

Year 3 Maths Knowledge Organiser - Spring 1



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Key Vocabulary

multiply

groups of

lots of

times

divide

share

remainder

length

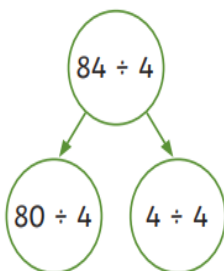
width

height

Written Division Methods - No Regrouping

Tens	Ones

	2	1
4	8	4



Multiplication and division facts up to 12×12

$$2 \times 3 = 6$$

$$3 \times 2 = 6$$

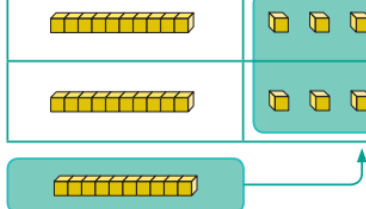
$$6 \div 2 = 3$$

$$6 \div 3 = 2$$

Written Division Methods - With Regrouping

Tens	Ones

	1	5
3	4	15



Units of Measure for Perimeter

1 kilometre = 1,000 metres

1 metre = 100 centimetres

1 centimetre = 10 millimetres

Written Multiplication Methods - No Regrouping

Tens	Ones

$$23 \times 3 = 69$$

	T	O
	2	3
\times		3
	6	9

Written Multiplication Methods - With Regrouping

Tens	Ones

$$24 \times 4 = 96$$

	T	O
	2	4
\times		4
	9	6
	1	

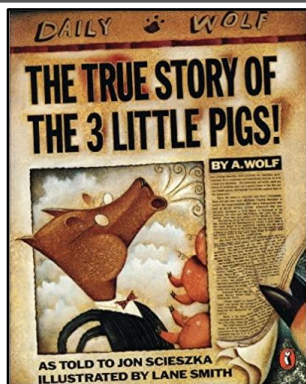


Year 3 English Knowledge Organiser - Spring 1

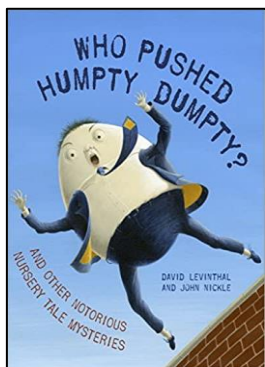


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Core Texts



The True Story of the
Three Little Pigs -
Jon Scieszka



Who Pushed Humpty
Dumpty? And Other
Notorious Nursery

Features of a Twisted Tale

- 'Twisted' or 'fractured' fairy tales take the events of a classic well-known traditional tale and give them a humorous or surprising twist.
- Often, there is a new take on the events of the traditional tale due to a change in viewpoint, with the story being re-told from the first-person point of view of one of the key characters of the narrative. As part of this, 'baddies' are often transformed into 'goodies' and vice versa.
- New characters or settings can be introduced into the traditional tale, sometimes taken from other well-known stories.
- Some 'twisted tales' merge two or more familiar narratives into one.

The narrative is told from a **first-person** viewpoint.

The reader is directly addressed as 'you' to maximise persuasive effect.

Language is carefully selected to convey innocence/ persuade the reader.

Colloquialisms, contractions and informal structures are used to create **speech-like language**.

Features of a Discussion Text

The **purpose** of a discussion text (or balanced argument) is to consider a particular issue from differing viewpoints.

An **opening paragraph** briefly introduces the issue being discussed and draws the reader in to the text.

Specific 'discussion language' (*including conjunctions and adverbs*) is used to signal key ideas, to sequence material and to **express cause** and comparison.

The main body is usually written in the **third person** (e.g. *using the pronouns he, she, they, it*). An **impersonal tone** is used, meaning that the writer avoids using language that shows any judgement or opinion on the issue being discussed.

The title of a discussion text is often the key question being deliberated.

Most balanced arguments are written in the **present tense**, although evidence may be presented in the past tense if the topic of discussion refers to historical events.

A **concluding paragraph** sums up the evidence and answers the title question.

A **formal tone** is often used in discussion texts to express the seriousness of the issue being deliberated.



Year 3 Science Knowledge Organiser - Spring 1



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Key Vocabulary

Carbohydrate	a component of food that is high in energy. Sugar, starch and fibre are all carbohydrates.
Fibre	a type of carbohydrate that we cannot digest. It prevents constipation
Heart	the organ responsible for pumping blood around the body
Organ	a part of the body that has a particular job to do
Muscle	a part of the body that causes movement when it contracts
Protein	a component of food that helps your body grow and repair itself
Vitamin	an important part of our diet, needed in small amounts to keep us healthy

A balanced diet

For a human to have a balanced diet, they must eat the right amounts of food that belong to the different food groups. Each food group provides the body with essential nutrients:



Carbohydrates provide the body with a source of energy.

Proteins are needed for growth and repair of the body

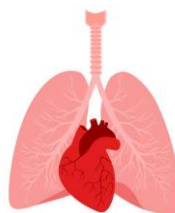
Fats are needed for insulation.

Dairy supplies the body with calcium which is needed for bone development.

Fruit and vegetables provide the body with vitamins and minerals.

Organs

- The human body has many organs.
- The heart is the organ that pumps blood around the body.
- The lungs are organs that bring air into the body.



Skeletons

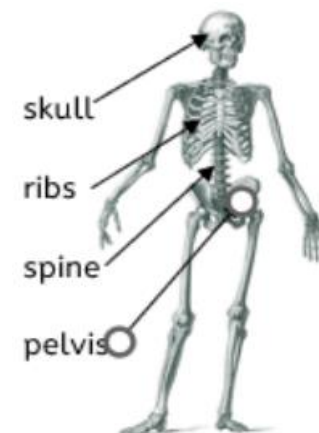
- Humans have an endoskeleton – this is a skeleton inside the body.

- Our skeleton is made up of bones that grow as we grow.

The skeleton has several roles:

- It protects the organs.
- It supports the body.
- It helps the body move.

- Some animals have exoskeletons, these are hard coverings outside the body.



Year 3 History Knowledge Organiser - Spring 1



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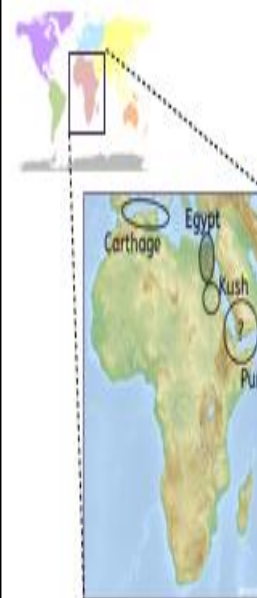
Key Vocabulary

Autocracy	a place where the ruler can rule in whatever way they want to, without answering to anyone.
Book of the Dead	a book of tips and spells to help people travel to the Field of Reeds.
Field of Reeds	the Egyptian afterlife hieroglyph:
Empire	a large group of countries or places ruled over by one person
Hieroglyphics:	writing that consists of hieroglyphs.
Mummification	the action of preserving a body / the process of preserving a body
Pharaoh	the king/queen of Ancient
Tribute	riches that were given to the pharaoh by the losing army

Key Knowledge

- Ancient Egypt was an empire, led by an autocratic pharaoh
- Ancient Egyptians believed that the pharaoh was half man, half god
- The Ancient Egyptians believed in an afterlife called the Field of Reeds. They used the Book of the Dead to navigate there
- The Ancient Egyptians mummified bodies to preserve them for the afterlife
- The Ancient Egyptians built and buried pharaohs inside huge pyramids, along with all the items they would need for the afterlife.
- The Ancient Egyptians made a range of developments in surgery and science, including hieroglyphic and papyrus.
- Pharaohs fought battles outside of Egypt and received tributes and riches from the people they conquered, like the Kingdom of Kush at some points

Where did the ancient Egyptians live?



Timeline

