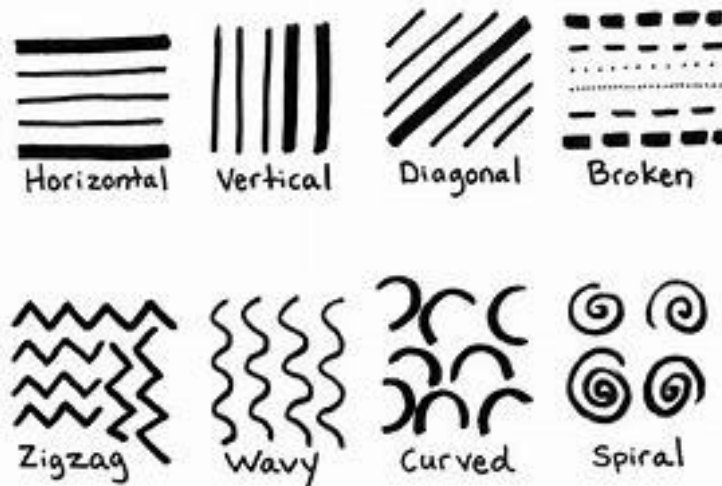




## Knowledge Organiser: Landscape and Symmetry (Visual Arts – Year Three)

Key Vocabulary	Definition
sketch	A rough drawing or painting, possibly to be looked at to be able to complete a finished drawing or painting.
continuous line	A line that does not end. It keeps going.
form	Where an artist shows in a drawing or painting what an object is 3D rather than flat or 2D.
print	Where an artist has created an image on a block, put paint or ink on the block and then placed paper on top of the block. The image on the paper is the print.
woodblock print	Where a print is made by carving lines in a block of wood.



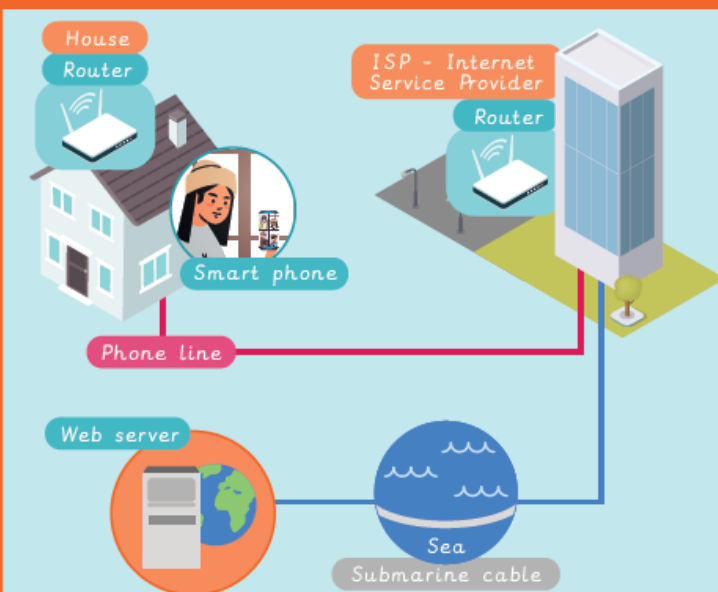
Art	Artist/Title
	Henry Moore Drawing from Shelter Sketchbook, 1940
	Katsushika Hokusai <i>The Great Wave off Kanagawa</i> , 1829-33

## Networks and the internet

Device	Equipment created for a certain purpose or job.
DSL	Digital Subscriber Line. An internet connection for rural areas, where wired services are not available. It uses communication satellites to send and receive data and is a slower internet connection than wired connections.
File	An item on a computer that can keep data in various forms such as images, music and documents.
Internet	A worldwide network, enabling tens of millions of computers around the globe to share vast amounts of information, and communicate with other online users across the globe.
Network	When more than one electronic device is connected in a network through the internet or a local connection in order to share files and information.
Network map	A diagram that shows what type of and how many devices are on a network. It also shows how they are connected to each other.
Network switch	A device that deals with the movement of network information.
Router	The main device responsible for providing internet access to a network, and can be connected to through a wired connection or WiFi.
Server	A computer or computer program that provides data and information to other computing devices.
Submarine cables	Cables that run under the sea to allow information to be accessed and (shared around the world or across continents.)
The Cloud	Refers to data and files that are stored and accessed on servers via the internet.
WiFi	When you have, or can connect to a network that is wireless.
Wired	An electronic device is considered 'wired' when it is connected to the network through cables.
Wireless	An electronic device is considered 'wireless' when it is connected to the network through signals.
Wireless access point	A device that enables other electronic items to connect wirelessly to the internet.

## Key facts

### Network map:



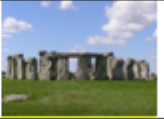




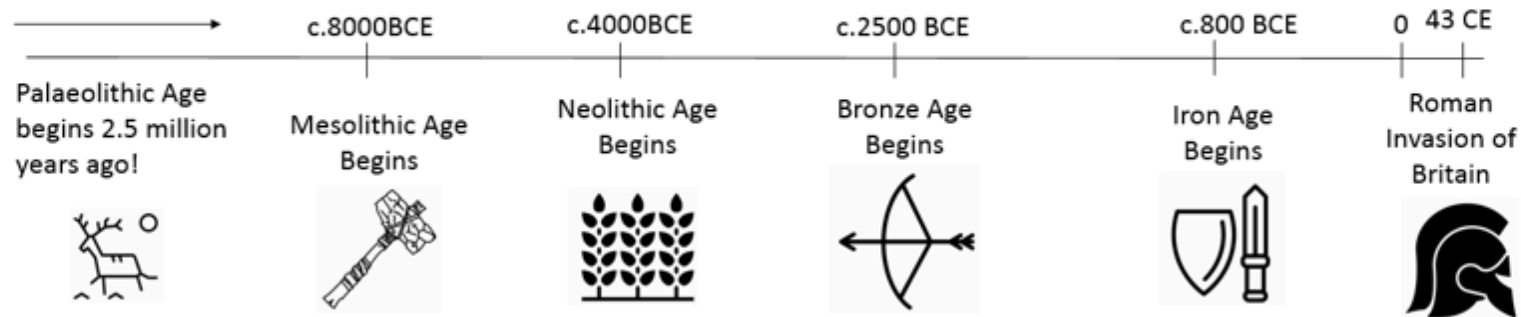
### The internet can be used for:



## Knowledge Organiser- The Stone Age to the Iron Age (Year 3 History Term 1 )

Key vocabulary	Definition
Archaeologist	Scientists who study the history of humans by looking at what has been left behind (e.g. objects buried underground or graves)
Artefacts	An object that can tell us about the past
Prehistory	The time before written records
Hunter-gatherer	People who live by hunting and collecting wild food
Nomad	People who travel from place to place in search of food
Druid	An ancient Celtic priest
Wattle and Daub	A building method to build houses using sticks and mud or clay
Long barrow	A Neolithic burial site
Quern Stone	A tool for grinding grain
Hill fort	Small towns built on top of hills, with walls and ditches
Henge	A circular monument, usually containing a circle of stones or wooden posts

Important discoveries/artefacts that helped us learn more about life in Britain at this time:		
Palaeolithic	<ul style="list-style-type: none"> <li>Artwork at Creswell Crags</li> </ul>	
Mesolithic	<ul style="list-style-type: none"> <li>Howick House</li> <li>Cheddar Man</li> <li>Star Carr</li> </ul>	
Neolithic	<ul style="list-style-type: none"> <li>Skara Brae</li> <li>Stonehenge (last changes during the Bronze Age)</li> </ul>	
Bronze Age	<ul style="list-style-type: none"> <li>Must Farm</li> <li>Amesbury Archer</li> </ul>	
Iron Age	<ul style="list-style-type: none"> <li>Hill Forts</li> <li>Lindow Man</li> </ul>	





## Year 3 Term 1 RE – People of God Knowledge Organiser

### The Story of Noah



When the rainbow appears  
in the clouds I will remember  
the everlasting promise  
between me and all living  
beings on Earth.

Genesis 9:16



### Making a promise



### Key Vocabulary

<b>Old Testament</b>	The Old Testament is the part of the Christian Bible that tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God. It was written before the birth of Christ.
<b>New Testament</b>	The New Testament is the name given to the part of the Christian Bible that was written after the birth of Jesus Christ.
<b>covenant</b>	Covenant is another word for a promise. In religion, a covenant often has to do with a promise between people and God.
<b>pact</b>	A pact is also like a promise. It is an agreement between two or more people or groups to do a particular thing or to help each other.
<b>consequences</b>	A result of a particular action or situation.
<b>rules</b>	Rules are here to help people to behave in a certain. Parents form rules when their child is very young, often to keep the child safe.
<b>responsibility</b>	A responsibility is something that you have a duty to do, and that you're expected to do. For example, it might be your job to feed your dog or wash the dishes.
<b>forgive</b>	To stop blaming or being angry with someone for something that person has done, or not punish them for something.



