas in Scratch:

-The Blocks Palette (on the left) contain all of the different blocks: puzzle piece commands which control the animation.
-Code Area (in the middle) is where the blocks are placed to create a program.
-Stage with Sprite (right) is where the output of the program is presented. The sprite is the character.

Adding/Removing Sprites: This can be done here, at the bottom of the stage. There are many sprites to choose from.

Attributes: There are three attributes of the sprite which we can change to make our animation: Code, Costumes, Sounds.

-Backdrops: Backdrops can be added by clicking on this icon (bottom right of the screen, below the stage).

Programming Using Blocks

-Basic Programming: Make sure that the feature of the stage that you want to program (e.g. sprite, background) is selected by clicking on it. Drag the block command that you want onto the code area. Blocks can be deleted by right-clicking on the block and selecting 'delete block.'

-Block Editing: White areas on blocks can be edited. Click on them and type in the preferred value.

-Running the Code: You can run your animation by performing the action stated in the event block (e.g. clicking the event block). If this does not work, you may need to debug your animation (find errors and fix them).

Sequencing and Algorithms

-A **sequence** is a pattern or process in which one thing follows another.

-In Scratch, blocks can stack vertically on top of one another to create sequences.

-Event blocks are used to start sequences. They are orange and have a curved shape at the top.

-Designing an **algorithm** (set of instructions for performing a task) will help you to program the sequence that you require.

Making Music

-Several sprites, each following connected sound sequences, can create music!

-In order to do this, you will need to **carefully plan your algorithm.**

-If your animation does not work correctly the first time, remember to **debug** it.

Important Vocabulary

Programming	Scratch	Blocks	Commands	Code	Sprite	Stage	Costume	Backdrop	Debugging

Year 3 PE - Summer 1 Indoors

Year 3 – Gymnastics Unit 2

Knowledge Organiser

Prior Learning

Modified actions independently using different pathways, directions and shapes. Consolidated and improved movements and gymnastics actions. Related strength and flexibility to actions. Used basic compositional ideas.

Unit Focus

Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work. Show increasing flexibility in shapes and balances.

We are learning...

1. to perform Japana
2. to use bounces and broad jumps in a sequence.
3. to attempt a half-lever.
4. to transition from a Japana to another shape with control.
5. stretches while moving and when we are still to increase our flexibility.
6. to show strength, flexibility and control in our sequence.

Key Questions

1. What is a dynamic and static stretch?
2. How can you make transitions smooth and fluent?
3. How can you improve body tension?
4. Can you suggestions other actions to include in your sequence?

Equipment

Mats, hoops, cones, wall bars, bean bags, low apparatus, skipping ropes, ropes, action cards.

Vocabulary

Sustained, explosive, power, control, group, similar, different, bounce, box splits, fluency, dynamic, static, half lever, extension.

Concepts

Dynamic stretching improves mobility while moving through a range of motion, often in a manner that looks like the activity that is going to be performed. Static stretching is holding a stretch without movement.

Assessment Overview

Head - Able to identify some primary muscles.
Hand - Develop body management over a range of floor exercises.
Heart - Comment on a peer's gymnastic sequence, describing what they did well.

Year 3 PE - Summer 1 Outdoors

Year 3 - Rounders

Knowledge Organiser

Prior Learning

Experienced different games and activities where throwing and catching skills were used. Had the opportunity to hit and strike a ball with racquets and bats. Played in simple, striking and fielding games.

Unit Focus

To be able to play simple rounders games. Apply some rules to games and develop and use simple rounders skills.

We are learning...

1. to get into the best body position to field a ball.
2. to bowl with some consistency in a game.
3. to hit a moving ball with one hand.
4. to stop a moving ball with the long barrier technique.
5. to throw longer distances using the overarm technique.
6. to select and apply new skills in a competition.

Key Questions

1. Why do we need to return the ball to the bowler/bases as quickly as we can when fielding?
2. Why do we need to be directly behind the ball before getting into the long barrier position?
3. Why is the forward-stepping action significant when bowling?

Equipment

A range of balls, a range of bats and striking equipment, bases, button cones, batting cone, posts.

Vocabulary

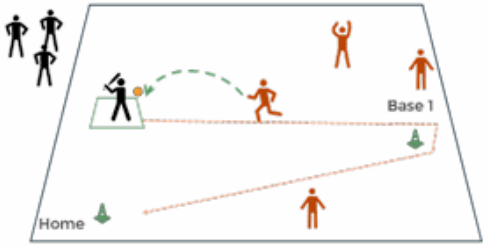
Batting, fielding, bowling, bases, long barrier, batter, bowler, fielder, innings, no ball, batting box, backstop, rounders, half rounders.

