

**Knowledge Organisers**  
**2<sup>nd</sup> Autumn Term**  
**Year 3**

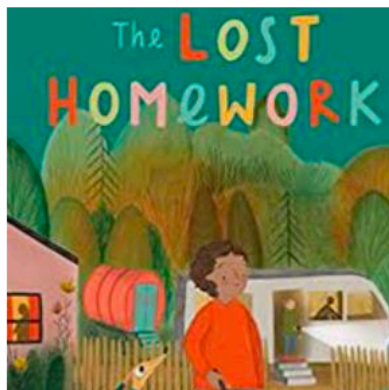
**Science**  
**History**  
**Geography**  
**Art**  
**PSHE**  
**Latin**  
**Computing**  
**R.E.**  
**Music**  
**P.E.**

**Year: 3**

**Unit: 3**

**Genre: Wishing Tale**

**Text: The Lost Homework**



#### Talk 4 Writing

##### Imitate

Learn the key vocabulary  
Draw a story map and box up together  
Explore toolkits for writing

##### Innovate

Box up the innovated text and make changes.  
Learn the toolkit features.

##### Invent

Write own wishing tale.

#### Talk 4 Reading

##### Phase 1

Be "hooked" into the text to activate prior knowledge and contextual reading

##### Phase 2

Investigation/deepen understanding - access and read the text/s with fluency and expression, show understanding at a deeper level.

##### Phase 3

Independently complete a reading activity/answer questions in relation to comprehension focus, vocabulary, literal retrieval and inference.

#### Writing Knowledge Organiser

Adverbial phrases used as a 'where', 'when' or 'how' starter

**When** he picked up a glass of water and tried to drink it, the water turned to gold.  
**How** different his life would be without his daughter.

Sentence starters - In the end, So late at night...

**In the end**, he knew he had to change his ways.  
**So late at night** she crept out of the castle and made her wish.

Use of inverted commas for direct speech

"I'm sorry I've not done my homework," whispered Sonny.  
"I'm late!" gasped Auntie Ruby.

Speech sandwiches

**"I will give you one wish. What do you want?" The King replied, "I want more gold."**

Relative clause using who/whom/which/whose/ that

The boy, **whose** name is Sonny, thinks he is very lucky.  
The girl, whom I met earlier, had shiny, long, black hair.

## Key Vocabulary

times tables

multiply by

divide by

array

fact families

regrouping

## Multiplication and Division Facts (3, 4 and 8 multiplication tables)

| x  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| 1  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
| 2  | 2  | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18  | 20  | 22  | 24  |
| 3  | 3  | 6  | 9  | 12 | 15 | 18 | 21 | 24 | 27  | 30  | 33  | 36  |
| 4  | 4  | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36  | 40  | 44  | 48  |
| 5  | 5  | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45  | 50  | 55  | 60  |
| 6  | 6  | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54  | 60  | 66  | 72  |
| 7  | 7  | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63  | 70  | 77  | 84  |
| 8  | 8  | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72  | 80  | 88  | 96  |
| 9  | 9  | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81  | 90  | 99  | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90  | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99  | 110 | 121 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

### 3 x Tables

|                    |                  |
|--------------------|------------------|
| $1 \times 3 = 3$   |                  |
| $2 \times 3 = 6$   |                  |
| $3 \times 3 = 9$   | $3 \div 3 = 1$   |
| $4 \times 3 = 12$  | $6 \div 3 = 2$   |
| $5 \times 3 = 15$  | $9 \div 3 = 3$   |
| $6 \times 3 = 18$  | $12 \div 3 = 4$  |
| $7 \times 3 = 21$  | $15 \div 3 = 5$  |
| $8 \times 3 = 24$  | $18 \div 3 = 6$  |
| $9 \times 3 = 27$  | $21 \div 3 = 7$  |
| $10 \times 3 = 30$ | $24 \div 3 = 8$  |
| $11 \times 3 = 33$ | $27 \div 3 = 9$  |
| $12 \times 3 = 36$ | $30 \div 3 = 10$ |
|                    | $33 \div 3 = 11$ |
|                    | $36 \div 3 = 12$ |

### 4 x Tables

|                    |                  |
|--------------------|------------------|
| $1 \times 4 = 4$   |                  |
| $2 \times 4 = 8$   |                  |
| $3 \times 4 = 12$  | $4 \div 4 = 1$   |
| $4 \times 4 = 16$  | $8 \div 4 = 2$   |
| $5 \times 4 = 20$  | $12 \div 4 = 3$  |
| $6 \times 4 = 24$  | $16 \div 4 = 4$  |
| $7 \times 4 = 28$  | $20 \div 4 = 5$  |
| $8 \times 4 = 32$  | $24 \div 4 = 6$  |
| $9 \times 4 = 36$  | $28 \div 4 = 7$  |
| $10 \times 4 = 40$ | $32 \div 4 = 8$  |
| $11 \times 4 = 44$ | $36 \div 4 = 9$  |
| $12 \times 4 = 48$ | $40 \div 4 = 10$ |
|                    | $44 \div 4 = 11$ |
|                    | $48 \div 4 = 12$ |

### 8 x Tables

|                    |                  |
|--------------------|------------------|
| $1 \times 8 = 8$   |                  |
| $2 \times 8 = 16$  |                  |
| $3 \times 8 = 24$  | $8 \div 8 = 1$   |
| $4 \times 8 = 32$  | $16 \div 8 = 2$  |
| $5 \times 8 = 40$  | $24 \div 8 = 3$  |
| $6 \times 8 = 48$  | $32 \div 8 = 4$  |
| $7 \times 8 = 56$  | $40 \div 8 = 5$  |
| $8 \times 8 = 64$  | $48 \div 8 = 6$  |
| $9 \times 8 = 72$  | $56 \div 8 = 7$  |
| $10 \times 8 = 80$ | $64 \div 8 = 8$  |
| $11 \times 8 = 88$ | $72 \div 8 = 9$  |
| $12 \times 8 = 96$ | $80 \div 8 = 10$ |
|                    | $88 \div 8 = 11$ |
|                    | $96 \div 8 = 12$ |

## Write and Calculate Mathematical Statements

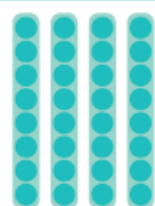
$$4 \times 8 = 32$$

$$32 \div 8 = 4$$



$$8 \times 4 = 32$$

$$32 \div 4 = 8$$



$$5 \times 3 = 15$$

$$15 \div 3 = 5$$



$$3 \times 5 = 15$$

$$15 \div 5 = 3$$



## Related Calculations

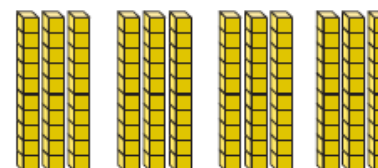
$$3 \times 4 = 12$$



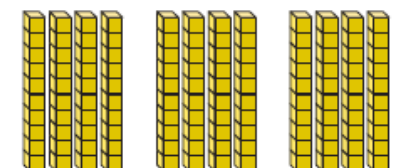
$$4 \times 3 = 12$$



$$30 \times 4 = 120$$



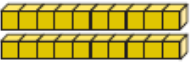
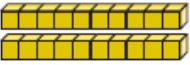
$$40 \times 3 = 120$$



# Multiplication and Division

# Knowledge Organiser

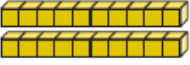
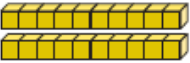
## Written Multiplication Methods - No Regrouping

| Tens                                                                              | Ones                                                                              |
|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|  |  |
|  |  |
|  |  |

$$23 \times 3 = 69$$

|   |   |   |
|---|---|---|
|   | T | O |
|   | 2 | 3 |
| x |   | 3 |
|   | 6 | 9 |
|   |   |   |

## Written Multiplication Methods - With Regrouping

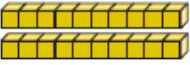
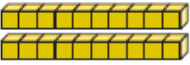
| Tens                                                                                | Ones                                                                                |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |
|  |  |
|  |  |
|  |  |



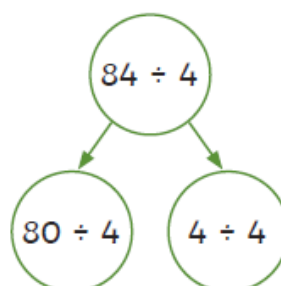
$$24 \times 4 = 96$$

|   |   |   |
|---|---|---|
|   | T | O |
|   | 2 | 4 |
| x |   | 4 |
|   | 9 | 6 |
|   | 1 |   |

## Written Division Methods - No Regrouping

| Tens                                                                                | Ones                                                                                |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |
|  |  |
|  |  |
|  |  |

|   |   |   |
|---|---|---|
|   | 2 | 1 |
| 4 | 8 | 4 |

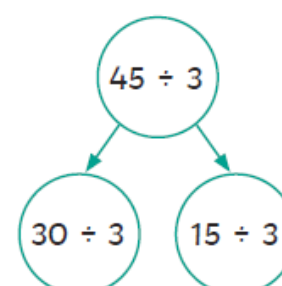


## Written Division Methods - With Regrouping

| Tens                                                                                  | Ones                                                                                  |
|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |
|  |  |
|  |  |



|   |   |                |
|---|---|----------------|
|   | 1 | 5              |
| 3 | 4 | <sup>1</sup> 5 |



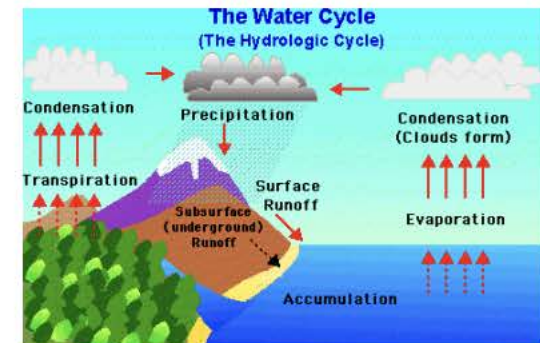
## Knowledge Organiser – The Water Cycle – Science -Year 3

| Key Vocabulary        | Definition                                                                 |
|-----------------------|----------------------------------------------------------------------------|
| <b>evaporation</b>    | When a liquid becomes a gas, with help from a heat source such as the sun. |
| <b>water vapour</b>   | The water that has evaporated that is now in the air.                      |
| <b>cirrus clouds</b>  | They are high level clouds that are thin and wispy.                        |
| <b>cumulus clouds</b> | Clouds that are puffy like cotton wool and they are very high up.          |
| <b>stratus clouds</b> | Low clouds that are like a thin blanket.                                   |
| <b>condensation</b>   | Water that collects as droplets on a cold surface.                         |
| <b>droplets</b>       | A very small drop of a liquid.                                             |
| <b>precipitation</b>  | A form of water that falls from the sky: rain, hail, sleet or snow.        |
| <b>groundwater</b>    | Water that soaks into the ground instead of evaporating.                   |
| <b>humidity</b>       | When the air contains a lot or a small amount of water vapour.             |
| <b>particles</b>      | A tiny amount of what we call matter, what all things are made up of.      |
| <b>infiltration</b>   | Water filtering down into the ground to form groundwater.                  |
| <b>solid</b>          | A substance that is firm and stable in shape e.g. ice or a pencil.         |
| <b>liquid</b>         | A substance that can move freely e.g. water or orange juice.               |
| <b>gas</b>            | A substance that is moving in the air e.g. water vapour or oxygen.         |



Homemade  
water cycle.

| Key Knowledge                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------|
| I know that evaporation is caused when water is heated and turns water from a liquid into a gas.                                           |
| I know that water sometimes travels into the ground, forming groundwater which provides water for wells.                                   |
| I understand that rain is formed when water vapour condenses into clouds and the water droplets become too heavy for the cloud to support. |
| I know the three main types of cloud: cirrus, stratus and cumulus.                                                                         |
| I understand how the water cycle works and that it is a continuous cycle with no clear beginning or end.                                   |



## Year 3 - Design Technology - Knowledge Organiser – Textiles

| Key Vocabulary | Definition                                                                     |
|----------------|--------------------------------------------------------------------------------|
| template       | a shape drawn to exact shape and size, used to assist in cutting out           |
| aesthetics     | what the product looks like                                                    |
| fastening      | cloth produced by weaving or knitting textile fabrics                          |
| seam allowance | an extra fabric allowed for joining together – usually 1.5cm                   |
| Seam           | A line of stitching that joins fabric together                                 |
| gusset         | a piece of material sewn into a garment to strengthen or enlarge a part of it. |
| embroidery     | sewing decorative designs onto fabric                                          |
| reinforce      | to strengthen or support something                                             |
| Specification  | Stating the exact requirements of something                                    |
| Prototype      | A model that is made to test whether a design will work                        |

### Key Knowledge

I know products are designed for different purposes and uses.

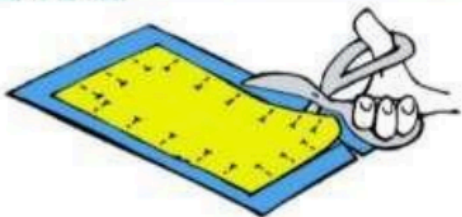
I know a range of stitches.

I know how to make a paper template that uses a seam allowance.

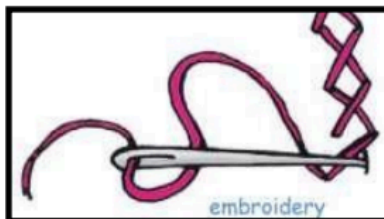
I understand how to measure, tape or pin, cut and join fabric with some accuracy.

### Cutting out techniques

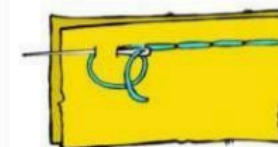
Ensure template is secured to fabric to allow for accuracy. Double sided tape can be used instead of pins to do this.



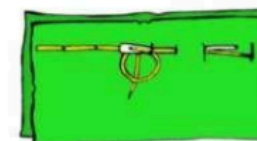
### Possible fastenings



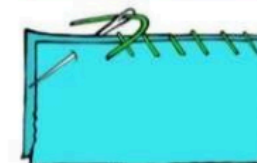
### Teaching aids - joining techniques



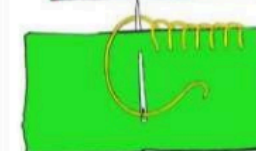
Back stitch



Backward running stitch



Over sew stitch



Blanket stitch



Running stitch



Place pattern pieces carefully to avoid wastage.

## Knowledge Organiser - Western Europe - Geography - Year 3

| Key Vocabulary           | Definition                                                                 |
|--------------------------|----------------------------------------------------------------------------|
| <b>Climate</b>           | The weather conditions in an area over a long period of time.              |
| <b>Temperate Climate</b> | A climate where the conditions do not get extremely hot or extremely cold. |
| <b>Trade</b>             | Buying and selling things, for example food, machines, books               |
| <b>Import</b>            | Buying things from other countries.                                        |
| <b>Export</b>            | Selling things to other countries.                                         |
| <b>Agriculture</b>       | The farming of plants and/or animals.                                      |
| <b>The Alps</b>          | A large mountain range located in Western Europe.                          |
| <b>Human Feature</b>     | Things built/made by humans and which humans have changed or influenced.   |
| <b>Physical Feature</b>  | Things found in the natural environment. Not man-made.                     |

