



COURTWOOD PRIMARY SCHOOL

Nurturing Knowledge;
Learning for Life.



Year 3



Knowledge Organiser Homework Booklet

This booklet should be used to practice the key facts from our curriculum themes from the year so far.

Homework: Year 3: Autumn Term 1

Set: 14/09/20. Mid-Point Check (booklet in school): 05/10/20. Due completed: 23/10/20.

Your child **must complete the compulsory spellings, times tables, knowledge organiser and reading tasks weekly (first row)**, which all children should be practising regularly to ensure good progress. All other tasks are optional and can be completed at any point in the half term. Homework tasks are designed to support children’s knowledge and understanding of the curriculum and use evidence-based approaches to retrieval and learning, to ensure children are able to know more and remember more, move knowledge into their long-term memory and begin to make deeper connections in their learning. Children should be able to complete many tasks independently, drawing on their memory of learning at school. We expect that children who complete these tasks will achieve well and be supported in meeting their end of year group age-related curriculum expectations.

Maths	English	Science – Plants
<p>Weekly Compulsory Task:</p> <ul style="list-style-type: none"> Practice times tables (x3, x4, x6) at least three times a week for 10 minutes. 	<p>Weekly Compulsory Tasks:</p> <ul style="list-style-type: none"> Learn and practice weekly spellings. Read to an adult at least three times a week for 10 minutes. 	<p>Weekly Compulsory Tasks:</p> <ul style="list-style-type: none"> Study the knowledge organiser for 30 mins. a week. Select one box from your Learning Journey retrieval grid and write down as much as you can remember from memory about that category in 10 minutes.
<p>Complete your ‘Do I still remember...’ questions below. Show your answers/workings out in your homework book.</p> <p>Do I still remember...</p> <ul style="list-style-type: none"> 10 more and 10 less from any 2-digit number The properties of a square, rectangle, triangle and circle My x2, x5 and x10 times tables The difference between an odd and even number 	<p>Practice using the key vocabulary on your knowledge organiser. You could:</p> <ul style="list-style-type: none"> Cover the word and recall it using the definition/ cover the definition and recall it from the keyword; Make a Challenge Grid and award yourself points – more points the trickier the word. Can you beat your score each week? Use one word as your ‘Word of the Day’ each day. 	<p>Use your knowledge organiser to create a set of flashcards (questions on the front and answers on the back) you can use to support you to learn the information on it. Practice regularly and even better, get an adult to quiz you too.</p> <p><i>You could use the Leitner system to help you really be sure you know the information on your flashcards – there is information for parents on the school website about this.</i></p>
<p>Make a list of 10 different 3-digit numbers. Can you order them from the smallest number to the biggest number and explain to an adult or friend how you know?</p>	<p>Research the life of a bumble bee. What is their life span? What is their job? Where do they live? What weather do they like?</p>	<p>Create your own diagram to show the different parts of a flower. You should include the name of each part of the flower along with a small explanation of its purpose.</p>
<p>Go to https://www.timestables.co.uk/multiplication-tables-check/ and have a go at the times tables. Can you improve your score out of 25 each time?</p>	<p>Writing Task: Write a diary entry from the point of view of a pollinator. Use the research you have done on bumble bees to help you.</p>	<p>Creative Task: Can you make a bug hotel to encourage pollinators such as bees, butterflies, moths, flies and beetles to visit your garden or nearby green space?</p>

Knowledge Organiser Key Fact Practice

'Knowledge Organisers' are sent home each half term. Below is a series of tips and information to help your child learn the key content and vocabulary contained in the knowledge organiser.

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. Typically, an organiser fits onto one page of A4 or A3 – this helps pupils remember the layout of the page, which helps them memorise the information better. 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. This not only helps to make learning stick but it frees up our short term memory for day-to-day learning and experiences.

How will a Knowledge Organiser help my child?

Knowledge organisers will be made available at the start of each half term for our curriculum theme to help children remember what they are learning and see the bigger learning journey in their subjects. Instead of forgetting previous learning, pupils continually revisit and retrieve prior learning from their memories.

How will a Knowledge Organiser help me to help my child?

Many of you are keen to know how you can support your children at home. The knowledge organisers help you do this easily as they contain all the subject specific knowledge you need to be able to help your children. This also ensures you can check your children have done their homework and revision!

Top Tips for Parents:

- Make practice active – don't just read it. Try flashcards, mind maps or use post-it notes to cover sections and try and remember them.
- Watching videos online can really help bring facts alive.
- Children are encouraged to self-quiz, but asking parents or friends to quiz them, will show what they know and what they still need to learn.

Knowledge Organiser Retrieval Strategies

Here are some strategies you could use:

Strategy	Description			
Reading It	Read through the knowledge organiser with your child and check they understand the content. You could ask them to explain it to you – ‘teaching’ you helps them to reinforce their own learning.			
Change It	Try changing the information into a mind map or make your own version using pictures if the organiser contains a lot of text. Display on a wall or the fridge door until the memory ‘sticks.’			
Quiz it – Facts	Read sections out to them, missing out key words or phrases they have to fill in. Miss out more and more until they are word perfect. Quiz facts out of order to check children really know the fact and have not just memorised the order on the page! <i>(There are lots of ways to self-quiz – see the headings below – the ‘Retrieval’ PowerPoint on the school website explains how to use these strategies effectively with your child)</i>			
	Picture Prompt	Retrieval Grids	Flash Cards	Retrieval Clocks
	Cops and Robbers	Cartoon Strip	Mind Maps	Timelines
	List It!	Diagrams	Roadmap	Challenge Grids
Record It	Try recording the knowledge from the organiser as an MP3 sound file (most phones have this as a free app) your child can listen to and speak along with.			
Research It	Once they can remember all of the knowledge on the organiser, use the internet or a book to find out more. Children build connections in their brain between old and new related knowledge – you will notice new knowledge sticking quicker and children making connections, once they have a secure basic knowledge base to build from.			
Glossary	Make a glossary (list) of key words with definitions.			

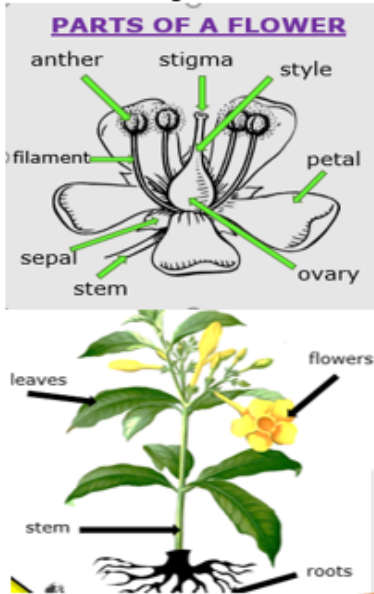
Science Knowledge Organiser: Plants

Year 3: Autumn Term 1



Knowledge Organiser

Diagram



Sticky Knowledge

Know that different parts of plants have one or more functions (jobs)


Know that roots collect water and minerals from the soil and hold the plant firmly in the ground.

Know that the stem holds up the leaves so they can gather light to make food and hold up the flowers so they can receive pollen and disperse their fruits; know the stem also transports water and minerals from the roots to the other parts of the plant.

Know the leaves make food by trapping light and using its energy to turn carbon dioxide and water into carbohydrates.

Know the function of a flower is reproduction, where flowers of the same kind exchange pollen - made by an anther - in a process called fertilisation, and a structure in the flower's ovary called an ovule becomes a seed; the ovary then becomes a fruit which helps the seed leave the plant in a process called dispersal.

Who: Scientific Influences

Name/Picture	Why significant
 Sir Joseph Banks 1743- 1820	Banks was a British explorer and naturalist who studied plants. He became famous when he took part in Captain Cook's first voyage to Brazil, Tahiti, New Zealand and Australia. He advised King George III on how to set up the Royal Gardens at Kew. Banks's contribution to botany was extremely significant but it is important to learn that his actions had other devastating consequences. Banks played an important role in making the decision to colonise Australia, which resulted in great suffering for the Aboriginal and Torres Strait Islander Peoples.

Possible Scientific Enquiry Questions

Observing over time	Observe celery (with roots and leaves) in coloured water. Observe white carnations (freshly cut) in coloured water. Gather seeds and photographic evidence of blossoms/flowers and berries on a trail throughout the year.
Pattern seeking	Investigate what happens when conditions are changed e.g. more/less light/water, change in temperature, nutrients
Identifying, classifying and grouping	Classify flowers based on the children's own criteria.
Research using secondary sources	Research the functions of the parts of flowering plants. Research different methods of seed dispersal. Research different methods of pollination.

Extended Specialist Vocabulary

Word	Definition
New Vocabulary	
fruit	the part of a plant that has seeds and flesh
nectar	a sweet liquid produced by plants and used by bees in making honey
anther	the enlargement at the tip of a flower's stamen that contains pollen
ovary	Part of a flower that contains the ovules in which the seeds are formed
petal	one of the often brightly coloured leaf-like outer parts of a flower
pollen	the very tiny grains produced by the stamens of a flower that fertilize the seeds and usually appear as fine yellow dust
stigma	the part of a flower that receives the pollen grains
style	a long, slender stalk that connects the stigma and the ovary.
stamen	the part of a flower that produces pollen
function	the purpose something is for
exchange	giving or taking of one thing in return for another
dispersal	Process of spreading organisms from one place to another
fertilisation	Starting the development of a new offspring
extinction	the act or process of becoming or making extinct
invertebrate	an animal that does not have a backbone or skeleton inside its body

Retrieval Grid

Retrieval Grid Task: Each week you must select ONE box and write down as much as you can remember **from memory** about that category in **10 minutes**. You cannot write in a box more than once. Write the date you completed each box. You may want to revisit your knowledge organiser before (but put it away before you do this!) and you can of course use information you can retrieve from lessons. It is important that you do one box a week and do not try and answer all of the boxes at the same time at the end of the six weeks – your memory will be stronger if you do it every week.

Flowers and Leaves

Sir Joseph Banks

What do Plants Need to Survive?

Date:

Date:

Date:

The Life Cycle of Plants

Pollination

Seed Dispersal

Date:

Date:

Date:

Plants: Workspace for learning facts or additional research

Make notes/drawings here to help you learn the facts from the knowledge organiser or add in extra research.

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