## Knowledge organiser

### Within living memory...

Masato Sagawa (1943-)



Creator of the strongest permanent magnet.

### Beyond living memory...

Leonardi Da Vinci (1452-1519)



Inventor who investigated forces and friction.

## Vocabulary

**Tier 2:** push, pull, surface, movement, magnet, attract, repel, north/south pole, metal, iron, steel, nickel

**Tier 3:** contact/non-contact force, friction, resistance, gravity, magnetic field, magnetism, horseshoe/bar/ring magnet

**Disciplinary:** observe, identify, method, fair test, variable, conclusion, predict, record, data

Magnetic Materials			
Iron	Nickel	Steel	Stainless steel
			



# Year 3 – Tag Rugby

## Knowledge Organiser

### Prior Learning

Can send and receive a ball using hands and feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, for example, dribbling, passing and running with the ball.

### We are learning...

1. To use speed to run past defenders.
2. How to use a short pass in a game.
3. To use agility to evade being tagged.
4. To understand and apply the tag protocol in game situations.
5. To close down an attacker's space as a defender.
6. To perform a backward pass to continue an attack.

### Assessment overview

**Head** – Explore a range of techniques to avoid being tagged.

**Hand** – Perform a range of ball-handling skills.

**Heart** – Listen to others to work as an effective team.

### Equipment

Rugby ball, bibs, cones, hoops, tag belts, grids, soft balls.

### Vocabulary

Space, accurately, mark, dodge, attack, defend, footwork, possession, evading, close down, sportsmanlike.

### Unit Focus

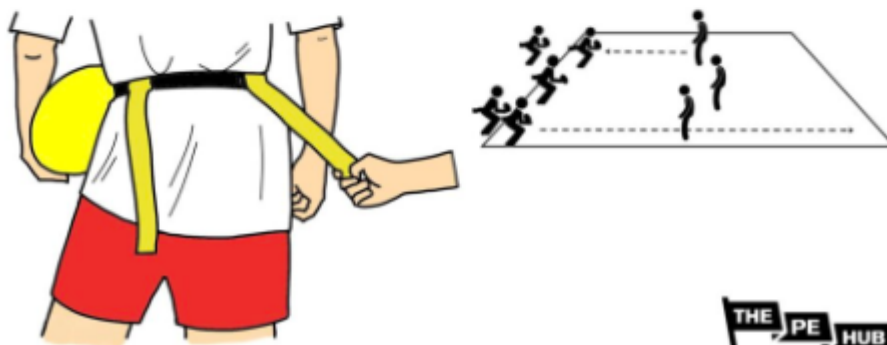
Handle a rugby ball with confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby and play within simpler rules.

### Key Questions

1. When we practise passing backwards, why do we turn at the hips rather than turning completely around?
2. What did you do to try and defend the space?
3. How did you work with a partner to close down space for the attacker?

### Rules

- Only the ball carrier can be tagged.
- When the ball carrier is tagged, they must pass the ball within 3 seconds.
- Defenders must return the tag in a sportsmanlike manner.





# Number and Place Value

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

- Counting by 2s
- Counting by 3s
- Counting by 4s
- Counting by 5s
- Counting by 10s

written form

three hundred and seventy-five

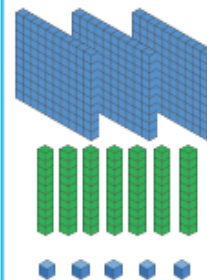
numerical (standard) form

375

expanded form

$300 + 70 + 5$

model form



greater than



$345 > 102$

less than



$102 < 345$

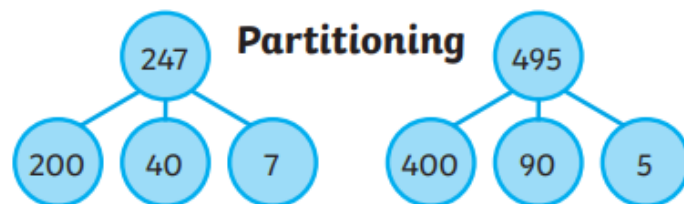
equal to



$102 = 102$

Hundreds (H)	Tens (T)	Ones (O)

twenty	20	one hundred	100
thirty	30	two hundred	200
forty	40	three hundred	300
fifty	50	four hundred	400
sixty	60	five hundred	500
seventy	70	six hundred	600
eighty	80	seven hundred	700
ninety	90	eight hundred	800
		nine hundred	900
		one thousand	1000



# Writing Mat

## Working towards Year 3

Try to use conjunctions...

<b>F</b>	for
<b>A</b>	and
<b>N</b>	nor
<b>B</b>	but
<b>O</b>	or
<b>Y</b>	yet
<b>S</b>	so

Can you squeeze in some subordinating conjunctions?

when	if
that	because

**Punctuation Power!**

<b>A</b>	Capital letters for the start of sentences, names and places.
<b>.</b>	A full stop at the end of a sentence.
<b>!</b>	Exclamation marks for exclamations or surprise.
<b>?</b>	Question marks for questions.
<b>'</b>	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't.
<b>,</b>	Commas to separate items on a list.

**Super Spellings...** I need to know **most** of these:

after	class	floor	most	pretty
again	climb	gold	move	prove
any	clothes	grass	Mr	should
bath	cold	great	Mrs	steak
beautiful	could	half	old	sugar
because	door	hold	only	sure
behind	even	hour	parents	told
both	every	improve	pass	water
break	everybody	kind	past	who
busy	eye	last	path	whole
child	fast	many	people	wild
children	father	mind	plant	would
Christmas	find	money	poor	

**Notice that some words have capital letters**

**Using 'a' or 'an'...**

<b>an</b>	<b>a</b>
before a word that starts with a <b>vowel</b> : <b>an</b> apple	before a word that <b>does not</b> start with a vowel: <b>a</b> banana

Can you write using **paragraphs**? Paragraphs are a few sentences joined together all linked to the same theme.

**Suffixes stick onto the end of a word:**

<b>-ed</b>	<b>-er</b>
dropped	sadder
copied	happier
watched	nicer
<b>-est</b>	<b>-ly</b>
fastest	gladly
biggest	angrily
prettiest	carefully
<b>-ful</b>	<b>-ness</b>
colourful	brightness
playful	happiness
plentiful	loneliness

**Have you included some fabulous noun phrases?**

the terrifying dragon	a colourful parrot
a strange, wooden box	a sweet, juicy pineapple



Punctuation Power!	
<b>A</b>	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't.
,	Commas to separate items on a list.

Fantastic Ways to Show Time, Place and Cause in Your Sentences		
Subordinating Conjunctions		
when	before	because
after	while	
Prepositions		
in	during	because of
over	near	until
above	behind	
Adverbs		
next	soon	then
therefore		

Can you squeeze in some co-ordinating conjunctions?	
<b>F</b>	for
<b>A</b>	and
<b>N</b>	nor
<b>B</b>	but
<b>O</b>	or
<b>Y</b>	yet
<b>S</b>	so

Know your Prefixes
un- means not
pre- means before
mis- means wrong
super- means above
re- means again
sub- means under
inter- means between
anti- means against
auto- means self
im/ir/in/il- mean not

Which is Witch? Don't Muddle Your Homophones
there/their/they're
our/are
two/too/to
your/you're
here/hear

## Writing Mat Expected Year 3

Super Spellings... I need to know <b>most</b> of these:					
accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Don't forget to organise your writing into **paragraphs**. Each one needs a few sentences linked to the same theme.

### Super Spellings... I need to know **most** of these:

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

### Which is Witch? Don't Muddle Your Homophones

there/their/they're	our/are
two/too/to	here/hear
your/you're	accept/except
whether/weather	

## Writing Mat Greater Depth Year 3

### Fantastic Ways to Show Time, Place and Cause in Your Sentences

#### Subordinating Conjunctions

when	before	because
after	while	

#### Prepositions

in	during	because of
over	near	until
above	behind	

#### Adverbs

next	soon	then
therefore		

### Does it All Agree?

Check through your work for:

was/were	is/are
----------	--------

Is your writing in the correct tense?

### Mix Up Your Sentences!

Use some longer complex sentences and some short, snappy ones!

Place the model in a cool, dry place until the paint is completely dry.

His heart skipped a beat.

### Punctuation Power!

<b>A</b>	Capital letters for the start of sentences, names and places.
<b>.</b>	A full stop at the end of a sentence.
<b>!</b>	Exclamation marks for exclamations or surprise.
<b>?</b>	Question marks for questions.
<b>'</b>	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't.
<b>,</b>	Commas to separate items on a list.

You need to be organising your writing into **paragraphs** as much as possible. Just make sure each one is about the same theme.