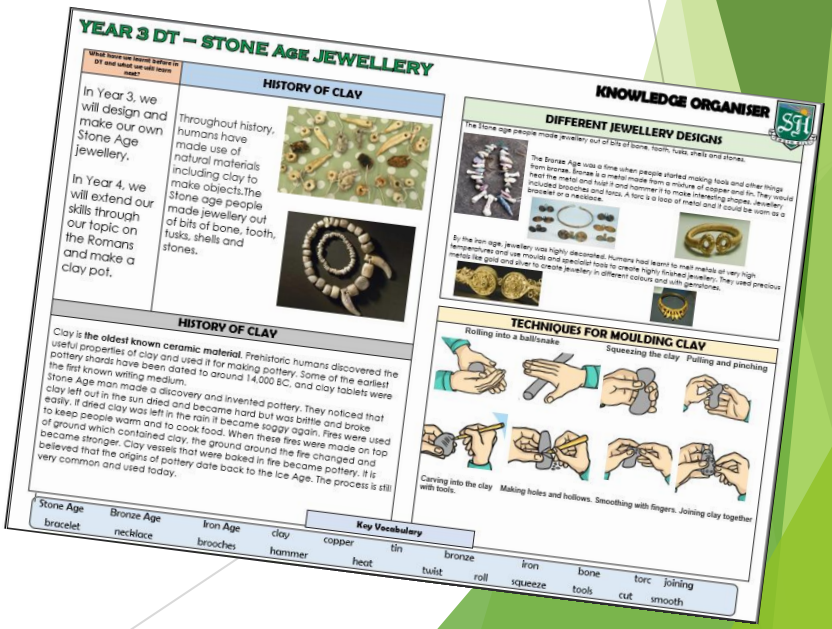
Year 3
Knowledge Organisers

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 autumn term, which will also be in pupil’s books and on working walls in school.



Year 3 Science - Autumn 1

YEAR 3 SCIENCE – ROCKS, FOSSILS AND SOIL

KNOWLEDGE ORGANISER

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

In Year 1 and 2, we learnt in our topic:
Everyday materials (Materials for different uses)

- To identify and name everyday materials including wood, plastic, glass, wood, metal, water and rock and to describe simple physical properties. We also grouped materials based on these properties.

In Year 3, we will learn:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

In Year 5, we will develop this further and learn about comparing and grouping materials by looking at properties such as hardness and solubility.

HOW IS SOIL FORMED?

Soil is a mixture of tiny particles of **rock, dead plants and animals, air and water**. Different soils have different properties depending on their composition.

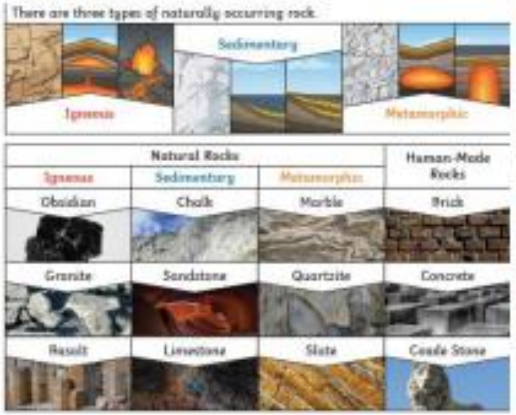
- Sandy soil is pale coloured and has large particles. These create lots of small air gaps. Water drains through them easily so it usually feels dry.
- Clay soil is usually sticky and has small particles. They contain very few air gaps and water does not drain through it easily.
- Chalky soil is a light brown soil. Water drains through it quickly.
- Peat does not contain any rock particles. It's made from very old decayed plants and is dark, crumbly and rich in nutrients.

FOCUS SCIENTIST – MARY ANNING - FOSSILS

Mary Anning was born in 1799 to a very poor family and lived on the Jurassic Coast in Dorset . Her father used to take her and her brother to look for stones and fossils on the beach. It was here that she found fossils that she would sell to make money for her and her brother after their father also died.]

Anning was the first person to find a complete fossil of a Plesiosaurus. She also pioneered the study of fossilised poo!

COMPARING AND GROUPING ROCKS



Different types of rocks have different properties.

Some rocks are harder than others. For example, granite is a very hard rock. This makes it a good material for building as it doesn't wear away easily.

Marble is another hard rock. It has an attractive texture and colour and it can be cut and polished. Because of this, it is used to make floor tiles and wall tiles. Some statues are made from marble too.

