

Y3 Knowledge Organiser: Out and About

Cross-curricular subject links: Maths - statistics.

Curriculum Driver: Discovery

GARP/Equalities: How is modern Britain different to the past? Refer back to their learning of Victorian Britain in Year 2 and compare to modern multicultural Britain.

British Values link -Tolerance of those of different faiths and beliefs.

Subject/Conceptual knowledge/skills:

Geography -Locational knowledge, Human and Physical Geography, Geographical skills and fieldwork

LEAPS:

I can identify their human and physical characteristics and key topographical features.

I can identify the similarities and differences in human and physical geography of a region of the United Kingdom and a region in a European country.

I can use geographical vocabulary to refer to key human and physical features.

Use maps, atlases and globes to locate countries and start to describe features.

I can use fieldwork to observe, measure and record the human and physical features in a local area (pictograms, tallies, tables, bar charts).

I can start to use the eight points of a compass.

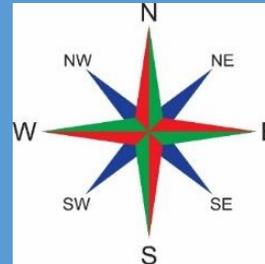
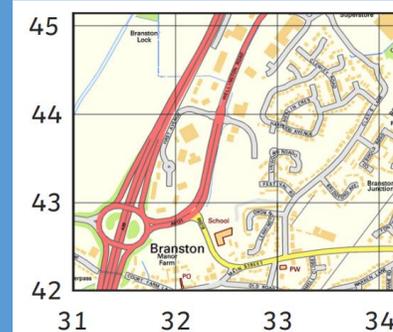
I can start to use four-figure grid references, symbols and keys.

Core Knowledge

A map is a drawing of all or part of Earth's surface. Its key purpose is to show where things are. Maps may show visible features, such as rivers and lakes, forests, buildings and roads. They may also show things that cannot be seen, such as boundaries and temperatures.

A map is criss-crossed with horizontal and vertical lines that create a grid.

The grid and squares help to narrow a search area so you can locate features on a map. Usually, the lines are numbered with two digits. When writing and reading grid references, the X-Axis (horizontal) line number comes first, followed by the Y-Axis (vertical) number. E.g. (32,43).



The South-West of England



Sicily

Vocabulary

Words	Meaning
Human Features	Things that have been built by people e.g. houses, roads.
Physical Features	Physical features are natural e.g. seas, mountains and rivers.
Country	A nation with its own government.
City	A large urban area with a high population density.
Capital City	The city that functions as the administrative centre of a country.
Continent	One of the Earth's seven main division of land.
Europe	The continent we are part of.
Weather	The day-to-day temperatures, rainfall and conditions outside.
Mountains	A landform that rises above its surroundings.
Coast	The part of the land adjoining the sea.
River	A body of water that flows downhill towards the sea.
Lake	A large area of water surrounded by land.
Grid Reference	The numbered squares on a map used to locate a place.
Fieldwork	Using maps to go out and about to get a practical understanding of something.



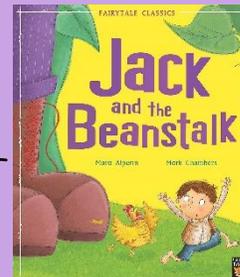
Major U.K Cities:

Edinburgh, Glasgow, Newcastle, Blackpool, Manchester, Liverpool, Leeds, Sheffield, Nottingham, Derby, Lincoln, Leicester, Birmingham, Coventry, London, Cardiff, Bristol, Brighton, Bath, Belfast, Exeter, Cambridge, Norwich, Oxford, Northampton.

Books/associated reading:



BBC Bitesize - Plants.



Subject/Conceptual knowledge/skills:

Science (biology) - Plants

Working Scientifically

LEAPS:

I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

I can 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.

I can investigate the way in which water is transported within plants I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

I can compare the effect of different factors on plant growth (the amount of light/fertiliser).

I can observe the plant life cycle.

Core Knowledge

	flower	produces seeds
	stem	holds the plant up
	stem	carries water and nutrients from the roots to the leaves
	leaves	contain a substance called chlorophyll
	leaves	produce food for the plant
	roots	hold the plant in the ground
	roots	absorb water and nutrients from the soil

Subject Key Vocabulary

Flower, stem, roots, leaves, stigma, stamen, pollination, germination, nutrients, water, light,

Subject/Conceptual knowledge/skills:

French - Little Red Riding Hood

Speaking, listening and reading

LEAPS:

Speaking

I can speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).

I can speak aloud familiar words or short phrases in chorus.

I am able to use the correct pronunciation when speaking.

I am starting to see links between pronunciation and spelling.

Listening

I can listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs).

I understand the sounds of individual letters and groups of letters (phonics).

Reading

I can recognise and understand familiar written words and short phrases (e.g. basic nouns and first person "I" form of simple verbs) in written text.

I am able to read aloud familiar words or short phrases in chorus.

Core Knowledge



Subject Key Vocabulary

Le grand-mère, le loup, le bûcheron, Petit Chaperin, Rouge, La forêt, les parents, des gateaux, la maison, le corps, la tête, la bouche, le nez, les oreilles, les yeux, l'œil, les pieds, les genoux, les épaules, les bras

Subject/Conceptual knowledge/skills:

Art - Generating Ideas, Making, Evaluation

Artist -Leonid Alfremov

Skill - painting

LEAPS:

I can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.

I can use a range of techniques to explore primary and secondary colours

I can express what I like and dislike about my work.

I can identify how my work could be improved.

Core Knowledge



Fog Autumn Alley by Leonid Alfremov



Leonid Alfremov was a modern artist who lived from 1955 to 2019. He is famous for his expressive use of colour.

Blending



Subject Key Vocabulary

references, resources, ideas, intentions, sketchbook, purpose, record, observe, plan, technique, primary colour, secondary colour, sketch, shape, form, shading, blending, express, evaluate

Subject/Conceptual knowledge/skills:

Computing - iData
Information Technology

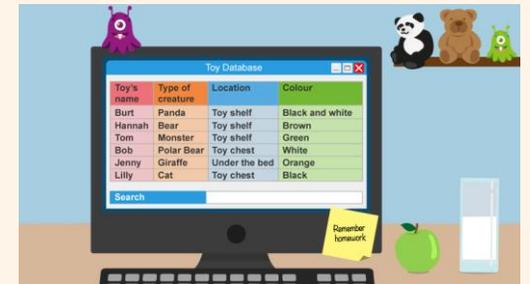
LEAPS:

I know how information in a database is organised.

I can identify the advantages of a computer database over a paper one.

To find and enter information to create additional records in the database.

Core Knowledge



Subject Key Vocabulary

Data, database, information, record, fields

Subject/Conceptual

knowledge/skills:PE- Dance: control Expression, movement, pattern, sequence

Handball - Invasion: attack and defence

Dance LEAPS:

I can begin to improvise independently to create a simple dance.

I can change level and speed within a routine.

I can begin to improvise with a partner to create a simple dance.

I can translate ideas from stimuli into movement with support.

I can begin to compare and adapt movements and motifs to create a larger sequence.

I can use simple dance vocabulary to compare and improve work

Handball LEAPs:

I understand game tactics and can vary how I should respond.

I can vary skills, actions and ideas and link these in ways that suit the games activity.

I can begin to communicate with others and take part in invasion games.

I can use skills with co-ordination and control.

I can develop rules for new games.

I can identify what works well in a group to develop various games.

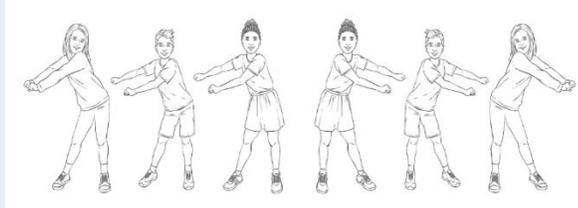
I am beginning to understand how to compete with others in a controlled manner.

I can begin to select resources independently to carry out different skills.

I understand and can demonstrate attacking and defending.

Core Knowledge

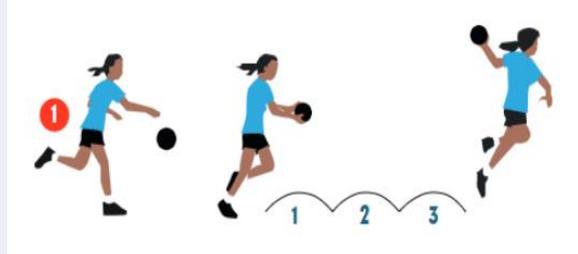
Dance



Handball

Attacking

Attacking players aim to score points.



Defending

Defending players attempt to stop the opposing team from getting ahead in the game and scoring points

Correct catching



Subject Key Vocabulary

Dance - cannon, pitch, symmetry, synchronise, stimuli

Handball - agility, co-ordination, speed, control, movement, extension

Subject/Conceptual knowledge/skills:

RE - Christianity: Salvation, Belief, God.

Big Question:

What is 'good' about Good Friday?

LEAPS:

Personal Resonance and Reflection

I can suggest how a person may rescue/help others who are in difficult situations.

Knowledge and Understanding

I can start to tell you why Christians believe Jesus' death is important.

Evaluation and Critical Thinking

I can start to reflect on whether I agree with Christian beliefs about Jesus' death.

Subject/Conceptual knowledge/skills:

SCARF - Rights and Responsibilities

LEAPS:

I can..

Define what a volunteer is;

Identify people who are volunteers in the school community;

Recognise some of the reasons why people volunteer;

Understand the difference between 'fact' and 'opinion';

Understand how an event can be perceived from different viewpoints;

Define what is meant by the environment;

Understand the terms 'income', 'saving' and 'spending';

Recognise that there are times we can buy items we want and times when we need to save for items;

Explain that people earn their income through their jobs;

Understand that the amount people get paid is due to a range of factors.

Core Knowledge

The night before Jesus died, he ate a "Last Super" with the 12 disciples (followers).

He broke and shared bread and passed round a cup of wine which is remembered in holy communion today.



Christians believe it was God's plan for Jesus to die so people could be forgiven and have a fresh start. Jesus even forgave those who crucified him

Subject Key Vocabulary

Holy Week, Last Supper, Communion, Good Friday, Salvation, Gospel (Good News), Crucifixion, Resurrection.

Core Knowledge

Income - money received for work

Saving - income someone has saved over time

Spending - giving money to pay for goods or services

Volunteering - freely offer to do something



Subject Key Vocabulary

volunteer, community, responsibility, jobs, environment, fact, opinion, income, services.