

# Knowledge Organiser Booklet

## Year 3

## Summer 2

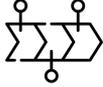


Name		Class	
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# Use your knowledge organisers to help you remember more.

	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

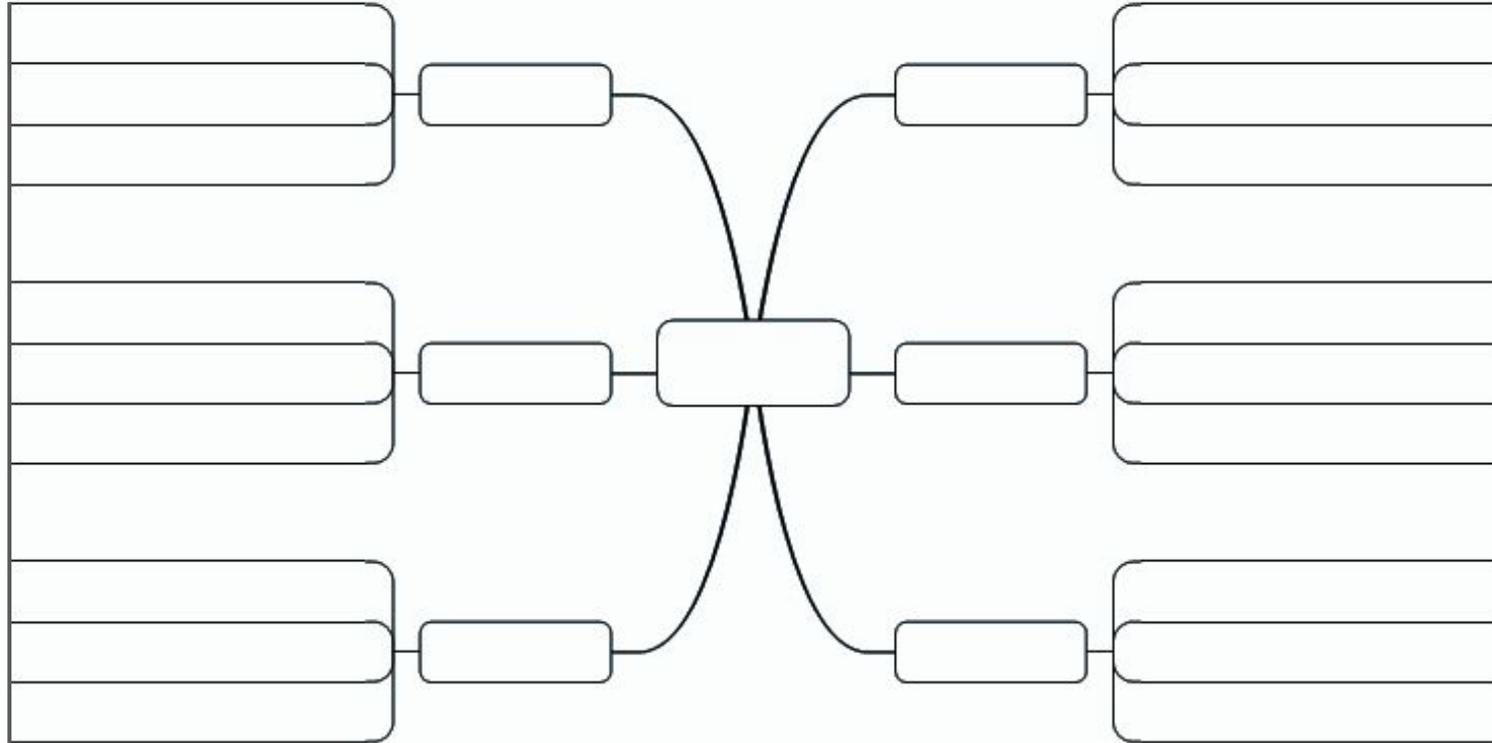
event	algorithm	extension block	modify	sprite	pen up block
A thing that happens or takes place, especially one of importance.	A precise set of ordered steps that can be followed by a human or a computer to achieve a task.	An <b>extension block</b> is a category of blocks that can be added to extend the scope of a piece of code.	To make partial or minor changes to something.	A <b>sprite</b> refers to a two-dimensional bitmap image that is integrated into a larger scene.	The <b>pen</b> is a feature in Scratch that allows a <b>sprite</b> to draw shapes.
An action or occurrence recognized by software.	An ordered set of steps that can be followed by a computer.	An <b>extension block</b> is a type of block that can be added to the original script which enables the <b>sprite</b> to do more.	When asked to <b>modify</b> 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 <b>pen up block</b> this to draw a spiral and some regular shapes.
She was invited to the most important <b>event</b> of the year.	You will create <b>algorithms</b> and then implement those <b>algorithms</b> as code.	Using <b>extension blocks</b> will enable your <b>sprite</b> to do more complex things.	Using different tools to <b>modify</b> objects you will create a new image.	The <b>sprite</b> was the object in her program that performed the actions.	When you use the <b>pen up block</b> , the <b>sprite</b> will draw a line as it moves around the stage.
<p><b>Event</b> blocks are the most important set of blocks you'll use in Scratch</p>					
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 <b>sprites</b> and backgrounds.	In Year 2, you were introduced to sequences when you programmed a robot using <b>algorithms</b> .	Earlier this year, in Scratch we explored motion, sound and <b>event</b> 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 <b>events</b> .

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

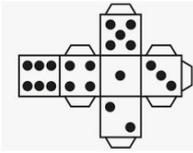
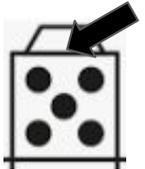
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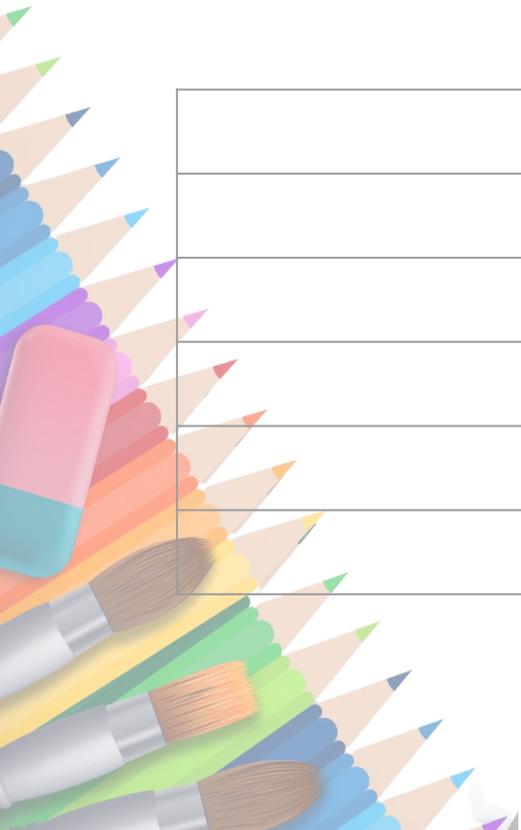
To help you remember and recall key information, you can make your own notes about computing here.



# This is your Year 3 Design Technology Knowledge Organiser for Summer 2. Shell Structures

DT Themes			Tier 2				Key Vocabulary				
structure	accuracy	construct	2D	3D	scoring	tabs	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 <b>structure</b> that people live in.	A clock is <b>accurate</b> if it tells the correct time.	Some things can be <b>constructed</b> quickly but others can take a long time.	Triangles, pentagons and octagons are all examples of <b>2D</b> shapes.	Cuboids, pyramids and cylinders are examples of <b>3D</b> shapes.	It is advisable to use a safety ruler when <b>scoring</b> .	Adding a <b>tab</b> can make it easier to open.					
We can build a simple <b>structure</b> by stacking blocks on top of each other.	We will measure our gift boxes with <b>accuracy</b> ..	We <b>constructed</b> our moving gift cards.	A net of a shape is <b>two dimensional</b> .	A shell structure is <b>three dimensional</b> .	We will <b>score</b> our nets to make them easy to fold.	We will add <b>tabs</b> to our net to make it easier to join together.					
A shell <b>structure</b> is a hollow structure with a thin outer covering.	We need to be <b>accurate</b> when cutting out our gift boxes.	We will <b>construct</b> 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.	In Year 5, you will design, make and evaluate a playground structure.	In Year 6, you will use your construction skills when designing, making and evaluating an electrical board game.		