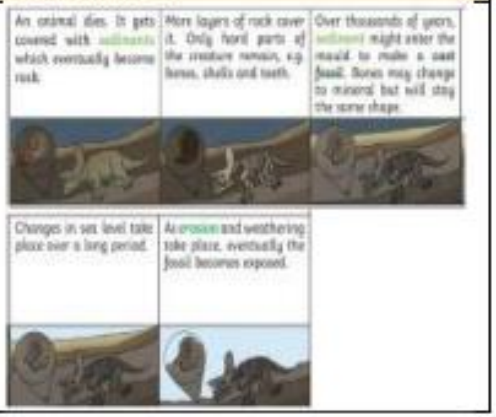
Chalk is a soft rock and wears away easily. This makes it ideal for making chalk sticks to write on blackboards.

HOW ARE FOSSILS FORMED?

A fossil is the preserved remains or traces of a dead organism. The process by which a fossil is formed is called fossilisation.

It's very rare for living things to become fossilised. Usually after most animals die their bodies just rot away and nothing is left behind. However, under certain special conditions, a fossil can form.

After an animal dies, the soft parts of its body **decompose** leaving the hard parts, like the skeleton, behind. This becomes buried by small particles of rock called **sediment**. As more layers of sediment build up on top, the sediment around the skeleton begins to compact and turn to rock. The bones then start to be dissolved by water seeping through the rock. Minerals in the water replace the bone, leaving a **rock replica** of the original bone called a fossil.



Key Vocabulary

rock, mineral, fossil, igneous, metamorphic, sedimentary, sediment, magma, lava, erosion, organism, density, permeable, impermeable, durable, decompose, chalk, marble, granite

Year 3 Science - Autumn 2

YEAR 3 SCIENCE – FORCES AND MAGNETS

KNOWLEDGE ORGANISER

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

In Year 2, we learnt in our topic 'Use of Every day materials' to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

In Year 3, we will learn in our topic 'Forces and Magnets' to:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

In Year 5, we will develop this further and learn in our topic 'Forces (Gravity, friction and machines) to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

FORCES

A force can be a **push** or a **pull**. For example, when you push open a door you have to apply a force to the door. You also have to apply a force to pull open a drawer. Forces can make objects **speed up, slow down, stop or start moving.**

You cannot see a force but often you can see what it does. When a **force is exerted** on an object, **it can change** the object's:

- Speed, direction of movement and/or shape (for example, an elastic band gets longer if you pull it)

A **force meter**, also called a **newton meter**, is used to measure forces.

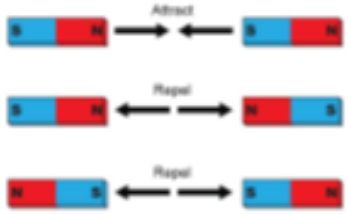
Forces can be **contact forces**, where objects must touch each other to exert a force. Other forces are **non-contact** forces, where objects do not have to touch each other. These include:

- Gravity, magnetism and forces due to static electricity

FOCUS SCIENTIST – JOHN DUNLOP - TYRES

John Boyd Dunlop was a Scottish vet and **inventor**. He is best known for his work in **developing one of the first pneumatic or inflatable tyres**, a device still used today. He found that solid wood, rubber or iron wheels made **cycling difficult** on the bumpy and rough roads. He experimented by using an **inflatable rubber tyre** on his son's tricycle. In 1889, cyclist **Willie Hume** tested Dunlop's tyres by taking part in **several races in the UK**. He was the first member of the public to buy a bicycle **with pneumatic tyres**. Another Scot, Robert Thomson, also developed a pneumatic tyre about 40 years before Dunlop. Thomson had patented his invention in France in 1846 and in the US in 1847. Dunlop set up a company called 'Pneumatic Tyre and Booth's Cycle Agency'. In 1896, the company was sold to another UK company and was renamed 'Dunlop Rubber'. The company went on to make different types of car tyres, as well as aeroplane tyres and golf balls and is still famous today.

MAGNETS

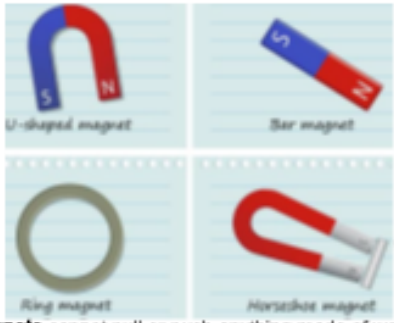


Magnets are objects or materials that produce a magnetic field and attract or repel magnetic objects.

Magnets have **2 poles: north and south.**
If you put magnets towards each other:

- **1 south pole and 1 north pole will attract**
- **1 south pole and another south pole will repel**
- **1 north pole and another north pole will repel**

TYPES OF MAGNETS



Magnets cannot pull or push anything made of wood, plastic and some other materials. Some metals are **magnetic,** but not all metals.

