



English

Launch Text: The Wild Way Home by Sophie Kirtley

To know how to write an alternative story based on The Wild Way Home.

To know how to write a diary as a character from our story.

To know how to use of capital letters, full stops, question marks and exclamation marks.

To know how to write descriptions of settings and emotions.

To know how to use a balance of nouns and pronouns for balance and clarity.

To know how to spell words with ey, ei, ai, ear and homophones.

To know how to use dictionaries to check the meaning of words that they have read.

To discuss words and phrases that capture the reader's interest and imagination.

To explain the meaning of words in context (understanding).

Maths

Place Value – to know how to represent and partition numbers to 100 and 1000 and to place numbers to 100 on a number line.

Addition and Subtraction – to know how to add and subtract ones and tens across 100 and add and subtract 2 digit numbers.

Personal, Social and Health Education

Jigsaw piece – Being me in my world

To know how to recognise my worth, to face new challenges positively, to understand rules and how these are linked to our rights and responsibilities, understand how my actions affect myself and others and make responsible choices.

Music

Charanga – Let your spirit fly

To know how to listen and appraise music, learn to play glockenspiels and explore dimensions of music.

Bluebell Class – Autumn 1

What are the secrets of White Horse Hill?



School Trip/Visitor
Trip to White Horse Hill – approx. £2

Physical Education

Dodgeball

To know how to throw and catch with control to keep possession and score 'goals'.

To know how to use space to support teammates and cause problems for the opposition.

To know and use rules fairly to keep games going.

Gymnastics - movement

To know how to adapt sequences to suit different types of apparatus and criteria.

To know how strength and suppleness affect performance.

To know how to compare and contrast gymnastics sequences.

To know how to refine movements into sequences.

To know how to show changes of direction, speed and level during a performance.

To know how to swing and hang from equipment safely using hands.

Science

To know how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

To know in simple terms how fossils are formed when things that have lived are trapped within rock.

To know that soils are made from rocks and organic matter.

French

Getting to Know You

To know how to say hello and goodbye, to introduce themselves, to say if they are feeling good/bad/so-so

To know how to count to 10 and say how old they are.

Computing

To know how to sequence, select, and repeat in programs; work with variables and various forms of input and output.

To know how to understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration

To know how to select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

History

To know how to place the time studied on a timeline.

To know how life changed during the Stone Age, Bronze Age and Iron Age.

To know how to compare life today with life during the Stone Age, Bronze Age and Iron Age.

To know out about White Horse Hill/Uffington Castle and what it was like as a settlement.

Design and Technology

To know about the properties and uses of a range of different fabrics.

To know how to investigate natural and synthetic fabrics and how their uses changed fashion.

To know the importance of recycling and reusing fabric.

To explore and practise different sewing stitches.

To know how to design a small fabric pouch using specific criteria.

To know how to make a small pouch using specific criteria.

Religious Education

Do Christians have to take Communion?

To know about the ritual of Communion and other ways to show belonging to the church.

Year 3 – Autumn 1 ~ Knowledge Organiser

Enquiry Question: What are the secrets of White Horse Hill?

Subject Specific Vocabulary

Stone Age	The Stone Age began about 2.6 million years ago, when researchers found the earliest evidence of humans using stone tools, and lasted until about 3,300 B.C. when the Bronze Age began.
Bronze Age	The Bronze Age was the period of time between the Stone Age and the Iron Age, dating 3300 BC – 1200 BC.
Iron Age	The Iron Age was a period in human history that started between 1200 B.C. and 600 B.C., depending on the region, and followed the Stone Age and Bronze Age.
roundhouse	Roundhouses were the standard form of housing built in Britain from the Bronze Age throughout the Iron Age, and in some areas well into the Sub Roman period. The people built walls made of either stone or of wooden posts joined by wattle-and-daub panels, and topped with a conical thatched roof.
hillfort	A defended settlement built on hilltops.
bronze	A type of metal made from copper and tin to make it harder and more durable.
iron	A metal that is stronger and harder than bronze.
tribe	A group of people, often related through family, culture and language, usually with one leader.
Prehistoric	A time before historical records began
archaeologist	A person who studies human history through looking at artefacts and other remains.
Celts	The name given to people who lived in Europe during the Iron Age.
wattle and daub	A mixture of animal dung, clay and straw.

Key Knowledge

Stone Age:

The Stone Age is named after the stone tools that the earliest humans used to help them survive. They used them to kill animals, such as mammoths, for their meat, bone marrow and skins. The bones were also useful for making tools, such as needles to sew skins together. People in the Stone Age moved around from place to place with the seasons, in order to keep safe and warm and to follow the animals they hunted.

Iron Age:

People in the Iron Age lived in roundhouses. These could be very large and would have housed many people. One household might have had two houses, one for living and one for cooking and making things. In the Iron Age, these houses were sometimes rectangular and were often gathered in farming communities on hills. These were known as 'hillforts'. Between 500 and 100 BC, many parts of Britain were dominated by hillforts. These settlements provided a home for hundreds, and later thousands, of people.

White Horse Hill:

Uffington 'Castle', which occupies the summit of Whitehorse Hill, is a rare and outstanding example of a large Iron Age hillfort. The famous White Horse is the oldest chalk-cut hill figure in Britain, perhaps over 3,000 years old. Nearby Dragon Hill, a natural mound about 10 metres high, is named for its association with the legend of St George.

Skara Brae:

Skara Brae was discovered after a storm in AD 1850 removed the earth that had been covering it. It is a village of eight houses, linked by covered passageways. Not all of the houses were built at the same time. The later ones are slightly bigger but they have very similar features, such as a central firepit and stone shelves. The village tells us a lot about life in the late Stone Age, including what people ate and what sort of tools they used.

Images and Diagrams



Uffington Castle



Stone Age Skara Brae

Iron Age roundhouse



Timeline

