

## 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> 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> To mark singular possession in nouns. <b>E.g. the girl's book. (possession)</b> 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.
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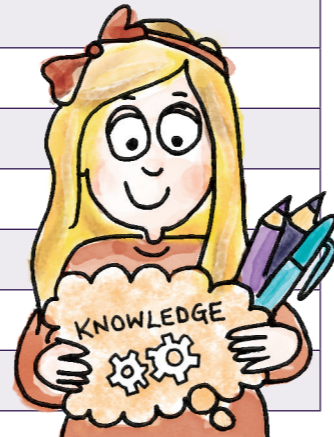
<b>Writing key concepts</b>	
<b>Coordination</b>	Using the conjunctions <b>for, and, nor, but, or, yet and so.</b>
<b>Subordination</b>	Using the conjunctions <b>if, since, as, when, although, while, after, before, until and because.</b>
<b>Preposition</b>	Shows when or where something happened e.g. <b>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 e.g. <b>it, he, she</b> Possessive pronoun – words that demonstrate ownership e.g. <b>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. e.g. <b>six sizzling sausages</b>
<b>Simile</b>	Comparing one thing to another using like or as. E.g. <b>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 e.g. <b>I play football, I am playing football</b> Present tense Describes what did happen e.g. <b>I played football, I was playing football</b> 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





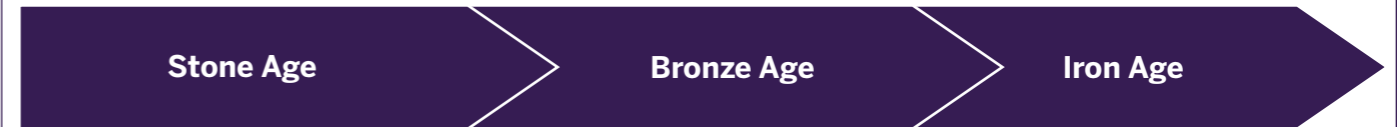
Glossary

1	<b>Prehistory</b>	The time before written records.
2	<b>Prehistoric</b>	Something or someone from the time of prehistory.
3	<b>Written Records</b>	Records that are writing — not pictures, places or objects.
4	<b>Evidence</b>	Something you can see or read.
5	<b>Artefacts</b>	An object from the past.
6	<b>Stone Age</b>	The first part of prehistory.
7	<b>Bronze Age</b>	The second part of prehistory.
8	<b>Iron Age</b>	The third part of prehistory.
9	<b>Palaeolithic</b>	The first part of the Stone Age.
10	<b>Mesolithic</b>	The second part of the Stone Age.
11	<b>Neolithic</b>	The third part of the Stone Age.
12	<b>Hunter-gatherer</b>	Someone who hunts or collects food that grows in the wild.
13	<b>Agriculture</b>	Another word for farming.
14	<b>Pottery</b>	Objects made from clay.
15	<b>Metalworking</b>	Making something out of metal.
16	<b>Bronze</b>	A type of metal made out of copper and tin.
17	<b>Iron</b>	A type of metal discovered and used in the Iron Age.
18	<b>Hillfort</b>	A settlement on the top of a protective hill.
19	<b>Roundhouses</b>	Houses that were round with thatched rooves.
20	<b>Monument</b>	Something built for an important reason.



When where the Stone, Bronze and Iron Ages?

The Stone, Bronze and Iron Ages were a long, long time ago. The Stone Age in Britain was when humans first properly settled in Britain and was nearly 1 million years ago. The Bronze Age followed the Stone Age and began around 4000 years ago. The Iron Age followed the Bronze Age and began around 3000 years ago. All of these time periods make up prehistoric Britain and were the years before there were any written records. Written records in Britain only began around 1980 years ago. This means that for almost 1 million years, humans were living in Britain and they did not write anything down.



Around 1 million to 4000 years ago. | Around 4000 to 3000 years ago. | Around 3000 to 1980 years ago.

Beginning of the Stone Age	End of the Stone Age	Bronze Age	Iron Age
At the start of the Stone Age, people were hunter-gatherers who needed to move around to find food. There were no permanent settlements and people made simple shelters or lived in natural caves. They used stone tools.	By the end of the Stone Age, people had learnt how to farm. They built more permanent settlements because they did not need to move around to find food anymore. They also developed their skills in pottery and weaving.	In Bronze Age, the people of Britain learnt how to make bronze and extract other metals from rocks. They learnt these metalworking skills from the people migrating from Europe to Britain. People started to become powerful and wealthy and conflict started.	In the Iron Age people started to use iron to make things. There were more conflicts between the tribes of people and so they built hillforts to protect themselves, their land and their possessions. The Iron Age Britons had a lot in common with the Iron Age Europeans.

Significant People and Places

<b>Swanscombe Man</b>	<b>Red Lady of Paviland</b>	<b>Doggerland</b>	<b>Skara Brae</b>
The Swanscombe Man is the name given to a set of human remains dating from the Stone Age.	The Red Lady of Paviland is the name given to a set of human remains found buried with shell beads and carved ivory.	Doggerland is the name given to an area of land or land bridge, which used to join Britain to the rest of Europe during the Stone Age.	Skara Brae is the best preserved prehistoric settlement in Western Europe. It is located on one of the Scottish Orkney islands.

Significant People and Places

<b>Stonehenge</b>	<b>Silbury Hill</b>	<b>Danebury Hill Fort</b>	<b>Maiden Castle</b>
Stonehenge is the best known prehistoric monument in Europe.	Silbury Hill is the largest prehistoric artificial mound in Europe.	Danebury is an Iron Age hill fort located in Hampshire, England.	Maiden Castle is located in Dorset, England. It is one of the largest Iron Age hill forts in Europe.



**Subject: Y3 Maths**  
**Topic: Addition and Subtraction**



- Key Vocabulary**
- add
  - column addition
  - total
  - plus
  - more
  - increase
  - altogether
  - difference
  - subtract
  - less
  - minus
  - decrease
  - take away
  - how many are left?
  - exchange
  - estimate
  - inverse operation
  - Sum
  - number facts

**Estimating**

Estimate  $167 - 89$   
Use near numbers  $170 - 90 = 80$

Near numbers:

413	279	521	782
↓	↓	↓	↓
400	300	500	800

**Unit overview**

In this unit, children will add and subtract multiples of multiples of 100, add and subtract 2 digit and 1 digit numbers and 3 digit and 1 digit numbers and 3 digit and 2 digit numbers, not crossing 10 and 100 and crossing 10 and 100. They will estimate and check answers. The children will have the opportunity to recap and consolidate formal written methods.

**Key Facts/dates – Sticky Knowledge**

Counting in multiples of 10	3 digit and 1 digit numbers	3 digit and 2 digit numbers																												
<p><b>200 + 400 = 600</b></p> <p>Part-Whole</p> <p>Use a Part, Part – Whole model</p> <p>Use a bar model</p>	<p>Not crossing 10s</p> $268 - 4 = 264$	<p><math>321 - 70 =</math></p> <p><math>176 + 40 =</math></p> <p>Using formal written methods</p> <table border="1"> <tr><td></td><td>3</td><td>1</td><td>7</td></tr> <tr><td>+</td><td></td><td>4</td><td>6</td></tr> <tr><td></td><td>3</td><td>6</td><td>3</td></tr> <tr><td></td><td></td><td></td><td>1</td></tr> </table> <table border="1"> <tr><td></td><td>3</td><td>1</td><td>7</td></tr> <tr><td>-</td><td></td><td>7</td><td>2</td></tr> <tr><td></td><td>3</td><td>6</td><td>2</td></tr> </table>		3	1	7	+		4	6		3	6	3				1		3	1	7	-		7	2		3	6	2
	3	1	7																											
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			1																											
	3	1	7																											
-		7	2																											
	3	6	2																											
	<p>Crossing 10s (Exchanging)</p> $343 + 6 = 349$	<p><math>321 - 4 =</math></p>																												



**Subject: Y3 Maths**  
**Topic: Multiplication and Division**

**Key Vocabulary**

equal groups of  
lots of  
array  
multiply by  
divide by  
share by  
times tables  
family facts

**An array can show two different multiplication facts:**

**4 groups of 6**  
and  
**6 groups of 4**

$4 \times 6 = 24$        $6 \times 4 = 24$

**Unit overview**

In this unit, children will recap their knowledge of making and adding equal groups. They will link repeated addition and multiplication together and explore the commutativity of multiplication facts e.g.  $2 \times 5 = 5 \times 2$ . They will be introduced to the '÷' sign and investigate the link between division and multiplication. Children will learn to multiply and divide 2 digit numbers by 1 and 2 digits, using formal methods alongside concrete representations.

**How can we divide using equal groups?**

$12 \div 4 = 3$

**How many equal groups of 4?**

**How can we divide with simple remainders?**

$10 \div 3 = 3 \text{ r}1$

**Multiplication with regrouping.**

	T	O
	2	4
x		4
	9	6
	1	

**Key Facts/dates – Sticky Knowledge**

**Multiplication and division facts for 3, 4 and 8 multiplication tables**

$1 \times 3=3$	$3 \div 3=1$	$1 \times 4=4$	$4 \div 4=1$	$1 \times 8=8$	$8 \div 8=1$
$2 \times 3=6$	$6 \div 3=2$	$2 \times 4=8$	$8 \div 4=2$	$2 \times 8=16$	$16 \div 8=2$
$3 \times 3=9$	$9 \div 3=3$	$3 \times 4=12$	$12 \div 4=3$	$3 \times 8=24$	$24 \div 8=3$
$4 \times 3=12$	$12 \div 3=4$	$4 \times 4=16$	$16 \div 4=4$	$4 \times 8=32$	$32 \div 8=4$
$5 \times 3=15$	$15 \div 3=5$	$5 \times 4=20$	$20 \div 4=5$	$5 \times 8=40$	$40 \div 8=5$
$6 \times 3=18$	$18 \div 3=6$	$6 \times 4=24$	$24 \div 4=6$	$6 \times 8=48$	$48 \div 8=6$
$7 \times 3=21$	$21 \div 3=7$	$7 \times 4=28$	$28 \div 4=7$	$7 \times 8=56$	$56 \div 8=7$
$8 \times 3=24$	$24 \div 3=8$	$8 \times 4=32$	$32 \div 4=8$	$8 \times 8=64$	$64 \div 8=8$
$9 \times 3=27$	$27 \div 3=9$	$9 \times 4=36$	$36 \div 4=9$	$9 \times 8=72$	$72 \div 8=9$
$10 \times 3=30$	$30 \div 3=10$	$10 \times 4=40$	$40 \div 4=10$	$10 \times 8=80$	$80 \div 8=10$
$11 \times 3=33$	$33 \div 3=11$	$11 \times 4=44$	$44 \div 4=11$	$11 \times 8=88$	$88 \div 8=11$
$12 \times 3=36$	$36 \div 3=12$	$12 \times 4=48$	$48 \div 4=12$	$12 \times 8=96$	$96 \div 8=12$



## Year 3 Unit G:

### Prayer

### Key Vocabulary

Prayer, Cross, Candles, Church building, Blessed Sacrament, holy water, confession, statues, genuflection, sign of peace, sukkot, Psalm.

### Learning Outcomes

Know about Jesus praying to God his Father

Understand some reasons why this time of prayer was important to him.

Join in moments of prayerful reflection.

Know that many places are special for people to pray.

Identify some of the places in a Catholic Church that help people to pray

Recognise that the importance of signs and symbols and actions in moments of prayer and worship.

Know about some of the Jewish festivals of prayer that Jesus would have celebrated.

Discuss and reflect on some of the psalms as prayers Jesus would have known.

Know by heart the words of the "Our Father" and the "Hail Mary".

Be able to discuss the statements in the prayers and some meanings to them.



### Unit overview

This unit involves the children learning something about the prayer life of Jesus. They will examine and reflect on some of the ways in which Catholics pray and the signs and symbols associated with prayer.

The unit links with previous work on prayer in Year 2

### Bible References:

Mk.1: 35-36 – Jesus Goes to Pray in the Hills

Mk.6: 9-15 and Lk.11: 1-4

– Jesus Teaches His Apostles to Pray



### Windows of reflection (things to think about)

Jesus enjoyed spending time and doing things with other people. Can you recall different events from his life when he did this?

What does the prayer 'Our Father' tell us about God as our Father?

Which special places help you think about God?

### Prayer tasks linked to unit and learning beyond the classroom:

Find out about Sukkot, the Jewish feast of the harvest. Create your own Sukkah.



The roof of the Sukkah must be made from something which grew from the ground (e.g. branches are allowed, plastic or metal is not). It must be possible to see at least 3 stars in the night sky through the sukkah roof (it must not be such a good roof that it protects us totally from the environment – instead, we need to still have some trust that God will continue to protect us).



**Year 3 Unit E:  
We listen to God’s Word at Mass.**

**Key Vocabulary**

listening  
hearing  
Liturgy of the Word  
Old Testament  
Responsorial Psalm  
New Testament,  
Gospel

**Learning Outcome**

Know that in the Liturgy of the Word at Mass God is speaking to us.  
Understand the meaning of some readings we hear at Mass.  
That the first reading in Mass usually comes from the Old Testament.  
That the responsorial psalm is a song from the Book of Psalms.  
Know that the second reading at Mass comes from the New Testament.  
Be able to discuss some of the teachings of the New Testament letters.  
That in the four gospels we listen to the words of Jesus and the story of his life.  
That the gospel reading is the most important part of the Liturgy of the Word.  
Be able to join in with associated responses and actions.

**Unit overview**

This unit involves the children in thinking about listening and finding out about the Liturgy of the Word at Mass. Through this topic we will explore the value and the importance of listening to the Word of God in the Scriptures.

This unit builds on previous learning on the Mass in the Belonging theme and also in the Year 2 unit on the Mass.

**Windows of reflection (things to think about)**

Why do we need to listen? What does listening help us to do?

What do the stories from the Old Testament tell us about God?

At the end of the first reading, the people reply: “Thanks be to God” Why?

**Bible References:**

*1 Samuel 3: 1-12* – The Call of Samuel  
*Psalms 150, 136(135), 148(147) 67(66)*  
*1 Corinthians 13: 4-8* – Hymn to Love  
*1 Corinthians 11: 23-26* – Institution of the Eucharist



**Prayer tasks linked to unit and learning beyond the classroom:**

- Do you think that God might continue to speak today, calling people to do something special with their lives for him? Write about how you could respond to God’s calling. What special thing could you do with your life?
- The first reading in Mass usually comes from the Old Testament. Where does the Old Testament appear in the Bible? Which stories can you recall from the Old Testament? Create a fact file, recording the story and any message contained in the story?
- Look at the New Testament readings, e.g. *1 Corinthians 13:4-8*; *1 Corinthians 11:23-26*; *Colossians 3:16-17*; *1 John 4:7*. What messages are contained in these readings?

In the gospels, we find numerous stories and events which remind Christians about the importance of listening to the words of Jesus. Read the stories of the Baptism of Jesus and the Presentation of Jesus in the Temple. Create drawings and speech bubbles to capture the thoughts and feelings of those present.



Glossary

1	<b>Earth</b>	The planet we live on.
2	<b>Rock</b>	A solid material made from minerals and/or grains.
3	<b>Molten</b>	Something that has melted.
4	<b>Grain</b>	A tiny, hard part of something — like sand.
5	<b>Mineral</b>	A natural solid formed in the Earth.
6	<b>Crystal</b>	A clear or transparent mineral.
7	<b>Anthropic Rock</b>	Rock that is man-made — like a brick or concrete.
8	<b>Igneous Rock</b>	Rock formed when lava or magma cools.
9	<b>Sediment</b>	Grains that are carried by the wind or by water to the land or the seabed.
10	<b>Sedimentary Rock</b>	Rock formed when layers of sediment are pressed together.
11	<b>Metamorphic Rock</b>	Sedimentary or igneous rock that has been changed by heat or pressure.
12	<b>Durable</b>	How strong something is.
13	<b>Permeable</b>	Something which lets water or air pass through it.
14	<b>Impermeable</b>	Something which does not let water or air pass through it.
15	<b>Fossil</b>	The remains or trace of a living thing from a long time ago.
16	<b>Fossilisation</b>	The process of a living thing becoming a fossil.
17	<b>Remains</b>	What is left when a living thing dies.
18	<b>Erosion</b>	Water, wind and other types of weather wearing something like rock away.
19	<b>Palaeontologist</b>	Someone who studies fossils.
20	<b>Soil</b>	The loose top layer of the Earth.

Are there different types of soil?

