





Year 3 and 4 writing


Knowledge Organiser
Non-chronological reports (Year 3)


Formal tone 
Use standard English and formal phrases to show professionalism,
e.g. *Dinosaurs are well-known examples of creatures that once thrived in our country but are now extinct.*

Title and subheadings 
Use these to structure the text, e.g.
Extinct mammals of the UK
Cave lion
Woolly rhinoceros.


Paragraphs 
Use paragraphs to separate themes, e.g. each paragraph is about a different extinct mammal. Use a topic sentence and several supporting sentences.


Pronouns 
Use pronouns to avoid repetition, e.g.
These large, wild dogs hunted herds of grazing animals such as deer and elk. They arrived towards the end of the last Ice Age, around ten thousand years ago.


Precise nouns and verbs 
Select nouns and verbs to present information precisely, e.g.
They arrived towards the end of the last Ice Age, around ten thousand years ago.


Coordinating conjunctions 
Connect words, phrases and clauses with conjunctions, e.g.
They also had shorter legs and longer heads.


Knowledge Organiser
Formal letters to complain (Year 3)


Letter layout 
Use the correct layout of addresses and date.
Use a title to address the recipient and sign off correctly.

Letter structure 
State the problem.
Explain how the problem is being made worse.
Describe an additional problem it causes.
Propose a solution.
State next steps.

Direct address 
Use the second person to directly address the reader,
e.g. *Would you shop somewhere that makes you feel bad about yourself?*

Paragraphs 
Use a new paragraph for each main point, with a topic sentence and several supporting sentences.

Formal language 
Use standard English and formal phrases,
e.g. ... *I am concerned about the difficulties it presents to wheelchair users.*

Conjunctions 
Connect words, phrases or clauses with conjunctions,
e.g. *and, so, if, when, because.*

Knowledge Organiser
Historical stories including dialogue
(Year 3)

Develop a simple story plot



Use a five-step story plan.

1. Setting and main character are established.
2. Another character and a threat appear.
3. Characters make a plan and avert disaster.
4. Threat is unsuccessful.
5. Characters reflect.

Punctuate direct speech



Inverted commas are the symbols placed around words that are spoken, e.g. *"What's the matter?" murmured Ciara, sleepily.*

Sustain the third person perspective



Use the pronouns he, she, they, it for the third person, e.g. *He pointed towards the horizon.*

Sustain the simple past tense



Use for actions that have now finished, e.g. *Caradoc joined the other warriors at the top of the ramparts.*

Include historical references



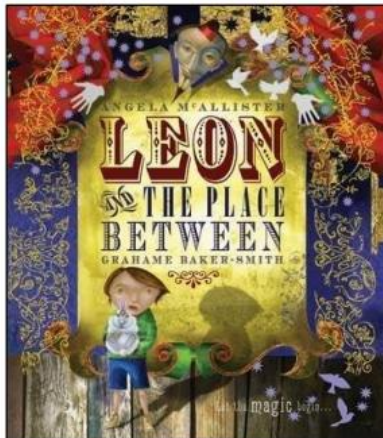
Use to set the story in the historical period, e.g. *Caradoc ran back down and joined her, banging his sword on a metal pot he had brought down from their roundhouse.*

Select vocabulary precisely

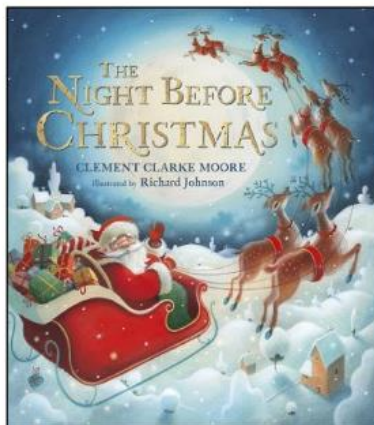


Use to create clear description and build atmosphere, e.g. *gasped* instead of *said*.

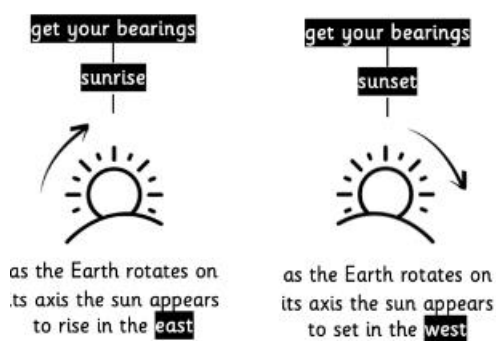
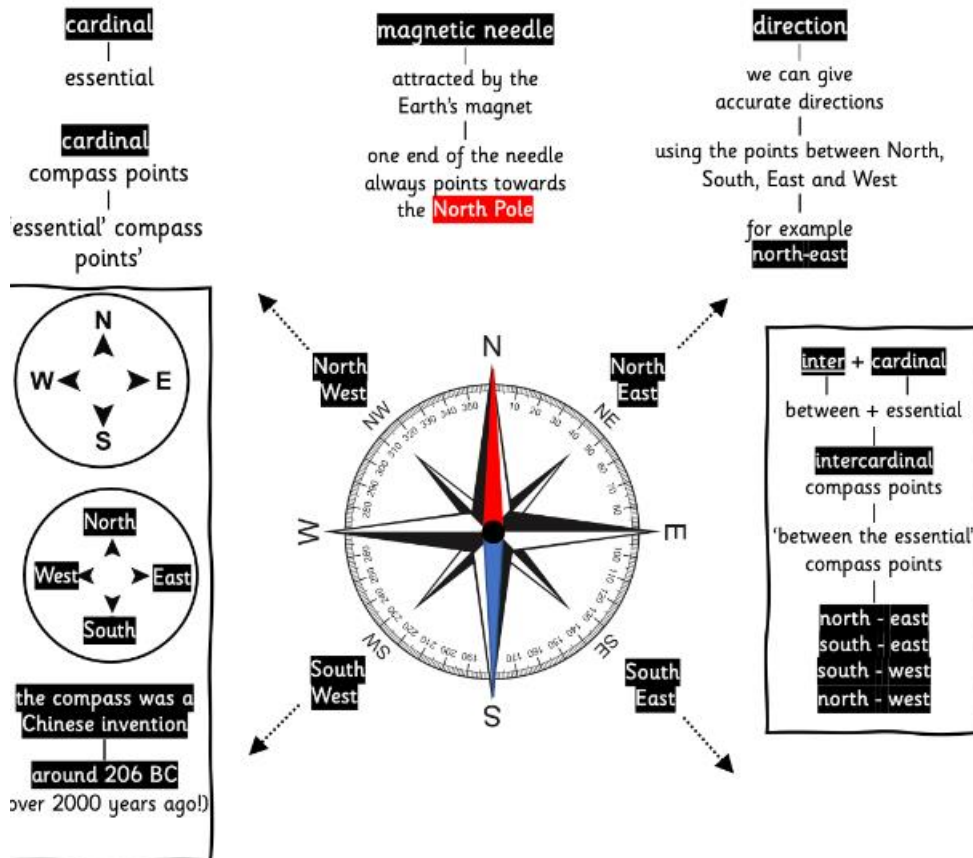
Reading



Being an avid believer in the wonder of magic, Leon desperately wants to now convince his siblings that magic exists. Whilst attending a magic show with his family, Leon volunteers to be in Abdul Kazam's magic show. He is magically transported to a mysterious and magical world called the Place Between. Grahame Baker-Smith's sumptuous illustrations only add to the magic. In addition, the fold-out pages and cut-out holes create the illusion for the reader that they are also part of this magical journey. Will Leon's experiences finally convince his family to believe in the power of magic?



Written during Christmas 1822 by Clement Clarke Moore for his six children, *The Night Before Christmas* is a poem which tells the story of how, whilst all the family sleeps, a father witnesses a visit from St. Nicholas. The father watches as St. Nicholas fills the waiting stockings with presents and, with a quick glance exchanged between them, leaves via the chimney. The poem is written in rhyming couplets, giving it a rhythmic and melodious quality. The poem has been set to music many times and has been recorded by a number of artists.



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

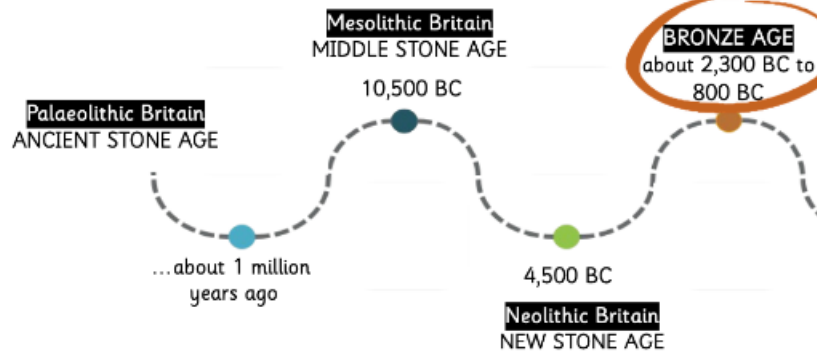


INTRODUCE

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



Bronze Age

defined by the technology to make metal
 copper + tin = bronze



technology

- metal tools and jewellery made from bronze
- bone and stone tools still used
- looms invented to weave material
- cloth woven to make clothes



people

- Beaker people arrived
- migrated from mainland Europe
- clans ruled by chieftains



places

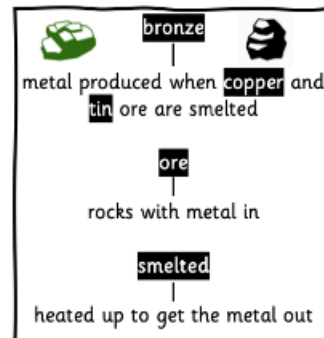
- metal production increased
- copper and tin mines dug
- villages by rivers
- Stonehenge – iconic religious stone circles



culture

- round barrows
- stone circles
- Stonehenge - important religious site

At the same time but in a different place
 The Ancient Egyptian civilisation was thriving
 with enormous cities and inspiring temples.



trade



people started to swap items,
 such as metal, pots and jewellery

transport



sturdy boats could travel across
 the sea to trade

Amesbury Archer



archaeologists found Beaker pots,
 arrowheads, boar tusks, copper
 knives, jewellery and a cushion
 stone



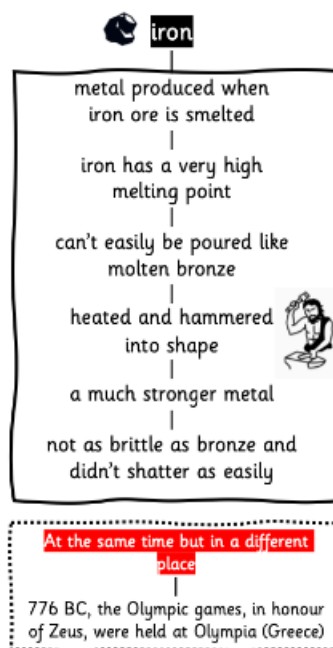
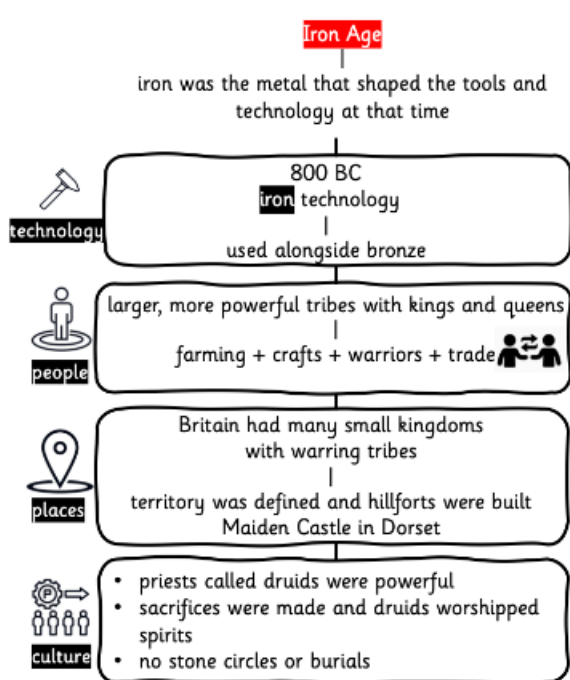
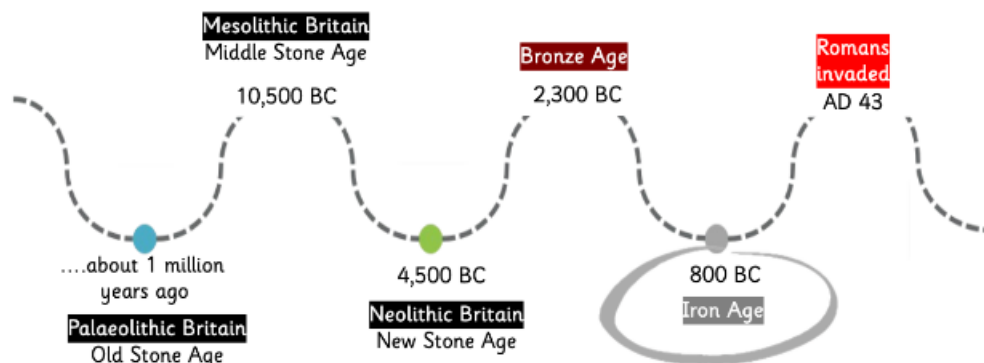
HISTORY

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

Year _____
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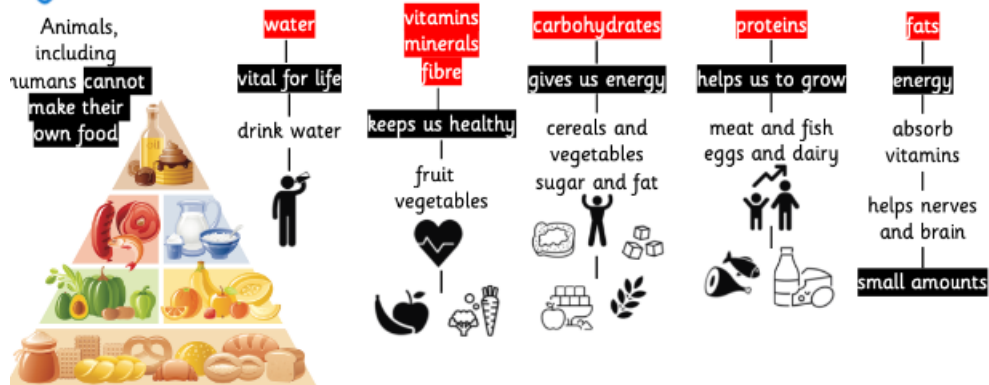
Science



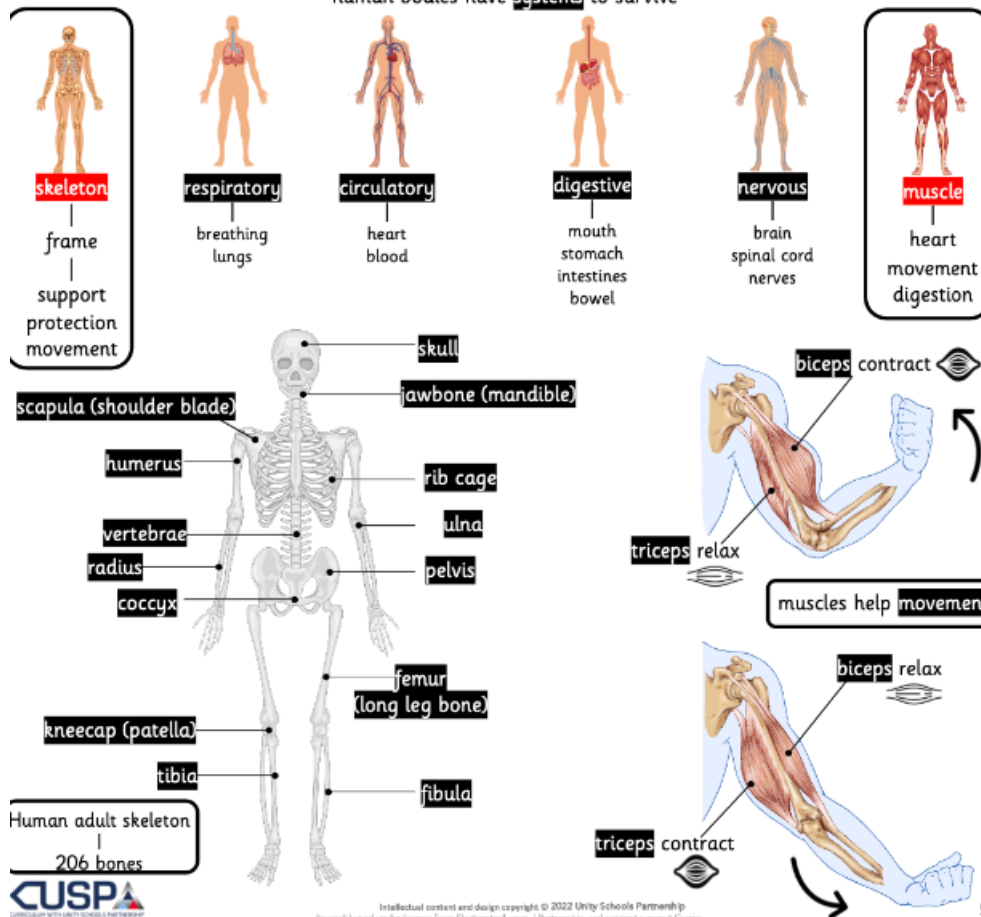
Science

Introduce Animals, including humans

Year ____ Term ____



human bodies have **systems** to survive



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Design and Technology

Year 3: Food and Nutrition *What do we mean by a balanced diet?*



Core content:

Learn what a balanced diet is.
Make three products that are often bought pre-made or highly processed.

Technical vocabulary:

Seasonal – fruit and vegetables that are ripe and ready in a particular season. They will no longer grow when the weather changes.



Balance – when different things exist in equal, correct or good amounts.



Preserve – to prevent something, especially food, from decaying.



Stew – to cook slowly in liquid.



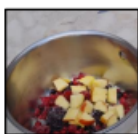
Pressure – the force or weight with which something presses against something else.



Seasoning – salt, herbs or spices added to food to enhance its flavour.



Techniques:



stewing



seasoning



slicing

Year 3: Printmaking



Core content:

Explore monotyping and block printing – create a range of marks using a roller and experiment with the effects of printing on different surfaces.

Technical vocabulary:

Textured – a surface that is not smooth.



Ink slab – a flat surface used for mixing and rolling out ink.



Thumbnail sketch – a small, detailed sketch that is usually done quickly without making corrections.



Monoprint – images or marks are scratched into a layer of ink before a print is taken.



Repeated – when an action is performed many times such as printing the same design to create a repeated pattern or when an image is printed again and again.



Impressed stamp – created by pressing objects into a material such as clay to produce patterns and textured effects. The stamp can be used to print from many times to create a repeated design.

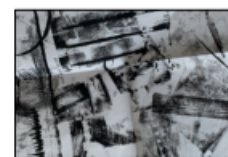


Abstract – the expression of ideas and feelings about people and objects rather than a realistic representation of these things.



Connections

Neil Bousfield
British printmaker
and engraver



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