

Ask questions, develop, investigate, explore, identify, compare and contrast, analyse, make decisions, evaluate

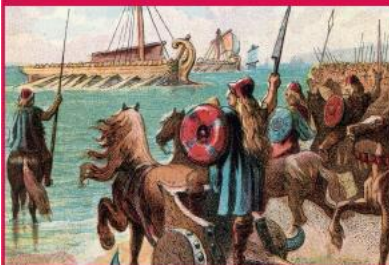
Year 3 - Why did the Romans settle in Britain?



Boudicca	The Celtic queen of the Iceni tribe who led a rebellion against the Romans in AD 60 or 61.	testudo formation	wedge formation
empire	A large number of countries ruled by one country or ruler.		
inference	A conclusion reached by using evidence.		
invasion	A military attack in which an army or country uses force to take over another country or area.	A shield wall formation used by Roman soldiers during battles to protect themselves from their enemies' weapons.	A triangular battle formation used by Roman soldiers to attack their enemies.
legacy	Something that a historical person or group of people did which has a lasting impact on the future.		
Romans	People (or objects) who originated from the city of Rome.		
settlers	People who move to a new country and stay there permanently.		

New vocabulary

The Roman invasion of Britain



Emperor Claudius led a successful invasion of Britain in AD 43. He wanted to show off his power and expand the empire. Rome also needed Britain's natural resources, such as tin, lead and gold, to support the Roman Empire.

Boudicca's rebellion

Boudicca was the Celtic queen of the Iceni tribe. She married King Prasutagus, who made a deal with the Romans to keep his land after their invasion. However, the Romans did not keep to their side of the deal. Boudicca successfully led a rebellion against the Romans and destroyed their capital. She was eventually defeated by the Romans and died in AD 60.



The Roman army



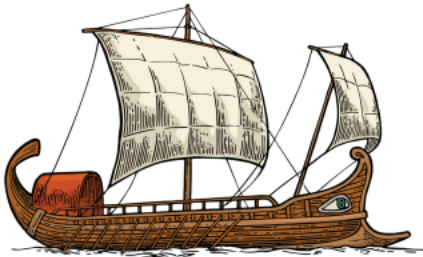
The Roman army was responsible for the expansion of the Empire. It was well-organised, and the soldiers were well-equipped and trained. Formations such as the testudo (tortoise) and the wedge allowed them to attack and defend themselves quickly. By AD 80, the Roman army had increased the Empire's control right across England and Wales.

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Year 3 - Why did the Romans settle in Britain?

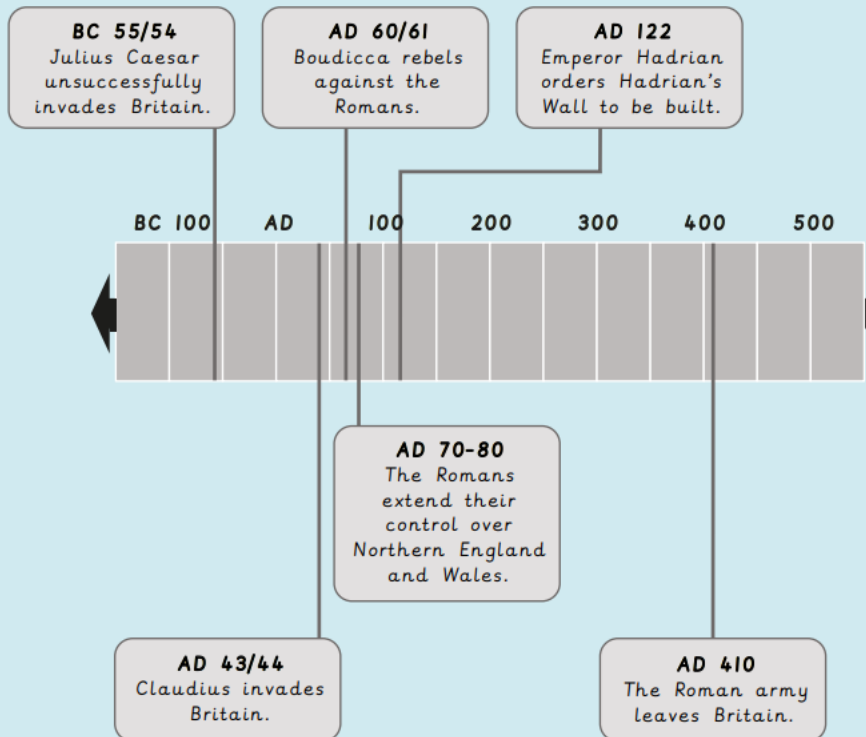


The Roman army left Britain



The Roman army left Britain for good in AD 410. Germanic groups were attacking Italy, and Emperor Honorius decided he needed the army to defend it. Britain was left to await the arrival of the next invaders. The Romans had changed life in Britain for good.

Roman timeline

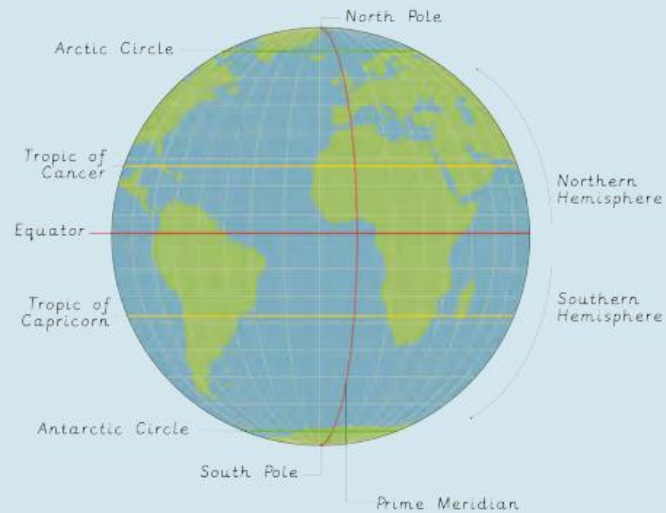


Locate, identify, investigate, explore, compare, observe and record, collect data, evaluate

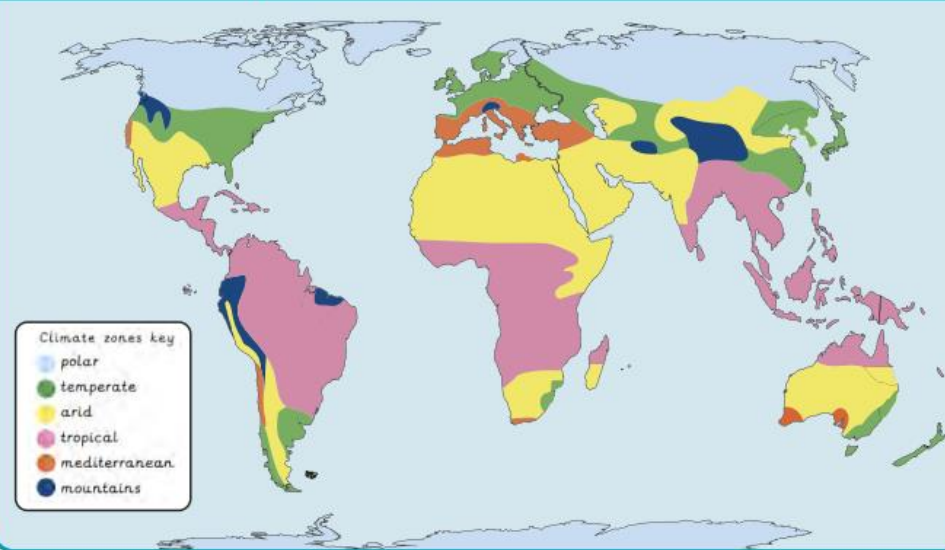
Geography - Who lives in Antarctica?



Lines of latitude and longitude

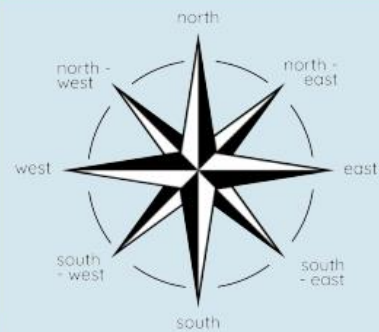


Climate zone map



New vocabulary

Compass points

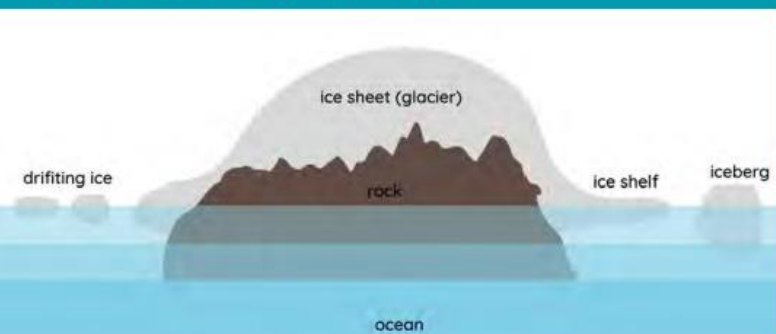


Who lives in Antarctica?



Nobody permanently. However, tourists and researchers do visit.

Physical features of Antarctica



GC

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

Geography - Who lives in Antarctica?



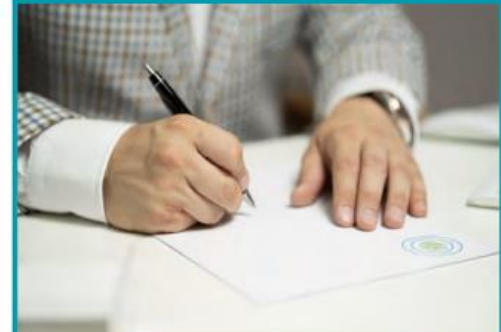
Antarctica is located at the southernmost point on the globe. It experiences extreme blizzards and snowstorms, has many mountain ranges and even an active volcano.

Ernest Shackleton



An explorer who wanted to be the first man to reach the South Pole in Antarctica. He never made it there but is famous for bringing 28 men back to the UK alive after his expedition to Antarctica went wrong and his boat sank.

The Antarctic Treaty



A written agreement signed by 47 countries so far, promising to keep Antarctica a peaceful place and to protect its environment.

