

Hobbs Hill Wood Primary School

Knowledge Organiser for
Year 3 – Summer 1,
Computing
We are co-authors



'Inspiring confident and independent learners'

Knowledge Organiser for

Knowledge:

- understand the conventions for collaborative
- online work, particularly in wikis
- be aware of their responsibilities when editing other people's work
- become familiar with Wikipedia, including potential problems associated with its use
- practise their research skills
- write for a target audience using a wiki tool
- develop collaboration skills
- develop proofreading skills.

In this unit, pupils will learn to:

Session 1 they plan their class wiki

Session 2 they use Wikipedia to find information

Session 3 they create their class wiki

Session 4 they edit the class wiki

Session 5 they edit Wikipedia

Session 6 they review their work.

Key vocabulary

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

Creative Commons: copyright licensing scheme in which content can be re-used without additional permission, subject to certain specified conditions

Debug: correct mistakes in a computer program or algorithm

Five pillars: governing principles of Wikipedia: it is an encyclopaedia, it has a neutral point of view, it is free, it has a code of conduct and it has rules that continue to evolve

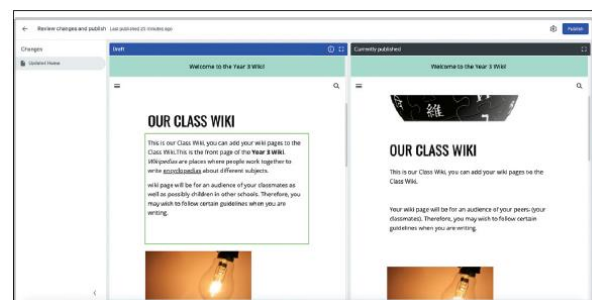
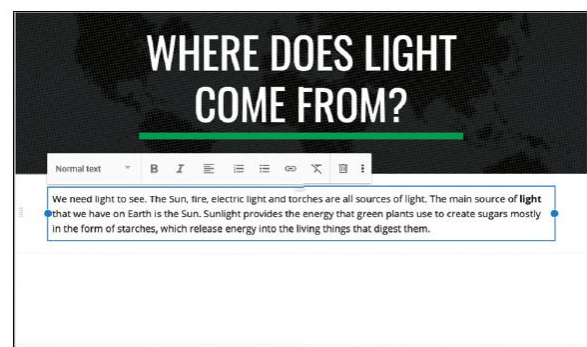
Hyperlinks: text or images that, when clicked, open another page or move to another part of the document

Hypertext mark-up language (HTML): predominant language for web pages

Wiki: website that allows the creation and editing of any number of interlinked web pages via a web browser; often used to create collaborative works

Skills

- work with others to plan a project
- find and read an article on Wikipedia
- create content for a wiki
- edit their own content.
- identify the sources used in their research
- evaluate an article for trustworthiness
- edit other people's content
- edit content on Wikipedia.



Hobbs Hill Wood Primary School

Knowledge Organiser for
Year 3 – Summer 1,
Subject- History,
Topic- Ancient Egypt



'Inspiring confident and independent learners'

Knowledge Organiser for

Knowledge

- The children will learn that the Nile was essential for the Ancient Egyptian's travel and the river's annual flood made it possible to cultivate crops.
- The Ancient Egyptians developed irrigation techniques.
- The children will explore how archaeological evidence is located, retrieved and used to learn about Ancient Egyptians.
- Ancient Egyptian burial customs and examine excavated artefacts.
- To examine modern language as a contrast to hieroglyphics.
- The children will learn the significance of pharaohs and the government.
- To understand life after death and burial techniques for the Egyptians (mummification)
- To learn about the six most well know men and women from Egyptian history.
- To learn about the significant Egyptian Gods.
- To learn about Egyptian temples, and compare places of worship.
- To learn about the construction and use of Egyptian pyramids.
- To understand how Giza could have been built and challenges for workers.
- To learn about home life and families in Ancient Egypt.
- To learn about the life of Egyptian children and culture.
- To learn how food and farming was important for the Egyptians.
- To understand that the Egyptians relied on trade for many goods.
- To understand how clothes and jewellery told you lots about the Egyptians.
- To understand how the Egyptian empire fell.

Skills

- To know about the history of the wider world.
- To understand the connection between short and long term timescales.
- To know and understand characteristic features of past non-European countries.
- To understand cause and consequence.
- To understand continuity and change.
- To understand the methods of historical enquiry.
- To understand how evidence is used to make historical claims.
- To create structured accounts.
- To understand connections between political and religious history.
- To understand similarities and differences and draw contrasts.
- To understand significance.
- To understand the connections between economic and social history.
- To understand the connections between economic, military and cultural history.
- To understand the significance of the expansion of empires.
- To understand the achievements of mankind.

Hobbs Hill Wood Primary School

Knowledge Organiser for
Year 3 – Summer 1,
Subject- History,
Topic- Ancient Egypt



'Inspiring confident and independent learners'

	Term	Definition
1	Afterlife	The place where Egyptians believed they would go after they died.
2	Akhet	The season of the year when the Nile river flooded. A very important time of year in the desert!
3	Canopic jars	Special jars that held the organs of a mummy including the lungs, intestines, liver and stomach (Right).
4	Dynasty	A period of rule when a series of Pharaohs all came from the same family.
5	Egyptologist	An archaeologist who focusses Ancient Egypt. Howard Carter discovered Tutankhamun's tomb.
6	Hieroglyphics	A type of writing that used a combination of pictures and symbols (Right).
7	Mummification	The process of preserving a body after death in preparation for the afterlife.
8	Papyrus	A plant that grew on the banks of the Nile. It was used as an early version of paper.
9	Pharaoh	The supreme ruler of all of Ancient Egypt.
10	Sarcophagus	A large stone box that held a mummy's coffin. Often richly decorated for Pharaohs.

Famous & important Pharaohs		
1	Narmer	Said to be the first Pharaoh of all Egypt, around 3150 BCE. Also known as Warrior Menes.
2	Khufu	Pharaoh responsible for the building of the Great Pyramid at Giza.
3	Hatshepsut	First and longest-reigning female Pharaoh.
4	Tutankhamun	Youngest Pharaoh, famed for his burial tomb in the Valley of the Kings (mask, left).
5	Ramses II	Often known as Ramses the Great, his mummy still rests in Cairo's Egyptian Museum. Built more statues and temples than any other!
6	Cleopatra VII	Often considered the last Pharaoh of Egypt. Kept power by making alliances with famous Romans such as Mark Antony & Julius Caesar.



Timeline of Key Events:	
All dates below are approximate	
Old Kingdom:	2600 BCE - 2100 BCE
Middle Kingdom:	2000 BCE - 1650 BCE
New Kingdom:	1540 BCE - 1075 BCE
7500 BCE	First settlers in Nile valley
3500 BCE	First use of hieroglyphic symbols
3100 BCE	Narmer unites regions of Lower and Upper Egypt.
2650 BCE	First step pyramid built
2550 BCE	Pyramids at Giza built
2335 BCE	Pyramid texts written (magical spells to protect pharaohs)
1472 BCE	Hatshepsut becomes caretaker ruler. (Later declares herself pharaoh)
1336 BCE	Tutankhamen becomes pharaoh
1279 BCE	Ramses II becomes pharaoh
1100 BCE	Upper & Lower Egypt split
332 BCE	Alexander the Great conquers Egypt
196 BCE	Rosetta stone carved
1279 BCE	Ramses II becomes pharaoh
30 BCE	Egypt becomes a Roman Province
1922 CE	Carter discovers Tutankhamen's tomb



Amun
King of the Gods



Ra
God of the Sun



Anubis
God of Mummification



Horus
God of the Sky



Thoth
God of Knowledge



Isis
Mother Goddess,
Goddess of Protection and Healing

Key Gods (but there were MANY more)

Osiris
God of Death and the Afterlife



Hobbs Hill Wood Primary School

Knowledge Organiser for

PE

Year 3

Rounders and Athletics



'Inspiring confident and independent learners'

Rounders

National curriculum aims

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

2F- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.



Skills

- Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy.
- Throw a ball increasing distances, catch a ball with increasing consistency.
- Hit a ball with the correct technique increasing control.
- Intercept and stop a ball consistently.
- Work as a part of a team, employing simple tactics for fielding.
- Communicate, collaborate and compete with others, following the rule of the game
- Show control, coordination and consistency when throwing and catching a ball.

Unit objectives

- Step 1- Throw a ball with increasing accuracy
- Step 2- Catch a ball with increasing control
- Step 3 – Successfully hit a ball from a tee
- Step 4 – Hit a ball towards a target
- Step 5- Choose fielding skills to make it difficult for an opponent
- Step 6 – Participate in modified competing games, showing good teamwork.

Key Vocabulary

Throwing, Fielding, Catching, Power, Get in line, Communication, Accuracy, Technique, Batting, Score, Aiming, Space, Targets, Long Barrier

Athletics

National curriculum aims

2A- use running, jumping, throwing, and catching in isolation and in combination.

2F- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.



Skills

- Apply and develop a range of athletics skills in different ways.
- Start to develop control, coordination and consistency when running, throwing and jumping.
- Choose the appropriate running speed to meet the demands of the task.
- Start to understand the pace, judgement when running over an increased distance, choosing the appropriate speed to meet the demands of the task.
- Combine basic jump actions to form a jump combination, using a controlled jumping technique.

Unit objectives

- Step 1- To throw an object overarm, underarm, pulling, pushing and slinging
- Step 2- To combine different ways of jumping
- Step 3 – To run for distance
- Step 4 – To run in races of a varied distances
- Step 5 – To take part in athletics events
- Step 6- To perform competitively with others

Key Vocabulary

Athletics, Jumping, Throwing, Running, Co-ordination, Movement, Measurements, Timing, Technique

Hobbs Hill Wood Primary School

Knowledge Organiser for PSHE, Year 3, Relationships



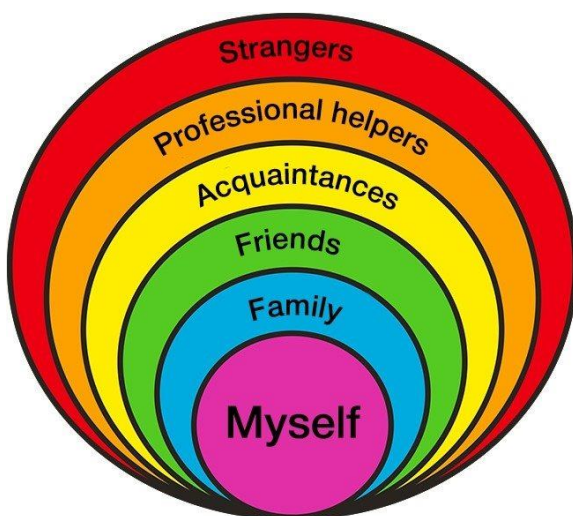
'Inspiring confident and independent learners'



Knowledge Organiser for PSHE

Knowledge

- Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.
- Identify and put into practice some of the skills of friendship, e.g. taking turns and being a good listener.
- Know some strategies for keeping myself safe
- Explain how some of the actions and work of people around the world can help and influence my life
- Understand how my needs and rights are shared by children around the world and can identify how our lives may be different
- Know how to express my appreciation to my friends and family



Skills

- Can describe how taking some responsibility in my family makes me feel
- Can negotiate in conflict situations to try and find a win-win solution
- Can ask for help if I am worried or concerned
- Can show an awareness of how this could affect my choices
- Can empathise with children whose lives are different to mine and appreciate what I may learn from them
- Can enjoy being part of a family and friendship groups



Hobbs Hill Wood Primary School

Knowledge Organiser for
Year 3 – Summer 1,
Science,

How does your garden grow?



'Inspiring confident and independent learners'

Knowledge Organiser for Science

Knowledge

- Identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
- Children know that plants are living things and need light and water and 'food' (nutrients) in order to be able to grow.
- Children can describe how different amounts of light affect the growth of a plant.



Skills

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements
- Using standard units, using a range of equipment including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions or to support their findings.

Hobbs Hill Wood Primary School

Knowledge Organiser for
Year 3 – Summer 1,
Science,

How does your garden grow?



'Inspiring confident and independent learners'

carpel: female part of the flower – made of stigma, style and ovary

flower: the part of the plant where seeds are made

germinate: when a seed starts to grow and produce a root and shoot

leaves: catch sunlight and use this to make food

life cycle: the stages a living thing goes through during its life

nutrients: materials in the soil that help to nourish plants

ovary: the part of the flower that contains the ovules

ovule: these are like eggs; they develop into seeds

petal: part of the flower that attracts insects, often brightly coloured

photosynthesis: how green plants make their own food

pollen: dust-like powder made in the stamen of a flower

pollination: transferring pollen grains from the male anther of a flower to the female stigma so that new plants can be made

root: helps anchor the plant into the soil; takes up water and nutrients

root hairs: tiny hairs on a root that take water and nutrients from the soil

seed dispersal: the way seeds get from the parent plant to a new place so that they can grow

sepals: protect the rest of the flower as it grows

stamen: the male part of the flower which produces pollen

stem: holds the plant upright and supports the leaves; it contains tubes that allow water to travel from the roots to the rest of the plant

style: the middle part of the carpel, connecting the ovary to the stigma

stigma: part of the carpel that pollen grains attach to during pollination

veins: tubes in the leaf that carry water and food

Hobbs Hill Wood Primary School

Knowledge Organiser for
Year 3 – Summer 1,
Spanish
I can...



'Inspiring confident and independent learners'

Knowledge Organiser for

Knowledge

- Recognise some common Spanish verbs/activities and write them in sentences
- Use these verbs to convey meaning in English by matching them to their appropriate picture.
- Use these verbs in the infinitive with puedo...

Spanish	English
Bailar	To dance
Cantar	To sing
Cocinar	To cook
Saltar	To jump
Hablar	To talk
Escuchar	To listen

Spanish	English
Comer	To eat
Beber	To drink
Ver la tele	To watch TV
Escribir	To write
Puedo...	I am able to...

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.