



## Key Questions

**What is a graph?**

A diagram representing part of a set of data. Graphs can be drawn by hand or on the computer. There are different types of graphs.

**What are the frame lines on the graph called?**

They are the axes. The axis that goes up and down (vertical) is called the 'y' axis and usually shows the amount. The axis that goes across (horizontal) is called the 'x' axis and shows what is being measured.

## Key Learning

- To enter data into a graph and answer questions.
- To solve an investigation and present the results in graphic form.

## Key Resources



2Graph

**What different kinds of graphs are there?**

There are lots of different types of graphs including line graph, bar chart and pie chart.

## Key Vocabulary

**Axis**

A fixed horizontal or vertical reference line for the measurement of coordinates or to plot data in a graph.

**Chart**

A diagram that represents data. Charts include graphs and other diagrams such as pie charts or flowcharts.

**Column**

Vertical (down the page) divisions of a piece of work.

**Data**

A collection of information, especially facts or numbers, obtained by observation, questions or measurement to be analysed and used to help decision-making.

**Graph**

A diagram that represents data. There are specific layouts for graphs including bar graphs and line graphs.

**Investigation**

A formal inquiry or systematic study.

**Sorting**

Organising data by a rule such as alphabetical or numerical.

**Tally Chart**

A way of recording how often something happens by counting in fives.

**Row**

Horizontal (across the page) divisions of a piece of work.



Topic

Computing - Simulations

Theme

Children

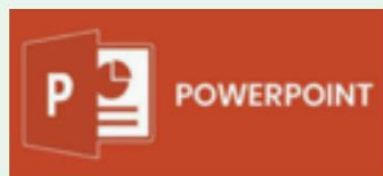
Year Group

3

### Key Learning

- To understand the uses of PowerPoint.
- To create a page in a presentation.
- To add media to a presentation.
- To add animations to a presentation.
- To add timings to a presentation.
- To use the skills learnt to design and create an engaging presentation.

### Key Resources



### Prior Knowledge

That a simulation is a program that models a real life situation. They let you try things out that would be too difficult or dangerous to do in real life.

That a presentation is for an audience.

### Key Vocabulary

#### Animation

The process of adding movement to still objects.

#### Border Properties

The style of the border around text or an object including the colour, thickness and dashes.

#### Font formatting

Changing the appearance of text on the screen.

#### Layer

Describes which objects appear in the front (foreground) of a slide and which appear behind other objects.

#### Media

Information in the form of words, sounds, numbers, images, or graphics in electronic, print or broadcast form.

#### Presentation

A visual way of displaying information to an audience that is clear and engaging. It can contain text, images, animation and videos.

#### Slide

A single page within a presentation.

#### Slideshow

A collection of pages arranged in sequence that contains text and images to present to an audience.

#### Text box

An object that can be inserted into a piece of work in a program that allows the user to input text.

#### Transition

How a slide moves from one to the next.

#### WordArt

A way of changing the appearance of text often using decorative shapes.

### Key Questions

#### What is a presentation program used for?

A presentation program is used to present information to an audience in an engaging way, such as including text, pictures and videos. PowerPoint is an example of a presentation program.

#### What features can you use to make a presentation more engaging?

You can give your presentation an engaging look and feel by using different fonts, colour schemes and using an interesting layout. Adding pictures, sound, and videos would also make a presentation more interesting to an audience. Using animations and interesting transitions between slides would also be engaging.

#### How do you add a transition to a presentation?

Click on 'Transitions' at the top of the screen and select the transition you wish to use. You can preview the transition by pressing 'preview' on the left-hand side.



Topic	Design and Technology - Digital world -wearable technology	Theme	Children	Year Group	3
-------	--	-------	----------	------------	---

analyse	Look at something in detail.
annotate	Labels on a drawing which help to explain it.
concept	An idea; in this unit, a drawing with labels.
control	To command something to change, such as lighting up or flashing.
evaluate	To decide if the design is the best it can be.
function	What something does.
initiate	To start a program.
program	A script of code that instructs a device to do something.
simulator	A computer-generated imitation of something.
user	A person who uses something.

**product concept**

An image with annotations, explaining ideas for the shape of a product (form) and how it works (function).

**computer-aided design (CAD)**

Software that enables the user to create digital images.

 Designed for children.	 Should light up and flash.
 Must be wearable.	 Must use computer technology.
 Must use CAD to sell the technology.	 Use a focus group to evaluate the product.

**Digital revolution**

Began in the 1980s and is still happening today. Computer-based (digital) technology has become how many products function. Digital products make life easier for us all.

**wearable technology**

Technology you can wear to help with day-to-day activities. It has developed over time.

**Prior Knowledge**

That an electrical system is a group of parts (components) that work together to transport electricity around a circuit.

The common features of an electric product (switch, battery or plug, dials, buttons, etc.)

That an electric product uses an electrical system to work (function).



## Prior Knowledge

- Understand that music from different parts of the world, and different times, has different features
- Know that the word 'crescendo' means a sound getting gradually louder.
- Know that some traditional music around the world is based on five notes called a 'pentatonic' scale.
- Understand that a pentatonic melody uses only the five notes C D E G A.

## Musical style: Jazz

This unit is about Jazz music, including the styles of Ragtime, Traditional jazz and Swing. It was started by African-Americans in New Orleans, who mixed African and European musical styles together to create the Jazz style.



## FAMOUS JAZZ MUSICIANS

Scott Joplin

Cab Calloway

Ella Fitzgerald

## Instruments



Trumpet



Piano

Trombone



Saxophone



Drums



Contrabass

## Vocabulary

1890-1920

Ragtime

Early jazz piano music which uses syncopation and off-beats.

1917

Traditional jazz

A type of jazz music using a large band with call and response and improvisation.

1926

Scat

A type of jazz singing where the vocalist makes up sounds and rhythms to mimic the sound of instruments.

Motif

A short pattern of pitches used repeatedly.

Swing rhythm

A pair of quavers which are not played equally.

Syncopation

Playing or emphasising the off beat.

Tempo

The speed or pace of the music. It can change throughout a piece of music.

Rhythm

A pattern of long and short sounds (and silences) within a piece of music.

Off-beat

The beats in between the ones you would naturally clap on.

Call and response

When the leader sings or plays a part, and everyone sings or plays a response back.

Improvising

Making up music as it is played or performed.



Topic

Spanish - Presenting Myself

Theme

Children

Year Group

3

## Me presento



¡Hola!



¡Buenos días!

¡Adiós!  
¡Hasta luego!

Me llamo...



Tengo ... años

LANGUAGE ANGELS



Estoy bien.



Estoy mal.



Estoy regular.



Estoy muy bien.



Estoy muy mal.

## Los números

1

uno

2

dos

3

tres

4

cuatro

5

cinco

6

seis

7

siete

8

ocho

9

nueve

10

diez

11

once

12

doce

13

trece

14

catorce

15

quince

16

dieciséis

17

diecisiete

18

dieciocho

19

diecinueve

20

veinte

How to present myself:



¡Hola! Me llamo Claudia. Tengo diez años. Vivo en Salamanca.

Hi! My name is Claudia and I am ten years old. I live in Salamanca.

Key questions:

¿Cómo estás?

How are you?

¿Cómo te llamas?

What is your name?

¿Cuántos años tienes?

How old are you?

¿Dónde vives?

Where do you live?



Soy española

I am Spanish

Soy español

I am Spanish



LANGUAGE ANGELS

1st person high frequency verbs:

soy

I am

tengo

I have

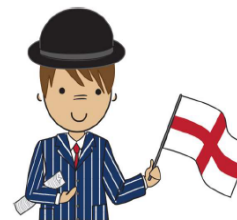
vivo

I live

## Las nacionalidades



Vivo en...



Soy de Inglaterra.



español



inglés



irlandés



galés



escocés

Soy...



española



inglesa



irlandesa



galesa



escocesa

## Prior Knowledge

- How to ask and answer the question 'How are you?' in Spanish.
- How to ask and answer the question 'What is your name?' in Spanish.
- The numbers 1-10 in Spanish.
- How to use key greetings in Spanish.



## Ridgeway Farm CE Academy – Knowledge Organiser

Topic

Science - Animals including Humans: How do our skeleton, muscles and diet work together to keep animals (including humans) healthy and moving?

Theme

Children

Year Group

3

### Key vocabulary

balanced diet	a diet that fulfils a person's nutritional needs
balanced meal	a meal that has a wide variety of food in the correct proportions
carbohydrates	found in foods such as bread, cereals, pasta and rice. Provide the body with energy
carnivore	an animal that eats other animals
dairy products	food made from the milk of an animal. Dairy products contain calcium, which is good for teeth and bones.
Diet	the food that an animal needs to survive
Eatwell Guide	a guide showing how much of each food group we should eat to achieve a healthy and balanced diet.
fats	found in foods such as avocados, oil, butter, fried food and nuts. Healthy fats provide energy whilst unhealthy fats can cause weight gain if eaten too often
fruit and vegetables	provide the body with vitamins and minerals
herbivore	an animal that eats plants
nutrition	the process of taking in and using food
omnivore	an animal that eats other animals and plants
pescatarian diet	a diet that includes fish but no other meat products
proteins	found in foods such as eggs, beans, fish and meat. Help the body to build and repair muscles
sugars	substances used to make food and drinks sweet
vegan diet	a diet that does not include meat or animal products
vegetarian diet	a diet that does not include meat but does include animal products such as cheese and eggs

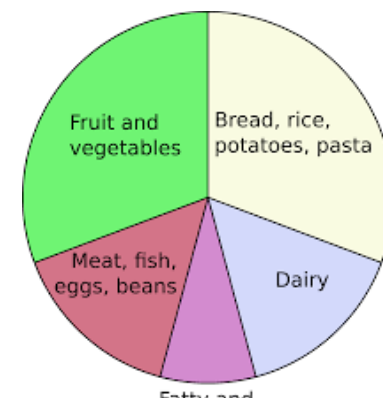
### Factual knowledge

- Humans need the correct types and amount of food.
- Humans get their nutrition from what they eat.
- Food can be sorted into five food groups - fruit and vegetables, carbohydrates, proteins, dairy products and alternatives and fats and sugars.
- Fruit and vegetables provide the body with essential vitamins.
- Fats can be grouped into healthy and unhealthy fats.
- Humans need to eat a healthy, balanced diet to maintain good health.
- Humans should eat a wide variety of foods and consume the right amount to maintain a healthy body weight

#### • food group labels



#### Eatwell Guide



### Prior Knowledge

- the basic needs of humans, for survival (water, food and air).
- the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.



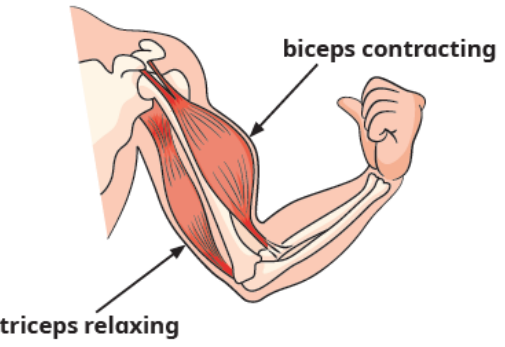
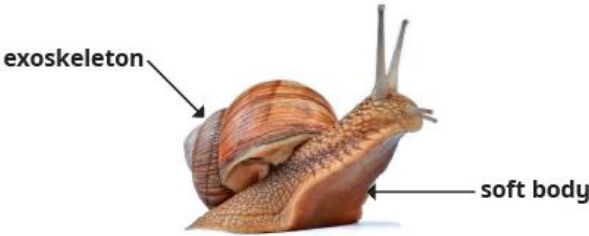
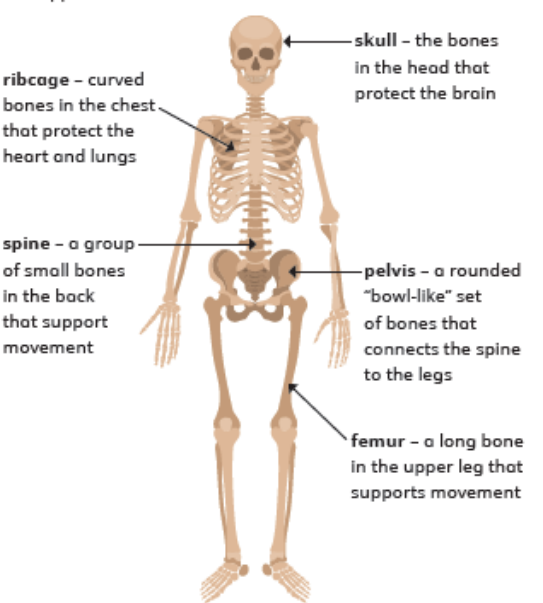
# Ridgeway Farm CE Academy – Knowledge Organiser

