| Topic | Music: Developing singing technique | Theme | Diversity | Year Group | 3 |

Vocabulary

| Transpose | Moving the music up or down to start on a different note. |

Twin-kle, twin-kle, lit - tle star, how I won-der what you are.

Twin-kle, twin-kle, lit - tle star, how I won-der what you are.
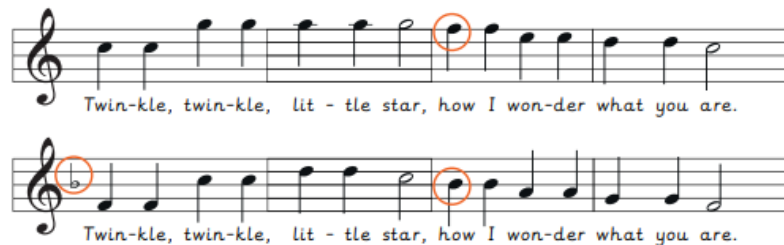
Major	A tonality where the music sounds happy or bright.
Minor	A tonality where the music sounds sad or tense.
Parts	Different instrumental or vocal melodies in the music that happen at the same time.
Ensemble	A small group of musicians who perform together.
Notation	The way that music is written so that others can play it.
Duration	The length of time a note is played for.

Minim
A note lasting two beats.

Crotchet
A note lasting one beat.

Quaver
A note lasting half a beat, that usually comes in a pair to make a whole beat.

Instruments

| Percussion instruments | Instruments which are played by shaking, tapping or scraping with your hand or a beater. |
| Body percussion | Shaking, hitting, or tapping your body to make a sound. |

Tapping foot

Clapping

Clicking fingers

| Untuned percussion | Percussion instruments you cannot play a tune on. |

Maracas

Tambourine

Drum

Claves

Prior Knowledge

- Listening to and describing different styles of music (e.g. loud/quiet, fast/slow, high/low).
- Keeping a steady beat and performing simple rhythms.
- Understanding basic notation and giving simple feedback on performances.

| Topic | DT : Structures – Constructing a castle | Theme | Diversity | Year Group | 3 |

Prior Knowledge

- Experience of using 2D shapes in designs and recognising 3D shapes in structures.
- Understanding that strong, stable shapes and materials are important in building structures.
- Awareness of castle features and their purposes.

Structures – Constructing a castle

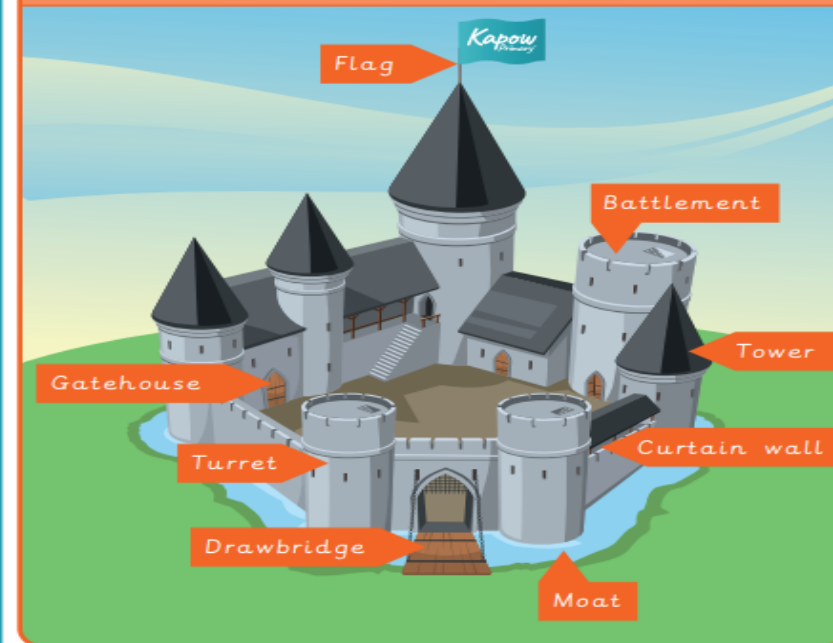|	
2D shapes	Flat objects with 2-dimensions, such as square, rectangle and circle.
3D shapes	Solid objects with 3-dimensions, such as cube, oblong and sphere.
Castle	A type of building that used to be built hundreds of years ago to defend land and be a home for Kings and Queens and other very rich people.
Design criteria	A set of rules to help designers focus their ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Façade	The front of a structure.
Feature	A specific part of something.
Flag	A piece of cloth used as a decoration or to represent a country or symbol.
Net	A 2D flat shape, that can become a 3D shape once assembled.
Recyclable	Material or an object that, when no longer wanted or needed, can be made into something else new.
Scoring	Scratching a line with a sharp object into card to make the card easier to bend.
Stable	Object does not easily topple over.
Strong	It doesn't break easily.
Structure	Something which stands, usually on its own.
Tab	The small tabs on the net template that are bent and glued down to hold the shape together.
Weak	It breaks easily.

Basic 3D Shapes

Key facts

Castles can have lots of **features** such as towers, turrets, battlements, moats, gatehouses, curtain walls, drawbridges and flags.

Flag

Battlement

Tower

Gatehouse

Curtain wall

Turret

Drawbridge

Moat

Did you know?

Windsor Castle is the largest castle in England.

Ridgeway Farm CE Academy – Knowledge Organiser

Topic	Computing: Touch Typing	Theme	Diversity	Year Group	3

Key Learning

- To introduce typing terminology.
- To understand the correct way to sit at the keyboard.
- To learn how to use the home, top and bottom row keys.
- To practise typing with the left and right hand.

Key Vocabulary

Posture
The correct way to sit at the computer.

Keys
Buttons that are pressed on a computer keyboard or typewriter. These can be described by their position; bottom row, top row and home row (middle row).

Space bar
The bar at the bottom of the keyboard.

Typing
The action or skill of writing something by means of a typewriter or in this case a computer.

Key Questions

Why should I have a good posture at the computer?

A good posture is important to help you avoid any injuries that come from repeatedly using the computer incorrectly.

Why should I type certain keys with certain fingers?

Using specific fingers for specific keys allows you to type more quickly.

Prior Knowledge

- Use of 2Dos
- Saving, opening and editing work
- Sharing work
- Copying and pasting
- General mouse, keyboard and device skills
- Presenting ideas in a variety of styles including through typed text.
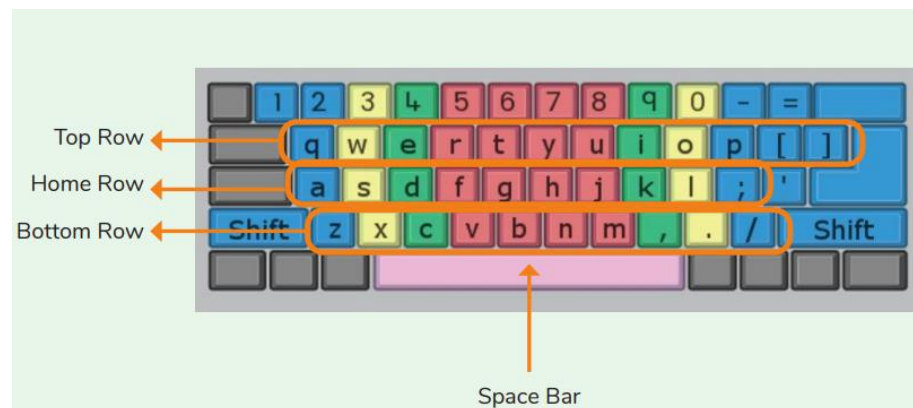- Efficient use of a search engine.
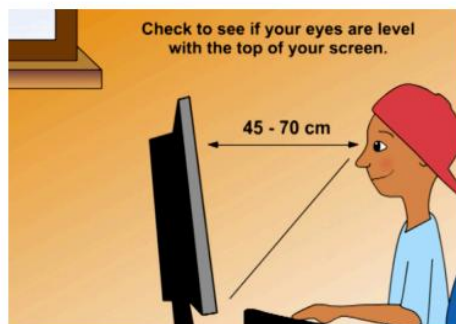
Check to see if your eyes are level with the top of your screen.

45 - 70 cm

Put your fingers on the keyboard. Make sure your wrists are not touching anything.

Posture

Top Row
Home Row
Bottom Row

Space Bar

Key Resources

purple mash

2Type

Ridgeway Farm CE Academy – Knowledge Organiser

Topic	Computing: Spread sheets	Theme	Diversity	Year Group	3

Key Questions

Explain how you would collect data to find out children's favourite school subjects. What sort of graph would you create?

Label one column 'Subject' and list the subjects in this column. In the cells to the right put in the number of children who like this subject. Use the chart button to automatically create a chart. A pie chart would be a suitable choice.

How can you make a 3 times table machine using the spin tool? Could you use the equals tool to check your answer

Put the spin tool in the left most cell of a row. Type 0 x 3 in the next three cells. Put an equals tool in the next cell in the row. When you spin the spin tool, the question will change. Enter the answer and the equals tool will tell you if it is correct.

Explain how you would locate a cell in the advanced mode?

Cells in advanced mode have rows labelled with numbers, and columns labelled with letters. So, each cell has a number and letter. For example, A1 or D7.
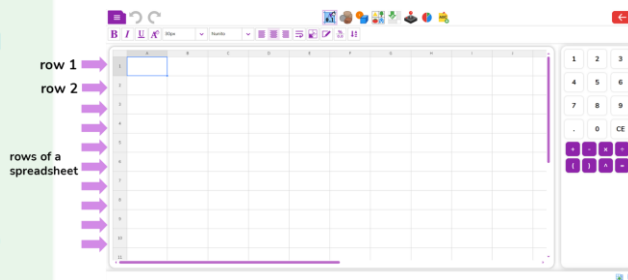
Key Vocabulary

Advance mode
A mode of 2Calculate in which the cells have references and can include formulae.

Bar graph
A chart that uses bars to show quantities or numbers, so they can be easily compared.

Budget
A set amount of money that someone has available to spend on something. For example, a £100 budget to pay for a party.

Cell Address
Every **cell** has an address. This can be found by reading the **column** letter then **row** number.

Columns
Boxes running vertically in a spreadsheet.

Data
A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.

Data table
A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.

Equals
This symbol shows that numbers or number sentences either side are equal in value.

Equals Tool
This can be used after the equals sign or instead of a number in a calculation. If you input the correct answer it will disappear.

Formula bar
An area of the spreadsheet into which formulae can be entered using the '=' sign to open the formula.

Formula wizard
The wizard guides the user in creating a variety of formulae for a cell such as calculations, totals, averages, minimum and maximum for the selected cells.

Line graph
Used to display information which can change over time. For example, temperature at different times of the day.

Pie Chart
A circular chart divided into segments which each represent a part of the total amount.

Quiz tool
This can be used after the equals sign or instead of a number in a calculation. If you input the correct answer it will disappear.

Range
A collection of selected cells: all the numbers you want to appear in a calculation. For example, A1:A12 includes all the cells from A1 to A12.

Rows
Boxes running horizontally in a spreadsheet.

Spin Tool
Clicking on this in a cell will increase or decrease the value in the cell to the right by 1.
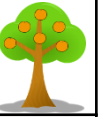
Prior Knowledge

- Ways to represent data
- Pictograms (2Count)
- Binary trees (2Question)
- Databases (2Investigate)
- Copying and pasting
- Totalling tools
- Addition
- Table layout
- Block graph

Key Learning

- To use 2Calculate to collect data and produce a variety of graphs.
- To use the advanced mode of 2Calculate to learn about cell references.
- To use the formula wizard and the formula bar to write formulae.
- To use the tools within 2Calculate to explore number.
- To create a computational model using a spreadsheet.

row 1
row 2
rows of a spreadsheet

Key Resources

purple mash

2Calculate

Topic	RE	Theme	Diversity	Year Group	3
Key Question	What is it like for someone to follow God?				

Key Vocabulary

covenant	A promise with God
Commandment	A law or rule from God
forgiveness	intentionally letting go of anger and resentment towards someone who has hurt you
obedience	Doing what you are told
pact	An agreement/ a deal
contract	an agreement that is supported by the law .
Ark	a large boat built by Noah to preserve life during the Flood

What We're Learning

The Old Testament is a part of the Bible that tells the story of God and His special people, the Israelites. These people tried to live in a way that made God happy by following His rules and loving Him.

God promised to stay with His people and help them, even when they made mistakes.

One story is about Noah and a big flood. God sent the flood to wash away bad things and help start fresh. Afterward, He promised to stay with people, and He kept that promise.

Christians believe that everyone can be one of God's people if they try to follow God's rules, love others, and forgive. They believe Jesus made it possible for everyone to be part of God's family.

"Whenever the rainbow appears in the clouds, I will see it and remember the everlasting covenant between God and all living creatures of every kind on the earth." Genesis 9:16

Prior Knowledge

Awareness that the Bible is a special book for Christians and contains different parts.
Understanding that stories can teach lessons about right and wrong or about caring for others.
Knowledge that Christians believe in God who loves and helps people..

Topic	Spanish	Theme	Diversity	Year Group	3

Prior Knowledge

· The letter sounds (phonics & phonemes) in Spanish
· What a verb is in English.
· ¿Cómo estás? – How are you? **Answers:**: Estoy bien – I'm fine / goodEstoy mal – I'm not well / bad; Estoy cansado/a – I'm tired; Estoy feliz – I'm happy; Estoy triste – I'm sad; Así, así – So, so / okay
· ¿Cómo te llamas? – What is your name? **Answers:** Me llamo __ – My name is __
Numbers 1-10 in Spanish:
uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez

Spanish	English
Sé…	I know how…
No sé…	I do not know how…
bailar	to dance
cantar	to sing
saltar	to jump
cocinar	to cook
montar en bicicleta	to ride a bike

Spanish	English
tocar un instrumento	to play an instrument
patinar	to ice-skate
dibujar	to draw
nadar	to swim
hablar español	to speak Spanish
y	and
pero	but

What I will learn

I will learn 5 high-frequency infinitive verbs in Spanish.
I will learn 5 more high-frequency infinitive verbs in Spanish.
I will learn how to use the structure 'sé' with the infinitive verbs in Spanish.
I will learn how to use the negative structure 'no sé' with the infinitive verbs in Spanish.
I will learn how to use conjunctions 'y' (and) & 'pero' (but) in Spanish.

Ridgeway Farm CE Academy – Knowledge Organiser

Topic	Science		Theme	Diversity		Year Group	3
Key Question	Are all rocks the same?						

Soil	A mixture of small rocks, organic matter and water
Sandy soil	A soil made up of lots of sand and some clay
Clay soil	A soil containing lots of clay which becomes sticky when wet
Peat soil	A soil that contains lots of water and organic matter
Chalky soil	A soil that contains lots of chalk or limestone
Organic matter	The remains of dead animals and plants
Nutrients	Substances found in soil which help plants grow
Habitat loss	The decrease in resources, such as space, for a living thing to survive
Deforestation	The removal of large areas of trees or plants by humans
Habitat	An area where animals and plants live
Sink	To fall below the surface of water
Brittle	Easily broken
Shell	A hard covering on the outside of an animal's body

Examples of Rocks

slate, marble, chalk, granite, basalt, sandstone

Types of Soil

chalky, clay-based, loam, peat, sandy, silt

There are three types of naturally occurring **rock**.

igneous, sedimentary, metamorphic

Fossilisation

An animal dies. It gets covered with **sediments** which eventually become rock.	More layers of rock cover it. Only hard parts of the creature remain, e.g. bones, shells and teeth.	Over thousands of years, **sediment** might enter the mould to make a **cast fossil**. Bones may change to mineral but will stay the same shape.	Changes in sea level take place over a long period.	As **erosion** and weathering take place, eventually the fossil becomes exposed.

Rock	A natural material found on or underneath the Earth's crust
Texture	What something looks and feels like
Weathering	The breaking down of rocks over time
Hardness	A measure of a rock's resistance to scratching
Float	To sit on top of water
Fossilisation	The process through which a fossil is formed
Fossil	The remains or trace of a living thing that lived a long time ago
Skeleton	A collection of bones
Sediment	Small pieces of soil, sand, gravel and small rocks
Erosion	When water, wind or ice wears away land.

Key Learning

· Rocks are natural materials. that have different properties and can be grouped in different ways.
· A fossil is the remains or trace of a living thing that lived a long time ago. Animal footprints and tracks can also form fossils.
· Many living things need soil to survive.
· Soils can act as a habitat for many small animals, provide nutrients for plants. And prevent flooding