
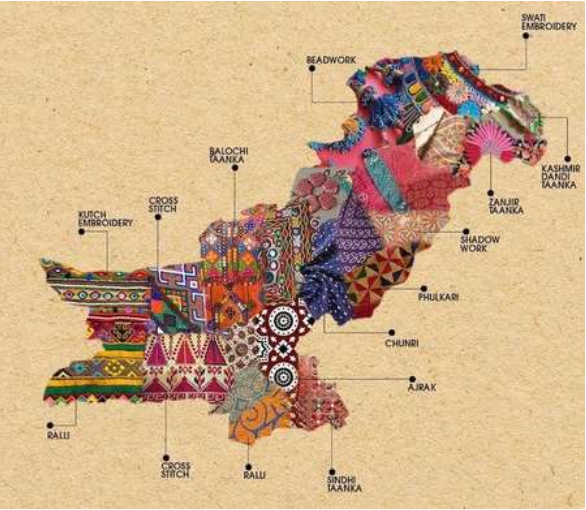







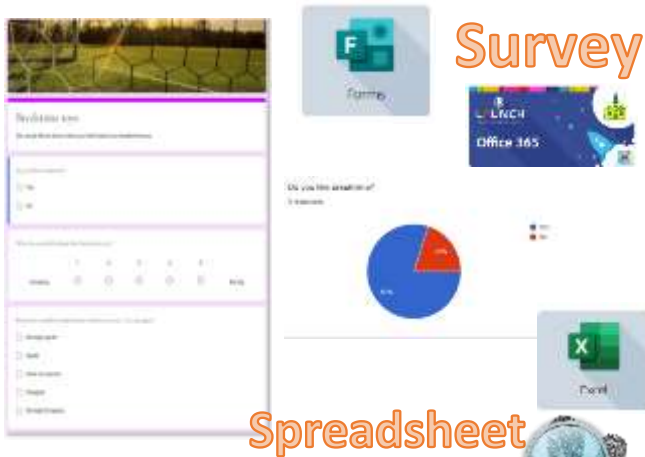


Key Knowledge and Skills	Key vocabulary		Cultural Heritage
<p>To use art vocabulary and sentence stems to discuss sculptures created by magnetism.</p> <ul style="list-style-type: none"> <li>How to use magnetism to create a <b>sculpture</b></li> </ul> 	<p><b>sculpture</b></p> <p>making a 3D object</p>	<p><b>shape</b></p> <p>the outside edge (sharp, rounded, pointed, fluid, flowing, balanced, strong, delicate).</p>	<p><u>Pakistani regional textiles</u></p>  <p><u>Romanian textiles</u></p> 
<p><u>TEXTILES</u></p> <ul style="list-style-type: none"> <li>How to <b>tie and dye</b> fabric.</li> </ul> 	<p><b>tie and dye</b></p> 	<p>a way of making patterns by gathering together many small portions of material and tying them tightly with string, before immersing the cloth in dye.</p>	
<ul style="list-style-type: none"> <li>How to do running and back stitch</li> </ul> 	<p><b>dye</b></p> <p>something that changes the colour of something.</p>	<p><b>textile art</b></p> 	
<ul style="list-style-type: none"> <li>How to join two fabrics together</li> <li>How to design a piece of <b>textile art</b></li> <li>How to add stitches, fabrics and <b>embellishments</b></li> </ul> 	<p><b>embellishments</b></p> 	<p>a decorative detail that is added to make it more attractive. (buttons, sequins, feathers, beads etc.)</p>	

## Key Knowledge

### Unit 3.6: We are opinion pollsters Collecting and analysing data

During this sequence of learning, pupils will create their own online opinion poll, seek responses and then analyse the results, creating charts showing data and a brief illustrated report.



## Key Vocabulary

Data	Structured information gathered for analysis, often, but not always, as numbers.
Data centre	Warehouse of computer storage and processing connected to the Internet.
Data protection	safeguarding personal information – the Data Protection Act (DPA) controls how personal information can be used and your rights to ask for information about yourself.
Digital footprint	A trail of data you create while using the Internet.
Filter	To identify a subset of data based on one or more criteria.
Personal information	Information relating to an identified or identifiable individual.
Survey	Questions for a group of people to learn their opinions or experience.

## Cultural Heritage



The **census** is a survey that happens every 10 years and gives us a picture of all the people and households in **England** and **Wales**.

