

## Knowledge Organiser Poetry on a theme (Year 3)

### Understand the theme of a poem

The theme conveys an underlying message or big idea to the reader.



### Precise and ambitious vocabulary

E.g. *cuddly, fierce, yank*



### Poetic devices

Assonance:

E.g. *won't see him at home on our sofa*

Rhyme:

E.g. *who only comes home to me  
when he's injured or lonely*

Alliteration:

E.g. *big boy bullies*

Simile:

E.g. *as fierce as a tiger*



## Knowledge Organiser

### First person narrative descriptions (Year 3)

#### First person perspective

1

Written in the first person from the author's perspective (through their eyes). Use the pronouns I, my, we, our,

e.g. ... *I saw a long, narrow, oak table...*

#### Expanded noun phrases

Noun phrases expanded with at least one adjective for description and specification,  
e.g. *heavy, wooden door.*

#### Precisely chosen adjectives

Well-chosen adjectives that modify nouns to make the description more precise,  
e.g. *double-headed axe.*

#### Adverbs

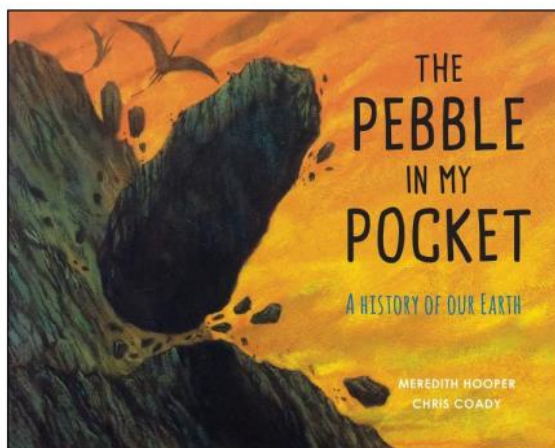
Adverbs to describe how, when or where something happened and usually end in -ly,  
e.g. *painfully.*

#### Conjunctions

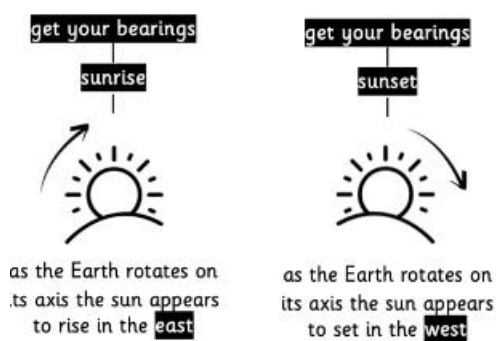
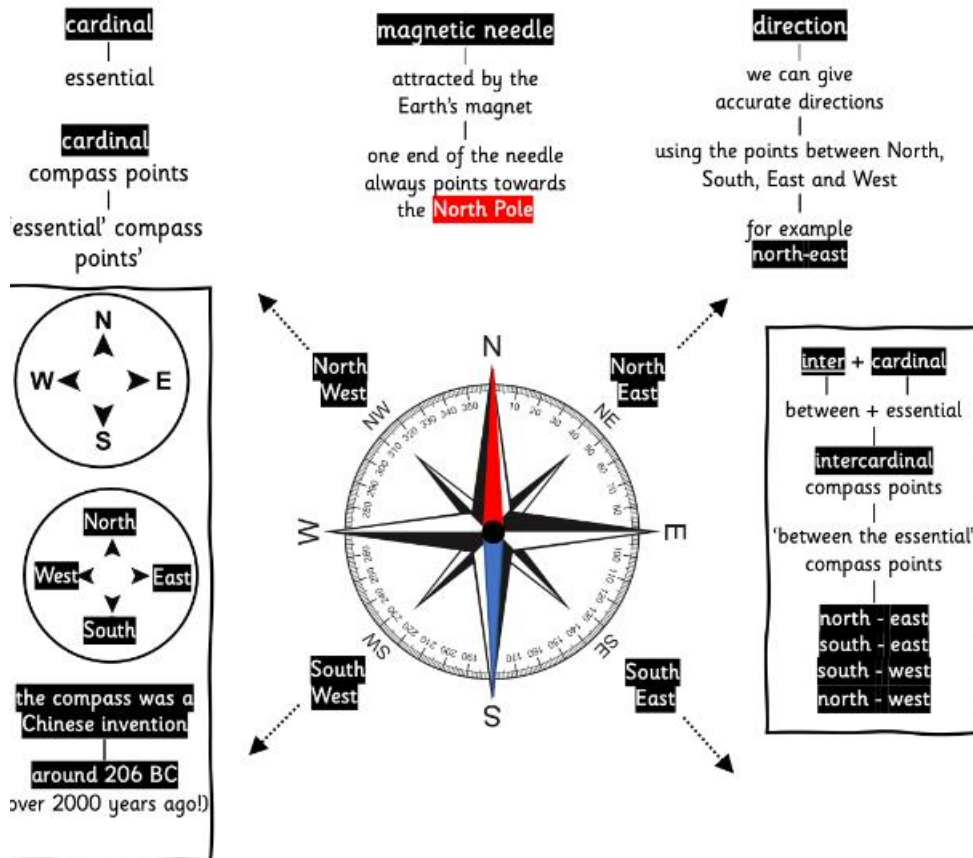
Connect words, phrases or main clauses of equal rank with conjunctions such as and, or, but,

e.g. *Placed on the chair was a rounded, silver helmet with gold decorations and two horns.*

## Reading



This beautifully illustrated non-narrative picture book narrates the history of the earth, including information about dinosaurs, volcanoes and evolution. The text itself is rich and dense with lots of opportunities to further embed the learning of key vocabulary from the associated CUSP History and Science units. Written in chronological order, the book also features a beautiful timeline which encourages pupils to make links between key periods of history that they will learn about in the wider curriculum.



**north** always points to the top of the **Ordnance Survey** map



## INTRODUCE

### Changes in Britain from the Stone Age to the Iron Age

Year \_\_\_\_\_  
Term \_\_\_\_\_



These periods of time are known as **prehistory**  
Only objects, burials and monuments tell us about life at that time



### Mesolithic Britain

#### MIDDLE STONE AGE

Hunting and gathering became more sophisticated and communities are thought to have started to become established.

### Palaeolithic Britain

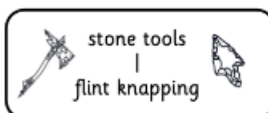
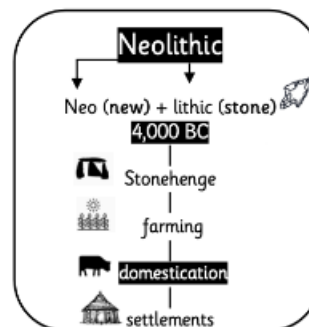
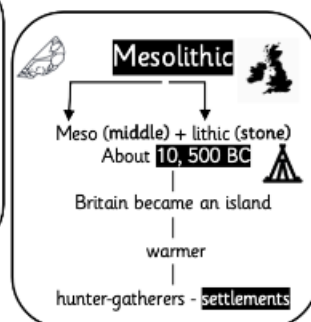
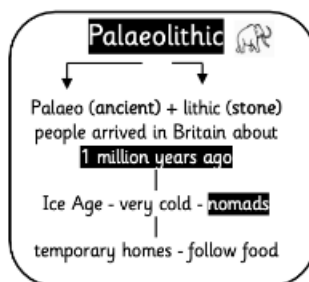
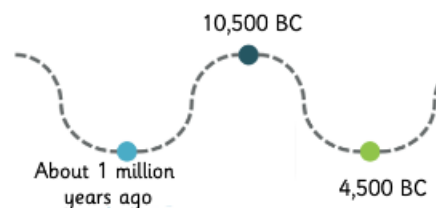
#### ANCIENT STONE AGE

Neanderthals and modern humans used ancient tools to survive the Ice Age.

### Neolithic Britain

#### NEW STONE AGE

New Stone Age: from the start of farming and domestication of animals, to the first use of metal.



- Neanderthals
- Homo sapiens (us)
- Small groups of people
- Cheddar man



- Cresswell Crags
- Skara Brae
- Stonehenge



Neolithic burials in large  
tombs - **long barrows**  
cave art

It is called the **Stone Age** because people used stones as their tools.

# Science



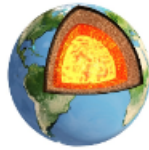
Science study

Introduce Rocks

Year \_\_\_\_ Term \_\_\_\_

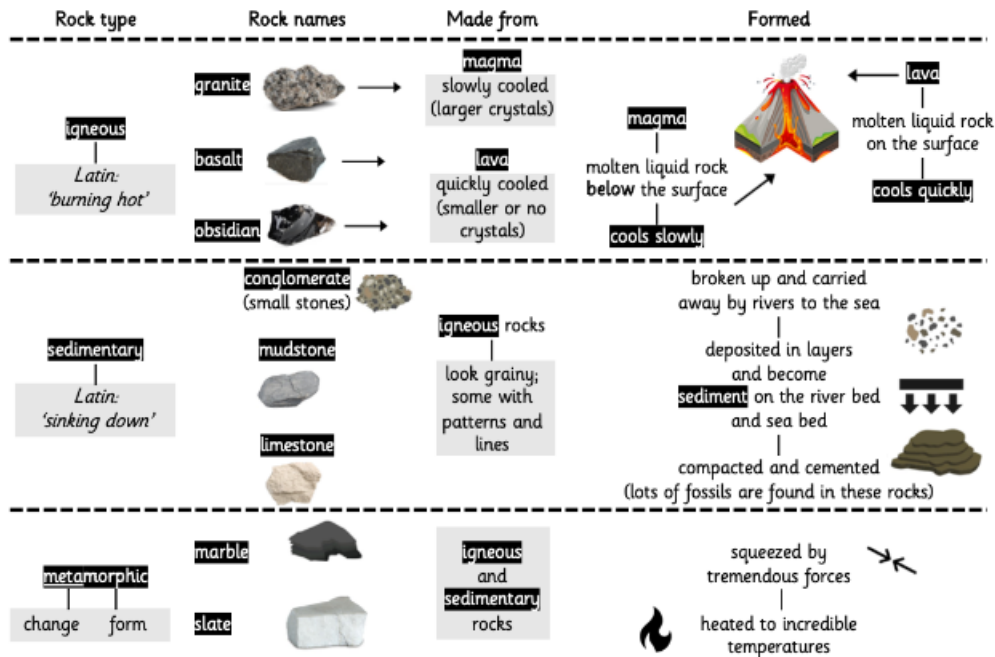
**Earth's surface**

completely made from rock  
mostly covered by soil



**rocks**

formed from natural material called **minerals**  
bricks and cement are NOT rocks



**soil** is made up of pieces of rock, minerals, decaying plants, micro-organisms and water.

**humus** remains of plants and animals that have died and are decaying.



**top layer**  
of soil with lots of nutrients and minerals.

**weathered rock**  
breakdown of rocks into smaller pieces

**solid rock**  
that soil sits on

**fossils**

the remains of prehistoric life

1. plant or animal dies
2. buried in sediment
3. bones or imprints are turned to stone
4. sealed in rock



**body fossils**

actual remains of a plant or animal, usually the hard parts.



**trace fossils**

footprints, trails, nests or changes to the environment that only living things can cause.



## Design and Technology

### Year 3: Textiles

#### *How can you make a box out of cloth?*



#### **Core content:**

Explore ways to stiffen fabric.  
Cover a box with cloth.  
Create a rigid box out of fabric.

#### **Technical vocabulary:**

**Starch** – a white substance that comes from potatoes and grains and is used to make cloth stiff.



**PVA glue** – an adhesive used to secure or 'paste' things like clothing, paper and wood.



**Gelatin** – a virtually colourless and tasteless protein used in food preparation, photographic processes and glue.



**Stiffen** – to make something, such as cloth, hard and unable to bend.



**Interfacing** – an additional layer applied to the inside of garments to add firmness, shape and structure.



**Cloth** – woven or felted fabric made from wool, cotton or a similar fibre.



## Art and Design

### Year 3: Drawing and Painting



#### Core content:

Experiment with and create marks using a range of materials, including paint.

Learn new painting techniques to create texture and shape.

#### Technical vocabulary:

**Impasto** – applying paint so thickly that it stands out from the surface, creating texture.



**Hue** – a shade of a colour.



**Sgraffito** – scratching through a layer to reveal another.



**Tonking** – taking paint off (or blotting) a surface to reveal other marks.



**Resist** – a method of applying paint over another medium such as wax, allowing previous marks made to remain visible through the paint.



**Primary Colours** – red, blue and yellow.



**Secondary colours** – colours made by mixing two primary colours.



#### Connections:

Vincent Van Gogh (1853 – 1890)  
Dutch painter



Cave art  
The earliest known drawings date from prehistoric times