There are different types of magnets made for different purposes such as: **U shaped magnet, Bar magnet, Ring magnet and Horseshoe magnet.**

MAGNETIC AND NON MAGNETIC

Examples of magnetic materials	Examples of non-magnetic materials
Nickel knife	Wooden table
Cobalt coin	Plastic box
Steel spoon	Piece of paper
Iron nail	Fabric T-shirt

FRICTION

Friction is a force **between two surfaces** that are sliding, or trying to slide, across each other. For example, when you try to push a book along the floor, friction makes this difficult.

Friction always works in the direction **opposite** to the direction in which the object is moving, or trying to move. Friction always **slows** a moving object down.

The amount of friction depends on the materials from which the two surfaces are made. **The rougher** the surface, the more friction is produced. Smooth, shiny surfaces produce less friction and therefore things travel across them more quickly.

Key Vocabulary

force friction magnet pole north south object surface attract repel magnetic contact force non-contact force magnetic field

Year 3 Computing - Autumn 1

Y3

COMPUTING SYSTEMS AND NETWORKS KNOWLEDGE ORGANISER

Overview

Digital Devices

-You should already know that Technology is something that has been made by people to help us.

-You should also know that information technology (I.T.) includes computers and things that work with computers.

- Digital devices are things made for a particular purpose, that use processing.

Digital devices have an input, process, and output (IPO).

-Information and data can be shared across networks. Many devices are used to create networks.

Digital Devices – Input, Process Output (IPO)

-A device is something that has been made for a particular purpose (it has a special use).
-Digital devices use processing (have a process) There is more than just an on-off function.
Digital devices have ~~an input~~, process, output (IPO)

Input: Something that sends a message to the device. E.g. You press a button on the keyboard.

Input Devices: Keyboard, joystick, mouse, web cam, microphone, touch screen, track ball, digital camera.

Process: The device acts on the message. E.g. The computer follows a program that tells it what to do when the keyboard is pressed.

Output: Something that is sent out by the device. E.g. The letter that you have typed on the screen.

Output Devices: Screen/monitor, printer, headphones, projector, speaker, smartboard.

Networks and Network Devices

Connections and Networks

-In Computing, a connection describes a link between the computer and something else.

-For example, a computer may be connected to the internet through wires, a mobile data system, or WiFi.

-A computer network is a set of connections that joins computers together.

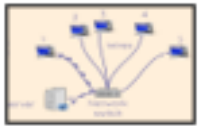
-The computers in the network can send and receive information to one another.

Network Devices

-Network switch: a device that helps different devices on a network to be connected with each other.

-Server: a computer that manages the network and stores files

Wireless access point (WAP): a device, connected to a wired network, that sends and receives wireless signals to and from devices.



Why Networks Are Useful

-Computer networks allow us to send and receive information between computers that are in different places.

-Networks can help us to communicate quickly and easily.

-Networks can also join computers to shared devices, like scanners and printers.

-The internet is a global network of computers. Imagine how different life would be without the internet!

-If information is shared on a network, it helps to reduce the risk of data being lost, e.g. if one computer breaks.

Important Vocabulary

Digital Device	Input	Process	Output	Connection	Network	Network Switch	Server	WAP	E-Safety

Year 3 Computing - Autumn 2

V3

COMPUTING: CREATING MEDIA KNOWLEDGE ORGANISER

Overview




Animation

-Animation is a technique used to make objects and drawings appear as if they are moving.

-Stop-frame animation is a technique in which many photographs are taken of objects, with small movements in between.

-When the images are quickly shown together, the objects appear to move! (They are animated).

-There are many stop-frame animation apps and programs, for example iMotion, Stop Motion Studio and Clayframes.

Introduction to Animation

Animation is a technique used to make objects and drawings appear to move.



Animations have been around for many years – even before computers! Stop-frame animations work in the following way:

-A number of pictures are drawn or taken of an object or picture.

-In each drawing or picture, the object has been moved slightly. Each picture is called a frame.

-When the frames are shown in a sequence, an illusion is created where it looks as though the object is moving!

Lots of movies and TV programmes are animated. These include cartoons, and films like *Wallace and Gromit* and *Chicken Run*.

-In recent years, lots of stop-frame apps and programs have been released, which can be used to make homemade animations!

Creating a Basic Animation

iMotion is one of many apps that you can use to create animation. You can create a new animation by selecting the 'new movie' option.

Setting Up

-Select 'manual.' Type in the movie title.

-Tap 'Start'. Turn on 'onion skinning'

-Make sure that your object/ drawing is in the frame (can be seen by the camera).


Creating the Animation

-Take a picture of your object/ drawing (press 'capture').

-Change the object/drawing very slightly. If drawing, keep a faint line of the original drawing to show you where to go next (onion skinning). Capture again.

-Repeat the process lots of times.

Playback and Saving: When you are finished, press 'stop' and then 'stop' again. Your animation will begin playing. You can change the speed (frames per second). Press 'export' to save your animation.

More Complex Animations

Storyboards can be used to plan animations. They help you to plan your different frames.

-Consistency is important. In each frame, we need to think about which things stay the same (e.g. background), and which things change.

-Add music by tapping 'audio.' You can add in soundtracks, your own music, or sound effects. Tap + to select the track that you want. Carefully choose when the audio starts/ stops.

-You can also add text into your animation. Tap on the frame that you want to enter text into. Tap T for text. You can choose different fonts, and select where you want the text to appear.

Important Vocabulary

Animation	Frame	Illusion	Sequence	Onion Skinning	Playback	Storyboard	Audio	Consistency	Text

Year 3 History - Stone Age to Iron Age Knowledge Organiser

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

In Year 2, pupils learnt about 'The Great Fire of London' and began to use sources to find evidence, as well as beginning to understand how things change and develop over time.

In Year 3, we will further this by looking more in depth at life from the 'Stone age' to the 'Iron age', including how houses changed over time as well as comparing the changes in lifestyle of early civilisations.

In Year 4, we will continue looking at the theme of 'lifestyle' by learning more about what life was like in both Ancient Rome and Ancient Greece.

TIMELINE

13,000 BC
Cave paintings

4,500-3,500 BC
Farming begins and spreads

4,500-3,500 BC
Pottery begins to be made

STONE AGE – 15,000 BC to 2300 BC

2,500 BC
People begin using metals

700-500 BC
Iron used much more commonly

BRONZE AGE – 2300 BC to 800 BC

100 BC
First coins made and used

800-700 BC
First hill forts are created

43 AD
Romans invaded – Iron Age ends!

IRON AGE – 800 BC to AD 50

STONEHENGE AND SKARA BRAE RUINS

Stonehenge is a prehistoric temple featuring large stones as monuments in Wiltshire.

Skara Brae is a 5000 year old Neolithic village discovered in the Orkney islands.

CHANGES IN HOUSING

People in the **Stone Age** moved around from place to place with the **seasons**, in order to keep safe and warm, and to follow the animals they **hunted**. They lived in caves or tents made from **animal skins** and wooden poles.

During the **Bronze Age** and The **Iron Age**, people started to live in **roundhouses**. These could be very large and would have housed many people. One household might have had two houses: one for **living** and one for **cooking and making** things.

Roundhouses

a. thick thatch
b. door
c. wattle
d. daud
e. timber frame
f. upright loom
g. hearth (fire)
h. beds
i. logs for sitting on

In the **Iron Age**, these houses were sometimes rectangular and were often gathered in farming communities on hills. These were known as **'hillforts'**.
Between 500 and 100 BC, many parts of Britain were dominated by hillforts. These **settlements** provided a home for hundreds, and later thousands, of people.

DIET

People in the **Stone age** were hunter gatherers and their main source of food was **animals**. They would eat all of the **meat** and then the **marrow** from the **bones**. Once they were in the **Iron Age**, they had become more settled and started **farming** so this produce then became a source of food for them as well.

CLOTHING

The **Stone Age** people wore **animal skins** for clothes and would have sewn them together using needles made from the **animal bones**. They wore **animal bone** and **teeth** as necklaces and bracelets for **jewellery**.

Iron Age people wore clothes made from **dyed wool**, using natural vegetable dyes. They wore **trousers and tunics** with a cloak over the top secured with a **brooch**.

Key Vocabulary

BC AD prehistoric ancient Neolithic Stone age Iron age Bronze age hunter gatherer cave tent
Stone tools diet clothing animal skins/bones hillfort archaeologist roundhouse settlement farming jewellery

Year 3 Geography - Autumn 2

Geography - Why do people live near volcanoes?

Layers of the earth

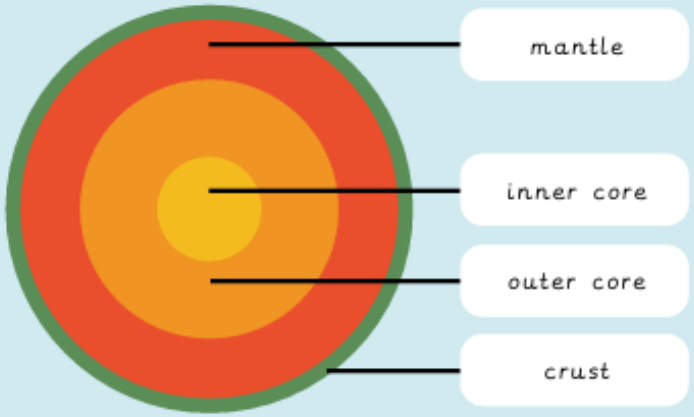
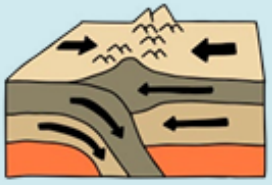


Plate boundaries

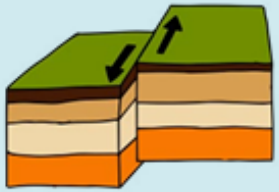


convergent

This is where two tectonic plates meet. The ground can fold up, creating fold mountains.

divergent

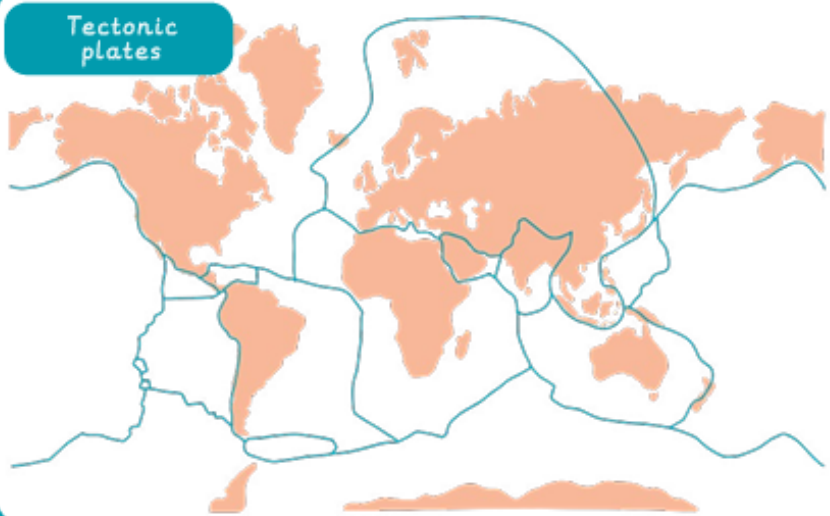
This is where two tectonic plates move apart. Magma can come through the gap, creating a volcanic mountain.



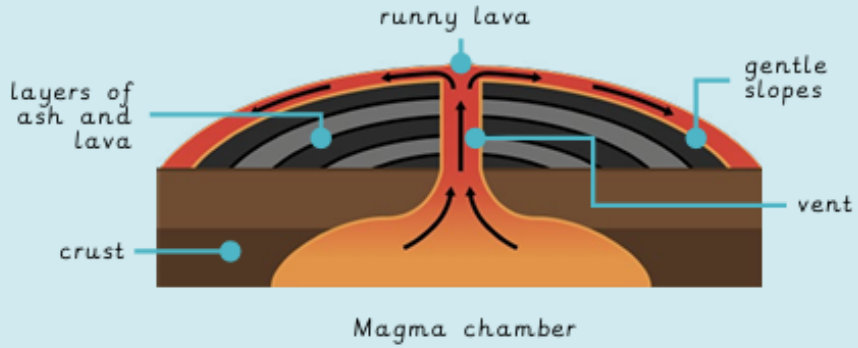
transform

This is where two tectonic plates slide past one another. Cracks in the plates can cause fault-block mountains.

Tectonic plates



Shield volcano



A less-explosive, gently sloping volcano.

Year 3 Art - Autumn 2

YEAR 3 ART – WATERCOLOUR LANDSCAPES

KNOWLEDGE ORGANISER

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

In Year 2, we practised our painting and sketching skills by looking at the work of Andy Warhol and by drawing self-portraits.

In Year 3, we will focus on the artist 'Thomas Moran' and create our own watercolour landscape, depicting natural disasters. We will focus on creating textures and using a background wash.

In Year 4, we will further develop our sketching skills to show facial expressions and body language. We will use marks and lines to create texture and reflections, as well as learning to mix our own colours (including skin tones).

THOMAS MORAN

Thomas Moran (1837 – 1926) was an American print maker and painter. He was naturally artistic growing up and started his career as a wood engraver's apprentice. In his spare time, he started to enjoy painting watercolours. He then worked on illustrations for publications.

