



# Knowledge Organiser Booklet

## Year 3

## Autumn 2



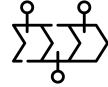




|      |  |       |  |
|------|--|-------|--|
| Name |  | Class |  |
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# Use your knowledge organisers to help you remember more.


|   | 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.  |

# Art and Design - Gestural Drawing - Year 3 - Autumn 2

## Art Themes

## Tier 2

## Key Vocabulary

| Line   | Texture   | Describe  | Tone   | Chiaroscuro  | Gesture   | Silhouette  |
|--|---|---|--|--|---|---|
| A long mark or stroke that could be straight, curved, thick, thin or any direction | The feel or look of a surface.  | To to represent with art or give an account of in words                           | The relative lightness or darkness of a colour - tone can go from very light through to very dark. | An Italian term meaning light-dark, and refers to the contrast of light and shade in an artwork. | A movement of part of the body, e.g. hand, to express an idea or mark.              | Silhouette is any dark outline or sharp shadow of an object.                            |
| We can make different lines - thick, thin, long, short, curly, zigzagging etc.     | Textures can be rough, smooth, bumpy, rough etc.                                  | We can describe what we see using words or drawings.                              | We can create tones by changing the pressure of our pencil.  | We can use the power of light and shadow to create chiaroscuro bold drawings.                    | A gesture drawing captures the feeling, energy, movement or pose.                   | A silhouette can be of a person's profile against a light background.                   |
| We will use lots of different lines in our drawings.                               | We can make different textures in art using a range of media.                     | We can describe the textures we see using different gestures in our drawings.     | We use tone in art to make our images stand out and appear more three dimensional.                 | We can create chiaroscuro effects e.g. by using a rubber over charcoal.                          | We will use lots of expressive gestures in our drawings.                            | A silhouette shape can be cut out of dark paper and placed onto a light piece of paper. |
|    |  |  |                  |               |  |      |

### How this connects with previous learning

|   |   |   |
|---|---|---|
| In Year 1, you created drawings using different types of lines. | In Year 2, you explored how artists explore the world, seeing things around them in new ways, | In Year 2, you used expressive lines in your paintings. |
|---|---|---|



### How this connects with future learning

|  |  |  |
|--|--|--|
| In Year 3, you will design your own collages using different shapes and colours. | In Year 4, you will make 3D sculptural forms inspired by food. | In Year 6, you will create your own activism posters expressing a message. |
|--|--|--|

# Computing – Stop Frame Animation – Year 3 – Autumn 2

## Tier 2 Vocabulary

## Key Vocabulary

### media

### animation

### flip-book

### import

### transition

### onion skinning

Any form of information that can reach or influence people, including television, radio, books, magazines, and the internet

Digital media refers to pieces of digitised information broadcast through a screen and/or a speaker

This half-term, you will add different types of media to your stop frame-animation, such as text and music.

Many people now access media through their smartphone.

The state of being full of life or vigour; liveliness.

The technique of photographing successive drawings or positions of puppets or models to create an illusion of movement.

In this topic, you will create your own stop-frame animation using a digital device.



A series of illustrations of an animated scene in sequence so that an illusion of movement can be imparted by flipping them rapidly.

A small book that contains images that when leafed through quickly, generates the illusion of an animation

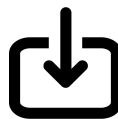
You will learn about simple animation techniques and create your own animations flip books using sticky notes.



A good or service bought in one country that was produced in another.

To import information into a program or computer is to copy it from another program or form of storage

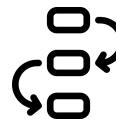
You will learn how to import a video from the camera roll of an iPad into iMovie.



The process or a period of changing from one state or condition to another.

This half-term, you will be introduced to the different transitions you can use in your flip book.

Transitions can be used to set time intervals before moving forward, or can be used to make slides change with the click of a button.



A technique used in creating animated cartoons and editing movies to see several frames at once.

You will use onion-skimming to help make your stop-frame animation look seamless.

You can see several frames at once in the sprite editor. This allows you to use the other frames as reference when drawing.



### How this connects with previous learning

### How this connects with future learning

In Year 1, you explored the world of digital art and its exciting range of creative tools.

In Year 2, you learnt to recognise that different devices can be used to capture photographs.






In Year 2, you also captured, edited, and improved photos you took yourself.

Later this year, you will explore desktop publishing and how we can use a computer to communicate messages.

In Year 4, you will create your own form of media using a microphone and speakers.







In Year 5, you will create your own videos, furthering your understanding of digital media.

# History - Stone Age to Iron Age - Year 3 - Autumn 2

| Historical Themes   |  | Tier 2   | Key Vocabulary  |   |   |  |
|---|--|--|---|---|---|--|
| innovation  | migration  | chronological  | prehistory  | archaeologist   | nomadic   | hunter gatherer  |
| A new idea, a new product or a new way of doing something.  | The process of moving from one place to another  | Following the order in which something happened.   | The time in history before any information was written down.  | A person who digs in the ground to find out about the past.   | People who travel from place to place rather than living in one place all the time.                                 | People who live by hunting and gathering food.   |
| In Year 1, you learnt that houses were built from brick after the Great Fire of London. This was a new innovation.                | In Year 2, you learnt that Joseph Jackson Fuller migrated to Britain.  | In Year 1, you learnt about the events of the Great Fire of London in chronological order.                                   | During the Stone Age, Bronze Age and Iron Age, writing had not yet been invented. This period is called prehistory. | Archaeologists at Skara Brae were able to uncover the remains of a Stone Age settlement.                          | During Palaeolithic and Mesolithic Britain, people were nomadic and had to travel from place to place to find food. | During Paleolithic and Mesolithic period, hunter gatherers would hunt wild animals, fish and birds. They would gather leaves, roots and fruit from plants. |
| The innovation of farming meant that people could stay in one place and grow their own food.                                      | The migration of Beaker People from mainland Europe to Britain enabled the British people to learn about the benefits of bronze. | By studying the Stone Age in chronological order, we can understand how people moved from being hunter gatherers to farmers. | We can learn about prehistoric farming by looking at tools that archaeologists have found.                          | Beakers found by archaeologists in Britain helped historians to learn that the Beaker people migrated to Britain. | During the Paleolithic and Mesolithic periods, people lived in temporary houses because they were nomadic.          | Hunter gatherers in Palaeolithic Britain used hammerstones to break apart nuts, seeds and bones.   |
| Iron was made from iron ore which could be found easily in Britain, This innovation meant that people could make plenty of tools. | When the Celts migrated to Britain, they taught the British people to make iron.   | A chronological timeline shows us that the Stone Age lasted far longer than both the Bronze Age and Stone Age.               |                                   |                                |                                  |   |
| How this connects with previous learning  |  |  | How this connects with future learning  |   |   |  |
| In Year 1, you learned about the chronological events of the Great Fire of London.  | In Year 2, you learned about the history of Hackney.   | In Year 2, you learned about innovations in nursing.   |                                  | In the Spring Term, you will learn about the Bronze Age in Ancient Egypt.   | In the Summer Term, you will learn about other ancient civilisations across the world.                              | In Year 4, you will learn about the Roman invasion of Britain which ended the Iron Age in Britain.   |

# Physical Education - Netball - Year 3 - Autumn 2

## 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 mark opposing players to stop them from scoring points.            | You need to dodge to get away from the defender and make space for yourself.      | The best pass to use when doing a longer pass is the overhead pass.               | It is good to have possession of the ball so you can score points.                 | The best pass when passing to a teammate nearby is a bounce pass.                   | The chest pass 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.

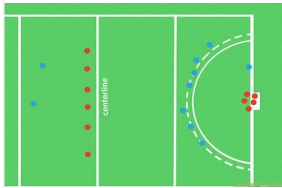
In Handball in Year 6 you will continue to use your skills



# Physical Education - Hockey - Year 3 - Autumn 2

## 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 hockey stick to play.    | There are 11 players on each team in hockey making 22 players on the pitch. | When your teammate passes you the ball you need to control it.                                  | We trapped the opposition team and took the ball off them.  | Shooting is one of the fundamental skills in hockey and players need to be proficient at shooting in order to be successful at the sport. | Dribbling 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

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.



### How this connects with future learning

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.



# Religious Education – Hindu Beliefs – Year 3 – Autumn 2

## 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 their 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.

## Scientific Enquiry



### comparative & fair testing

Comparative testing means testing objects to rank them. We will test how objects move on different surfaces and make predictions for further tests. Fair tests are enquiries that observe or measure the impact of changing one variable when all others are kept the same. We will test how objects move on different surfaces and make predictions for further tests.



### identifying & classifying

Identifying means knowing what something is and naming it. Classifying means grouping things together if they have something in common. We will classify materials according to whether they are magnetic and present our results.

## Working Scientifically

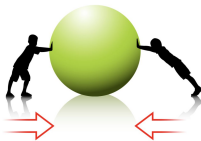
Asking scientific questions  
Planning an enquiry  
Observing closely  
Taking measurements  
Gathering and recording results

Presenting results  
Interpreting results  
Concluding (drawing conclusions)  
Predicting  
Evaluating an enquiry



### force

Forces can be a push or a pull. A force can make things move, change their speed, or change their shape.



### contact force

A contact force is a force that occurs when two things touch, such as a foot kicking a football.



Some forces can act at a distance. A magnet does not need to touch the object that it attracts.

### magnet

A magnet is a rock or metal that pulls towards (attracts) or pushes away (repels) other materials.



Magnets vary in their shape and strength.

This is a horseshoe magnet.



This is a bar magnet.

This is a ring magnet.



This is a disc or button magnet.

### magnetic

Magnetic materials are attracted to magnets. They are always made of metal. Not all metals are magnetic.

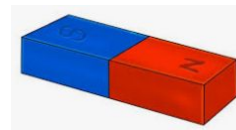
Examples of magnetic materials are iron, nickel and steel. Any object or material that has iron, nickel or steel in it will be attracted to a magnet.



Paperclips are often made from steel which is a magnetic material, so will be attracted to a magnet.

### poles

Poles are the strongest parts of a magnet. Magnets have a north and a south pole. Sometimes these are labelled N and S or colour coded (often blue for south, red for north).



When two of the same poles are placed close together they repel each other (push each other away). When two different poles are close, they attract (pull towards) each other.



### Things you learnt in previous topics

In Year 2 you found out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



### How this connects with future learning

In Year 5, you will explain that unsupported objects fall towards the Earth because of the force of gravity. You will identify the effects of air resistance, water resistance and friction. You will recognise that levers, pulleys and gears allow a smaller force to have a greater effect.

# Year 3 Spanish Knowledge Organiser

## Todo sobre mí 2

### Preguntas

Questions



¿Cuántos años cumple tu cumpleaños?

Mi cumpleaños es el ..... de .....



¿Cuál es tu color favorito?

Mi color favorito es .....

### Navidad

Christmas



Papá Noel



Los Reyes Magos

### Learning Intentions

- To count up to 20.
- To say when my birthday is.
- To recognise 9 colours in Spanish.
- To say what my favourite colour is.
- To start describing basic features of an object.
- To learn how Christmas is celebrated in Spain.
- To sing a Spanish carol.

### Países

Countries

Reino Unido



España



### Los números

The 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 | dieciseis  |
| 17 | diecisiete |
| 18 | dieciocho  |
| 19 | diecinueve |
| 20 | veinte     |



|    |              |
|----|--------------|
| 21 | veintiuno    |
| 22 | veintidos    |
| 23 | veintitres   |
| 24 | veinticuatro |
| 25 | veinticinco  |
| 26 | veintiséis   |
| 27 | veintisiete  |
| 28 | veintiocho   |
| 29 | veintinueve  |
| 30 | treinta      |

### Los colores

Es .....

|  |          |
|--|----------|
|  | rojo     |
|  | azul     |
|  | amarillo |
|  | verde    |
|  | rosa     |
|  | naranja  |
|  | morado   |
|  | marrón   |
|  | blanco   |
|  | gris     |
|  | negro    |

At New Wave Federation, we demonstrate...



new wave  
federation

Collaboration

Creativity

Focus

Kindness

Responsibility