

# Knowledge Organiser Year 3 Science: Animals including Humans

## Concept: Ecosystems, Living things (cells)

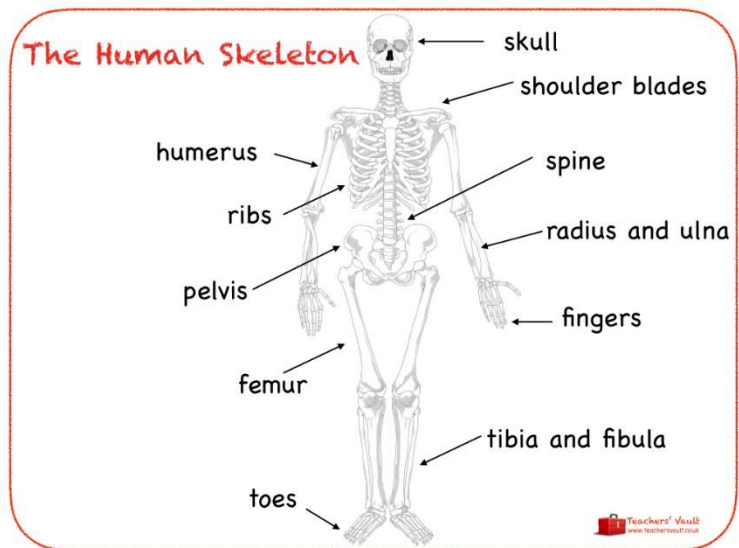
### Key Vocabulary

|                                 |   |
|---------------------------------|---|
| <b>Muscle</b>                   | A band or bundle of fibers that can contract and relax to allow the body to move. There are over 650 muscles in the human body.                           |
| <b>Bone</b>                     | 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. |
| <b>Joint</b>                    | Where two or more bones join together. Skeletons bend at joints such as knees and ankles.   |
| <b>Vitamins &amp; Nutrients</b> | Substances essential for maintenance of life and growth.  |
| <b>Protein</b>                  | Protein is an essential nutrient responsible for growing, maintaining, and replacing the tissues in our bodies.   |
| <b>Fat</b>                      | Fats help to fuel the body and absorb vitamins. They also help insulate the body.   |
| <b>Carbohydrate</b>             | Carbohydrates are an essential nutrient which are important energy sources for the body.  |

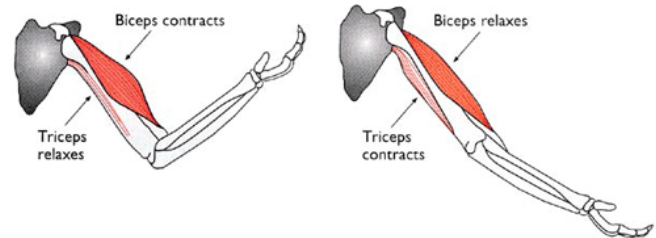


To survive, humans need:

- food
- water
- air



MUSCLES WORK IN PAIRS TO MOVE A BONE



**Skeletons**

1. Protect our organs
2. Help us move
3. Support our bodies

# Year 3 and Year 4 Working Scientifically Knowledge Organiser

## Key Vocabulary

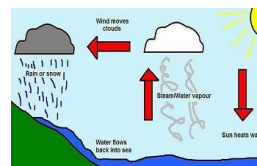
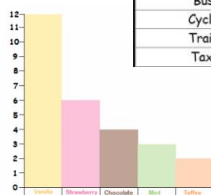
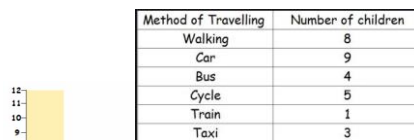
|                            |  |
|----------------------------|--|
| <b>identify</b>            | Point out who or what something is                             |
| <b>record</b>              | Show what you have found in a written form                     |
| <b>prediction</b>          | Make an informed guess on what you think will happen           |
| <b>comparative</b>         | Observation and identification of similarities and differences |
| <b>fair</b>                | Equal opportunities  |
| <b>observation observe</b> | To notice or watch something                                   |

## Roles in an investigation:

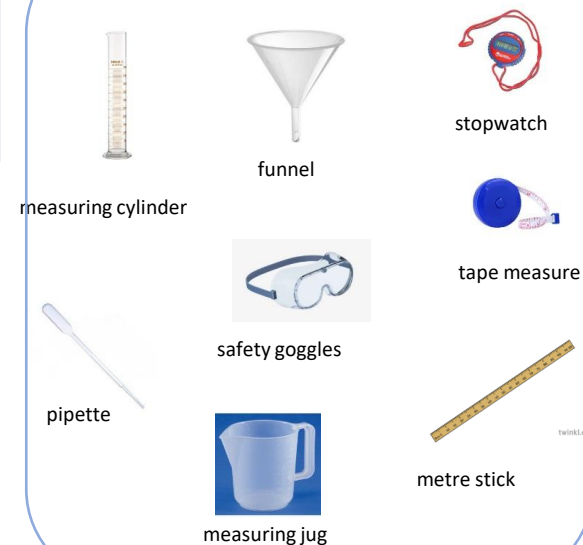
- measurer
- resource collector
- observer
- leader
- Writer
- Reader
- tester



## You may record like this...



## Equipment you may use...



?

Aim – what do you want to find out?



Make a prediction



What equipment do you need?

1, 2, 3...

What is the method?



How will you make it a fair test?



Carry out investigation



Record and present your data/results

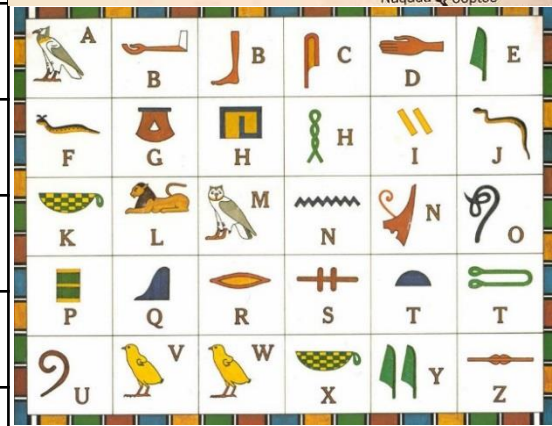


Evaluation

# Knowledge Organiser Year 3 History: Land of the Pharaohs: Ancient Egypt:

## Concept: Perspective

| Key Vocabulary          |  |
|-------------------------|--|
| <b>civilization</b>     | A stable society with its own culture and way of life.   |
| <b>Pharaoh</b>          | A ruler of Ancient Egypt   |
| <b>temple</b>           | A building used for the worship of a god or gods in some religions                                   |
| <b>tomb</b>             | A large stone structure or underground room where someone, especially an important person, is buried |
| <b>papyrus</b>          | A reed that grew around the river Nile which was used to create paper.                               |
| <b>Egyptologist</b>     | Somebody who studies the history of Ancient Egypt.   |
| <b>archaeologist</b>    | A person who studies history by excavating sites and studying artefacts.                             |
| <b>primary source</b>   | A piece of evidence created at the time of an event  |
| <b>secondary source</b> | A piece of evidence created after the time of the event  |
| <b>hieroglyphics</b>    | A system of writing that used symbols instead of letters.  |

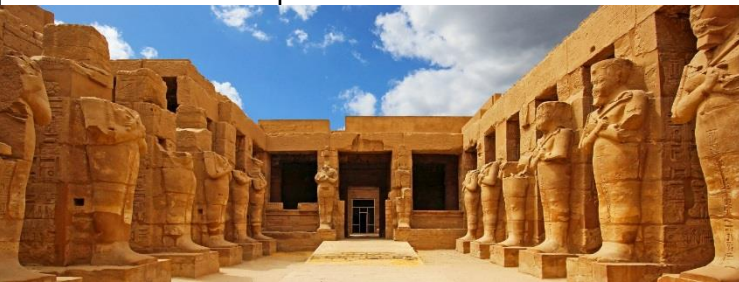


### Ancient Egyptian Timeline

SCROLL DOWN TO EXPLORE SOME OF THE KEY MOMENTS IN ANCIENT EGYPTIAN HISTORY

- 6000 BC**  
In 6000BC early people settled in the Nile valley. Egyptians began to use clay and silt from the river to make pottery vessels.
- 5000 BC**  
Around 5000BC many Egyptians farmed sheep and cattle. Some Egyptians grew wheat and barley on the fertile land on the Nile valley.
- 4500 BC**  
Around 4500BC, sails were used on Egyptian ships for the first time. Boats were the main form of transport in Ancient Egypt.
- 3500 BC**  
Around 3500BC craftsmen began to create the first wall paintings using hieroglyphic symbols in the Egyptian writing system.
- 3000 BC**  
Around 3000BC walled towns and villages were built in Egypt. The first buildings were made of mud brick.
- 2500 BC**  
Around 2500BC Egyptians built the Great Sphinx and the Great Pyramid at Giza. 2500BC to 2000BC was the 'Old Kingdom' period.
- 1500 BC**  
It was around 1500BC that many of the royal tombs were built in the Valley of the Kings. 1500BC - 332BC was the period of the New Kingdom.
- 1325 BC**  
Around 1325BC, King Tutankhamun was buried in the Valley of the Kings. In 1922 his tomb was discovered, inside were wonderful treasures and the mummy of the Pharaoh covered by a beautiful gold death mask.
- 332 BC**  
In 332BC Egypt was invaded by Alexander the Great and was then ruled by Greek Kings. The era of the New Kingdom ends.

[www.historyforkids.net](http://www.historyforkids.net)



# Knowledge Organiser Year 3 DT: Super Sized Jewellery

## Concept: Design, Make, Evaluate (textiles)

### Key Vocabulary

*Jewellery*

Small decorative items or ornament worn for personal adornment such as rings, brooches, earring, necklaces.

*Supersized*

Greatly increased in size beyond what is usual: extremely large in size.

*Sketch*

A rough quickly drawn design or outline without much detail. Used as a preparation for a more detailed piece of work.

*Modroc*

A plaster bandage used for modelling, crafting or casting.

Join

To fix or fasten different object together.

Fabric

Cloth that is woven or knitted.

Prototype

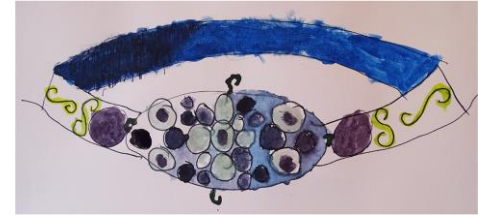
An original model which is then further developed or improved.

Design

A plan or model for the construction of an object.

Evaluate

To study carefully and judge the results of a process.



From original design sketch to finished product.

# Year 3 RE: What do Christians learn from the Creation story?

Concept – Living a good life

## Key Vocabulary

Creation – making, inventing or producing something

Creator – someone who makes, invents or produces something

God – a being believe to have greater powers than a human

Genesis – the first book of the Christian and Jewish bibles

Caretaker - someone who takes care of something while the owner is absent

Prayer – words spoken to God



|                                 |                 |  |                       |
|---------------------------------|-----------------|--|-----------------------|
| <h3>The 7 Days of Creation</h3> |                 |  | Light & Dark          |
|                                 |                 |  | Sun, Moon, & Stars    |
|                                 | Clouds & Oceans |  | Land, Plants, & Trees |
|                                 |                 |  | Fish & Birds          |
|                                 | Man & Animals   |  | God Rested            |

Day<sup>1</sup>

Day<sup>2</sup>

Day<sup>4</sup>

Day<sup>6</sup>

Day<sup>1</sup>

Day<sup>3</sup>

Day<sup>5</sup>

Day<sup>7</sup>