| Country     | Capital  | Language(s)                |
|-------------|----------|----------------------------|
| France      | Paris    | French                     |
| Germany     | Berlin   | German                     |
| Belgium     | Brussels | French and Flemish         |
| Switzerland | Bern     | German, French and Italian |
| Austria     | Vienna   | German                     |



| Key Knowledge                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------|
| I can name the countries in Western Europe and locate them using an atlas.                                                   |
| I know Western Europe has a temperate climate. I can analyze data about the climate in Germany.                              |
| I know that trade means buying and selling goods. I know that countries in Western Europe import and export different items. |
| I can locate and describe human and physical features of France.                                                             |
| I understand the similarities and differences between London and Paris                                                       |

|                 |         |         |
|-----------------|---------|---------|
|                 |         |         |
| Switzerland     | France  | Germany |
|                 |         |         |
| The Netherlands | Belgium | Austria |
|                 |         |         |
| Luxembourg      |         |         |

## Knowledge Organiser- Ancient Greeks – History - Year 3

| Key Vocabulary   | Definition                                                                                                           |
|------------------|----------------------------------------------------------------------------------------------------------------------|
| <b>Hoplite</b>   | A soldier in the Greek army who fought with a long spear and use a large, round shield for protection                |
| <b>Athenian</b>  | People who lived in the city-state Athens.                                                                           |
| <b>Spartan</b>   | People who lived in the city-state Sparta. They were known for being great warriors                                  |
| <b>Boule</b>     | The group of people (the ruling council) who were voted to rule Athens on behalf of the Athenian citizens            |
| <b>Pnyx</b>      | The hill that speakers would stand on to talk about politics to the Athenian citizens                                |
| <b>democracy</b> | A system of government where the people can vote to decide things. Athens had democracy from 510 BC.                 |
| <b>Persia</b>    | An empire to the east of Greece, ruled by kings. Persia tried to invade Greece. Ancient Persia is modern Iran        |
| <b>Olympics</b>  | A religious festival held in honour of Zeus, attended by people from all over Greece.                                |
| <b>Ecclesia</b>  | Citizens of Athens. Women and slaves could not qualify for citizenship and therefore did not have the right to vote. |

| Key Knowledge                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I know that Ancient Greece was divided into city states which frequently fought with each other.                                                                                          |
| I know what democracy is and how it started in the Greek city-state Athens.                                                                                                               |
| I understand why Spartans were famous for being great warriors.                                                                                                                           |
| I know that King Darius started the Persian Wars when he attempted to conquer Ionia                                                                                                       |
| I know that the battle of Marathon is remembered when people run 26 miles like Pheidippides. I know that the battle of Thermopylae is remembered for the 300 Spartans who died in battle. |



# Latin Knowledge Organiser - Unit 2: Food, Glorious Food!

| Key Vocabulary     |                    |
|--------------------|--------------------|
| Latin              | English            |
| eheu!              | Oh dear!           |
| villa              | house              |
| hortus             | garden             |
| cubiculum          | bedroom            |
| Tunica             | dress              |
| pulchra            | pretty             |
| sordida/sordidus   | dirty              |
| squalida/squalidus | messy              |
| fessi/fessus       | tired              |
| euge!              | hurrah!            |
| miles              | soldier            |
| vespa              | wasp               |
| balaena            | whale              |
| equus              | horse              |
| cuniculus          | rabbit             |
| porcus             | pig                |
| est                | is                 |
| noli tangere       | don't touch        |
| noli lacrimare     | don't cry          |
| omnes silent       | everyone is silent |

|                                                                                     |                                                                                     |                                                                                     |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  |
| a vēspa parva est.                                                                  | b bālaena maxima est.                                                               | c cuniculus improbus est.                                                           |
|  |  |  |
| d delphinus benignus est.                                                           | e equus māgnus est.                                                                 | f porcus sordidus est.                                                              |

| Grammar                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------|
| Nouns (naming words) have a gender in Latin. This means they can be masculine (male), feminine (female) or neuter (no gender).          |
| Adjectives (to describe) must have an ending. Feminine adjectives need a feminine ending. Masculine adjectives need a masculine ending. |
| Feminine nouns often end in the letter <i>a</i> .<br>villa (house)<br>tunica (dress)<br>vespa (wasp)                                    |
| Masculine nouns often end in the letters <i>us</i> .<br>hortus (garden)<br>porcus (pig)<br>equus (horse)                                |



Daedalus and Icarus

| Key Knowledge                                                       |
|---------------------------------------------------------------------|
| To translate simple sentences with adjectives and est.              |
| To identify masculine and feminine words.                           |
| To understand that the gender of nouns and adjectives must agree.   |
| To translate simple sentences using my existing knowledge of Latin. |

| Unit Motto                 |
|----------------------------|
| sapere aude = dare to know |

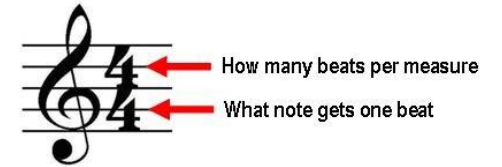
|                        |
|------------------------|
| Breakfast – ientaculum |
| Lunch – prandium       |
| Dinner - cena          |



Typical Roman Foods

| Key Vocabulary | Definition                                                                                           |
|----------------|------------------------------------------------------------------------------------------------------|
| Time signature | The rhythm following a clef                                                                          |
| Key signature  | The key of a piece of music depends on the flats and sharps in the music.                            |
| Minim          |                     |
| Crotchet       |                     |
| Quaver         |                     |
| Disco          | A form of dance music emerged in 1970s                                                               |
| Jazz           | A style of music from Southern America which uses pianos, saxophones, trumpets and drums             |
| Folk           | Traditional popular culture music                                                                    |
| Sea shanty     | A song with alternating solos and chorus originally sung by sailors while performing physical labour |
| Harmony        | The notes that support the tune                                                                      |
| Melody         | The tune                                                                                             |

**Key Signature:** C major — there are no sharps or flats in the key signature



**Key Signature:** G major — there is one sharp in the key signature



**Key Signature:** F major — there is one flat in the key signature



### Songs covered

- Love what we do
- When the saints go marchin' in
- My bonnie lies over the ocean



| Key Vocabulary       | Definition                                                                                                                    |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Point balance</b> | A balance on a small body part e.g. hands, elbows, feet.                                                                      |
| <b>Patch balance</b> | A balance on a large body part e.g. back, stomach, bottom.                                                                    |
| <b>Shapes</b>        | E.g. tuck, straddle, dish, arch, star, front support, back support.                                                           |
| <b>Body tension</b>  | Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action. |

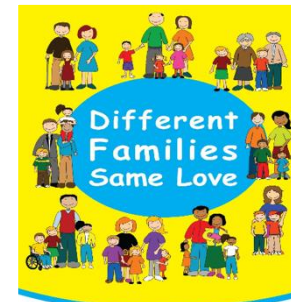
| Skill Development                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>To be able to create interesting point and patch balances.</p> <p>To develop stepping into shape jumps with control.</p> <p>To develop the straight, barrel, and forward roll.</p> <p>To be able to transition smoothly into and out of balances.</p> <p>To create a sequence with matching and contrasting actions and shapes.</p> <p>To create a partner sequence using the skills I have learnt.</p> |

| Skills                               |                                                                                      |
|--------------------------------------|--------------------------------------------------------------------------------------|
| <b>Moving out of balances</b>        |   |
| <b>Moving into balances</b>          |   |
| <b>Stepping, jumping and landing</b> |  |

