

# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 3 – Spring 2

Subject – Science

Topic – Light and Shadows



'Inspiring confident and independent learners'

## Knowledge

- Children name different light sources, can describe what darkness is and that we need light in order to see
- Children understand that darkness is the absence of light
- Children are able to link to the ideas of light and dark.
- Children can say that smooth and shiny surfaces reflect light.
- Children know which surfaces reflect and can describe what their reflection looks like in a mirror.
- Children know that light is reflected from the mirrors and that the images are different.
- Children can describe through writing and demonstration, etc. how some materials reflect light.
- Children can say that the number of reflections increases as the angle between the mirrors decreases.
- Children know that the objects are reflected in the mirror.
- Children understand that light from the Sun can be dangerous and that there are ways to protect the eyes.
- Know that shadows are formed when the light from a light source is blocked by a solid object.
- Can find patterns in the way that the sizes of shadows change.

## Core vocabulary

Light source – the place where light originates from,

Mirror – a shiny polished surface

Observation – what we see happening in a scientific test

Opaque – not letting light pass through reflect: to

change the direction of light using a shiny surface

Shadow – darkness caused by light being blocked

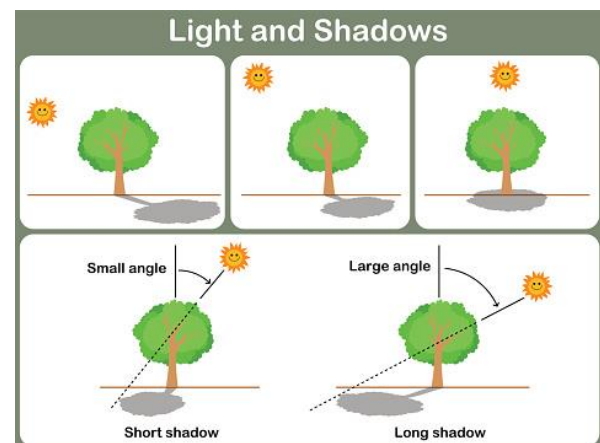
Shiny – surfaces that reflect lots of light

Translucent – letting some light through

Transparent – letting most or all light through

## Skills

- Children are able to test their ideas to show that darkness is the absence of light
- Children can show which materials reflect.
- Children recognise that when they change the angle of the mirror the number of images changes.
- Children can say that the number of sides changes as the angle between the mirrors decreases.
- Children are able to describe how to use a mirror to make an image that can be read.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new experiments and improvements.



# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 3 – Spring 2

Subject – RE

Topic – Events in the life of Jesus



'Inspiring confident and independent learners'

## Knowledge

- To understand what Jesus' life was like, including key events and people in his life
- Recognise and identify a few different parables and stories that Jesus told and the deeper meanings behind them
- To understand how the teachings of Jesus effect the lives of Christians today and how they are used in churches
- To understand the morals and rules Jesus followed and why
- Know what temptation is
- Know the story of Jesus being tempted by the devil in the desert
- Know the events of Holy week and the meanings behind Easter
- Know what Lent is and why it is celebrated

## Core Vocabulary:

Jesus: a prophet who founded the Christian faith.

Gospels: the teachings of Jesus in the Bible.

Parable: a simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.

Temptation: when something is offered to us and we know it is wrong but we want to do it/take it.

Lent: 40 days/nights when Christians prepare for Easter

Easter: a celebration of when Jesus died and was resurrected

Celebration – something done/planned to honour an event.

## Skills

- Begin to suggest meanings for some religious actions and symbols. Describe how religious belief is expressed in different ways.
- Recognise and describe some religious values in relation to matters of right and wrong. Make links between these and their own values.
- Describe some religious objects/places/people and practices. Begin to be aware of similarities in religions.
- Describe and respond sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning.

## Guide to Holy Week



### Palm Sunday

Sunday before Easter. Celebration of Jesus' triumphal entry into Jerusalem. Observed with palm branches, parades, and celebration.



### Maundy Thursday

Thursday before Easter. Commemorates the Last Supper. Often observed with foot washing, stripping of the altar, and overnight prayer vigil to keep watch with Jesus in the garden.



### Good Friday

Friday before Easter. Most solemn day of the church year. Observes the day Jesus was crucified. Observed by praying the Stations of the Cross and three hours of silent prayer while Jesus was on the cross.



### Holy Saturday

Saturday before Easter. Observes the day Jesus was in the tomb. This is a day of somber reflection, reflecting on what we'd miss in a world without Jesus.



### Easter Sunday

Hallelujah! Christ has risen! This day we celebrate the resurrection of Jesus. Sing hallelujahs and celebrate with great joy.



# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 3 – Spring 2

Subject – PSHE

Topic – Healthy me



'Inspiring confident and independent learners'



## Knowledge

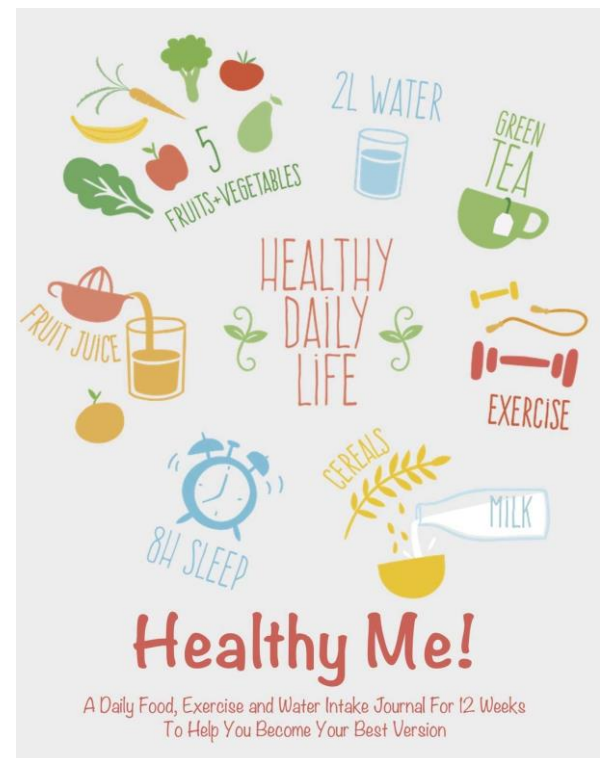
- Know how exercise affects their bodies
- Know why their hearts and lungs are such important organs
- Know that the amount of calories, fat and sugar that they put into their bodies will affect their health
- Know that there are different types of drugs
- Know that there are things, places and people that can be dangerous
- Know a range of strategies to keep themselves safe
- Know when something feels safe or unsafe
- Know that their bodies are complex and need taking care of

## Key Vocabulary:

Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.

## Skills

- Able to set themselves a fitness challenge
- Recognise what it feels like to make a healthy choice
- Identify how they feel about drugs
- Can express how being anxious or scared feels
- Can take responsibility for keeping themselves and others safe
- Respect their own bodies and appreciate what they do



#### Knowledge

In this unit, pupils will learn to:

- create a number of structured presentations
- create a narrated presentation
- consider issues of trust and privacy when sharing information.

**Session 1** they write about their earliest memories

**Session 2** they write about their interests and hobbies

**Session 3** they create slides about an issue they feel strongly about

**Session 4** they create a short presentation to camera about themselves

**Session 5** they create a narration for the presentation created in Session 4

**Session 6** they consider carefully who it would be appropriate to share the content they have created with, and why.

#### Key vocabulary

**Comments:** a tool in word processors (and other software) to allow one user to provide feedback and suggestions on part of a document

**Creative Commons:** copyright licensing scheme in which content can be re-used without additional permission, subject to certain specified conditions

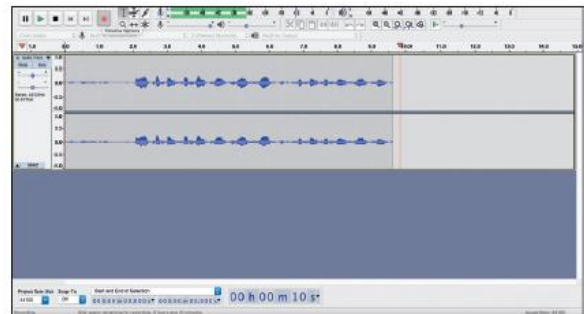
**Data centre:** warehouse of computer storage and processing connected to the Internet

**Outline:** overview of a document, showing the structure of headings and subheadings without body text

**Personal information:** information relating to an identified or identifiable individual

#### Skills

- Select, use and combine a variety of software to design and create content that accomplish(es) given goals, including presenting information.
- Design, write and debug programs that accomplish specific goals;
- Collect and present information in a variety of ways
- Use a search engine to learn about a new topic plan,
- Design and deliver an interesting and engaging presentation search for, and evaluate, online images create their own original images



# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 3 – Spring 2

Subject – Geography

Topic – The Living Planet



'Inspiring confident and independent learners'

## Knowledge

- To understand about the Earth in its wider context as part of the Solar System,
- To know that a combination of the atmosphere, water and Earth's distance from the Sun makes Earth an ideal place to support life.
- To acknowledge that a magnetic field surrounds the Earth
- To understand that before Greenwich Mean Time was established, settlements across the UK used sundials to determine the time.
- To know that Earth can be divided into a number of different climate zones, roughly determined by how far they are from the equator.
- Understand that the ocean covers about 70% of the Earth's surface.
- To explore the tropical rainforest biome, which is home to more species of animals and plants than any other biome on earth.
- To be able to identify the two types of forest biome, coniferous and deciduous.
- To know the definition of a desert.
- To be able to distinguish the two types of grassland – temperate and tropical.
- To understand the concept of biomes and tundra biomes.
- For pupils to understand basic facts about the resources people need in a settlement.
- To understand greenhouse gases, the greenhouse effect and the effects of climate change on people and wildlife.
- To acknowledge that things can be done to reduce greenhouse gas emissions and climate change.

## Skills

- Understand the Solar System and the Earth's position in it,
- Understand that the Earth is rotating on its axis,
- Understand the features of Earth that make the planet habitable,
- Understand day and night are a result of the Earth's rotation,
- Being able to describe key aspects of human geography such as land use, economic activity and the distribution of natural resources,
- Being able to describe key aspects of physical geography such as climate zones, biomes, vegetation belts and mountains.
- Being able to understand the significance of time zones and identify the position of the Prime Meridian Line and Greenwich Mean Time,
- Understand the geographical similarities and differences between the UK and other countries,
- Describing the location and physical characteristics of the world's oceans,
- Describe the key aspects of climate zones and biomes,
- Being able to locate the world's countries, while concentrating on their environmental regions,
- Understand the effects of climate change on people and the wildlife around the world,
- Understand how changes in economic activities and the use of natural resources could reduce the release of greenhouse gases and slow climate change.

# Hobbs Hill Wood Primary School

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Year 3 – Spring 2

Subject – Geography

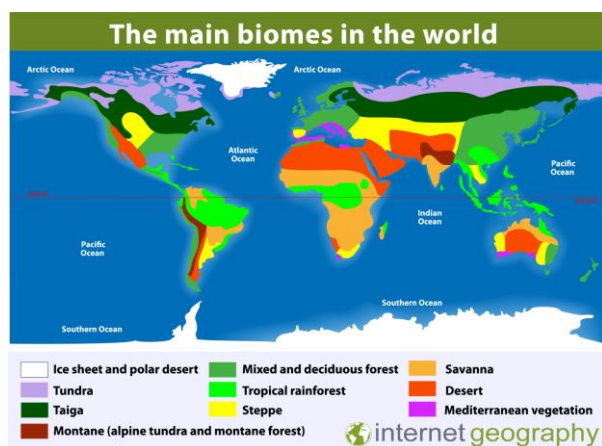
Topic – The Living Planet



'Inspiring confident and independent learners'

## Core Vocabulary:

- Adaption – A special feature or ability which helps a plant or animal survive in a certain environment.
- Atmosphere – The layer of gases that surrounds a planet,
- Climate – What the weather is usually like and has been like for years.
- Climate change – Long-term changes in weather and temperature on Earth.
- Endangered – A plant or animal that is at risk of becoming extinct.
- Extinction – Where there are no more of a certain animal or plant left in an area, or sometimes no more left on Earth.
- Fossil fuel – A fuel made of the remains of plants and animals that were buried millions of years ago. Oil, coal and gas are fossil fuels.
- Glacier – A large area of thick ice that moves very slowly across the land.
- Greenhouse gas – A gas in the atmosphere that traps heat from the sun.
- Hibernate – Spending the winter months sleeping to avoid the lack of food and cold.
- Landfill – A giant hole in the ground where rubbish is dumped and buried.
- Migrate – To move to a different place, usually at a certain time of year.
- Orbit – The path of an object in space as it travels around another object.
- Planet – An object in space that orbits the Sun (or another star).
- Pollute – To make something dirty or unsafe by putting harmful substances into it.
- Renewable energy – Energy that comes from a source that won't run out such as the wind, the Sun or ocean tides.
- Solar system – The Sun, the eight planets and all the smaller objects that orbit the sun.
- Sun – The star at the centre of the Solar System. The eight planets orbit the Sun.



# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 3 – Spring 2

Subject – Music

Topic – Poetry and Sounds



'Inspiring confident and independent learners'

## Knowledge

### Poetry:

- Learn the poem *Playground song* by Paul Cookson
- Practise saying word patterns to perform as interludes in a poem
- Create a structured performance of the poem with musical interludes and layered finale
- Learn the poem *Sounds* by Irene Rawnsley
- Explore descriptive sounds with voices and body percussion
- Combine the text with movements and sounds in a performance
- Learn an excerpt from the poem *Bug chant* by Tony Mitton
- Transfer call and response rhythms to body percussion and instruments
- Perform *Bug chant* with voices, body percussion and instruments

### Sounds:

- Learn about steel pans and idiophones
- Identify call and response in the song *Dis long time, gal*
- Learn an accompaniment to perform with *Dis long time, gal*
- Learn about chordophones and follow a sitar and violin conversation in *Raga piloo*
- Learn to sing in the same mood as *Raga piloo*
- Perform melodic phrases from *Patterns in the night* on tuned percussion

## Skills

- Learn about different classifications of musical instruments and about stamping tubes
- Perform musical conversations on different lengths of tubes
- Listen to the musical conversations in the piece *Stamping tubes*
- Learning how sounds are produced and how instruments are classified
- Learning about aerophones
- Understanding musical conversation structure
- Learning how sounds are produced and how instruments are classified
- Learning about idiophones
- Developing an understanding of call and response
- Learning how sounds are produced and how instruments are classified
- Learning about chordophones
- Creating a call and response

# Hobbs Hill Wood Primary School

Knowledge Organiser for

Year 3 – Spring

Subject – PE

Topic – Gymnastics and Dance



'Inspiring confident and independent learners'

## Gymnastics

### National curriculum aims

2C- Develop flexibility, strength, technique, control and balance.



### Skills

- Start to explore, improvise, and combine movements ideas fluently and effectively, using skills in different ways, performing with confidence developing a sense a rhythm.
- Perform movements accurately with a sense of rhythm using the beat for guidance.
- Create sequences and perform with fluency and clarity. Choosing skills that meet the needs to the situation.
- Develop a gymnastic sequence by understanding, choosing, and applying a range of compositional principles; varying direction, level, and pathways to improve the quality of the performance.
- Develop flexibility, strength, control and balance.

### Unit objectives

- Step 1- To perform 9 key shapes
- Step 2- To travel using different body parts
- Step 3-. To travel on different level at different speeds
- Step 4-To create sequence of movements, shapes, balances, and rolls.
- Step 5 – To work with others mirroring and cannoning
- Step 6- To perform in front of others.

#### Key Vocabulary

Gymnastics, Key Shapes, Balances, Rolls, Jumps, Co-ordination, Routine, Travelling, Apparatus, Sequence, Partners, Teamwork

## Dance

### National curriculum aims

2C- Develop flexibility, strength, technique, control and balance.

2D- Perform dances using a range of movement and pattern.



### Skills

- Explore and create characters and narratives in response to a range of stimuli.
- Perform dances using a range of movement patterns with accuracy, fluency, consistently and with control on your own or with a partner.
- Develop a dance phrases using canon, unison, repetition, action/reaction, and question/answer.
- Combine actions and maintain the quality of performance when performing at the same time as a partner.
- Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group.

### Unit objectives

- Step 1- Perform dances using a range of movement patterns.
- Step 2- Link movement patterns together.
- Step 3 – Work on your own, with a partner and in a group.
- Step 4 – Create, practice, and perform more complex dances.
- Step 5- Perform as various characters when moving to music.
- Step 6- Communicate feelings through dance.

#### Key Vocabulary

Dance, Routine, Music, Movements, Co-ordination, Tutting, Beat of 8, Canon, Unison, Count, Fluency, Choreography, Performance