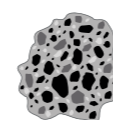
Soil is the loose top layer of the Earth. It is vital to our lives and the lives of other animals because it helps plants to grow. Soil contains lots of things including small bits of rock and so soil can be different depending on the type of rock it is made up of.



How do you classify rocks?

Rocks can be classified into three different groups based on how they are formed. These three groups are sedimentary rocks, igneous rocks and metamorphic rocks. The rocks in each group share similar properties or characteristics.

Igneous



Granite

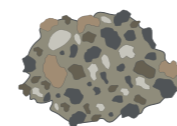


Basalt

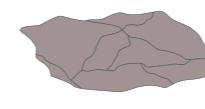


Obsidian

Sedimentary



Conglomerate

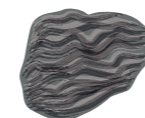


Mudstone



Limestone

Metamorphic



Gneiss

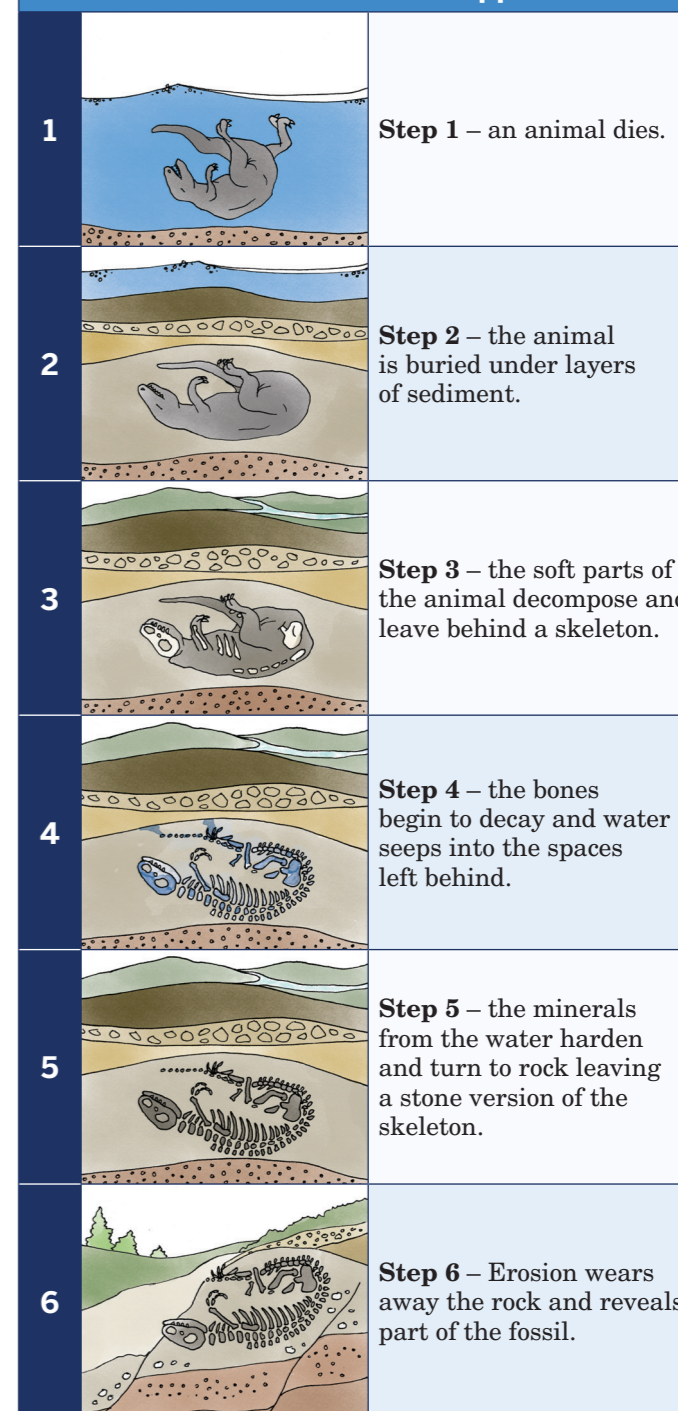


Schist



Slate

How does bone fossilisation happen?



What is a fossil?

A fossil is the fossilised remains or fossilised trace of an organism. There are different types of fossil.

Bone Fossil	Cast and Mold Fossils	Resin Fossil	Trace Fossil