

Knowledge Organiser – Glockenspiel Stage 1 – Year 3, Unit 2

1 – Musical Activities using glocks

Learn to play and read the notes C, D, E + F.

Learn to play these tunes:

- Easy E
- Strictly D
- Play Your Music
- Drive
- Dee Cee's Blues
- What's Up
- D-E-F-initely
- Roundabout
- March of the Golden Guards
- Portsmouth

Improvise with Dee Cee's Blues using the notes C + D.

Compose using the notes C, D, E + F.

2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Theme: Exploring and developing playing skills using the glockenspiel.

Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody

Reflection

*What did you like best about this Unit? Why?
Was there anything you didn't enjoy about it?
Why?*

*Did you have any strong feelings about it?
Were you proud of yourself, happy or annoyed?*

Subject Skills: Listen, perform, create, explore, sing, compose, produce, improve

Year 3 Autumn 2

Hobbies and pets

Vocabulary

- Je comprends
- Je ne comprends pas
- non merci
- oui s'il vous plaît
- bonjour
- bonsoir
- bonne journée
- bonne soirée
- merci beaucoup
- à plus tard

- I understand
- I don't understand
- No thank you
- Yes please
- Good morning
- Good evening
- Good day
- Goodnight
- Thanks a lot
- See you later

Vocabulary

- onze
- douze
- treize
- quatorze
- quinze
- seize
- dix-sept
- dix-huit
- dix-neuf
- vingt

- eleven
- twelve
- thirteen
- fourteen
- fifteen
- sixteen
- seventeen
- eighteen
- nineteen
- twenty

Vocabulary

- aimer
- jouer
- avec mes amis
- seul
- ensemble
- à l'intérieur
- à l'extérieur
- dans la cour de récréation
- après l'école
- à la récréation

- to like
- to play
- with my friends
- alone
- together
- indoors
- outdoors
- in the playground
- after school
- at break time

Vocabulary

- dans la cour de récréation
- sur le terrain
- Je cours
- Je marche
- Je saute
- Je sautille
- Je joue à cache-cache
- Je joue au ballon
- Nous jouons
- Ils jouent

- in the playground
- on the field
- I run
- I walk
- I jump
- I skip
- I play hide and seek
- I play catch
- We play
- They play

Vocabulary

- le foot
- la danse
- la natation
- jouer sur une tablette
- lire des bandes dessinées
- regarder la télévision
- écouter de la musique
- aller au parc
- aller à la plage
- aller aux magasins

- football
- dancing
- swimming
- playing on a tablet
- reading comics
- watching television
- listening to music
- going to the park
- going to the beach
- going to the shops

Vocabulary

- un chat
- un chien
- un hamster
- un cochon d'Inde
- un lapin
- un oiseau
- un cheval
- J'ai un animal de compagnie
- Je n'ai pas d'animaux de compagnie
- J'adore mon animal de compagnie

- cat
- dog
- hamster
- guinea pig
- rabbit
- bird
- horse
- I have a pet
- I do not have a pet
- I love my pet

Subject stars: Read, write, listen, speak, pronounce, appreciate culture



Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the planned Celebrating Difference Puzzle (unit of work) for this age group, includes some of the key vocabulary and contains suggestions for Family Learning.

Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	- Know why families are important - Know that everybody's family is different - Know that sometimes family members don't get along and some reasons for this - Know that conflict is a normal part of relationships - Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do - Know that some words are used in hurtful ways and that this can have consequences	- Be able to show appreciation for their families, parents and carers - Use the 'Solve it together' technique to calm and resolve conflicts with friends and family - Empathise with people who are bullied - Employ skills to support someone who is bullied - Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary - Be able to recognise, accept and give compliments - Recognise feelings associated with receiving a compliment	- What is the 'Solve it together' technique? How can it help solve a disagreement between two people? - What is a bystander in a bullying situation? (A bystander is a witness not directly involved). - How could a bystander make a bullying situation worse or better? - What types of bullying do you know about? - Where can someone get help if they were being bullied or witnessed bullying? - How does it feel to give and receive a compliment? - Can you explain how Calm Me time makes you feel?
	In this Puzzle (unit) the class learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they talk about how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.		
	New key vocabulary that may be introduced: Family, Loving, Caring, Safe, Connected, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Tell, Consequences, Hurtful, Compliment.		

Notes for

School

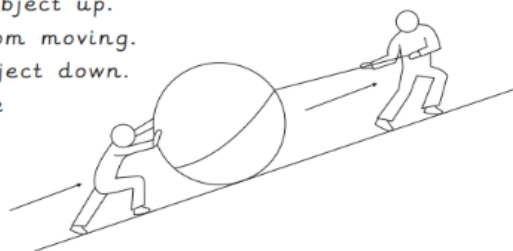
Discuss, Empathise, Listen to others, Sensitive, Brave, Accepting, Understanding, Share thoughts and ideas, Respect, Honesty

Forces and magnets

A force is a push, a pull or a twist.

Forces can have the following effects:

- Start an object moving.
- Change the direction of a moving object.
- Speed a moving object up.
- Stop an object from moving.
- Slow a moving object down.
- Change the shape of an object.



Friction is useful when it:

- Helps a car brake.
- Lights a match.
- Rubs out mistakes.
- Opens a jar.
- Brushes teeth clean.
- Sands down wood.

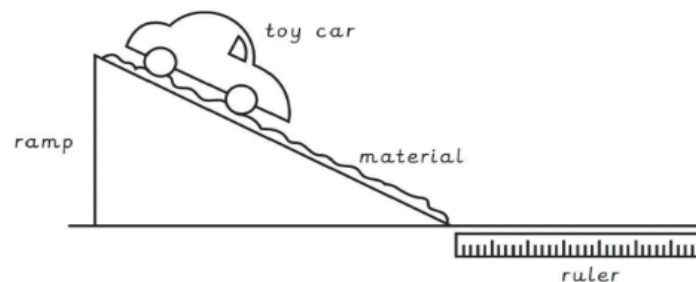


Contact forces are caused by contact between two surfaces.

Friction is a contact force that acts between surfaces that are sliding over one another.

It acts in the opposite direction to motion.

The rougher a surface is, the more bumps it has and the more points of contact there are between the two surfaces. More points of contact create more friction. More friction leads to a greater slowing effect on the object.



Friction is not useful when it:

- Slows down a racing car.
- Wears down car or bike tyres.



Subject Skills: Explain, classify, observe, question, investigate, predict, evaluate

Forces and magnets

Non-contact forces can act at a distance.

Examples of non-contact forces are:

- Magnetism.
- Gravity.



gravity



magnetism

There are different types of magnets. They can have different strengths.

bar magnet



horseshoe magnet



ring magnet



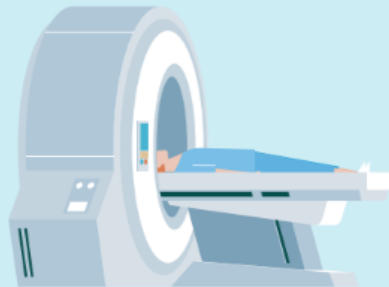
button magnet



Magnets are used in compasses, fridge magnets, toys, jewellery, handbags, furniture, paints and polishes.



Electromagnets are magnets that can be turned on and off using electricity.



They are used in doorbells, speakers, motors, Maglev trains, MRIs and on cranes.

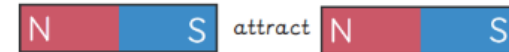
Magnetism is the non-contact force that comes from a magnet.



north pole

south pole

Magnets have a **north pole** and a **south pole**. The opposite poles of magnets attract and like poles repel.



Magnetic materials are attracted to a magnet. Iron and nickel are magnetic metals. Objects that contain them will be attracted to a magnet.

Jesus was not a passing visitor, but One who comes to dwell among us, the Word made flesh.

The joyful expectation of Advent, is an encouragement to take steps to recognise the coming of God into the world today, and to believe that in the future this same God will come again in glory.

