

## Year 3 & 4 English Knowledge Organiser

| Spellings                     |  |
|-------------------------------|--|
| <b>Root word</b>              | The word before prefixes and suffixes were added to change meaning <b>e.g. happy/unhappiness.</b>                  |
| <b>Common Exception Words</b> | A word which can't be phonetically decoded.  |
| <b>Homophone</b>              | Two different words that sound exactly the same when pronounced but have different spelling. <b>E.g. here/hear</b> |
| <b>Word family</b>            | Based on common words, showing how words are related in form and meaning. E.g. solve, solution, dissolve.          |
| <b>Compound Word</b>          | Two different words that sound exactly the same when pronounced but have different spelling. E.g. here and hear.   |

| Reading            |  |
|--------------------|--|
| <b>Prediction</b>  | Saying what will happen next as a result of something.                           |
| <b>Sequencing</b>  | Ordering events by how they appear in the text.                                  |
| <b>Decoding</b>    | Breaking a word down into different phonemes to help read it.                    |
| <b>Retrieval</b>   | Finding information from a text.   |
| <b>Vocabulary</b>  | Understanding the meaning of words within texts.                                 |
| <b>Inference</b>   | Making assumptions about what is happening in a text from what you already know. |
| <b>Summarising</b> | Identifying the key moments in a text.   |

| Grammar and Punctuation   |   |
|---------------------------|---|
| <b>Paragraph</b>          | Used to organise ideas around a theme.  |
| <b>Standard form</b>      | Standard English – grammatically accurate verb forms used. <b>E.g. We were instead of we was.</b>   |
| <b>Inverted Commas</b>    | Used to punctuate direct speech – used around the part being spoken. <b>E.g. “Sit down!”, shouted the driver.</b>   |
| <b>Clause</b>             | A group of words/part of a sentence, must contain a verb. <b>E.g. she answered the phone.</b>   |
| <b>Subordinate clause</b> | Used to separate items in a list. <b>E.g. The fox was hungry, mean and sly.</b><br>Used after a fronted adverbial.  |
| <b>Comma</b>              | Clauses that begin with a relative pronoun - who, which, where, when, whose, that   |
| <b>Apostrophe</b>         | To mark where letters are missing. <b>E.g. can't, didn't (omission)</b><br>To mark singular possession in nouns. <b>E.g. the girl's book. (possession)</b><br>To mark plural possession in nouns. <b>E.g. the girls' books.</b> |
| <b>Prefix</b>             | Can be added to the start of a verb, noun and adjective to change the meaning.  |

|               |  |
|---------------|--|
| <b>Suffix</b> | Can be added to the end of a verb, noun and adjective to change the meaning. |
|---------------|--|

| <b>Writing key concepts</b> |   |
|-----------------------------|---|
| <b>Coordination</b>         | Using the conjunctions <b>for, and, nor, but, or, yet and so.</b>   |
| <b>Subordination</b>        | Using the conjunctions <b>if, since, as, when, although, while, after, before, until and because.</b>   |
| <b>Preposition</b>          | Shows when or where something happened <b>e.g. before, after, during, in, under etc.</b>  |
| <b>Adverbial</b>            | Links ideas within and across paragraphs. Can be adverbials of time (e.g. later, in the morning), place (e.g. nearby, in the park) and number (e.g. firstly)  |
| <b>Pronoun</b>              | A word that takes place of a noun or a name <b>e.g. it, he, she</b><br>Possessive pronoun – words that demonstrate ownership <b>e.g. his, her, their</b>  |
| <b>Cohesion</b>             | Devices used such as <b>conjunctions, prepositions, adverbials and pronouns so a text flows and reads well.</b>   |
| <b>Heading/subheading</b>   | Presentation device to guide the reader in a non-fiction text.  |
| <b>Determiner</b>           | Used before a noun, a modifying word to determine the noun described. E.g. <b>an apple, this apple, her apple, some apples, three apples.</b>   |
| <b>Alliteration</b>         | Two or more words next to or close to each other in a sentence which start with the same sound or effect. <b>e.g. six sizzling sausages</b>   |
| <b>Simile</b>               | Comparing one thing to another using like or as. <b>E.g. As tall as a giraffe, it towered above the rooftops. His cheeks were red, like a ready to eat tomato.</b>  |
| <b>Metaphor</b>             | Comparing two things, saying one this is the for effect.  |
| <b>Tense</b>                | Past tense Describes what is happening <b>e.g. I play football, I am playing football</b><br>Present tense Describes what did happen <b>e.g. I played football, I was playing football</b><br>Present perfect describes a past event which is still taking place. <b>He has played for the team for four years.</b> |
| <b>Cursive</b>              | The formation of letters to allow joined handwriting  |





## Subject: Y3 Computing

### Topic: Touch Typing

#### Unit overview

This unit is designed to help the children learn the basics of quick and efficient typing.

#### Learning Outcomes

To understand the correct way to sit at the keyboard.

To learn how to use the home, top and bottom row keys.

To practise typing with the left and right hand.

To introduce typing terminology.

#### Key Questions

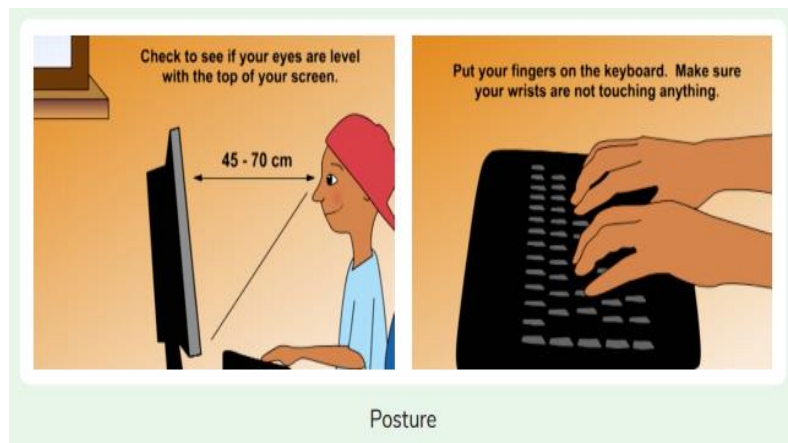
Why should I have a good posture at the computer?

A good posture is important to help you avoid any injuries that come from repeatedly using the computer incorrectly.

Why should I type certain keys with certain fingers?

Using specific fingers for specific keys allows you to type more quickly.

#### Key Facts/dates – Sticky Knowledge



#### Key Vocabulary

##### Posture

The correct way to sit at the computer.

##### Top row keys

The keys on the top row of the keyboard.

##### Home row keys

The keys on the middle row of the keyboard.

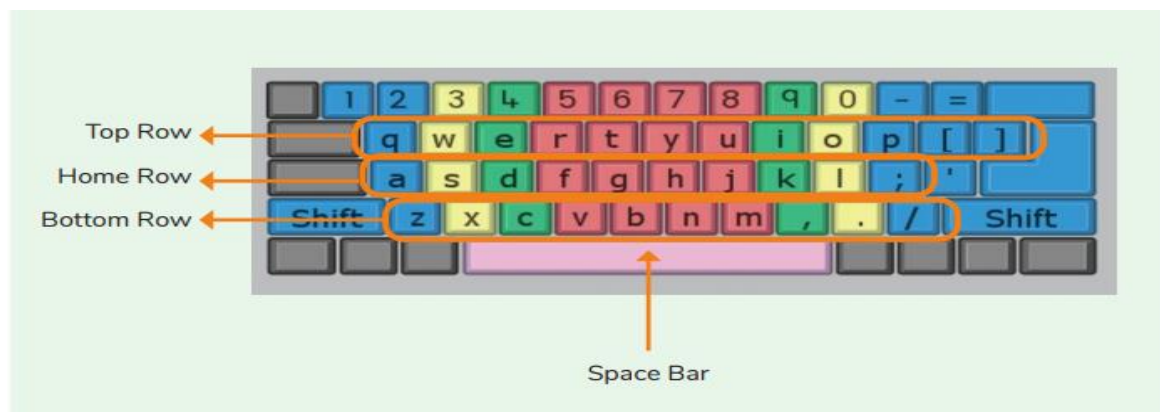
##### 2Type Bottom row keys

The keys on the bottom row of the keyboard.

##### Space bar

The bar at the bottom of the keyboard.

#### Key Facts/dates – Sticky Knowledge



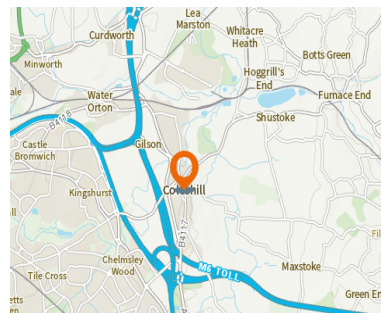


## Subject: Y3 Geography

### Topic: Land Use

#### Unit overview

This unit on land use provides children with the chance to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.



#### Key Vocabulary

|                    |  |
|--------------------|--|
| <b>map</b>         | representation of an area of land or sea showing physical features |
| <b>map key</b>     | explains the symbols on a map and provides a scale                 |
| <b>symbols</b>     | Pictures or icons to represent real life features                  |
| <b>agriculture</b> | practice of farming, growing of crops and the rearing of animals   |
| <b>counties</b>    | Areas that countries or states are divided into                    |
| <b>urban</b>       | Towns and cities.  |
| <b>rural</b>       | Countryside or farmland  |
| <b>retail</b>      | Shops where people can buy items.                                  |
| <b>recreation</b>  | An activity done for pleasure e.g. swimming, riding a bike.        |



#### Cartographer

A **cartographer** is someone who draws or makes maps.

**James Cook** was a famous British cartographer and explorer.

**James Cook**  
(1728-1779)

Today, technology helps to produce maps using photographs and videos of the area.

#### Sticky Knowledge

##### Sketch map



A sketch map contains:

a title   a key   map symbols  
simple lines   labels   compass  
enough detail to give a 'rough idea'  
colours to show different things

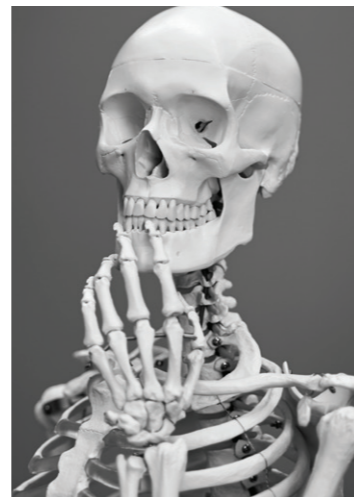


#### How is land uses in the UK?

|   |   |
|---|---|
| <b>90% of land in the UK is rural.</b>                    | <b>10% of the UK is urban.</b>  |
| farming<br>business<br>housing<br>recreation<br>education | housing<br>business<br>factories<br>healthcare<br>education<br>recreation<br>retail |

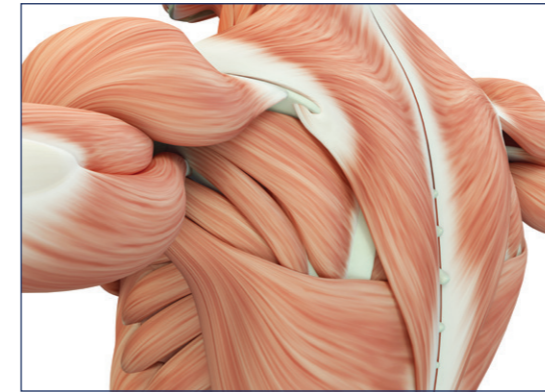


| Glossary |                     |   |
|----------|---------------------|---|
| 1        | <b>bone</b>         | a hard white material making up the skeleton  |
| 2        | <b>carnivore</b>    | an animal which eats only meat (other animals)                                      |
| 3        | <b>cartilage</b>    | a flexible material found in parts of the body                                      |
| 4        | <b>endoskeleton</b> | a hard skeleton found on the inside of a body                                       |
| 5        | <b>exoskeleton</b>  | a hard skeleton found on the outside of a body                                      |
| 6        | <b>food chain</b>   | the chain of nutrition from animal to animal which always starts with a green plant |
| 7        | <b>herbivore</b>    | an animal which eats only plants  |
| 8        | <b>invertebrate</b> | an animal without a vertebral column or backbone                                    |
| 9        | <b>joint</b>        | a place where two bones meet and are able to move                                   |
| 10       | <b>ligament</b>     | straps two bones together and holds them in place                                   |
| 11       | <b>movement</b>     | the act of moving   |
| 12       | <b>muscle</b>       | tissue in the body which is able to contract and relax                              |
| 13       | <b>nutrition</b>    | the process of providing the body with what it needs                                |
| 14       | <b>omnivore</b>     | an animal which eats both meat and plants   |
| 15       | <b>protection</b>   | to prevent something from being damaged   |
| 16       | <b>skeleton</b>     | the human skeleton is a framework of bones  |
| 17       | <b>support</b>      | to hold something in place  |
| 18       | <b>tendon</b>       | attaches muscle to bone   |
| 19       | <b>vertebrate</b>   | an animal with a vertebral column or backbone                                       |



**What is a muscle?**

A skeletal muscle is a type of tissue that works with the bones in our skeleton to allow us to move. Muscles and bones are joined together by tendons and as the muscle contracts and relaxes, the bone it is attached to will move at the same time.



**What are animal skeletons like?**

Animals can either be a vertebrate or an invertebrate. A vertebrate has a vertebral column. A human is an example of a vertebrate. An invertebrate does not have a vertebral column. Insects are invertebrate.

Another way to group animal skeletons is to decide whether they have an endoskeleton or an exoskeleton.

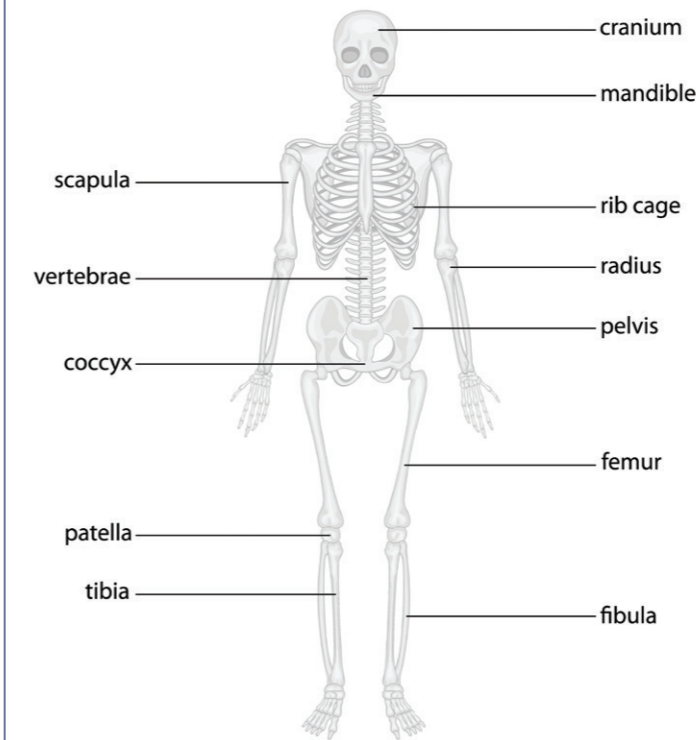
An endoskeleton is on the inside of the body and an exoskeleton is on the outside of the body.

This crab here has an exoskeleton. It is a hard shell on the outside of its body.



**Which bones make up the human skeleton?**

The human skeleton is made up of a range of different bones. You can see those bones and some of their scientific names here:



**What is nutrition?**

Nutrition is the process of giving our body what it needs in order to work properly. We usually do this by eating food and it is important to eat the right balance of foods because our bodies need lots of different things.

They need proteins, fats, carbohydrates, vitamins, minerals and fibre. We can get all of these things by eating the right amounts of different foods including fruits and vegetables, bread, fish, cereals, meats and beans. If you do not eat meat then you can often get what you need by eating different vegetables, oils and nuts instead.



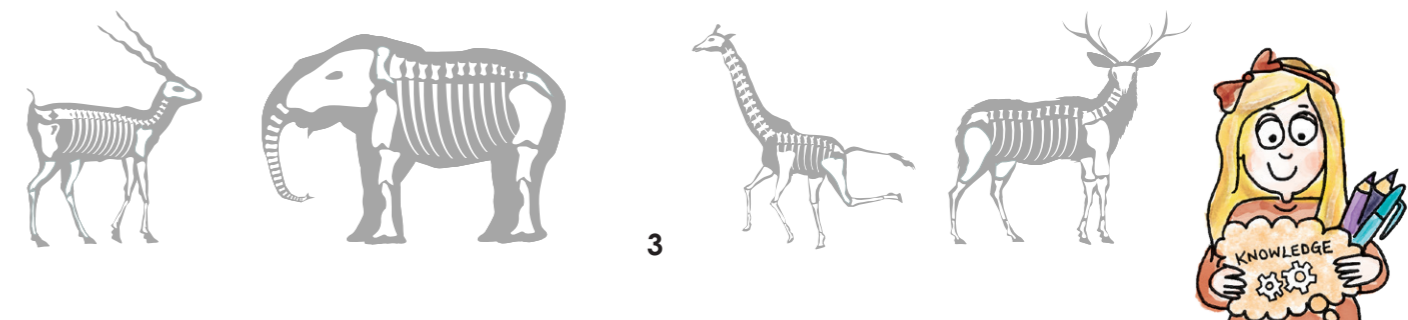
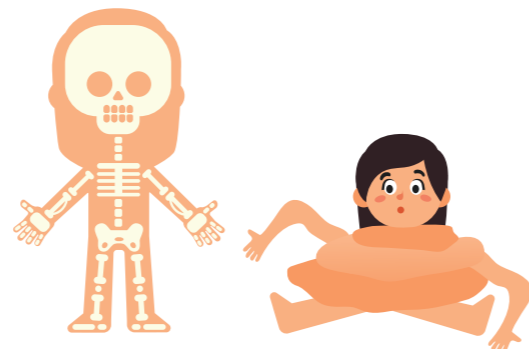
**What is a skeleton and why do we need one?**

The adult human skeleton is a framework of 206 different bones. We have a skeleton for three main reasons: support, protection and movement.

Our skeleton protects our vital organs (such as our heart, lungs and brain) from being damaged. We need to keep our organs safe because they perform very important jobs. Our heart pumps blood all around our body and our lungs allow us to breathe in oxygen from air.

Our skeleton supports our bodies by maintaining our shape and allowing us to stand up straight. If we did not have a skeleton we could end up looking like this picture here. We would have nothing supporting our skin and organs.

Our skeleton also works with our muscles to allow us to move from one place to another. Without our skeleton we would not be able to move any parts of our body such as our arms, legs, fingers, toes, jaw and hips. We would not be able to run, jump or pick things up.



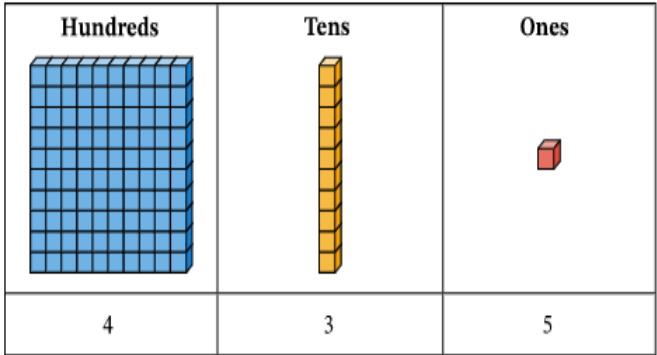


**Subject: Y3 Maths**  
**Topic: Number and Place Value**

**Key Vocabulary**  
**Hundreds, tens, ones,**  
**zero**  
**place value**  
**greater than, less than**  
**order, compare**  
**more, less**  
**partition, digit**

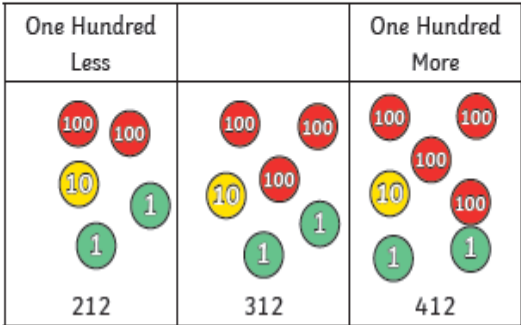
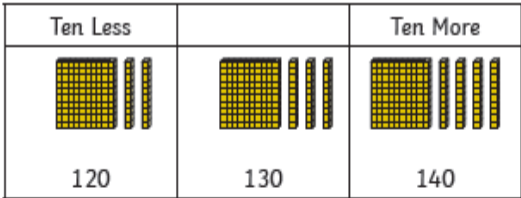
**Unit overview**

In this unit, children will learn to represent numbers to 100 and then 1000 using a range of concrete materials; they will explore how to partition numbers into hundreds, tens and ones; they will learn to represent numbers in a place-value grid and on a numberline;. They will find, 1, 10 and 100 more than a given number and compare numbers to 1000.



**3 -digit number -435**

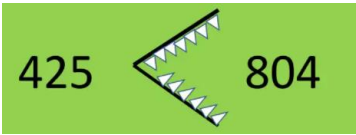
**10 and 100 more or less**



**Key Facts/dates – Sticky Knowledge**



**Counting in 50s and 100s**

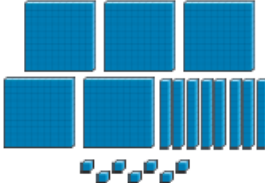


**Comparing numbers to 1000.**

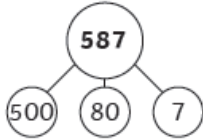
**Greater than > Less than <**

**587**

five hundred and eighty-seven



$500 + 80 + 7$



**Representing numbers to 1000**

- Numerals and words to 1000**
- 100- one hundred
  - 200- two hundred
  - 300 – three hundred
  - 400 – four hundred
  - 500 – five hundred
  - 600 – six hundred
  - 700 – seven hundred
  - 800 – eight hundred
  - 900 – nine hundred
  - 1000- one thousand