



Knowledge Organiser Booklet

Year 3

Summer 1



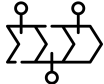




Name		Class	
------	--	-------	--









Contents

Page 3	Using Your Knowledge Organiser Guide	Page 9	Religious Education Knowledge Organiser
Page 4	Art & Design Knowledge Organiser	Page 10	Science Knowledge Organiser 1
Page 5	Computing Knowledge Organiser	Page 11	Science Knowledge Organiser 2
Page 6	Geography Knowledge Organiser	Page 12	Spanish Knowledge Organiser
Page 7	Physical Education Knowledge Organiser 1	Page 13	Notes Page
Page 8	Physical Education Knowledge Organiser 2	Page 14	School Values

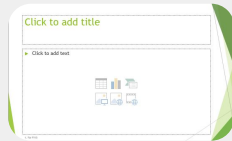



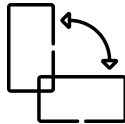

Use your knowledge organisers to help you remember more.

	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 Art & Design Knowledge Organiser for Summer I. Making Animated Drawing

Art Themes		Tier 2	Key Vocabulary			
Form	Space	Criteria	Pose	Animate	Puppetry	Attach
A shape or object with three dimensions (3D).	The emptiness or area around, or within objects.	A standard by which something can be judged or decided.	A way of standing or sitting, especially in order to be photographed, painted or drawn.	Bring to life, create or give the effect of movement.	Controlling or operating characters by strings, hands, sticks etc.	To join, fasten or connect.
We can use attachment techniques to make moving forms .	We need to leave space around our designs so they can be animated.	We will judge our work using a set of criteria.	We can think about different poses which show movement.	We can animate our drawings to create moving drawings.	Through puppetry we can make our drawings move.	We can securely attach our robot drawing sections together.
We can take inspiration from the way artists use form in their sculptures.	We can create a feeling of space in our work by making items in the distance smaller	The list of criteria includes design, animate and attach.	We will use a range of poses to create an animated effect.	Animations create the effect of movement.	Puppetry is a form of entertainment that is found all over the world.	We can use glue, tape, paper fasteners and staples to attach elements together.
						
How this connects with previous learning				How this connects with future learning		
You made architectural forms in Year 2.	You used a range of drawing techniques in Year 1 and 2.	In Year 3, you explored cave art and different mark making.		In Year 4 you will create your own visual narratives using images to tell a story.	In Year 5, you will create your own imaginative fashion designs.	In Year 6, you will explore space and form in relation to immersive, colourful art.





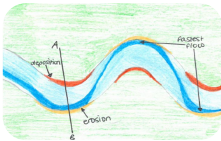





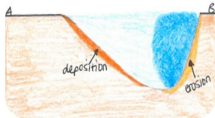

This is your Year 3 **Computing** Knowledge Organiser for Summer I. Desktop Publishing

Tier 2 Vocabulary		Key Vocabulary			
placeholder	desktop publishing	font	content	orientation	template
<p>a character, word, or string of characters that temporarily takes the place of the final data</p> <p>You can use a placeholder as a temporary solution until a proper value or variable can be assigned</p> <p>In maths, zero is a placeholder. It's not worth anything on its own, but it changes the value of other digits.</p> 	<p>the use of personal computers to design books and booklets that are intended to be printed</p> <p>Desktop publishing is the creation of documents using page layout software on a personal desktop computer.</p> <p>This half term, you will use desktop publishing skills to create your own magazine cover.</p> 	<p>the size, weight, color and style of typed characters within a document</p> <p>You can change font style, size, and colours for a given purpose.</p> <p>During this topic, you will be exploring different font sizes, colours and types in order to suit different purposes.</p> 	<p>digital resources that can be a pre made template or created by a specific user</p> <p>Individual content creators like to experiment with fonts, style and orientation to individualise their content.</p> <p>You will explore how to make content that stands out for a specific audience.</p> 	<p>the action of placing someone or something relative to the points of a specified positions</p> <p>The positioning or overall layout of an item related to other items on screen.</p> <p>You will learn that you can sometimes choose which way around you would like the page to be read, this is called orientation.</p> 	<p>a predetermined format or pattern for processes such as cutting, shaping, or desktop publishing</p> <p>A sample document that has already some details in place is called a template</p> <p>You will explore different templates, which you will then amend and add content to.</p> 
How this connects with previous learning			How this connects with future learning		
In Year 1, you were introduced to digital drawing and writing.	In Year 2, you learnt about digital photography and music and produced your own.	Earlier this year, you developed your understanding of digital devices and their uses.	In Year 4, you will learn how to create a publication and edit it.	In Year 5, you will further your knowledge and learn about a range of tools that create images.	In Year 6, you will create your own webpage for a chosen purpose.

