

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 ART – VENETIAN MASKS – 3D/ TEXTURE

KNOWLEDGE ORGANISER

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

In Year 1, we learnt about primary and secondary colour when we looked at the artist Van Gogh. We also practised using two different grades of pencil. We also looked at George Orwell and practised our painting skills.

In Year 2, we practised our painting and creating tone in our work on self-portraits inspired by Andy Warhol.

In Year 3, we will be working on our drawing, sketching and painting skills in our unit on Venetian masks.

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

In Year 5, we will extend this to sketching our own 'imagery' eye to show mood and feeling, as well as sketching the artist, 'inspiring' and developing our ability to paint landscapes and reflections.

VENETIAN MASKS

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

It is full of fun and cheekiness. It allows people to take on the persona of different characters as represented by their masks. It gives people the chance to misbehave. It also originally allowed people of all social classes a chance to mingle without fear of getting into trouble. During earlier centuries mask wearing for disguise was common place and it has strong links to theatre.

Masks were traditionally made out of leather or paper mache. Today, some still are but also now masks are made from plaster, papier mache, metal and ceramic (not designed to be worn).

DRAWING/ SKETCHING

Conducting observational drawings are an excellent way to start a topic. This allows you to draw inspiration from existing art in order to create your own. You can use pencils in different ways to create tone and shadows during your study. This can make the sketch appear 3D.

Shading with pencils:

- outline
- hatching
- crosshatching
- stippling
- back and forth stroke
- scumbling

You can also use different grades of pencil to create more shade.

MAKING A PAPIER MACHE BASE

1. Roll out paper into a long strip.

2. Dip the strip into glue.

3. Lay the strip on a flat surface.

4. Repeat steps 1-3 until you have a thick layer of paper.

5. Let it dry.

6. Cut out your mask shape.

7. Paint the mask.

DECORATING MASKS

Venetian masks have a range of different:

- patterns
- colours
- textures
- additions - e.g. feathers, ribbons

The aim of the Venetian mask worn at the Venice Carnival are to be as elaborate and eye-catching as possible. Consider what you would add to a Venetian mask to ensure it stands out from the crowd.

HISTORY OF MASKS – THEATRE

The most original form of disguise as the mask was from theatre similar to pantomime. They would be performed in market squares to entertain the crowds and would be largely improvised. There was a stock of characters which crowds would expect to see and the presence of the masks would make these instantly recognisable to the public. The longer the nose, the older the character.

Key Vocabulary

Venetian Masks Theatre Papier Mache Carnival Celebration Commedia Del Arte Characters

Observational drawings Shading Tone Shadows Texture Colour Pattern Mood board

YEAR 3 DT – WHAT WOULD IT BE LIKE TO BE MONARCH? KNOWLEDGE ORGANISER

KNOWLEDGE ORGANISER

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

In Year 1, in textiles we made Venetian masks, puppets, in sewing and nutrition, we made a pizza.

In Year 2, in sewing and nutrition, we made a hat and vegetable monsters. In textiles, we made a class picnic mat.

In Year 3, we will learn in our DT 'What would it be like to be monarch?' to make a flag and afternoon tea for our street party celebration.

In Year 4, we will develop our sewing skills by making a bag.

In Year 5, in food and nutrition we will make 'Ming' bread. In textiles we will make a South American bag.

History of Street Parties

Street parties, organised by communities on mass across the UK have been an important part of British culture since 1979. Street parties were held after World War II as a thank you to children in their areas 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.

2022 marked the platinum jubilee of Queen Elizabeth II (our Queen) which means she has been Queen for 70 years – the longest reign in British history. Street parties were held all over Britain to celebrate the special occasion.

King Charles has asked the country to support their communities as a way of celebrating his coronation.

Celebration Flags

Celebration flags are an important feature of British street parties. There are usually big ones strung up as decorations and small hand held ones for children to wave and they are always Union Jack flags as most of the people living in Great Britain are British. We will be making our own celebration flags to wave at our street party.

Afternoon tea

Afternoon tea has been associated with the Royal Family for a very long time. At street parties, the food which will often be served includes that of a traditional afternoon tea including finger sandwiches, cakes, scones (with cream and jam), biscuits and other little cakes. These sometimes have a British theme in their colours and decorations e.g. be decorated in either blue, white or red. A traditional favourite sandwich of the Queen's was allegedly cucumber sandwiches!

In this unit, we will be designing what they have in them and how they look to ensure they help build the sense of excitement and pride of Britain at such an important event.

Here are some pictures to inspire you:

The Longest Serving Queen and a New King

Queen Elizabeth II was born on 21st April 1926.

She became Queen on 2nd June 1953.

She is the longest reigning monarch ever in Britain.

She died on 8th September 2022.

King Charles III was born on 14th November 1948, he was Queen Elizabeth II's eldest son.

He became King on 8th September 2022 and his coronation will be on 6th May 2023.

Key Vocabulary

Royal family Queen Elizabeth II Platinum Jubilee Street party Afternoon tea Union Jack flag Sandwiches Cream tea Cake

King Charles III Monarchy Celebration Sewing Cutting Coronation Tea Decorations Reign Great Britain

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:

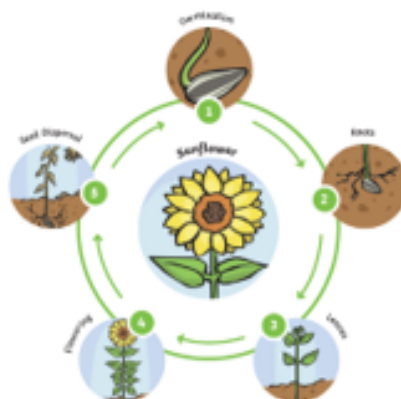
- How to identify and describe the functions of different parts of a flowering plant; roots, stem/trunk, leaves and flowers.
- To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- To investigate the 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

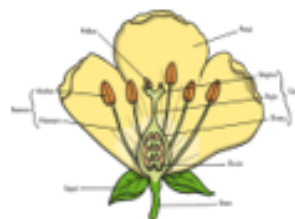
The Flowering Plant Life Cycle



PARTS OF A FLOWER AND THEIR JOBS

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

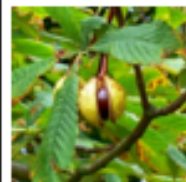
Pollination occurs when pollen from the anther transfers to the stigma.
When an insect goes into the flower to drink the nectar, some grains of pollen brush off the anthers onto their body. The pollen on the stigma then travels down the style towards the ovary.
Once it reaches the ovary, the pollen joins 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 pooping 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.

What a Plant Needs



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 – 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'.

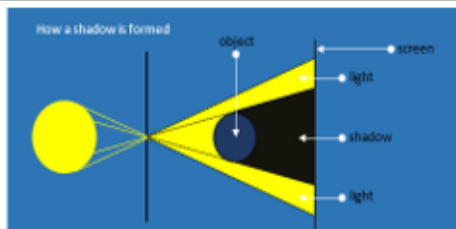
In Year 3, we will learn in our topic: Light (Shadows and reflection) to:

- 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/zy76k7>

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

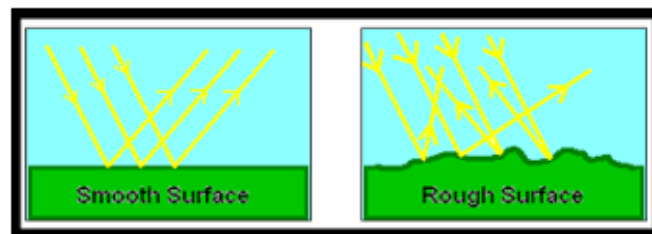


- The **light** from the sun can be **dangerous**.
- It can **damage** our eyes.
- We must **never look directly** at the sun.
- We can **protect** our eyes by wearing sunglasses or sunhats in bright sunlight.

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



COMPUTING: PROGRAMMING

KNOWLEDGE ORGANISER

V3



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.

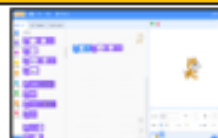
- We use algorithms (a set of instructions to perform a task) to sequence movements, actions and sounds in order to program effective animations.



The Basics of Scratch

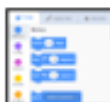
- **What is Scratch?** Scratch is a website/ app that lets us code our own stories, games and animations.

- 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).



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



COMPUTING: PROGRAMMING

KNOWLEDGE ORGANISER



Overview

Events and Actions in Scratch



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

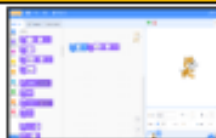
- **Scratch** is a program that we can use in order to code our own stories and animations. We can use **event and action command blocks** in order to make sprites carry out acts when certain prompts take place.

- We use **algorithms** (a set of instructions to perform 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.

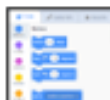


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- **The Blocks Palette** (on the left) contain all of the different blocks: puzzle piece commands which control the animation.

- **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.

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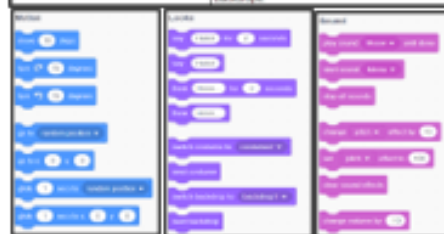
- **Backdrops:** Backdrops can be added by clicking on this icon (bottom right of the screen, below the stage).



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 HISTORY – HISTORY MAKERS

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

THE QUEEN'S CORONATION

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 Gandhi and Emmeline Pankhurst, focusing on their strive for civil and women's rights.



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.

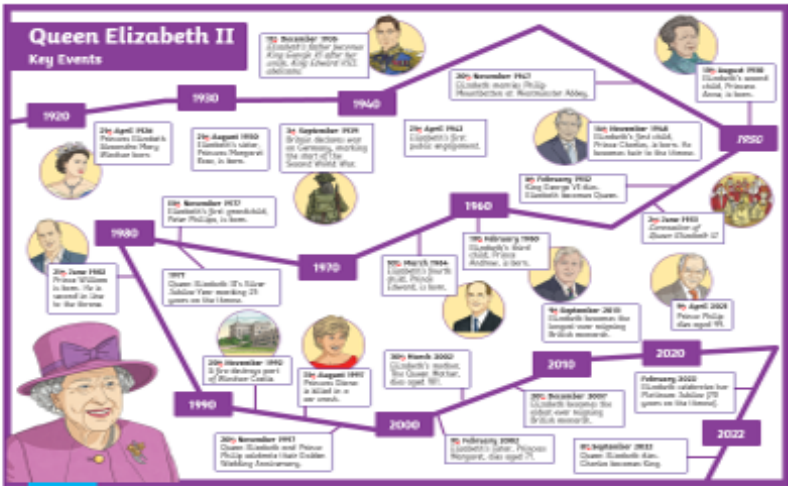


THE KING'S CORONATION

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	

Are all settlements the same?

Settlements are communities where people live.

Types of settlement:



Land use How communities use land.



residential land
Land used for houses and apartment blocks.



transportation
A way of getting something from one place to another.



agricultural land
Land used for farming, cattle and crops.

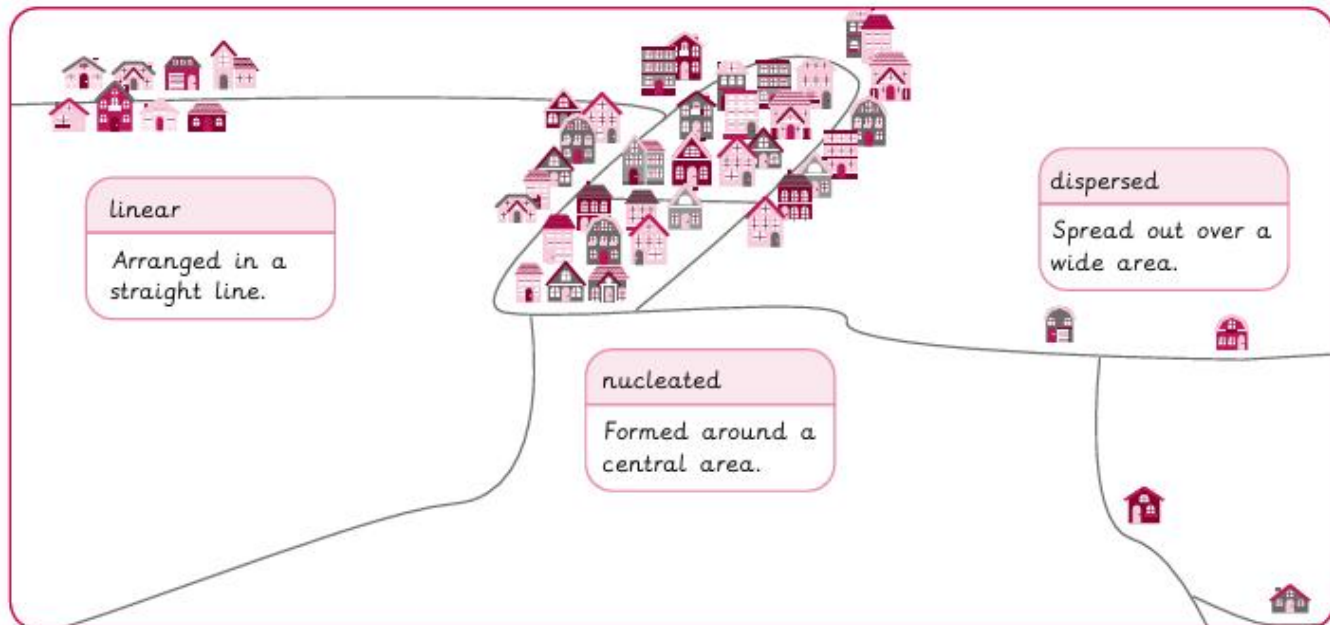


commercial land
Land used for buildings aimed at making money.



recreational land
Land which has buildings providing fun activities.

Settlement patterns



YEAR 3 ART – VENETIAN MASKS

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.



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

KNOWLEDGE ORGANISER



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 Venetian 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.



YEAR 3 DT – FELT CELEBRATION FLAGS

KNOWLEDGE ORGANISER



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

HISTORY OF STREET PARTIES

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 over stitch and backstitch.

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 organized 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 PE - Summer 1 Gymnastics



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 suggest 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 Rounders



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

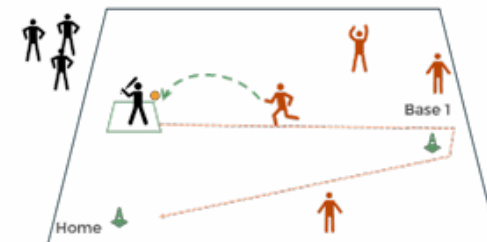
- Batters will face a certain number of balls each or play within a time limit.
- If a batter hits the ball, they must run around the bases (as many as they want).

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 Athletics



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 Cricket



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.





Jigsaw Knowledge and skills progression: Relationships 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 Relationships 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.

Puzzle overview: Relationships		
In this Puzzle, children explore family roles and responsibilities and develop skills for building positive friendships, including solving conflicts and negotiating fairly. They start to learn how to stay safe online and think critically about information they see through the media and digital platforms. Across the six lessons, children explore global connections, rights and wellbeing, developing empathy for people in different cultures and understanding how the world is interconnected.		
Ages 7-8	Knowledge	Social and emotional skills
	- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females - I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener - I know and can use some strategies for keeping myself safe online - I understand how people around the world can help and influence my life and that media doesn't always show complete information - I understand how my needs and rights are shared by children around the world and that everyone experiences difficult feelings sometimes - I know how to express my appreciation to my friends and family	- I can describe how taking some responsibility in my family makes me feel - I know how to negotiate in conflict situations to try to find a win-win solution - I know who to ask for help if I am worried or concerned about anything online - I can appreciate different cultures, and question stereotypes I might see in photos or information - I can empathise with children whose lives are different to mine and know who I can talk to when I need help - I enjoy being part of a family and friendship groups
	Vocabulary	
	age restriction, appreciation, careers, celebrating, conflict, culture, deprivation, differences, fairness, family, feelings/emotions, female, friendship, gaming/apps, global, happiness, influence, inequality, in-app purchases, internet, interconnected, job, location settings, male, manners, media, messaging, needs, personal information, privacy, problem solving, relationships, respect, responsibilities, rights, risky, role, safe/unsafe, sex (male and female), social media, solution, stereotype, support, trade, trusted adult, trust, united nations, unisex, wants, wellbeing, win-win	

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 Changing Me 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: Changing Me	
	In this Puzzle, children learn how babies grow and explore the physical changes that happen to bodies as people grow up, including some inside and outside changes linked to puberty. They develop understanding of personal hygiene and why caring for their bodies becomes more important as they grow and change. Across the six Pieces, children reflect on their feelings about change, learn correct vocabulary for body parts, challenge family stereotypes, and consider who they can ask for help if they feel worried. They also think about future transitions and how to cope with them.	
	Knowledge	Social and emotional skills
	- I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby - Can identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up - I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy - I know some simple ways of keeping clean which can keep me healthy and protect me from some infections - I can start to recognise stereotypical ideas I might have about parenting and family roles - I can identify what I am looking forward to when I move to my next class	- I can express how I feel when I see babies or baby animals - Recognise how I feel about these changes happening to me and know how to cope with those feelings - I have started to think about the ways to keep my body clean as I grow up and how I feel about this - I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes - I can start to think about changes I will make next year and know how to go about this
	Vocabulary	
	animals, babies, birth, breasts, care, challenge, change, changes, control, egg, family, female, genitals, growing up, looking forward, male, mother, ovaries, ovum / ova, penis, personal hygiene, puberty, pubic hair, roles, scrotum, sperm, stereotypes, task, testicles, vagina, womb / uterus, worries	