



Knowledge Organiser Booklet

Year 3

Summer 2



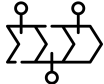




Name		Class	
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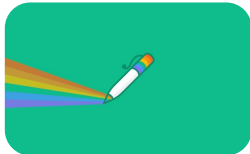
Use your knowledge organisers to help you remember more.

	Test Yourself!	Only Connect! 	Memory Cards 	Order, Order! 	Phone a Friend! 	Picture it! 
1	Look at and study the definitions of the key vocabulary on your knowledge organiser.	Create a mind map, making connections and links with things that you remember without looking back.	Make your own information cards by writing questions about key vocabulary on one side of the card.	Using a simple line, sort information from your topic into chronological, sequential or hierarchical order.	Ask a friend or family member to have the knowledge organiser or memory cards in their hands.	Read over your knowledge organiser and the key vocabulary, remembering the definition.
2	Cover or hide the information on the knowledge organiser and write down everything that you remember.	Challenge yourself by covering or hiding the knowledge organiser, using what you can recall.	On the other side of the card, write the answer to your questions. You could add pictures to your cards.	Check these with a friend or family member, using data on your knowledge organiser, add more detail.	Get them to test you by asking different questions about the information on your knowledge organiser.	Using the information you remember, draw pictures or diagrams to represent words.
3	Check your notes! Correct your mistakes and add anything that you might have missed out.	Check what you have added to your mind map by using your knowledge organiser to correct any mistakes.	Ask a friend or family member to ask you the questions you created or to ask you new questions.	Challenge yourself by adding information you recall from previous topics which are related.	Write your own sentences using the key vocabulary to replace those on the knowledge organiser.	Showing your diagrams to friends or family, ask them to guess which word you have represented.






This is your Year 3 Computing Knowledge Organiser for Summer 2. Events & Actions

Tier 2 Vocabulary






Key Vocabulary

event	algorithm	extension block	modify	sprite	pen up block
A thing that happens or takes place, especially one of importance.	A precise set of ordered steps that can be followed by a human or a computer to achieve a task.	An extension block is a category of blocks that can be added to extend the scope of a piece of code.	To make partial or minor changes to something.	A sprite refers to a two-dimensional bitmap image that is integrated into a larger scene.	The pen is a feature in Scratch that allows a sprite to draw shapes.
An action or occurrence recognized by software.	An ordered set of steps that can be followed by a computer.	An extension block is a type of block that can be added to the original script which enables the sprite to do more.	When asked to modify your work, you will consider moving, resizing, rotating or even changing colours to a model.	A sprite can also be varied images that are combined to create an animation.	You can use a pen up block this to draw a spiral and some regular shapes.
She was invited to the most important event of the year.	You will create algorithms and then implement those algorithms as code.	Using extension blocks will enable your sprite to do more complex things.	Using different tools to modify objects you will create a new image.	The sprite was the object in her program that performed the actions.	When you use the pen up block , the sprite will draw a line as it moves around the stage.
Event blocks are the most important set of blocks you'll use in Scratch					
How this connects with previous learning			How this connects with future learning		
In Year 1, you were introduced to Scratch Jr where you explored different sprites and backgrounds.	In Year 2, you were introduced to sequences when you programmed a robot using algorithms .	Earlier this year, in Scratch we explored motion, sound and event blocks.	In Year 4, you will look at different blocks in Scratch and explore further ways to make shapes.	In Year 4, you will explore the Scratch environment further and you will compare it to different systems used to program.	In Year 6, you will deepen your understanding of Scratch by exploring the concept of variables and events .






This is your Year 3 **Design Technology** Knowledge Organiser for Summer 2. Healthy and Varied Diet

DT Themes			Tier 2				Key Vocabulary			
food	design	evaluate	hygienic	varied diet	reared	processed				
Anything that is eaten by living creatures to stay alive.	A plan or drawing produced to show the look and function of something before it is made.	To study carefully and judge	Something that is clean and unlikely to cause illness.	Eating food from a range of food groups to ensure your body has all the nutrients it needs.	To keep and look after a living creature until adulthood.	To treat or prepare by a special method to preserve it.				
When we combine different foods to make a dish, we call these ingredients.	A design helps us to consider what our final product will be like.	In Year 1, you tasted different fruit and judged the taste, texture and smell.	When preparing food, it is important that the area is hygienic . This includes	Eating a varied diet can help keep you healthy.	Some people rear animals which produce useful products for humans.	Freezing, canning, baking and drying are all examples of food processing .				
We will be combining different types of food to create a healthy and balanced sandwich.	We will be creating two designs and considering which we will make.	We will evaluate different types of bread, considering which will be the best choice for our sandwich.	It is important that food is stored in hygienic conditions.	When eating a varied diet , you need to eat different amounts of each food group.	Animals could be reared for their meat, milk or eggs along with other products.	Breakfast cereals, cheese, bread and bacon are all examples of processed foods.				
Different people have different tastes. This means that they may like different food .	Our finished product might be different to our final design . We can communicate why these changes were made.	We will evaluate our final product, considering whether it met its purpose.								
How this connects with previous learning			How this connects with future learning							
In Year 1, you learned how to peel, cut and juice fruit.	In KS1, you designed a your product before making it..	In Year 2, you used a range of tools safely.					In Spring 2, you will plan the main stages of making a greetings card with a lever and linkage.	In Summer 2, you will select appropriate tools to make a gift box.	In Year 5, you will design, make and evaluate a bread celebrating our diverse cultures.	

This is your Year 3 **History** Knowledge Organiser for Summer 2. Ancient Civilisations





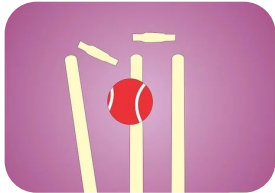


Historical Themes		Tier 2	Key Vocabulary			
empire	society	legacy	trade	hieroglyphics	cuneiform	ziggurat
A group of nations that is ruled by the same leader or leaders.	A collection of cultural practices, language and belief systems that unite groups of people.	The long-lasting impact of particular events and decisions.	A trade occurs when things are swapped or given- this can be money, things, ideas or beliefs.	Egyptian hieroglyphs were the formal writing system used in Ancient Egypt, used for writing the Egyptian language.	Cuneiform is a system of writing developed by the ancient Sumerians c. 3500 BCE	A ziggurat is a type of massive structure built in Ancient Sumer.
The British Empire is a term used to describe all the places around the world that were once ruled by Britain.	In Year 3 you have learnt that the hieroglyphics were an important part of the Ancient Egyptian society .	The Ancient Sumerian society left a legacy which still impacts on the modern world.	The geographical location of Ancient Sumer helped it trade with many different people and places.	Hieroglyphs were written on papyrus, carved on tomb and temple walls, and used to decorate everyday objects.	Cuneiform gets its name from the wedge like shapes that make up its structure.	Ziggurats were often used for religious activities, including prayer and celebrations.
Ancient Sumer is not considered an empire but is an early settlement which began to spread its culture..	The ancient society of the Indus Valley existed between 3300 BCE to 1300 BCE.	Ancient Egyptian and Sumerian writing is a legacy which changed human civilisation.	The trade of Lapis lazuli united the Ancient Egypt, Ancient Sumer and Indus Valley civilisations.	Hiero" means "holy" and "glyphics" means "marks" or "writings" – so the word means "holy writings". This is an ancient Greek word.	Cuneiform is about 300 years older than the hieroglyphics of Ancient Egypt.	The Ziggurat of Ur still exists and is the best preserved example of this type of building.
At the end of the Ancient Egyptian period it became part of Greek society and then the Roman Empire .	The Bronze Age societies in Britain and the Indus Valley were happening at the same time.	Historians with different points of view often debate the legacy of certain historical periods.				
How this connects with previous learning				How this connects with future learning		
You have studied what life was like during the Stone Age and Bronze Age in Ancient Britain.	In Year 3 you learnt about the importance of rivers to humans across the world.	In Year 3 you have already learnt about the culture of Ancient Egypt.		In Year 4 you will learn how the Roman Empire came after this period of history.	In Year 4 you will also learn how Britain changed after the Iron Age.	In Year 5 you will learn how Ancient Sumer laid the foundations for the Golden Age of Islam.

This is your Year 3 History Knowledge Organiser for Summer 2. Ancient Egypt

Historical Themes		Tier 2	Key Vocabulary			
leadership	society	connections	kingdom	pharaoh	mummification	afterlife
The person or people who are in control of a group.	How people in a specific area live their lives.	To join to something else	A country that is ruled by a king or queen. It is also a period of time within the history of a society .	A king or queen of Ancient Egypt.	The process of preserving a body.	A life that some people believe begins when you die.
King Charles II's leadership helped to rebuild London after the great fire of London.	In Paleolithic society , people lived nomadic lives, moving from place to place to find food.	There are many connections between Ancient Egypt and the Stone Age to Iron Age in Britain.	The Ancient Egyptian period is divided into three main kingdoms : the Old Kingdom , the Middle Kingdom and the New Kingdom .	Pharaohs ruled both upper and lower Egypt.	Anubis was the god of mummification and the underworld,	Ancient Egyptians believed that when they died their heart would be weighed by the God Anubis to decide if they could enter the afterlife .
Queen Victoria's leadership led to Britain becoming the richest country in the world.	In Neolithic society , people lived in one place, growing crops and rearing animals.	One connection is that Ancient Egypt began approximately 200 years before the end of the Stone Age in Britain.	During each kingdom , the pharaohs behaved in a certain way.	Pharaohs made both political and religious decisions.	Mummification was expensive so it was mostly the pharaohs and the rich who were mummified .	Ancient Egyptians were buried with items they believed would help them in the afterlife .
The leaders in Ancient Egypt were called pharaohs .	Ancient Egyptian society started because people built villages along the River Nile so they could use the river as a source of food and water.	Another connection is that Ancient Egypt ended approximately 275 years before the end of the Bronze Age in Britain.				
How this connects with previous learning			How this connects with future learning			
In Year 1, you learnt about the impact of different British Monarchs.	In Year 2, you learnt how Britain changed during Queen Victoria's reign.	In Autumn 2, you learnt how how Britain changed from the Stone Age to the Iron Age.				
			In Year 4, you will learn about the leaders of the Roman empire.	In Year 5, you will learn about leadership within Ancient Greece.	In Year 5, you will learn how Ancient Sumer laid the foundations for the Golden Age of Islam.	





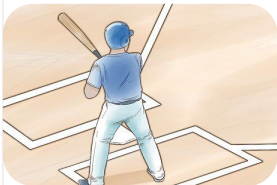
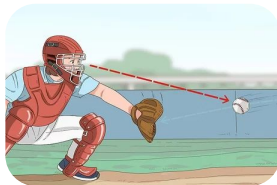
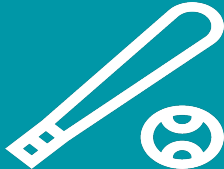
This is your Year 3 Physical Education Knowledge Organiser for Summer 2. Cricket

Key Vocabulary

batting	fielding	bowling	wicket	stump	run
The act of hitting a ball to score points, or to protect the wicket	This is the action of fielders to work together to collect the ball after it is struck by the batter.	To attempt to throw the ball towards the wicket in order to get the batsman out.	A wicket is a set of three upright sticks with two small sticks (bails) on top of them at which the ball is bowled.	To get a batsman out of the game by touching the stumps with the ball when he is out of the hitting area.	In cricket a run is the unit of scoring. The team with the most runs wins the game.
There are lots of different strokes and techniques when batting .	There are lots of different fielding positions a team can use to be strategic.	The correct way to bowl is to throw the ball, usually overhand, without bending the elbow.	If the ball knocks the 'bails' off the wicket , then the player is out.	It is the wicket-keeper who would usually stump out a batsman.	To score a run the batsman needs to hit the ball and then run to the crease at the other end of the pitch.
					
How this connects with previous learning		How this connects with future learning			
In Year 1 you learnt to hit with a hand or bat and to retrieve rolling balls.	In Year 2 you learnt to hit balls with a variety of bats and to work in a team to field.			In Year 4 you will learn to develop a range of skills in a competitive scenario.	In Year 4 you will learn to choose and use different bowling techniques.
				In Year 4 you will learn to choose and use different bowling techniques.	In Year 5 you will apply some aspects of fitness to the game of cricket and use a range of skills in combination.

This is your Year 3 Physical Education Knowledge Organiser for Summer 2. Rounders

Key Vocabulary

a rounder	a half rounder	long barrier	no ball	batting box	backstop
A hit that allows the batter in rounders to run past all four bases and score one full rounder .	A hit that allows the batter to run to the second base.	Using part of the body (leg or arm) in order to stop a ball rolling whilst fielding.	A bowl that is not thrown correctly, which does not allow the batter a fair chance to hit the ball.	The area the batter must stand within when striking the ball bowled at them.	A position for the fielding team.
A rounder will earn the team 1 point. You must hit the ball forwards or to the side to score a rounder .	The half rounder is only awarded once the batter has then run past the fourth base.	To field effectively and return a ball to a base or the bowler, you can use a long barrier technique.	A no ball can be a bowl that is too high, low, soft, fast or wide.	In order to earn a run for the team the batter must hit the ball from within the batting box .	The backstop stands or crouches behind the batter in order to return the ball quickly back to the bowler or to a base.
					
How this connects with previous learning		How this connects with future learning			
In Year 1 you learnt to hit with a hand or bat and to retrieve rolling balls.	In Year 2 you learnt to hit balls with a variety of bats and to work in a team to field.				
		In Year 4 you will learn to develop a range of skills in a competitive scenario and identify the different positions in rounders.	In Year 4 you will learn to choose and use a range of simple tactics in a game situation.	In Year 5 you will apply some aspects of fitness to the game of rounders and use a range of skills in combination.	

This is your Year 3 Science Knowledge Organiser for Summer 1. Healthy Bodies

Scientific Enquiry

pattern seeking



We **seek patterns** by looking for links between variables. We will pose scientific questions related to the human body and use data to look for patterns or a lack of patterns when answering enquiry questions.

research



Researching means using secondary sources to find information. We will research food labels and ask scientific questions about nutrients. We will use secondary sources and observations of our own bodies to identify the parts and functions of the skeleton.

Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Measuring (taking measurements)

Gathering and **recording** results

Presenting results

Interpreting results

Concluding (drawing conclusions)

Predicting

Evaluating an enquiry

nutrition

Nutrition is a healthy and balanced diet. All animals, including humans, need to eat a **nutritious** diet to grow and be healthy.



nutrients

Animals, unlike plants which can make their own food, need to eat in order to get the **nutrients** they need. Food contains a range of different **nutrients** – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy. Food will often provide a range of **nutrients**.

protein

Protein is the **nutrient** that builds, maintains and repairs the body. It is found in eggs, nuts, beans, fish, meat.



carbohydrate

Carbohydrates provide energy. They are often found in pasta, rice and oats.



Fat also provides energy and help absorb vitamins.



fibre

Fibre is a type of carbohydrate that helps animals process food and get rid of waste the body does not need. Vegetables have lots of fibre in them.



sugars

Sugars are a type of carbohydrate which is sweet. Some sugars are good for the body and some are harmful.



vitamins

Vitamins are substances found in food needed to keep the body healthy.

Subject Specific Vocabulary

skeleton

The **skeleton** is the structure that gives a body its shape. Mammals (including humans), birds, fish, reptiles and amphibians all have skeletons made from bones.



bones

Some of our **bones** hold us upright. Others protect our organs. The skull protects the brain whilst the ribs protect the heart and lungs. Other **bones** help us move.



muscles

Bones cannot move on their own. They are moved by **muscles** which are attached to bones by tendons. When a **muscle** tightens, it gets shorter and pulls on the bone it is attached to. When the muscle relaxes, it lengthens and the bone moves back. **Muscles** work in pairs to move a joint.



joint

A **joint** is where two or more **bones** join together. The skeleton bends at **joints** such as knees and ankles.



Things you learnt in previous topics

In Year 1, you identified and named a variety of common animals. You identified and named animals that are carnivores, herbivores and omnivores. In Year 2, you described the basic needs of animals, including humans, for survival. You described the importance for humans of exercise, eating the right amounts of different types of food, and good hygiene.



How this connects with future learning

In Year 4, you will describe the simple functions of the basic parts of the digestive system in humans. You will identify the different teeth in humans and their functions. You will learn about food chains, identifying producers, predators and prey. In Year 6, you will recognise the impact of diet, exercise, drugs and lifestyle on the way your body functions.

Los números Numbers

1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez
11	once
12	doce
13	trece
14	catorce
15	quince
16	dieciséis
17	diecisiete
18	dieciocho
19	diecinueve
20	veinte

Year 3 Spanish Knowledge Organiser Mi Portfolio

qu - j - ce/ci - ñ - ll - z - y



¿Cómo estás?/
¿Qué tal?
Estoy



¿Cómo te llamas?
Me llamo.....

Preguntas Questions



¿Cuántos años
tienes?
Tengo años.



¿Cuál es tu color
favorito?
Mi color favorito es



¿Cuándo es tu
cumpleaños?
Mi cumpleaños es el
..... de

Can you use "y" (and)

Verbos Verbs

tengo → I have

tiene → He/She/It has

soy → I am

es → he/she is

llevo → I wear

me llamo → my name is

se llama → his/her name is

Los meses The months

enero
January

febrero
February

marzo
March

abril
April

mayo
May

junio
June

julio
July

agosto
August

septiembre
September

octubre
October

noviembre
November

diciembre
December

Días de la semana Days of the week

lunes
Monday

martes
Tuesday

miércoles
Wednesday

jueves
Thursday

viernes
Friday

sábado
Saturday

domingo
Sunday

Frases Sentences

Tengo + un + *parte del
cuerpo*
Tiene + una + número



Soy + *adjetivo*
Es (masc/fem)

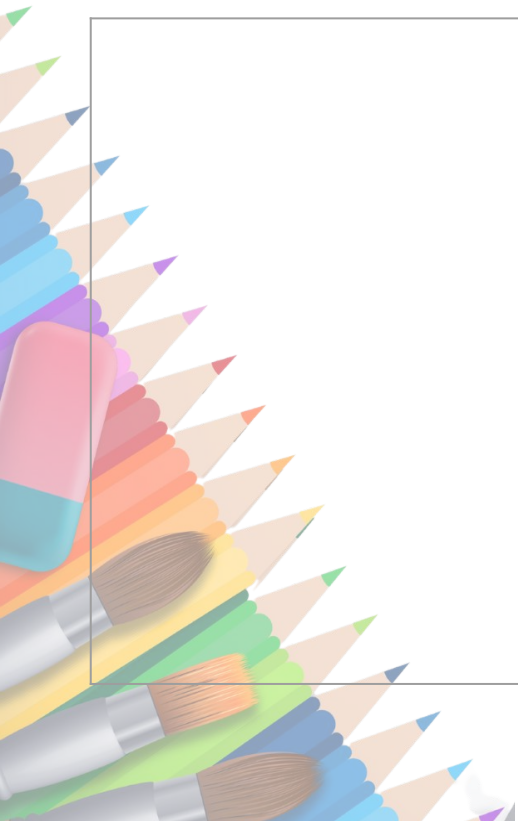


Llevo + un / uno + *ropa*
una / una



Yo + me llamo
Mi *familia* + se llama + *nombre*

To help you remember and recall key information, you can make your own notes about here.



At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, the words "new wave" are written in a black, lowercase, sans-serif font, and "federation" is written below it in a teal, lowercase, sans-serif font. A stylized, light blue wave graphic is positioned behind the text.

new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility