

Knowledge Organisers

1st Autumn Term

Science

History

Geography

Art

PSHE

French

Computing

R.E.

Music

P.E.

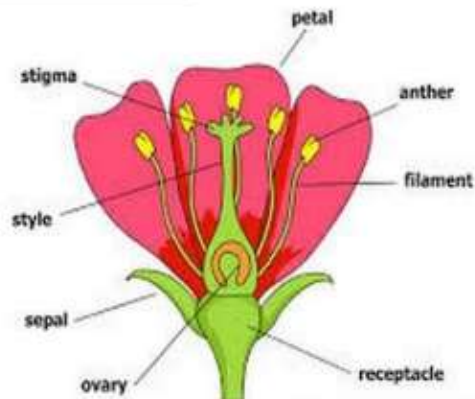
Year 3

Knowledge Organiser - Cycles in Nature – Science - Year 3

Key Vocabulary:

| | |
|------------------|--|
| reproduce | The stage of living things creating new life e.g. having a baby. |
| fertilise | When the male and female parts of a living thing have created a new life. |
| anther | The part of a plant that contains the pollen. |
| pollen | The male part of a plant. |
| ovule | The female part of a plant. |
| mature | When a plant or animal becomes an adult. |
| ripen | When a baby plant becomes an adult, or a fruit/vegetable is ready to fall off the adult plant. |
| nutrients | The goodness required for life and growth; plants absorb nutrients from the soil. |
| sprout | When a seed has started to grow, you can see roots and leaves forming. |
| dispersal | Spreading things out over an area, seeds do this to help to reproduce. |

Parts of a Plant



many flowers rely on animals to help with pollination by moving pollen from one flower to another



poppy seeds are dispersed from a 'pepper pot' head, when the wind blows the seeds shake out



Key Knowledge:

I know the parts of a flower and can explain the life cycle of a plant.

I know different plants need different amounts of things in order to thrive.




I know that water moves from the roots of a plant, upwards via the stem.

I know that pollination is needed for flowering plants to reproduce.

I understand that plants spread their seeds in many different ways to reproduce.

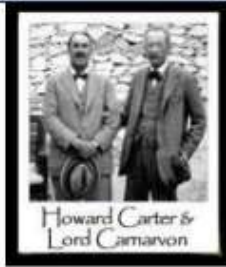
Year 3 History Knowledge Organiser – Ancient Egypt

| Key Vocabulary | Definition |
|----------------|---|
| River Nile | A river, which flows through the continent of Africa. It is the longest river throughout the world. |
| Black Land | The land either side of the River Nile, which the soil turns black. It is full of rich nutrients to help plants grow. |
| Irrigation | The supply of water, which helps land or crops to grow. |
| Archaeology | A person who studies history by looking for things people in the past have left behind. Archaeologists look at objects (artifacts), people and places (sites) from a long time ago. |
| Pharaohs | Pharaohs were the King or Queen of Egypt. A Pharaoh was the most important and powerful person in kingdom. They were the head of the government and the highest priest of every temple. |
| Artifacts | An object made by humans, typically one of cultural or historical interest |

| Pharaohs | |
|-------------|---|
| Nefertiti |  |
| Tutankhamun |  |
| Rameses II |  |

| Key Knowledge |
|--|
| I know Egypt is in Africa. |
| I know the importance of the River Nile to Ancient Egyptians. |
| I understand how archaeology helps us to find out about the past. |
| I know that hieroglyphics can tell us about life in Ancient Egypt. |
| I know that Pharaohs were Ancient Egyptian rulers. |



| Howard Carter |
|--|
|  |
| <ul style="list-style-type: none"> • Born in 1874 in Norfolk, England • Discovered the tomb of Tutankhamun with Lord Carnarvon |

Knowledge Organiser - Spatial Sense - Geography - Year 3

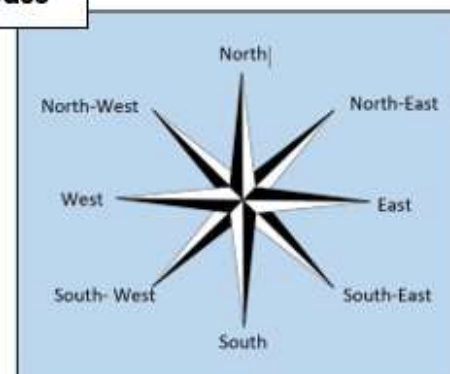
| Key Vocabulary | Definition |
|----------------------------|---|
| Eight-point compass | A tool used for navigation, shows the following directions; north, north-east, east, south-east, south, south west, west and north west. |
| Grid reference | A set of information (often a letter and a number) that locates a place on a map. |
| Symbols | Small simple pictures that represent different things on a map. |
| Key | A key gives information about the symbols included on a map. [Grab your reader's attention with a great quote from the document or use this space to emphasize a key point. To place this text box anywhere on the page, just drag it.] |
| Human features | Man-made features of an area, for example, buildings, bridges and roads. |
| Physical features | Natural features of an area, for example, rivers, hills, valleys. |

