



DOHA
BRITISH
SCHOOL
WAKRA

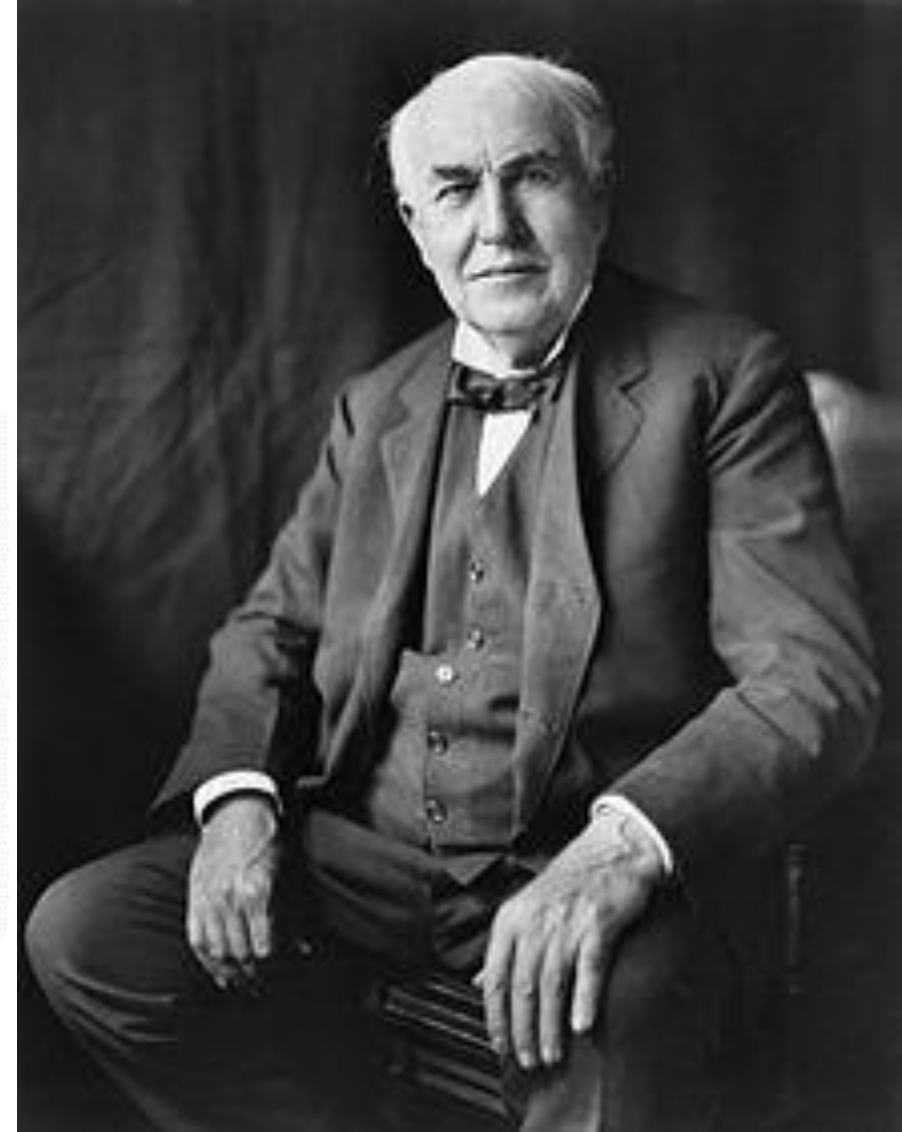
Year 3
Knowledge
Organiser

Autumn Term
2023

Thomas Edison

*I have not failed.
I've just found 10,000 ways
that won't work.*

Thomas A. Edison



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What are Knowledge Organisers?

What are knowledge organisers?

- A knowledge organiser is a set of key facts or information that pupils need to know and be able to recall in order to master a unit or topic.
- Knowledge organisers outline the essential knowledge that the teachers are covering across a unit of work: including, key dates, key people, vocabulary, definitions and other information.
- The curriculum has a greater focus on retrieval and application of knowledge this puts increasing pressure on our children to know and retain even more information for longer.
- The secret to success is to regularly revisit the knowledge to be learned (known as 'spaced retrieval'). This helps transfer the knowledge from the short-term memory to the long term memory.



How to use a Knowledge Organiser?

How to use these knowledge organisers

Every week you should be studying one section of these knowledge organisers in order to be prepared for quizzes in class. The quizzes will test the knowledge from the organisers plus knowledge learnt in class that week.

You should be using your notes to self test yourself on the knowledge you have studied in your organiser.

You can do this in a number of different ways, here are a few suggestions:

- Read through the organiser
- Teach someone the knowledge in the organiser to see if you understand it
- Write the keywords in your book then cover your KO and see if you can write out the definitions.
- Use the 'Look, Cover, Write, Check and Correct' technique.
- Make up questions from your organiser and answer them later.
- Create a mind map or revision clock and test yourself.
- Read out loud the knowledge organiser into a microphone and listen back to the recording



English - Grammar



| <u>Key Vocabulary</u> | <u>Definition</u> |
|-----------------------|--|
| Adjective | Used before a noun to make the noun's meaning more specific e.g. tall, blue |
| Noun | A person, place or thing e.g. cat, man, Mr Morel, England |
| Pronoun | Word that takes the place of a noun e.g. it, he, she |
| Possessive pronoun | Words that demonstrate ownership e.g. His, her, their |
| Verb | A doing or being word e.g. jump, run, am, was |
| Adverb | These modifying the verb e.g. quickly, happily |
| Adverbial | Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before] |
| Fronted adverbials | Words or phrases at the beginning of a sentence, used to describe the action that follows e.g. Later that day, I heard the bad news |
| Adjective | Used before a noun to make the noun's meaning more specific e.g. tall, blue |
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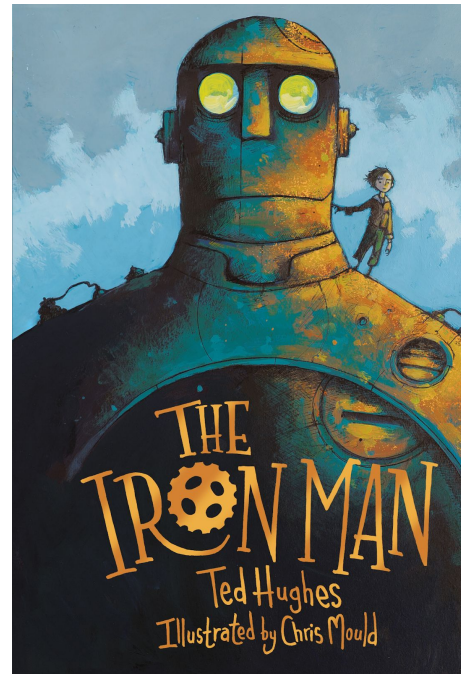
English – Punctuation

| Key Vocabulary | Definition | Key Vocabulary | Definition | Key Vocabulary | Definition |
|----------------|--|------------------|---|----------------|---|
| Capital letter | Used as an initial letter of a proper noun or the first word of a sentence A B C D | Exclamation mark | Used to exclaim strong feelings or high volume ! | Apostrophe | To show ownership or to indicate the omission of a letter to contract ' |
| Full stop | Used at the end of a sentence ● | Brackets | A word or phrase inserted as an explanation () | | |
| Comma | Indicating a pause between parts of a sentence or separating items in a list. , | Ellipsis | Indicates an intentional omission of a word or sentence ... | | |
| Question mark | Used at the end of a question ? | Inverted commas | Used around the spoken words. “ ” | | |



English 1 Fiction – Threat Narrative

| | | |
|------------|------------|----------|
| Perplexing | Bewildered | Examined |
| Heightened | Emerged | Scanned |



| |
|--|
| Grammar: Word |
| Build on previous year & focus on: Formation of nouns using a range of prefixes e.g. auto- super- anti- |
| Grammar: Sentence |
| Build on previous year & focus on: Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) |
| Grammar: Text |
| Build on previous year & focus on: Present perfect form of verbs |
| Grammar: Punctuation |
| Reinforce from Year 2: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns |

| | | |
|---------------------|----------------|-----------------------|
| Filled with fear | Angry river | Blacker than black |
|---------------------|----------------|-----------------------|



| | | | |
|------------|------------|------------|-------------|
| quadrupled | reputation | accused | inquisitive |
| culprit | predators | iridescent | curious |

English 2

Non-fiction – Information



Persuasion: Foxes

Purpose: To inform

Grammar: Word

Build on previous units & focus on:

Formation of nouns using a range of prefixes e.g. auto- super- anti- (un- and re-)

Grammar: Sentence

Build on previous units & focus on:

Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although)

Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)

Grammar: Text

Build on previous units & focus on:

Present perfect form of verbs

Introduction to paragraphs as a way to group related material

Grammar: Punctuation

Reinforce from Year 2:

Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

Commas to separate items in a list

Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

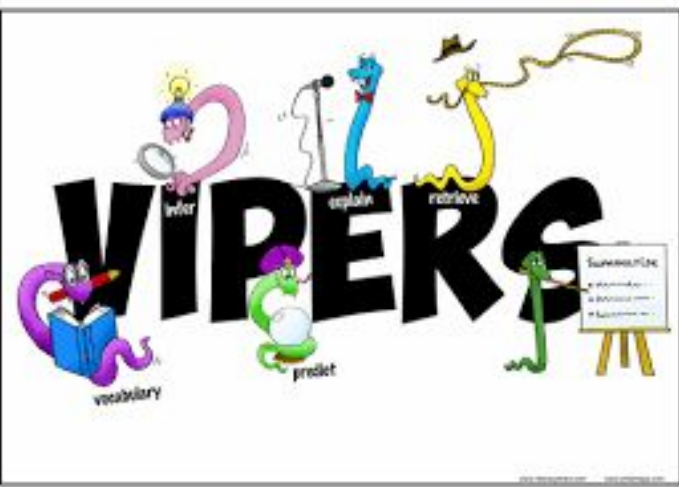
Terminology for Pupils

Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas





English – Reading



| Key Vocabulary Definitions | | | |
|----------------------------|---|-----------|---|
| Vocabulary | Give/ explain the meaning of words in context | Inference | Make inference from the text/explain and justify using evidence from the text |
| Retrieval | Retrieve and record key information/key details | Explain | Explain how information is related and what meaning it has within the text |
| Prediction | Predict what might happen from the details stated and implied | Summarise | Summarise main ideas from more than one paragraph |

| Recommended Reading List Year 3 | | | |
|---------------------------------|-----------------------------|---------------|----------------------------------|
| Author | Title | Author | Title |
| E.B. White | Charlotte's Web | Lewis Carroll | Alice's Adventures in Wonderland |
| Lucy M. Boston | The Children of Green Knowe | Betsy Byars | The Midnight Fox |
| Edith Nesbit | The Railway Children | Philip Putman | The Firework Maker's Daughter |
| Edith Nesbit | Five Children and It | Eoin Culfer | The Len |



Maths – Number and Place Value

Year 3 Number and Place Value

Counting in multiples of 4

| | | | |
|----|----|----|----|
| 4 | 8 | 12 | 16 |
| 20 | 24 | 28 | 32 |
| 36 | 40 | 44 | 48 |

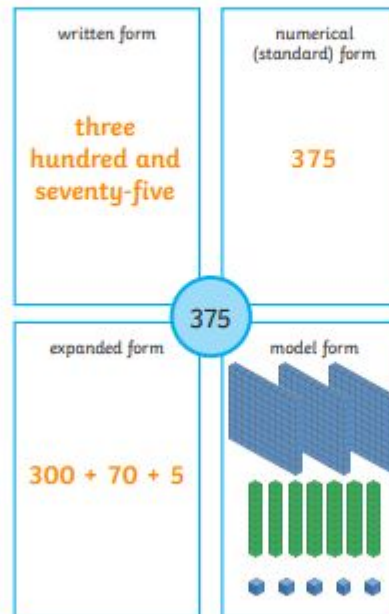
Counting in multiples of 8

| | | | |
|----|----|----|----|
| 8 | 16 | 24 | 32 |
| 40 | 48 | 56 | 64 |
| 72 | 80 | 88 | 96 |

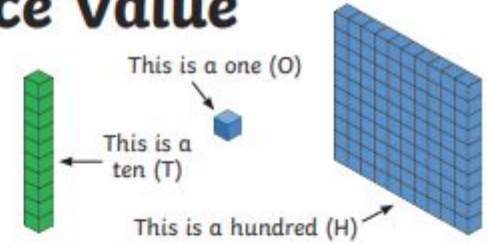
Counting in multiples of 50

| | | | |
|-----|-----|-----|-----|
| 50 | 100 | 150 | 200 |
| 250 | 300 | 350 | 400 |
| 450 | 500 | 550 | 600 |

greater than $>$ less than $<$ equal to $=$
 $345 > 102$ $102 < 345$ $102 = 102$



twinkl visit [twinkl.com](https://www.twinkl.com)



| | | | |
|---------|----|---------------|------|
| twenty | 20 | one hundred | 100 |
| thirty | 30 | two hundred | 200 |
| forty | 40 | three hundred | 300 |
| fifty | 50 | four hundred | 400 |
| sixty | 60 | five hundred | 500 |
| seventy | 70 | six hundred | 600 |
| eighty | 80 | seven hundred | 700 |
| ninety | 90 | eight hundred | 800 |
| | | nine hundred | 900 |
| | | one thousand | 1000 |



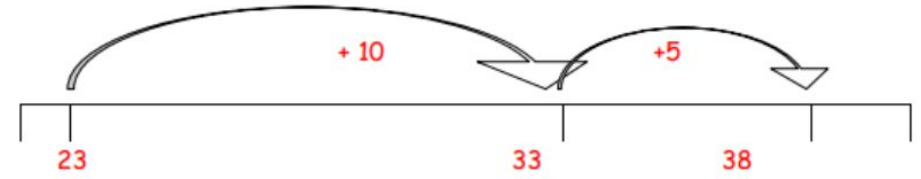
Addition

$$15 + 7 = 22$$

Augend

Addend

Sum



Partitioning the addend into tens and ones
and then add each value separately.

$$23 + 15 =$$

$$23 + 10 = 33$$

$$33 + 5 = 38$$



| | | | | | |
|-------|---|----|---|---|---|
| 2 | 0 | 0 | 3 | 0 | 4 |
| | | | 2 | 0 | 2 |
| + | | | | | |
| <hr/> | | | | | |
| 200 | | 50 | | 6 | |
| <hr/> | | | | | |

| | |
|---|-------|
| T | O |
| 3 | 2 |
| + | 1 |
| | 4 |
| | <hr/> |
| | 6 |
| | <hr/> |

Beginning to use the formal written column method without **exchanging**.

Ensuring the place value columns are lined up.

Starting with the 'Ones' column and then moving on to the 'Tens'.

| | |
|---|-------|
| T | O |
| 3 | 2 |
| + | 1 |
| | 4 |
| | <hr/> |
| 4 | 6 |
| | <hr/> |



$32 + 14 =$
 $2 + 4 = 6$
 $30 + 10 = 40$
 $40 + 6 = 46$



Maths – Addition

| | | | |
|---|---|---|---|
| | H | T | O |
| | 2 | 7 | 5 |
| + | | 1 | 6 |
| | | | 1 |



$275 + 16 =$
 $5 + 6 = 11$
Exchange 10 ones for 1 ten.
 $70 + 10 + 10 = 90$
 $200 + 0 = 200$

Continuing the use of the formal written column method and beginning to exchange.

| | | | |
|---|---|---|---|
| | H | T | O |
| | 2 | 7 | 5 |
| + | | 1 | 6 |
| | | 9 | 1 |

| | | | |
|---|---|---|---|
| | H | T | O |
| | 2 | 7 | 5 |
| + | | 1 | 6 |
| | 2 | 9 | 1 |



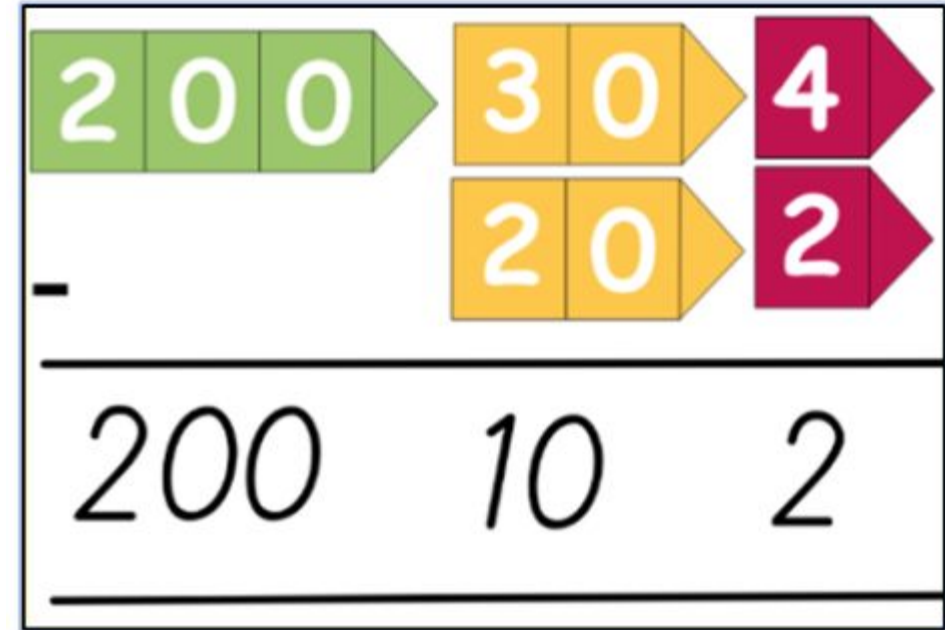
Subtraction

$$22 - 7 = 15$$

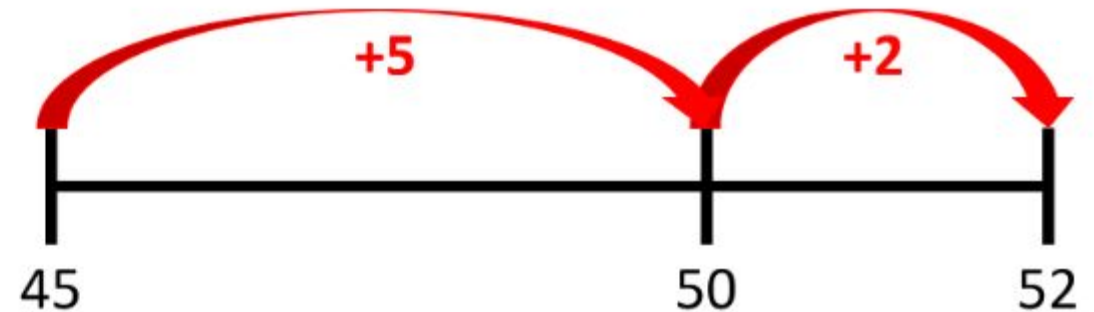
Minuend

Subtrahend

Difference



“The difference
between 45 and 52 is 7.
 $52 - 7 = 45$ ”



Maths – Subtraction

Column Method

no exchange

$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 5 \\ - 1 \quad 2 \\ \hline 3 \quad 3 \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 5 \\ - 1 \quad 2 \\ \hline 3 \quad 3 \end{array}$$

Column Method

exchange

$$\begin{array}{r} \text{T} \quad \text{O} \\ 4 \quad 5 \\ - 2 \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ \overset{3}{\cancel{4}} \quad \overset{1}{5} \\ - 2 \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ \overset{3}{\cancel{4}} \quad \overset{1}{5} \\ - 2 \quad 7 \\ \hline 8 \end{array}$$

$$\begin{array}{r} \text{T} \quad \text{O} \\ \overset{3}{\cancel{4}} \quad \overset{1}{5} \\ - 2 \quad 7 \\ \hline 1 \quad 8 \end{array}$$



Maths – Multiplication and Division

Multiplication

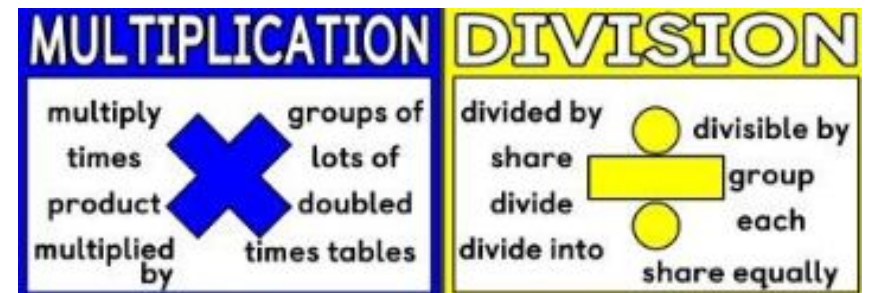
$$\begin{array}{r} 15 \\ \times 7 \\ \hline 105 \end{array}$$

Multiplicand
 Multiplier
 Product

Division

$$154 \div 7 = 22$$

Dividend
 Divisor
 Quotient



| Multiples of 3 | Multiples of 4 | Multiples of 8 | Multiples of 100 | Multiples of 50 |
|----------------|----------------|----------------|------------------|-----------------|
| 0 | 0 | 0 | 0 | 0 |
| 3 | 4 | 8 | 100 | 50 |
| 6 | 8 | 16 | 200 | 100 |
| 9 | 12 | 24 | 300 | 150 |
| 12 | 16 | 32 | 400 | 200 |
| 15 | 20 | 40 | 500 | 250 |
| 18 | 24 | 48 | 600 | 300 |
| 21 | 28 | 56 | 700 | 350 |
| 24 | 32 | 64 | 800 | 400 |
| 27 | 36 | 72 | 900 | 450 |
| 30 | 40 | 80 | 1000 | 500 |
| 33 | 44 | 88 | 1100 | 550 |
| 36 | 48 | 96 | 1200 | 600 |



Prehistoric time



| Key Word | Definition |
|-----------------------------------|---|
| Prehistory | Pre means before. This period is during a time before written records began. |
| BCE | Before Common Era. The time we are focusing on. |
| CE | Common Era |
| Roamed | The people roamed (moved around) from place to place because they needed to find food and shelter during the different seasons. |
| Hunter-gatherers | The people were called hunter-gathers because they hunted other animals and they gathered fruits and plants. |
| Cave art | Art has been found in many caves that showed how the hunter gatherers lived. We will focus on the Chauvet Cave paintings and the Lascaux Cave paintings. |
| Natural assets and threats | The natural things that helped the people survive and the natural things that made it difficult for the people to survive. |

Foundation Subject – The Stone Age



Foundation Subject – The Stone Age

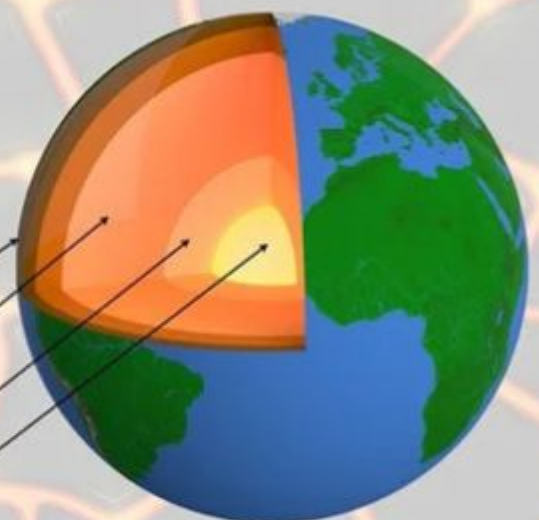


Let's talk about the Earth's structure. That will help you understand how volcanoes erupt.

The Earth is made up of different layers.

- The Crust
- The Mantle
- The Outer Core
- The Inner Core

The **MANTLE** is made up of magma (gases and liquid rock). This becomes lava.





Composite volcanoes are also known as Strato volcanoes. These volcanoes can grow very tall.

Composite volcanoes are made of lots of layers of hardened lava.

The lava that flows from these volcanoes cools and hardens before spreading too far. This means the layers build up on top of each other, making the volcano higher.


Composite volcanoes are the most common type of volcano.

Composite Volcano

www.planbee.com

Volcanoes



| | | | | |
|----------|--------------|------|--------|--------|
| volcano | crust | vent | crater | fault |
| core | conduit | ash | mantle | sill |
| eruption | ring of fire | lava | magma | active |

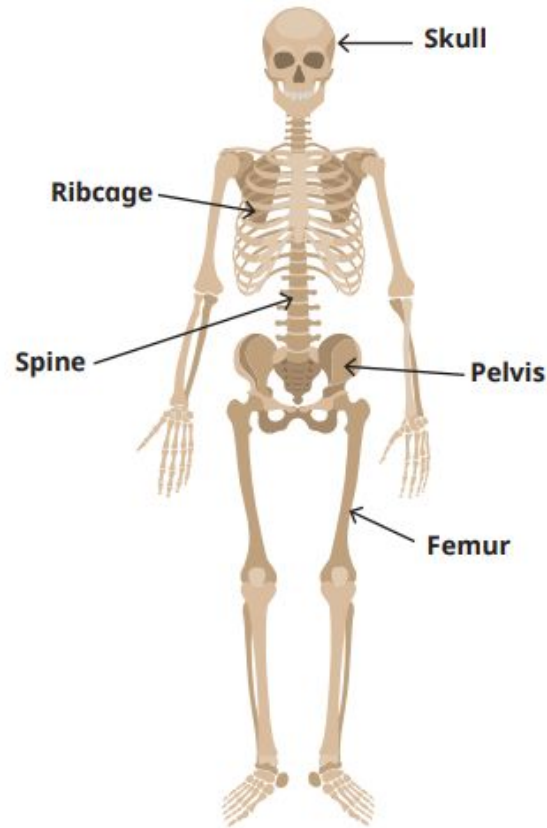


Science – Skeletons

| Key Word | Definition |
|--------------------|--|
| Skeleton | - A collection of bones , skull, ribcage, pelvis, spine and femur. |
| Exoskeleton | A form of skeleton outside of an animals body that provides support and protection. |
| Spine | A group of small bones stacked on top of each other In the back, also known as the backbone. |
| Antennae | The organ on an insects head that it uses to touch and smell. |
| Reptile | A cold blooded animal with a spine and dry scales. |
| Mammal | A warm blooded animal with a spine and hair or fur. |
| Bird | An animal with a spine, feathers, wing and a beak. |
| Fish | Animals that live in water with fins, gills and scales. |
| Amphibian | A cold blooded animal with a spine that lives on land and in water. |



Science – Skeletons



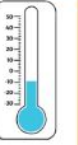
Mammals

Mammals are **warm**-blooded.
Mammals' young drink their mother's milk.
Humans are mammals.
Mammals have hair or fur.
Mammals give birth to live young.



