

**Spring 1 Knowledge Organiser**  
**Class 3 - Year 3 & 4**  
**Knowledge and Skills: The bigger picture**

	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>
<b>Maths</b>	The smallest 3-digit number is 100, the largest is 999.	Multiplication and Addition to make 3-digit multiples of 10.	Known facts for addition and subtraction can support additive calculations with 1,000.	Familiar counting sequences can be extended up to 1000.	Partitioning 1,000 into 100s.	When multiples of 100s are added or subtracted the difference is always a multiple of 100.
<b>Reading</b>	<u>Arabian Peninsula/The Yucatan Peninsula</u> 1a - give/explain the meaning of words in context. 1b - retrieve and record information/identify key details from fiction and non-fiction. 1c - Summarise main ideas from more than one paragraph.	<u>Join our wicked crew/Help our heroes in the Crimean War!</u> 1a - give/explain the meaning of words in context. 1b - retrieve and record information/identify key details from fiction and non-fiction. 1d - make inferences from the text/explain and justify inferences with evidence from the text.	<u>King Midas and the golden touch/The boy who cried wolf</u> 2b - retrieve and record information/identify key details from fiction and non-fiction. 2d - make inferences from the text/explain and justify inferences with evidence from the text.	<u>Story of Lord Krishna and Sudama/The Perfect Banquet</u> 2b - retrieve and record information/identify key details from fiction and non-fiction. 2d - make inferences from the text/explain and justify inferences with evidence from the text.	<u>Dental Hygiene/How can we eat healthily?</u> 2a - give/explain the meaning of words in context. 2b - retrieve and record information/identify key details from fiction and non-fiction. 2c - Summarise main ideas from more than one paragraph.	<u>Rumpelstiltskin/ The Elves and the Shoemakers</u> 2b - retrieve and record information/identify key details from fiction and non-fiction. 2c - Summarise main ideas from more than one paragraph. 2d - make inferences from the text/explain and justify inferences with evidence from the text.
<b>Writing</b>	<u>The BFG - Narrative</u> To summarise the key events of 'The BFG'.  To read aloud and discuss the opening chapter of 'The BFG'.	<u>The BFG - Narrative</u> To plan the second part of an opening of a narrative based on 'The BFG'.	<u>The BFG - Narrative</u> To plan the second part of a build-up of a narrative based on 'The BFG'.  To write the second part of a narrative	<u>Non-chronological report</u> To recognise the features of a non-chronological report.	<u>Non-chronological report</u> To write an effective introduction for a report.	<u>Non-chronological report</u> To complete the draft and review with peers.

	<p>To plan the first part of an opening of a narrative based on 'The BFG'.</p> <p>To write the first part of an opening of a narrative based on 'The BFG'.</p>	<p>To write the second part of a narrative based on 'The BFG'.</p> <p>To plan the first part of a build-up of a narrative based on 'The BFG'.</p> <p>To write the first part of a build-up of a narrative based on 'The BFG'.</p>	<p>build-up based on 'The BFG'.</p> <p>To edit my own and my peer's opening paragraph of a narrative based on 'The BFG'.</p> <p>To publish a piece of narrative writing based on 'The BFG'.</p>	<p>To understand Stone Age life and identify key topics.</p> <p>To extract key facts for a report.</p> <p>To plan the structure and headings of the report.</p>	<p>To write factual paragraphs under appropriate headings.</p> <p>To continue writing paragraphs with correct structure.</p> <p>To enhance the report with labelled diagrams.</p>	<p>To edit and improve sentences, spelling and punctuation.</p> <p>To ensure reports are accurate and well-presented.</p> <p>To produce a final polished report.</p>
<p><b>Handwriting</b> One-armed robot family</p>	<u>Letter - k</u>	<u>Letter - b</u>	<u>Letter - p</u>	<u>Letter - r</u>	<u>Assess and review 1</u>	<u>Assess and review 2</u>
<p><b>Science</b> Forces and Magnets</p>		<p><u>What can forces do?</u> To compare how things move with different forces.</p>	<p><u>How do surfaces affect movement?</u> To plan and conduct a fair test to compare how objects move on different surfaces.</p>	<p><u>Which materials are magnetic?</u> To compare and group everyday materials based on whether they are attracted to a magnet.</p>	<p><u>How do magnetic forces work?</u> To predict whether two magnets with attract or repel each other, depending on which poles are facing.</p>	<p><u>Are all magnets the same?</u> To carry out a comparative test comparing the strength of different magnets.</p>
<p><b>History</b> Stone Age, Bronze Age and Iron Age (Earliest Civilisations)</p>	<p><u>The first use of Bronze</u> To explain when the Bronze Age was and how Bronze is made.</p>	<p><u>How Bronze changed life in Britain</u> To explain how the making and use of bronze changed life in Britain.</p>	<p><u>The beginning of the Iron Age</u> To explain how and when the Iron Age began in Britain and describe who the Celts were.</p>	<p><u>Changing agriculture in Britain during the Iron Age</u> To describe how the use of iron impacted farming during the Iron Age.</p>	<p><u>Changing settlements and trade in Iron Age Britain</u> To describe some of the changes that took place in settlements and trade in Britain during the Iron Age.</p>	<p><u>Comparing and contrasting Bronze Age and Iron Age</u> To describe the similarities and differences between Bronze Age and Iron Age.</p>
<p><b>Religion and World Views</b> Founders of Faith</p>	<p><u>What makes a good leader?</u> To identify qualities of a good leader in</p>	<p><u>Who are the key religious leaders?</u> To know the key founders and the</p>	<p><u>Teachings and Sacred Texts</u> To understand the key teachings and the</p>	<p><u>Stories from their Lives</u> To understand the impact founders had</p>	<p><u>How does faith influence daily life?</u> To link the teachings of founders to the</p>	<p><u>Impact on Society</u> To explore how religious leaders have shaped values, laws,</p>

	everyday life and faith contexts.	religions they relate to.	sacred texts where they are recorded.	on followers through the key stories.	actions of believers today.	charities and community life.
<b>PSHE</b> Economic Wellbeing	<b><u>Spending Choices</u></b> To begin to recognise how ethics can influence our spending decisions (Y3) To begin to understand what makes something good value for money (Y4).	<b><u>Budgeting</u></b> To understand how to put together a budget (Y3) To begin to understand the importance of keeping track of money (Y4).	<b><u>Money and Emotions</u></b> To recognise that money has an impact on how we feel. (Y3) To understand ways money can be lost and how this makes people feel (Y4).		<b><u>Jobs and Careers</u></b> To understand that there are a range of jobs available and to think about what job they might want to do. (Y3) To consider positive and negative factors that can influence people's career choices. (Y4).	<b><u>Gender and Careers</u></b> To understand that stereotypes exist in the workplace, but these should not limit people's career aspirations.
<b>Music</b> Hanami Festival	<b><u>Describing Blossom</u></b> To describe the Hanami festival using suitable words and sounds.	<b><u>Sounds of Blossom</u></b> To represent a blossom tree using sounds.		<b><u>Blossom Haiku</u></b> To identify different musical features using descriptive vocabulary.	<b><u>Haiku Melodies</u></b> To work as a group to create a piece of music celebrating the Hanami festival.	<b><u>Haiku Performance</u></b> To perform a piece of music to celebrate Hanami.
<b>Art</b> Sculpture and 3D - Abstract shape and space		<b><u>Structural shapes</u></b> To join 2D shapes to make 3D structures.	<b><u>Constructing in 3D</u></b> To join materials in different ways when working in 3D.	<b><u>Seeing space</u></b> To develop ideas for 3D artwork.	<b><u>Abstract sculpture</u></b> To apply knowledge to sculpture when working in 3D.	<b><u>Surface decoration</u></b> To evaluate and improve an artwork.
<b>PE</b> Gymnastics	<b><u>Gymnastics</u></b> To be able to show shapes with strength and tension.	<b><u>Gymnastics</u></b> To jump and land safely, showing shapes in the air.	<b><u>Gymnastics</u></b> To be able to apply shapes to balances.	<b><u>Gymnastics</u></b> To be able to link together shapes and balances into a short sequence.	<b><u>Gymnastics</u></b> To be able to roll and select appropriate rolls for apparatus.	<b><u>Gymnastics</u></b> To be able to create their own short gymnastics sequence.
<b>Languages</b>	<b><u>Animals</u></b> To say and respond to different animal names in French.		<b><u>At the Pet Shop</u></b> To identify and translate the names of animals from a text.	<b><u>Numbers and Plurals</u></b> To use numbers and plurals to say the quantity of an animal.	<b><u>Connectives and Simple Sentences</u></b> To use colours to describe animals. To use connectives including <i>voici</i> and <i>et</i> to form a simple sentence.	<b><u>Gender</u></b> To understand how <i>un</i> and <i>une</i> can represent different genders.

<b>Computing</b> <b>Creating Media:</b> <b>Website Design</b>	<u>Getting to know Google Sites</u> To explore the features of Google Sites.	<u>Book review web page</u> To plan content for a collaborative web page.	<u>Creating a web page</u> To create a web page as part of a collaborative class website.	<u>Planning my website</u> To plan and create a website.		<u>Creating my website</u> To create and evaluate a website.
<b>Other</b>		Yorkshire Museum School Trip (14.1.26)				Stone Age experience day (12.2.26)