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



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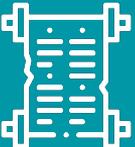
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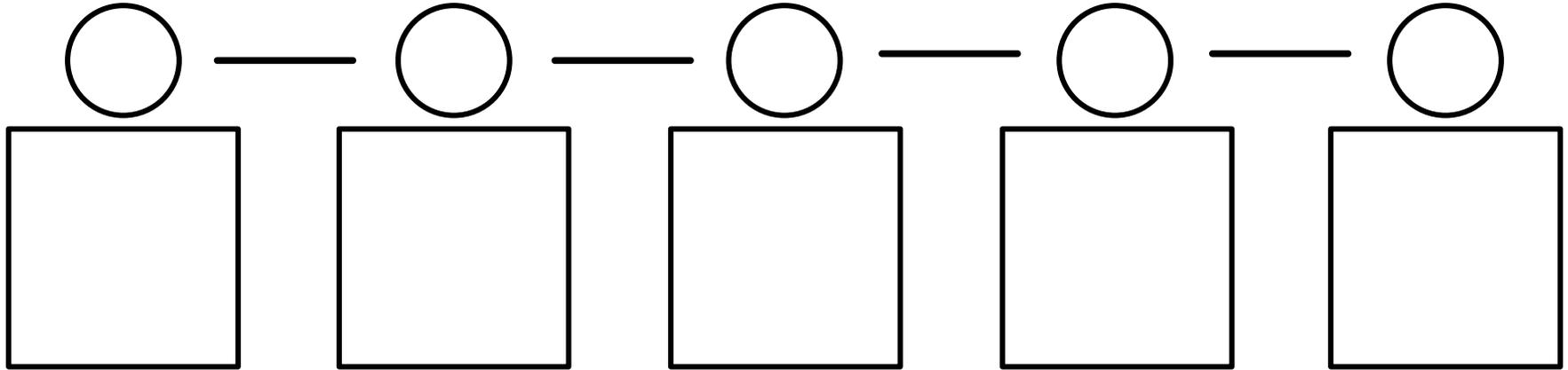
A decorative graphic of a ruler is positioned in the top-left corner of the slide, showing markings from 1 to 5.

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

# 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 <b>trade</b> occurs when things are swapped or given- this can be money, things, ideas or beliefs.	Egyptian <b>hieroglyphs</b> were the formal writing system used in Ancient Egypt, used for writing the Egyptian language.	<b>Cuneiform</b> is a system of writing developed by the ancient Sumerians c. 3500 BCE	A <b>ziggurat</b> is a type of massive structure built in Ancient Sumer.
The British <b>Empire</b> 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 <b>hieroglyphics</b> were an important part of the Ancient Egyptian <b>society</b> .	The Ancient Sumerian <b>society</b> left a <b>legacy</b> which still impacts on the modern world.	The geographical location of Ancient Sumer helped it <b>trade</b> with many different people and places.	<b>Hieroglyphs</b> were written on papyrus, carved on tomb and temple walls, and used to decorate everyday objects.	<b>Cuneiform</b> gets its name from the wedge like shapes that make up its structure.	<b>Ziggurats</b> were often used for religious activities, including prayer and celebrations.
Ancient Sumer is not considered an <b>empire</b> but is an early settlement which began to spread its culture..	The ancient <b>society</b> of the Indus Valley existed between 3300 BCE to 1300 BCE.	Ancient Egyptian and Sumerian writing is a <b>legacy</b> which changed human civilisation.	The <b>trade</b> 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.	<b>Cuneiform</b> is about 300 years older than the <b>hieroglyphics</b> of Ancient Egypt.	The <b>Ziggurat</b> 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 <b>society</b> and then the Roman <b>Empire</b> .	The Bronze Age <b>societies</b> in Britain and the Indus Valley were happening at the same time.	Historians with different points of view often debate the <b>legacy</b> 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 <b>Empire</b> 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.

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

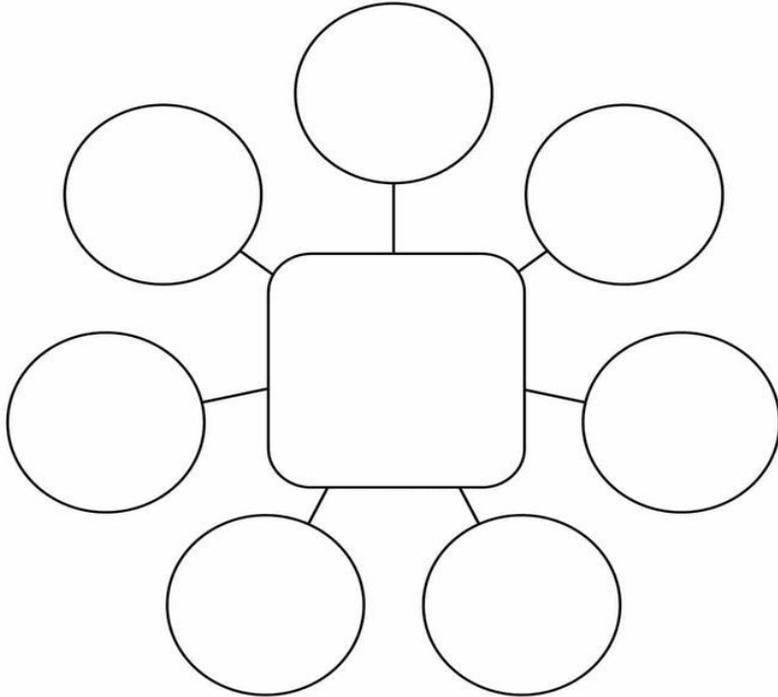


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# This is your Year 3 Physical Education Knowledge Organiser for Summer 2. Netball

## Key Vocabulary

mark	dodge	overhead pass	possession	bounce pass	chest pass
Staying close to an opposing player to stop them playing the ball.	A sudden move used to avoid or trick an opponent.	A two handed pass that is taken from above the head.	This is when you or your team have physical control of the ball.	A short pass that allows you to find teammates in a crowded area.	Transferring the ball from your chest to another player.
In netball we <b>mark</b> opposing players to stop them from scoring points.	You need to <b>dodge</b> to get away from the defender and make space for yourself.	The best pass to use when doing a longer pass is the <b>overhead pass</b> .	It is good to have <b>possession</b> of the ball so you can score points.	The best pass when passing to a teammate nearby is a <b>bounce pass</b> .	The <b>chest pass</b> allows your team to move quickly up the court.
					

### How this connects with previous learning

In Year 1 you learnt how to throw and catch different types of balls.

In Year 2 you learnt how to throw a ball using power and control.



### How this connects with future learning

In Year 4 you will learn how to use a range of ball handling skills when you learn how to play basketball.

In Netball in year 5 you will focus on increasing the strength and power of your passes.

In Handball in Year 6 you will continue to use your skills

To help you remember and recall key information, you can make your own notes about physical education [here](#).



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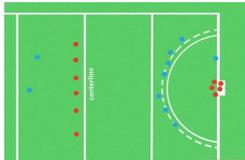
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# This is your Year 3 Physical Education Knowledge Organiser for Summer. Hockey

## Key Vocabulary

hockey sticks	pitch	control	trap	shoot	dribble
A hockey stick is used in hockey to move the ball or puck.	Is the playing surface for the game to be played.	The ability to handle the ball with their stick. This includes dribbling, passing and shooting.	A strategy used in hockey to prevent the other team proceeding through zones and forcing turnovers.	An attempt to score by striking the puck towards the net.	To control the ball with short strikes while on the move.
Every player on the pitch needs a <b>hockey stick</b> to play.	There are 11 players on each team in hockey making 22 players on the <b>pitch</b> .	When your teammate passes you the ball you need to <b>control</b> it.	We <b>trapped</b> the opposition team and took the ball off them.	<b>Shooting</b> is one of the fundamental skills in hockey and players need to be proficient at shooting in order to be successful at the sport.	<b>Dribbling</b> is an essential skill in hockey and is used by players to advance the ball up the field to create scoring opportunities.
					
How this connects with previous learning			How this connects with future learning		
In Year 1 we learned to send and return a variety of balls.	In Year 2 we developed hitting skills with a variety of bats using control.		In Year 4 you will continue to use basic hockey skills such as dribbling and push pass.	In Year 5 we will apply the skills we have learned in a game situation.	In Year 6 we will combine and perform more complex skills at great speed.

To help you remember and recall key information, you can make your own notes about physical education [here](#).



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To help you remember and recall key information, you can make your own notes about physical education [here](#).



# 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

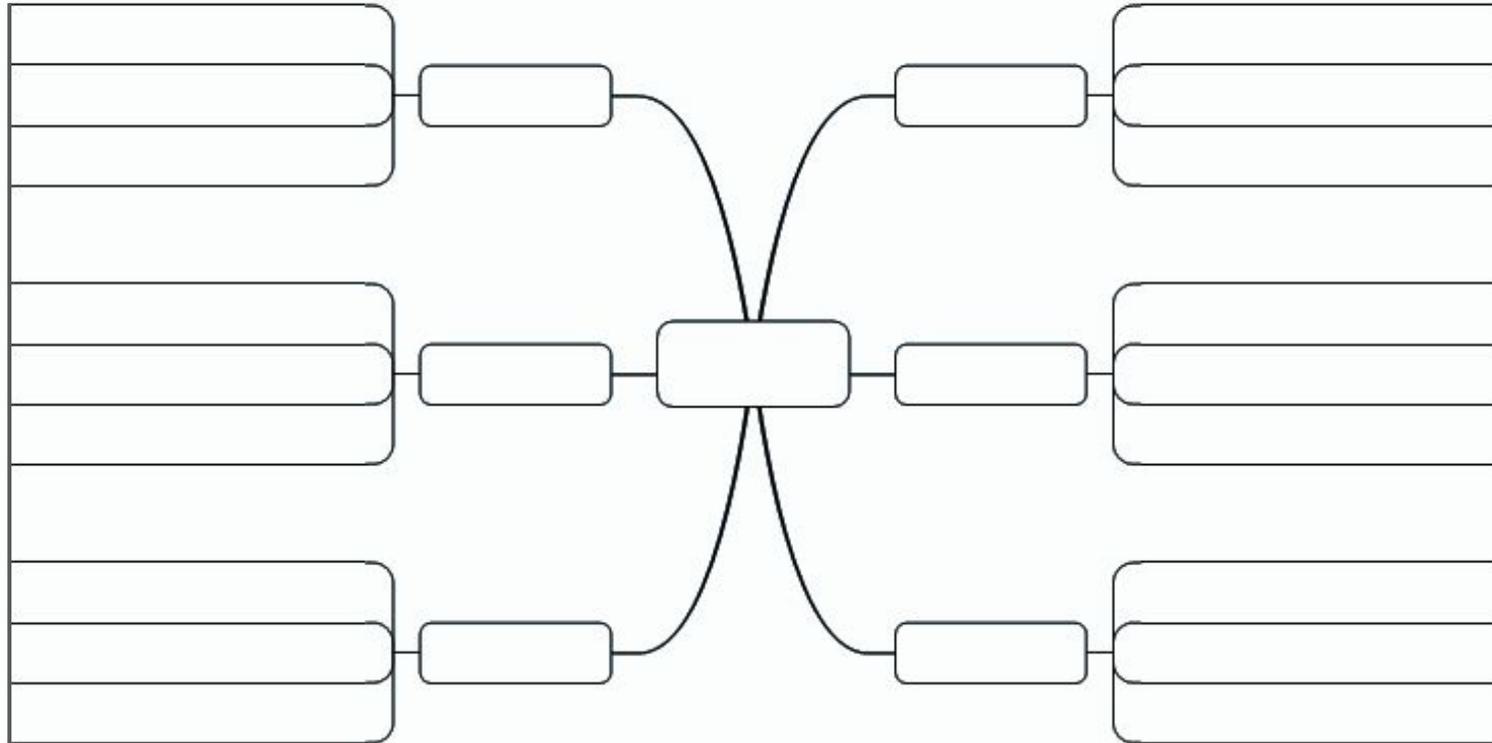
In Year 1, you identified and named a variety of common animals. You identified and named animals that are carnivores, herbivores and omnivores. In Year 2, you described the basic needs of animals, including humans, for survival. You described the importance for humans of exercise, eating the right amounts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



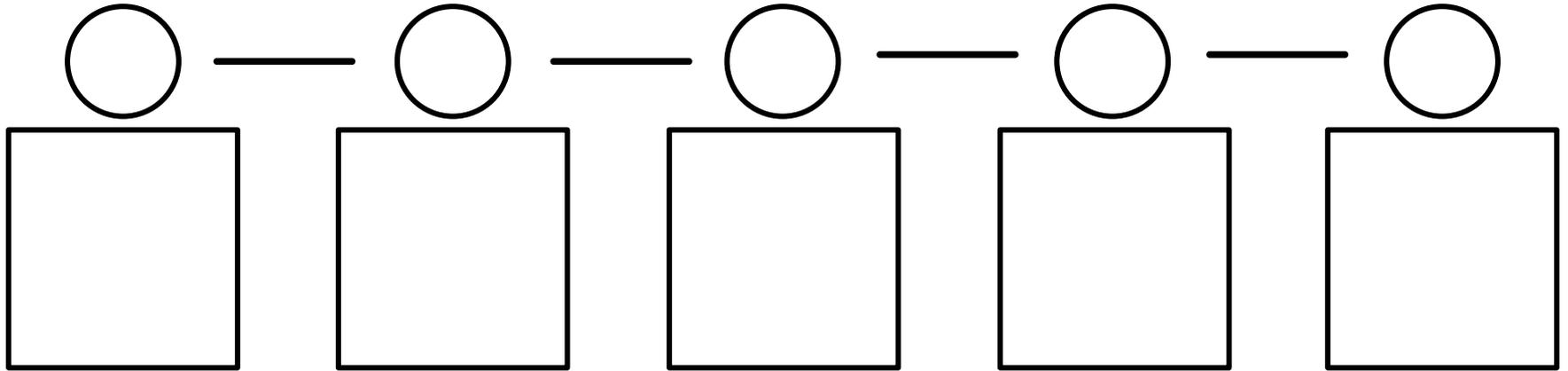
## How this connects with future learning

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.

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



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



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

## Los números Numbers

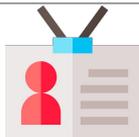
1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez
11	once
12	doce
13	trece
14	catorce
15	quince
16	dieciséis
17	diecisiete
18	dieciocho
19	diecinueve
20	veinte

# 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 + \*familia\*  
número

Soy + \*adjetivo\*  
Es + (masc/fem)

Llevo + un / unos + \*ropa\*  
una / unas

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



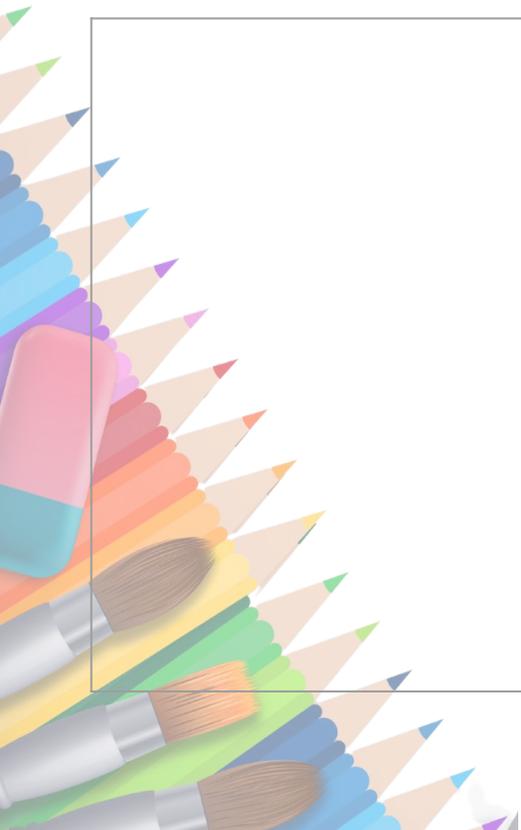
To help you remember and recall key information, you can make your own notes about **Spanish** here.

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At New Wave Federation, we demonstrate...



new wave  
federation

Collaboration

Creativity

Focus

Kindness

Responsibility