Topic	Science - Animals including Humans: How do our skeleton, muscles and diet work together to keep animals (including humans) healthy and moving?	Theme	Children	Year Group	3
-------	--	-------	----------	------------	---

Key vocabulary	
amphibian	an animal with a spine that can live on land and in water
antennae	organs on an insect's head, used for touch and smell
ball-and-socket joint	a joint with a round head of bone that fits inside the cup of another bone to allow movement in all directions
bicep and tricep	two muscles in the upper arm
Bird	An animal with a spine, feathers, wings and a beak
contract	a tightening and shortening motion
exoskeleton	a type of skeleton on the outside of an animal's body that provides support and protection
fish	an animal with fins, gills and scales that lives in water
hinge joint	a joint that only allows bending and straightening
joint	a point where two or more bones connect
insect	a small animal that has three body sections, six legs and antennae
joint	a point where two or more bones connect
mammal	an animal with a spine, fur or hair on its body, and that feeds its young on milk
muscle	works with joints and bones to allow movement
relax	a relaxing and lengthening motion
reptile	an animal with a spine and dry scales on its body
skeleton	a collection of bones that provides protection and supports movement
Spine	a group of small bones in the back that support movement

Factual knowledge
<ul style="list-style-type: none"> <li>• The human skeleton is made up of lots of different bones.</li> <li>• An adult human typically has 206 bones that make up the skeleton.</li> <li>• The skull, spine (backbone), ribcage, pelvis and femur are bones within the skeleton.</li> <li>• Bones have specific functions.</li> <li>• The skull protects the brain.</li> <li>• The femur helps humans to stand and move.</li> <li>• The pelvis helps to support the spine.</li> <li>• The spine helps humans to twist and stay upright.</li> <li>• Muscles are attached to bones.</li> <li>• The ribcage protects the heart and lungs.</li> <li>• Mammals, birds, fish, amphibians and reptiles have a skeleton and a spine.</li> </ul>

• skeleton – a collection of bones that provides protection and supports movement





Topic	RE	Theme	Children	Year Group	3
Key Question	What kind of world did Jesus want?				

## What should I know by the end of the unit?

## I will be able to:

## Make sense of beliefs:

- Identify texts which come from a Gospel, which tells the story of the life and teaching of Jesus.
- Make links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- Find out about what Jesus' actions towards outcasts mean for a Christian.

## Understand the impact:

- Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus in different ways.

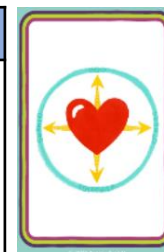
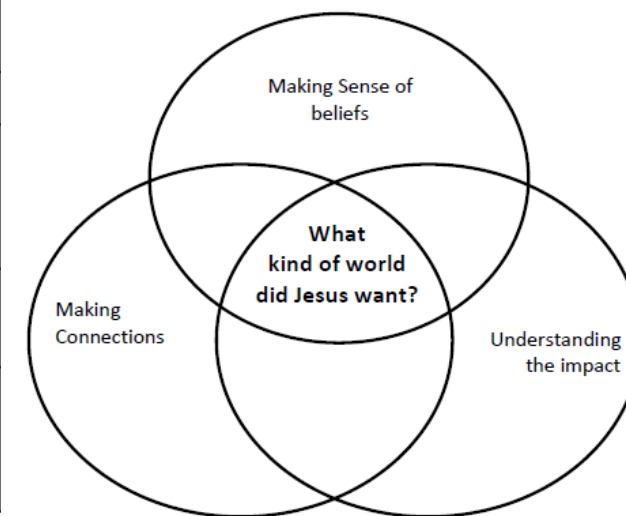
## Make connections

Make links between the importance of love in the Bible stories studied, and life in the world today, giving good reasons for my ideas.

## Key Vocabulary

New Testament	The second part of the Christian Bible. It outlines the teachings of Jesus.
Disciple	A follower of Jesus during his life.
Gospel	These are four biblical narratives (stories) about the life and death of Jesus. They were written by: St Matthew, St Mark, St Luke and St John.
Good News	The message that Jesus and his disciples told people about God.
Fisher of people	Jesus asked his disciples to become 'fishers of people'. Jesus wanted his disciples to tell people about God and for them to join him.

## How do these ideas work together?



## What I should already know

- Christians are followers of God.
- Jesus spread the word of God when he was on Earth.
- Christians believe that God wants people to look after the world he created.
- The 'fall' explains the existence of sin in the world.

## What will I learn about?

## I will learn about:

- The account of Jesus calling his first disciples (Matthew 4: 18-22).
- The term 'fishers of people'.
- Gospels telling the life and teaching of Jesus. Examples of why people thought Jesus and his message was 'good news'.
- The stories that show the kind of world Jesus wanted. For example, the story of healing the leper (Mark 1:40-44) and the Good Samaritan (Luke 19:26-37).
- Christians today making the world like the one Jesus wanted.
- The role of a Christian leader and how this reflects their beliefs.



Topic

Geography

Theme

Children

Year Group

3

### Prior Knowledge

- That a map can show you where to go
- The four main points on a compass are North, South, East and West
- That a map is a 2D representation of the real, 3D world
- That a symbol is pictorial representation of a real-world object
- That a key provides the names of a symbol to avoid having to label each symbol on a map.

### What is Geography?

"Geography is the study of the Earth's landscapes, peoples, places and environments. It is, quite simply, the study of the world we live in."

Geography is part of your everyday life; you use it every day without even realizing!

### Types of Geography

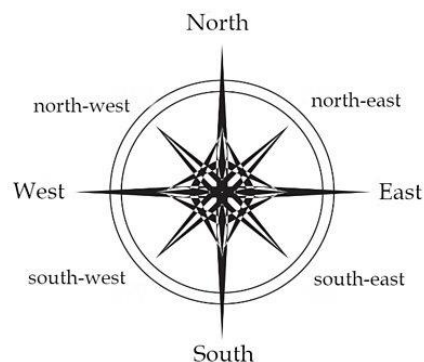
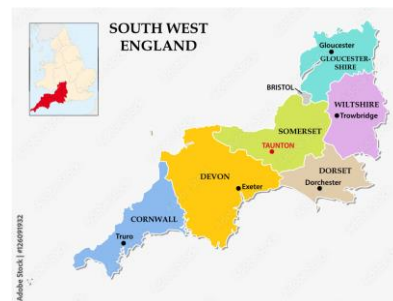
Human geography: The impact of people on the earth

Physical geography: The natural world without people.

Environmental geography: Human interaction with nature.

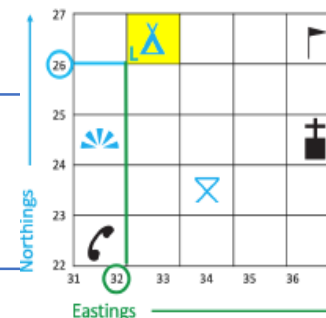
### Key vocabulary

Map	A drawing that shows where things are located, like cities, rivers, or mountains, and uses symbols and colours to represent different places and features.
Navigate	To find and follow a path or route.
Symbol	Small pictures or icons that represent real-world features on a map, making it easier to understand and navigate.
Compass	A piece of equipment that can help you navigate where to go. A compass always points North, to the magnetic North Pole.



### 4 FIGURE GRID REFERENCES

Along the edges of each map there are numbers. These numbers help you work out where a location is on a map. Northings are numbers that go from bottom to top, Eastings go from left to right.



The first two numbers give the eastings.

32 26

The second two numbers give the northings.

Remember... eastings then northings!

Along the corridor and up the stairs!

### MAP SYMBOLS

Symbols are useful for lots of reasons including, space saving on a map, multi-lingual (all languages can understand them), saves time, clear.

M1 or A6(M)

MOTORWAY

RAIN STATION

FOOTPATH



FOREST



BUS/COACH STATION



RIVER



PARKING



CYCLE TRAIL



VIEWPOINT



GOLF COURSE



NATURE RESERVE



MARSHLAND