



Planning for retention

Key of Knowledge | Year 3

Outlined below is the 'sticky' knowledge for Year 3. We expect children to know and remember the following information, which is derived from our broader curriculum expectations. These concepts are revisited in our regular focused retrieval sessions – as well as through lessons, where prior knowledge is identified, built upon and extended.

Science	Plants	Light	Rocks	Forces	Animals including Humans
	Can you name the parts of a flower? How does water get around the plant? What is pollination? How do seeds disperse?	What enables us to see an object? What materials reflect light? What materials let light through? What is a shadow? How can the size of a shadow change? Why can strong light be dangerous?	Name 3 different types of rocks. How are igneous, sedimentary and metamorphic rocks formed? How are fossils made? What is soil made up of?	What is a force? What causes materials to move faster or slower on different surfaces? What is gravity? What materials are magnetic? How do magnetic poles attract and repel each other? How could a magnet be used in an everyday object?	What do animals need to stay healthy? What is a balanced diet? What does carbohydrate provide for the body? Why do we have a skeleton? Name the parts of the digestive system. What is the function of the small intestine in the digestive system? Name the different types of teeth.

History	Stone Age	Iron Age to Bronze Age	Ancient Greece
	Why is the stone age called this? Why did it end? What are the three periods called? Where did Mesolithic people live? What do you know about New Stone Age People?	Why was the Bronze Age so called and what was bronze used for? How did the travellers' from mainland Europe change Britain? What do we know about Bronze Age burials? How did things change in the Iron Age? What do we know about Iron Age tribes and hill top forts?	Why did the ancient Greeks settle in Greece? Can you give some facts about the first Olympics? Why was Sparta famous? Who was Alexander the Great? When did the Ancient Greek period start?

Geography	Climate and Water	Extreme Earth	Coasts
	What is a biome? What is the relationship between climate and biome? What different climates do you know? What are the main characteristics?	What causes an earthquake? Why do people chose to live in earthquake zones? Where in the world are the most active earthquake and volcanic areas? Name a major earthquake disaster and the impact it had	Name two advantages and two disadvantages of living next to a coast? How and why does a coast change over time? Name human and physical coastal features. Name a coastal environment in the UK and another coastal environment in another continent.

PSHE	Relationships	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Understand that they are important Know what a personal goal is Understanding what a challenge is Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views Know that the school has a shared set of values	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	Know about specific people who have overcome difficult challenges to achieve success Know what dreams and ambitions are important to them Know how they can best overcome learning challenges Know that they are responsible for their own learning Know what their own strengths are as a learner Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know how to evaluate their own learning progress and identify how it can be better next time	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	Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own	Know that in animals and humans lots of changes happen between conception and growing up Know that in nature it is usually the female that carries the baby Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops Know that babies need love and care from their parents/carers Know some of the changes that happen between being a baby and a child Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty

Art and Design (knowledge of art and artists)	Drawing	Painting	Sculpture
	Knows that when creating perspective drawings, a horizon line and vanishing points are used. Knows that the grid method can be used to correctly scale an object. Knows how to use shading to show depth and hatching/cross hatching for texture	Knows that a tertiary colour is made by mixing equal amounts of a primary colour and a secondary colour together. There are six tertiary colours Knows that light and dark tones of colour in paintings are created by adding black and white to primary, secondary and tertiary colours. Knows that larger strokes are needed for colour washes, working in one direction. Knows that cross sectional paintings show the middle of an object	Know that Slip is made by mixing water and clay in a pot. Knows how to join pieces by scoring them and adding 'slip'. Knows that clay can be decorated by imprinting. Knows that clay can be painted to give it a decorated finish Knows that wire can be added to a sculpture to give it a purpose.

Design Technology	Textiles: Cross Stitch and Applique	Mechanisms: Pneumatics	Food Technology: Culture and Seasonality
	To know that applique is a way of mending or decorating a textile by applying smaller pieces of fabric to larger pieces. To know that when two edges of fabric have been joined together it is called a seam.	To understand how pneumatic systems work. To understand that pneumatic systems can be used as part of a mechanism. To know that pneumatic systems operate by drawing in, releasing and compressing air	To know that seasonal means foods that grow in a given season in a given country. To know some seasonal foods that grow in the UK and what season they grow in.

	To know that it is important to leave space on the fabric for the seam. To understand that some products are turned inside out after sewing so the stitching is hidden.	To understand how sketches, drawings and diagrams can be used to communicate design ideas. To know that exploded-diagrams are used to show how different parts of a product fit together. To know that thumbnail sketches are small drawings to get ideas down on paper quickly.	To know that eating seasonal foods can have a positive impact on the environment. To know how to describe the flavour and texture of foods. To know how to cut a peel safely. To know that the appearance of food is as important as taste. To know that similar coloured fruits and vegetables often have similar nutritional benefits.
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RE (3) 	Hinduism I can describe some of the things Hindus do at home or at the temple during Diwali. I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali. I can describe some of the ways Hindus celebrate Diwali	Christianity I can tell you what the nativity story tells Christians about Jesus. I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians. I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world. I can make the links between Christian beliefs about Christmas and the way they celebrate it	Christianity I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. I can identify some of the questions people ask about Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not. I can explain how Christians may describe and explain Jesus' miracles.	Christianity I can say what some of these symbols represent e. g. cross: cross/bread/wine. I can start to tell you why Christians believe Jesus' death is important. I can start to explain why Christians see Jesus' death as 'good'.	Hinduism I can tell you about some Hindu gods and start to explain their significance to Hindus. I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.	Hinduism I can tell you about some of the things Hindus do at/ in the River Ganges and start to explain why this river is so important to them. I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non-Hindus might also want to visit this river.
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Music 	Reading Notation - Rhythm • Read and perform simple rhythms confidently with note values such as crotchets and paired quavers. • Maintain a steady beat and adjust the speed of the beat in response to the music or a leader.	Reading Notation - Pitch • Begin to read and perform pitch notation within a limited range (e.g. C–G), recognising higher and lower pitches. • Interpret and perform music with basic dynamics markings.	Performing: Instrumental Performance • Play simple melodies on tuned percussion, melodic instruments, or keyboards, following staff notation within a small note range. • Engage in ensemble playing within a larger group or class, taking on basic melody or accompaniment roles (e.g. ostinato).	Composing and Improvising • Begin to improvise on a limited range of pitches using simple musical features. • Create short musical responses using limited note ranges in improvisation. • Experiment with creating structured musical ideas, incorporating basic repetitions and contrasts.	Creating and Performing Singing and Listening • Sing a widening range of unison songs of varying styles and structures, with tunefulness and some expression. • Perform simple actions and sing in time to action songs.
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Online Safety 	Privacy I can describe simple strategies for creating and keeping passwords private. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult. I can describe how connected devices can collect and share anyone's information with others.	Online Relationships I can describe ways people who have similar likes and interests can get together online. I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain how someone's feelings can be hurt by what is said or written online. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g. sharing images and videos.	Health, Welbeing and Lifestyle I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).	Online Bullying I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.
	Online Reputation I can explain how to search for information about others online I can give examples of what anyone may or may not be willing to share about themselves online. I can explain the need to be careful before sharing anything personal. I can explain who someone can ask if they are unsure about putting something online.	Managing Online Information I can demonstrate how to use key phrases in search engines to gather accurate information online. I can explain what autocomplete is and how to choose the best suggestion. I can explain how the internet can be used to sell and buy things I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. I can explain that not all opinions shared may be accepted as true or fair by others (e.g. monsters under the bed). I can describe and demonstrate how we can get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.	Self-image and identity I can explain what is meant by the term 'identity'. I can explain how people can represent themselves in different ways online I can explain ways in which someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why.	Copyright and Ownership I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.

Computing 	General Skills Can you review photos in the Photos app, change filters, and add mark-up? Can you use a screenshot for a specific purpose, such as providing evidence of work? Can you organise your reading materials using the iBook's app?	Publishing (Pages) Can you add an image from Photos? Can you add and format a shape or icon? Can you crop an image appropriately? Can you create a flyer to advertise a holiday at a place you have been studying, like Greece in History?	Presentation (Keynote) Can you add an image from Photos? Can you add a shape or icon? Can you crop an image appropriately? Can you format a shape or icon? Can you add additional slides to a presentation? Can you produce a short presentation	Filmmaking (iMovie) Can you format images and sounds in the timeline? Can you edit objects in the timeline using cuts, stretching, and repositioning? Can you add soundtracks, sounds, music, or voiceovers? Can you produce a short film from still images explaining how mining has changed?
	Sound production (Garageband) Can you create a new project and name it? Can you alter the timing of a piece?	Coding (Scratch) Can you record a sound? Can you animate a name? Can you animate a sprite?	Social Media Can you create a new project and name it?	VR/AR Reality Composer Can you collect data in a Numbers document and display it as a chart?

	Can you create a simple tune using smart instruments? Can you create a multitrack tune using instruments or loops? Can you produce a soundtrack that adds tone and mood to a performance of a poem linked to the Tin Forest?	Can you add effects? Can you create a scene where a character describes their life, incorporating sound and effects? Can you use a sprite to describe features of a location, utilizing images as backgrounds related to a specific topic?	Can you use and manipulate text for effect in a selfie film? Can you use images, text, and stickers effectively to support audience engagement in a presentation? Can you create a 30-second review of an artefact, such as volcanic rocks, to demonstrate your understanding?	Can you use a range of data collection techniques, including numerical, rating, and checklist methods? Can you present the results of a science experiment in table and graph format, linked to a specific topic such as forces in a parachute drop?
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French 	I am Learning French - J'apprends le français	Les Animaux	Instruments
	I can find France on a map of the world if an adult directs me to some of the surrounding countries. I can repeat all my personal details in French and ask for the same information back when a teacher or adult gives me a model answer and allows me to practice. I can recognise some numbers from 1-10 in French. I can recognise some of the key ten colours in French	I can name and spell all ten animals in French with their correct article/determiner from memory and with high accuracy. I fully understand that articles/determiners work differently in French than they do in English and that I will always learn the article/determiner alongside the noun. I can say/write at least ten short phrases using the verb 'je suis' (I am) and each animal in French. I can do this from memory and with high accuracy.	I can name/spell all ten instruments in French with the correct definite article/determiner. I understand that the instruments do not all have the same definite article/determiner and know which definite articles/determiners go with each instrument confidently from memory. I can say/write ten short phrases on the ten different instruments in French from memory.
	I am able	Vegetables	Ice cream
	I can name and spell all ten action verbs in French from memory and with high accuracy. I can match these verbs to their picture easily. I can say/write ten phrases using the verb 'je peux' (I am able) and 'je ne peux pas' (I am not able) plus each action verb in French. I can put these structures together to form a more complex sentence with the conjunctions 'et' (and) & 'mais' (but), describing what I am and am not able to do in French.	I can name and recognise all ten vegetables presented in this unit in their plural form. I can attempt to spell more than five of these vegetables in French with relative accuracy. I can ask somebody in French for a particular vegetable, using "Je voudrais" with no reminder first and know how to ask for one kilo or a half kilo. I can perform a very simple French role-play about buying vegetables at a market stall.	I can name and recognise all ten ice-cream flavours as presented in this unit. I can attempt to spell more than five of these flavours in French with high accuracy. I can say in French that I would like an ice-cream using 'je voudrais'. I can specify in French what flavour ice-cream I would like.

PE 	Swimming	Handball and Mindfulness	Symmetry and Asymmetry
	Enter and leave the pool safely Listen to the instructor and follow instructions Follow poolside rules swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations	Know how music relaxes you Know how to respond to music through movement Know how to use movement to express how we feel Know how meditative poses can help our mind and focus Know how to create spaces Know how to pass and move into space to be able to score a goal	Know what symmetry it and asymmetry Know what different parts of our bodies we can move on Know how to move out of balances Know how to travel to new apparatus Know how to perfect sequences
	Tennis	Cricket / Throwing	Mindfulness
	Know why we don't stand still in tennis. Know why we need to recover to the middle of the court to be ready. Know where to throw the ball Know where to position your hand on the racket Know how to beat the opponent	Know how to throw the ball? Know the consequences of a good and a bad throw Know the aim of the game for batters and fielders. Know how to use our arms to throw with more accuracy Know where to look and what to do when fielding	Know why relaxation is important Know how we feel when we are energetic and running around Know why focus is important Know how to work with a partner to execute balances

Retrieval Practise Sessions:

At Handale, we understand that regular retrieval practice embeds learning in to the long term memory – and as such, we aim to regularly retrieve prior learning through fun, low stakes retrieval opportunities.

If a teacher assesses that a concept or word is not well embedded, they must ascertain how this will be improved?

- Embedded in to a curriculum lesson
- Taught there and then – as part of the retrieval session
- Embedded in to the next few sessions to gain repeated exposure of the concept to aid overlearning

Over the year, with regular retrieval practice sessions, as well as revisit opportunities built in to the curriculum, it is hoped that the vast majority of children will have the above knowledge firmly embedded in to their long term memory.