Your answers to the **census** questions will help organisations make decisions on planning and funding public services in your area, including transport, education and healthcare.

Do you remember taking part in the 2021 Census in school?

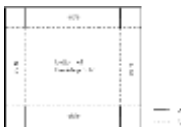











Do you remember your family taking part in the census?

**Good survey design**  
Look at the survey questions below. Which questions are good survey questions? Which questions are bad survey questions? Why?

1. What is your full name and address?	4. Why don't you like homework?
2. What is your age? Tick the correct box. <input type="checkbox"/> 0-10 <input type="checkbox"/> 11-20 <input type="checkbox"/> 21-30 <input type="checkbox"/> 31-40 <input type="checkbox"/> 40+	5. What do you like most about school?
3. What is your favourite fruit? <input type="checkbox"/> Apple <input type="checkbox"/> Bananas	6. 'Girls are better at maths than boys.' Circle the option you agree with. a Strongly agree   b Agree c Do not know   d Disagree e Strongly disagree

## Knowledge Organiser – D and T ‘Magnetic Games’ Year 3

Article 28 I have the right to an education






Key Knowledge and Skills	Key vocabulary		Cultural Heritage											
<p><u>What you need to know:</u></p> <p><u>What you are designing and making:</u> A magnetic game</p> <p><u>Purpose:</u> To create a game for children to play</p> <p><u>What your game must include:</u></p> <ul style="list-style-type: none"><li>• It must use magnets</li><li>• It must be strong and <b>robust</b></li><li>• It must be fun to play with</li></ul> <p><u>You will also need to know:</u></p> <ul style="list-style-type: none"><li>* How different <b>magnetic games</b> are made and played.</li><li>* How to do <b>market research</b>.</li><li>* How to draw a design, label and <b>annotate construction</b>.</li><li>* To practice joining skills – <b>attaching</b> string to rods, gluing wood</li></ul> <div><ul style="list-style-type: none"><li>* How to construct a base box by folding card (if necessary).</li><li>* How to attach a bench hook with a G-clamp to a table (If necessary).</li></ul><p>The ‘G-clamp’ needs to go on the opposite side to your sawing hand.</p><ul style="list-style-type: none"><li>* How to measure and saw squared wood (If necessary).</li></ul><p>Start with a ‘back-drag’ to start the sawing.</p></div>	<table><tr><td><b>market research</b></td><td>the gathering of information from children who are going to play the game e.g. what type is their favourite game? Which age is the game best for?</td></tr><tr><td><b>magnetic games</b></td><td></td></tr><tr><td><b>annotate</b></td><td>make notes</td></tr><tr><td><b>construction</b></td><td>how it going to be made</td></tr><tr><td><b>attach</b></td><td>connect</td></tr><tr><td><b>robust</b></td><td>hard to break</td></tr></table> <div><div><p>10mm square wood</p></div><div><p>dowelling</p></div><div><p>junior hacksaw</p></div><div><p>bench hook</p></div><div><p>‘G’-clamp</p></div></div>	<b>market research</b>	the gathering of information from children who are going to play the game e.g. what type is their favourite game? Which age is the game best for?	<b>magnetic games</b>		<b>annotate</b>	make notes	<b>construction</b>	how it going to be made	<b>attach</b>	connect	<b>robust</b>	hard to break	<p>The earliest known surviving descriptions of magnets and their properties are from India/Pakistan and China around 2500 years ago.</p> <p>In the 12<sup>th</sup> and 13<sup>th</sup> century, magnetic compasses were used in navigation in Europe and the Arabian Peninsula.</p>  <p><u>producing a maze</u> – use cm squared paper to design maze and cut wood according.</p> 
<b>market research</b>	the gathering of information from children who are going to play the game e.g. what type is their favourite game? Which age is the game best for?													
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<b>robust</b>	hard to break													