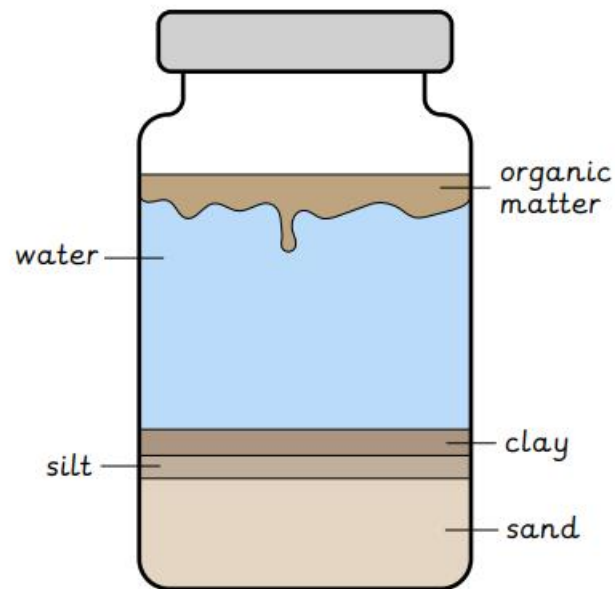
lines of latitude	Invisible horizontal lines mapped on our globe to show how far north or south a place is from the Equator.
lines of longitude	Invisible vertical lines mapped on our globe to show how far east or west a place is from the Prime Meridian.
hemisphere	One half of the Earth.
climate	The long-term weather conditions in a specific region.
climate zone	Areas of the world grouped together that have a similar climate.
compass points	North, east, south, west, north-east, south-east, south-west, north-west
direction	An imaginary line showing the way someone or something is moving.
treaty	A formal, written agreement between two places.
ice shelf	A thin layer of ice extending off a glacier into the sea.
ice sheet	A layer of ice covering the land for a long period of time, also known as a glacier.
drifting ice	Thin, floating pieces of ice not attached to a glacier.
iceberg	Large chunks of floating ice that break off a glacier.

Science - Rocks and soil

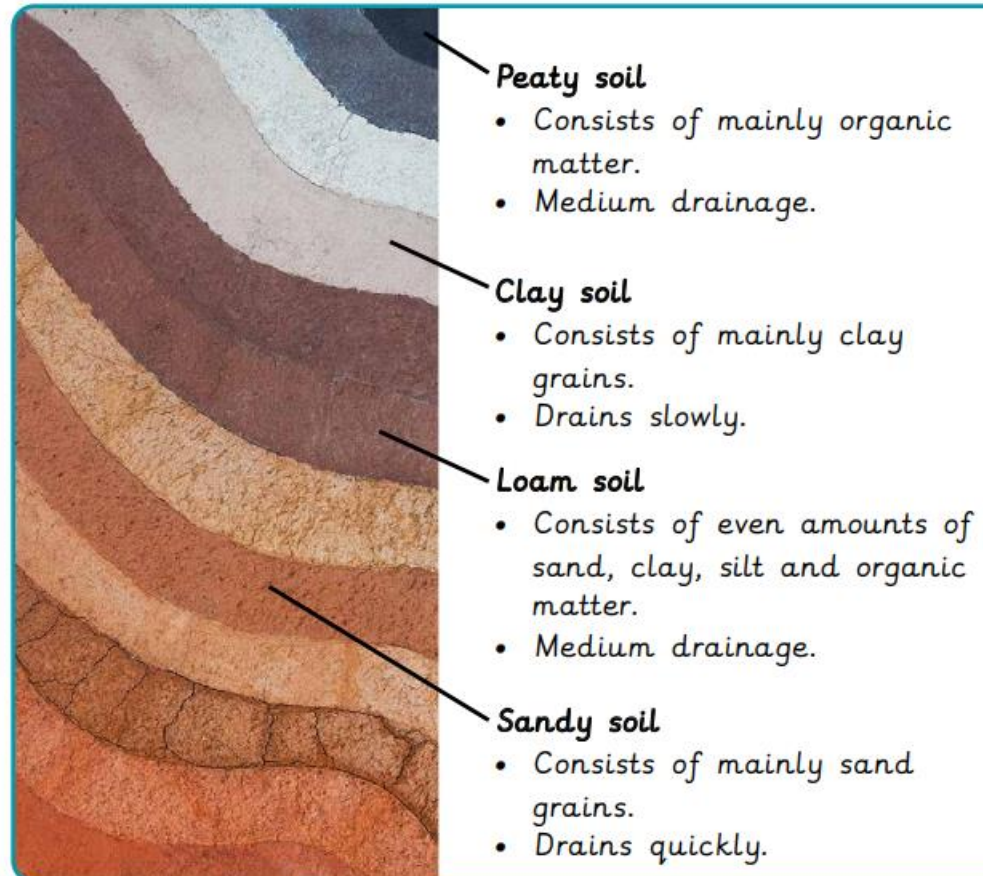


Rocks are formed in different ways and from different mixtures of minerals, other rocks and **organic materials**. This means their appearance and physical properties can vary.

Drainage rate is how quickly water passes through a soil.

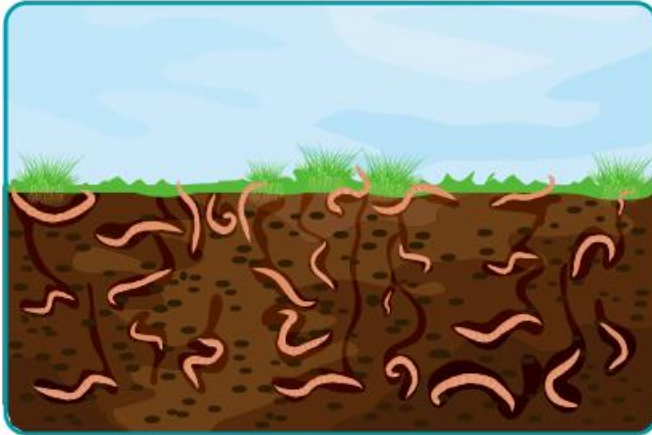


Soil can be separated using sedimentation (mixing with water).



Explain, classify, observe, question, investigate, predict, evaluate

Science - Rocks and soil



Rock can be broken down into small pieces called **sediment** by forces of nature like wind, rain, rivers, animals and plants.

Soil is made from **grains** of sediment, organic matter, water and air. Soil contains different sized grains of sediment:

- Clay (smallest).
- Silt (medium).
- Sand (largest).

A paleontologist is a scientist who studies fossils. Fossils can tell us about the living things from Earth's past.

				
A living thing dies.	It is buried under a layer of sediment.	Layers of sediment build up on top and squash it.	Water seeps in and minerals replace the parts of the living thing.	It has been turned to rock and is now a fossil.

Explain, classify, observe, question, investigate, predict, evaluate

Science - Light and shadows



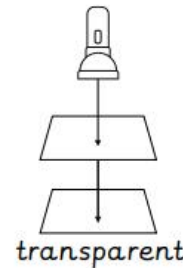
New
vocabulary

We need light to be able to see things.
Darkness is when there is no light.

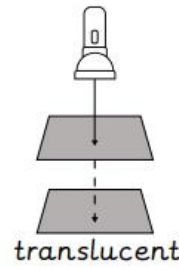
A **light source** is something that gives out light. This is also known as **luminous**.



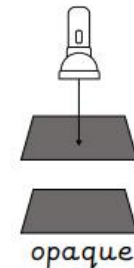
- **Bright lights** can damage the eyes.
- Never look directly at bright lights like the Sun.
- Protect your eyes by wearing sunglasses and a sunhat.



Lets **most light** through so **little or no shadow** forms.



Lets **some light** through so a **shadow** forms.



Lets **no light** through so a **shadow** forms.



All surfaces **reflect** at least a little light where light bounces off them. Objects that are shiny and **reflective** let more light bounce off them.



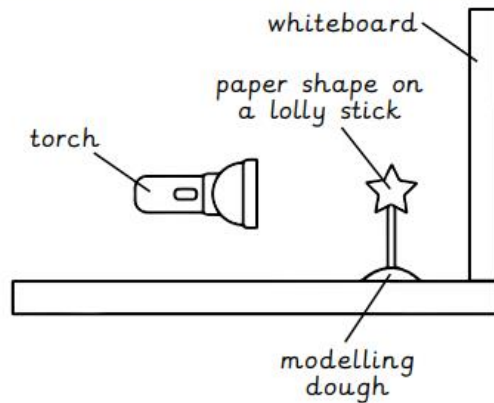
Shadows form when the light from a light source is blocked by an opaque object.

Explain, classify, observe, question, investigate, predict, evaluate

Science - Light and shadows



Changing the position of the light source affects the size, shape and position of the shadow.



The distance between the light source and an object changes the size of the shadow.

The closer the light source is to the object, the larger the shadow. This is because it blocks more light.

The further away the light source from the object, the smaller the shadow.



As the Sun changes position in the sky throughout the day, shadows will also change. This can be done in the classroom by moving a torch like the Sun in the sky.



The shadow's position will change as the Sun rises in the East and sets in the West. The shadows get shorter as the Sun moves higher in the sky until midday and then get longer again as the Sun sets.

Plan, design, create, evaluate, explore

Digital world: Wearable technology

analyse	Look at something in detail.
annotate	Labels on a drawing which help to explain it.
concept	An idea; in this unit, a drawing with labels.
control	To command something to change, such as lighting up or flashing.
evaluate	To decide if the design is the best it can be.
function	What something does.
initiate	To start a program.
program	A script of code that instructs a device to do something.
simulator	A computer-generated imitation of something.
user	A person who uses something.

Digital revolution

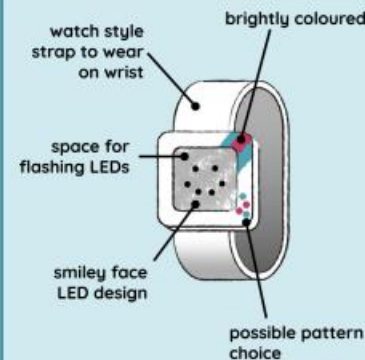


Began in the 1980s and is still happening today. Computer-based (digital) technology has become how many products function. Digital products make life easier for us all.



New vocabulary

product concept



An image with annotations, explaining ideas for the shape of a product (form) and how it works (function).

computer-aided design (CAD)



Software that enables the user to create digital images.

wearable technology



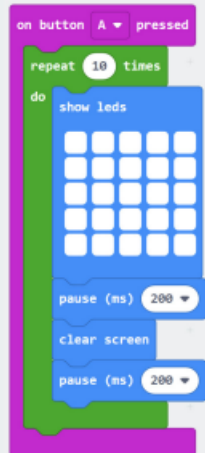
Technology you can wear to help with day-to-day activities. It has developed over time.

Plan, design, create, evaluate, explore

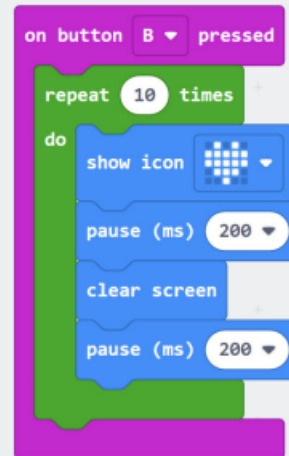
Digital world: Wearable technology



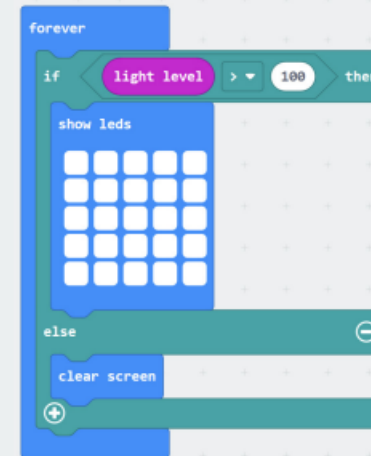
Flashing LEDs



Add a flashing pattern

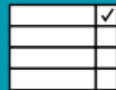


Light sensor



Tips for a good evaluation

Check your design against the design criteria.



Note down something you have done well.



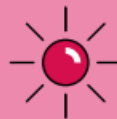
Get feedback from someone else.



Suggest a change.



Designed for children.



Should light up and flash.



Must be wearable.



Must use computer technology.



Must use CAD to sell the technology.



Use a focus group to evaluate the product.

Create, plan, apply, develop, explore

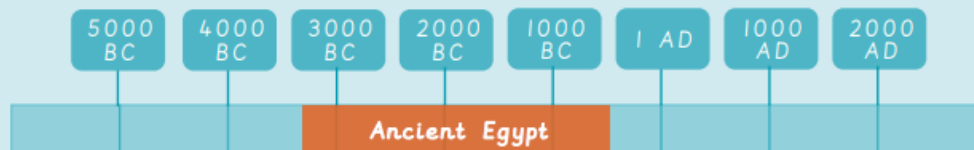
Year 3 - Craft and design



New
vocabulary

Ancient	In historical terms it is something from a long time ago and no longer exists
Colour	A feature of everything in the world that is seen through the way it reflects light
Composition	Putting different elements together in a pleasing way
Egyptian	Someone or something descendant from Egypt
Imagery	A collection of images from a range of art forms
Layout	The arrangement of different elements within a given space
Papyrus	A riverside plant used to make paper
Pattern	Pattern is a design in which shapes, colours or lines are repeated
Technique	Skills applied by an artist to produce a particular art form

Where are the Ancient Egyptians in history?



Where is Egypt?



Year 3 - Craft and design

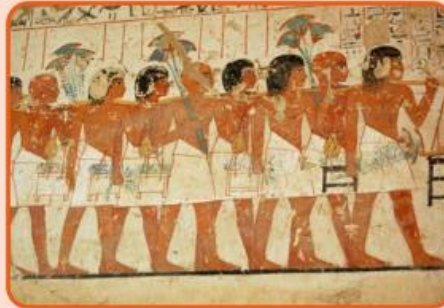


Ancient Egyptian art facts:

The most important people were often the largest object in Ancient Egyptian paintings



People were always painted from the side



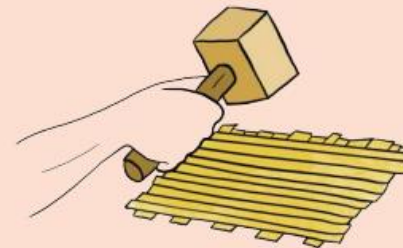
Ancient Egyptian paintings are painted in 2D (flat images) with no perception of 3D form



They used white, black, red, yellow, green and blue. These colours came from minerals they would find around the area they lived in



Making papyrus style paper

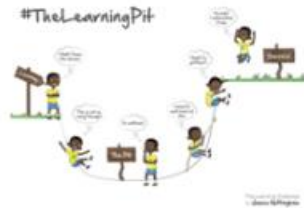


Discuss, empathise, listen to others, sensitive, brave, accepting, understanding, share thoughts and ideas, respect, honesty

Dreams and success

To achieve something challenging, you need to persevere which means never give up.

To work cooperatively in a group, it is important to listen to each other and celebrate everyone's differences.



SUBJECT SKILLS: Discuss, empathise, listen to others, sensitive, brave, accepting, understanding, share thoughts and ideas, respect, honesty,

Dreams and Goals

Year 3 Spring 1



I can statements

I can tell you about a person who has faced difficult challenges and achieved success.

I can identify a dream/ambition that is important to me

I can be motivated and enthusiastic about achieving our new challenge

I can recognise obstacles which might hinder my achievement and take steps to overcome them

I can evaluate my own learning process and identify how it can be better next time

KEY VOCABULARY

Perseverance

Challenges

Success

Obstacles

Dreams

Goals



Jane's story



New vocabulary

Discuss, empathise, listen to others, sensitive, brave, accepting, understanding, share thoughts and ideas, respect, honesty

Jigsaw knowledge and skills progression: Healthy Me 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 Healthy Me Puzzle (unit of work) including the key vocabulary introduced this year and 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 content and vocabulary may have been changed or be taught in a different year group.

HM	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	• Know how exercise affects their bodies • Know why their hearts and lungs are such important organs • Know that the amount of calories, fat and sugar that they put into their bodies will affect their health • Know that there are different types of drugs • Know that there are things, places and people that can be dangerous • Know a range of strategies to keep themselves safe • Know when something feels safe or unsafe • Know that their bodies are complex and need taking care of	• Able to set themselves a fitness challenge • Recognise what it feels like to make a healthy choice • Identify how they feel about drugs • Can express how being anxious or scared feels • Can take responsibility for keeping themselves and others safe • Respect their own bodies and appreciate what they do	• How does exercise affect your body? • What do your heart and lungs do? • What drugs do you know about? How do you feel about drugs? • Tell me about some things / places / people that you think might be dangerous. How can you keep yourself safe from these? • Can you tell me about a time when you felt unsafe? • Can we talk about how we keep each other safe in our family? • Can we share a Calm me time to feel peaceful together? • Shall we try an exercise session together?
In this Puzzle the class talk about the importance of exercise and how it helps your body to stay healthy. They also talk about their heart and lungs, discuss what they do and that they are very important. The children talk about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The class talk about different types of drugs, the ones you take to make you better as well as other drugs. The children think about things, places and people that are dangerous and link this to strategies for keeping themselves safe.			
New key vocabulary that may be introduced: Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Complex, Appreciate, Choice, Emergency Services, Ambulance, Fire engine, Police Car, Coastguard.			

New
vocabulary



Gb Seb 4
Education

Knowledge Organiser: Football Year 3 and Year 4



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills: Physical

- Dribbling
- Passing
- Ball control
- Tracking/ jockeying
- Turning
- Receiving

Key Skills: S.E.T

- Social: Communication
- Social: Collaboration
- Social: Cooperation
- Emotional: Honesty
- Emotional: Perseverance
- Thinking: Selecting and applying tactics
- Thinking: Decision making

Key principles of invasion games

Attacking

Score goals

Create space

Maintain possession

Move the ball towards goal

Defending

Stop goals

Deny space

Gain possession



Key Rules

- Handball: when a player handles the ball with any part of their arm.
- Goal kick: a goal kick is awarded to the defending team when the ball goes out of the field of play by crossing, either on the ground or in the air, the goal line, without a goal being scored, when the last person to touch the ball was from the attacking team.
- Free kick: is awarded to the opposing team if a player kicks, trips, holds or plays in a dangerous manner.
- A penalty kick is awarded if any of the above offences are committed by a player inside his/her own penalty area, irrespective of the position of the ball, provided it is in play.

Key Vocabulary:

- | | | |
|---------------|---------------|--------------|
| • goal keeper | • attacker | • outside |
| • opponent | • communicate | • possession |
| • opposition | • tracking | • inside |
| • dribbling | • control | • available |
| • defender | • tackle | |

Teacher Glossary

Interception: intercepting a pass made by an opposing player

Possession: when a team has the ball, they are in possession

Marking: when a player defends an opponent

Getting free: when an attacking player moves to lose their defender

Foul: an act by a player that breaks the rules of the game

Throw in: A throw in is awarded when the whole of the ball passes over the side lines, either on the ground or in the air. It is awarded from the point where it crossed the side line to the opponents of the player who last touched the ball

SUBJECT SKILLS: Compete, Physical, Sportsmanship, Transferrable skills, Improve, Persevere

Knowledge Organiser: Gymnastics Y3

Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Key Skills: Physical

- Individual point and patch balances
- Straight roll
- Barrel roll
- Forward roll
- Straight jump
- Tuck jump
- Star jump
- Rhythmic gymnastics

Key Skills: S.E.T

- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving



Ways to improve a sequence

- **Starting and finishing position:** Include a starting and finishing position.
- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 – 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.

Key Vocabulary:

- matching • contrasting • sequence
- direction • interesting • flow
- explore • control • shape • create

Teacher Glossary

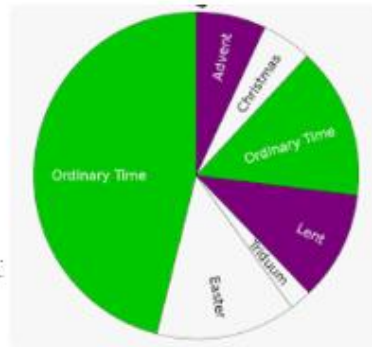
- Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
- Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.
- Point balance:** A balance on a small body part e.g. hands, elbows, feet.
- Patch balance:** A balance on a large body part e.g. back, stomach, bottom.
- Sequence:** A number of actions linked together.
- Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

SUBJECT SKILLS: Compete, Physical, Sportsmanship, Transferrable skills, Improve, Persevere

A journey through a year – **Explore**

The Christian family's journey with Jesus through the Church's year – **Reveal**

Acquire the skills of assimilation, celebration and application – **Respond**



Journeys

Year 3 Topic 4

OUR BIG QUESTION

How events mark the journey through the seasons of the year?

How we can help one another in life's



Subject Stars

Recognise, describe, give reasons, show understanding, identify and explain, talk about, ask, make links, engage and respond, explain

KEY VOCABULARY

calendar, seasons, journey, liturgical, ordinary time, feast day, Our Lady

SCRIPTURE

Psalm 84

Psalm 118

Psalm 122: 1-9

Knowledge Organiser – The Dragon Song – Year 3, Unit 4

1 – Listen and Appraise: The Dragon Song

Themes: Kindness, respect, friendship, acceptance and happiness.

Instruments/voices you can hear. Keyboard, drums, bass, a female singer.

Do the words of the song tell a story? Does the music create a story in your imagination? What story?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – G + A.

Bronze: no notes | Silver: G, sometimes A |

Gold: G + A challenge.

Which challenge did you get to?

Singing in 2 parts.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. *Which part did you play?*

Improvise using up to 3 notes – G, A + B.

Bronze: G | Silver: G + A | Gold: G, A + B challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale)

3 – Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions

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About this Unit

Themes: Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.

Facts/info: This song tells the story of Lesley the Dragon who flies around the world in search of friendship. Think about the issues of kindness, respect, friendship, acceptance and happiness. Use your imaginations to create your own performance of the song.

Listen to 5 folk melodies from around the world:

- Birdsong – Chinese Folk Music
- Vaishnava Java – A Hindu Song
- A Turkish Traditional Tune
- Aitutaki Drum Dance from Polynesia
- Zebaidir Song from Sudan

Vocabulary: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody

Reflection

This song will help you to think about many things, including the respect we must have for each other and the environment.

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 • Improvise

Knowledge Organiser – Three Little Birds – Year 3, Unit 3

1 – Listen & Appraise: Three Little Birds (Reggae)

Structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

Instruments/voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals.

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. *Which part did you play?*

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge.

Which challenge did you get to?

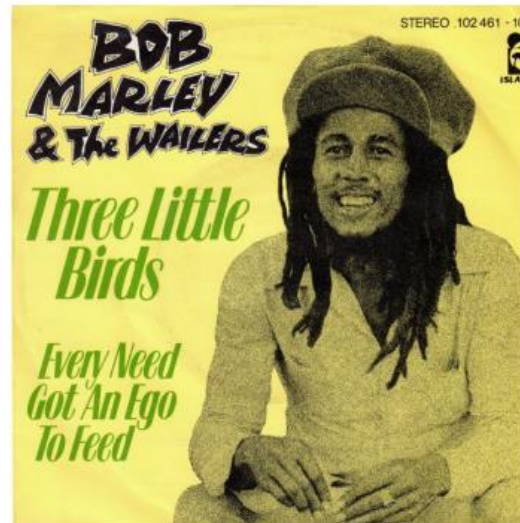
Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song 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

Themes: Reggae, happiness and animals.

Facts/info: Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.

Listen to 5 other reggae songs:

- Jamming by Bob Marley
- Small People by Ziggy Marley
- 54-46 Was My Number by Toots and The Maytals
- Ram Goat Liver by Pluto Shervington
- Our Day Will Come by Amy Winehouse

Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae

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?

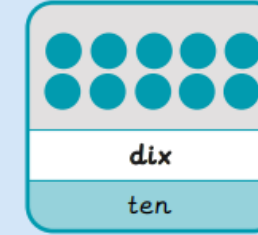
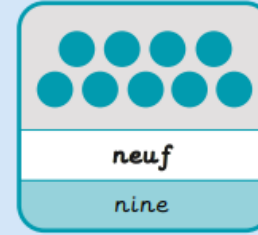
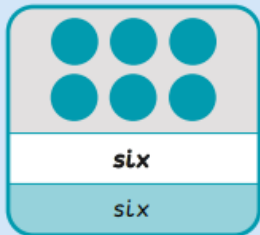
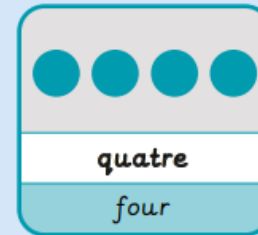
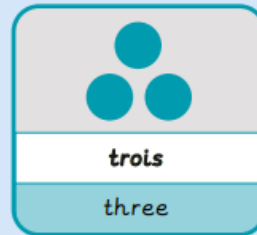
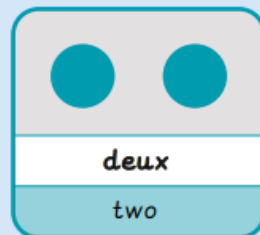
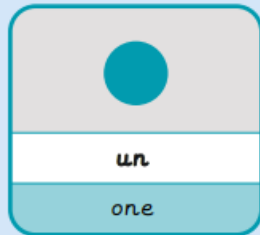
What are the 'style indicators' of Reggae music?
How do you know this is Reggae music?

Read, write, listen, speak, pronounce, appreciate culture

French - Playground games



New
vocabulary



$2+2$
deux plus
deux

Plus
add

$3-2$
trois moins
deux

moins
minus /
Take away



French - Playground games



Phrases

égale	equals
C'est	It is
Tu as quel âge ?	How old are you?
J'ai sept ans	I am 7 years old

Game phrases

À moi !	My turn!	Manqué !	Missed!
À toi !	Your turn!	Gagné !	Won!

Pronunciation

Some end letters are **silent** in French

Un	one	(un)
Deux	two	(duh)
Trois	three	(twa)



Plus - add - is used when adding two or more numbers together this time the "s" is pronounced. Also means 'more'

trois **plus** deux égale cinq

three add two equals five



Moins - minus / take away - is used when subtracting two or more numbers. Also means 'less'.

neuf **moins** trois égale six

nine minus three equals six



Il y a combien de triangles?

How many triangles are there?

Il y a trois triangles

There are three triangles

Read, write, listen, speak, pronounce, appreciate culture

French Year 3: In a French classroom

Vocabulary and pictures



New
vocabulary



un crayon

a pencil



un taille-crayon

a pencil
sharpener



un sac

a bag



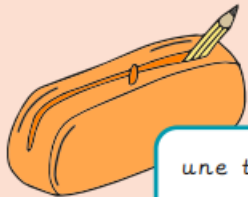
un cahier

an exercise
book



un stylo

a pen



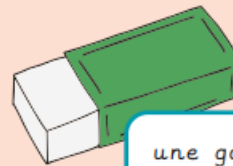
une trousse

a pencil
case



une règle

a ruler



une gomme

a rubber



des ciseaux

a pair of
scissors



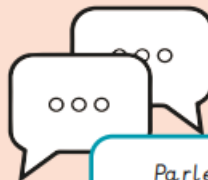
Écoutez

Listen!



Regardez

Look!



Parlez

Speak!



Asseyez-vous

Sit down!



Levez-vous

Stand up!

French Year 3: In a French classroom

Sentence structure and phrases



In French, nouns are either masculine or feminine.

un is used for masculine singular nouns.

un crayon = masculine

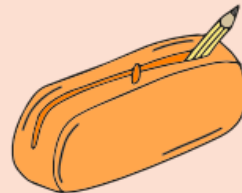
a pencil



une is used for feminine singular nouns.

une trousse = feminine

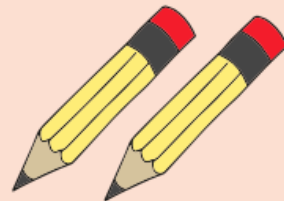
a pencil case



When the noun is plural (more than one), we normally add an **s** like in English.

deux crayons

two pencils



Avoir : To have

J'ai	I have
Tu as	You have
To change the phrase into a negative we add ne ...pas around the verb	
Je n'ai pas de	I don't have a

Connectives

et	and
mais	but
Other phrases	
dans mon sac	in my bag

Tu as un stylo?

Do you have a pen?

Oui, j'ai un stylo

Yes, I have a pen

Non, je n'ai pas de stylo

No, I don't have a pen

Dans mon sac, j'ai un crayon

In my bag, I have a pencil

Je n'ai pas de crayon, mais j'ai une gomme

I haven't got a pencil, but I have got a rubber

New
vocabulary



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.3 Spreadsheets

Key Learning

- To use the symbols more than, less than and equal to, to compare values.
- To use 2Calculate to collect data and produce a variety of graphs.
- To use the advanced mode of 2Calculate to learn about cell references.

Key Resources



2Calculate

Key Questions

Explain how you would collect data to find out children's favourite school subjects. What sort of graph would you create?

Label one column 'Subject' and list the subjects in this column. In the cells to the right put in the number of children who like this subject. Use the chart button to automatically create a chart. A pie chart would be a suitable choice.

How can you make a 3 times table machine using the spin tool? Could you use the equals tool to check your answer

Put the spin tool in the left most cell of a row. Type 0 x 3 in the next three cells. Put an equals tool in the next cell in the row. When you spin the spin tool, the question will change. Enter the answer and the equals tool will tell you if it is correct.

Explain how you would locate a cell in the advanced mode?

Cells in advanced mode have rows labelled with numbers, and columns labelled with letters. So, each cell has a number and letter. For example, A1 or D7.

Problem solve, responsible, digitally literate, purposeful, sequence



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.3 Spreadsheets

Key Vocabulary

Advance mode

A mode of 2Calculate in which the cells have references and can include formulae.

Bar graph

A chart that uses bars to show quantities or numbers, so they can be easily compared.

Budget

A set amount of money that someone has available to spend on something. For example, a £100 budget to pay for a party.

Cell Address

Every cell has an address. This can be found by reading the **column** letter then **row** number.

Columns

Boxes running vertically in a spreadsheet.

Data

A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.

Data table

A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.

Equals

This symbol shows that numbers or number sentences either side are equal in value.

Equals Tool

This can be used after the equals sign or instead of a number in a calculation. If you input the correct answer it will disappear.

Formula bar

An area of the spreadsheet into which formulae can be entered using the '=' sign to open the formula.

Formula wizard

The wizard guides the user in creating a variety of formulae for a cell such as calculations, totals, averages, minimum and maximum for the selected cells.

Line graph

Used to display information which can change over time. For example, temperature at different times of the day.

Pie Chart

A circular chart divided into segments which each represent a part of the total amount.

Quiz tool

This can be used after the equals sign or instead of a number in a calculation. If you input the correct answer it will disappear.

Range

A collection of selected cells: all the numbers you want to appear in a calculation. For example, A1:A12 includes all the cells from A1 to A12.

Rows

Boxes running horizontally in a spreadsheet.

Spin Tool

Clicking on this in a cell will increase or decrease the value in the cell to the right by 1.

Problem solve, responsible, digitally literate, purposeful, sequence



Purple Mash Computing Scheme of Work: Knowledge Organisers
Unit: 3.3
Spreadsheets

Key Images



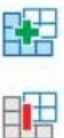
Open, close or share
a file



Save your work



Open a previously
saved file



Increase or decrease
spreadsheet size



Formatting



Tools



Charts and graphs



Drag cells



Spin tool



Quiz tool



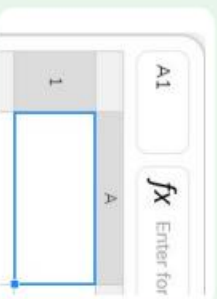
Random
number tool



Formula wizard

fx Enter formula/value here

Formula bar



Cell reference

New
vocabulary



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.4 Touch Typing

Key Learning

- To introduce typing terminology.
- 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.

Key Resources



2 Type

Key Vocabulary

Posture

The correct way to sit at the computer.

Keys

Buttons that are pressed on a computer keyboard or typewriter. These can be described by their position; bottom row, top row and home row (middle row).

Space bar

The bar at the bottom of the keyboard.

Typing

The action or skill of writing something by means of a typewriter or in this case a computer.

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.

Problem solve, responsible, digitally literate, purposeful, sequence

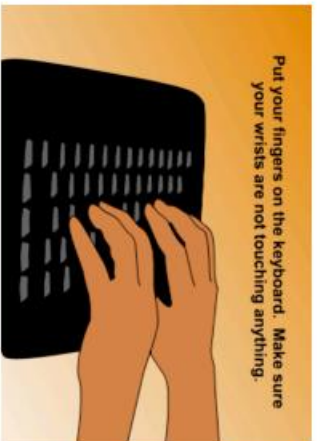
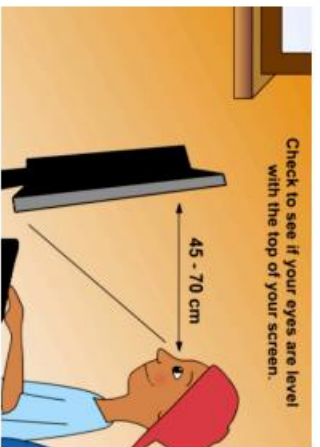
Problem solve, responsible, digitally literate, purposeful, sequence



Purple Mash Computing Scheme of Work: Knowledge Organisers

Unit: 3.4 Touch Typing

Key Images



Posture

