

Knowledge Organiser - Settlements, Energy & Resources (Years 3–5)

Key Vocabulary

Conserve: Using as few resources as possible.

Consume: To use, eat or drink something.

Fertile land: Soil that is rich and good for growing crops.

Food miles: How far food has travelled to where it is **consumed**.

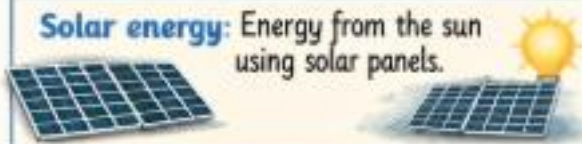
Import: Buying goods from another country.

Non-renewable energy: Energy that will run out, like coal or oil.

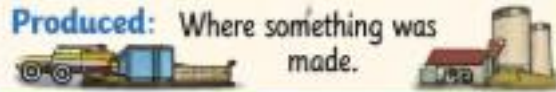


Renewable energy: Energy that can be replaced by nature, like wind and sun.

Solar energy: Energy from the sun using solar panels.



Produced: Where something was made.



What Do We Need?



Basic needs



Additional needs



Electricity



Internet access



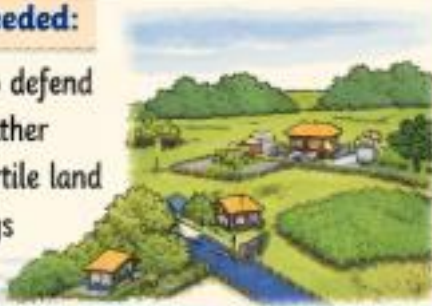
Healthcare



Friends & transport links

Early Settlers Needed:

- Flat land, easy to defend
- Shelter from weather
- Fresh water & fertile land
- Woods & resources
- Transport links



Big Ideas to Remember

- Settlements grow where people can meet their needs.
- Energy can be renewable or non-renewable.
- Using fewer resources helps protect the planet.
- Food miles affect the environment.

Types of Power Station

Non-Renewable:



Burning coal.



Coal



Burning coal.



Gas (CCGT)



Burning gas.



Nuclear



Nuclear fission.



Renewable:



Water turns turbines.

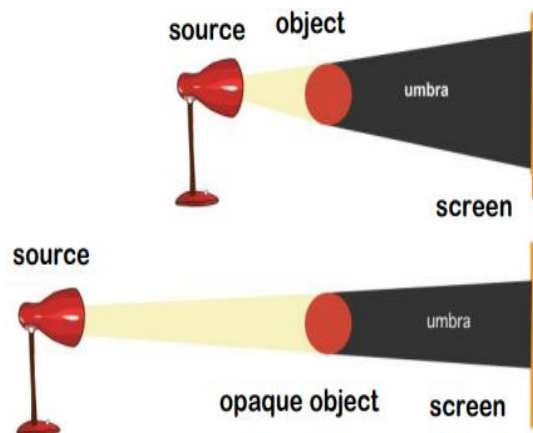
Light

Key facts

We need light to be able to see things. Light travels in a straight line. When light hits an object, it is reflected (bounces off). If the reflected light hits our eyes, we can see the object. Some surfaces and materials reflect light well. Other materials do not reflect light well. Reflective surfaces and materials can be very useful. Remember the Sun can be dangerous.

Size of a shadow changes

A shadow is caused when light is blocked by an opaque object. A shadow is larger when an object is closer to the light source. This is because it blocks more of the light.



Mirrors and reflection

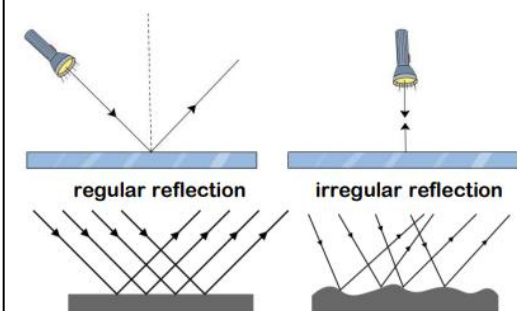
Mirrors reflect light very well, so they create a clear image. An image in a mirror appears to be reversed. For example, if you look in a mirror and raise your right hand, the mirror image appears to raise its left hand.



Light is reflected from surfaces

Light from the torch hits the object.

The light is reflected from the object.



light	a form of energy that allows our eyes to see	
reflect	the process that describes light bouncing off a surface	
vitamin D	a vitamin that come from sunlight or food and important for bone strength	
ultraviolet rays	type of light that can be harmful	
fluorescent	gives a highly visible reflection of light	
high visibility	can be seen easily	
shadow	a dark image that is formed when an object blocks the light	
ray	a thin beam of light	
cast	to throw or project	
position	where something is placed	
shape	the outline of something	
puppet	a doll that looks like a person or an animal	



bonjour

Good morning
/ hello



bonsoir

Good evening



bonne nuit

Good night



salut

Hi / and also
bye (informal)



au revoir

Goodbye



comment tu
t'appelles ?

What is your
name? / What
are you
called?



je m'appelle

My name is



comment
ça va ?

How are you?



ça va bien /
très bien

I am well /
very well



comme ci,
comme ça

I'm OK / so, so



ça va mal /
très mal

I am unwell /
very unwell.



oui

Yes



non

No

French - Year 3 - Greetings with puppets

Sentence structure and phrases



Different types of greetings are used depending on the time of day.



Hello, what is your name?

Hello, my name is Marie



Goodbye Marie

Goodbye François



Goodnight

What does the ç cedilla accent do?

The cedilla accent ç makes the c soft (s) before an 'a', 'o' and 'u', in this case 'ça va?'



ça va?

Sounds like 'sa va'

How are you?

Comment ça va ?

How are you?

Ça va bien / très bien

I am well / very well

Ça va?

How are you?

Ça va mal / très mal

I am unwell / very unwell.



Represent 3-digit numbers on a number line

Count in steps of 50 and 100 from zero

Count up in steps of 10 from any 2 or 3-digit number

Count back in steps of 10 from any 3-digit number

Identify 3-digit numbers on a number line

Read 3-digit numbers in numerals and write in words, including zero as a place holder

Read 3-digit numbers in words and write using numerals including zero as a place holder

