

Year Three

KO Autumn 1



Hanslope Primary School

Computing Knowledge Organiser

Year 3: Connecting Computers

How does this link to my previous learning?

- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other

What key vocabulary will I learn:

Digital device - a piece of physical equipment that uses digital data, such as by sending, receiving, storing or processing it.

Input - a place where, or a device through which, energy or information enters a system

Process - a series of actions or steps taken to achieve a particular end.

Output - a place where power or information leaves a system.

Connection - a link between a plug or connector into a port or jack

Network - a system that connects two or more computing devices for transmitting and sharing information.

Server - a computer or system that provides resources, data, services, or programs to other computers, known as clients, over a network.

National Curriculum Links:

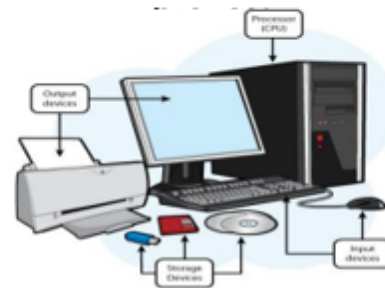
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

How does this link to my future learning?

- Understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems

What will I know by the end of this unit:

- To explain how digital devices function
- To identify input and output devices
- 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





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Design Technology Knowledge Organiser

Year 3 - Food - healthy and varied diet (including cooking and nutrition requirements for KS2)

Overview:

In order to stay healthy, it is important that we eat a balanced diet of foods from each of the five food groups. Too much of any one food group is not healthy for us.

-You should know that within each group, some foods have different benefits (e.g. fish has less fat than red meat).

-You should be able to design your own plate - think about foods that go well together, and promote a balanced diet.

You should now know how much to eat of each food group

-**Fruit and vegetables** – Eat lots! About 5 portions per day.

-**Carbohydrates** – Eat lots! Include in every meal.

-**Proteins** – You should eat about 2-3 portions per day.

-**Dairy** – You should eat about 2-3 portions per day.

-**Fats and Sugars** – Only eat occasionally and in small amounts.



What key vocabulary will I learn?

Food group, balanced diet, healthy plate, slicing, measuring, grating, serving, boiling, frying, health & safety.

National Curriculum Links:

- Use the principles of a healthy and varied diet to prepare dishes
- Understand where food comes from.
- Begin to know whether food is grown, caught or raised.

In order for us to get pork, we need to raise pigs.

In order for us to get cucumbers, we need to grow a cucumber plant.

In order for us to have tuna, we have to catch the tuna-fish.



How does this link to my future learning?

Year 4 - Food - healthy and varied diet (including cooking and nutrition requirements for KS2)

What steps will I follow to create my final product?

- Research where food comes from and the different sources – grown, caught or raised?
- Discuss the different food groups and how we need to balance them.
- Taste the different foods and which ones we like best
- Prepare the food using different utensils.
- Cook the food in different forms.
- Eat our food!



Health and Safety

-Remove any jewelry and tie back long hair.

-Wear an apron and roll up your sleeves.

-Wash your hands with hot water and antibacterial soap.

Washing your hands should be done before, during and after preparing food.

Use different chopping boards and knives for raw meat & other foods.

Check that food is cooked right the way through.

Check the dates on food, and check for allergies of those eating.

Make sure that you clean up properly after yourself.



Hanslope Primary School

MFL Knowledge Organiser

Year Three – Niveau bleu – Module 1

How does this link to my previous learning?

KS1 knowledge of nouns in English and the need for capital letters for names of people and places.

National Curriculum Links:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

How does this link to my future learning?

Introductions will be added to during the year to include age and where you live. By the end of the year I will be able to say what landmarks there are in Paris – A Paris, il y a Il y a aussi ...

What key vocabulary will I learn:

Bonjour !	Hello
Au revoir !	Good-bye
monsieur / madame / Nounours / les enfants	(when speaking to a man / to a woman / to Teddy / to children)
un, deux, trois	one, two, three
la France	France
Paris	Paris
la Tour Eiffel	the Eiffel Tower
l'Arc de Triomphe	the Arc de Triomphe
le Louvre	the Louvre Museum
la Tour Montparnasse	the Montparnasse Tower

Écoutez !	Listen!
Regardez !	Look!
Taisez-vous !	Be quiet!
Croisez les bras !	Fold your arms!
Asseyez-vous !	Sit down !



What will I know by the end of this unit:

I will be able to:

- greet someone, say my name and ask their name
- locate Paris on a map and name four of its landmarks.
- count to three.

I will understand the instructions *écoutez, regardez, taisez-vous, croisez les bras* and *asseyez-vous*.

I will know that the final consonant in a French word is usually silent (*Paris, vous, bras*) and that names of places also begin with a capital in French.

I will be able to sing along to simple, familiar songs such as *frère Jacques* and repeat the rhyme *voici ma main, elle a cinq doigts*.

I will be able to play *Jacques a dit* with increasing understanding and I will have listened to my first French story.



Hanslope Primary School

Autumn 1

History Knowledge Organiser

Year 3: Would you prefer to live in the Stone Age, Iron Age or Bronze Age?

How does this link to my previous learning?

- Previous Key stage one learning

National Curriculum Links:

- Changes in Britain from the Stone Age to the Iron Age
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history
- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'

How does this link to my future learning?

- Why did Romans settle in Britain?

What key vocabulary will I learn:

Skara Brae, Orkney Islands

hearth

settlement

flint

roundhouse

chief

metalwork -copper, bronze, gold, tin

mining

trade (a job requiring manual skills)

arrowheads

import

export

trade (buying and selling goods/services)

exchange

goods

barter

What will I know by the end of this unit:

- To know that history is divided into periods of history e.g. ancient times, middle ages and modern.
- To know that BC means before Christ and is used to show years before the year 0.
- To know that AD means Anno Domini and can be used to show years from the year 1AD.
- To know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43.
- To know that prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods.
- To know that the Stone Age, Bronze Age and Iron Age periods are named after the materials that were commonly used to make tools.
- To know that we can use dates to work



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Music Knowledge Organiser

Year 3: Pentatonic melodies and composition (Theme: Chinese new year)

How does this link to my previous learning?

This links to previous lessons on the basic composition of songs and developing their singing technique.

What key vocabulary will I learn?

- Tempo – The speed of music (fast and slow)
- Crescendo – When the music gets gradually louder.
- Dynamics – The volume of the music (loud or quiet)
- Timbre – The quality of the sound e.g. smooth, scratchy, twinkly.
- Duration – The length of time each note is played for (long or short)

Notation	The way that music is written so that others can play it.
Graphic score	
Staff and letter notation	

Musical notation helps us to 'write' and 'read' the melodies so they won't be forgotten and can be played by others.

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

How does this link to my future learning?

Links to future work on singing techniques.

What will I know by the end of this unit:

- To match their movements to the music, explaining why they chose these movements.
- Accurately notate and play a pentatonic melody.
- To play their part in a composition confidently.
- To work as a group to perform a piece of music.



Traditional folk music of China. As with most folk music, we often do not know who wrote these songs and they have been passed onto generations by people singing them.



Hanslope Primary School Autumn 1

PE Knowledge Organiser

Year 3: Personal skills/Tag Rugby

How does this link to my previous learning?

- Builds upon the multi skills and personal skills learnt in Y2

National Curriculum Links:

- Develop and apply control and balance in different ways.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Develop an understanding of how to improve in different physical activities and sports

How does this link to my future learning?

- Provides the basic concepts for Y4 game play

What key vocabulary will I learn:

- Several
- Appropriate
- Opposite
- Hopscotch
- Angle
- Smooth
- Dominant
- Non-standing
- Attack
- Defend
- Dodge
- Face on, side on
- Try
- Scoring zones
- Low body position

What will I know by the end of this unit:

Personal skills:

- I can move with balance and control throughout.
- I can move with fluent, smooth movements.
- I can move well in both directions/on both sides.
- I can balance with minimum wobble (control).
- I can balance with standing foot still.
- I can balance with non-standing foot off the floor

Tag Rugby:

- I can tag another player, face on and keeping body position low to the ground
- I can move with a ball in their hands using the correct position
- I can move into a space to avoid a defender, through dodging techniques
- I can beat a defender to score a try in various scoring zones



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PSHE Knowledge Organiser – Year 3

Autumn 1: Families and relationships

How does this link to my previous learning?

In Year 2, children focused on:

- Understanding that families offer love and support.
- To begin to understand the range of families they may encounter now and in the future.
- To understand how other people may show emotions in different ways.

What key vocabulary will I learn:

<i>Bullying</i>	To cause repeated physical or emotional pain to somebody.
<i>Communicate</i>	To interact with other people through words or body language.
<i>Empathy</i>	To be considerate and understanding of other people's feelings.
<i>Open questions</i>	Questions that do not have simple one word answers.
<i>Similar</i>	Something that is nearly the same as another thing.
<i>Solve</i>	To find an answer to a problem.
<i>Stereotype</i>	A view or idea about something, often someone, which is often untrue.
<i>Sympathy</i>	Feeling sad for someone when something bad happens to them.
<i>Trust</i>	Relying on someone to do something for you, such as keeping a secret or keeping something safe for you.

National Curriculum Links:

In LKS2, children will learn that problems occur in all families and that there is help provided if needed. Children will know who their trusted adults are. Children will know that families will vary all around the world and we need to be respectful of this.

How does this link to my future learning?

This year, pupils will:

- Understand that all families are different.
- Know that families can offer support
 - Understand what bullying is.
 - Describe what a good listener is
- Understand how toys can reinforce stereotypes.

What will I know by the end of this unit:

- Families help each other in different ways.
- Listening is an important part of communication.
- Trust is an important part in a relationship.
- There are similarities and differences between people.
- Stereotypes can have a negative impact on people.
- Bullying can be physical or emotional.
- Friendships have their ups and downs.
- Families can sometimes experience problems.



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Religious Education Knowledge Organiser

Year Three- Does taking bread and wine show that you are a good Christian?

National Curriculum Links:

- To explore the ritual of communion and other ways of belonging to the church
(Believing- Belonging- Behaving- Reflecting and Responding- Making Links)

How does this link to my previous learning?

Year One- Is everybody special?

Year Two- How should you spend the weekend?

How does this link to my future learning?

Year Three: Is a Jewish child free to choose their beliefs?

Does Jesus have authority for everyone?

Year Four: Do Murtis help Hindus understand God?

Should believers give things up?

Does prayer change things?

Year Five- Do Muslims need the Qur'an?

What key vocabulary will I learn:

Commitment- dedicated to a faith

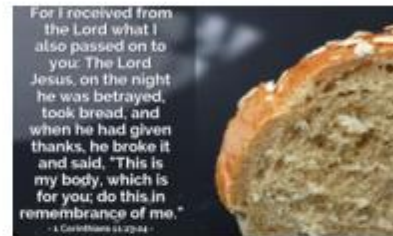
Church- a building used for Christian worship

Communion (also known as Eucharist/Mass/Lord's Supper-the service of Christian worship where bread and wine are shared)



What will I know by the end of this unit:

1 Corinthians 11:23-29



- *The story of the Last Supper
- *The ways that some Christians demonstrate their faith
- *A reason why Christians take communion
- *The symbols of the Eucharist
- *Different feelings people may have about communion

Hanslope Primary School

Science Knowledge Organiser

Year Three – Animals including Humans

How does this link to my previous learning?

- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

What key vocabulary will I learn:

Unlike plants, animals cannot create their own food. They get **nutrition** from what they eat.

This is because animals do not have **chlorophyll**, or **chloroplasts** in their cells, like plants do.

Therefore, plants are called producers and animals are called **consumers**.

The different nutrients that animals get depends on their diet. For example, a cheetah gets lots of **protein** in its diet because it is a **carnivore** (eats meat).

A **vertebrate** has a backbone inside their body, an **invertebrate** does not.

National Curriculum Links:

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

How does this link to my future learning?

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

What will I know by the end of this unit:

Skeleton

Humans (and many other animals) have a system of bones called a *skeleton*. Skeletons help to *support* your body – they give it its shape.

Skeletons are also important for *movement*. Muscles are attached to bones.

Finally, skeletons help to *protect* important parts of the body. E.g. the ribs protect the heart and lungs.

Muscular System

Humans (and many other animals) also have a *system of muscles in their bodies*.

The main purpose of muscles is for *movement*. As they contract, muscles move parts of the body around.

Muscles are also important for maintaining *posture*, helping humans/ animals to sit, stand, and walk.

Some muscles (e.g. the heart) move by themselves – they are *involuntary*.