In 1862, he travelled to England and encountered the work of J.W. Turner who was famed for his watercolour landscapes. This inspired Moran to pursue his interest in watercolour paintings, particular focusing on landscapes.

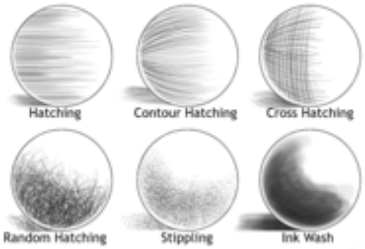
BACKGROUND WASH

A **background wash** can be applied **before** you start building detail and texture onto your landscape. It will reflect the background **skyline** or **earth** of your chosen landscape.

It can be done by **mixing the colours** you require with **more water** than usual and **painting** across the sheet of paper. Remember not to make it too dark or your final detail may struggle to be seen when you start applying it.

CREATING TEXTURES

We can use a variety of techniques to create texture in our artwork.

TEXTURE USING WATERCOLOUR	TEXTING USING SKETCHING
 Wet on Wet	 Hatching, Contour Hatching, Cross Hatching, Random Hatching, Stippling, Ink Wash
 Blending	
 Dry on Dry	

MOOD BOARD

When working towards a final piece, a mood board can be used to practise and develop ideas.

These often include an original picture that inspired the piece and a rehearsal of brush techniques, colour mixing and sketches as well as the reason behind your choices. This gives an intention for the final piece.

They are effectively a practise of everything you will include in your final piece all dotted around on the page.

Key Vocabulary

Thomas Moran, watercolour, landscape, background wash, brush, water, mood board, mixing, texture, wet on wet, blending, dry on dry, hatching, stippling, ink wash, skyline, sketching

Year 3 DT - Autumn 1

YEAR 3 DT – STONE AGE

KNOWLEDGE ORGANISER

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

In Year 2, we learnt about shell structures by designing and making our own Emergency vehicles, with wheels and axels.

In Year 3, we will continue to develop a range of skills including shaping clay, using natural materials, creating cave drawings using charcoal and chalk and trying our Hapa zome.

In Year 5, we will extend our skills in mouldable materials by using clay to make a Dragon's eye, focusing on joining parts and creating texture.

USING NATURAL MATERIALS

Throughout history, humans have made use of natural materials to make objects:

- The Stone age people made jewellery out of bits of bone, tooth, tusks, shells and stones.
- The Bronze Age was a time when people started making tools and other things from bronze. Bronze is a metal made from a mixture of copper and tin.
- By the Iron age, jewellery was highly decorated. Humans had learnt to melt metals and use moulds and specialist tools using precious metals like gold and silver.

CAVE DRAWINGS USING CHARCOAL AND CHALK

Many cave paintings, which were made during the Stone Age, have been found. They're really useful clues for us to work out what it was like to be alive in Stone Age time. Most cave paintings were of animals, people hunting or handprints.

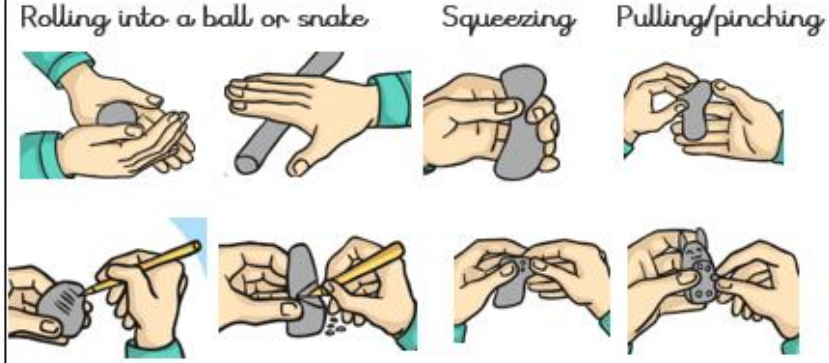
We can recreate our own versions of cave drawings using charcoal and chalk. We can use these to draw simple, stick-like designs as well as using our fingertips or tissue paper to smudge using circular motions to create block colour or to age the paper to make it look more authentic.

HAPA ZOME

Hapa Zome is a form of eco-printing or natural dyeing that involves transferring coloured pigments from plant materials onto fabric or paper by pounding with a hammer.

The process creates vibrant imprints, capturing the colours and shapes of the plants used. Hapa Zome is a celebration of nature's beauty and a creative way to connect with the environment through art.