Key Knowledge

I know what a compass is and why they are important. I can name the 8 point on a compass.
 I know that OS (Ordnance Survey) symbols give us information about locations on a map.
 I can use 4 figure grid references to find and plot locations on a map

I know why and how the Fens were drained
 I know the similarities and differences between Puno (Peru) and West Norfolk (England)

Eight Point Compass



Map of the Fens



| Peru | United Kingdom |
|------|----------------|
| | |

Knowledge Organiser - Landscape and Symmetry – Visual Arts – Year 3

Key Vocabulary:

| | |
|----------------------|--|
| landscape | A painting or drawing of a large area of the natural world, for example mountains or fields. |
| seascape | A type of landscape painting which is of the sea. |
| method | A way of doing something, for example the steps for painting a picture. |
| sketch | A rough drawing or painting, possibly to be looked at to be able to complete a finished drawing or painting. |
| brushstroke | The mark made by a paintbrush. |
| symmetry/symmetrical | Where the parts of a picture or object look exactly the same on both sides, a mirror image. |
| natural materials | Things from nature, used to make art, for example leaves, sticks or stones. |
| temporary | Something which lasts for a short time. |

Art that uses Symmetry

Leonardo da Vinci
(1495-98) *The Last Supper*



Andy Goldsworthy (Born 1956) *Untitled and undated*



Key Knowledge:

I understand what a landscape and a seascape are.

I know artists use different methods for painting landscapes like painting outside, painting in a studio or using a photograph

I know some of the artwork by Turner and can describe his style and use of brushstrokes.

I understand what symmetry is, can identify symmetry in paintings and create my own symmetrical artwork.

I can use symmetry to create a work of art in the style of Andy Goldsworthy.

Art that uses Symmetry

Constable (1831)
Salisbury Cathedral from the Meadows



Turner (1842)
Snowstorm



Knowledge Organiser – PSHE – Being Me in My World - Year Three



| Vocabulary | |
|----------------------|--|
| Acknowledge | To accept, admit, or recognise something, or the truth or existence of something. |
| Affirm | To state something as true. To show your support for an opinion or idea. |
| Solution | The answer to a problem. |
| Fairness | The quality of treating people equally or in a way that is right or reasonable. |
| Personal goal | Set by an individual to achieve objectives that will 'better' themselves. |
| Co-operate | To act or work together for a particular purpose, or to be helpful by doing what someone asks you to do. |
| Valued | Useful and important. |



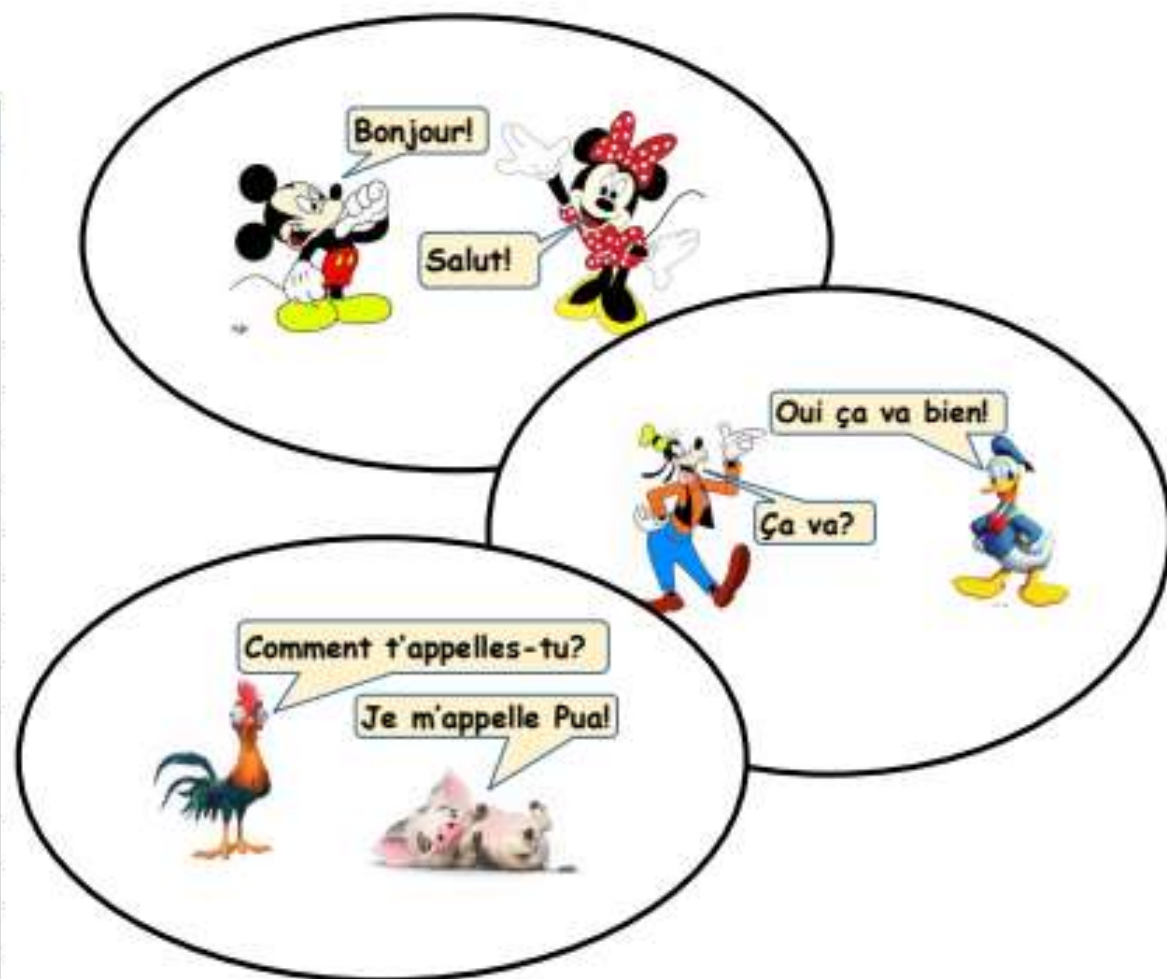
| Key Knowledge |
|---|
| I can face new challenges positively, make responsible choices and ask for help when I need it. |
| I can understand why rules are needed and how they relate to rights and responsibilities. |
| I can understand that my actions affect myself and others and I care about other people's feelings. |



| Reflective questions |
|---|
| Ask me this... |
| Do you know how and when you learn the best? |
| Why is it important to feel valued/ that we belong? |
| What rights do we have in school? |

Knowledge Organiser Year 3 French Unit 1 Bonjour!

| Key Language | English |
|---|-------------------------------|
| Bonjour! | <i>Hello!</i> |
| Salut! | <i>Hi!</i> |
| Au revoir! | <i>Goodbye!</i> |
| Madame | <i>Mrs</i> |
| Monsieur | <i>Mr/sir</i> |
| Mademoiselle | <i>Miss</i> |
| Comment t'appelles-tu? | <i>What's your name?</i> |
| Je m'appelle | <i>My name is</i> |
| Ça va? | <i>how are you?</i> |
| Oui, ça va bien. | <i>Yes, I'm well.</i> |
| Non, ça ne va pas. | <i>No I'm not doing well.</i> |
| Comme ça comme ça. | <i>I'm so-so</i> |
| un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix | <i>1-10</i> |
| c'est un piano | <i>it's a piano</i> |
| un tambour | <i>a drum</i> |
| une trompette | <i>a trumpet</i> |
| une guitare | <i>a guitar</i> |
| une flûte à bec | <i>a recorder</i> |
| un garçon | <i>a boy</i> |
| une fille | <i>a girl</i> |
| un dragon | <i>a dragon</i> |



KEY QUESTIONS

| | |
|------------------------|--------------------------|
| Comment t'appelles-tu? | <i>What's your name?</i> |
| Ça va? | <i>How are you?</i> |
| Qu'est-ce que c'est? | <i>What is this?</i> |




Year 3 Knowledge Organiser - Computing – Computing systems and networks – Connecting computers

| Key Vocabulary | Definition |
|-----------------------|--|
| Digital device | An object that processes information digitally, which means that it does something beyond being either on or off |
| Input | Information going into the computer. Can include moving or clicking the mouse, using the keyboard, swiping and tilting the device. |
| Output | Information that comes out of the computer e.g. sound. |
| Process | A series of actions or steps taken in order to achieve a particular end. |
| Program | Software that run on a computer |
| Connection | A relationship or link between two ideas. |
| Network | Several interconnected computers, machines, or operations |
| Network switch | A device that enables multiple devices on a network to be connected with each other |
| Server | A computer that manages the network and stores files |
| Wireless access point | A device, connected to a wired network, that sends and receives wireless signals for/from devices with WiFi connectivity |


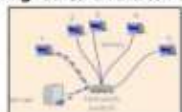
| Key knowledge |
|--|
| To explain how digital devices function. |
| To recognise how digital devices can change the way we work |
| To explain how a computer network can be used to share information |
| To explore how digital devices can be connected |
| To recognise the physical components of a network |
| To identify input and output devices |

Digital Devices – Input, Process Output (IPO)

-A device is something that has been made for a particular purpose (it has a special use).
 -Digital devices use processing (have a process) There is more than just an on-off function.
 Digital devices have an input, process, output (IPO)


| | | |
|--|--|---|
| <p>Input: Something that sends a message to the device. E.g. You press a button on the keyboard.</p>  <p>Input Devices: Keyboard, joystick, mouse, web cam, microphone, touch screen, track ball, digital camera.</p> | <p>Process: The device acts on the message. E.g. The computer follows a program that tells it what to do when the keyboard is pressed.</p>  | <p>Output: Something that is sent out by the device. E.g. The letter that you have typed on the screen.</p>  <p>Output Devices: Screen/monitor, printer, headphones, projector, speaker, smartboard.</p> |
|--|--|---|

Networks and Network Devices

| | |
|---|---|
| <p>Connections and Networks</p> <ul style="list-style-type: none"> -In Computing, a connection describes a link between the computer and something else. -For example, a computer may be connected to the internet through wires, a mobile data system, or WiFi. -A computer network is a set of connections that joins computers together. -The computers in the network can send and receive information to one another.  | <p>Network Devices</p> <ul style="list-style-type: none"> -Network switch: a device that helps different devices on a network to be connected with each other. -Server: a computer that manages the network and stores files -Wireless access point (WAP): a device, connected to a wired network, that sends and receives wireless signals to and from devices.  |
|---|---|

Why Networks Are Useful

- Computer networks allow us to send and receive information between computers that are in different places.
- Networks can help us to communicate quickly and easily.
- Networks can also join computers to shared devices, like scanners and printers.
- The internet is a global network of computers. Imagine how different life would be without the internet!
- If information is shared on a network, it helps to reduce the risk of data being lost, e.g. if one computer breaks.



R.E. Year 3 Autumn 1 Knowledge Organiser

Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?

| Key vocabulary | Definition |
|----------------|---|
| Hindu | Hinduism is a religion of many gods. However, all Hindus worship one supreme being, Brahman. |
| Diwali | The Hindu festival of light. Usually held in November. The festival symbolizes the victory of light over darkness and good over evil. |
| Rama | Rama was a Prince who got banished to a forest. His wife Sita was captured, so Rama raised an army of animals and rescued her. |
| Sita | The wife of Rama. When she is rescued by Rama, they travel home and tiny lights guide them back to safety. This is the start of the Diwali celebration. |
| Lakshmi | Lakshmi is the goddess of money and good luck in Hinduism. Hindus pray to her on Diwali. |
| temple | A Hindu temple is called a Mandir. |

| Key Knowledge |
|--|
| I know what it feels like to belong to a group. |
| I can re tell the story of Rama and Sita |
| I know how Hindus celebrate Diwali |
| I can explain how I think Hindu children feel when they take part in Diwali celebrations |
| I know that having things in common with other people helps me to feel like I belong. |



Eating Diwali sweets!






Hindu children celebrate Diwali by:




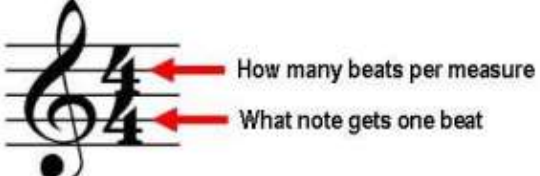
Lighting Diwali Lamps



Making Rangoli patterns

| Key Vocabulary | Definition |
|----------------|---|
| Time signature | The rhythm following a clef |
| Key signature | The key of a piece of music depends on the flats and sharps in the music. |
| Minim |  |
| Crotchet |  |
| Quaver |  |
| Tempo | The speed at which music is played |
| Dynamics | Levels of sound in music (soft to loud) |
| Stave | The lines that the music sits on |
| Major tonality | Happy sound |
| Minor tonality | Sad sound |
| Texture | Thick or thin |

Key Signature: C major — there are no sharps or flats in the key signature


Recorder NOTES Chart 1









Songs covered

- Home is where the heart is
- Let's work it out together
- Please be kind



| Key Vocabulary | Definition |
|----------------------------|---|
| Orienteering | A sport in which people run through a series of waypoints (controls) using a map to guide them. |
| Controls | A checkpoint or place on the map that a competitor needs to find. |
| Cardinal directions | The eight cardinal directions are the four main compass directions: north, east, south, and west and also NE, SE, SW and NW. |
| Control point | The locations that the orienteer will visit on the course. They are marked on the map with a circle and the control point number. |

| Skills | |
|-------------------------|--|
| Problem Solving |  |
| Map reading |  |
| Reading a legend | <ul style="list-style-type: none">  Open land  Forest, light trees/bushes: slow running  Forest, thick trees/bushes: walk  Out of bounds |

Skill Development

- Be able to identify key symbols on a map and use a key to help navigate around a grid.
- To follow a set route on a map.
- Be able to accurately follow and give instructions.
- To communicate and co-operate effectively with others