Hobbs Hill Wood Primary School

Knowledge Organiser for:
Year 3 – Autumn 1
Geography
A Study of the UK

'Inspiring confident and independent learners'

Knowledge

- The children will learn the UK is made up of four countries (Wales, Scotland, Ireland and England), which were once independent nations.
- To understand how the UK is organised and that these organisations control things such as the army, trade and relationships with other countries. Services like health services and education are controlled by each country's own government.
- To understand that the UK Parliament makes laws that effect the whole of the UK. The Scottish Parliament, Welsh Assembly and the Northern Ireland Assembly make laws that only affect their parts of the UK.
- To understand what a city is and the features of a city.
- To know that only a small amount of the land in the UK is urban and that most of it is rural. Most of the land in rural areas is mainly used for agriculture.
- To understand why there have been changes in the land use in the UK, such as the need for more housing around urban areas due to a growing population.
- To know and name some of the counties and large cities that make up the North East of England and understand the history attached to this area of the country.
- To know that in South Eastern England there are some of the largest populations and biggest economies in England.
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Skills

- Name and locate the countries, cities and geographic regions of the UK.
- Use maps, atlases, globes and digital mapping to locate countries.
- Use the eight points of a compass to build knowledge of the UK.
- Describe land use patterns in the UK.
- Understand geographical similarities and differences through the study of human geography of a region of the UK.
- Use maps to describe features of land use.
- Name and locate geographic regions of the UK, including their identifying human and physical characteristics, and key topographical features of the UK.
- Understand how some of these have changed over time.
- Describe and understand key aspects of human geography, including types of settlement and land use, and economic activity including trade links.

<u>Core Vocabulary</u>

Agriculture – another word for farming,
Arable farming – growing crops
Economic activity – how people make money,
Economy – the system of how a country or region makes and manages its money.
Government – A group of people that runs a country
Greenhouse Gas – A gas in the atmosphere that traps heat from the Sun. Increasing the amount of greenhouse gases means that too much heat is trapped.
Hi-tech industry – Industry that involves making electronics and medicines.
Imports – Good that are brought in from another country to sell.
Industrial Revolution – A period of history when lots of factories were built, and huge numbers of people moved from rural to urban areas.

Hobbs Hill Wood Primary School

Knowledge Organiser for:

Year 3- Autumn 1

Spanish

I'm learning Spanish

'Inspiring confident and independent learners'

Knowledge

- I can find Spain on a map of the world if I am shown Europe first.
- I can name the capital of Spain immediately and three other well-known Spanish cities if I am given an opportunity to look at a map first.
- I can name one other country where they speak Spanish in the world.
- I can tell you my name, count to ten and how I am feeling in Spanish with the help of an adult or the PowerPoint used in class.

Spanish	English
rojo	red
azul	blue
amarillo	yellow
verde	green
negro	black
blanco	white
gris	grey
naranja	orange
violeta	purple
marrón	brown
lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday

Skills

Speaking:

- Communicate by asking and answering questions made up of longer phrases and sentences.
- Verbally present short pieces of information to another person.

Listening:

- Listen for specific words to understand meaning.

Reading:

- Accurately read and understand familiar written words, phrases and short sentences independently and aloud to another person.

Grammar:

- Understand the concept of gender; masculine and feminine and which to use correctly for different nouns.

Writing:

- Write some familiar phrases and sentences from memory or using supporting written materials.

Spanish	English
diciembre	December
buenos días	good day/morning
buenas tardes	good afternoon
buenas noche	good night
hola	hello
adiós	goodbye
hasta luego	see you soon
¿cómo estás?	how are you?
estoy bien	I am fine
estoy mal	I am not very well
más o menos (or así, así)	so, so
de nada	my pleasure
perdone	excuse me
gracias	thank you

- to…`

Hobbs Hill Wood Primary School

Knowledge Organiser for:
Year 3 – Autumn 1
Design and Technology
Healthy and Varied Diet

'Inspiring confident and independent learners'

Knowledge

- Children investigate a range of food products e.g. the content of their lunchboxes over a week, a selection of foods provided for them, food from a visit to a local shop. Link to the principles of a varied and healthy diet using *The eatwell plate* e.g. *What ingredients have been used? Which food groups do they belong to? What substances are used in the products e.g. nutrients, water and fibre?*
- Carry out sensory evaluations on the contents of the food from e.g. a variety of bought food products such as a range of wraps or sandwiches. Record results, for example using a table. Use appropriate words to describe the taste/smell/texture/appearance e.g. *How do the sensory characteristics affect your liking for the food?*
- Gather information about existing products available relating to your product. Visit a local supermarket and/or use the internet.
- Find out how a variety of ingredients used in products are grown and harvested, reared, caught and processed e.g. *Where and when are the ingredients grown? Where do different meats/fish/cheese/eggs come from? How and why are they processed?*
- Learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking.
- Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. *What should we do before we work with food? Why is following instructions important?*
- Discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for.
- Evaluate as the assignment proceeds and the final product against the intended purpose and user, reflecting on the design criteria previously agreed. Consider what others think of the product when considering how the work might be improved.

Skills

Prior learning

Know some ways to prepare ingredients safely and hygienically.

Have some basic knowledge and understanding about healthy eating and *The eatwell plate.*

Have used some equipment and utensils and prepared and combined ingredients to make a product.

Designing

Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.

Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.

Making

Plan the main stages of a recipe, listing ingredients, utensils and equipment.

Select and use appropriate utensils and equipment to prepare and combine ingredients.

Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

Evaluating

Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.

Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

Technical knowledge and understanding

Know how to use appropriate equipment and utensils to prepare and combine food.

Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.

Know and use relevant technical and sensory vocabulary appropriately.

Hobbs Hill Wood Primary School

Knowledge Organiser for

PSHE, Year 3, Being me in my world

'Inspiring confident and independent learners'

Knowledge

- Understand that they are important
- Know what a personal goal is
- Understanding what a challenge is
- Know why rules are needed and how these relate to choices and consequences
- Know that actions can affect others' feelings
- Know that others may hold different views
- Know that the school has a shared set of values

Key Vocabulary

Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.

Skills

- Recognise self-worth
- Identify personal strengths
- Be able to set a personal goal
- Recognise feelings of happiness, sadness, worry
- Make other people feel valued
- Develop compassion and empathy for others
- Be able to work collaboratively

Hobbs Hill Wood Primary School

Knowledge Organiser for Science

Year 3 – Autumn 1

Subject – Science

Topic - Food and our bodies

'Inspiring confident and independent learners'

Knowledge

- Children can explain that humans and other animals need to find and eat food because they cannot make their own.
- Children can suggest which food is eaten by which animal and why.
- Children recognise food groups (which groups foods belong to), classify according to those groups, recognising the food groups they eat each day and why to choose food/drink from the different food groups.
- Children can say why some drinks are less healthy than others.
- Children suggest names and parts of the body they belong to
- Children know why humans have a skeleton and can use the jelly activity in their explanation.
- Children create a skeleton showing they have learned some new bones and checked against their playground bone photograph.
- Children know the difference between animals that are vertebrates and invertebrates
- Children are able to indicate where there are different muscles in the body
- Children are able to demonstrate and describe what happens to the muscle when they move their arm.
- Children know that joints allow parts of the body to move.
- Children make and label the model and are able to explain how muscles work to a partner.
- Children know that joints allow parts of the body to move.
- Children choose how to communicate their research and are able to compare different joints.

Skills

- Identify that animals including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Children can record findings using simple scientific language, drawings, labelled diagrams, key s, bar charts, and tables.
- Children can complete a food diary independently.
- Children are able to use a grid to record data and draw conclusions.
- Children are able to create an accurate bar graph based on data in their food diaries and draw some conclusions about what they eat.
- Children name and position a range of bones and body parts taught at KS1
- Children can record using a tally chart

Examples of food groups needed for a balanced diet:

Hobbs Hill Wood Primary School

Knowledge Organiser for Science

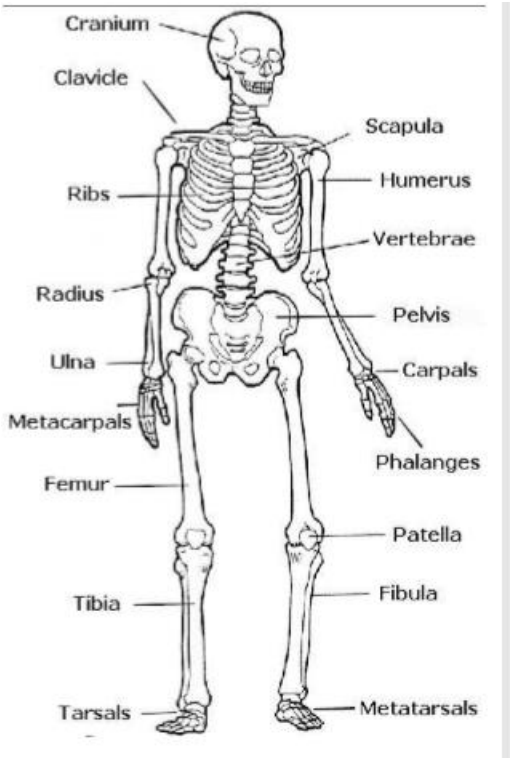
Year 3 – Autumn 1

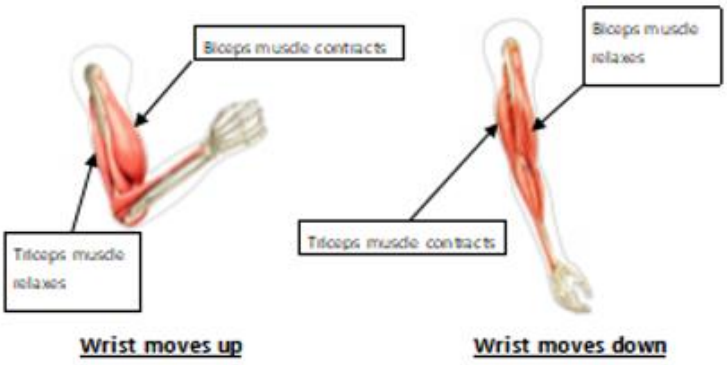
Subject – Science

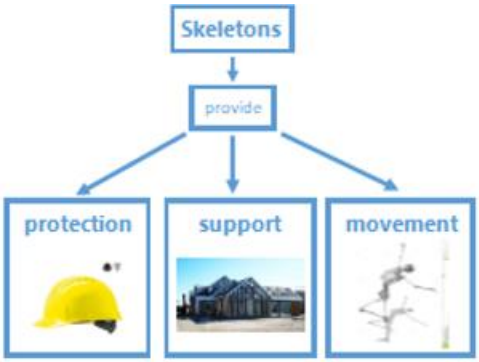
Topic - Food and our bodies

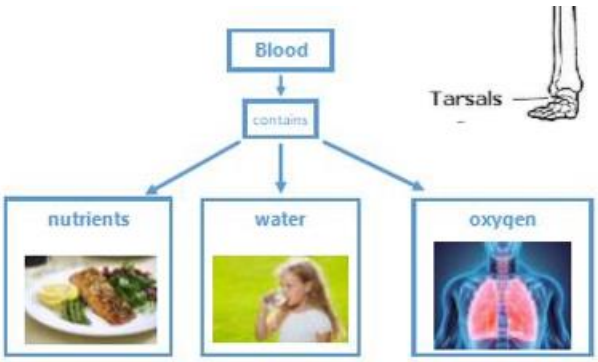
'Inspiring confident and independent learners'

	Term	Definition
1	*Vertebrate*	Animals which have a backbone or spine including mammals, birds, reptiles, amphibians and fishes.
2	*Invertebrate*	Animals which do not have a backbone or spine including jelly fish, earthworms and tarantulas. 97% of animals are invertebrates.
3	*Organ*	A group of tissues that has a specific and vital function e.g. brain, lungs, liver, stomach, heart.
4	*Muscle*	A band or bundle of fibers that can contract and relax to allow the body to move. Muscles work in pairs to move a joint. One muscle **contracts** whilst the other **relaxes**. There are over 650 muscles in the human body.
5	*Bone*	Hard whitish tissue which make up the human skeleton. Bones provide support for the body and protect vital organs. There are 206 bones in the human body.
6	*Joint*	Where two or more bones join together. Skeletons bend at joints such as knees and ankles.
7	*Blood*	Red liquid which carries oxygen to and carbon dioxide from tissues in the body. Water and nutrients are also transported via blood.
8	*Heart*	A muscular organ that pumps blood around the body to and from tissues.
9	*Lungs*	Pair of organs within the ribcage where oxygen is added to the blood and carbon dioxide is removed.









Hobbs Hill Wood Primary School

Knowledge Organiser for:

Year 3 – Autumn 1

Computing

We are Programmers

'Inspiring confident and independent learners'

Knowledge

- Create an algorithm for an animated scene in the form of a storyboard
- Break the scene down into small sections of action and dialogue
- Write a program in Scratch to create the animation
- Put the blocks of their Scratch script into order.

Key vocabulary

Abstraction: computational thinking approach to managing complexity by simplifying things, through identifying what is important and what detail can be hidden or ignored

Algorithm: a sequence of precise instructions or steps (sometimes a set of rules) to achieve an objective

Bug: an error or mistake in a program or algorithm, causing the computer or robot to behave in a manner that was not originally intended

Code: instructions (or sometimes rules) that can be understood by a computer

Debug: correct mistakes in a computer program or algorithm

Decomposition: breaking a problem down into smaller parts

Event: something that happens within a computer program to cause some particular code to be run, such as an internal message being received, or a sprite being tapped by the user

Iterative development: A trial and improvement approach to programming or other work, in which each successive version builds on the previous one by the fixing of mistakes or the adding of features

Output: information produced by a computer – in this case, an animation

Parallel processing: when programs run (or appear to run) simultaneously

Program: a sequence of instructions (or sometimes a set of rules) that can be followed by a computer

Repetition: programming construct which allows a group of instructions to be repeated a number of times, or until a certain condition is met

Scratch: simple, block-based programming language in which programs for characters are built by snapping together code blocks

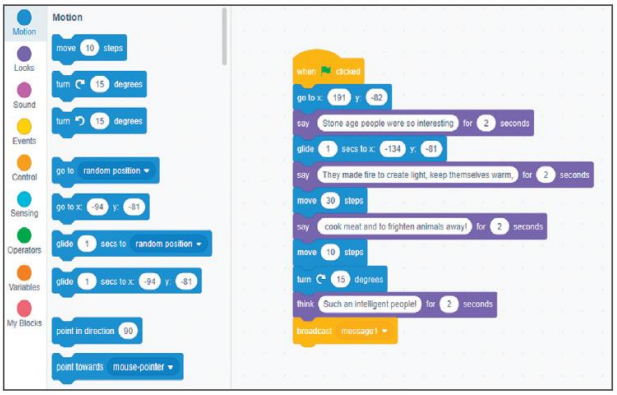
Sequence: placing programming instructions in order, so that each happens one after the other

Sprite: a graphical character in a program that can be given its own sequence of instructions

Storyboard: a visual representation of the key scenes or frames in a video; one way of recording an algorithm visually

Skills

- Design, write and debug programs that accomplish specific goals;
- Solve problems by decomposing them into smaller parts.
- Use sequence in programs; work with variables and various forms of input and output.
- Use logical reasoning to detect and correct errors in algorithms and programs.
- Select, use and combine a variety of software to design and create content that accomplish(es) given goals, including presenting information.
- Write a program to create output on the screen



Hobbs Hill Wood Primary School

Knowledge Organiser for
PE
Year 3
Volleyball and Basketball

'Inspiring confident and independent learners'

Volleyball

National curriculum aims

2B- play competitive games, modigfied where appropriate, and apply basic principles suitable for attacking and defending.

2F- Compare their performacne with previus ones and demonstrate imrpvement to achieve their personal best.

Skills

- Choose and perform the basic skills needed for the games with control and accuracy.
- Throw/send the ball using a variety of techniques.
- Send a ball into space at different speeds and heights to make it difficult for the opponent.
- Take up space/ position that make it difficult for the opponent's intercept and stop the ball consistently.
- Employ simple tactics in game situations and explain why they are used
- Apply basic principles suitable for attacking and defending.
- Adopt a good 'ready position' to move and catch a ball.

Unit objectives

- Step 1- to watch the ball as it travels to help with catching/hitting
- Step 2- to get in line with the ball as it is travelling
- Step 3 – to perform the 'dig' shot
- Step 4 – to react quickly
- Step 5- to send the ball accurately
- Step 6 – compete against others in game situations

Key Vocabulary: Ball Flight, Ready Position, Watch the ball, Catch, Control, Throw, Ready; Watch, Hands, Aiming, Accuracy, Power, Speed, Direction, Space, Wide, Tactics, Successful.

Basketball

National curriculum aims

2B- play competitive games, modigfied where appropriate, and apply basic principles suitable for attacking and defending.

2F- Compare their performacne with previus ones and demonstrate imrpvement to achieve their personal best.

Skills

- Move the ball keeping it under control whilst changing direction.
- Pass, shoot and receive a ball with increasing accuracy, control and success.
- Use different passes within game situations
- Find and use space in game situations and work well as part of a team
- Apply basic attacking and defending principles
- Using a range of tactics to keep possession of the ball; and explain simple tactics in game situations.

Unit objectives

- Step 1- To pass/send a ball with increasing accuracy
- Step 2- To move with the ball keeping it under control
- Step 3 – To pass the ball in different ways
- Step 4 – To find and use space well to keep possession
- Step 5 – To apply basic attacking and defending principles
- Step 6- play in small sided games, employing simple tactics.

Key Vocabulary

- Basketball
- Dribbling
- Passing
- Shoot
- Net
- Chest pass
- Space
- Possession
- Score