



# Knowledge Organisers – Autumn 1



Year 3

English

Maths

Science

Geography

History

Art

Music

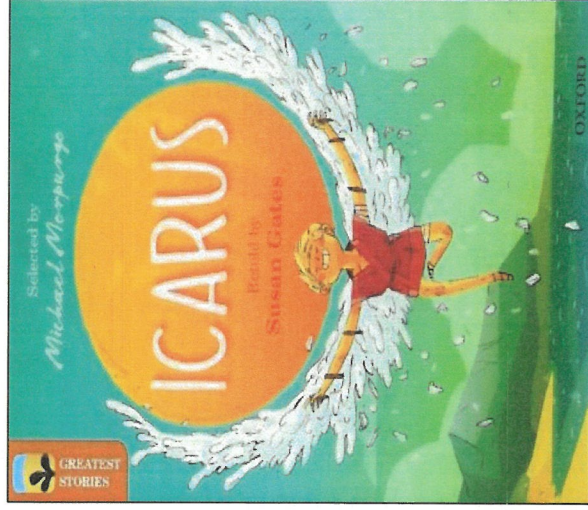
PSHE

Computing

RE

Latin

PE



**Year: 3**  
**Unit: 1**

**Genre:** Warning Story

**Text:** The Tale of Icarus

| Talk 4 Writing  |                                                                                                  |
|-----------------|--------------------------------------------------------------------------------------------------|
| <b>Imitate</b>  | Learn the key vocabulary<br>Draw a story map and box up together<br>Explore toolkits for writing |
| <b>Innovate</b> | Box up the innovated text and make changes.<br>Learn the toolkit features.                       |
| <b>Invent</b>   | Write own warning story.                                                                         |

#### Talk 4 Reading

|                |                                                                                                                                             |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Phase 1</b> | Be "hooked" into the text to activate prior knowledge and contextual reading                                                                |
| <b>Phase 2</b> | Investigation/deepen understanding - access and read the text/s with fluency and expression, show understanding at a deeper level.          |
| <b>Phase 3</b> | Independently complete a reading activity/answer questions in relation to comprehension focus, vocabulary, literal retrieval and inference. |

| Writing Knowledge Organiser                                                                  |                                                                                                                                |
|----------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| Sentence of 3 for description                                                                | The castle was old, made of stone and had metal studs on the gates.<br>The forest was deep, dark and dangerous.                |
| Powerful verbs - used to give sentences more impact.                                         | The dragon was on the <b>rampage</b> .<br>Icarus <b>soared</b> towards the clouds.                                             |
| Ellipses used to create tension or suspense at the end of a sentence by leaving out words.   | Cautiously he opened the window...                                                                                             |
| Compound sentences (coordination)                                                            | He stretched out his hand <b>and</b> touched the feathers.<br>He tried to move his hand, <b>but</b> it was stuck to the wings. |
| Prepositions – tells <b>where</b> or <b>when</b> something is in relation to something else. | It shuffled along <b>behind</b> him.<br>He arrived home, just <b>in</b> time for tea.                                          |
| Boastful language – make something sound better than anything else.                          | He had the most <b>magnificent</b> wings.<br>The view was <b>amazing</b> .                                                     |

# Number and Place Value – Year 3

## Knowledge Organiser

### Key Vocabulary

hundreds

tens

ones

zero

place value

greater than

less than

order

more

less

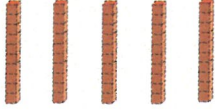
partition

digit



### 3-Digit Numbers

256

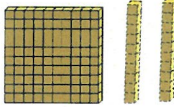
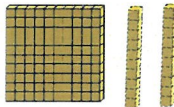
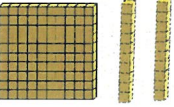
| two hundred                                                                       | fifty                                                                              | six                                                                                 |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |
| 200                                                                               | 50                                                                                 | 6                                                                                   |

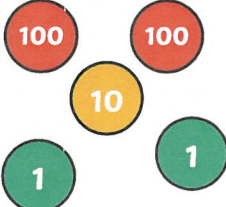
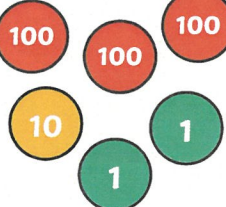
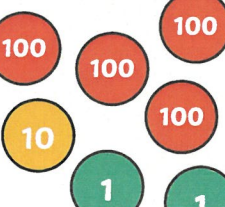
### Counting in 4s and 8s

|   |   |   |    |    |    |    |    |    |    |    |
|---|---|---|----|----|----|----|----|----|----|----|
| 0 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 |
|---|---|---|----|----|----|----|----|----|----|----|

|   |   |    |    |    |    |    |    |    |    |    |
|---|---|----|----|----|----|----|----|----|----|----|
| 0 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 |
|---|---|----|----|----|----|----|----|----|----|----|

### 10 and 100 More or Less

| Ten Less                                                                            |                                                                                     | Ten More                                                                            |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |
| 120                                                                                 | 130                                                                                 | 140                                                                                 |

| One Hundred Less                                                                    |                                                                                     | One Hundred More                                                                    |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |
| 212                                                                                 | 312                                                                                 | 412                                                                                 |

### Counting in 50s and 100s

|   |    |     |     |     |     |     |     |     |     |     |
|---|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| 0 | 50 | 100 | 150 | 200 | 250 | 300 | 350 | 400 | 450 | 500 |
|---|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|

|   |     |     |     |     |     |     |     |     |     |      |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| 0 | 100 | 200 | 300 | 400 | 500 | 600 | 700 | 800 | 900 | 1000 |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|

# Number and Place Value – Year 3 (cont.)

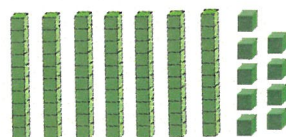
## Knowledge Organiser

### Compare and Order

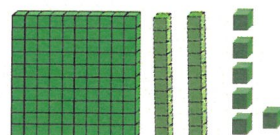
| 100s | 10s | 1s |
|------|-----|----|
|      |     |    |

$324 > 243$   
greater than

| 100s | 10s | 1s |
|------|-----|----|
|      |     |    |

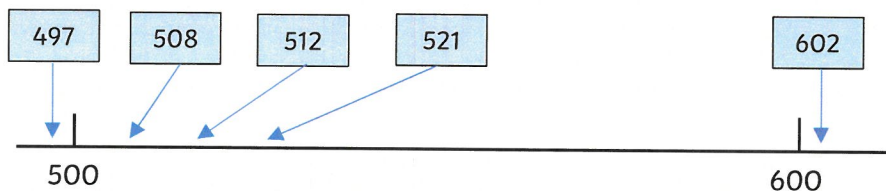


$79 > 126$   
less than



smallest

greatest

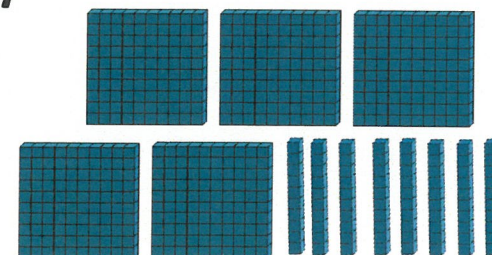


### Represent Numbers to 1000

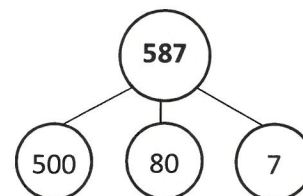
**587**

five hundred and eighty-seven

| Hundreds | Tens | Ones |
|----------|------|------|
|          |      |      |

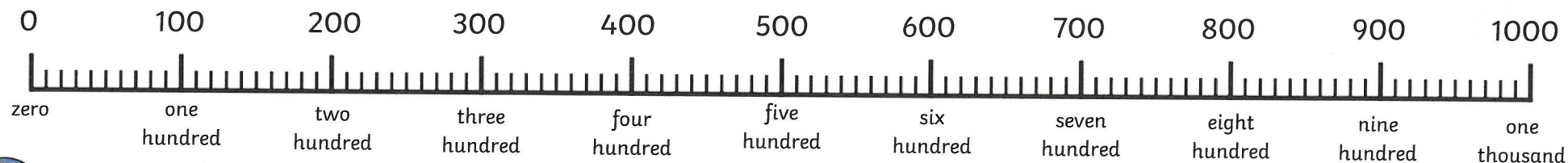


$$500 + 80 + 7$$



| Hundreds | Tens | Ones |
|----------|------|------|
|          |      |      |

### Numerals and Words to 1000

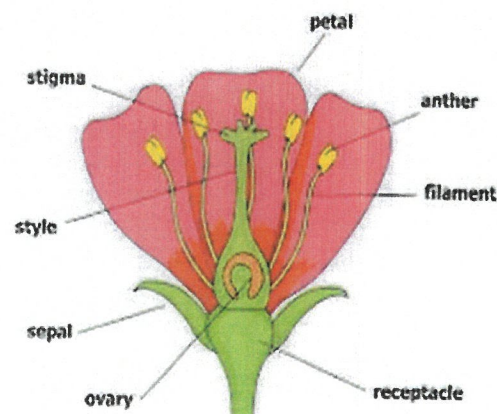


## Knowledge Organiser - Cycles in Nature – Science - Year 3

### Key Vocabulary:

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

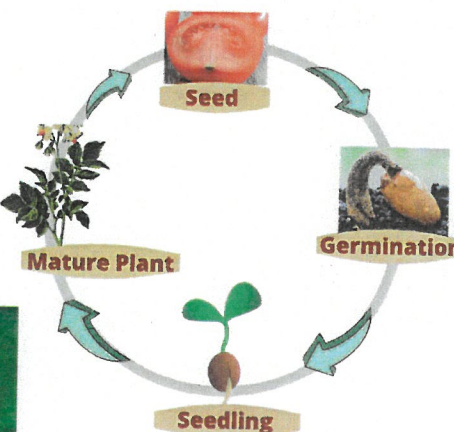
### Parts of a Plant



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.

## Knowledge Organiser - Spatial Sense - Geography - Year 3

| Key Vocabulary             | Definition                                                                                                                               |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Eight-point compass</b> | A tool used for navigation, shows the following directions; north, north-east, east, south-east, south, south west, west and north west. |
| <b>Grid reference</b>      | A set of information (often a letter and a number) that locates a place on a map.                                                        |
| <b>Symbols</b>             | Small simple pictures that represent different things on a map.                                                                          |
| <b>Key</b>                 | A key gives information about the symbols included on a map.                                                                             |
| <b>Human features</b>      | Man-made features of an area, for example, buildings, bridges and roads.                                                                 |
| <b>Physical features</b>   | 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.

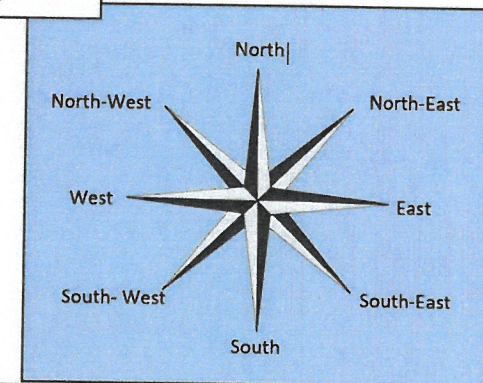
I know that OS (Ordnance Survey) symbols give us information about locations on a map.

I can use 4 figure grid references to find and plot locations on a map

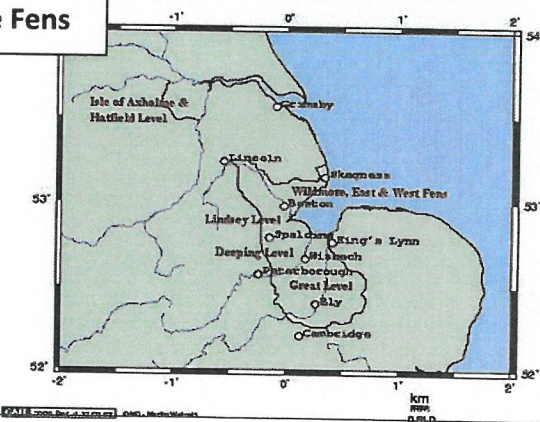
I know why and how the Fens were drained

I know the similarities and differences between Puno (Peru) and West Norfolk (England)

### Eight Point Compass



### Map of the Fens



### Peru



### United Kingdom



## 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.

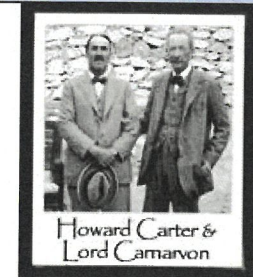
I know that hieroglyphics can tell us about life in Ancient Egypt.

I know that Pharaohs were Ancient Egyptian rulers.

### Map of Egypt



### Howard Carter



- Born in 1874 in Norfolk, England
- Discovered the tomb of Tutankhamun with Lord Carnarvon

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

### Key Vocabulary:

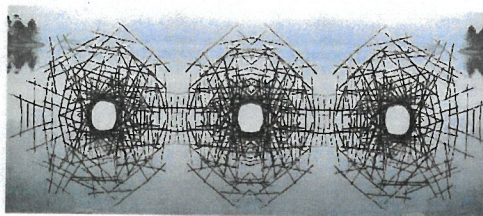
|                      |                                                                                                              |
|----------------------|--------------------------------------------------------------------------------------------------------------|
| landscape            | A painting 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*



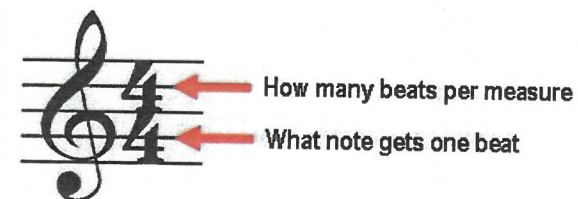
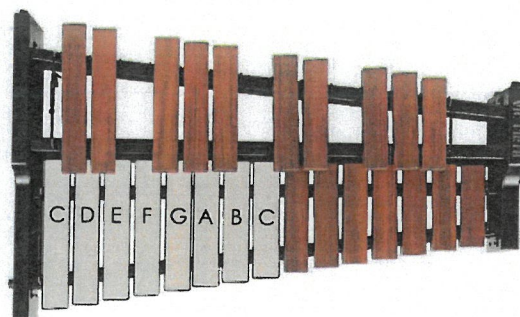
**Turner (1842)**  
*Snowstorm*



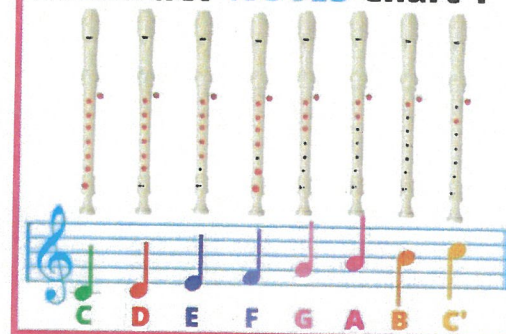


| Key Vocabulary | Definition                                                                        |
|----------------|-----------------------------------------------------------------------------------|
| Time signature | The rhythm following a clef                                                       |
| 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



## Knowledge Organiser – PSHCE – Being Me in My World - Year Three



### Vocabulary

|                         |                                                                                                                                      |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rights</b>           | Rights are the essential needs and fair rules that everyone, especially children, must have to be safe, healthy, and happy.          |
| <b>Responsibilities</b> | A responsibility is something they are expected to do or take care of                                                                |
| <b>Courtesy</b>         | Courtesy is using kind manners to show respect and care for others. It means thinking about how your actions make other people feel. |
| <b>Fairness</b>         | The quality of treating people equally or in a way that is right or reasonable.                                                      |
| <b>Self-respect</b>     | Valuing yourselves, believing you are important, and taking care of your minds and bodies                                            |
| <b>Choices</b>          | A choice is when you pick between two or more things. You are the boss of your own decisions.                                        |



### 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 and can try to see things from their points of view.

### Reflective questions

Ask me this...

Do you face new challenges positively, make responsible choices and ask for help when I need it?

What rights do we have in school? Do you know how do the school rules relate to your rights?

Do you understand that your actions affect you and others? Can you see things from others people's points of views?



## 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           |

### Networks and Network Devices

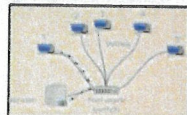
#### Connections and Networks

- 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.



#### Network Devices

- 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.



### 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)

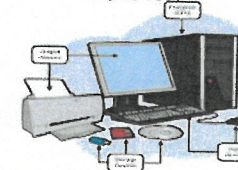
- A device is something that has been made for a particular purpose (it has a special use).
- Digital devices use processing (have a process) There is more than just an on-off function. Digital devices have an input, process, output (IPO)

**Input:** Something that sends a message to the device. E.g. You press a button on the keyboard.



**Input Devices:** Keyboard, joystick, mouse, web cam, microphone, touch screen, track ball, digital camera.

**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.



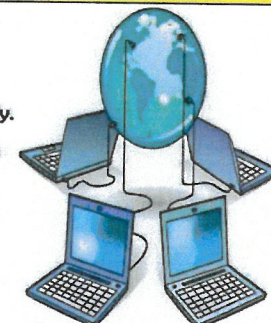
**Output:** Something that is sent out by the device. E.g. The letter that you have typed on the screen.



**Output Devices:** Screen/monitor, printer, headphones, projector, speaker, smartboard.

### 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                                                                                                                                              |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Hindu</b>   | Hinduism is a religion of many gods. However, all Hindus worship one supreme being, Brahman.                                                            |
| <b>Diwali</b>  | The Hindu festival of light. Usually held in November. The festival symbolizes the victory of light over darkness and good over evil.                   |
| <b>Rama</b>    | 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.                          |
| <b>Sita</b>    | 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. |
| <b>Lakshmi</b> | Lakshmi is the goddess of money and good luck in Hinduism. Hindus pray to her on Diwali.                                                                |
| <b>temple</b>  | 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

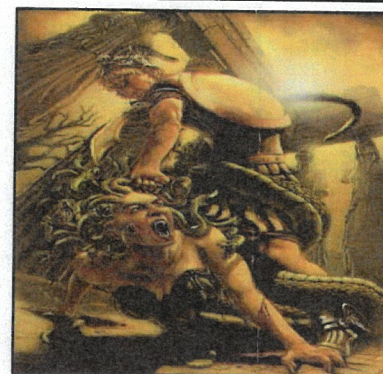


Making Rangoli patterns

# Latin Knowledge Organiser - Unit 1: Meet the Family

| Key Vocabulary      |                                           |
|---------------------|-------------------------------------------|
| Latin               | English                                   |
| quis es?            | Who are you? singular                     |
| quī estis?          | Who are you? plural                       |
| māter               | Mother                                    |
| pater               | Father                                    |
| filia               | Daughter                                  |
| filius              | Son                                       |
| īnfāns              | Little child                              |
| servī               | Slaves                                    |
| sum                 | I am                                      |
| salvē               | Hello singular                            |
| salvēte             | Hello plural                              |
| omnēs               | Everyone                                  |
| quis?               | Who?                                      |
| quid?               | What?                                     |
| Fēlix diēs tibi sit | Happy birthday (may you have a happy day) |
| grātiās tibi agō    | I thank you                               |
| fāmōsa              | Famous                                    |
| euge!               | Hurrah!                                   |
| sedāte!             | Sit down! (imperative/bossy verb)         |

**Greek Myth  
Perseus and Medusa**



**Meet the Family who live in Vindolanda**

Lepidus is the mother

Flavius is the father. He is the fort commander of Vindolanda

Iulius is the son

Flavia is the daughter

Rufus is the young child

Corinthus and Candidus are slaves

Pandora is a slave

Vibrissae is the cat

Minimus is the mouse

**Unit Motto**  
carpe diem = seize the day

| Key Knowledge                                                  |
|----------------------------------------------------------------|
| To understand the relevance of learning Latin.                 |
| To learn to say hello and goodbye.                             |
| To write simple sentences using the verb esse (to be).         |
| To understand the difference between singular and plural.      |
| To translate the description of a character from a Greek myth. |

| Grammar and Phonics                                                                                         |
|-------------------------------------------------------------------------------------------------------------|
| No capital letters are used in Latin apart from when you are writing someone's name. Don't translate names. |
| The letter v in Latin makes the same sound as the letter w in English.                                      |
| Male names end in -us, female names end in -a.                                                              |



Get Set 4  
Education

# Knowledge Organiser

## OAA Year 3

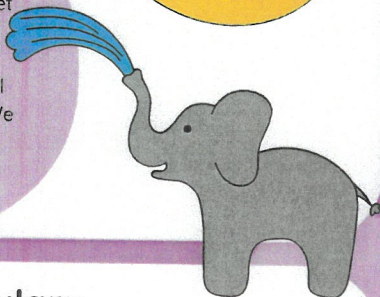
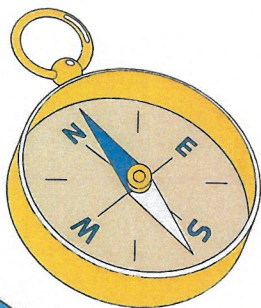
### About this Unit

OAA stands for Outdoor Adventurous Activities. These activities can be land based e.g. rock climbing, abseiling, orienteering, they can be water based e.g. kayaking, surfing, sailing or air based e.g. parachuting or paragliding. All of these activities require problem solving, collaboration, decision making and teamwork skills. In this unit, you will learn these skills then put them into practise in an orienteering activity.

Orienteering is an activity that uses a map and compass to help the people taking part find their way around a course.

Maps help you travel from one location to another. They help you to find where you are and how to get where you want to go.

A compass is a device that shows you the cardinal directions. These are North East South and West. We can use a saying to help us to remember this 'Naughty Elephants Spray Water'. A compass will always point to North.



### Key Vocabulary

**communication:** share information  
**compass:** a device that shows the cardinal directions  
**course:** includes a start point, control points, and a finish point when orienteering  
**discuss:** talk about  
**honest:** give facts  
**interrupt:** to speak while others are speaking  
**map:** used to show locations  
**route:** the path taken  
**support:** to help  
**symbol:** a sign, shape or object representative of different features on a map e.g. a triangle for a mountain  
**tactics:** a plan to solve a problem  
**teamwork:** working with others to succeed  
**trust:** to believe in others



### Ladder Knowledge



#### Problem solving:

Trying ideas before deciding on a solution will help you to come up with the best idea.

#### Navigational skills:

Holding a map so that the items on the map match up to real life will help you to read and understand the map and situation.

#### Communication:

Take turns when giving ideas and do not interrupt each other.

#### Reflection:

Think about when and why you are successful at solving challenges to help you in the future.

### Movement Skills

- balance
- co-ordination
- run at speed
- run over distance

This unit will also help you to develop other important skills.

**Social** communication, co-operation, inclusion, collaborate  
**Emotional** determination, trust, confidence, honesty  
**Thinking** problem solving, evaluate, reflection, create, comprehension, select and apply

### Rules

Use rules given to you honestly to help to keep yourself and others safe.

### Healthy Participation



- Listen carefully to safety rules for each challenge considering the space, equipment and other people.
- Work safely around others.



If you enjoy this unit why not see if there is an orienteering club in your local area.

How will this unit help your body?

balance,  
co-ordination, speed,  
stamina

### Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on [www.getset4education.co.uk](http://www.getset4education.co.uk)



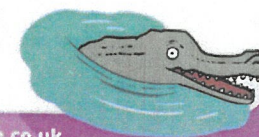
### Cross the swamp

**What you need:** Some toys and two pillows

#### How to play:

- Place your toys 8m away from a start line. This could be in another room if playing indoors.
- Imagine that the space between the start line and the toys is a swamp.
- To rescue the toys use the two pillows to cross the swamp and retrieve one toy at a time.
- You cannot touch the swamp. How many toys can you rescue in 3 mins?

**Watch out for the crocs!**



[www.getset4education.co.uk](http://www.getset4education.co.uk)