God has fulfilled the promise he made to Abraham and his descendants. He acted far beyond all expectation – he has sent his own 'beloved Son'.



VISITORS

Year 3 Topic 3



OUR BIG QUESTION

Are visitors always welcome?



REFLECTION

Today a Saviour is born!
In the stillness of the night God enters human history
through the birth of his only Son.
He is our peace and hope.
In him we praise God for his goodness to us in giving us so great a gift.
Amen.

KEY VOCABULARY

Joys visitors Isaiah
Messiah Advent
Annunciation
The Visitation
Magnificat

SCRIPTURE

Isaiah 11: 1
Isaiah 40: 3-5
Romans 13:9b-13a
Luke 1: 26-31, 38 -58
Luke 2: 1-20
Matthew 2: 1-12, 16-18

Hinduism is one of the oldest religions of the world.

It is a flexible religion which allows people to express their belief and worship in different ways.

Hinduism has no known founder.



HINDUISM – Vedas

Year 4



OUR BIG QUESTION

What is scripture so important?



Hindus have a belief in one supreme Being called Brahman who takes many different visible forms.

KEY VOCABULARY

**Vedas, Sanskrit,
Upanishads
Bhagavad-Gita**

There are 2 main types of scripture

- Shruti ("that which is heard")
- Smriti ("that which is remembered")



Knowledge Organiser Basketball Year 3

About this Unit

Basketball is an invasion game where teams compete to score in the opposition's area. In this unit, you'll develop fundamental movement skills like dribbling, passing, and shooting. We'll explore different ways to select and apply skills, make smart decisions, and understand basic tactics.

Basketball is a fantastic way to practice important life skills like responsibility, collaboration, and respect. As we play, you'll have the chance to demonstrate honesty and determination, showing perseverance in every game and practice.

Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	



Can you think of any other invasion games that share these principles?



Key Vocabulary

accurate: successful in reaching the intended target
attack: the offensive action of trying to score goals or points
communicate: share information
control: being able to perform a skill with good technique
intercept: to gain possession of the ball
invasion: a game of two teams who invade each other's space to score goals
opponent: a player on the other team
possession: to have
referee: the person who makes sure the rules are followed
shoot: to send the ball to the target to score a goal or point
tactic: a plan that helps you to attack or defend
teammate: a player on your team
teamwork: working with others to succeed
tournament: a competition of more than two teams



Ladder Knowledge



Sending & receiving:

Point your hands to your target when throwing to help to send the ball accurately.

Dribbling:

Dribbling is an attacking skill which helps you to move towards a goal or away from defenders.

Space:

Spreading out as a team will help to move the defenders away from each other.

Attacking

As an attacker you need to maintain possession and score goals.

Defending:

As a defender you need to stop the opposition and gain possession.

Movement Skills

- run
- jump
- throw
- catch
- dribble
- shoot

This unit will also help you to develop other important skills.

Social responsibility, collaboration, respect

Emotional honesty, determination, perseverance

Thinking exploration, select and apply skills, make decisions, tactics, reflection

Rules

- **Double dribble:** dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again.
- **Travelling:** moving with the ball without dribbling it.
- **Foul:** you cannot push, hold or make contact with an opponent that stops their movement. If a rule is broken, the opposing team get a free pass.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.

If you enjoy this unit why not see if there is a basketball club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina



Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Body Parts

What you need: A ball

How to play:

- Explore dribbling the ball. Can you dribble it so that it bounces high? And low? Can you use one hand then the other?
- Keeping your ball bouncing all the time, can you touch the following body parts to the floor?

- Hands
- Knees
- Bottom
- Stomach
- Back
- Forehead

Top tips:

- Use soft, ball shaped hands and keep the ball close to you.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. @getset4education136



Knowledge Organiser Dodgeball Year 3

About this Unit

Dodgeball is a target game played between two teams. Players must dodge or catch balls thrown by the opposition whilst attempting to strike their opponents in the same way.

Key Principles of Target Games (dodgeball, golf)

attacking	defending
placement of an object	avoid getting out



Key Vocabulary

agility: the ability to change direction quickly

caught out: when a player catches an opponent's ball deeming them out

communicate: share information

hit out: when a player in dodgeball is hit below the shoulders by a live ball

opposition: the other team

power: speed and strength combined

tactic: a plan or strategy

teammate: a player on the same team as you

technique: the action used correctly

tournament: a competition of more than two teams



Ladder Knowledge



Throwing:

Throw slightly ahead of a moving target.

Catching:

Begin in a ready position to help you react to the ball.

Movement Skills

- throw
- catch
- dodge
- jump

This unit will also help you to develop other important skills.

Social respect, co-operation, communication

Emotional honesty, self regulation, confidence

Thinking comprehension, select and apply, tactics

Rules

- A player is 'hit -out' when hit below the shoulders with a ball that has not bounced.
- A player is 'caught-out' when an opponent catches their throw.

Tactics

Using simple tactics will help your team succeed e.g. spread out so that you are harder to aim for.

Healthy Participation



- Unused balls must be stored in a safe place.
- Head shots do not count in dodgeball.



Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Fireball



What you need: 1 x pair rolled up socks, 2 x cushions, 2 x players

Practise:

- Practise throwing the socks to a partner.
- Every 4 successful catches move back a little bit and try again.

How to play:

- Place the cushions 4m apart.
- How many times can you run between the cushions without being hit by the socks.
- Thrower can only aim below the shoulders.
- Swap roles.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136



If you enjoy this unit why not see if there is a dodgeball club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed.

Subject Skills: Compete, physical, sportsmanship, transferrable skills, improve, persevere

Are all settlements the same?

Settlements are communities where people live.

Types of settlement:



Land use

How communities use land.



residential land
Land used for houses and apartment blocks.



transportation
A way of getting something from one place to another.



agricultural land
Land used for farming, cattle and crops.

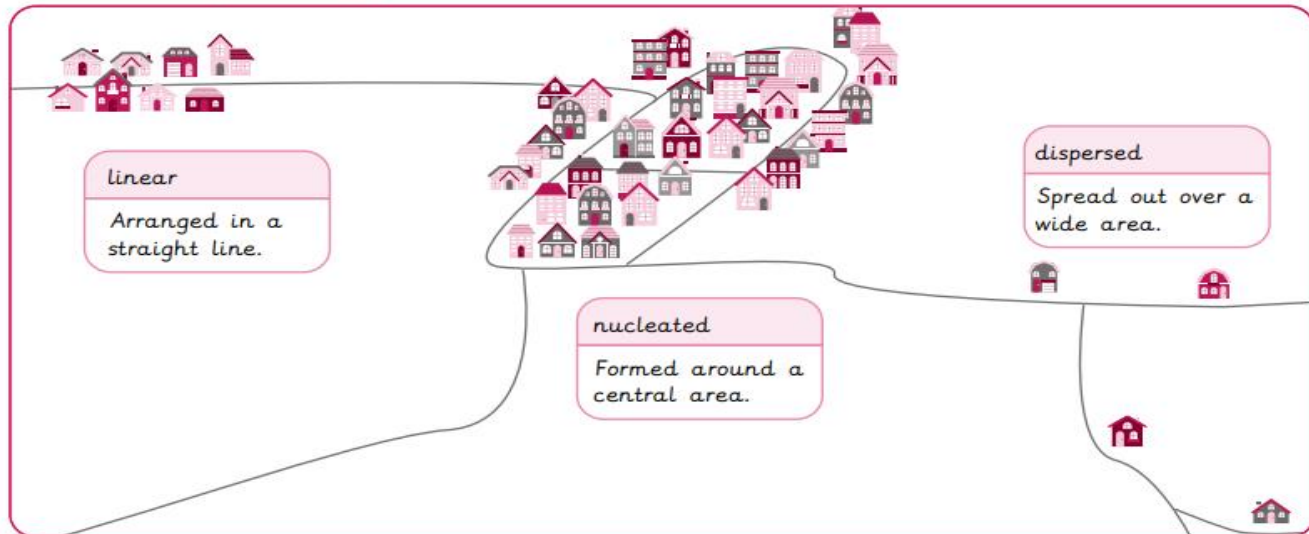


commercial land
Land used for buildings aimed at making money.



recreational land
Land which has buildings providing fun activities.

Settlement patterns



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Subject Skills: Locate, identify, investigate, explore, compare, observe and record, collect data, evaluate



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.1 Coding

Key Learning

- To understand what a flowchart is and how flowcharts are used in computer programming.
- To understand that there are different types of timers and select the right type for purpose.
- To understand how to use the repeat command.
- To understand the importance of nesting.
- To design and create an interactive scene.
-

Key Resources



Key Vocabulary

Action

The way that objects change when programmed to do so. For example, move or change a property.

Alert

This is a type of output. It shows a pop-up of text on the screen.

Algorithm

A precise step by step set of instructions used to solve a problem or achieve an objective.

Background

In 2Code the background is an image in the design that does not change.

Bug

A problem in a computer program that stops it working the way it was designed.

Button

A type of object that responds to being clicked on.

Click Event

An event that is triggered when the user clicks on an object.

Code

Writing the code for a computer program.

Collision Detection Event

The event of two objects colliding.

Command

A single instruction in a computer program.

Debug/Debugging

Fixing code that has errors so that the code will run the way it was designed to.

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Subject Skills: Problem solve, responsible, digitally literate, purposeful, sequence



Unit: 3.1 Coding

Key Vocabulary

Event

An occurrence that causes a block of code to be run. The event could be the result of user action such as the user pressing a key (when Key) or clicking or swiping the screen (when Clicked, when Swiped). In 2Code, the event commands are used to create blocks of code that are run when events happen.

Nesting

When coding commands are put inside other commands. These commands only run when the outer command runs.

Properties

These determine the look and size of an object. Each object has properties such as the image, scale and position of the object.

Sequence

When a computer program runs commands in order.

Turtle Object

A type of object in 2Code that moves by coding angles of rotation and distance to move.

Flowchart

A diagram which represents an algorithm.

Input

Information going into the computer. Can include moving or clicking the mouse, using the keyboard, swiping and tilting the device.

Object

Items in a program that can be given instructions to move or change in some way (action). In 2Code Gibbon, these include character, turtle, button, vehicle, animal, food, shape, number, input and label.

Repeat

This command can be used to make a block of commands run a set number of times or forever.

Test

To run the code and observe what happens to identify where there might be bugs in the program.

Implement

When a design is turned into a program using coding.

Interval

In a timer, this is the length of time between the timer code running and the next time it runs e.g. every 1 second.

Predict

Use your understanding of a situation to say what will happen in the future or will be a consequence of something.

Run

Clicking the Play button to make the computer respond to the code.

Scene

In 2Code, this is the combination of the background and objects in a program.

Timer

Use this command to run a block of commands after a timed delay or at regular intervals.

Subject Skills: Problem solve, responsible, digitally literate, purposeful, sequence



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.1 Coding

Key Images



Open, close or share a file.



Save your work.



Design

Open design mode in 2Code.

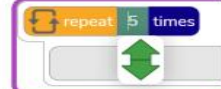


Exit Design

Switch to code mode in 2Code.



A timer code block.



Repeat block.

Key Questions

Why is it useful to use a flowchart to design a computer program?

Using a flowchart to design a computer program is helpful as you can see it in its simplest form as inputs and outputs. You can see where the program is going which will prevent mistakes when creating the code.

What does repeat mean in computer programming?

Using the repeat command will make a block of commands run for a set number of timers or forever. These saves rewriting the code many times.

What is the difference between 'timer after' and 'timer every'?

A 'timer after' means after a certain amount of seconds, the action will occur. 'Timer every' means that the action will re-occur every certain amount of seconds on a loop.

Subject Skills: Problem solve, responsible, digitally literate, purposeful, sequence