## P.E Knowledge Organiser – Mighty Movers – Year 3



Key Knowledge	Key vocabulary	Cultural Heritage																
<p><b>Sprinting</b> is covering a short distance in the quickest possible time. <b>Sprinting events</b> such as: 100m sprint, 200m sprint and 400m sprint. They are the oldest athletics events and are said to have evolved from the ancient <b>Olympic</b> games.</p> <p>Usain Bolt is the fastest sprinter in the world. He says you need <b>good reactions</b>, when you start sprinting you push your body forward and head down. Then, you need a straight body, knees up and drive with your arms.</p> <p>Usain Bolt explaining his sprinting technique: <a href="https://www.youtube.com/watch?v=yLWejYWjANM">https://www.youtube.com/watch?v=yLWejYWjANM</a></p> <p><b>Long-distance</b> running means running for a long period of time. The longest running race on the <b>Olympic</b> programme, the <b>marathon</b> covers 26 miles 385 yards (42.195km). The event is named after the legendary 26-mile run made by a Greek soldier called Philippides. Other long distance events include: 3,000 metres through 10,000, 20,000, and 30,000 metres</p> <p>Science and history of marathon running: <a href="https://www.youtube.com/watch?v=2WuB8BhUJrc">https://www.youtube.com/watch?v=2WuB8BhUJrc</a></p> <p>Why do we need to <b>warm up</b>? To raise heart rate, improve blood flow to the muscles and provide the muscles with oxygen which is their energy.</p> 	<table><tr><th>Word</th><th>Definition</th></tr><tr><td>Sprinting</td><td>When you run as fast as you can. A good technique is very important when sprinting.</td></tr><tr><td>Long Distance Running</td><td>When you run at a slower speed. You can run for a longer distance if you jog.</td></tr><tr><td>Technique</td><td>How you run, you need a good technique to run fast and to stop injuries.</td></tr><tr><td>Warm-Up</td><td>Raises heart rate and reduces the risk of injury.</td></tr><tr><td>Marathon</td><td>A type of running race that is done on the road. It is 26 miles long and requires a lot of training.</td></tr><tr><td>Reactions</td><td>How long it takes you to respond to something. In the Olympic games they use a gun to start the race.</td></tr><tr><td>Metres</td><td>A unit of measurement used in athletics.</td></tr></table>	Word	Definition	Sprinting	When you run as fast as you can. A good technique is very important when sprinting.	Long Distance Running	When you run at a slower speed. You can run for a longer distance if you jog.	Technique	How you run, you need a good technique to run fast and to stop injuries.	Warm-Up	Raises heart rate and reduces the risk of injury.	Marathon	A type of running race that is done on the road. It is 26 miles long and requires a lot of training.	Reactions	How long it takes you to respond to something. In the Olympic games they use a gun to start the race.	Metres	A unit of measurement used in athletics.	  <p><b>Shambel Abebe Bikila</b> (August 7, 1932 – October 25, 1973) was an Ethiopian marathon runner who was a back-to-back Olympic marathon champion. He is the first black African Olympic gold medalist, winning his first gold medal at the 1960 Olympics in Rome while running barefoot. At the 1964 Tokyo Olympics, he won his second gold medal. He became the first athlete to successfully defend an Olympic marathon title. In both victories, he ran in world record time.</p>   <p><b>Gabriela Szabo</b>, born 14 November 1975, is a retired Romanian runner. She competed in the 1500 m and 5000 m events at the 1996 and 2000 Olympics and won a gold, a silver and a bronze medal. Szabo was born to a Romanian mother and a Hungarian father. Szabo is also a three-time world champion.</p>
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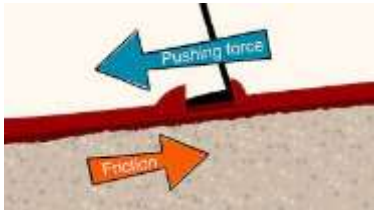
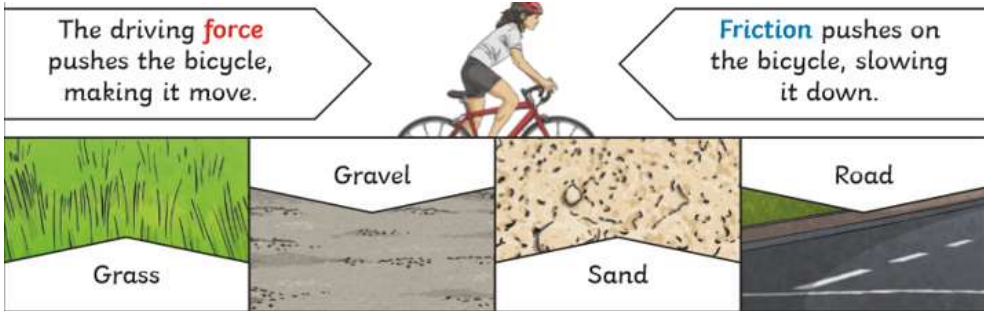

Key Knowledge		Key Vocabulary		Cultural Heritage																								
<p><b>Being part of the wider world/mental well-being</b></p> <p><b>1. My Community</b></p> <p>In the UK, we have much diversity among people, including age, religion, ethnicity, with/without children, type of homes they live in and unemployed and employed people. We are different but equal.</p> <p><u>Diversity in our local community</u></p> <ul style="list-style-type: none"><li>Who are people in positions of authority? Why should we respect them? e.g. in your home, school &amp; community</li><li>Who should you respect and how?</li><li>Why and how should we respect ourselves and others?</li></ul> <p><b>2. How does a community support one another?</b></p> <ul style="list-style-type: none"><li>➤ Helping an elderly neighbour with their bins</li><li>➤ Helping each other by using litter bins</li><li>➤ Protecting pedestrians by driving safely</li></ul> <p><u>Who do we have in the community that helps us?</u></p> <p>We have lots of people in the community who can help us, including doctors, dentists, NHS, libraries, police and volunteers. Some people may need extra help, such as pregnant women, single-parent families, disabled people and the elderly.</p> <ul style="list-style-type: none"><li>➤ Lesiure centres and parks can help us to spend time outdoors and exercise. This can help our mental-wellbeing and happiness.</li></ul> <div></div>		<p><b>3. Diversity in the UK</b></p> <p><b>Religious identity</b> –membership to a religion e.g. Islam, Judaism, Christianity etc.</p> <p><b>Ethnic identity</b> – a person’s cultural identity e.g. traditions and history (wedding practices)</p> <p><b>Race</b> - a grouping of humans based on shared physical or social qualities</p> <ul style="list-style-type: none"><li>UK is officially a Christian country and people in the UK are also free to practise any religion they choose</li><li>It’s important to learn about different cultures and religions so that we can be respectful towards them</li></ul> <p><i>The ‘Golden Rule’ is common to many religions and cultures - ‘Treat others as you would like others to treat you’</i></p> <p><b>4. The online community</b></p> <ul style="list-style-type: none"><li>Regular online contact could be unsafe and risky and may lead to ‘making friends’ with someone you don’t really know.</li><li>Parents should also know who you are talking to and you should never arrange to meet someone you don’t know in real life.</li></ul> <p><i>Which E-safety rules do we follow at BGPS?</i></p> <p><b>5. Community support with mental health and well being</b></p> <p>Mental Health is about our feelings, our thinking, our emotions and our moods (things that we cannot see) but affect our lives in lots of ways. If a person is feeling low or upset there are different things that they could do to help.</p> <ul style="list-style-type: none"><li>Speak to trusted adults</li><li>Talk to a friend</li><li>Call ChildLine/NSPCC</li></ul> <div></div>		<table><tr><th>Word:</th><th>Meaning:</th></tr><tr><td><b>anonymous</b></td><td>having an unknown name or identity</td></tr><tr><td><b>authority</b></td><td>the right or power to give orders, make decisions, or control people</td></tr><tr><td><b>community</b></td><td>a group of people who live together in one place</td></tr><tr><td><b>culture</b></td><td>the language, customs, ideas, and art of a particular group</td></tr><tr><td><b>diverse</b></td><td>of different kinds or sorts</td></tr><tr><td><b>employed/unemployed</b></td><td>having a job/not having a job</td></tr><tr><td><b>online community</b></td><td>a group of people with common interests who use the internet to communicate and work together</td></tr><tr><td><b>risk</b></td><td>a chance of getting hurt or losing something</td></tr><tr><td><b>volunteer</b></td><td>a person who offers to work or help without pay</td></tr><tr><td><b>wider society</b></td><td>a collective group of people living in close proximity.</td></tr></table>		Word:	Meaning:	<b>anonymous</b>	having an unknown name or identity	<b>authority</b>	the right or power to give orders, make decisions, or control people	<b>community</b>	a group of people who live together in one place	<b>culture</b>	the language, customs, ideas, and art of a particular group	<b>diverse</b>	of different kinds or sorts	<b>employed/unemployed</b>	having a job/not having a job	<b>online community</b>	a group of people with common interests who use the internet to communicate and work together	<b>risk</b>	a chance of getting hurt or losing something	<b>volunteer</b>	a person who offers to work or help without pay	<b>wider society</b>	a collective group of people living in close proximity.	<p><b>Our Community</b></p> <p>All these people are ethnically diverse and British</p> <div><p>Birmingham City Centre</p><p>Eid Mela</p><p>St Patricks Day Parade</p><p>Chinese New Year</p></div>
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# Knowledge Organiser – Science, ‘Magnets and Forces’ - Year 3

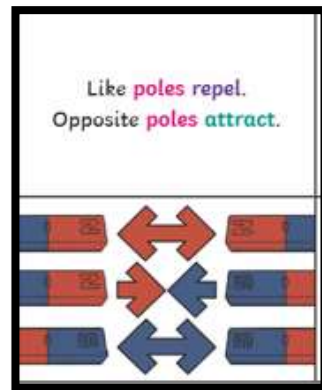
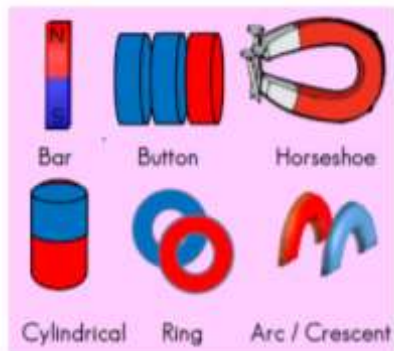
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Key Knowledge	Key Vocabulary		Cultural Heritage
<p><b>Friction –</b></p> <p>When objects are pushed or pulled, an opposing force can be felt. This opposite force is called 'friction'. Friction causes things to slow down or stop. The grip on our shoes stops us slipping. Therefore, friction is great. Ice-skates on an ice-rink will move for a long time because there is very little friction. The rougher the surfaces, the greater the friction. This rubbing of two surfaces can release energy, causing heat.</p> <div data-bbox="87 748 459 959">  </div> <p>A skier coming down the snow, ski slope.</p> <p><b>How do things move on different surfaces?</b></p> <p>Different surfaces create different amounts of friction. The amount of friction created by an object moving over a surface depends on the roughness of the surface and the object, and the force between them.</p> <div data-bbox="87 1142 1068 1453">  </div>	<p><b>Word</b></p>	<p><b>Definition</b></p>	<p><b>Maglev trains in Japan –</b></p> <p>Maglev trains use electrically charged magnets to lift and move carriages above the rail tracks.</p> <div data-bbox="1809 703 2141 906">  </div>
	<p><b>Forces</b></p>	<p>The pushes and pulls which act on our bodies and the things around us to make things move and stop moving.</p>	
	<p><b>Friction</b></p>	<p>A force that acts between 2 surfaces or objects that are moving across each other.</p>	
	<p><b>Surface</b></p>	<p>The top layer of something.</p>	
	<p><b>Magnet</b></p>	<p>An object that produces a magnetic force. It pulls some objects towards it.</p>	
	<p><b>Magnetic Field</b></p>	<p>The area around a magnet where there is a magnetic force.</p>	
	<p><b>Poles</b></p>	<p>The north pole is the end of the magnet attracted to the Earth's North magnetic pole; a magnet's south pole is the end attracted to the Earth's South magnetic pole.</p>	
	<p><b>Repel</b></p>	<p>To move or be forced to move away.</p>	
	<p><b>Attract</b></p>	<p>To pull together with physical force.</p>	

## Magnets -

A magnet is a special object which produces an area of magnetic force around itself called a magnetic field. If a metal object enters this magnetic field, they will be attracted towards the magnet and end up sticking to it - non-metallic objects would not be attracted to it. Some forces need contact between two objects, but magnetic forces can act at a distance.

**Magnetic materials are always made of metal, but not all metals are magnetic.** Iron is magnetic, so any metal with iron in it will be attracted to a magnet. Nickel and Cobalt are also magnetic. Steel contains iron, so a steel paperclip will be attracted to a magnet too. Most other metals, for example aluminium, copper and gold, are NOT magnetic.



Magnetic Objects	Non-Magnetic Objects
<ul style="list-style-type: none"><li>• Paper clip</li><li>• Scissors</li><li>• Key</li><li>• Fork</li></ul>	<ul style="list-style-type: none"><li>• Jumper</li><li>• Scarf</li><li>• Highlighter pen</li><li>• Glass jar</li></ul>