Rules

- Batters will face a certain number of balls each or play within a time limit.
- If a batter hits the ball, they must run around the bases (as many as they want).

Assessment Overview

Head - Explain the importance of being ready in the field.
Hand - Bowl an underarm ball.
Heart - Identify how to improve own and other's work and be tactful.



Year 3 PE - Summer 2 Indoors

Year 3 - Athletics

Knowledge Organiser

Prior Learning

Linked running and jumping movements. Move safely around between and over apparatus. Worked with a variety of equipment.

Unit Focus

Control movement in response to instructions. Demonstrate agility and speed. Jump for height and distance. Throw with speed and power and apply appropriate force.

We are learning...

1. jumping and hopping sequences.
2. to run at different speeds.
3. to approach and jump hurdles.
4. to throw a javelin using the pull-throw technique.
5. a variety of skipping techniques.
6. to keep score accurately over a range of events.

Key Questions

1. Did you complete an activity and change your technique to improve your score?
2. What recording system did you use for counting and keeping track of points scored?

Equipment

A variety of balls, hoops, bean bags, quoits, throw-down markers, foam javelins, balloons, stopwatches, measuring tape, skipping ropes, and low hurdles.

Vocabulary

Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, pull, record, pace, approach, combine.

Rules

- All players compete in all activities.
- Groups accumulate scores across all activities.

Assessment Overview

Head - Compete with others and record points.
Hand - Link running and jumping activities with some fluency and consistency.
Heart - Identify how to improve.

Year 3 PE - Summer 2 Outdoors

Year 3 - Cricket

Knowledge Organiser

Prior Learning

Experienced different throwing and catching games. Had the opportunity to hit and strike a ball with racquets and bats. Played in simple, striking and fielding games.

Unit Focus

Adhere to some of the basic rules of cricket. Develop a range of skills to use in isolation and a competitive context. Strike a bowled ball.

We are learning...

1. to hit a stationary ball into space using the straight drive.
2. to bowl underarm to a batter with some consistency.
3. to use the correct footwork to strike a bowled ball.
4. to stop a moving ball using the long barrier technique.
5. to throw longer distances overarm.
6. to perform as a wicketkeeper.

Key Questions

1. What is the purpose of the long barrier?
2. What can we do as batters to help each other when trying to get runs?
3. Why do we need to return the ball to the bowler/wicketkeeper as quickly as possible when fielding?

Equipment

A range of balls, a range of bats and striking equipment, stumps, button cones, batting cone.

Vocabulary

Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.

Rules

- Each batter faces one over, which consists of 6 balls.
- Each batter starts with 10 points.
- If the batter is caught or bowled out, they lose 1 point.
- If they complete one run around the target area and back, they win 1 point.

Assessment Overview

Head - Adhere to some basic cricket rules.
Hand - Stop a moving ball.
Heart - Field as a team to return the ball to the bowler/base effectively.

Year 3 PSHE - Summer 1

YEAR 3 PSHE - DRUGS

KNOWLEDGE ORGANISER

Overview and Recap

At South Hill, we follow the 'Christopher Winter project' curriculum for 'Relationship and Drugs education.'

We are learning about how to live healthy and safe lives, to promote our wellbeing and to have positive relationships with others.

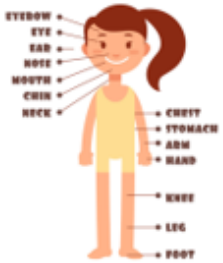
You should already know that: Being healthy is about feeling good in your body and wellbeing is about feeling good in your mind.

We need to look after our bodies. It is important that we have a balanced diet and that we regularly exercise. We should take care with medicines (and all drugs) as they can be harmful.

- We should know the Hazardous symbols and be able to identify them on a household item.
- We need to be able to begin to assess and identify a danger or something that is unsafe and get help from a trusted adult.

Health

Our Bodies



-Our bodies are made up of lots of different parts. Each of these body parts has an important job to do.
-Our bodies need regular exercise, a balanced diet and lots of sleep in order to stay fit and healthy.
-Our bodies need food, water and oxygen for energy.
-There are some things, however, that can cause harm to our bodies. For examples, exercising without warming up can cause things like muscle strains. Also, eating too many sugary or fatty foods can make us overweight, and put strain on our body parts.

Alcohol and Cigarettes

- A drug is a substance that people take to change the way they think, feel or behave. Medicines are drugs. Drugs can helpful or harmful.
-There is a drug inside beer, wine and spirits (alcohol). This can affect a person's brain so that they are not in control of their bodies.
-Nicotine is in cigarettes. The tar from cigarettes can stick in people's lungs. Cigarettes can also stain people's teeth and fingernails.
-Alcohol and cigarettes can only be sold to people aged 18 or over. They are both addictive.

Facts about smoking

Cigarettes and tobacco include substance called nicotine. This is a powerful drug, which is absorbed into the blood. It stimulates the heart to beat faster and causes blood pressure to rise. Nicotine is addictive.

- **Lungs** – smoking can cause coughs, colds, wheezing and asthma. It can sever chest infections. 83% of all deaths are related to smoking.
- **Heart –** Smoking causes the veins and arteries become blocked and narrow. This increases the likelihood of strokes, aneurysms and heart attacks.
- **Mouth and Throat –** Smoking causes bad breath and stained teeth. It can also cause gum disease and increases the risk of cancer in these areas.
- **Circulation –** Smoking causes the veins and arteries to narrow, harden and become coated with fatty deposits. This can cause many health problems.
- **Stomach –** Smoking causes an increased risk of cancer or ulcers.

Stomach can also negatively affect: fertility, skin and bones.

Taking risks and assessing situations

Passive smoking can affect the health of a non smoker if they breathe in the smoke of a cigarette. To reduce this risk, you should:

- Open a window
- Go outside
- Leave the room
- Ask the person smoking to smoke

How does it feel to be a smoker?

- Place your hand on your heart and feel it beating. Jog on the spot for 1 minute and repeat. Smoking gives the person a lack of breath just like this.
- Hold onto your ribs and take a deep breathe in and out. Your lungs are like two balloons, one under each side of your ribs. Our lungs are our bodies way to take oxygen into the body. Instead of taking in air, smokers take in smoke to the lungs.

Smoke free law

On July 1st 2007, the smoke free law was introduced. It is now against the law to smoke in all 'enclosed' public places.

Key Vocabulary

Smoking	tobacco	cigarettes	lighter	no-smoking	passive	e-cigarette	cancer	law	body

Year 3 PSHE - Summer 2

YEAR 3 PSHE - RELATIONSHIPS

KNOWLEDGE ORGANISER

Overview and Recap

At South Hill, we follow the 'Christopher Winter project' curriculum for 'Relationship and Drugs education.'

In Year 3 this year, we will learn:

- To know some differences and similarities between males and females
- To name male and female body parts using agreed words
- To identify different types of touch that people like and do not like
- To uunderstand personal space
- To talk about ways of dealing with unwanted touch
- To understand that all families are different and have different family members
- To identify who to go to for help and support

MALE AND FEMALE BODY PARTS

Males and females have lots of body parts that are the same.

One difference between male and female bodies is their private parts.

- Only females have a vagina and vulva. The vagina is inside the body and leads to the womb. The vulva is on the outside of the body.
- Only males have a penis and two testicles.

Male and females need their private parts if they choose to have a baby when they grow up.

PERSONAL SPACE AND APPROPRIATE TOUCHING

We all need our own space! This makes us feel safe, independent, healthy and helps us not to feel scared, fearful or crowded. If someone is too close to you and in your 'personal space':

- Ask them politely to move further away.
- If they don't, move away and tell an adult you trust

You must also be aware of giving other people personal space and not being too close to someone, particularly if that person does not want you to be that close to them. Touching someone- for example giving them a hug or a kiss – is ok if that other person is happy to do so. It is better to ask if it is ok to touch someone else and it is absolutely ok to say no. If you feel uncomfortable, ask the person to stop and get help.
Private parts are private. Your underwear covers up your private parts and no one should ask to see or touch them. Sometimes a doctor, nurse or family members might have to.
But they should always explain why, and ask you if it's OK first.

ALL FAMILIES ARE DIFFERENT

All families are different! Members of our family are special people, including carers and friends who are close to us and who we think are important.

- **All families are valued and unique**
- Families can have one parent, two or more
- Some children spend their week at one house and then at another as their family live separately
- Not all families live together
- Some children do not live with their parents but are cared for by other people
- Not all parents are married

Key Vocabulary

Foetus Baby Toddler Child Teenager Adult Elderly lifecycle puberty body personal space touching carer
private parts penis testicles vagina vulva womb male female puberty emotions parent step-parent