TECHNIQUES FOR MOULDING CLAY



Key Vocabulary

Stone Age	Bronze Age	Iron Age	bone	tooth	tusk	shell	stone	bronze	gold	silver	hammer
Cave drawing	charcoal	chalk	smudging	fingertips	Hapa zome	transfer	clay	moulding techniques			

Year 3 PE - Autumn 1

Year 3 – Gymnastics Unit 1

Knowledge Organiser

Prior Learning

Developed body management. Used core strength to link elements. Attempted to use rhythm while performing a sequence.

We are learning...

1. To show full extension during a balance
2. To move in and out of contrasting shapes with fluency
3. To perform a sequence using different types of rolls
4. To perform powerful jumps from low apparatus
5. To perform in unison with a partner
6. To create a group performance using contrasting actions

Assessment overview

Head - Identify similarities and differences in sequences.
Hand - Perform sequences with contrasting actions.
Heart - Explain why strength and flexibility are important in maintaining a healthy, active lifestyle.

Equipment

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

Vocabulary

Fluency, contrasting, unison, low, combinations, full turn, half-turn, flexibility, compositional ideas, healthy active lifestyle.

Unit Focus

Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.

Key Questions

1. How do you perform a sequence in unison?
2. How can you adapt a sequence to include contrasting shapes?
3. Where are you showing strength in your sequence?

Concepts

Unison is the simultaneous performance by two or more people to complete a gymnastics action such as a roll at the same time or hold a balance.

Year 3 PE - Autumn 1

Year 3 – Tag Rugby

Knowledge Organiser

Prior Learning

Can send and receive a ball using hands and feet. Refined ways to control bodies and a range of equipment. Recalled and linked combinations of skills, for example, dribbling, passing and running with the ball.

Unit Focus

Handle a rugby ball with confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby and play within simpler rules.

We are learning...

1. to use speed to run past defenders.
2. how to use a short pass in a game.
3. to use agility to evade being tagged.
4. to understand and apply the tag protocol in game situations.
5. to close down an attacker's space as a defender.
6. to perform a backward pass to continue an attack.

Key Questions

1. When we practise passing backwards, why do we turn at the hips rather than turning completely around?
2. What did you do to try and defend the space?
3. How did you work with a partner to close down space for the attacker?

Equipment

Rugby ball, bibs, cones, hoops, tag belts, grids, soft balls.

Vocabulary

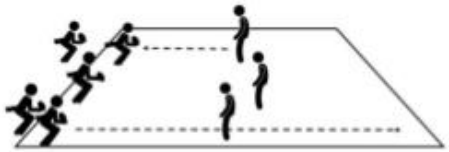
Space, accurately, mark, dodge, attack, defend, footwork, possession, evading, close down, sportsmanlike.

Rules

- Only the ball carrier can be tagged.
- When the ball carrier is tagged, they must pass the ball within 3 seconds.
- Defenders must return the tag in a sportsmanlike manner.

Assessment Overview

Head - Explore a range of techniques to avoid being tagged.
Hand - Perform a range of ball-handling skills.
Heart - Listen to others to work as an effective team.



Year 3 PE - Autumn 2

Year 3 - Football

Knowledge Organiser

Prior Learning

Experienced different types of small-sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively, both attacking and defending.

Unit Focus

Able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football.

We are learning...

1. to use the inside of the foot to pass the ball.
2. to trap a ball that is moving along the ground with control.
3. to pass the ball accurately into space over short distances.
4. to identify and move into space to receive the ball.
5. to use the outside of the foot to control the ball and dribble.
6. to cushion the ball when receiving.

Key Questions

1. How can we make it easier for our teammates to pass us the ball?
2. When should we look to dribble in a game?
3. Where should you look when dribbling?

Equipment

Footballs, bibs, cones, targets/goals.

Vocabulary

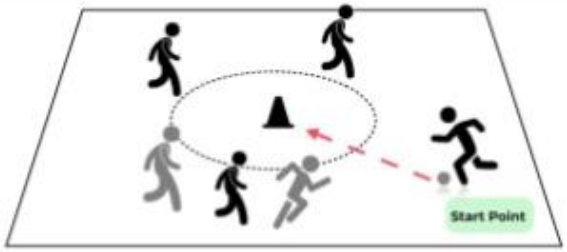
Teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession, accuracy, dribble.

Rules

- If the ball touches a player's hand, then the opposition get a free kick where the offence occurred.
- No contact.

Assessment Overview

Head - Recognise the need to look forward when attacking a goal.
Hand - Use short passes to keep possession.
Heart - Show support, encouragement and good sportsmanship.



Year 3 PE - Autumn 2

Year 3 – Dance Unit 1

Knowledge Organiser

Prior Learning

Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.

