

YEAR 3 ROCKS SCIENCE KNOWLEDGE ORGANISER



Key Vocabulary	
igneous rock	Rock that has been formed from magma or lava.
sedimentary rock	Rock that has been formed by layers of sediment being pressed down hard and sticking together. You can see the layers of sediment in the rock
metamorphic rock	Rock that started out as igneous or sedimentary rock but changed due to being exposed to extreme heat or pressure.
magma	Molten rock that remains underground.
lava	Molten rock that comes out of the ground is called lava.
sediment	Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.
permeable	Allows liquids to pass through it.
impermeable	Does not allow liquids to pass through it.
fossilisation	The process by which fossils are made.
palaeontology	The study of fossils.
erosion	When water, wind or ice wears away land.

Caves are formed when water permeates through the bedrock and erodes some of the rock away. Over thousands of years these caves can become very large.



Key Knowledge

There are three types of naturally occurring rock.

Natural Rocks			Human-Made Rocks
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
Granite	Sandstone	Quartzite	Concrete
Basalt	Limestone	Slate	Coade Stone

Fossilisation

An animal dies. It gets covered with sediments which eventually become rock.	More layers of rock cover it. Only hard parts of the creature remain, e.g. bones, shells and teeth.	Over thousands of years, sediment might enter the mould to make a cast fossil. Bones may change to mineral but will stay the same shape.	Changes in sea level take place over a long period.	As erosion and weathering take place, eventually the fossil becomes exposed.

Soil

Soil is the uppermost layer of the Earth. It is a mixture of different things:

- minerals (the minerals in soil come from finely broken-down rock);
- air;
- water;
- organic matter (including living and dead plants and animals).

Year 3 Religious Education Knowledge Organiser

Autumn 2 What is it like for someone to follow God? (People of God)

Religious Education explores big questions about life, to find out what people believe and what difference this makes to how they live.

Theological Vocabulary

- **Christian**-A person who follows and believes in the teachings of Jesus, God and the Holy Spirit.
- **The Bible** a religious/holy book for Christians
- **God**-Christians believe in one God who is both loving and forgiving
- **Old Testament** stories in the Bible from before Jesus was born
- **New Testament** the second part of the Bible where Jesus, his followers and his teachings are introduced
- **People of God** those who choose to live by God's commands
- **Covenant** a pact that God gave humans with rules to obey and in return he had a promise to keep
- **Hope** -believing that good things will happen as promised by God
- **Jewish**-A person who follow and believes in the teachings of one God

What we will learn

Making sense of belief

- Make clear links between the story of Noah and the idea of covenant.

Making connections

- Make links between the story of Noah and how we live in school and the wider world.

Understanding Impact

- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony

Christian weddings

At a Christian wedding promises are made by both parties to each other and to God.

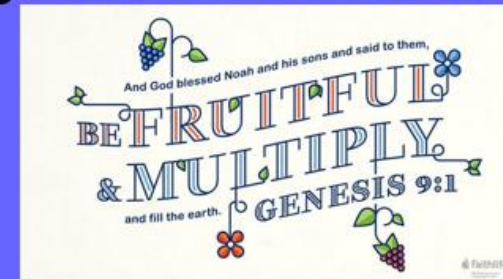


- The story of Noah
(Genesis Ch 6:5 to Ch 9:17)



The rainbow was used as a sign of hope for the future.

- Command given to Moses Genesis
Ch 9 :1-7



- Command given to Adam and Eve
Genesis Ch 1:28 and Ch 2:15-17



Be fruitful and multiply, and fill the earth,
and subdue it; and rule over the fish of the
sea and over the birds of the sky and over
every living thing that moves on the earth.
Genesis 1:28



Jigsaw knowledge and skills progression: Celebrating Difference Ages 3-11(12)

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the spiral knowledge and skills progression within the planned Celebrating Difference Puzzle (unit of work) for this age group, includes some of the key vocabulary and contains suggestions for Family Learning.

Please ask your child's school for details of any adaptations they have made to the programme in line with their school policy as some of the content and vocabulary may have been changed, or be taught in a different year group. This may be especially true if this is their first year of using Jigsaw PSHE.

CD	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 7-8	<ul style="list-style-type: none"> • Know why families are important • Know that everybody's family is different • Know that sometimes family members don't get along and some reasons for this • Know that conflict is a normal part of relationships • Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do • Know that some words are used in hurtful ways and that this can have consequences 	<ul style="list-style-type: none"> • Be able to show appreciation for their families, parents and carers • Use the 'Solve it together' technique to calm and resolve conflicts with friends and family • Empathise with people who are bullied • Employ skills to support someone who is bullied • Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary • Be able to recognise, accept and give compliments • Recognise feelings associated with receiving a compliment 	<ul style="list-style-type: none"> • What is the 'Solve it together' technique? How can it help solve a disagreement between two people? • What is a bystander in a bullying situation? (A bystander is a witness not directly involved). • How could a bystander make a bullying situation worse or better? • What types of bullying do you know about? • Where can someone get help if they were being bullied or witnessed bullying? • How does it feel to give and receive a compliment? • Can you explain how Calm Me time makes you feel?
<p>In this Puzzle (unit) the class learn about families, that they are all different and that sometimes they fall out with each other. The children talk about techniques to calm themselves down and discuss a technique called 'solve it together.' The children revisit the topic of bullying and talk about being a witness (bystander), they talk about how a witness has choices and how these choices can affect the bullying that is taking place. The children also talk about using problem-solving techniques in bullying situations. They talk about name-calling and choosing not to use hurtful words. They also talk about giving and receiving compliments and the feelings associated with this.</p>			
<p>New key vocabulary that may be introduced: Family, Loving, Caring, Safe, Connected, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Tell, Consequences, Hurtful, Compliment.</p>			

Key Vocabulary	
Structure	A building or other object constructed from several parts.
Join	Link or connect components (parts) together.
Nets	A paper template to create a 3D shape.
Stable	An object or structure which is not likely to give way or overturn. The structure is firmly fixed.
Strengthen	To make something stronger either sections or whole structures.
Measure	To find the correct length or amount using a device marked in standard units. (e.g ruler measuring in cm)



The Design Process
Evaluate Existing Products – look at a range of products to gather my own ideas
Focused Practical Tasks – practise the skills that I will need
Design – design my own product
Make – use my design and the skills I practised to make my own product
Evaluate – try my product to see if it works and that it meets my design brief

Key Skills
Investigating ways of strengthening of materials.
Joining materials and component parts.
Measure and cut accurately

Building Blocks- Stonehenge Big Build
 Construction – Stable Structures
 Year 3
 Knowledge organiser

Year 3 – Stop-frame Animation

Key Vocabulary for the unit:

Animation – process of giving the illusion of movement to drawings, models, or inanimate objects.

Effects – a way to change your image to add an artistic look.

Frame – individual pictures in a sequence of images.

Media – digital files such as music, photographs and texts.

Onion skinning – showing a part transparent photo to demonstrate the previous frame to make small movements more consistent.

Sequence – the order in which something happens.

Key Knowledge for the unit:

1. Animations are a series of still images stitched together to create a motion video.
2. Animations can be created using on-screen or off-screen (flipbooks) images.
3. To take an image, press the button that says 'capture'.
4. Onion skinning takes time and needs to be completed precisely.

Useful diagrams for the unit:

