

Year 3 Knowledge Organisers
Summer 1
2024



Hanslope Primary School

Design Technology Knowledge Organiser

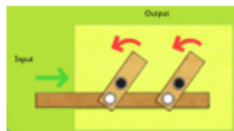
Year 3: Mechanisms (levers and linkages)

Overview:

Understand and use lever and linkage mechanisms.

Distinguish between fixed and loose pivots.

Know and use technical vocabulary relevant to the project.



Mechanisms are the parts that make something work.

-Mechanisms are all around us! Most objects that help us in our lives are made up of different mechanisms.

Levers and Linkages are mechanisms that make things move. Many mechanisms take one type of input motion, and output it as a different type of motion.

-In a lever and linkage mechanism, the 'input' is where the user pushes or pulls a card strip. The 'output' is where one or more parts of the picture move.

These mechanisms use a fulcrum (a fixed point around which the lever can pivot) to make things move in arc (curve).

What key vocabulary will I learn:

mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating, reciprocating

National Curriculum Links:

- Design, make and evaluate products
- Technical knowledge: understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

How does this link to my future learning?

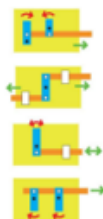
- Mechanisms (bullevs or aears) - Year 5

What steps will I follow to create my final product?

Designing

- Effective levers and linkages should move smoothly
- Effective sliders and levers should create a movement that is appropriate to the subject matter.
- You need to think about who your product is for - what is its purpose and who is going to use it?
- Levers -consider where you will position the fulcrum. The further it is from the object, the more that the subject at the end of your lever can move!

Explore how to create different movements with your lever and linkage mechanisms



Making

- Levers and linkages can be made using card, cardboard, lollipop sticks, or another thin, firm material of your product.
- Guides/bridges can be made using strips of card fixed with masking tape.

Levers

- To create the hole for the fulcrum, place the card backdrop over a piece of Blu Tack and pressing a pencil through. The fulcrum can be attached using a paper fastener.

Evaluating

- How well does your mechanism work? Does it move smoothly?
- Does it meet its purpose?
- Who would use your mechanism? What would they like about it?
- Where did you position the levers/fulcrum?
- How did this affect the mechanism?
- What else could you do to improve your mechanism?

Health and Safety

-Remove any jewelry and tie back long hair.

-Wear an apron and roll up your sleeves.

-Walk safely and calmly around the classroom/workshop.

Keep your work area and floor area clear - keep your belongings well clear.

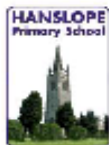
Follow the teacher's cutting instructions carefully.

Make sure that you are wearing the correct equipment for tasks.

If you need to move around with scissors, hold around the closed blades, facing down.

Report all spillages & clean up properly after yourself.

Computing



Hanslope Primary School Computing Knowledge Organiser

Year 3: Creating Media

How does this link to my previous learning?

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

National Curriculum Links:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

How does this link to my future learning?

- Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.

What key vocabulary will I learn:

Publishing - The activity of making information, literature, music, software etc.

Images - A visual representation of something.

Font - The specific style of text that's printed on a page or displayed on a computer screen.

Templates - A shaped piece of rigid material used as a pattern for processes such as cutting out, shaping, or drilling.

Orientation - The action of orienting someone or something relative to the points of a compass or other specified positions.

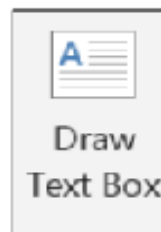
Software - The programs and other operating information used by a computer.

Purpose - The reason for which something is done or created or for which something exists.

Audience - The assembled spectators or listeners at a public event such as a play, film, concert, or meeting.

What will I know by the end of this unit:

- To recognise how text and images convey information.
- To recognise that text and layout can be edited.
- To choose appropriate page settings.
- To add content to a desktop publishing publication.
- To consider how different layouts can suit different purposes.
- To consider the benefits of desktop publishing.



French



Hanslope Primary School French Knowledge Organiser



Year 3 Summer 1 Niveau Bleu



Year 3 Knowledge Organiser – SUMMER TERM 1 niveau bleu

l'Assemblée Nationale	the Welsh Assembly
la bibliothèque	the library
le Centre Titanic	the Titanic Experience
le château	the castle
le Gros Poisson	the Big Fish
l'horloge	the clock
l'hôtel de ville	City Hall
le Parlement	the Scottish Parliament
le stade	the stadium
la Statue de Thanksgiving	the Statue of Thanksgiving
le tramway	the tram
la vieille ville	the old town
le zoo	the zoo
le pont	the bridge



en Angleterre	in England
en Écosse	in Scotland
en France	in France
en Irlande du Nord	in Northern Ireland
au Pays de Galles	in Wales
Tu as quel âge?	How old are you?
J'ai...ans	I am ...years old.
Tu habites où ?	Where do you live?
J'habite...	I live...

History



Hanslope Primary School Summer 1

History Knowledge Organiser

Year 3: What did the Ancient Egyptians believe?

National Curriculum Links:

- Beginning to develop a chronologically secure knowledge of local, British and world history across the periods studied.
- Comparing different periods of history and identifying changes and continuity.
- Describing the changes and continuity between different periods of history.
- Identifying who is important in historical sources and accounts.
- Asking questions about the main features of everyday life in periods studied, e.g. how did people live.
- Selecting and recording relevant information from a range of sources to answer a question.
- Recognising similarities and differences between past events and today.

How does this link to my previous learning?

- What changed between the Stone Age and the Iron Age

How does this link to my future learning?

- What did the Greeks ever do for us?

What key vocabulary will I learn:

- Afterlife
- Book of the Dead
- Civilisation
- Historically significant
- Immortal
- Mummification
- Preserve
- Ra
- River Nile
- Sarcophagus

What will I know by the end of this unit:

- To know that AD means Anno Domini and can be used to show years from the year 1AD.
- To know that change can be brought about by advancements in trade.
- To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come.
- To know that archaeological evidence can be used to find out about the past.
- To know that archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past.
- To know that assumptions made by historians can change in the light of new evidence.
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- To understand that there are different beliefs in different cultures, times and groups.
- To compare the beliefs in different cultures, times and groups.
- To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science.

Music



Hanslope Primary School Music Knowledge Organiser

Year 3: Ballads

How does this link to my previous learning?

This links to learning in Year 2 Myths and legends.

National Curriculum Links:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide-range of high-quality live recorded music drawn from different traditions and from great composers and musician
- Develop an understanding of the history of music

What key vocabulary will I learn?

Ballad – A song which tells a story – similar to a poem.

Compose – To create an original piece of music.

Stanza – A short section of text, sometimes known as a verse in a song or poem.

Solo – performing alone.

Ensemble – A small group of musicians who perform together.

Expression – Making your thoughts or feelings known when reading, singing or performing.

Lyrics – The words in a song.

Chorus – Repeated section of music with the same tune and lyrics.

Nonsense words – Words which have no meaning and are often used for filling time in songs – e.g. 'la', 'do', 'ooh'.

Ballads are songs which tell a story. They can be in many styles, such as pop and musical theatre and were used in ancient times to carry news and legends across countries.



How does this link to my future learning?

Links to both Rock and Roll and Haiku, music and performance in Year 4.

What will I know by the end of this unit:

- Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.
- Retell a summary of an animation's story.
- Write a verse with rhyming words which tell part of a story.
- Perform their lyrics fluently and with actions.



PSHE



Hanslope Primary School PSHE Knowledge Organiser – Year 3

Summer 1: Economic Wellbeing

How does this link to my previous learning?

In Year 2, children focused on:

- Identifying whether something is a want or need.
- Comparing and contrasting 'wants' and 'needs'.

What key vocabulary will I learn:

- Account – the place in which money is kept, linked with your bank
- Assumption – something which is an expectation
- Budget – you may need to work within this in order to save for something specific
- Career – linked to a job, but something which is considered more permanent
- Continuum – linked with maintaining and remaining financially stable
- Digital Trade – consider the use of online money eg. Bitcoin
- Fair Trade – this is covered in more detail in Y6, but introduce the concept of a system setting the standard for fair conditions and pay
- Profession – a paid occupation that requires formal training
- Stereotype – consider and break down stereotypes within jobs, eg. a male builder, a female nurse etc.

National Curriculum Links:

This strand of PSHE isn't a statutory subject in primary schools. This means that there is no set programme of study from the NC, or learning objectives that pupils have to fulfil. This aspect aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

How does this link to my future learning?

In Year 4, children are learning to:

- Recognise value for money.
- Understand differing opinions on spending.
- Explore how to safeguard money effectively

What will I know by the end of this unit:

- To know that spending should be based on necessity, importance, and available budget.
- To know that budgeting is planning how to spend and save the money that you have available.
- To know that different jobs contribute to our society in different ways.



Hanslope Primary School Religious Education Knowledge Organiser

Year Three- Does Jesus have authority over everyone?

National Curriculum Links:

- To explore the life and teachings of Jesus from the perspective of his authority; to examine the authority that Jesus has for Christians today (Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

- Year Three-** Does taking bread and wine show that someone is a Christian?
- Year Two-** Who should you follow? Can stories change people?
- Year One-** Is everybody special? Should everyone follow Jesus?

How does this link to my future learning?

- Year Four-** Did Jesus really do miracles?
- Year Five-** Are you inspired?

What key vocabulary will I learn:

- Authority-** power to influence thought, behaviour or opinion
- Jesus-** the son of God
- Gospel-** the first four books in the New Testament books telling the life of, death and resurrection of Jesus
- Obedience-** hearing the word of God and acting on it
- Trust-** reliance on the character, ability, strength or truth of God
- Faith-** complete trust or confidence in someone or something

What will I know by the end of this unit:

Jesus in the Temple in Luke 2 v41-52



Jesus Calms the Storm in Mark 4 v35-41



Jesus calls the disciples in Matthew 4 v18-22



- Chosen stories that show Jesus exerting authority
- A range of people who have authority in my life and know the concepts of trust and obedience that accompany a recognition of authority
- That Christians have other sources of authority and that different people accept different sources of authority



Hanslope Primary School Summer 1

PE Knowledge Organiser

Year 3: physical skills and badminton

How does this link to my previous learning?

- Y2 net and ball games
- Previous physical skills learning

National Curriculum Links:

- Develop and apply control and balance in different ways.
- Learn how to use skills in different ways and to link them to make actions and sequences of movement.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

How does this link to my future learning?

- Basis of key skills to build upon in Y4
- Further understand their ability in physical skills

What key vocabulary will I learn:

- Sequences
- Apply
- Extend
- Gradually
- Mini back support
- Correct
- Hitting
- Racquet
- Directions
- Pathways
- Sending
- Receiving
- Direction
- Position
- Possession

Physical skills:

What will I know by the end of this unit:

- I can maintain balance throughout.
- I can balance and hold the correct position, for example, back straight.
- I can balance with control when changing balance/position.
- I can react and move quickly.
- I can catch the ball consistently.
- I can slow down with control after catching

Badminton:

- I can strike or hit a ball /shuttlecock with increasing control.
- I can position the body to strike a ball/ shuttlecock
- I can demonstrate successful hitting and striking skills.
- I can practise the correct technique and use it in a game.
- I can strike the ball/ shuttlecock for distance.
- I can begin to choose and use the best space in a game.

Science



Hanslope Primary School Science Knowledge Organiser

Year Three - Light



National Curriculum Links:

Recognise that they need light in order to see things and that dark is the absence of light
Notice that light is reflected from surfaces
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
Recognise that shadows are formed when the light from a light source is blocked by an opaque object
Find patterns in the way that the size of shadows changes.

How does this link to my future learning?

Recognise that light appears to travel in straight lines
Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
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
Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

What key vocabulary will I learn:

- Light is a **form of energy** that makes it possible to see.
- Light is **given off some objects** (for example the Sun). Darkness is when there is no light.
- Light can **reflect** off surfaces (e.g. mirrors)
- Objects can be labelled as **transparent, translucent, or opaque**, depending on the amount of light that they let through.
- **Shadows** are formed when light is blocked by an opaque object.
- When light hits an object, it can be **absorbed** by the object, **reflect** (bounce off) the object, or **transmit** (pass through) an object.
- The three key terms below tell us how much light objects let through them.
- **Transparent** – Transparent objects allow all of the light to pass through them. This means that we can clearly see through them.
- **Translucent** – Translucent objects only allow some light to pass through them. This means that we can partially see through them.
- **Opaque** – Opaque objects do not allow any light to pass through them. This means cannot see through them at all.

What will I know by the end of this unit:

Dark

Darkness is the absence of light. In other words, where there is no light, it is dark!
Human vision is unable to see colours when there is high levels of darkness (too little light).
At night, the sky is darker because there is a lack of light from the sun.

Reflection

Light may also reflect off the surface of an object.
This means that light bounces off the object, sending it in another direction.
Some examples of materials/objects that reflect light include mirrors or polished metal surfaces.

Absorption

When light hits an object, it may be absorbed into the object.
This means that it doesn't bounce off or pass through the object.
Some examples of materials/objects that absorb light include wood, brick and stone.

Transmission

Light can also be transmitted through certain objects.
This means that it passes through the object. It can be seen from the other side of the object.
Some examples of materials/objects that transmit light include windows and clean water.
*Some types of light (e.g. light from the sun) can be dangerous for our eyes and skin. This is because they contain **UV rays** that can cause damage. There are several things that we can do to protect ourselves in the sun.*