



Knowledge Organiser Booklet

Year 3

Spring 1



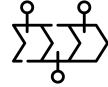




Name		Class	
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Use your knowledge organisers to help you remember more.

	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 **Art** Working with Shape and Colour - Year 3 - Spring 1

Art Themes		Tier 2	Key Vocabulary			
Shape	Colour	Explore	Collage	Composition	Elements	Stencil
A form or outline of something.	The look that something has in the light. Colours can be primary, secondary or tertiary.	Examine closely and discover.	Sticking different elements e.g. cut-out paper shapes to form a composition.	Arrangement of different parts of an artwork - e.g. shapes, sizes, positions.	The elements of art can include colour, form, line, shape, space and texture.	A stencil is a cut-out device that allows you to apply a design onto a surface.
We can make organic and geometric shapes .	We can use colours to create an atmosphere e.g. blue can make us feel calm.	We can explore the artwork of different artists to discover new ideas.	We can create collages by cutting out shapes and sticking them down with glue.	We will decide how to arrange our compositions before sticking down our collages..	Our collages will contain a variety of visual elements .	We will cut out stencil shapes and use them with oil pastels over our collages.
We will explore how artists use shapes in their work.	We will use vivid, bold colours to create our collages.	We can explore the world around us.	In collage , we can 'draw with scissors' and create different arrangements.	A composition can be very simple or complicated with lots of elements.	Using different elements together allows us to be very creative.	By using a stencil we can repeat the exact shape multiple times.
						
How this connects with previous learning			How this connects with future learning			
In Year 1, you explored shape and colour in printmaking.	In Year 3, you made gestural drawings with coloured chalks.	In Year 3 you transformed our drawings into moving forms.		In Year 5 you will design colourful, imaginative fashion designs.	In Year 6 you will create your own figurative work inspired by the artist Lubaina Himid.	In Year 6 you will explore space and form in relation to immersive, colourful art.

This is your **Computing** Knowledge Organiser for Spring 1: Sequencing Sounds

Tier 2 Vocabulary	Key Vocabulary				
pattern	algorithm	code	command	debugging	sequence
<p>The repeated or regular way in which something happens or is done</p>	<p>A precise set of ordered steps that can be followed by a human or a computer to achieve a task.</p>	<p>The commands that a computer can run.</p>	<p>A single instruction that can be used in a program to control a computer.</p>	<p>The process of finding and correcting errors in a program.</p>	<p>The specific order in which instructions are performed in an algorithm.</p>
<p>Patterns in code occur frequently and make computing easier to understand.</p>	<p>A set of steps in order to be followed by a computer.</p>	<p>Computers can't understand everyday words like we can. We have to write the computer program using a computer language, or code.</p>	<p>A command is a specific order from a user to the computer's operating system or to an application to perform a service.</p>	<p>Debugging is a very important part of writing a good algorithm or computer program.</p>	<p>In programming, statements are executed one after another. Sequence is the order in which the statements are executed.</p>
<p>The process of making patterns helps coders decide how best to design their programs.</p>	<p>You will create algorithms and then implement those algorithms as code.</p>	<p>You will know that objects in your project will respond exactly to the code you have given.</p>	<p>In Scratch, commands are represented as blocks.</p>	<p>You are going to design, write, and debug programs that accomplish specific goals.</p>	<p>This topic will help you understand sequences in a new programming language.</p>
<p>Natural patterns, like the changing seasons, help humans understand the world.</p>					
How this connects with previous learning			How this connects with future learning		
<p>In Year 1 & 2, you learnt how to write algorithms to move a floor robot.</p>	<p>In Year 2, you learnt how to design and create your own program.</p>	<p>In Year 2, you used computers to create music.</p>	<p>Later in Year 3, you will learn how to move a sprite in 4 different directions.</p>	<p>In Year 4, you will develop your learning by designing and debugging your own work.</p>	<p>In Year 5, you will construct programs using the Scratch programming environment.</p>

This is your Geography Knowledge Organiser for Spring 1: Settlements

Tier 2 vocabulary

Key Vocabulary

describe

To write or tell about something.



In Year 2 you learnt how to describe the geographical features of Alexandria.



locate

The find the exact place or position of something.



In Year 2 you used a map to locate the physical features of the city of Alexandria.

We can **locate** Hackney on a map of London.

settlement

A place where humans have chosen to live.



Permanent settlements like London need access to a supply of water.



hamlet

A settlement with a small group of houses and no other buildings.



Abbs End is a small hamlet in Essex with a small group of houses, without a church.

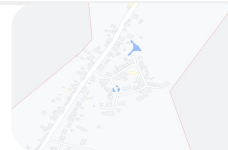


village

A settlement with a small group of houses and some other buildings



High Roding, is a village in Essex with houses, a church and other buildings.



town

A settlement with lots of houses and other buildings



Epping, is a town in Essex it has a large church, many houses and amenities.

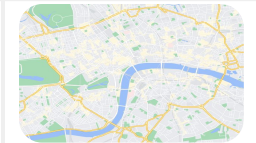


city

The largest type of settlement with lots of houses, buildings and sometimes a cathedral.



London is a city with cathedrals, many amenities and a population of around 9 million.



How this connects with previous learning

In 'Map It' you **located** Hackney on a map of the United Kingdom,



In Y2 Hackney and Alexandria you **located** both of these settlements on maps.



How this connects with future learning

Later in Year 3 you will use a map to **locate** the official source of the River Thames.

In Year 3 you will describe how rivers create landforms and why rivers are important to people.

In Year 4 you will **describe** how tectonic plates are linked to earthquakes.

This is your PSHE Knowledge Organiser Health and Wellbeing - Year 3 - Spring 1

Key Vocabulary

balance

Balance means ensuring you have enough but not too much of something.

We need a balanced diet: different types of foods from different groups to keep us healthy and provide us with the nutrients our body needs.

We need a good balance of physical exercise, relaxation and sleep to stay mentally and physically healthy.



barriers

Barriers are obstacles that may stop us from reaching our goals.

We all have different strengths and we can use these to help ourselves and others overcome barriers.

Breaking problems down into small achievable actions can help us to solve them and remove barriers. Our confidence will increase as we build on the steps to overcoming a barrier.



belonging

Belonging means feeling comfortable and at home in a certain situation or place.

We all belong to different groups. Belonging can help us to feel happy.

There are times when we want to be alone - this is normal. When we don't feel like we belong in any groups, we can feel lonely. Being lonely can make us feel unhappy. We should be aware of people around us who might be feeling lonely and try to include them.

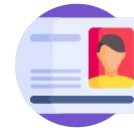


identity

Identity is who someone is and how they define themselves.

Lots of things make up our identity including the groups we belong to.

Understanding and being proud of our identities will help us to be more self-aware and confident, which leads to better self-esteem.



oral health

Oral health means the health of your mouth including your teeth and gums.

We can keep our teeth and gums healthy by eating a balanced diet and avoiding too much sugary food. We should brush our teeth for two minutes, twice a day using a pea-sized amount of toothpaste that contains fluoride. We might floss or use an interdental brush too. We should visit the dentist for check ups.



resilience

Resilience is a willingness to keep trying even when things become hard.

When you experience a challenge and develop strategies to deal with it positively, you become more resilient.

It is normal to feel disappointment or frustration when things go wrong. Talking about these feelings and reflecting on what could have been done differently can be helpful.



How this connects with previous learning

In Year 1, we described different feelings and developed simple strategies for managing them. We explored different ways to stay safe. We understood the benefits of physical activity, rest and sleep.

In Year 2, we described a range of feelings and developed simple strategies for managing them. We understood what it means to have a healthy diet and to look after our teeth.



How this connects with future learning




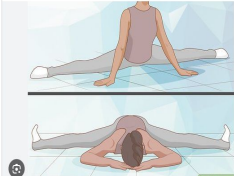



In Year 4, we will understand the difference between fixed and growth mindsets and understand how to deal with failure positively. We will identify how to take responsibility for our own happiness.

In Year 5, we will understand the purpose of failure. We will understand the importance of relaxation and sleep to our physical and mental health. We will be able to plan healthy meals.

In Year 6, we will explore the potential impact of technology on physical and mental health. We will explore strategies to identify and respond to difficult situations.

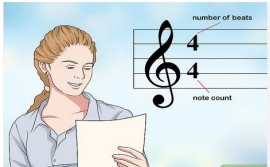




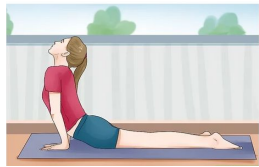

This is your Physical Education Knowledge Organiser for Spring 1: Gymnastics

Key Vocabulary

sequences	shapes	body management	flexibility	balances	explosive moves
<p>A sequence is when two or more skills are performed together creating a different combination skill.</p>	<p>A shape is a body position or pose in gymnastics.</p>	<p>The ability to control physical movements and body position using different body parts.</p>	<p>The ability of a person to move their joint or a group of joints in a wide range of motion without dislocating them.</p>	<p>A static gymnastics or dance position, which holds the body in a distinct shape and is usually used on a beam.</p>	<p>A movement in which maximum or near maximum rates of force are achieved.</p>
<p>A sequence can include a start position, two balances and a jump.</p>	<p>My sequence included two shapes, a star shape and a tuck shape.</p>	<p>Body management is used to hold positions when making shapes and balances.</p>	<p>Flexibility is used to do a range of motions in gymnastics, without it gymnast will be unable to do certain skills.</p>	<p>Balance is used to balance on beams, the floor and people in gymnastics. It helps us hold our position.</p>	<p>Explosive moves are used when jumping in gymnastics.</p>
					
<p>How this connects with previous learning</p>			<p>How this connects with future learning</p>		
<p>In year 1 you learned how to link similar actions.</p>	<p>In year 2 we learned how to control our bodies and other equipment.</p>			<p>In year 4 we will develop an increased range of body actions.</p>	<p>In year 5 we will be performing more complex shapes and balances with consistency.</p>
			<p>In year 6 we will experience flight on and off high apparatus.</p>		

This is your Physical Education Knowledge Organiser for Spring 1: Dance

Key Vocabulary

rhythm	dance	mood	improvise	rehearse	stretch
<p>A rhythm is a regular series of sounds or movements.</p>	<p>Rhythmically moving to music following a set sequence of steps.</p>	<p>The emotional atmosphere or ambiance that is created through movement, music and lighting in a dance performance.</p>	<p>The process of creating movement without planning any steps beforehand.</p>	<p>To practise a dance in preparation for a performance.</p>	<p>Moving your body to the limits of your range of motion from one stretch to another without stopping.</p>
<p>The dancer showed good rhythm in their performance</p> 	<p>Dance is a way for people to express themselves.</p> 	<p>The mood was upbeat during the dancers performance due to flashing lights and bright costumes.</p> 	<p>The dancer forgot his routine so he had to improvise.</p> 	<p>The dance school are rehearsing for their performance.</p> 	<p>You have to stretch before you dance to avoid injury.</p> 
<p>How this connects with previous learning</p> <p>In year 1 we introduced turn, twist spin and rock.</p> <p>In year 2 we learned to attempt rhythm while performing a sequence.</p>			<p>How this connects with future learning</p> <p>In year 4 we are going to learn to perform in time with a partner and group.</p> <p>In year 5 we will learn to remember and repeat longer sequences with more difficult actions.</p> <p>In year 6 we will learn to suggest plan and lead warm ups.</p>		

This is your Religious Education Knowledge Organiser for Spring 1: Beliefs about God

Tier 2 Vocabulary

Key Vocabulary

enquiry

The process of seeking information.

In Year 2, you made **enquiries** into religious stories of different faiths and discussed their meaning.

In Year 3 you will **enquire** into what people believe about prayer and how they pray.

In this unit you will be asked to make **enquiries** into the ways in which Christians, Hindus and Muslims describe God.

metaphor

A **metaphor** compares something directly to something else to create an image.

There are lots of **metaphors** in religious stories. They help the reader to understand the message or meaning of a story.

Metaphors are often used in religious texts to teach believers how to live their lives.



religious artefacts

Objects that can have religious significance.

Religious traditions often use **artefacts** in worship, festivals, and import at events. They can also be used as daily reminders of a person's faith and beliefs.

Religious artefacts can be found in places of worship and in people's homes.

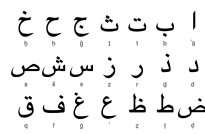


Arabic

The language of the Arabs, spoken in a variety of dialects.

The **Arabic** alphabet was originally developed for writing the Arabic language and is used in Islam.

Arabic is the native language of about 75 million people throughout the world.



murtis

A **murtis** is a humanised image or statue of a Hindu deity.

Murtis are the colourful figures and pictures of the deities found at Hindu shrines and temples.

These figures usually form the focus for prayer, as they are believed to be filled with spirit of the god they represent.



atheist

Atheism is the absence of belief in any Gods or spiritual beings.

Atheists believe that human beings can live without the aid of Gods or scriptures.

Atheists often believe in the same ideas like kindness, love and equality as religious people, but they decide what is good or bad without any help from the idea of God.



How this connects with previous learning

In Year 1 you developed an awareness that some people regularly worship God in different ways and in different places.

In Year 2 you learnt some of the ways in which Christians, Muslims and Jewish people treat their sacred books.



How this connects with future learning

In Year 4 you will describe what happens in Christian, Sikh, Jewish & Hindu ceremonies of commitment discussing what these mean.

In Year 5 you will explore the rules of living across and between religions and suggest ways in which they might help believers with difficult decisions.

In Year 6 you will compare the similarities and differences between religions.

This is your Science Knowledge Organiser for Spring 1: Rocks

Scientific Enquiry



identifying & classifying



Classifying means grouping things together if they have something in common. We will observe and **classify** rocks and soils in different ways.



comparative & fair testing



Comparative testing means testing objects to rank them. We will design tests to investigate different properties of rocks. **Fair tests** are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will design a fair test to investigate the water retention of different soils.

researching



We will **research** using secondary sources to find out about how fossils are made and the work of Mary Anning.

Working Scientifically

Asking scientific questions

Presenting results

Planning an enquiry

Interpreting results

Observing closely

Concluding (drawing

Taking measurements

conclusions)

Gathering and recording

Predicting

results

Evaluating an enquiry

Subject Specific Vocabulary

rock

Rock is a naturally occurring material. Some examples of **rock** are: sandstone, limestone marble, granite, chalk and slate.

Types of **rock** have different properties. Rocks can be hard or soft. They have different sizes of grain or crystal. They may absorb water. Rocks can be different shapes and sizes (stones, pebbles, boulders).



soil

Soil is made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter). The type of rock, size of rock pieces and the amount of organic matter affect the property of the **soil**.



Examples of different **soils** are: clay, loam, sand and silt. These all have different properties.



fossil

Some rocks contain **fossils**. These are the remains or traces of plants and animals that lived a long time ago.

Fossils were formed millions of years ago. When plants and animals died, they fell to the seabed. They became covered and squashed by other material. Over time the dissolving animal and plant matter was replaced by minerals from the water.

Fossils help scientists understand what life was like millions of years ago.



marble

Marble is rock that develops from limestone. **Marble** lasts for a long time and does not allow much water in. These properties mean that marble is often used for building, statues and decoration.



chalk

Chalk is a soft, whitish rock. It is a type of limestone made from animal shells. It takes many years to form.



sandstone

Sandstone forms when grains of sand are compacted together over time. **Sandstone** can be hard or soft and is used for buildings and making glass.



granite

Granite is a hard, strong rock that can last without wearing for a long time. These properties mean that **granite** is often used for floors, paving stones and work surfaces.



Things you learnt in previous topics

In Year 1, you distinguished between an object and the material from which it is made. You identified and named a variety of everyday materials. You described the simple physical properties of a variety of everyday materials. You compared and grouped together a variety of everyday materials. In Year 2, you compared the suitability of a variety of everyday materials for different purposes.










How this connects with future learning

In Year 6, you will recognise that living things have changed over time and that fossils provide information about living things that are now dead. In Secondary School, you will learn about the composition and structure of the Earth. You will learn about the rock cycle and the formation of igneous, sedimentary and metamorphic rocks.

This is your Spanish Knowledge Organiser for Spring 1.




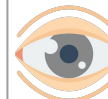
Mi cara My face

	pel <u>o</u>
	ojo
	diente
	* <u>nariz</u> *
	boc <u>a</u>
	orej <u>a</u>
	cabez <u>a</u>





Learning intentions

- To identify body parts in Spanish.
- To identify face parts in Spanish.
- To know how to make the plural.
- To describe my body.
- To describe someone else's body.
- To review the parts of the body and the sentence structure.

Tengo los ojos...

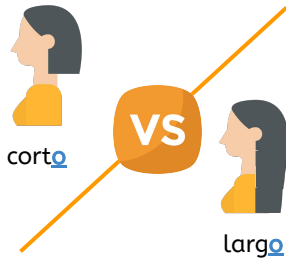
			
azul <u>es</u>	verd <u>e</u> s	marron <u>es</u>	negro <u>s</u>

Tengo el pelo...

			
rubi <u>o</u>	pelirrojo	marrón	negro <u>o</u>

Mi cuerpo My body

	hombro
	brazo
	dedo
	mano
	pie
	pierna
	rodilla



tengo → I have

tiene → He/She/It has

Tengo dos ojo <u>s</u> .	I have two eyes.
Tengo <u>una</u> nariz.	I have a nose.
Tengo cinco dedo <u>s</u> .	I have five fingers.
Tengo el pelo rubi <u>o</u> .	I have blond hair.
Tengo el pelo marrón.	I have brown hair.
Tengo lo <u>s</u> ojo <u>s</u> verde <u>s</u> .	I have green eyes
María <u>tiene</u> el pelo largo.	Maria has long hair.



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

At New Wave Federation, we demonstrate...



new wave
federation

Collaboration

Creativity

Focus

Kindness

Responsibility