This is your Year 3 **Geography** Knowledge Organiser for Summer 1. Rivers







Tier 2 vocabulary

Key Vocabulary

Tier 2 vocabulary		Key Vocabulary				
physical	observe	river	upper course	middle course	lower course	erosion
relating to things in nature	To notice or to see.	a large natural stream of water that flows into another body of water	the start of the river bed is narrow and rocky	as the land becomes flatter the river moves into its middle course	the widest part of a river where land is very flat	the gradual wearing away of natural materials by water, wind or a glacier.
The course of rivers can have an impact on the physical environment.	Aerial photographs help geographers to observe changes over time.					
In Year 2 you learnt about the physical changes of weather patterns during different seasons.	In Year 2 you learnt how to closely observe the changes in trees in different seasons.	The source of a river is often in upland areas.	Waterfalls are a feature of the upper course of a river .	The river becomes wider and deeper and begins to loop and curve, or meander.	The lower course leads to the mouth into the sea.	Erosion occurs on the outside of the meander where the water is moving at its fastest.
						
How this connects with previous learning		How this connects with future learning				
In year 2 you learnt how the about the physical depth of the east harbour in Alexandria.	In year 2 'Hackney and Alexandria' you located both of these settlements on maps.	In year 3 you learnt how rocks can change over time and began to think about erosion .		In Year 4 you will observe the difference in topography between two areas.	In Year 4 you will go on a field trip to explore the physical features of an area.	In Year 5 you will explore the physical features of ecosystems.

This is your Year 3 **Physical Education** Knowledge Organiser for Summer I. Athletics

Key Vocabulary

accelerate	pace	agility	hurdles	speed	force
To increase the speed or rate of something.	The rate of movement kept by something over a period of time.	The ability to move or think easily and quickly.	A barrier over which a runner must leap in the course of certain races.	The act of moving rapidly or swiftly.	Power, energy, or physical strength.
When running you need to accelerate in order to reach your maximum speed.	To save energy when running you might jog at a slower pace .	During long jump you will need to show great agility to jump as far you possibly can.	You must time your run and jump correctly so that you do not knock over the hurdle .	To go as fast as you can during sprint races you must run at speed .	At the start of races you must push off with great force to help you accelerate.
					

How this connects with previous learning

In Year 1 you learnt to refine a range of running including varying pathways and speeds.

In Year 2 you learnt how to improve running and jumping movements, work for sustained periods of time.



How this connects with future learning

In Year 4 you will be using running, jumping and throwing stations to investigate different strategies to perform these activities.

In Year 4 you will be using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.

In Year 5 you will learn how to sustain pace over short and longer distances such as running 100m and running for 2 minutes.

This is your Year 3 Physical Education Knowledge Organiser for Summer 1. Basketball

Key Vocabulary

shoot	defend	attack	offensive	target	assist
An attempt to throw the basketball into the basketball hoop.	To protect your basketball hoop and win the ball back.	To keep possession of the ball in order to score.	When in possession of the ball and trying to score in the opponents basketball hoop.	A goal or an objective.	Supporting your team in different aspects of the game.
You can shoot from anywhere on the court. Your position will change the amount of points your team will receive if the ball goes in the basketball hoop.	To defend you must work as a team and try to stop the other team from scoring points.	To attack you must work as a team to pass and shoot .	Offensive play is often quick and uses tactics to reach the opponents basketball hoop.	Getting the basketball in the opponents basketball hoop is the target of the game.	A pass that leads to a successful shot is called an assist .
					

How this connects with previous learning

In Year 1 you learnt how to use and apply simple strategies for invasion games.

In Year 2 you learnt how to recall and link combinations of skills, e.g. dribbling and passing.



How this connects with future learning

In Year 4 you will learn how to increase your confidence when handling a basketball and build on a selection of basic skills, such as dribbling,






In Year 4 you will learn how to use footwork rules in a game situation and explore basic marking.

In Year 5 you will learn how to use strength, agility and coordination when **defending**.

This is your Year 3 Religious Education Knowledge Organiser for Summer 1. Prayer

Tier 2 Vocabulary

Key Vocabulary

describe	prayer	Allah	The Lord's Prayer	mandir	shrine
To say what something is like or what happened.	An important request for help or an expression of thanks addressed to God or another deity.	Allah is the common Arabic word for God.	The Lord's Prayer is the most widely known prayer in Christianity.	A mandir is a Hindu temple and place of worship.	A shrine is a holy or sacred place.
In Year 1 you learnt about sacred places of worship and can describe ways in which they are similar and different.	Prayer is a conversation with God. Prayer can be silent or said out loud. It can use set words, or a person's own words.	The Qur'an is treated with immense respect by Muslims because it is the sacred word of Allah .	Christians believe that The Lord's Prayer was taught to followers by Jesus.	A mandir is a place where Hindus go to worship and pray. Hindus are people who follow the Hinduism.	A lot of Hindus worship every day at a shrine in their home. All members of the family can take part in this daily worship.
In Year 2 you learnt about sacred books from across the religions and can describe some of the important stories for believers.	Prayer can be used for praise, forgiveness, thanksgiving, or for asking for support and guidance.	Surah al-Fatihah is the first chapter (Surah) of the Qur'an. Its seven verses are a prayer for guidance and forgiveness from Allah .	The prayer shows us that God has the power to provide for us and that he is forgiving when we make mistakes.	At a mandir , there are shrines to different Hindu gods and goddesses, also known as deities.	Shrines contain important objects that are used for worship. The puja ceremony is a type of worship that uses all five senses and special artefacts from the shrine .
In this unit you will learn to describe how different religions practise prayer					

How this connects with previous learning

In Year 2 you learnt how and why Muslims pray and worship at the mosque. You learnt about what Muslim holy words tell us.

In Year 1 you learnt about Christians and what they believe about God. You learnt about the Bible and Jesus and understood why Christians pray.



How this connects with future learning

In Year 4 you will learn that **prayer** is important in religious ceremonies and special events across different religions.

In Year 5 you will learn about Muslim key beliefs and how this guides their life. You will understand the importance of **prayer** for Muslims.

In Year 6 you will learn about different places of worship and what happens there. You will learn what a place of worship means for believers.

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

Scientific Enquiry

comparative & fair testing



In a **fair test**, the variable being changed can be counted or measured. We will investigate what happens to plants when put in different conditions.



identifying & classifying

Identifying means knowing what something is and naming it. **Classifying** means grouping things together if they have something in common. We will identify and classify seeds including how they are **dispersed**.

researching



Researching means using secondary sources to find out information. We will observe and **research** types of **seed dispersal** and explain observations.

study over time (observing)

We will **observe** changes to flowers, seeds, berries and fruits outside throughout the year.

Working Scientifically

Asking scientific questions

Planning an enquiry

Observing closely

Taking measurements

Gathering & recording

results

Presenting results

Interpreting results

Drawing conclusions

Predicting

Evaluating an enquiry

Things you learnt in previous topics

In Year 2, you observed and described how seeds and bulbs grow into mature plants. You found out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Subject Specific Vocabulary

flowering plants

Many plants, but not all, have roots, stems/trunks, leaves and flowers/ blossom.

The roots absorb water and nutrients from the soil and anchor the plant in place.



The stem transports water and nutrients/ minerals around the plant and holds the leaves and flowers up in the air to enhance **photosynthesis**, **pollination** and **seed dispersal**.

The leaves use sunlight and water to produce the plant's food.

germination

Germination is when a plant begins to **grow** or sprout.

Often seeds need oxygen, water and the right temperature to **germinate**. However, different plants require different conditions for **germination** and growth.



pollination

Some plants produce flowers which enable the plant to reproduce.

Pollen is a fine powder. It is produced by the male part of the flower, is transferred by insects and the wind to the female part of other flowers.



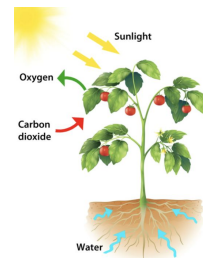
This process is called **pollination** and forms seeds, sometimes contained in berries or fruits which are then **dispersed** in different ways.



photosynthesis

Green plants have to make their own food.

Photosynthesis is the process in which green plants use sunlight to do this.



If a plant does not get enough sunlight, **photosynthesis** cannot happen and the plant will become unhealthy and eventually die.

seed dispersal

In **flowering** plants, the flowers and fruit make their own seeds.



Dispersal means spreading out. **Seeds** need to **disperse** to allow new plants enough room to grow. Seeds are **dispersed** by the wind, insects or water. This allows identical copies of the plant to grow elsewhere



How this connects with future learning

In Year 5, you will describe the life process of reproduction in some plants and animals. In Secondary School, you will learn more about reproduction in plants, including flower structure, wind and insect **pollination**, fertilisation, and seed and fruit formation and **dispersal**.



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.

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.

La ropa Clothes

¿Qué llevas puesto?
What are you wearing?



camiseta



camisa



jersey



chaqueta



abrigo



pantalón



falda



vestido

This is your Year 3 Spanish Knowledge Organiser for Summer 1. La ropa

¿Qué ropa
llevas?

Llevo un
abrigo
marrón.



un

una

unos

unas

Los colores The colours

rojo/a



azul



amarillo/a



verde



naranja



morado/a



rosa



marrón



blanco/a



gris



negro/a



un abrigo

a coat

una camiseta

a T-shirt

unos calcetines

a pair of socks

unas sandalias

a pair of sandals.

Llevo una falda.

I am wearing a skirt.

Llevo un vestido.

I am wearing a dress.

Llevo una camisa y un
pantalón.

I am wearing a shirt
and trousers.

Llevo una camiseta
roja.

I am wearing a red
T-shirt.

Los accesorios The accessories

¿Qué llevas puesto?
What are you wearing?



gorra



gorro



pantalón corto



calcetines



zapato



bota



sandalias

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



At New Wave Federation, we demonstrate...



new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility