Autumn 1 Knowledge Organiser
Class 3 – Year 3&4
Knowledge and Skills: The bigger picture

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Maths	Multiplication Baseline Assessment Maths Baseline Assessment	**Place Value** Hundreds, tens and ones Represent numbers to 1,000 Partition numbers to 1,000 Thousands Represent numbers to 10,000	**Place Value** Partition numbers to 10,000 Flexible partitioning Find 1, 10, 100 or 1,000 more or less Number lines to 1,000 Number lines to 10,000	**NCETM** Pupils add 3 addends Pupils use a 'First..Then… Now" story to add 3 addends Pupils explain that addends can be added in any order Pupils add 3 addends efficiently by finding two addends that total 10 Pupils add 3 addends efficiently by finding two addends that total 10	**NCETM** Pupils add two numbers that bridge through 10 Subtracting small numbers Subtracting to and from 10. Subtracting numbers that bridge through 10 Solving problems involving addition and subtraction.	**NCETM** Pupils explain that 100 is composed of ten tens and one hundred ones Pupils explain that 100 is composed of 50s 25s and 20s Pupils use known facts to find multiples of ten that compose 100 Pupils will use known facts to find a two-digit number and a one- or two-digit number that compose 100 Pupils use known facts to find correct complements to 100	**NCETM** Pupils use known facts to find complements to 100 accurately and efficiently Pupils represent a three-digit number which is a multiple of ten using their numerals and names Pupils use place value knowledge to write addition and subtraction equations Pupils bridge 100 by adding or subtracting in multiples of ten Pupils use knowledge of addition and subtraction of multiples of ten bridging the hundreds boundary to solve problems	**NCETM** Pupils count across and on from 100 Pupils represent a three-digit number up to 199 in different ways Pupils bridge 100 by adding or subtracting a single-digit number Pupils find ten more or ten less than a given number Pupils cross the hundreds boundary when adding and subtracting any two-digit multiple of ten
Writing Place Value of Punctuation and Grammar Fox (Character Description and Diary Entry) Rivers and Water Cycle	Fundamentals Handwriting Assessment and Baseline	**Speaking and Listening** Performance Poetry **PVPG** Common and Proper Nouns Collective and Partitive Nouns	**Speaking and Listening** Performance Poetry **PVPG** Being verbs + 'to have' Regular action verbs & verb phrases	**Speaking and Listening** Performance Poetry **PVPG** Building single clause sentences (stage 1) Single clause sentences (pronouns)	**Fox** First impressions of characters Describing appearance and movement Showing personality and feelings	**Fox** Exploring feelings in the story Features of a diary Generalising ideas for a diary entry (Magpie's view) Writing the diary entry	**Rivers and Water Cycle** Exploring non-chronological reports Introducing rivers and the water cycle Researching key facts (Rivers)	**Rivers and Water Cycle** Organising information – planning report Writing the introduction and first section Writing middle sections

(Non-Chronological Report)		What are Partitive Nouns?	Irregular action verbs & verb phrases Verbs review What is a subject?	Building single clause sentences (stage 2) Single clause sentences (pronouns)	Planning a character description Writing a character description **PVPG** Building single clause sentences (stage 3) Single clause sentences (pronouns)	Editing a diary entry **PVPG** Subject/verb focus (application 1) Subject/verb focus (application 2)	Researching key facts (Water Cycle) Building technical vocabulary **PVPG** Coordinating conjunctions to join clauses Coordinating conjunctions to join clauses and compound clauses and compound subjects	Writing final sections (Water Cycle & Fun facts) Editing and improving report **PVPG** Subordinating conjunctions to join clauses
Reading	**Reading Assessments and Baseline**	Little Wandle Fluency Assessments	Little Wandle Fluency & Why does it rain?	Little Wandle Fluency & Why does it rain?	Little Wandle Fluency & Countries and	Little Wandle Fluency & Countries and	Little Wandle Fluency & The Human Skeleton	Little Wandle Fluency & The Human Skeleton
Science Animals including humans (Year 4)		**What is the digestive system?** I can name the basic parts of the digestive system and describe their functions.	**Why are teeth different shapes?** I can identify the different teeth and describe their functions.	**Which drink causes the most tooth decay?** I can plan and carry out an investigation and communicate my results.	**What is a food chain?** I can construct and interpret a variety of food chains. I can understand what producers, predators and prey are.	**How do I play the food chain game?** I can construct and interpret a variety of food chains. I understand what producers, predators and prey are.		
Geography Rivers & The Water Cycle		**How do geographers describe the water cycle?** I can name the key processes of the water cycle.	**Is water running out?** I can describe and sequence the processes of the water cycle.	**River processes and landforms** I can describe the processes happening in a river and landforms that they create.	**The River's Journey** I can describe changes in a river and its landforms as it flows along its course.	**Flooding: Impacts and Solutions** I can explain the short- and long-term impacts of flooding and describe the ways that flooding can be reduced.	**Rivers in the UK** I can locate different rivers in the UK on a map and describe the features found along the River Severn.	**Mighty Rivers of the World** I can locate some of the world's largest rivers and describe a journey down the Nile.
PE Swimming	**Tigers Trust (Wed)** **Swimming – Year 4 (Thurs)** **OAA – Year 3 (Thurs)**	**Tigers Trust (Wed)** **Swimming – Year 4 (Thurs)** **OAA – Year 3 (Thurs)**	**Tigers Trust (Wed)** **Swimming – Year 4 (Thurs)** **OAA – Year 3 (Thurs)**	**Tigers Trust (Wed)** **Swimming – Year 4 (Thurs)** **OAA – Year 3 (Thurs)**	**Tigers Trust (Wed)** **Swimming – Year 4 (Thurs)** **OAA – Year 3 (Thurs)**	**Tigers Trust (Wed)** **Swimming – Year 4 (Thurs)** **OAA – Year 3 (Thurs)**	**Tigers Trust (Wed)** **Swimming – Year 4 (Thurs)** **OAA – Year 3 (Thurs)**	**Bikeability**

Religion and World Views	**What are the main beliefs in Hinduism? (Hindu Dharma/Sanatana Dharma)**	**What are the main beliefs in Islam?**	**What are the main beliefs in Buddhism?**	**What is Lohri?**	**What is a harvest festival?**	**What is Diwali?**	**What is a harvest celebration?**	**Why is it important for people of all faiths to remember? (Remembrance)**
Art Drawing: Developing Drawing Skills		**See like an artist** To recognise how artists use shape in drawing	**Shading** To develop shading skills and use them to blend tones		**Take a closer look** To use careful observation for adding detail to drawings.	**Imagination in bloom** To use line, shape and tone in imaginative drawing.		**Paper to pixels** To explore digital media techniques to develop drawings.
PSHE and RSE Families and Relationships	**Introducing Zones of Regulation** **Introductory Lesson: Setting Ground Rules** I can recap what PSHE is and how we can help everyone to learn effectively in these lessons.	**Friendship issues and Bullying** I can understand that friendships have ups and downs that can be resolved (Y3). I can begin to understand the impact of bullying (Y4). **The effects of Bullying** I can understand the impact of bullying and the responsibility of bystanders to help.	**Stereotyping: Gender** I can recognise that stereotypes are present in everyday life.	**Stereotyping Age/Disabilit** I can recognise that stereotypes exist based on a number of factors.	**Healthy friendships: Boundaries** I can begin to understand the physical and emotional boundaries in friendships.	**Learning who to trust** I can understand why trust is an important part of positive relationships.	**Respecting Differences** I can begin to understand the differences between people and why it is important to respect these differences (Y3). I can begin to understand that families are very varied, in this country and across the world (Y4).	**Change and Loss: Bereavement** I can understand how we can help someone following a bereavement.
Languages Greetings, Class instructions, Culture		**Greetings and French Culture**	**Greetings and Classroom Instructions**	**Classroom Instructions**	**Animals**	**At the pet shop**	**Numbers and Plurals**	**Connectives and Simple Sentences**
Music Theme: Rivers		**The Singing River** I can sing in two parts using expression and dynamics.	**The Listening River** I can recognise key elements of music.	**The Repeating River** I can perform a vocal ostinato.		**The Percussive River** I can create and perform an ostinato.	**The Performing River** I can improve and perform a piece of music based around ostinatos.	
Computing		**Tinkering with Scratch** To explore a programming application.		**Storytelling in Scratch** To program a story by adding blocks.	**Planning a Remix** To plan a remix of animation by altering an existing code.		**Remixing an Animation** To remix an animation by altering the program's code.	**Evaluating an Animation** To evaluate a remixed program by reflecting on the changes made to the code.
Federation Vision	This half term, we will be looking at how we can 'Be Kind'							