## Knowledge Organiser – PSHCE – Celebrating Difference - Year Three



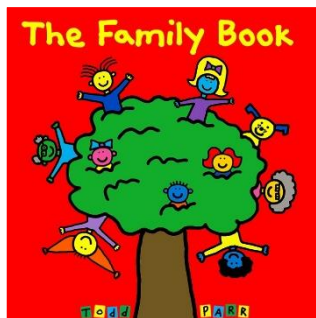
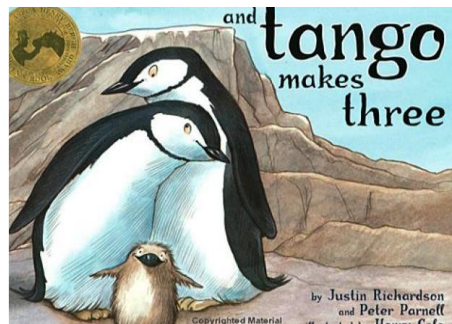
| Key Vocabulary      | Definition                                                                             |
|---------------------|----------------------------------------------------------------------------------------|
| <b>Connected</b>    | Brought together or into contact so that a link is established.                        |
| <b>Unique</b>       | Being the only one of its kind.                                                        |
| <b>Support</b>      | Providing help, kindness, or encouragement to someone when they need it.               |
| <b>Difference</b>   | Not the same as another or each other.                                                 |
| <b>Conflict</b>     | A disagreement or argument.                                                            |
| <b>Solutions</b>    | A means of solving a problem or dealing with a difficult situation.                    |
| <b>Witness</b>      | A person who sees an event, typically a crime or accident, take place.                 |
| <b>Bystander</b>    | A person who is present at an event or incident but does not take part.                |
| <b>Bullying</b>     | Behaviour that is repeated, intended to hurt someone either physically or emotionally. |
| <b>Consequences</b> | A result or effect, typically one that is unwelcome or unpleasant.                     |



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| Key Knowledge                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------|
| I understand that everybody's family is different and important to them, but differences and conflicts in families can sometimes happen. |
| I know what it means to be a witness to bullying and know that witnesses can make the situation better or worse by what they do.         |
| I recognise that some words are used in hurtful ways and know what the consequences can be.                                              |



| Reflective questions                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ask me this...                                                                                                                                         |
| Can you say why your family is important to you?                                                                                                       |
| Do you understand that if you witness bullying you can make it better or worse by what you do? Can you problem-solve a bullying situation with others? |
| What might the consequences be of using hurtful words?                                                                                                 |

## R.E. Year 3 Autumn 2 Knowledge Organiser

### Has Christmas lost its true meaning?

| Key vocabulary     | Definition                                                                                                                  |
|--------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>Christmas</b>   | Celebrated on December 25 <sup>th</sup> each year when Christians remember the birth of Jesus Christ.                       |
| <b>meaningful</b>  | Something has meaning, is important, worthwhile                                                                             |
| <b>Incarnation</b> | Incarnation means God coming to earth in Human form as Jesus, to help people                                                |
| <b>Jesus</b>       | <b>Jesus</b> also referred to as <b>Jesus</b> of Nazareth or <b>Jesus</b> Christ. He is the central figure of Christianity. |
| <b>Christian</b>   | One who believes in Jesus Christ                                                                                            |
| <b>Celebrate</b>   | To mark a special day or occasion.                                                                                          |

| Key Knowledge                                                                  |
|--------------------------------------------------------------------------------|
| I can talk about how I celebrate Christmas / Christmas holidays                |
| I know some of the different ways in which other people celebrate Christmas    |
| I know the which parts of the Christmas Story of meaningful to Christians      |
| I know the difference between Christian and non-Christian aspects of Christmas |
| I can give my opinion on whether I think Christmas has lost its true meaning   |

#### Some people celebrate Christmas like this:



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#### Some people celebrate the Christmas holidays like this:

