

Year 3

Wider Curriculum

Parent & Carer

Guide

2024-2025



Introduction

Your child is about to start their year 3 journey at King Offa Primary Academy and Nursery. They have left the lower half of the school, Key Stage 1, and are now going to begin their journey in Key Stage 2. Contained within this guide is information about what your child will be learning throughout this year. The aim of this guide is to support you in understanding what your child will learn in the wider curriculum so you can engage in learning experiences and provide you with opportunities for working with your child.

Trips and Special Events

Term 1 & 2- Drusillas trip

Term 3 & 4- Roman Workshop

Term 5 & 6- Beach trip

Parent Events

Term 1 & 2- Maths Party

Term 3 & 4- Ciao from Italy

Term 5 & 6- Writing mysteriously

Important information about year 3

This year the children will also be using the fiction library. They will have the opportunity every day to change their book, and complete quizzes on the computer. They will build up their word count and work towards being a millionaire reader.

Content page

In this guide you will find knowledge organisers for the subjects listed below. The children will have these in the front of their books in school.

Term 1 & 2

History- Changing Ages (Term 1)

Geography- Comparison between settlement types (Term 2)

Religious education- What do Christians learn from the creation story? (Term 1) and How do festivals and worship show what matters to a Muslim? (*Term 2*)

Science- Chemistry: Rocks (Term 1) and Biology: Animals including Humans (Term 2)

Term 3 & 4

History- When in Rome ... (Term 3)

Geography- A study of Italy (Term 4)

Religious education- What is it like for someone to follow God? (Term How do festivals and family life show what matters to Jewish people? (Term 4)

Science- Biology: Plants (Term 3) and Physics: Light (Term 4)

Term 5 & 6

History- Postcards from the Seaside (Term 5)

Geography- Local study: local area developing fieldwork skills (Term 6)

Religious education- What kind of world did Jesus want? (Term 5) and How and why do people try to make the world a better place? (Term 6)

Science- Physics: Forces and Magnets (Term 5) and Biology: Working Scientifically 'What should I plant my seeds in?' (Term 6)

History Knowledge Organiser

Changing Ages

Year 3

Our learning

In our history unit this term we will be learning about different periods (Stone Age, Bronze Age and Iron Age) in Britain's prehistoric history. We will discover how **civilisations** in Britain changed over time. We will compare how lives were **similar and different** in the changing ages.

We will learn about farming techniques used and how tools changed in the different ages.



A stone age village



A bronze age house

Information

The stone age lasted for approximately 2,500,000 years. It had three periods called Paleolithic, Mesolithic and Neolithic.

Between the Stone Age and the Iron Age, the metal bronze was created. We call this the Bronze Age.

Around 800 BC people in Britain learned how to use iron.

In the Iron Age, farming tools were made out of iron. This made farming easier and settlements began to grow in size. Celtic tribes lived in Iron Age Britain.

This period of British history ended in AD 43.

Important Dates

Around 900,000 BC to around 2300 BC - The Stone Age period in Britain

2500 BC - 800 BC - The Bronze Age period in Britain

750 BC - AD 43 - The Iron Age period in Britain

AD 43 - The Romans invaded Britain

Vocabulary

Stone age - A prehistoric period when weapons and tools were made of stone.

Bronze age - A prehistoric period when weapons and tools were made of bronze.

Iron age - A prehistoric period where iron material was commonly used to make tools and weapons.

Hunter-gatherers - People who had to catch or find everything they ate.

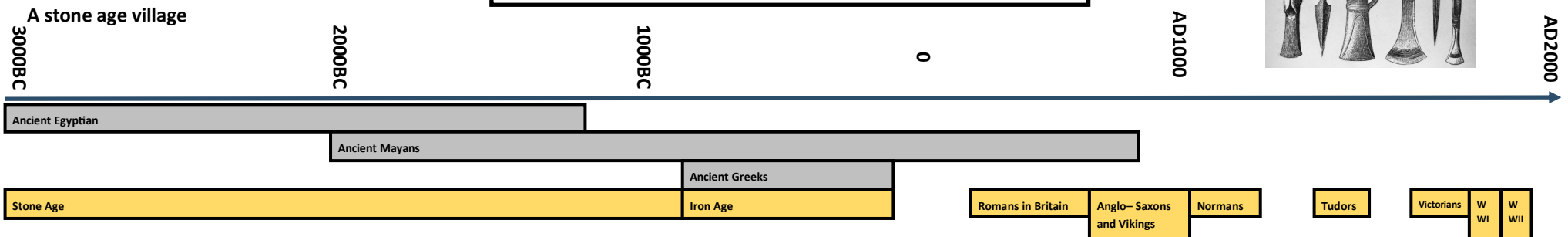
Archaeology - the study of the past by looking for the remains and artefacts left by the people who lived long ago.

BC - 'Before Christ'. The number of years before Jesus was born.

AD - 'Anno Domini' The year of our Lord. Refers to how many years since Jesus was born.

Prehistoric - Before history. 'Pre' - Before and 'Historic' - History. A time before humans had writing systems.

Iron Age tools



Geography Knowledge Organiser

Changing Ages

Year 3

Our learning

In our geography lessons this term we are learning about why people may settle in certain **places**. We will think about what natural resources are available from the **environment** and why they are important. We will learn about different types of settlements and find examples of them in our local area and on a national **scale**.



hamlet



city



Information

A settlement is a place where people come together to live

There are different types of settlements.

Some settlements have a special use, such as a port, a market town or a tourist resort.

Natural resources can be important when people are deciding where to live.

Natural resources include anything that is found in nature that can be used by living things. This includes water, forests, fossil fuels, minerals, plants, animals and even air.



Map of the
United Kingdom

Vocabulary

Land Use- Describes how humans use the land e.g. for farming

Hamlet- A very small village (less than 100 people).

Village- A small settlement usually found in a rural setting.

City- A place where many people live close together.

Town - A **town** is an area where people live that's bigger than a **village** and smaller than a city

Science Knowledge Organiser

Rocks (Term 1)

Year 3

Our learning

In our science lessons this term we will be learning about rocks. This forms part of the **chemistry** aspect of science. We will consider the **similarities and differences** between different types of rocks and classify them.



marble

sandstone



Information

Rock exists below the surface of the Earth.

Different rocks and soils have different properties and appearances. Soil is formed as rocks break down over time.

There are three main types of rock : sedimentary, igneous and metamorphic.

Sandstone is an example of a sedimentary rock.

Granite is an example of an igneous rock.

Marble is an example of a metamorphic rock.

Fossils are formed when things that have lived are trapped within rock.

As a scientist I will...

- Record my findings using scientific language.
- Draw a simple conclusion based on my observations and study.
- Talk about my reasons for grouping,

Vocabulary

Rock - A solid made up of different materials.

Sedimentary rock - made when sand, mud and pebbles get laid down in layers and harden over time.

Igneous rock - Rock formed by cooled magma.

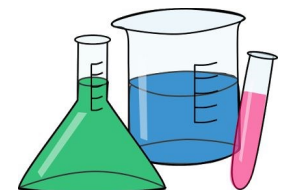
Metamorphic rock - Rocks formed when other rocks are affected by great temperatures and pressures.

Classify - To group similar things together

Organic matter - Part of soil when plants and animals die.



granite



Religious Education Knowledge Organiser (Term 1)



Year 3

What do Christians learn from the creation story?

Christianity

Our learning

In our religious education lessons this term we will be answering the question :

'What do Christians learn from the creation story?'

We will answer this by **making sense of the belief** that the story of 'the Fall' explains why things go wrong in the world.

We will **understand the impact** that Christians' belief in God as the creator has on their lives.

We will **make connections** between what Christians and non-Christians today may find important about the creation story.



Many Christians believe in the idea of forgiveness

Information

The story of Genesis (1:1—2:3) tells of how Heaven and Earth were created by God. Christians and Jews have the same beliefs about how God created the world in six days and rested on the seventh.

Genesis 3 tells the story of Adam and Eve and how they 'fell' from their relationship with God by moving away from his way. This is known as the 'Fall'.

Christians believe that God wants humans to look after the world (Genesis 1 : 26-30). Many Christians celebrate God's creation in different ways. They may also pray, say sorry and ask for forgiveness from God if they have sinned.

Many people are not Christian and do not believe that God created the world.



Christians may pray to thank God for the creation

Vocabulary

The Creation- The beginning of the Universe

The Creator- Christians believe God created (made) the Universe

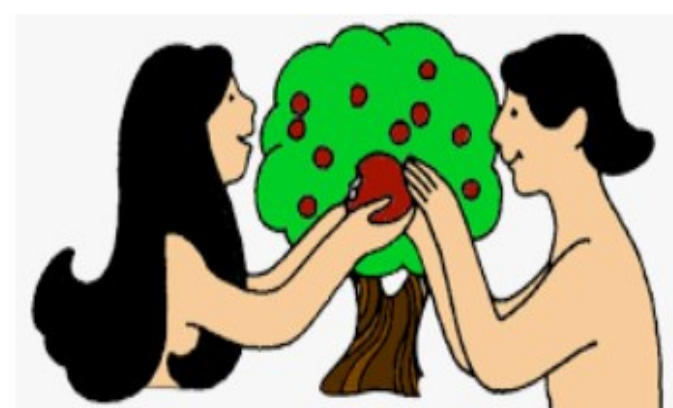
Forgiveness- Letting go of bad feelings towards someone who has hurt you

The Fall - The moment Christians believe sin entered the world

Hymn - A religious song, often praising God

Sin - When someone does not follow God's way

Temptation- A wish to do something which we know we should not

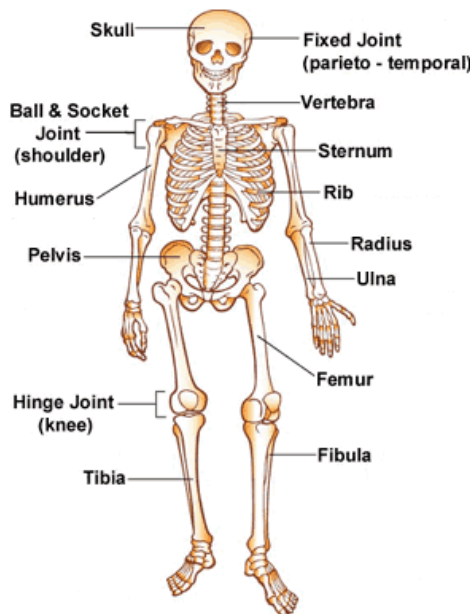


The story of Adam and Eve tells of how Adam and Eve gave into temptation and ate the forbidden fruit.

Science Knowledge Organiser **Animals including humans (Term 2)** Year 3

Our learning

In our science lessons this term we will be learning about animals including humans. This is part of the **biology** aspect of science. We will consider the **similarities and differences** between animals and humans.



Human skeleton

Information

Animals, including humans, need to eat as they cannot make their own food.

Nutrition comes from different types of food (vitamins, minerals, fat, protein, carbohydrates and fibre).

Animals and humans need a balanced diet to stay healthy, which means having the right amount of nutrition.

A skeleton is made from different bones.

Bones provide support, protection and help with movement. Muscles are also needed to help with movement.

The skull protects the brain and the rib cage protects the lungs.

As a scientist I will...

- Use my ideas to pose a question about the world around me.
- Draw a simple conclusion based on my observations and study.

Vocabulary

Skeleton- A framework made up of bones that protects organs in the body

Joint - A place in the body where bones meet.

Vitamins and minerals- Substances found in foods we eat that help to keep us healthy.

Bones- Living tissue that make up the skeleton

Muscles- Fibres (threads) that lie under the skin and help with movement.



Religious Education Knowledge Organiser (Term 2)

Year 3

How do festivals and worship show what matters to a Muslim?



Islam

Our learning

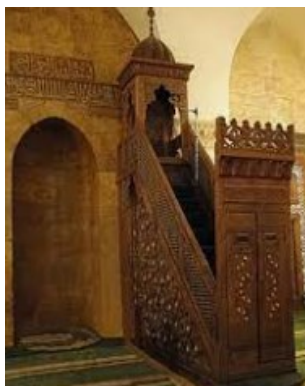
In our religious education lessons this term we will be answering the question :

'How do festivals and worship show what matters to a Muslim?'

We will answer this by **making sense of the beliefs** that Muslims have about God.

We will **understand the impact** that worship has on the lives of Muslim people.

We will **make connections** between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today.



A Minbar is where the 'Imam' (Muslim leader in a mosque) speaks to the worshippers.

Information

The holy building for Muslims is called a mosque. Special parts of a mosque include a mihrab, a minaret and a minbar. A mosque is a place for prayer, teaching and for the community.

Muslims worship in different ways, including prayer, fasting and celebrating.

Ramadan is a special month for Muslims and they fast from dawn to dusk during it.

Many Muslims believe in the idea that they should live in harmony with the Creator (Allah) and that people should live together peacefully. 'Islam' and 'Muslim' are based on the Arabic root word 'slm' which means 'peace'.

Two of the five pillars of Islam are 'Salah' (prayer) and 'Sawn' (fasting).

The tall towers on a mosque are called 'minarets'. These are used to call Muslims to worship five times a day.



Vocabulary

Fast- Not eating or drinking

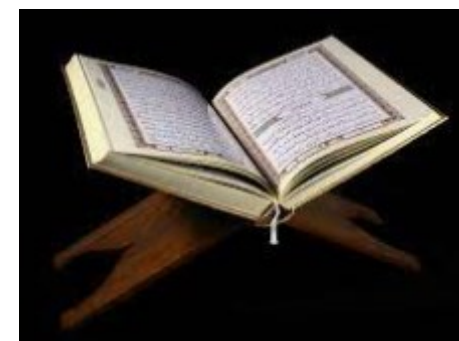
Harmony- Being in agreement, united

Submission - To give in to the will or power of another

Self-control - To resist temptations and avoid doing things without thinking first

Ramadan- The ninth month of the Islamic calendar.

Ibadah- Worship



"The Night of Power" is an important part of Ramadan and marks the time when Allah revealed the Qur'an to the Prophet Mohammed by Allah.

History Knowledge

Our learning

In our history lessons this term we will be learning about life in Roman Britain. We will learn about the **cause and consequence** of the Roman invasion of Britain. We will consider how different Roman Emperors showed their **leadership** qualities to their people. We will learn about what life was like in Roman Britain and how people's lives changed as a result.



Information

The Roman Empire started in a part of Europe that is now known as Italy. The Romans invaded and conquered other countries to gain more wealth and power.

The Romans tried to conquer Britain several times before Claudius was successful in AD43.

The Romans made towns more organised; introduced sewers and heating; built grand buildings, straight roads and developed reading and writing.

Boudicca, a British (Celtic) leader led an unsuccessful rebellion against the Romans.

Romans introduced the Catholic religion to Britain.

The Romans eventually left Britain to sort out problems in other parts of their empire.

Important Dates

55BC—First attempt at the Roman invasion of Britain

AD43-AD87 Successful invasion of Britain by the Romans

AD60-AD61- Boudicca led a Celtic revolt

AD122- Emperor Hadrian ordered for a wall to be built to keep out invaders

AD410- Romans withdrew from Britain.

Organiser

Vocabulary

BC—Before Christ

AD—Anno Domini (The year of our Lord)

Emperor—The ruler of an empire

Empire—A group of nations ruled by a person or country

Invasion—Attacking and entering a country by force

Roman—Person from an area now known as Italy

Pope—The head of the Catholic Church.

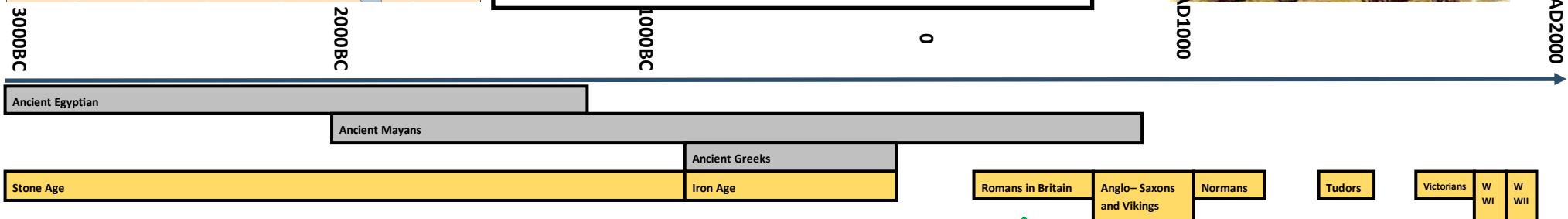
Rebellion—When people refuse to obey orders and fight against authority.

Pagan—A person who follows a religion with many gods

Catholic—A person who belongs to the Christian church



Roman Soldiers



Geography Knowledge Organiser

When in Rome

Year 3

Our learning

In our geography lessons this term we will be learning all about Italy and the type of place it is. We will use maps and atlases to understand Italy's **place** in Europe and the world, and its **distance** from other places. Atlases and digital maps will help us to **locate** physical and human features and we will compare these with the UK. We will consider the impact that Italy has on the world.



The Leaning Tower of Pisa

A major human geographical feature in Italy



Mount Vesuvius

A major physical feature in Italy

Information

Italy is located in the Northern Hemisphere.

Italy is in the continent of Europe.

Other countries in Europe include England, France, Germany, Spain and Sweden.

Italy has two major mountain ranges called the Alps and the Apennines.

The waters around Italy are the Adriatic Sea, the Tyrrhenian Sea and the Mediterranean Sea. Italy has many lakes including Lake Garda.

Italy has more earthquakes than any other country in Europe and has famous volcanoes which include Mount Vesuvius and Mount Etna.

The capital city is Rome and other major cities include Milan, and Turin.



Italy



Vocabulary

Border- The line between two countries.

Climate- What the weather is like in a place over a long period of time.

Culture- describes the way of life for a group of people.

Earthquake- A sudden movement or shaking of the Earth's tectonic plates.

Equator- The imaginary circle that goes around the Earth, halfway between the North and South Poles.

Landmark- A feature that stands out from its environment.

Northern Hemisphere- The half of the Earth that is North of the equator.

Physical features- formed by nature eg. Mountains

Human features- formed by people eg. buildings

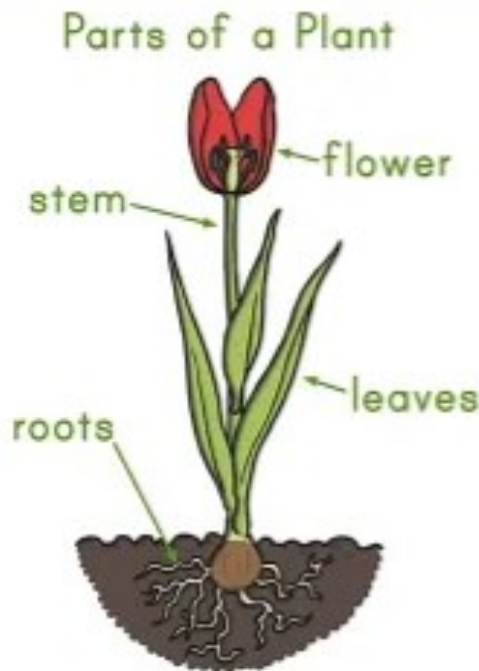
Science Knowledge Organiser

Plants (Term 3)

Year 3

Our learning

In our science lessons this term, we will be learning about plants. This is part of the **biology** aspect of science. Through our learning we will be considering the **connections** between different processes that happen to plants.



Information

A flowering plant has a number of parts which have different functions.

Roots hold the plant in place and absorb water and nutrients from the ground.

The water and nutrients are transported through the roots, into the stem and around the plant.

Leaves help a plant to make food by absorbing energy from the sun.

Flowers help the plant to produce seeds by attracting insects to the pollen.

Seeds can be dispersed (transported to new places) by wind or by animals to grow into new plants.

As a scientist I will...

- Take accurate measurements using standard units.
- Draw a simple conclusion using evidence.
- Describe a fair test and methods used.

Vocabulary

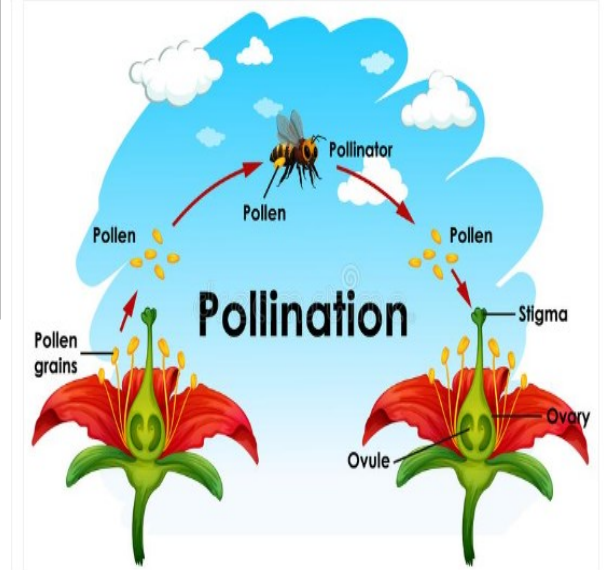
reproduction— When new plants are made.

nutrients— Substances such as sunlight and water which help the plant to grow.

germination— The process of a seed growing into a plant

life cycle— The stages a plant goes through from the beginning to the end of their lives.

seed formation— Plants form their seeds inside flowers or cones



Pollination is when an insect takes pollen from one flower to another.



Religious Education Knowledge Organiser (Term 3)



Year 3

What is it like for someone to follow God?

Christianity

Our learning

In our Religious Education lessons this term we will be answering the question :

'What is it like for someone to follow God?'

We will answer this by **making sense of the belief** that the story of Noah shows how he trusted and followed God.

We will **understand the impact** that this story has on Christian wedding ceremonies today.

We will **make connections** between the story of Noah and how we live in school and in the wider world.

Information

The Bible is split into two books. The Old Testament (before the birth of Jesus) and the New Testament (after the birth of Jesus).

Christians make promises at their wedding ceremonies in a similar way to the way Noah promised to keep his word to God.

Christians believe that God gave them responsibilities and they try to live by God's commands.

For Christians, following God involves trusting, obeying and believing in God's promises.

Vocabulary

Trust - A feeling that somebody can be relied upon.

Obey - To do what you are told.

Covenant / Pact - An agreement between two or more parties.

Book - A story in the Bible.

Chapter - A section of a story from the Bible.

Verse - A specific passage in the Bible.

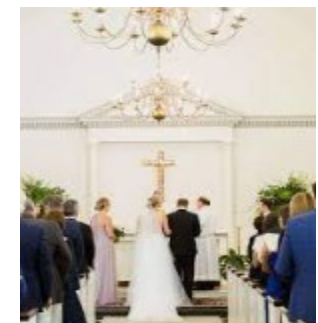
Command - An order to do something.



Christians use a rainbow symbol as a reminder of God's promise that everything would be okay if you followed him. The rainbow appeared at the end of the story of Noah.



The Bible



A Christian wedding ceremony

Science Knowledge Organiser

Light (Term 4)

Year 3

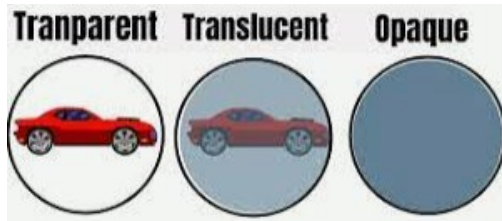
Our learning

In our science lessons this term, we will be learning about light. This is part of the **physics** aspect of science. Through our learning we will be considering the **cause and effect** of simple scientific processes.

We will learn about natural and artificial light sources

We will learn about how shadows are formed and how they can vary in shape and size.

We will learn about sun safety.



Sun is a natural source of light. Lights and candles are artificial sources of light.

Information

Light is needed in order to see things. Dark is the absence of light.

Light may come directly from a light source (such as the sun) but can also be reflected from an object into our eyes in order to be seen.

Other light sources include light bulbs, torches and fire.

Reflectors of light include the moon, mirrors, smooth water, metals and shiny surfaces.

Shadows are formed when the light from a light source is blocked by an opaque object.

Shadows can vary in size, shape and clarity (how clear they are). For example, The closer to the light source an object is, the bigger the shadow will be. This is because the object blocks more of the light. The further away from the light source an object is, the smaller the shadow will be. This is because the object blocks less of the light.

Some materials are opaque, but others are transparent or translucent.

Light that comes from the sun can be dangerous and you should always protect your eyes and avoid looking directly at it. The sun can also damage your skin if you do not use sun protection.

As a scientist I will...

- Independently use my ideas to ask questions about the world around me.
- Make predictions and give reasons for them.
- Gather, record and use data in different ways to answer a question.

Vocabulary

Light - A form of energy that lets us see the world around us

Light source - Something that makes light (natural or artificial)

Shadow - A dark shape made when something blocks light

Opaque - Material which cannot be seen through and does not allow light to pass through it

Transparent - Material you can see clearly through and allows light to pass through it

Translucent - Material that allows some light to pass through it, but you can't see clearly through it

Artificial - Not natural

Reflection - The return of light from a surface



People are opaque and cause shadows to form as they block the light from the sun.



Religious Education Knowledge Organiser (Term 4)

How do festivals and family life show what matters to Jewish people?



Year 3
Judaism

Our learning

In our religious education lessons this term we will be answering the question :

'How do festivals and family life show what matters to Jewish people'?

We will answer this by **making sense of the belief** that the story of Exodus has for Jewish beliefs about God.

We will **understand the impact** that the beliefs of Jewish people has on the way they live their lives.

We will **make connections** with the value of personal reflection, saying sorry, being forgiven, being grateful and seeking justice and freedom in the world today.



A shofar being blown in a Jewish ceremony

Information

Jewish people show their beliefs through worship in festivals at home and in their communities.

Jewish people celebrate Pesach (Passover) in the Spring in the United Kingdom. This is to celebrate God freeing the Israelites from slavery in Egypt (The story of the Exodus).

The ten commandments were given to the Jewish people by God.

Rosh Hashanah, the Jewish New Year, is one of Judaism's holiest festivals and is celebrated for two days in September.

Yom Kippur means Day of Atonement. It is the most sacred and solemn day in the Jewish calendar. This takes place ten days after Rosh Hashanah.

During Yom Kippur Jewish people fast (don't eat or drink) and pray for forgiveness.

The Talmud are ancient laws that teach that Jews should say 'Thank you' one hundred times a day.

Vocabulary

Exodus - Describes when God calls Moses to lead the people of Israel out of slavery

Freedom - To move or act as one wishes

Grateful - Appreciating the person or thing that did something good for you

Pesach (Passover) - Celebration of the story of Exodus

Rosh Hashanah - The Jewish New Year

Yom Kippur - Day of Atonement (making things right with God)

Talmud - A collection of ancient Jewish laws

Shofar - A ram's horn used in Jewish ceremonies.



Talmud

A Jewish family
celebrate Pesach
(Passover)



History Knowledge Organiser

Postcards from the Seaside

Year 3

Our learning

In our history lesson this term we will learn about what life was like in the Victorian era in Britain. We will look at how railways expanded during the industrial revolution and **caused** many places to grow.

We will learn how the Victorian era is **connected** to the industrial revolution.

During our work we will **compare** how life was different in the Victorian period to other times in history.

We will find out how and why places such as Eastbourne and Bexhill became popular at this time.



Queen Victoria

Information

The Victorian era lasted from 1837 until 1901. Queen Victoria reigned for 64 years.

The Victorian period came after many changes had taken place in England due to the industrial revolution. The way things were made had changed and many people now worked in towns and cities. Railways expanded in the Victorian era, so people could travel more quickly and easily. Many people who worked in towns and cities wanted to take holidays by the seaside and were able to travel there by train.

Seaside resorts grew as more people visited and piers were built so that people could walk out to sea and breathe in the air. Other activities included Donkey rides, eating ice cream and Punch and Judy shows.

Vocabulary

Era— a long and distinct period of history

Industrial revolution— a period of major changes in the way products are made.

Resort— a place that is visited for holidays or recreation .

Seaside— a place by the sea, especially a beach area or holiday resort.

Victorian— relating to the reign of Queen Victoria.

Pier— a platform going from the shore to the sea

Important Dates

1837— Victoria became Queen of England at the age of 18.

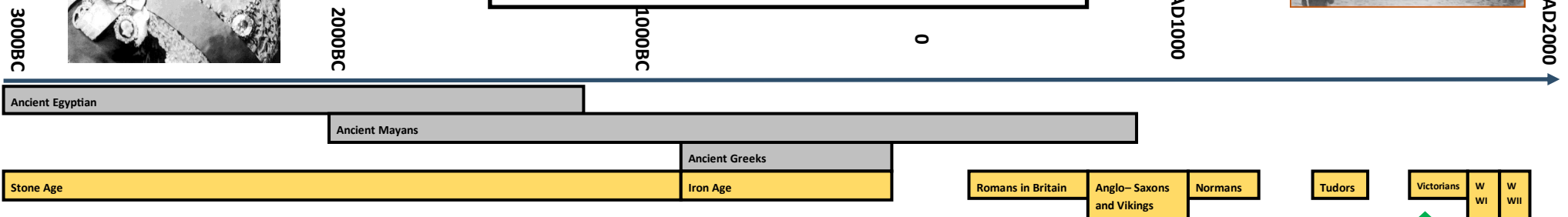
1840—Victoria married Prince Albert.

1849— The railway reaches Eastbourne. Trains reached Bexhill near the end of the Victorian era.

1901— Queen Victoria dies marking the end of the Victorian era.



Railways meant that people could reach the seaside easily.



Geography Knowledge Organiser

Postcards from the Seaside

Year 3

Our learning

In our geography lessons this term we will be learning about life in a seaside resort and what geographical features make our **environment** unique. We will learn about counties and cities in the United Kingdom and think about our town on a personal, local and regional **scale**.

We will develop our fieldwork skills in geography by carrying out studies so we can talk confidently about the features of our town. We will develop a range of skills as geographers and use these skills in our **location**. We will use the 8 compass points, 4 figure grid references and aerial and oblique photographs.

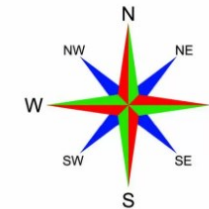
Information

Our town is a seaside resort based in the county of East Sussex in the South East of England.

England is part of the United Kingdom and part of the continent of Europe.

We live in a coastal town which means it is by the sea and there are many geographical features which help to make the town the place it is today.

Our town has various physical coastal features such as a rocky, pebbly beach, chalk cliffs and rock pools. There are also man made human features such as a promenade to walk along by the sea and the buildings that we studied in our history unit that developed as our town grew into a resort.



The 8 points of a compass



The Seven Sisters chalk cliffs in East Sussex.



Bexhill



Eastbourne



Brighton

Vocabulary

Map— a drawing of a particular area such as a city, a country, or a continent, showing its main features as they would appear if you looked at them from above.

Key— A box with symbols to represent objects or landmarks on a map.

Symbol— A picture to represent a real world feature on a map.

Coast— Where the land meets the sea.

Beach— A narrow strip of land that separates the sea from inland areas.

Tide— the rising and falling of the sea (high tide/ low tide)

Cliff— As steep, vertical face of rock or earth.

River— A thin body of water which flows downhill to the sea.

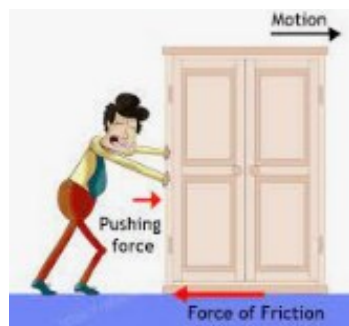
Rock pools— A pool of water left by the tide on a rocky shoreline.

Our learning

In our science lessons this term, we will be learning about forces and magnets. This is part of the **physics** aspect of science. Through our learning we will be considering the **cause and effect** of simple scientific processes.

We will learn about magnetism and other forces.

We will find out how magnets are used in everyday life.



Friction is a force that acts in the opposite direction.



Information

Friction is a force that acts between two objects that are moving and slows objects down.

Different types of surfaces create different amounts of friction. A smooth surface (such as ice) causes less friction than a rough surface like grass.

Pushes and pulls are types of forces. A pull is when you use force to move a thing (object) closer to you. A push is when you use force to move a thing (object) away from you.

A magnet has two poles called North and South and they are at opposite ends of a magnet.

A magnetic field (space where a magnetic force can be detected) is invisible.

All magnets are metals but not all metals are magnets.

Magnets are used in everyday life in things such as toys and jewellery, as well as in recycling centres.

All materials are either magnetic or non-magnetic.

As a scientist I will...

- Use ideas to pose questions independently about the world around me.
- Gather, record and use data in a variety of ways to answer a simple question.
- Make decisions about what to observe during an investigation.

Vocabulary

Magnet - A metal that attracts other metals

Magnetic materials - Materials that feel a force from a magnetic field

Forces - Pushes and pulls in different directions

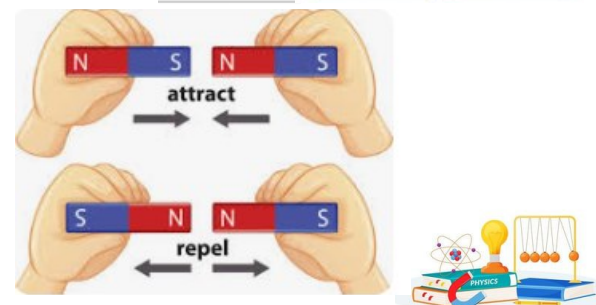
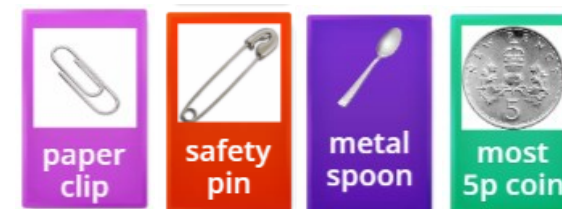
Magnetic poles - The two ends of a magnet - North and South

Surface - The outside layer of an object

Attract - When certain metals are pulled in by the magnet's magnetic field. Magnets also attract one another, opposite pole to opposite pole (north and south).

Repel - To resist or push away. Magnets of the same pole (e.g. north and north) repel.

Magnetic objects



Religious Education Knowledge Organiser (Term 5)



Year 3

What kind of world did Jesus want?

Christianity

Our learning

In our religious education lessons this term we will be answering the question :

'What kind of world did Jesus want?'

We will answer this by **making sense of the belief** in Jesus, his life and his teachings.

We will **understand the impact** Christians have when they try to show their love for all.

We will **make connections** between stories from the Bible and the world today.



In the 'Healing of the leper' story (Mark 1: 40-44) Jesus shows his followers that they should value and care for everyone.

Information

Gospel means 'good news' and some stories in the Bible are part of a Gospel. These are stories about the life and teachings of Jesus.

Jesus called his disciples to show them how to bring people back to God.

Christians today aim to follow Jesus' example in the way they live their lives .

The way Jesus behaves in Bible stories such as 'The Good Samaritan' help teach Christians today about the world Jesus wanted and how they should act.

Christians today try to show their love for all. Churches try to help people in their community and around the world.

Other religious groups and non-religious groups also want to make the world a better place.

Vocabulary

Disciples - A follower of Jesus

Outcasts - People pushed away by others in society

Leper - A person suffering from leprosy - a disease of the skin.

Healing - To make healthy again

Neighbour - A person living in your area

Samaritan - Considered as someone who helps and thinks of others



The story of 'The Good Samaritan' (Luke 10:25-37) teaches Christians that they should love everyone, even their 'enemies'.

Science Knowledge Organiser

Working Scientifically (Term 6)

Year 3

Our learning

In our science lessons this term, we will be working scientifically with our knowledge of plants. This is part of the **biology** aspect of science and will help us to develop the skills to become a scientist.

We will look at using our scientific knowledge to identify **patterns** from the data we collect and then use scientific evidence to explain our findings.

Ask a question

Plan an investigation

Make a prediction

Complete your investigation

Display your results

Explain what you found out

Information

What should I plant my seeds in?

Seeds can be planted in different materials.

Some materials are better than others for seeds to grow in.

Soil is a mixture of tiny particles of rock, dead plants and animals, air and water.

There are different types of soil. Different soils have different properties.



As a scientist I will...

- Independently use my ideas to ask questions about the world around me.
- Describe a fair test and methods used.
- Make predictions and give reasons for them.
- Take accurate measurements using standard units.
- Gather, record and use data in different ways to answer a question.
- Draw a simple conclusion based on evidence, my observations and study.
- Record my findings using scientific language.

Vocabulary

Fair test - A method of testing which makes sure that the data collected can be compared fairly. To make a test fair, one variable is changed

Prediction - What you think will happen in an experiment

Record - Writing, drawing or photographing what is seen in an experiment

Explanation - A piece of writing that explains something

Evidence - The results of scientific tests used to prove or disprove a theory or hypothesis (idea)

Fertilisers - Substances added to the soil or sprayed on the leaves of plants to keep them well nourished

Although David Attenborough is not actually a scientist, he has helped us to understand the world's plants and animals.



Religious Education Knowledge Organiser (Term 6)

How and why do people try to make the world a better place?



Christianity



Islam

Year 3

Our learning

In our religious education lessons this term we will be answering the question :

'How and why do people try to make the world a better place?'

We will answer this by **making sense of the belief** that sometimes the world is not a good place.

We will **understand the impact** of religious teachings and how people try to make the world a better place.



Martin Luther King and Mother Teresa were Christians who tried to make the world a better place.



Information

Religions teach that people need help and guidance to live in the right way and to make the world a better place.

Christians believe in the idea of 'sin' and Muslims believe in good and bad 'deeds'.

Christians believe in the teachings of the 'Ten Commandments' (Exodus 20: 1-12). This sets out the rules by which Christians aim to live their lives.

Many religious and non-religious people choose to follow the 'golden rule'. This is where people choose to treat other people in the way they would like to be treated.



In Exodus 20: 1-12 God gives Moses the Ten Commandments that Christian people must live by.

Vocabulary

Sin- When people do not follow God's way

Deed- Something that is done

Believer- Someone who follows a particular religion

Mercy - To treat someone with compassion (care and kindness) especially when they are powerless

Charity - Giving goods, money , time or effort to people in need

Zakah - One of the five pillars of Islam that ensures that Muslims give some of their wealth to charity



Religious organisations such as Christian Aid and Islamic Relief, as well as non-religious organisations such as Oxfam, try to make the world a better place.