



Knowledge Organiser Booklet

Year 3

Autumn 1

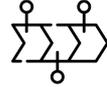


Name		Class	
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Use your knowledge organisers to help you remember more.

	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 Autumn 1 - Connecting Computers

Tier 2 Vocabulary

Key Vocabulary

network

digital device

process

input

output

wireless

interconnected computing devices that can exchange data and share resources with each other

A **digital device** is a piece of physical equipment that uses digital data.

A **process** is an instance of a program running in a computer.

Input is data that is entered into or received by a computer.

The **output** is how the computer presents the results of the **process**.

having no wire or wires. specifically operating by means of transmitted electromagnetic waves.

a group of two or more devices or nodes that can communicate

Digital device means an electronic device that can create, generate, send, share, communicate, receive, store, display, or **process** information.

A series of steps or actions that are taken in order to achieve a particular result or goal.

A computer can only **process** information that it has been **input**, or that it has collected.

When the computer has **processed** the information and carried out the task it sends it back out - this is the **output**.

Wireless communications is the transmission of voice and data without cable or wires.

a group or system of interconnected people or things

This half-term, you will explore some of the functions of **digital devices**.

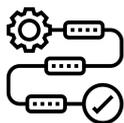
You will take a look at the different **processes** a computer can follow.

This half-term, you will look at the different forms of **inputs**, for example the keyboard.

This half-term, you will explore the different types of **outputs** produced by a computer depending on the **input**.

You will look at **wireless** access points and switches in this topic.

This half-term, you will explore your schools **network**.



How this connects with previous learning

How this connects with future learning

In Year 1, you learnt all about different types of technology and how they are used.

In Year 2, you learnt all about how IT benefits society in places such as shops, libraries, and hospitals

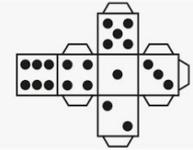
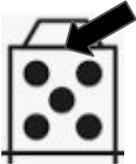
In Year 1 & 2, you learnt about the schools **network** and how we can use this, and the internet, safely.

In Year 4, you will apply your knowledge of **networks**, to appreciate the internet as a **network** which need to be kept secure.

In Year 5, you will develop your understanding of computer systems and how information is transferred between systems and devices.

In Year 6, you will look further into the internet and how data is transferred using the internet.

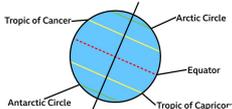
This is your Year 3 Design Technology Knowledge Organiser for Autumn 1 - Shell Structures

DT Themes		Tier 2		Key Vocabulary			
structure	accuracy	construct	2D	3D	scoring	tabs	
Something that is made up of a number of parts connected together in an ordered way.	Doing something in an exact way without making a mistake	To build or put together.	2D stands for two dimensional. An object that is flat so only its length and width can be measured.	3D stands for three dimensional. A solid shape where the height, length and width can be measured.	Partly cutting through a hard material to make it easy to fold.	A small loop, strap or flat attached to something.	
A house is a structure that people live in.	A clock is accurate if it tells the correct time.	Some things can be constructed quickly but others can take a long time.	Triangles, pentagons and octagons are all examples of 2D shapes.	Cuboids, pyramids and cylinders are examples of 3D shapes.	It is advisable to use a safety ruler when scoring .	Adding a tab can make it easier to open.	
We can build a simple structure by stacking blocks on top of each other.	We will measure our gift boxes with accuracy ..	We constructed our moving gift cards.	A net of a shape is two dimensional .	A shell structure is three dimensional .	We will score our nets to make them easy to fold.	We will add tabs to our net to make it easier to join together.	
A shell structure is a hollow structure with a thin outer covering.	We need to be accurate when cutting out our gift boxes.	We will construct our gift boxes.					
How this connects with previous learning			How this connects with future learning				
In Reception, you planned and created a model based on Jabari Tries.	In Year 1, you designed, made and evaluated a moving poster.	In Year 2, you designed, made and evaluated a freestanding structure.					
							In Year 4, you will work accurately when making a fabric pouch.

This is your Year 3 Geography Knowledge Organiser for Autumn 1 - Map It

Tier 2 Vocabulary

Key Vocabulary

identify	classify	hemisphere	latitude	climate	climate zone	orientteering
To show who or what someone or something is.	To divide things into groups.	One half of the Earth, above and below the Equator.	The distance between the equator and a point north or south on the earth's surface.	The typical weather conditions of a place.	Areas around the world with its own distinct climate .	A sport in which people use a compass and a map to guide them between points marked on the map.
I have identified that England is in the temperate climate zone .	In Year 2, you classified places into hot and cold places of the world.	The Northern Hemisphere is north of the Equator.	There are five major lines of latitude .	London has a warm and dry climate in the summer.	There are four main climate zones .	People often compete in orientteering challenges in teams.
We can identify countries in the Southern Hemisphere .	We will classify places based on their climate zones .	The Southern Hemisphere is south of the equator.	The equator is at the centre of the lines of latitude .	France's climate is mild winters and hot summers.	England is in the temperate climate zone .	I had to use a map and a compass to take part in the orientteering challenge.
I identified my jumper because it had a label.	We classified the balls based on their use.					

How this connects with previous learning

In Year 2, you learnt that there are seven continents.

In Year 2, you learnt about the Equator and hot and cold places of the world.

In Year 2, you learnt that symbols are used on maps.



How this connects with future learning

In Year 4, you will learn about longitude and use this with **latitude** to describe the location of places.

In Year 4, you will learn about the countries within North and South America.

In Year 5, you will continue to learn about **orientteering** by looking at 4 and 6 figure grid references.

Key Vocabulary

bullying

Bullying is repeated intentional behaviour that hurts someone else.

Bullying can be physical or emotional. Bullying includes name calling, hitting, pushing, spreading rumours and threatening. Bullying can happen anywhere, at school, at home or online.

Being kind and respectful to others and reporting bullying to a safe adult can stop bullying.



communicate

Communicate means to interact with other people through words or body language.

Listening is as important as talking for good communication.

Open questions can be used to find out sometimes feelings or views. They are questions which do not have simple one word answers.

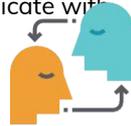


empathy

Empathy means to be considerate and understanding of other people's feelings.

Learning about other children and adults and hearing about their lives helps us to be empathetic to their experiences, particularly if these are challenging or difficult.

Empathy helps us connect and communicate with other people.



open questions

Open questions are those that do not have simple one word answers.

Asking open questions can help to find out more about someone and how they are feeling.

Examples of open questions you can use in conversations are: How are you feeling? What happened? What would you like to do? How can I help?



sympathy

Sympathy is a feeling or expression of gentle concern for someone who is sad, troubled, or in pain.

You might say to someone, "I am sorry you are hurt" or "I am thinking of you" or "I care about you" to show sympathy. You might also ask if there is anything you can do to help them.

You might send a note, card, letter or make a phone call to someone to show sympathy when something sad has happened.



trust

Trust is relying on someone to do something for you, such as keeping a secret or keeping something safe for you.

Trust is an important part of a relationship and we trust different people for different things.

Talk to an adult you trust either at school or at home if you need help. You should not need to keep secrets from people you trust.



How this connects with previous learning

In Year 1, you explored how families can be different and understood the characteristics of positive friendships and how to overcome friendship problems.

In Year 2, you learnt about how others show feelings in different ways and how to respond. You learnt about the conventions of courtesy and manners.



How this connects with future learning

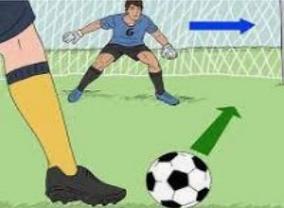
In Year 4, you will understand that your behaviour can have an impact on others. You will explore the responsibility of bystanders to help. You will understand what boundaries are.

In Year 5, you will explore the concept of marriage. You will begin to understand self-respect. You will explore stereotypes and how they can lead to discrimination.

In Year 6, you will understand what we mean by respect, why it is important and that it is two-way. You will learn that stereotypes are assumptions that can be challenged.

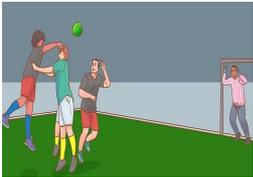
This is your Year 3 Physical Education Knowledge Organiser for Autumn 1 – Football

Key Vocabulary

intercept	touch	dribble	passing	shoot	score
<p>To stop and take someone or something that is going from one place to another place before that person or thing gets there.</p>	<p>To tap the ball with your foot or another part of your body while keeping control of it.</p>	<p>To take the ball forwards or passed opponents with slight touches using your feet.</p>	<p>The action of passing the ball to a teammate.</p>	<p>The act of kicking the ball towards the goal in order to score.</p>	<p>The act of kicking the ball into the net or target.</p>
<p>The defender put his foot in the way to intercept the ball from getting to the opposition.</p>	<p>The striker took a touch to control the ball before passing it to their teammate.</p>	<p>The attacking player dribbled past three defenders before shooting.</p>	<p>Passing is used to in attack to move a team forwards and try to score.</p>	<p>Players shoot at the goal in order to try score goals against the opposition.</p>	<p>To score in football you have to kick or head the ball into the opposition team's goal.</p>
					
<h3>How this connects with previous learning</h3>			<h3>How this connects with future learning</h3>		
<p>In year 1 you learned which part of foot to use when you dribble.</p>	<p>In year 2 you learned how to control the ball when you receive a pass.</p>		<p>In year 4 you will learn how to pass the ball over distances.</p>	<p>In year 5 you will learn how to play effectively in different positions</p>	<p>In year 5 you will learn how to become more effective when performing movements at speed.</p>

This is your Year 3 Physical Education Knowledge Organiser for Autumn 1 - Handball

Key Vocabulary

control	pass	teamwork	score	handball	intercept
<p>To show control is to be able to keep possession of the ball and keeping a good grip.</p>	<p>Transferring the ball from one person to another. This is done using various passing techniques.</p>	<p>Teamwork is working together to achieve the same goal.</p>	<p>To score is to throw the ball into the goal meaning the team gets a point.</p>	<p>Handball is an invasion game where you need to try and throw the ball into a goal to get a point.</p>	<p>To intercept is to get the ball back by blocking or catching a pass meant for the opposition.</p>
<p>The player showed good control of the ball as they dribbled past defenders and passed the ball to their teammate.</p>	<p>The player made a good pass to their teammate leading to them scoring a goal.</p>	<p>The team showed good teamwork as they celebrated each others achievements.</p>	<p>The player took a shot and managed to score a goal for their team.</p>	<p>The crowd were cheering on their favourite handball team.</p>	<p>The defender made a brilliant intercept to stop the opposition from taking a shot on goal.</p>
					
<p>How this connects with previous learning</p>			<p>How this connects with future learning</p>		
<p>In year 2 you learnt basic attacking and defending skills.</p>	<p>In year 1 you learnt basic throwing and catching skills.</p>			<p>In year 4 you will learn to develop the 3 step rule incorporating a bounce.</p>	<p>In year 4 you will demonstrate and implement the rules of handball.</p>
<p>In year 4 you will learn to begin to play in different positions.</p>			<p>In year 5 you will learn to begin to play in different positions.</p>		

This is your Year 3 Science Knowledge Organiser for Autumn 1 - Light

Scientific Enquiry



comparative & fair testing

Comparative testing means testing objects to rank them. We will test and compare materials to find the most reflective. **Fair tests** are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will carry out fair tests to explore how shadows can be changed.



pattern seeking

We **seek patterns** by looking for links between variables. We will seek patterns between changes to a light source or an object and the shadows made.



Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Taking measurements

Gathering and recording results

Presenting results

Interpreting results

Concluding (drawing conclusions)

Predicting

Evaluating an enquiry

light

We see objects because our eyes can sense **light**. Dark is the absence of **light**. We cannot see anything in complete darkness.



light source

Some objects, like the sun, light bulbs and candles are **light sources** or sources of light.



opaque

If a material is **opaque**, no light is able to pass through it. It is not able to be seen through.



transparent

Transparent materials allow light to pass through. They are see-through.



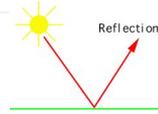
translucent

Translucent materials are not completely see-through but clear enough to allow rays of light to pass through.



reflect

Reflect means to throw back light without absorbing it. Light is **reflected** from surfaces.



Objects are easier to see when there is less light if they are **reflective**.



shadow

Shadows are formed on a surface when an opaque or translucent object is between a light source and the surface and blocks the light.



The size of the shadow depends on the position of the source, object and surface.

Things you learnt in previous topics

In Year 1 you identified, named, drew and labelled the basic parts of the human body and were able to say which part of the body is associated with each sense. You described the simple physical properties of a variety of everyday materials for example plastic is see-through and waterproof.



How this connects with future learning

In Year 6 you will recognise that light appears to travel in straight lines and use this idea to explain that objects are seen because they give out or reflect light into the eye. You will explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. You will use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Year 3 Spanish Knowledge Organiser

Todo sobre mí

Saludos

Greetings

	Buenos días Good morning
	Buenas tardes Good afternoon
	Buenas noches Good night

Learning intentions

- To understand basic Spanish greetings and ask about their name.
- To ask about well-being and identify some basic emotions.
- To name and identify numbers 1-10 in Spanish.
- To associate number and quantity and talk about age.
- To recognise the days of the week.
- To recognise the months of the year.

Preguntas

Questions

		
¿Cómo estás? Estoy	¿Cómo te llamas? Me llamo.....	¿Cuántos años tienes? Tengo años.

Sentimientos

Feelings

Estoy

	bien
	mal
	feliz
	triste
	estupend <u>o</u>
	hambrient <u>o</u>
	cansad <u>o</u>

Los números

The numbers

1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez

Días de la semana

Days of the week

	lunes Monday	+	
martes Tuesday	sábado Saturday		
miércoles Wednesday	domingo Sunday		
jueves Thursday			
viernes Friday			

Los meses

The months

enero January	julio July
febrero February	agosto August
marzo March	septiembre September
abril April	octubre October
mayo May	noviembre November
junio June	diciembre December

At New Wave Federation, we demonstrate...



new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility