Perran-ar-Worthal Knowledge Organiser



Year 3- Starlings

Autumn Term 2

| Morning Lessons | | | | | | | Afternoon Lessons | | Vocabulary Pyramids | |
|--|-----------------------------------|--|--------------------------------|--|-----------------------------|---------------------------------|---------------------|--|---------------------|--|
| | Engl | ish | | Maths | | | Geography | | Tier | Arc de Triomphe, Palace of Versailles, |
| Genre | Mystery Fiction | | Unit Langua | | .age Links | | | Physical French Landmarks | | Millau Viaduct, Notre Dame de Paris, |
| Reading Texts | Lochness Mon | ster | Onte | Lungu | .uye | LITIKS | Fantastia | Human French Landmarks | ω | Mont Blanc, Eiffel Tower, Mont St Mich Le Louvre, Joyeux Noel, Pere Noel |
| | Brave Mouse E | Extract | | Column add | lition and | | | Why visit France? Make | Tier | human features, physical features, tradition |
| | Clever Gretal | | | subtraction, plus, minu take, add, find the | | | Fantastic France | Leaflets | er 2 | celebrate |
| | Attack of Demon Dinner Ladies | | Addition and Subtraction | difference, altogether, inverse, double/halve, equals, how many more/ | | | | What makes Christmas in France different to the UK? | Tie | rivers, mountains, bridges, galleries, lakes, cities, towns |
| | Christmas Arc | Christmas Around the World | | | | | | | Tier 1 | |
| | Apostrophes fo | or contraction | | less/exchange | | | | | | |
| Discrete G&P | Past Tense | Tense | | Multiplication/multiply/ multiplied by/multiple/ factor/groups of/times/ product/repeated addition/ division/groups/doubling/ halving/array/row/ column/multiplication and | | | | History | | AUTUMN 1 & 2 Stone Age to Iron Age |
| | Direct Speech | Direct Speech | | | | | Stine Age | Life and survival | Tier 3 Tier 2 - | archaeologist , Skara Brae , Neolithic , Palaeolithic , Mesolithic , Stonehenge , anvil , Hillforts , chronology , roundhouse , homo habi prehistoric , undiscovered , inhabited , discovere artefact , excavations , permanently , ancestor |
| | Cause Conjunctions | | | | | | | Skara Brae | | |
| | Paired Adjectives | | A REAL PROPERTY. | | | | | Farming | | |
| Spelling | Create adverbs suffix 'ly' change | | Multiplication and Division | | | | Stille Aye | Clothes | | |
| | le to ly | | | | | | | Cave artwork | | |
| | ic to ally | | | division facts | | | | Neolithic to Mesolithic | Tier 1 | humans , shelter , tools , materials , hunting , weapons , settle , livestock , construction |
| | Challenge Wo | rds | | | | | | Colonae | | AUTUMN 2 - Rocks and Soil |
| | Challenge Words | | | | | Science | | | | |
| Composite: Mystery Fiction | | | | | | | | Explore different properties of rocks | Tier 3 | Chemical fossil, body fossil, trace fossil, cast foss mould fossil, Mary Anning |
| | | | i i | | | | Da aha wa d | Explore rock families | ω | nioutu jossit, Hurg Antiting |
| <u>Component 1</u> What mystery stories | | <u>Component 2</u> Read examples of | What is tl | o <u>onent 3</u> ne Loch Ness | h Ness Write a | o <u>onent 4</u> story based | Rocks and Soils | Recognise that soil comes from rock | Tier 2 | Igneous, sedimentary, metamorphic, permeable impermeable, fossil |
| are they familiar with? What are their main | | mystery texts Explore how suspense | | nster? a mythical | nythical mythical creature. | | | Explore how fossils were formed | luer 1 | Rocks, topsoil, subsoil, baserock |
| features? How do they make a | | built. | cre | ature. | | | Fab Friday | | | |
| reader feel? | | Recognise key feature | | Plan a mystery story based upon a sighting of | | | Art | 5 | | |
| | | | | al creature. | | | Art | Cave Painting | | _ |
| | | | | | | | PE | Invasion Game | | |
| | | | | | | | Pupil Voice | Global Goals | | |