

# Year 3 Maths Knowledge Organiser - Spring 2



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## Key Vocabulary

mass

gram/kilogram

capacity

litre/millilitre

numerator

denominator

Unit fraction

Non unit fraction

equivalent

fraction

## Recognising Fractions



$\frac{3}{8}$

### Numerator

How many equal parts of the whole are needed?

### Denominator

How many equal parts are in the whole?

## Comparing Fractions

$\frac{1}{3}$

Less than

$\frac{2}{3}$

$\frac{4}{5}$

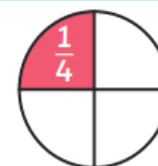
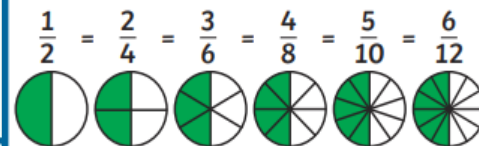
Greater than

$\frac{3}{5}$

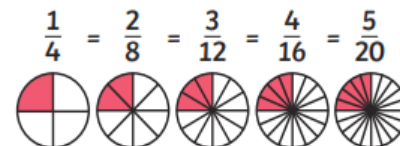
## Equivalent Fractions



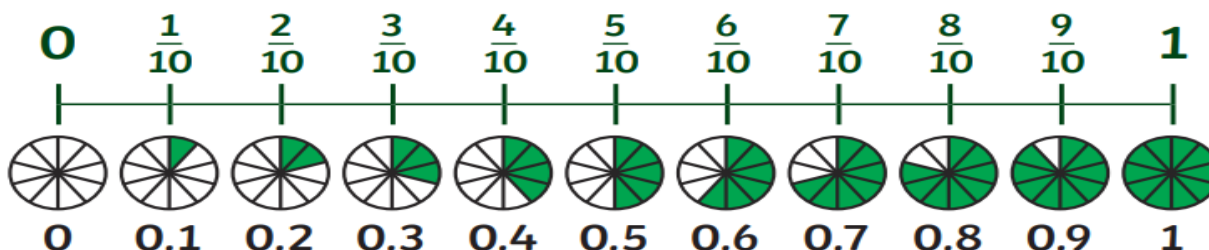
is equal to...



is equal to...



## Tenths

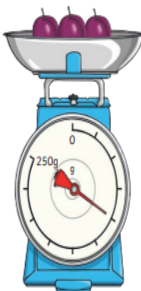


## Measure and Compare Mass

Scales can be used to measure grams.

A gram is a unit of measurement that is used to measure the mass of something.

Grams can be written as **g**.

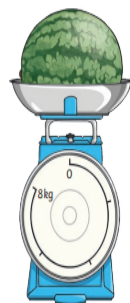


Scales can be used to measure kilograms.

A kilogram is a unit of measurement that is greater than a gram. It is also used to measure the mass of something.

Kilograms can be written as **kg**.

$1000\text{g} = 1\text{kg}$



To compare mass, we can use the words 'heavier' and 'lighter'.

## Measure and Compare Capacity

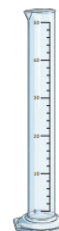
**Capacity** is the amount of liquid a container can hold.

**Volume** is how much liquid is in the container.

Measuring cylinders can be used to measure smaller volumes.

Smaller volumes are measured in millilitres.

Millilitres can be written as **ml**.



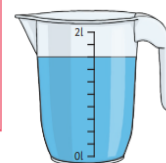
Measuring jugs can be used to measure larger volumes.

Greater volumes are measured in litres.

Litres can be written as **l**.

$1000\text{ml} = 1\text{l}$

To compare capacities, we can use the word 'full'.

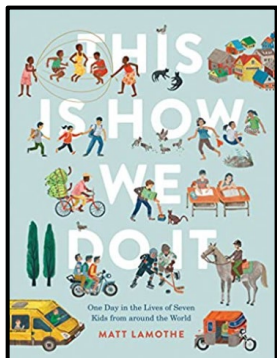


# Year 3 English Knowledge Organiser – Spring 2

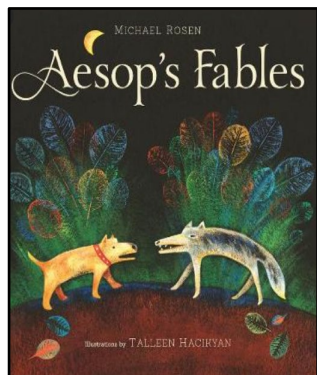


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## Core Texts



**This is How We Do It:  
One Day in the Lives of  
Seven Kids from around  
the World – Matt  
Lamothe**



**Aesop's Fables**

## Features of a Fact file

Stylistic and grammatical features of **informative** writing:

An introductory statement presents the topic and draws the reader in.

Interesting and useful **facts**, combined with some **technical vocabulary** are used to inform.

**Present tense verb forms** are usually used (unless the topic is historical).

A range of **conjunctions**, **prepositions** and **adverbs** are used to express time and place.

### GLOSSARY

Abwooli means "catlike, caring, and feminine" in Rutooro, one of the native languages spoken in Uganda. It's one of twelve typical "pet names" given to kids shortly after birth, based on their personality.

Adas polo is an Iranian dish made with rice, lentils, onions, raisins, and spices, served vegetarian or with ground beef.

The Amazon rainforest is the largest and most biodiverse tropical rainforest in the world, covering 2.3 million square miles (3.7 million square kilometres) of land in South America. It contains 15,000 different species of trees, 1,000 bird species, and 2,200 fish species.

Barbari bread is a thick Iranian flatbread typically eaten with salty cheeses like feta.

Specific features of **non-chronological reports**:

A **glossary** explains any unfamiliar or technical vocabulary to the reader, with words listed in alphabetical order.

The term '**non-chronological**' means that the text is not time-related and therefore the main body of the text can be written in any order.

Images or illustrations exemplify the information & provide clarity for the reader.

## Features of a Fable

**Purpose** - Fables have been told throughout history to **entertain** and also teach the reader (or listener) their clear moral message, which distinguishes fables from folktales.

**Structure** – fables have short, simple plots with clear beginnings, middles and ends.

**Characters** – fables usually have very few characters, often represented by animals (*reflecting the fact some animals are associated with certain human traits*). Characters are simply represented as either 'good' or 'bad'.

**Language** – conjunctions, adverbs and prepositions are used for cohesion and sequencing of the narrative e.g. 'One morning...as he was...first he saw...then he saw...' 'When winter came...'

**Plot**– the narrative moves towards a clear moral statement, where the character(s) learn(s) a lesson.

**Language** – fables have formulaic beginnings that establish the setting and characters very quickly e.g. 'One day a farmer was going to market...' 'A hungry fox was sitting by the roadside...' 'In a field, one spring morning...'

**Language** – fables contain brief, simple dialogue between the main characters, often in the form of questions and answers.



# Year 3 Science Knowledge Organiser - Spring 2



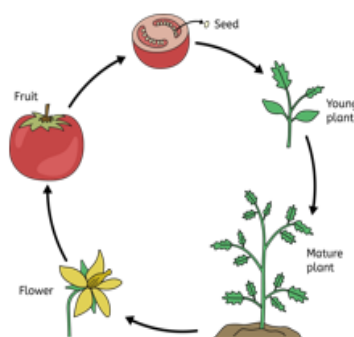
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## Key Vocabulary

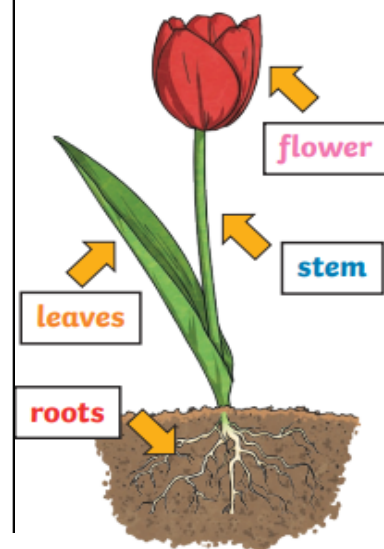
<b>Roots</b>	These anchor the plant into the ground and absorb water and nutrients from the soil
<b>Stem</b>	This holds the plant up and carries water and nutrients from the soil to the leaves. A trunk is the stem of a tree.
<b>leaves</b>	These make food for the plant using sunlight and carbon dioxide from the air.
<b>Flowers</b>	These make seeds to grow into new plants. Their petals attract pollinators to the plant
<b>Fertilisation</b>	this forms a seed in a plant.
<b>Germination</b>	the process of a plant developing from a seed.
<b>Pollination</b>	the process of pollen from one flower being transferred to another dispersal
<b>Dispersal</b>	The process of spreading out, in this case the process of seeds being spread out by animals and wind.

## Plants

A plant's life cycle has **germination, growth, and reproduction (pollination, fertilisation and seed dispersal).**

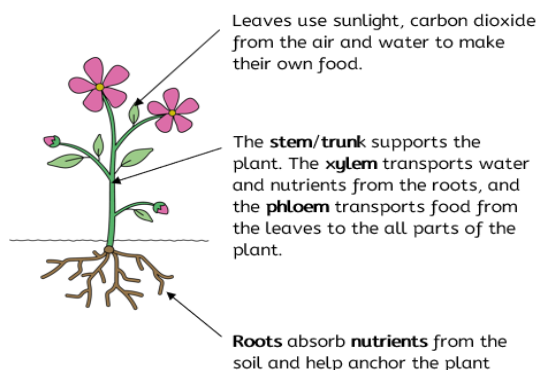


- Pollination and fertilisation usually take place in flowers.
- Seeds can be dispersed by wind by animals in their attached to animal fur), or seeds can be self-propelled
- Seed dispersal is important to make sure there is enough space, water and other things for the seeds to germinate and plants to grow.



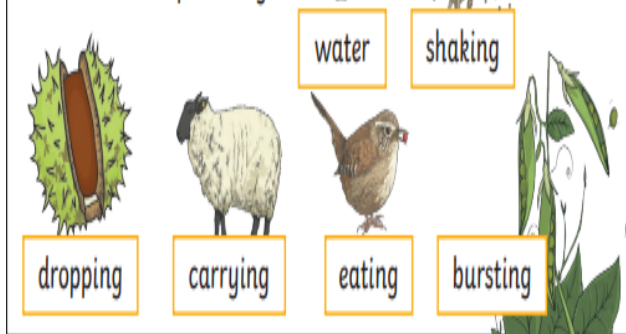
## What do plants need?

- Plants need oxygen, carbon dioxide, water, light, nutrients from the soil, space, and a suitable temperature to grow.
- Different plants have different requirements. This depends on the environment they live in.



## Seed Dispersal

Seeds can be dispersed by:



# Year 3 Geography Knowledge Organiser - Spring 2 Volcanoes



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## Key Vocabulary

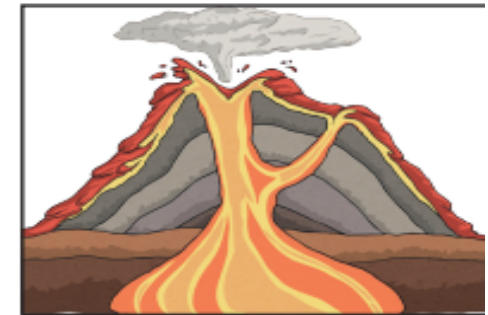
<b>Lahar</b>	mudflows where ash and soil have mixed with water during an eruption
<b>Lava</b>	magma that has gone above the Earth's surface
<b>Magma</b>	molten rock beneath the Earth's surface
<b>Pyroclastic flow</b>	a dense, fast-moving flow of solid lava pieces, volcanic ash, and hot gases.
<b>Volcano</b>	an opening in the Earth's crust through which lava, volcanic ash, and gases escape – can form a mountain

- Volcanoes can form where tectonic plates **push together**. Part of the crust is melted to form magma. This forces its way up through the Earth's crust to form a volcano. This is called a **destructive** plate boundary.
- Volcanoes can form where tectonic plates **pull apart**. This leaves a gap in the middle or a fracture which magma can rise to the surface. This is called a **constructive** plate boundary.
- Volcanoes can be **active** (erupted recently, will erupt again), **dormant** (have not erupted recently, may erupt again) or **extinct** (have not erupted recently, will not erupt again).
- Volcanic products are things that are produced in a volcanic eruption. They include lava flows, pyroclastic flows, lahars and ash clouds.

## Key Knowledge

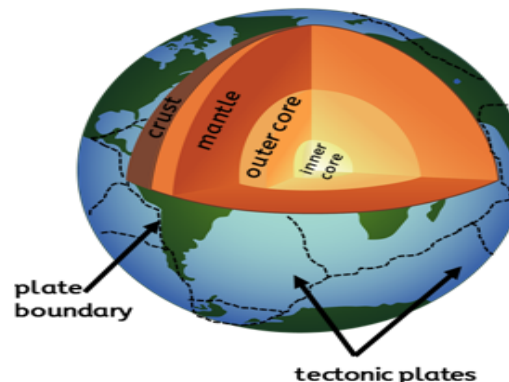
### Volcanoes

- Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing **magma** to sometimes **erupt** through it.
- Active volcanoes have **erupted** in the last 10 000 years.
- Dormant volcanoes haven't **erupted** in the last 10 000 years but may erupt again.
- Extinct volcanoes aren't expected to **erupt** again.



## The structure of the Earth

### The structure of the Earth



- The Earth is made of **4 main layers**: **inner core, outer core, mantle and crust**.
- The **crust** is split into different pieces known as **tectonic plates**.
- **Tectonic plates** fit together to make up the Earth's surface.
- Tectonic plates move: towards, away from and next to each other.