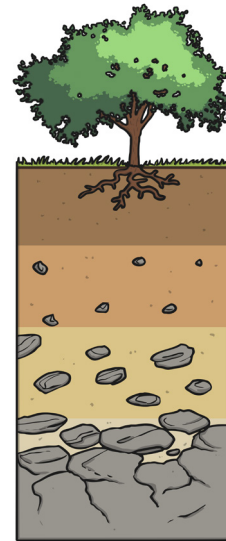


Key Vocabulary	
<b>cumulonimbus cloud</b>	Large thunderstorm clouds.
<b>erupt</b>	To suddenly burst out causing lava to explode out of the earth's surface.
<b>fossils</b>	The remains of plants or animals that lived a long time ago which can be found deep in the earth.
<b>magma</b>	Extremely hot, liquid rock.
<b>tectonic plates</b>	The earth's crust is made up of large areas called <b>tectonic plates</b> that join together.



Layers of Soil	
<b>humus</b>	Rotting dead leaves and animals.
<b>topsoil</b>	Plant's roots grow here. Very few rocks.
<b>subsoil</b>	Rocks and stones. Full of nutrients. Tree roots may reach. <b>Fossils</b> .
<b>bedrock</b>	A mass of rocks. <b>Fossils</b> .

### Layers of Earth

**Crust**  
Thin outer layer. Hard rock. 10km–90km thick.

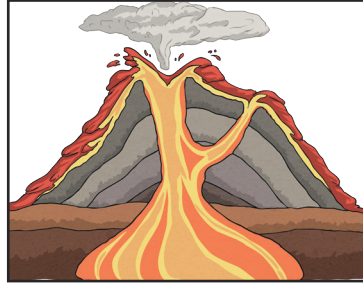
**Mantle**  
Extremely hot rock that flows. 3000km thick.

**Outer core**  
Iron and nickel. Mostly liquid with some rocky parts. 4000°C.

**Inner core**  
Iron and nickel. Hottest layer at over 5000°C.

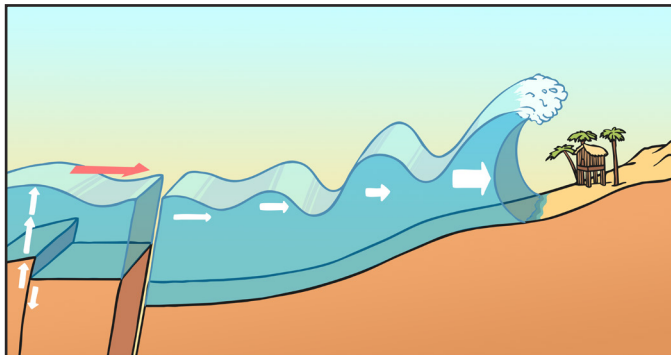
## Volcanoes

- Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing **magma** to sometimes **erupt** through it.
- Active volcanoes have **erupted** in the last 10 000 years.
- Dormant volcanoes haven't **erupted** in the last 10 000 years but may erupt again.
- Extinct volcanoes aren't expected to **erupt** again.



## Tsunamis

- A tsunami is a giant wave caused by a huge earthquake under the ocean.
- The earthquake causes a large amount of water to be displaced very quickly causing a series of waves.
- As the waves travel through shallower water near land, they get bigger and bigger. The wave crashes onto the land causing devastation to buildings and sometimes even lives.



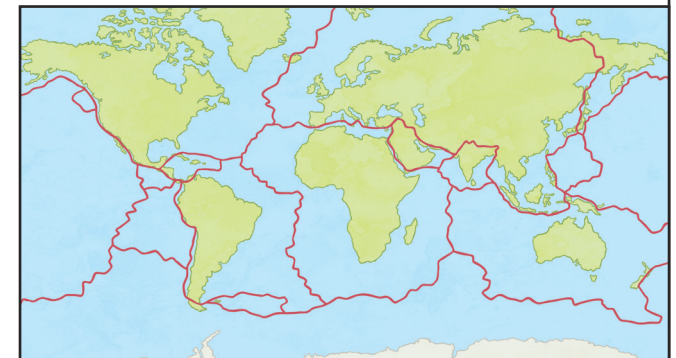
## Tornadoes

- A tornado is a swirling funnel of air that forms when warm air rises from near the ground into big **cumulonimbus clouds**.
- There can be thunder and lightning at the same time.
- You can see tornadoes due to the dust and water droplets caught in the clouds.
- Storm chasers are film-makers and scientists who head towards the storms. They film the tornadoes and collect data about them.
- Most tornadoes happen in Tornado Alley in America – more than 500 each year.
- Tornadoes can happen in the UK but only around 30 per year.



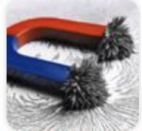
## Earthquakes

- Earthquakes are caused when the earth's **tectonic plates** suddenly move.
- Most earthquakes occur near the **tectonic plate boundaries**.
- Earthquakes can cause lots of damage to roads, buildings and property.





### Lesson Sequence



1. Explore contact and non-contact forces



2. Compare how things move on different surfaces



3. Explore different types of magnets



4. Explore the properties of magnets and everyday objects that are magnetic

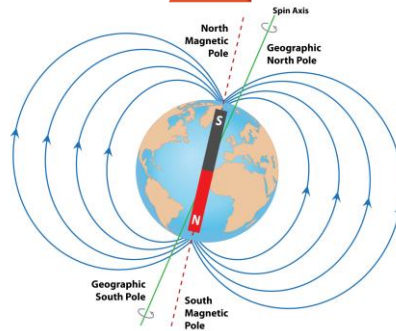


5. Understand that magnetic forces can act at a distance



6. Explore the everyday uses of magnets

### How do magnetic poles work?



The ends of a magnet are called poles. One end is called the north pole and the other end is called the south pole. Opposite poles attract; similar poles repel. If you place two magnets so the south pole of one faces the north pole of the other, the magnets will move towards

each other. This is called attraction. If you place the magnets so that two of the same poles face each other, the magnets will move away from each other. They are repelling each other.

### Forces

- Forces act in opposite directions to each other.
- When an object moves across a surface, **friction** acts as an opposite force. Friction is a force that holds back the **motion** of an object.
- Some surfaces create more friction than others, meaning that objects move across them more slowly.
- On a ramp, the force that causes the object to move downwards is gravity.
- Objects move differently depending on the **surface** of the object itself and the surface of the **ramp**.

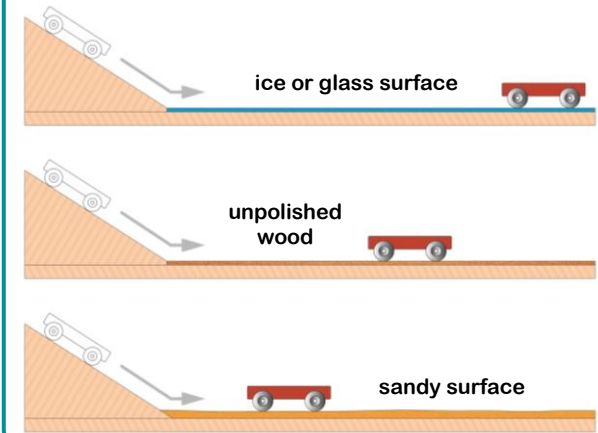
### non-magnetic



### magnetic

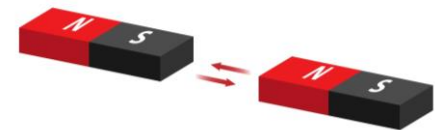


### Friction

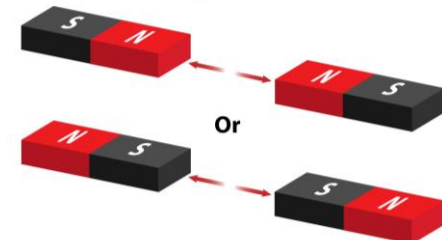


### Magnetic Forces

#### Attraction



#### Repulsion





The pulling or pushing effect that something has on something else can be best described as a....		
	after	
	before	

Which force pulls objects towards the ground?	before	after
resistance		
magnetism		
gravity		
repel		

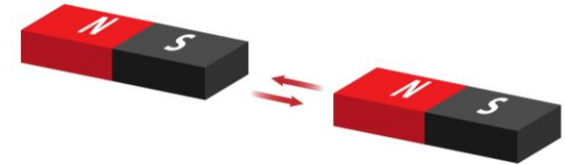
Which of these surfaces would create the most friction for a cyclist riding their bike?	before	after
sand		
polished wood		
carpet		

How can you test which materials are magnetic?	before	after
see which objects are attracted to a magnet		
see which objects are repelled by a magnet		
see which objects are not affected by a magnet at all		

What does resistance mean?	before	after
a force which slows down a moving object or vehicle		
a force which speeds up a moving object or vehicle		
a force that stops an object or vehicle		
a force that changes the direction of an object or vehicle		

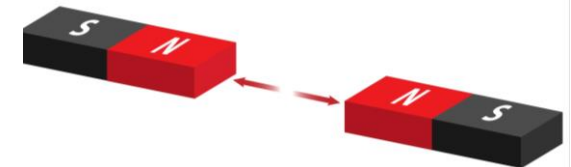
You design an experiment to see how far an object moves on ramps of different surfaces. What must you do to keep the test fair?	before	after
keep the objects the same for all ramps		
the ramps must all be the same length		
the object must have the same starting point before it		

Are the magnets below attracting or repelling each other?



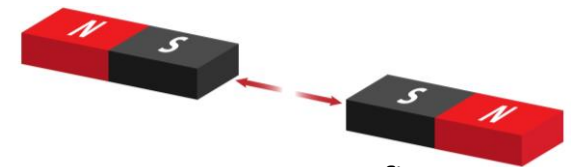
before

after

before

after

before

after



## Rocket Words

force	a power or strength that can cause an object to move
friction	the force that pulls backwards when objects rub against each other
motion	the process of movement
texture	the feel or look of a surface
magnet	an object that can pull some metal items towards it
attract	to pull towards
repel	to force back or push away
magnetic field	the force that surrounds a magnet and attracts magnetic objects
non-contact force	a force that occurs without objects touching each other
magnetism	the force of a magnet
compass	an instrument which shows direction
orienteeing	a sport where you have to find your way across a route with the aid of a map and compass



Get Set 4 Education

# 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.

## 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)

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

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

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



@getset4education136

### 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
- control:** being able to perform a skill with good technique
- 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



**Balance**  
Hold a w-e-t balance whilst watching tv.

**Co-ordination**  
Brush your teeth with their non-dominant hand.

**Strength**  
Sit against a wall in a squat for 50 seconds. Slowly progress adding 10 seconds each time.

**Speed**  
Time yourself getting ready for school. Try to improve your time everyday.

**Agility**  
Place two markers (socks) 5m apart. How many times can you touch each sock in 50 seconds? Can you beat your score?

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

© Copyright Get Set 4 Education Ltd. [www.getset4education.co.uk](http://www.getset4education.co.uk)

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.

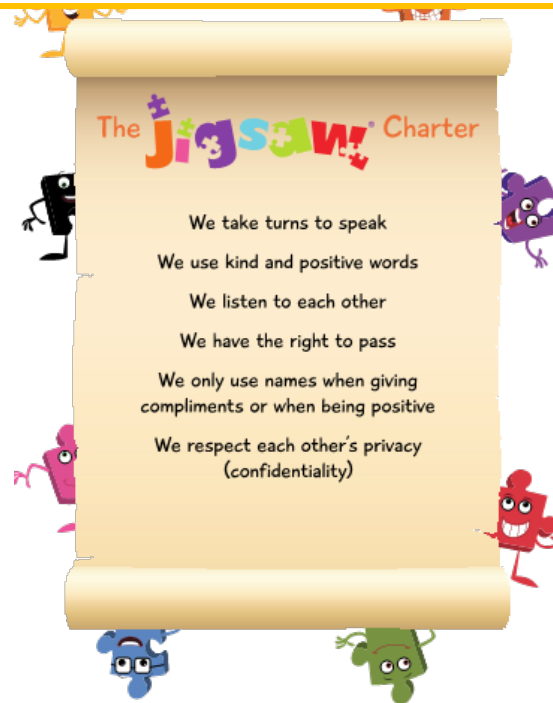
### Being me in my world at Haydon Wick Primary School

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:

### Understanding, Unity and Co-operation



### 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.





## Discovery RE Knowledge Organiser Year 3, ages 7-8

This knowledge organiser is a guide, offering key information to point the teacher in the right direction as to the beliefs underpinning the particular enquiry. The summaries must not be taken as the beliefs of ALL members of the particular religion.

<b>Religion /Worldview: Sikhism</b>	<b>Enquiry Question: Does joining the Khalsa make a person a better Sikh?</b>	<b>Age: 7/8</b>	<b>Year Group: 3 Autumn 1</b>
In this enquiry, the children look at one of the key stories in Sikh history. They reflect on the messages and begin to understand why some Sikhs would want to join the Khalsa.			

<b>Core Knowledge</b> (see also background information documents)		<b>Link to other aspects of belief</b>	<b>Personal connection / resonance</b>
<ul style="list-style-type: none"> <li>• Story of Guru Gobind Singh and the Panj Pyare</li> <li>• The Khalsa baptism ceremony is called the Amrit ceremony, this involves the drinking of Amrit (sugar water stirred with a dagger) in the presence of 5 Khalsa Sikhs as well as the Guru Granth Sahib.</li> </ul> <p>The novice is instructed in the following;</p> <ul style="list-style-type: none"> <li>• You shall never remove any hair from any part of thy body</li> <li>• You shall not use tobacco, alcohol or any other intoxicants</li> <li>• You shall not eat the meat of an animal slaughtered the Muslim way</li> <li>• You shall not commit adultery.</li> </ul> <p>The novice is required to wear the physical symbols of a Khalsa at all times (known as the 5K's) as well as follow the Khalsa Code of Conduct</p>		<ul style="list-style-type: none"> <li>• Importance of the 10 Gurus</li> <li>• Celebration of Baisakhi festival</li> <li>• Worship in the Gurdwara</li> <li>• Community care via the Gurdwara</li> </ul>	<ul style="list-style-type: none"> <li>• What would I be prepared to stand up for? What issues matter to me?</li> <li>• Do I belong to a group or team?</li> <li>• How do I show commitment?</li> <li>• How could I show commitment to others?</li> <li>• What 5 rules might I choose to follow?</li> </ul>
<b>Key Terms and definitions</b>	<b>History/Context</b>	<b>Impact on believer/daily life</b>	<b>Spiral curriculum link</b>
<p><b>Sikh</b> – ‘Disciple’ or ‘learner’  <b>Guru</b> – ‘Teacher’ or ‘Leader’  <b>Amrit Ceremony</b> – joining the Khalsa  <b>Khalsa</b> – means ‘pure’</p> <p><b>The 5 Ks</b>  <b>Kesh</b> – uncut hair  <b>Kangha</b> - comb  <b>Kirpan</b> – ‘dagger’  <b>Kara</b> - bangle</p>	<ul style="list-style-type: none"> <li>• Foundation of Sikhism by Guru Nanak</li> <li>• Sikhs believe in One God – Waheguru</li> <li>• Sikhs believe in equality – people are free to choose their faith</li> <li>• Sikhs believe in three basic principles; meditating on the name of God (praying), earning a living by</li> </ul>	<ul style="list-style-type: none"> <li>• Moral code – Living life in a positive, helpful way</li> <li>• 5 K’s – physical sign of commitment – being visible as a Sikh is a sign of commitment</li> <li>• Personal choice as to when to join the Khalsa</li> <li>• Service to others – Sewa – feeding people in the Gurdwara (langar)</li> </ul>	<p>This is the first lesson on Sikhism – Some background information would support learners in understanding where and when the faith began (see History/Context box)</p>

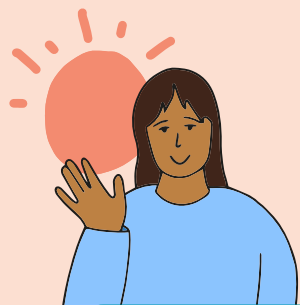
<b>Kacchera</b> – shorts	honest means as well as sharing the fruits of labour with others.		
<b>Home learning ideas/questions:</b> What is commitment? Can you explain if you think it is possible to show the same level of commitment to everything we do? Is there anything that you or your family belong to or regularly do which requires you to show commitment?			

© 2020 Discovery RE Ltd



bonjour

Good morning  
/ hello



bonsoir

Good evening



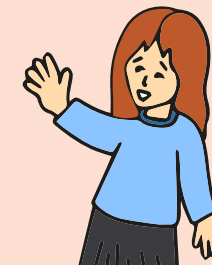
bonne nuit

Good night



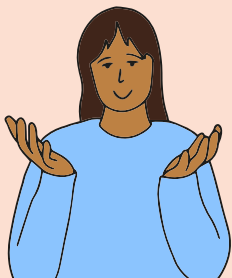
salut

Hi / and also  
bye (informal)



au revoir

Goodbye



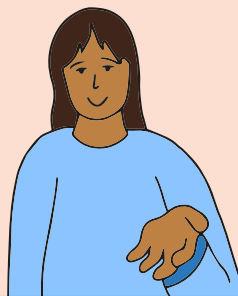
comment tu  
t'appelles ?

What is your  
name? / What  
are you  
called?



je m'appelle

My name is



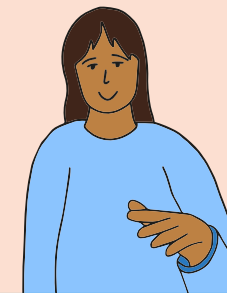
comment  
ça va ?

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

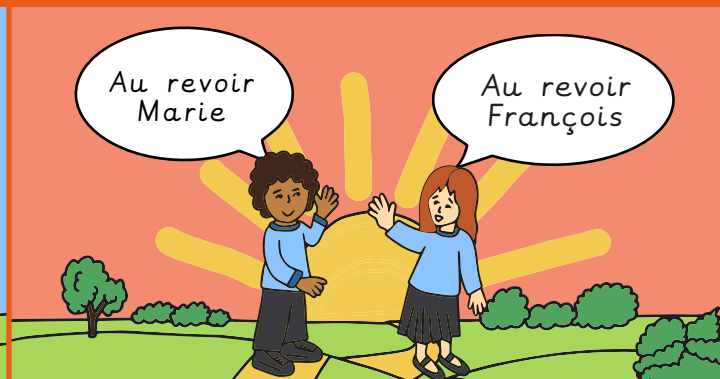


Different types of greetings are used depending on the time of day.



Hello, what is your name?

Hello, my name is Marie



Goodbye Marie

Goodbye François



Goodnight

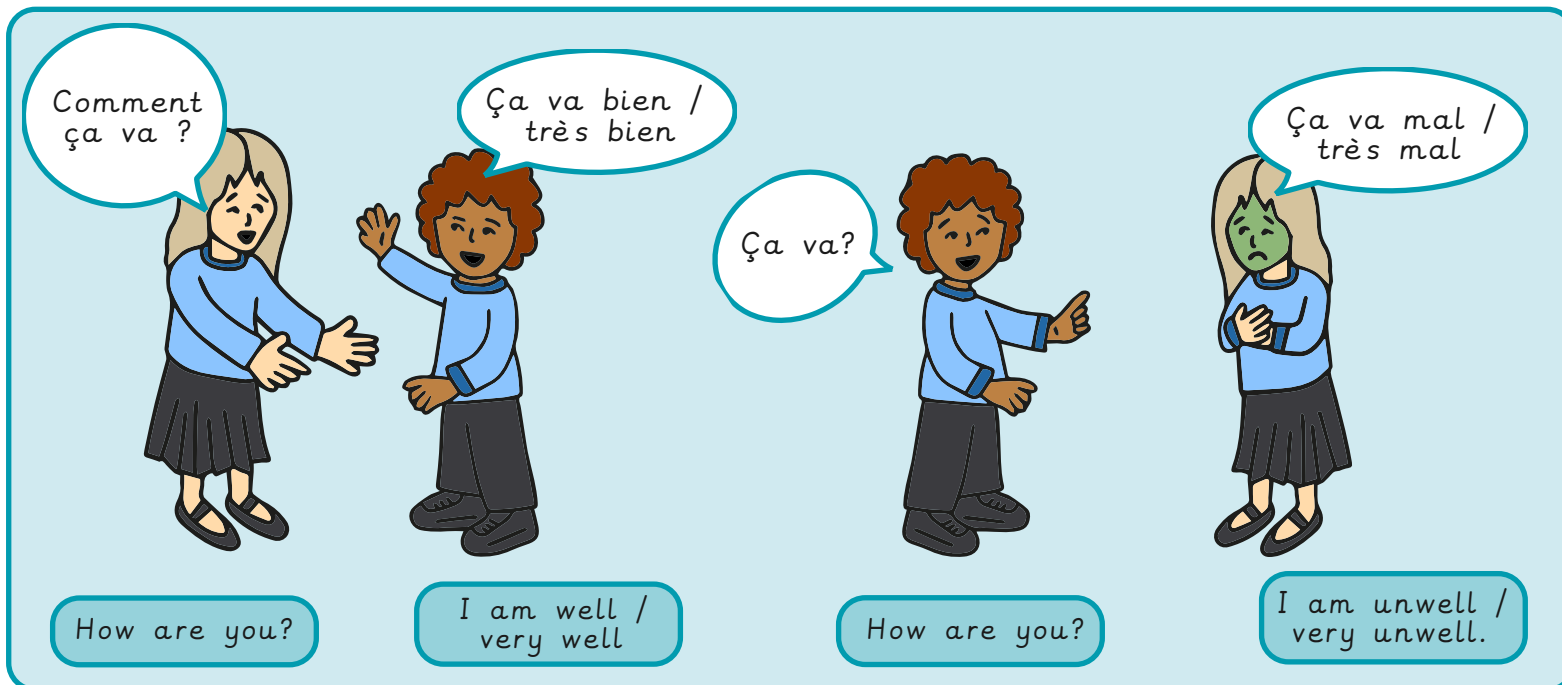
What does the ç cedilla accent do?

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?



How are you?

I am well / very well

How are you?

I am unwell / very unwell.