

Year 3 and 4 writing

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Include historical references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*.














Knowledge Organiser
Third person narrative (Year 3)

Precise vocabulary

Use precise vocabulary to build an appropriate atmosphere, e.g. *long since disappeared.*

Simple past tense

Use the simple past tense for actions that have now finished. It is usually formed by adding -ed, e.g. ... *the blue tit retreated* ...

Metaphors to describe the setting

A metaphor describes something in a way that is different from its normal use, in order to show that the two things have the same qualities, e.g. *The thick carpet of snow* ...

Expanded noun phrases

Add detail to nouns by including one or more adjectives, e.g. *a long, harsh winter.*

Adverbs and prepositions to add detail


Describe how, when and where something happens using adverbs and prepositions, e.g. *high up in her favourite tree, into their dark holes.*


Third person perspective


Write in the third person from an outside perspective. Use the pronouns it, they, etc.


Clear and simple story plot


1. The setting and main character are described.
2. There is a difficult situation.
3. The main character needs help to survive.
4. Something happens to give the main character hope.
5. Other characters ruin the main character's chance.
6. The main character does not survive.

















Reading



This book sits somewhere between a picture book and a graphic novel. The book centres around Sam Wu trying to prove that he is not afraid of the dark which proves challenging when he is sent on a camping trip. Convinced that all sorts of dangers, from aliens to wolves, are hiding in the dark he sets out his plan to protect everyone from possible attacks. The chaotic illustrations amplify the humorous situations that Sam and his friends find themselves in as they try to execute his plan. It is easy to relate to this book as a fear of the dark is a common fear among children. It forms part of a series of books about conquering fears and will encourage pupils to explore other titles in the series.

Geography United Kingdom Study

Year ____ Term ____

Map of the United Kingdom

country England, Scotland, Wales, Northern Ireland

region the name of a large area in the U.K, such as the NORTH EAST

county an area that has a local government - Suffolk or Norfolk

capital city - the city that the government makes decisions from

city larger than a town - has airports, railways, shopping centres and banks. The largest size of place

settlement where people live - city, town or village

Topography

topo = place + graphy = describe
topography = describe a place

human (built) — features of the land

physical (natural) —

mountain
steeper than a hill and higher than 610m or 2,000ft

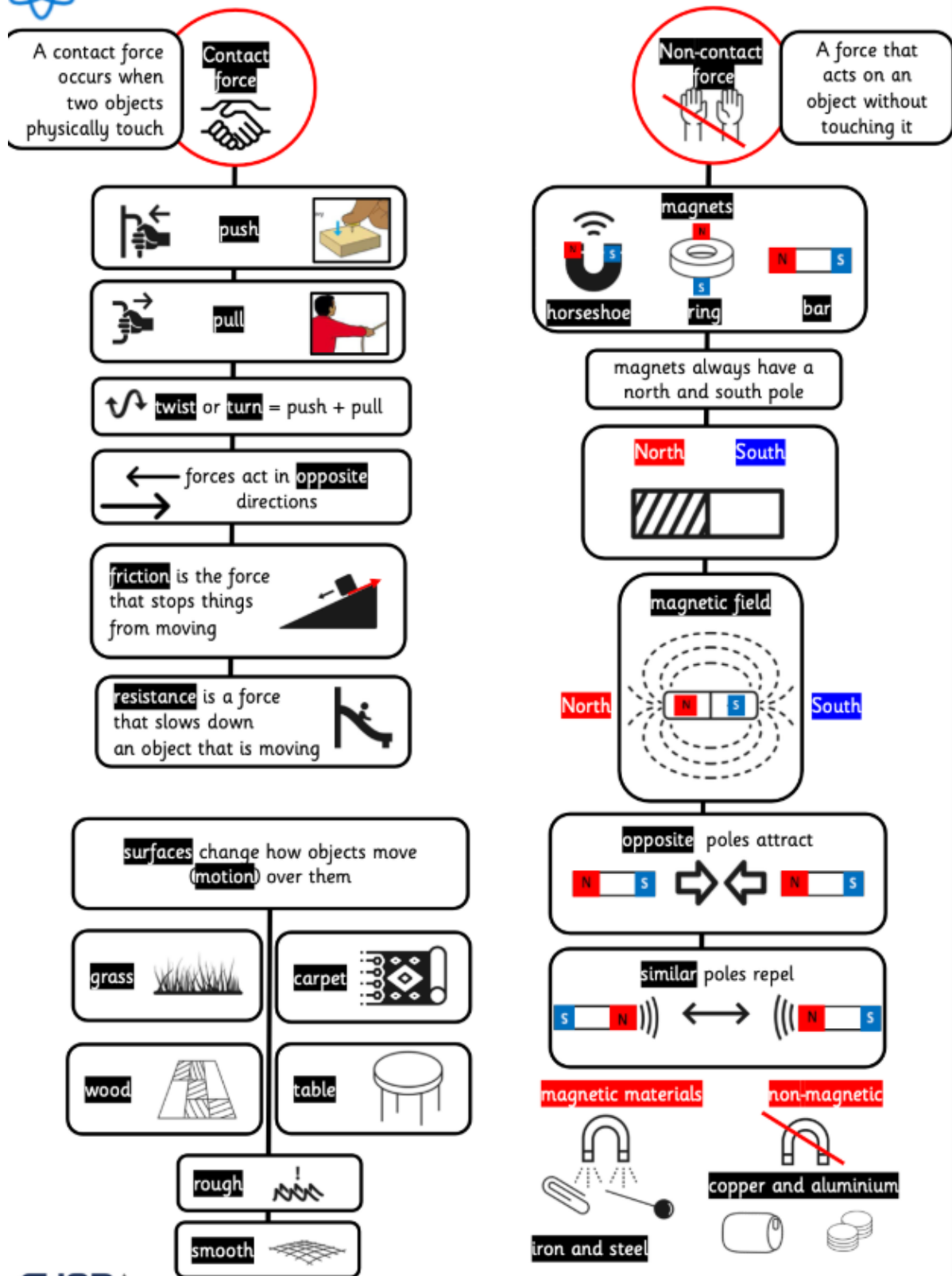
- Scotland - Highlands
 - Ben Nevis
 - Cairngorm
- England - Cumbria
 - Scafell Pike
- Wales - Eryri (Snowdonia)
 - Yr Wyddfa (Snowdon)
- Northern Ireland
 - Slieve Donard

Human landmarks

- Hadrian's Wall
- Angel of the North
- Stonehenge
- Tower Bridge
- White cliffs of Dover

Physical landmarks

Lower land Hills or mountains





Year 3: Mechanisms

How can you do a lot of work with little effort?



Core content:

Investigate various linkages and levers.
Design and make a linkages and levers product.
Select and use a variety of modelling materials.

Technical vocabulary:

Lever – a rigid body that has a fulcrum along its length.



Load – the weight of an object or objects being moved.



Effort – the force applied to make something move.



Fulcrum – the point where a lever pivots.



Linkage – a series of connected levers and pivots.



Mechanism – a system of parts working together in a machine.



Force – pushes or pulls, measured in Newtons.



Connections:

Archimedes
(287BC – 212BC)



Core content:

Combine form and texture to build relief images.

Create 3D insects, taking inspiration from Louise Bourgeois.

Technical vocabulary:

Pliers – a small two-handled tool for holding or pulling small objects such as nails or for cutting wire.



Parquetry – where patterns are stamped or scratched into the surface of the wet plaster on buildings.



Gauge – the thickness of something, especially metal or wire.



Gesso (jesso) – a mixture of plaster and glue used in painting, sculpture and as a base for decorating wood.



Installation – a collection of connected artworks that may take up an entire room or gallery.



Relief – raising shapes above a flat surface so that they stand out from it.



Connections:

Louise Bourgeois
(1911 – 2010)
French-American artist

