



# Knowledge Organiser Booklet

## Year 3

### Autumn 1



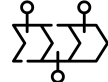




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| Name |  | Class |  |
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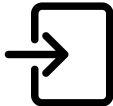


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# Use your knowledge organisers to help you remember more.

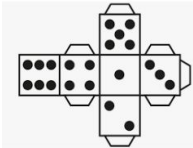


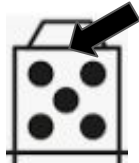

|   | Test Yourself!  | Only Connect!        | Memory Cards            | Order, Order!            | Phone a Friend!    | Picture it!  |
|---|---|---|--|---|---|---|
| 1 | Look at and study the definitions of the key vocabulary on your knowledge organiser.                  | Create a mind map, making 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   |
| A network can be an interconnected computing devices that exchange data and share resources with each other. | A <b>digital device</b> is a piece of physical equipment that uses digital data.  | A <b>process</b> is an instance of a program running in a computer.   | <b>Input</b> is data that is entered into or received by a computer.  | The <b>output</b> is how the computer presents the results of the <b>process</b> .   | 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.  | <b>Digital device</b> means an electronic device that can create, generate, send, share, communicate, receive, store, display, or <b>process</b> information. | A series of steps or actions that are taken in order to achieve a particular result or goal.                  | A computer can only <b>process</b> information that is has been <b>input</b> , or that it has collected.                                    | When the computer has <b>processed</b> the information and carried out the task it sends it back out - this is the <b>output</b> . | <b>Wireless</b> communications is the transmission of voice and data without cable or wires.       |
| A network is a group or system of interconnected people or things.   | This half-term, you will explore some of the functions of <b>digital devices</b> .  | You will take a look at the different <b>processes</b> a computer can follow.                                 | This half-term, you will look at the different forms of <b>inputs</b> , for example the keyboard.   | This half-term, you will explore the different types of <b>outputs</b> produced by a computer depending on the <b>input</b> .      | You will look at <b>wireless</b> access points and switches in this topic.                         |
| This half-term, you will explore your schools <b>network</b> .   |    |                              |    |   |                 |
| 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 <b>network</b> and how we can use this, and the internet, safely. | In Year, 4, you will apply your knowledge of <b>networks</b> , to appreciate the internet as a <b>network</b> 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. |

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 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 <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 frame structure.                    | In Year 6, you will use your construction skills when designing, making an electrical device case. |  |  |


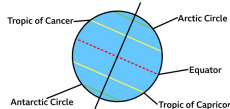



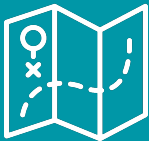
To help you remember and recall key information, you can make your own notes about design technology **here**.



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

## Tier 2 Vocabulary

## Key Vocabulary

| Tier 2 Vocabulary   |  | Key Vocabulary  |   |   |   |  |
|---|--|---|---|---|---|--|
| identify  | classify   | hemisphere  | latitude  | climate   | climate zone  | orienteeing  |
| 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 <b>climate</b> .                       | A sport in which people use a compass and a map to guide them between points marked on the map.              |
| I have <b>identified</b> that England is in the temperate <b>climate zone</b> . | In Year 2, you <b>classified</b> places into hot and cold places of the world. | The Northern <b>Hemisphere</b> is north of the Equator.                           | There are five major lines of <b>latitude</b> .                                     | London has a warm and dry <b>climate</b> in the summer.   | There are four main <b>climate zones</b> .  | People often compete in <b>orienteeing</b> challenges in teams.  |
| We can <b>identify</b> countries in the Southern <b>Hemisphere</b> .            | We will <b>classify</b> places based on their <b>climate zones</b> .           | The Southern <b>Hemisphere</b> is south of the equator.                           | The equator is at the centre of the lines of <b>latitude</b> .                      | France's <b>climate</b> is mild winters and hot summers.  | England is in the temperate <b>climate zone</b> .                                   | I had to use a map and a compass to take part in the <b>orienteeing</b> challenge.                           |
| I <b>identified</b> my jumper because it had a label.                           | We <b>classified</b> the balls based on their use.                             |  |   |                              |  |                           |
| How this connects with previous learning  |  |   |   | How this connects with future 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.                              |   | In Year 4, you will learn about longitude and use this with <b>latitude</b> 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 <b>orienteeing</b> by looking at 4 and 6 figure grid references. |







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

|  |   |  |
|--|---|--|
|  | → |  |
|  | → |  |
|  | → |  |
|  | → |  |
|  | → |  |
|  | → |  |

# This is your Year 3 PSHE Education Knowledge Organiser for Autumn 1. Being Me

## Tier 2 Vocabulary conclusion

## Key Vocabulary

|  | solutions   | support  | actions  | group dynamics  | view point   |
|--|---|--|--|---|--|
| The end result of something  | A way of solving a problem or dealing with a difficult situation.   | Giving help to someone who needs it.   | The process of doing something or something being done.                                    | The social process by which people interact and behave in a group environment.  | The particular way you see the world, or your distinct perspective on things.                |
| In Reception you made <b>conclusions</b> about why it is important to use kind and gentle hands.                 | Finding <b>solutions</b> to a problem is an important skill to have and something you will use all your life. | We all need <b>support</b> from the people in our life. It is important to ask for help when it is needed. | A person's <b>actions</b> can have a positive or negative impact on others.                | The <b>dynamics</b> of a <b>group</b> will depend on the <b>situation</b> For example, a sports team will interact differently to a friendship group. | Our <b>view point</b> is influenced by our experiences, culture and beliefs.                 |
| In Year 1 you drew <b>conclusions</b> about how to make the classroom safe for everyone.                         | It helps to work with those around you or to talk through a problem when trying to find a <b>solution</b> .   | Someone might provide <b>support</b> through <b>actions</b> or through words.                              | Our <b>actions</b> are often impacted by our feelings.                                     | We have different roles in the <b>groups</b> we are in. For example, there might be someone who is very good at organising others.                    | Not everyone has the same view point and we need to respect of another person's perspective. |
| In Year 2 you made <b>conclusions</b> about who to ask for help when you feel worried.                           | Seeing a different viewpoint also help to find a <b>solution</b> .  | We <b>support</b> our friends, families and community in many different ways.                              | It is important to think through our <b>actions</b> and make sure they do not hurt others. | Positive <b>group dynamics</b> help everyone to work and play well together.  | Seeing something from another person's viewpoint helps us to understand them more.           |
| In Year 4 you will draw <b>conclusions</b> about attitudes and actions that make a difference to the class team. |                              |                           |         |    |           |

### How this connects with previous learning

In Year 1 you explore feelings when facing certain consequences.

In Year 2 learn how to work collaboratively and how to make the classroom a fair place for all.



### How this connects with future learning

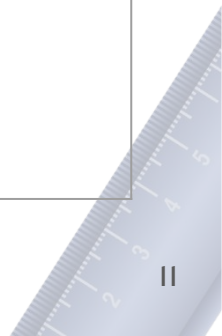
In Year 4 you will explore how actions affect other people and try to emphasis with them.

In Year 5 you will examine how democracy and having a voice benefits of school community and know how to participate.

In Year 6 you learn how having a voice benefits a school community.



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

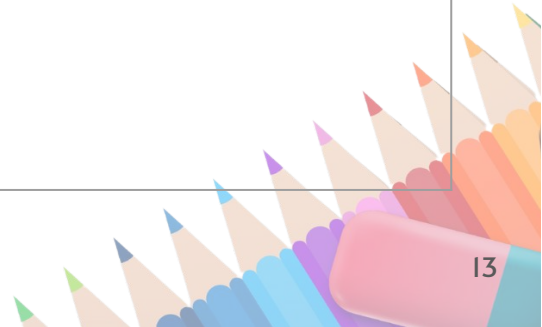

A large, empty rectangular box with a thin grey border, intended for students to write their own notes.

# This is your Year 3 **Physical Education** Knowledge Organiser for Autumn 1. Football

## Key Vocabulary




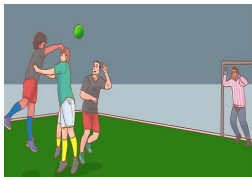



| intercept   | touch  | dribble  | passing  | shoot   | score  |
|---|--|--|--|---|--|
| To stop and take someone or something that is going from one place to another place before that person or thing gets there. | To tap the ball with your foot or another part of your body while keeping control of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

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



# This is your Year 3 **Physical Education** Knowledge Organiser for Autumn 1. Handball

## Key Vocabulary

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

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



# This is your Year 3 Religious Education Knowledge Organiser for Autumn 1. Hindu Beliefs

## Tier 2 Vocabulary

## Key Vocabulary

### identify

The process of seeking information.

In Year 2, you identified different sacred places of worship from across the religions. You learnt what made them special to members of each faith.

In Year 4 you will identify some ways in which Christians show they faith through special ceremonies and worship.

In this unit you will be asked to identify ways in which members of the Hindu show their commitment to God.

### namaste

Namaste is a special greeting - that means it is full of respect and admiration.

Namaste is made with bowed head and folded hands, before something, or someone.