Amphibians

Amphibians are **cold**-blooded.
Amphibians live on land and in the water.
Amphibians lay eggs.
Amphibians have moist skin.
Amphibians have webbed feet.



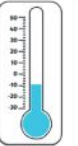
Reptiles

Reptiles are **cold**-blooded.
Reptiles have scales not fur.
Reptiles have ear holes, not ears.
Reptiles have dry skin.



Fish

Fish are **cold**-blooded.
Fish live in water.
Fish have fins not Legs.
Fish have gills instead of lungs, to breathe under water.
Fish lay their eggs in water.



National curriculum links

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- **Working scientifically** – Talk about criteria for grouping, sorting and classifying (non-statutory).

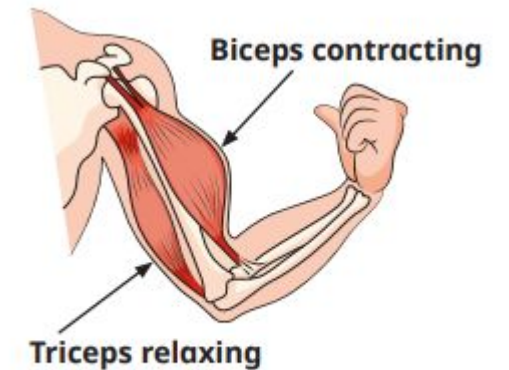
Factual knowledge

- Bones have specific functions.
- The skull protects the brain.
- The femur helps humans to stand and move.
- The pelvis helps to support the spine.
- The spine helps humans to twist and be held upright.
- The ribcage protects the heart and lungs.



Science – Movement

| Key Word | Definition |
|-----------------------|--|
| Joints | A point where two or more bones meet. |
| Hinge joint | A joint that only allows bending and straightening |
| 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 |
| Skeleton | A framework of bones |
| Muscle | Works with joints and bones to allow movement |
| Bicep and tricep – | Muscles in the upper arm. |
| Contracting | A tightening and shortening motion |



Science – Balanced diet

| Key Word | Definition |
|---------------|---|
| carbohydrate | food such as bread, cereals, pasta and rice |
| protein | food such as eggs, beans, fish and meat |
| dairy product | food made from the milk of an animal |
| fat | food such as avocados, oil, butter, fried food and nuts |
| sugar | a substance used to make food and drinks sweet |
| balanced diet | a diet that fulfills a person's nutritional needs |
| nutrition | taking in and using food to keep the body healthy |



Science – Balanced diet

Factual knowledge

- Animals need the right type and amount of nutrition. They cannot make their own food, instead they get their nutrition from what they eat.
- Some animals are carnivores – they eat other animals.
- Some animals are herbivores – they only eat plants.
- Some animals are omnivores – they eat plants and other animals.



- **diet** – the food a living thing needs



- **herbivore** – an animal that eats plants



- **carnivore** – an animal that eats other animals



- **omnivore** – an animal that eats other animals and plants

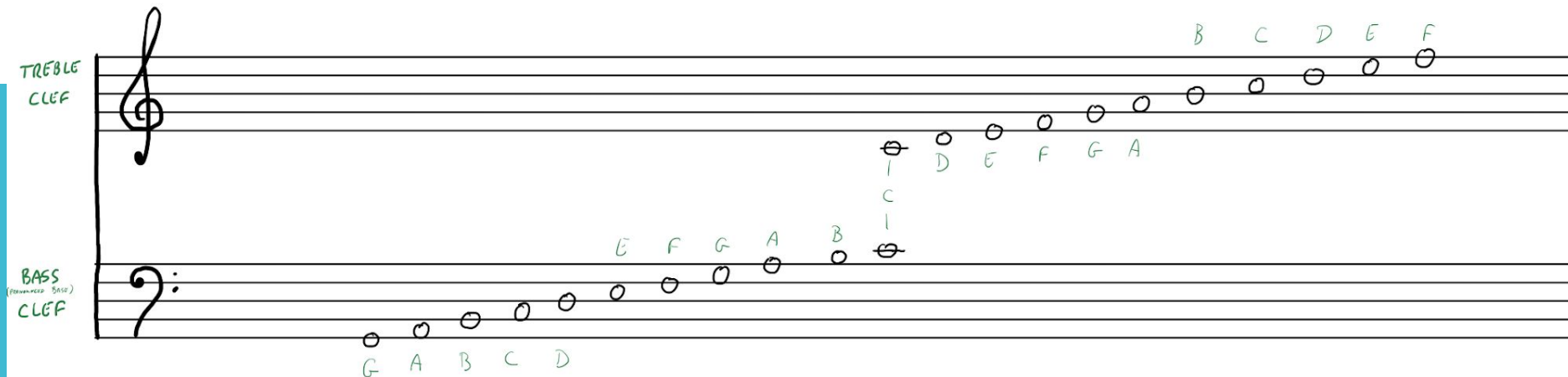


National curriculum links

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- **Working scientifically** – Identifying differences, similarities or changes related to simple scientific ideas and processes.



Notation



○ = SEMIBREVE - 4 BEATS

◐ = MINIM - 2 BEATS

◑ = CROTCHET - 1 BEAT

◑ ◑ = QUAVER - $\frac{1}{2}$ BEAT (FLAGS ARE ATTACHED IF IN GROUPS)

⏏ = CROTCHET / 1 BEAT REST

⏏ = FULL BAR REST

⏏ = MINIM / 2 BEAT REST

◑ = QUAVER / $\frac{1}{2}$ BEAT REST

○. / ◐. / ◑. / ◑. - A DOT AFTER A NOTE INCREASES IT BY HALF ITS VALUE.

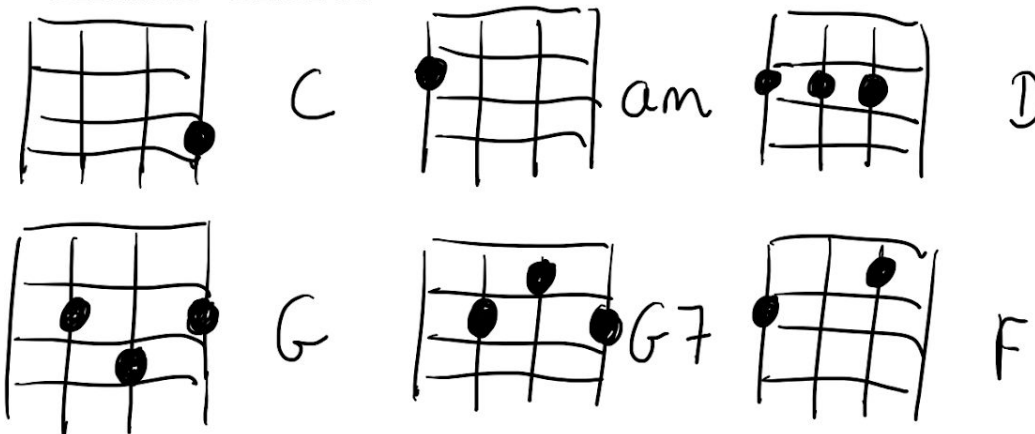
Time Signatures

NUMBER OF BEATS PER BAR → 4 3 2
TYPE OF BEAT BEING COUNTED → 4 4 4

Tonic Sol-fa

DOH'
TI
LA
SOH
FAH
ME
RAY
DOH

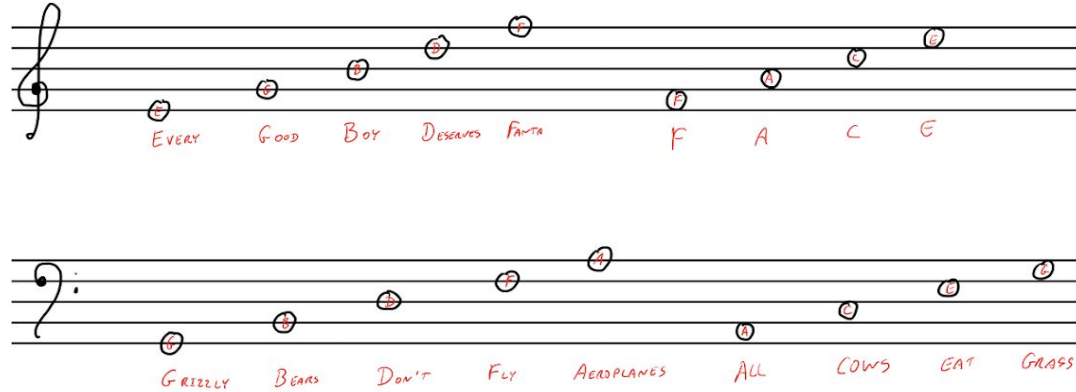
Ukulele Chords



Music



Mnemonics



Instrument Families



Key Terms

| | | |
|-----------------|-----------------------------|---------------|
| Composer | - A person who writes music | |
| Tempo | - The speed of the music | |
| Dynamics | - The volume of the music | |
| ff | - Fortissimo | - Very loud |
| f | - Forte | - Loud |
| mf | - Mezzo forte | - Medium loud |
| mp | - Mezzo piano | - Medium soft |
| p | - Piano | - Soft |
| pp | - Pianissimo | - Very soft |

Orchestra - A large group of musicians who play together

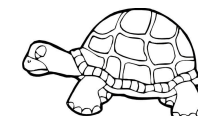
Conductor - The leader of the orchestra

Tempo – the speed of the music.

Allegro – Fast



Lento – Slow



Dynamics – the volume of the music.



Forte – Loud



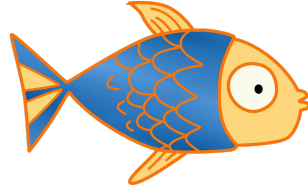
Piano

Soft (Quiet)

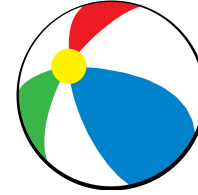
Music



Music



Ickle ockle blue bottle,
Fishes in the sea.
If you want a partner,
Please choose me!



Bounce high, bounce low.
Bounce the ball to Fido.



Icka backa soda cracker
Icka backa boo.
Icka backa soda cracker
Out goes you!

Instruments of the Orchestra

The instruments of the orchestra are sorted into 4 families: Brass Family, String Family, Percussion Family and Woodwind Family.

BRASS family



STRING family



PERCUSSION family



WOODWIND family





Pupils in Y3 will be exposed to a range of different activities where they will be able to acquire their fundamental movement skills. Here are some of the ways in which the pupils will be experiencing this:

Gymnastic and Dance

Pupils will be learning how to do a range of rolls safely. Learn sequences in unison and practice a range of dynamics.



Ball Skills/Games

Pupils will have the opportunity to experience team games as well as acquiring and trialing the different skills involved with ball skills in a range of sports like football, basketball and benchball.



Athletics

Pupils will have the opportunity to work on their agility, balance and coordination. This will be experienced through a range of different fun activities within athletics.

Links to YouTube playlists:

Joe Wicks -

<https://youtube.com/playlist?list=PLyCLOPd4VxBuS4UeyHMccVAjpWaNbGomt>

Cosmic Yoga-

<https://youtube.com/playlist?list=PL8snGkhBF7njoXY4DQbm2o3LNMQvbnPyw>

Debbie Doo-

<https://youtube.com/playlist?list=PL7Ggh8-DwaBjmDcJq85EJFzBgsY4TWNT8>

Here are some links to help keep your child active at home.



Spanish



Spanish Knowledge organiser for Year 3 Term 1 Autumn1

Key vocabulary

| Saludos - Greetings | | Normas de Clase - Class routines | | Números del 1-100 - Numbers | | | | | |
|---------------------------|---------------------|----------------------------------|-------------------|--|-----------------|--|--|--|--|
| Hola | Hello | | | <div>1 uno11 once21 veintuno31 treinta y uno</div> <div>2 dos12 doce22 veintidós32 treinta y dos</div> <div>3 tres13 trece23 veintitrés33 treinta y tres</div> <div>4 cuatro14 catorce24 veinticuatro40 cuarenta</div> <div>5 cinco15 quince25 veinticinco50 cincuenta</div> <div>6 seis16 dieciséis26 veintiseis60 sesenta</div> <div>7 siete17 diecisiete27 veintisiete70 setenta</div> <div>8 ocho18 dieciocho28 veintiocho80 ochenta</div> <div>9 nueve19 diecinueve29 veintinueve90 noventa</div> <div>10 diez20 veinte30 treinta100 cien</div> | | | | | |
| Adios | Good bye | Silencio | Silence | | | | | | |
| Buenos días | Good morning | Escuchad | Listen | | | | | | |
| Buenas tardes | Good afternoon | Levantaos | Stand up | | | | | | |
| Buenas noches | Good night | Sentaos | Sit down | | | | | | |
| Gracias | Thank you | Mirad la pizarra | Look at the board | | | | | | |
| Por favor | Please | Levantad la mano | Put your hads up | | | | | | |
| ¿Cómo te llamas? | What is your name? | Abrid los libros | Open your books | | | | | | |
| Me llamo <u>Anna</u> | My name is (Anna) | Cerrad los libros | Close your books | | | | | | |
| ¿Cómo estás? | How are you? | Colores - Colours | | | | | | | |
| Estoy bien | I'm good | azul | Blue | | | | | | |
| Estoy así así | I'm so so | Rojo | Red | La familia-Family | | | | | |
| Estoy regular | I'm so so | Rosa | Pink | | | | | | |
| Estoy mal | I'm bad | Amarillo | Yellow | | | | | | |
| Encantado de conocerte | Nice to meet you | Verde | Green | | | | | | |
| Hasta luego | See you later | Naranja | Orange | | | | | | |
| ¿Dónde vives? | Where do lo live? | Morado | Purple | Padre | Father | | | | |
| Yo vivo en | I live in | Blanco | White | Madre | Mother | | | | |
| ¿De dónde eres? | Where are you from? | Negro | Black | Hermano | Brother | | | | |
| Yo soy de | I am from | Marrón/Café | Brown | Hermana | Sister | | | | |
| ¿Cuántos años tienes? | How old are you? | Gris | Grey | Bebé | Baby | | | | |
| Mi estuche-My pencil case | | | | Abuelo | Grandfather | | | | |
| | | | | Abuela | Grandmother | | | | |
| | | | | Tío | Uncle | | | | |
| | | | | Tía | Aunt | | | | |
| | | | | Primo | Cousin (male) | | | | |
| Lápiz | Pencil | Colores | Colours | Prima | Cousin (female) | | | | |
| Sacapuntas | Sharpener | Goma | Eraser | Hijo | Son | | | | |
| Regla | Ruler | Pegamento | Glue | Hija | Daughter | | | | |
| Tijeras | Scisors | Estuche | Pencil case | Sobrino | Nephew | | | | |
| Profesiones-Professions | | | | Sobrina | Niece | | | | |
| | | | | Cuñado | Brother in law | | | | |
| | | | | Cuñada | Sister in law | | | | |
| | | | | In addition to this topics we will be concentrating on spellings. | | | | | |
| | | | | | | | | | |
| Policía | Police | Camarero | Waiter | | | | | | |
| Bombero | Firefighter | Maestro | Teacher | | | | | | |
| Médico | Doctor | Piloto | Pilot | | | | | | |
| Enfermera | Nurse | Carpintero | Carpenter | | | | | | |

Spanish



Spanish Knowledge organiser for Year 3 Term 1 Autumn2

Key vocabulary

| ***Mi clase - My classroom | | **Días de la Semana, Meses del año y las Estaciones del año | | */**Números del 1-200 - Numbers | | | |
|----------------------------|-------------------------|---|-----------|--|---------|-------|--------------------|
| Mesa | table | | | 0 | Cero | 15 | Quince |
| Silla | Chair | | | 1 | Uno | 16 | Dieciséis |
| Puerta | Door | Lunes | Monday | 2 | Dos | 17 | Diecisiete |
| Ventana | Window | Martes | Tuesday | 3 | Tres | 18 | Dieciocho |
| Basura | Trash in | Miércoles | Wednesday | 4 | Cuatro | 19 | Diecinueve |
| Muebles | Furniture | Jueves | Thursday | 5 | Cinco | 20 | Veinte |
| Pantalla Interactiva | Interactive White Board | Viernes | Friday | 6 | Seis | 21-29 | Veinti __ (1-9) __ |
| Pizarra | White board | Sábado | Saturday | 7 | Siete | 30 | Treinta |
| Ordenador | Computer | Domingo | Sunday | 8 | Ocho | 40 | Cuarenta |
| Reloj | Clock | Enero | January | 9 | Nueve | 50 | Cincuenta |
| **Transporte - transport | | Febrero | February | 10 | diez | 60 | Sesenta |
| Coche | Car | Marzo | March | 11 | Once | 70 | Setenta |
| Tren | Train | Abril | April | 12 | Doce | 80 | Ochenta |
| Avión | Plane | Mayo | May | 13 | Trece | 90 | Noventa |
| Barco | Boat | Junio | June | 14 | Catorce | 100 | Cien |
| Autobús | Bus | Julio | July | | | 200 | Doscientos |
| Globo | Hot air balloon | Agosto | August | *Number 20 is VEINTE numbers from 21-20 is VEINTI then straight away we write numbers 1-9 i.e. | | | |
| Motocicleta/moto | Moto bike | Septiembre | September | 24 = veinticuatro | | | |

| Las vocales y el alfabeto | | | | | | | | | | | |
|---------------------------|----|----|-------------|----|----|----------|-----|-----|---------|-----|-----|
| Vocales | | | Consonantes | | | Alfabeto | | | Números | | |
| A | E | I | B | C | D | A | B | C | 1 | 2 | 3 |
| ou | eu | ai | gu | pu | tu | 4 | 5 | 6 | 4 | 5 | 6 |
| ou | eu | ai | gu | pu | tu | 7 | 8 | 9 | 7 | 8 | 9 |
| ou | eu | ai | gu | pu | tu | 10 | 11 | 12 | 10 | 11 | 12 |
| ou | eu | ai | gu | pu | tu | 13 | 14 | 15 | 13 | 14 | 15 |
| ou | eu | ai | gu | pu | tu | 16 | 17 | 18 | 16 | 17 | 18 |
| ou | eu | ai | gu | pu | tu | 19 | 20 | 21 | 19 | 20 | 21 |
| ou | eu | ai | gu | pu | tu | 22 | 23 | 24 | 22 | 23 | 24 |
| ou | eu | ai | gu | pu | tu | 25 | 26 | 27 | 25 | 26 | 27 |
| ou | eu | ai | gu | pu | tu | 28 | 29 | 30 | 28 | 29 | 30 |
| ou | eu | ai | gu | pu | tu | 31 | 32 | 33 | 31 | 32 | 33 |
| ou | eu | ai | gu | pu | tu | 34 | 35 | 36 | 34 | 35 | 36 |
| ou | eu | ai | gu | pu | tu | 37 | 38 | 39 | 37 | 38 | 39 |
| ou | eu | ai | gu | pu | tu | 40 | 41 | 42 | 40 | 41 | 42 |
| ou | eu | ai | gu | pu | tu | 43 | 44 | 45 | 43 | 44 | 45 |
| ou | eu | ai | gu | pu | tu | 46 | 47 | 48 | 46 | 47 | 48 |
| ou | eu | ai | gu | pu | tu | 49 | 50 | 51 | 49 | 50 | 51 |
| ou | eu | ai | gu | pu | tu | 52 | 53 | 54 | 52 | 53 | 54 |
| ou | eu | ai | gu | pu | tu | 55 | 56 | 57 | 55 | 56 | 57 |
| ou | eu | ai | gu | pu | tu | 58 | 59 | 60 | 58 | 59 | 60 |
| ou | eu | ai | gu | pu | tu | 61 | 62 | 63 | 61 | 62 | 63 |
| ou | eu | ai | gu | pu | tu | 64 | 65 | 66 | 64 | 65 | 66 |
| ou | eu | ai | gu | pu | tu | 67 | 68 | 69 | 67 | 68 | 69 |
| ou | eu | ai | gu | pu | tu | 70 | 71 | 72 | 70 | 71 | 72 |
| ou | eu | ai | gu | pu | tu | 73 | 74 | 75 | 73 | 74 | 75 |
| ou | eu | ai | gu | pu | tu | 76 | 77 | 78 | 76 | 77 | 78 |
| ou | eu | ai | gu | pu | tu | 79 | 80 | 81 | 79 | 80 | 81 |
| ou | eu | ai | gu | pu | tu | 82 | 83 | 84 | 82 | 83 | 84 |
| ou | eu | ai | gu | pu | tu | 85 | 86 | 87 | 85 | 86 | 87 |
| ou | eu | ai | gu | pu | tu | 88 | 89 | 90 | 88 | 89 | 90 |
| ou | eu | ai | gu | pu | tu | 91 | 92 | 93 | 91 | 92 | 93 |
| ou | eu | ai | gu | pu | tu | 94 | 95 | 96 | 94 | 95 | 96 |
| ou | eu | ai | gu | pu | tu | 97 | 98 | 99 | 97 | 98 | 99 |
| ou | eu | ai | gu | pu | tu | 100 | 101 | 102 | 100 | 101 | 102 |
| ou | eu | ai | gu | pu | tu | 103 | 104 | 105 | 103 | 104 | 105 |
| ou | eu | ai | gu | pu | tu | 106 | 107 | 108 | 106 | 107 | 108 |
| ou | eu | ai | gu | pu | tu | 109 | 110 | 111 | 109 | 110 | 111 |
| ou | eu | ai | gu | pu | tu | 112 | 113 | 114 | 112 | 113 | 114 |
| ou | eu | ai | gu | pu | tu | 115 | 116 | 117 | 115 | 116 | 117 |
| ou | eu | ai | gu | pu | tu | 118 | 119 | 120 | 118 | 119 | 120 |
| ou | eu | ai | gu | pu | tu | 121 | 122 | 123 | 121 | 122 | 123 |
| ou | eu | ai | gu | pu | tu | 124 | 125 | 126 | 124 | 125 | 126 |
| ou | eu | ai | gu | pu | tu | 127 | 128 | 129 | 127 | 128 | 129 |
| ou | eu | ai | gu | pu | tu | 130 | 131 | 132 | 130 | 131 | 132 |
| ou | eu | ai | gu | pu | tu | 133 | 134 | 135 | 133 | 134 | 135 |
| ou | eu | ai | gu | pu | tu | 136 | 137 | 138 | 136 | 137 | 138 |
| ou | eu | ai | gu | pu | tu | 139 | 140 | 141 | 139 | 140 | 141 |
| ou | eu | ai | gu | pu | tu | 142 | 143 | 144 | 142 | 143 | 144 |
| ou | eu | ai | gu | pu | tu | 145 | 146 | 147 | 145 | 146 | 147 |
| ou | eu | ai | gu | pu | tu | 148 | 149 | 150 | 148 | 149 | 150 |
| ou | eu | ai | gu | pu | tu | 151 | 152 | 153 | 151 | 152 | 153 |
| ou | eu | ai | gu | pu | tu | 154 | 155 | 156 | 154 | 155 | 156 |
| ou | eu | ai | gu | pu | tu | 157 | 158 | 159 | 157 | 158 | 159 |
| ou | eu | ai | gu | pu | tu | 160 | 161 | 162 | 160 | 161 | 162 |
| ou | eu | ai | gu | pu | tu | 163 | 164 | 165 | 163 | 164 | 165 |
| ou | eu | ai | gu | pu | tu | 166 | 167 | 168 | 166 | 167 | 168 |
| ou | eu | ai | gu | pu | tu | 169 | 170 | 171 | 169 | 170 | 171 |
| ou | eu | ai | gu | pu | tu | 172 | 173 | 174 | 172 | 173 | 174 |
| ou | eu | ai | gu | pu | tu | 175 | 176 | 177 | 175 | 176 | 177 |
| ou | eu | ai | gu | pu | tu | 178 | 179 | 180 | 178 | 179 | 180 |
| ou | eu | ai | gu | pu | tu | 181 | 182 | 183 | 181 | 182 | 183 |
| ou | eu | ai | gu | pu | tu | 184 | 185 | 186 | 184 | 185 | 186 |
| ou | eu | ai | gu | pu | tu | 187 | 188 | 189 | 187 | 188 | 189 |
| ou | eu | ai | gu | pu | tu | 190 | 191 | 192 | 190 | 191 | 192 |
| ou | eu | ai | gu | pu | tu | 193 | 194 | 195 | 193 | 194 | 195 |
| ou | eu | ai | gu | pu | tu | 196 | 197 | 198 | 196 | 197 | 198 |
| ou | eu | ai | gu | pu | tu | 199 | 200 | 201 | 199 | 200 | 201 |

Knowledge Organiser PE Term 1 KS2

Health and Fitness



Eat 5 portions of fruit
and vegetables
everyday



SIXTY
Minutes of
exercise
everyday!

Ways to keep active at home: (Youtube)

- Just Dance
- Joe Wicks
- Go Noodle
- Change4Life activities (website)

What is Health & Fitness?

A healthy active lifestyle involves contributing positively to your physical, mental and social well being. This includes regular exercise and physical activity. Within PE, you will learn about different types of exercise we can do to maintain a healthy lifestyle.

Why is it important to learn about health and fitness?

A lot of factors play a role in staying healthy. Participating in physical activity regularly can lead to good health which can help to prevent injury. It can also decrease your risk of developing some diseases. Maintaining a healthy and active lifestyle can greatly impact your life and make you happier!

Key Words:

Health, fitness, sport, nutrition, heart rate, stamina, strength, heart rate, aerobic, power, balance, flexibility, exercise, skill related fitness, health related fitness.



Resources

| | |
|---|---|
| Quiz – Kahoot | https://kahoot.it/ |
| Century – All areas of learning | https://www.century.tech/ |
| Maths – TTRS Times Tables Rock Stars | https://trockstars.com/ |

