

Year 3 Knowledge Organiser: Making a Splash

Curriculum Driver: Inspiration, Discovery, Success

Trips/Enrichment: Temple Visit (RE - Hinduism)

GARP/GASP: Woodblock printing was developed in China in the 7th century, and possibly earlier. Chinese woodblocks made their way to the islands of Japan in the 8th century. This was the beginning of a technique used to print text and images on paper.

Cross-curricular subject links: Art and English

Subject/Conceptual knowledge/skills:

Generating ideas, making, evaluating.
Printmaking

LEAPS:

- I can gather and review information, references and resources related to my ideas and intentions.
- I can use a sketchbook for different purposes, including recording observations, planning and shaping ideas.
- I can explain how to use some of the tools and techniques I have chosen to work with.
- I can demonstrate printmaking technique
- I can blend colours when mixing
- I can recognise the work of some artists.
- I can identify how my work could be improved.

Core Knowledge

Katsushika Hokusai was born in 1760 and died on 10th May 1849. He was a Japanese artist, painter and printmaker. In his time he was Japan's leading expert on Chinese painting. Hokusai is best known as author of the woodblock print series which includes the iconic and internationally recognised print *The Great Wave off Kanagawa*, which was created during the 1820s.

Printing is the process of making images that can be transferred onto other surfaces.



Key Visuals



The Great Wave off Kanagawa by Hokusai 1831



Fine Wind, Clear Morning (1830 - 1832). In early autumn when the wind is southerly and the sky is clear, the rising sun can turn Mount Fuji red. Mount Fuji is the highest mountain in Japan and has long been considered sacred.



Hokusai



Books/associated reading:



Vocabulary

Words	Meaning
Materials	The matter from which a thing is or can be made.
Roller	A cylindrical tool which is used to roll ink onto a board to create a pattern.
	
Printmaking	The process of printing a pattern onto material.
Pattern	A repeated decorative design.
Sketchbook	A pad of drawing paper for sketching on.
Purpose	The reason for which something is done or created.
Record	To write something for a later use.
Observe	To notice something.
Plan	A detailed proposal for doing something.
Technique	A way of carrying out a particular task.
Primary Colour	A group of colours from which all other colours can be created by mixing.
Secondary Colour	The colour that is created from mixing two primary colours together.

QUIZ



- 1) Describe the location of Japan.
- 2) Compare Leonard Alfredev's style of Art with Hokusai's.
- 3) How did China's discovery of printing affect the West?
- 4) Where was Katsushika Hokusai born?
- 5) What is the name of Katsushika's most famous artwork?
- 6) What are the primary and secondary colours?
- 7) What is the purpose of your artwork?
- 8) How has your sketchbook helped you develop your ideas?
- 9) Tell me about a printmaking technique you've used.

Subject/Conceptual knowledge/skills:

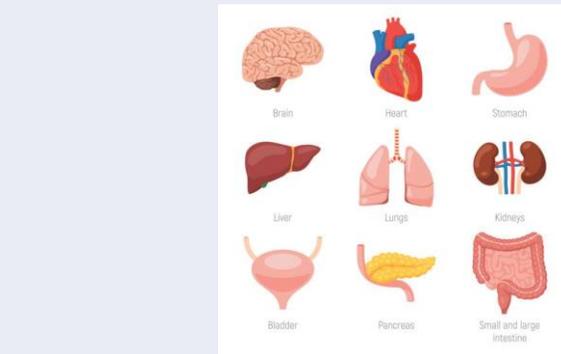
SCARF - Being My Best

Mutual respect, keeping myself healthy, safeguarding, bullying, extremism

LEAPS:

I can..
Explain how each of the food groups on the Eatwell Guide benefits the body;
Explain what is meant by the term 'balanced diet';
Give examples what foods might make up a healthy balanced meal.
Explain how some infectious illnesses are spread from one person to another;
Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses;
Suggest medical and non-medical ways of treating an illness.
Develop skills in discussion and debating an issue;
Empathise with different view points;
Make recommendations, based on research.
Identify my achievements, skills and areas of development;
Recognise that people may say kind things to help us feel good about ourselves;
Explain why some groups of people are not represented as much on television/in the media.
Demonstrate how working together in a collaborative manner can help everyone to achieve success;
Understand and explain how the brain sends and receives messages through the nerves.
Name major internal body parts;
Describe how food, water and air get into the body and blood.

Core Knowledge



Subject Key Vocabulary

Balanced diet, illness, wellbeing, internal body parts, talents, qualities, health, lifestyle

Subject/Conceptual knowledge/skills:

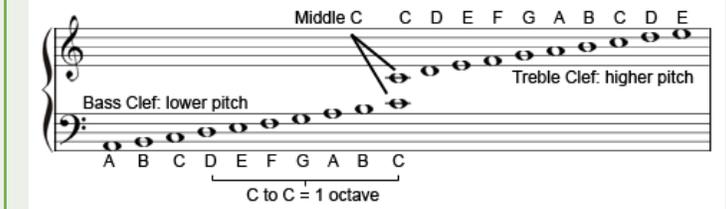
Music - Singing with control

Listening and notation
Percussion instruments

LEAPS:

I can control pitch accurately within an octave.
I can copy back phrases of a song with accuracy of rhythm and pitch (across the range of an octave).
I can sing with awareness of the character and style of a song.
I can understand and articulate why posture, breathing and diction are important.
I can sing a round in two parts.
I can sing songs (sometimes from memory) from different times and places with confidence.

Core Knowledge



Term	Symbol	Value
whole note		4 beats
half note		2 beats
quarter note		1 beat
eighth note		1/2 beat
joined eighth notes		1/2 + 1/2 = 1
sixteenth note		1/4 beat
joined sixteenth notes		1/4 + 1/4 = 1/2 + 1/4 = 3/4

Singing in unison:

Everyone singing together, as one.