We are learning...

1. To perform a jazz square and use it in our dance
2. To perform a dance showing two contrasting characters
3. To develop movements using improvisation]
4. To use props in our dance sequence
5. To use facial expressions to bring life and emotion to our dance
6. To take on the role of director to help others improve their dance

Assessment overview

Head - Describe features of dances performed by others.
Hand – Competently include props and other ideas in their dance.
Heart - Share and create short dance phrases.

Equipment

Music player, music, cones, hoops, throw down spots, balloons, laptop internet access, chairs.

Vocabulary

Facial expression, improvisation, rehearse, director.

Unit Focus

Practise and put together a performance. Perform using facial expressions. Perform with a prop.

Key Questions

1. Why are facial expressions important in dance?
2. What actions might you perform when scared? (or happy or sad)
3. What other props might you have in dance?

Concepts

- Props are objects that dancers use to enhance their dance like chairs, fans, ribbons and swords.
- Choreography is the act of designing a dance.

Year 3 PSHE - Autumn 1

Jigsaw Knowledge and skills progression: Being Me in My World Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Being Me in My World** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 7-8

Puzzle overview: Being Me in My World

In this Puzzle, children reflect on their achievements, set personal goals, and learn how to make others feel welcome. They explore emotions linked to worries and fears and think about what helps a school feel safe and supportive. Children compare nightmare and dream schools, develop an understanding of rights and responsibilities, and consider how behaviour and choices affect others. They work together to create and follow their Learning Charter, focusing on teamwork, fairness and inclusion. By the end of the Puzzle, children recognise how their actions impact others and take responsibility for following the whole-school Learning Charter.

Knowledge	Social and emotional skills
• I recognise my worth and can identify positive things about myself and my achievements • I can set personal goals • I know how to use my Jigsaw Journal • I can face new challenges positively, make responsible choices and ask for help when I need it • I understand why rules are needed and how they relate to rights and responsibilities • I understand that my actions affect myself and others and I care about other people's feelings • I can make responsible choices and take action • I understand my actions affect others and try to see things from their points of view	• I value myself and know how to make someone else feel welcome and valued • I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions • I know how to make others feel valued • I understand that my behaviour brings rewards/consequences • I can work cooperatively in a group • I am choosing to follow the Learning Charter

Vocabulary

achievements, actions, acknowledge, affirm, assertive, behaviour, belong, challenge, choices, controlling, courtesy, consequences, dream, emotions, exclude, fairness, feelings, fears, friendship, group dynamics, ideal school, include, kind, learning, learning charter, loneliness, manners, nightmare, personal goal, pleased, praise, pride, proud, responsibilities, rewards, rights, self-respect, solutions, support, team work, valued, viewpoint, welcome, wellbeing, worries

Year 3 PSHE - Autumn 2

Jigsaw Knowledge and skills progression: Celebrating Difference Puzzle Ages 3-11

Jigsaw PSHE is a progressive scheme of learning where knowledge and skills build year on year across the programme. The table below shows how the **Celebrating Difference** Puzzle (unit of work) develops in this year group, including some of the key vocabulary. Schools may adapt content to fit their policy, so please check with your child's school for specific details.

Ages 7-8

Puzzle overview: Celebrating Difference

In this Puzzle, children explore different types of families and why they are important, learning how to manage disagreements calmly and solve problems together. They develop an understanding of what it means to be a witness to bullying and how their actions and words may help or harm others. Across the six Pieces, children practise using kind language, challenging stereotypes, and offering support to those who feel excluded. They learn how to give and receive compliments and reflect on how the words we choose affect feelings.

Knowledge	Social and emotional skills
• I understand that everybody's family is different and important to them • I understand that differences and conflicts sometimes happen among family members • I know what it means to be a witness to bullying • I know that witnesses can make the situation better or worse by what they do • I recognise that some words are used in hurtful ways • I can tell you about a time when my words affected someone's feelings and what the consequences were	• I appreciate my family/the people who care for me • I know how to calm myself down and can use the 'Solve it together' technique • I know some ways of helping to make someone who is bullied feel better • I can problem-solve a bullying situation with others • I try hard not to use hurtful words (e.g., gay, fat) • I can give and receive compliments and know how this feels

Vocabulary

banter, bullying, bystander, caring, compliment, conflict, connected, consequences, difference, discrimination, family, feelings, gay, hurtful, include, incident, isolate, kindness, lonely, love, loving, protection, resolve, rights, safe, security, self-regulation, similarity, solve it together, special, stability, stereotype, support, tell, unique, unkind, witness