Read 3-digit numbers in numerals and write in words

Read 3-digit numbers in words and write using numerals

Partition 3-digit numbers in different ways

Recognise the value of digits in 3-digit numbers

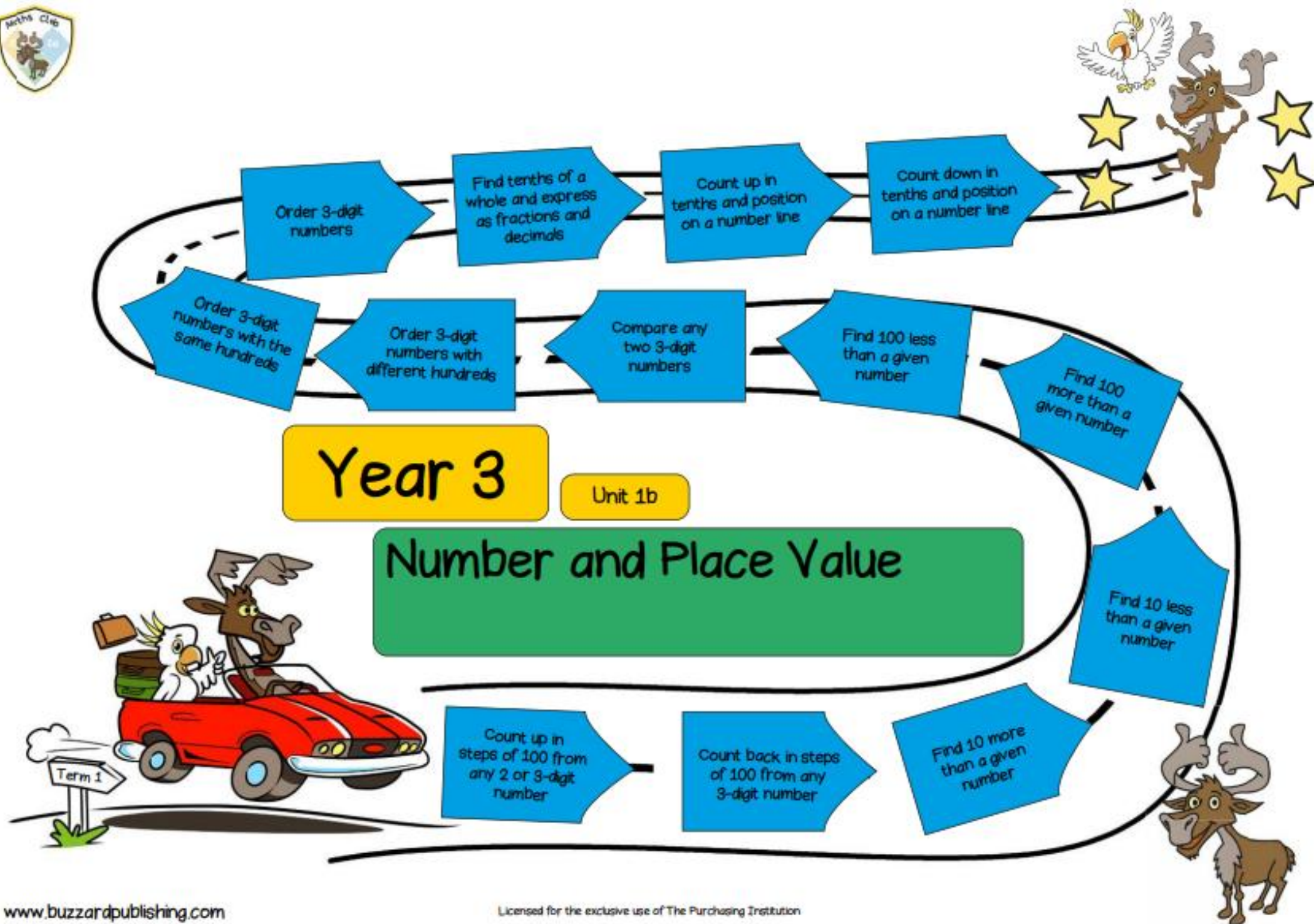
Represent 3-digit numbers

Year 3

Unit 1a

Number and Place Value







Knowledge Organiser Gymnastics Year 3

About this Unit

Gymnastics is made up of a range of movement skills including balances, jumps rolls and shapes. Gymnastics was one of the first Olympic sports and is still an Olympic sport today. Almost all gymnastic events are performed on special equipment, such as rings or bars. This equipment is called apparatus.



Which of these balances are point balances and which of these are patch balances?

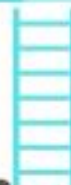


Key Vocabulary

body tension: squeezing muscles to help to be stable when performing actions
contrast: different to one another
control: being able to perform a skill with good technique
direction: forwards, backwards, sideways
extend: to make longer
flow: smooth link
landing position: a stable position used after jumping
match: the same
matching: to perform the same action as someone else
patch: a large body part
point: a small body part
take off: the moment a person begins jump



Ladder Knowledge



Shapes:

Use body tension to make your shapes look better.

Balances:

Make your balances look interesting by using different levels.

Rolls:

Tuck your chin to your chest in a forward roll. Roll onto the top of your shoulders.

Jumps:

Change the take off and shape of your jumps to make them look interesting.



Movement Skills

- point and patch balances
- jumps
- straight roll
- barrel roll
- forward roll

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

Social work safely, collaboration, supportive

Emotional perseverance, confidence, independence

Thinking observe and provide feedback, creativity, select and apply skills

Strategy

Use different levels to help make your sequence look interesting.

Healthy Participation



- Remove shoes and socks.
- Ensure the space is clear before using it.
- Only jump from apparatus where you see a mat.

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



How will this unit help your body?

balance, co-ordination, flexibility, strength



Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Point and Patch



What you need: a soft, flat surface.

How to play:

- Create a sequence using three or four balances.
- Include both point and patch balances.
- Add a start and finish position.
- Show a friend or family member.

Remember to hold the balances for five seconds!



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136



Knowledge Organiser

Fitness Year 3

About this Unit

Being fit means our bodies are strong and healthy. When we're fit, we have more energy to do fun things like play games with friends, run around at the park, or even just go for a walk with family.

Just like when we're learning something new at school, getting fit takes practice too.

We can practice by doing activities that get our hearts pumping and our muscles moving. That could be running, jumping, swimming, riding bikes, or even dancing! The more we do these activities, the stronger and fitter we become.

Getting fit is good for our brains too. When we're active, it helps us focus better in school and makes us feel happier overall.



Key Vocabulary

agility: the ability to change direction quickly

balance: the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)

co-ordination: moving two or more body parts at the same time

muscle: tissue that helps us to move our bodies

progress: to improve

speed: how fast you are travelling

stamina: the ability to move for sustained periods of time

strength: the amount of force your body can use

technique: the action used correctly



Ladder Knowledge



Agility:

Agility helps us with everyday tasks like completing chores faster.

Speed:

Leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.

Balance:

Balance helps us with everyday tasks like getting dressed.

Strength:

When completing strength activities, they need to be performed slowly and with control to help you to stay safe.

Co-ordination:

Co-ordination helps us with everyday tasks like tying shoelaces.

Stamina:

Stamina helps us in other life activities like playing games.

Movement Skills

- agility
- balance
- co-ordination
- speed
- stamina
- strength

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

Social collaboration, support

Emotional concentration, perseverance, determination

Thinking comprehension, observation

Strategy

Identify your areas of strength and your areas for development. Then, think of everyday activities where you could practice e.g. standing on one foot while brushing your teeth will develop balance and co-ordination.

Healthy Participation



- Focus on your own results without comparing them with others in the class.
- Work within your own capabilities.
- All actions need to be performed with control.

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



How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Fitness

Balance

Hold a wall balance while watching tv.



Co-ordination

Brush your teeth with your non-dominant hand.



Strength

Sit against a wall in a squat for 30 seconds. Slowly progress adding 10 seconds each time.



Speed

Time yourself getting ready for school. Try to improve your time each day.



Agility

Place two markers (booked) on a path. How many times can you touch each mark in 30 seconds? Can you beat your score?



Stamina

How long can you skip for? Try to increase the time for 1 minute each time.



Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

Y3 PSHE Jigsaw Knowledge Organiser Being me in my world

Puzzle Outcomes

- I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals.
- I value myself and know how to make someone else feel welcome and valued.
- I can face new challenges positively, make responsible choices and ask for help when I need it.
- I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.
- I understand why rules are needed and how they relate to rights and responsibilities.
- I know how to make others feel valued.
- I understand that my actions affect myself and others and I care about other people's feelings.
- I understand that my behaviour brings rewards/consequences.
- I can make responsible choices, take action and work cooperatively in a group.
- I understand my actions affect others and try to see things from their points of view.
- I am choosing to follow the Learning Charter.

Weekly Celebrations

- Week 1- Help others to feel welcome.
- Week 2 – Try to make our school community a better place.
- Week 3 – Think about everyone's right to learn.
- Week 4 – Care about other people's feelings.
- Week 5 – Work well with others.
- Week 6 – Choose to follow the Learning Charter.

Being me in my world at Haydon Wick Primary School

As good citizens of Haydon Wick Primary School we can explain how our choices can have an impact on people in the community and globally.



Our Values of the term:

Friendship and Perseverance



Key Vocabulary

Achievements	A thing done successfully with effort, skill, or courage.
Welcome	To greet someone in a polite or friendly way.
Rewards	To give something to someone in recognition of their efforts, or achievements.
Cooperation	Working together to the same end.
Charter	A collaboration of standards in which the student and teacher abides while in a classroom.
Community	A group of people living or working together in the same area.
Children's Rights	Children's rights are human rights specifically adapted to the child because they take into account their fragility, specificities and age-appropriate needs.
Consequences	A result or effect, typically one that is unwelcome or unpleasant.