Hindus use the special namaste greeting before someone that they deeply respect for example grandparents, parents or teachers.



### God

Hinduism is the belief in a supreme God **Brahman**. Brahman is present everywhere and there is a part of Brahman in everyone.

Brahman takes many forms. Especially three forms called the **Trimurti**.

**Brahma** is the creator of the world and all creatures. He is usually shown with four heads.  
**Vishnu** is the preserver of the world. He has blue skin and four arms.

**Shiva** is the destroyer of the universe. Shiva has blue skin, a third eye and carries a trident.



### Arti

The arti (pronounced 'aarti') is one of the most important and popular ceremonies of the Hindu faith.

The Arti ceremony is a greeting ceremony to the murtis and gurus and takes place six or seven times per day.

During the ceremony worshippers offer incense, a flower, water, a lamp and blow a conch shell to ask God for blessings and to say thank you.



### shrine

A lot of Hindus worship every day at home, at a shrine in their house.

The shrine is usually kept in the cleanest room in the house to show respect to Brahman. However, the most important thing is to make sure that all members of the family can take part in daily worship.

The shrine will contain important objects that are used for worship. The most important type of worship is the puja ceremony, which uses all five senses.



### prasad

Prasad is the offering of food and water to a deity during worship (puja)

Most often *prasad* is vegetarian food which has been cooked especially. After thanksgiving it is shared with worshippers.

Prasad is offered on a special plate that is used only for offering food to God. This plate should never be used for any other purpose than offering food as prasad.



### How this connects with previous learning

In Year 2 you learnt about sacred books across different religions. You understood how these are used in worship in religious buildings and in homes.

In Year 3 you learnt ways in which Christians, Hindus and Muslims describe God. You learnt why having a belief in something is important to members of a religious community.



### How this connects with future learning

In Year 4 you will learn about what happens in Hindu ceremonies of commitment and milestone events in a Hindu's life.

In Year 5 you will learn more about Hindu festivals and celebrations.

In Year 6 you will compare the similarities and differences between religions and look at what might be the challenges about living as a Hindu in Britain today.





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



# 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

The **light** from the sun can damage our eyes. We should not look directly at the sun and can protect our eyes by wearing sunglasses or sun hats in bright light.



Natural **light sources** include the sun and stars. Lamps and torches provide artificial light.



## Subject Specific Vocabulary

### 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.



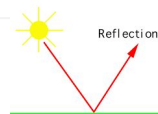
### translucent

**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.



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

# Year 3 Spanish Knowledge Organiser

## Todo sobre mí

### Saludos

#### Greetings

|  |  |
|--|--|
|  | <b>Buenos días</b><br>Good morning     |
|  | <b>Buenas tardes</b><br>Good afternoon |
|  | <b>Buenas noches</b><br>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?<br>Estoy .....   | ¿Cómo te llamas?<br>Me llamo.....   | ¿Cuántos años tienes?<br>Tengo ..... años.  |

### Sentimientos

#### Feelings

#### Estoy .....

|  |            |
|--|------------|
|   | bien       |
|   | mal        |
|   | feliz      |
|   | triste     |
|   | estupendo  |
|   | hambriento |
|  | cansado    |



### 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

|   |   |
|---|---|
|  |  |
| <b>lunes</b><br>Monday  | <b>sábado</b><br>Saturday   |
| <b>martes</b><br>Tuesday  | <b>domingo</b><br>Sunday  |
| <b>miércoles</b><br>Wednesday   |   |
| <b>jueves</b><br>Thursday   |   |
| <b>viernes</b><br>Friday  |   |

### Los meses

#### The months

|                            |                                |
|----------------------------|--------------------------------|
| <b>enero</b><br>January    | <b>julio</b><br>July           |
| <b>febrero</b><br>February | <b>agosto</b><br>August        |
| <b>marzo</b><br>March      | <b>septiembre</b><br>September |
| <b>abril</b><br>April      | <b>octubre</b><br>October      |
| <b>mayo</b><br>May         | <b>noviembre</b><br>November   |
| <b>junio</b><br>June       | <b>diciembre</b><br>December   |

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

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

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

A large, empty rectangular box with a thin grey border, occupying the central portion of the slide, intended for the user to write additional notes.

At New Wave Federation, we demonstrate...

The logo for New Wave Federation is a circular emblem with a blue border. Inside the circle, the words "new wave" are written in a black, lowercase, sans-serif font, and "federation" is written below it in a teal, lowercase, sans-serif font. A stylized, light blue wave graphic is positioned behind the text.

new wave  
federation

Collaboration

Creativity

Focus

Kindness

Responsibility