Singing in a round:

Two or more people or groups singing the same song but beginning and ending at different times.

Subject Key Vocabulary

Octave, phrase, rhythm, beat

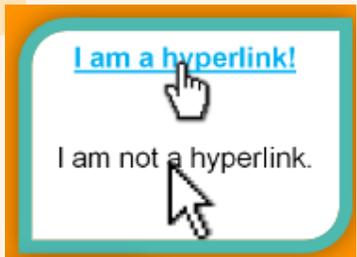
Subject/Conceptual knowledge/skills:

Computing - iConnect

LEAPS:

I know that the internet is many computers that are connected.
I know what services the internet provides.
I can move around the internet using basic navigation skills including hyperlinks.
I know the main features of web browsers.
I know how to use and find information on a search engine.
I know that not all information on the web is reliable.
I know that copyright is an author's right of ownership and it is illegal to steal other people's material.

Core Knowledge



Subject Key Vocabulary

Internet, computer, connect, internet providers, hyperlinks, web browser, search engine, copyright.

Subject/Conceptual knowledge/skills:

PE - Swimming and Gymnastics

LEAPS:

Swimming:

I know how to keep myself safe in and around water.

I can perform a safe, self-rescue in different water based situations.

I can confidently swim at least 25 metres

I can use a range of stroke effectively showing good timing and co-ordination.

Gymnastics:

I can copy, explore and remember a variety of movements and use these to create sequences independently and with others.

I can perform a range of jumps.

I can use a range of jumps in sequences.

I am beginning to use equipment to vault.

I can perform a range of rolls.

I am beginning to show flexibility in movements.

I can link combinations of actions with increasing confidence.

I can practise and refine movements showing strong body control, extension and tension.

I can plan, perform and repeat a simple sequence of movement.

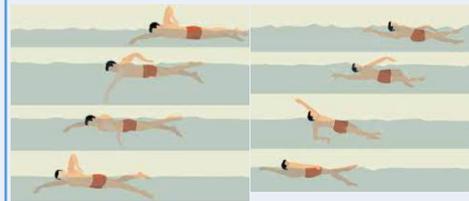
I can create interesting body shapes while holding balances with control and confidence.

I am beginning to notice similarities and differences between sequences.

I am beginning to develop good technique when travelling, balancing, using equipment.

I can move with coordination, control and care.

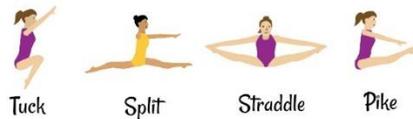
Core Knowledge



Front crawl

Back stroke

Gymnastics Jump Positions



Subject Key Vocabulary

Swimming:

front crawl, backstroke and breaststroke, water safety

Gymnastics:

straight jump, tuck jump, jumping jack, star jump, straddle jump, pike jump and straight, stretch, control, tension, balance

Subject/Conceptual knowledge/skills:

French - Fruit

LEAPS:

Speaking

I can speak with others using simple words, phrases and short sentences.

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.

I understand the sounds of individual letters and groups of letters.

Reading

I can recognise and understand familiar written words and short phrases in written text.

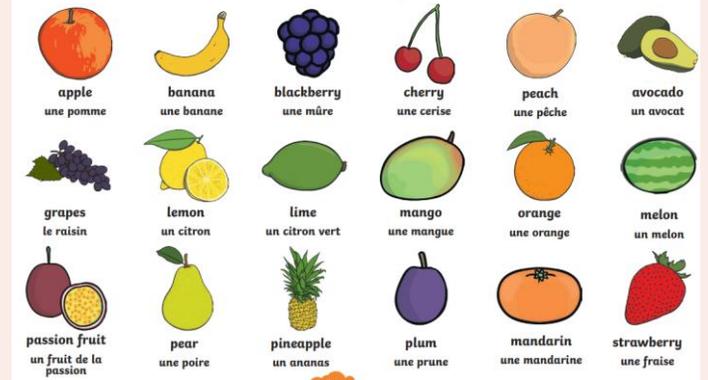
I am able to read aloud familiar words or short phrases in chorus.

Grammar

I am starting to understand the concept of gender (masculine, feminine, neuter (if applicable) and how this is shown in French.

Core Knowledge

Fruit - Les fruits



Subject Key Vocabulary

Les fruits, Le/un ananas, Le/un citron, Le/un avocat, Le/un kiwi, Le/un abricot, La/une pomme, La/une fraise, La/une orange, La/une poire, La/une banana, La/une mandarine, La/une framboise, La/une mangue, La/une prune, La/une cerise, La/une pêche, J'aime..., Je n'aime pas..., Est-ce que tu aimes...?, Oui, Non

Subject/Conceptual knowledge/skills:

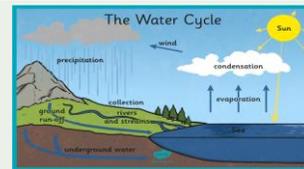
Geography - Human and physical geography

The Water Cycle

LEAPS:

I can begin to describe and understand key aspects of physical geography including the water cycle and rivers.

Core Knowledge



Subject Key Vocabulary

Evaporation, condensation, precipitation, accumulation.

Subject/Conceptual knowledge/skills:

RE - Hinduism

LEAPS:

Personal Resonance and Reflection

I can explain some of the different roles I play whilst still being me.

Knowledge and Understanding

I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.

Evaluation and Critical Thinking

I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus

Core Knowledge

For Hindus, Brahman is the Ultimate Reality, the supreme God. The term also refers to the divine consciousness.



Subject Key Vocabulary

Brahman, Deities, Brahma, Vishnu, Shiva, Trimurti, Ganesha, Lakshmi,