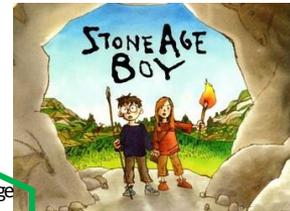


Year 3  
Otters  
Journey Planning  
2019/2020



# The Stone Age



**Reading Comprehension:**  
 Prediction—What is the book about, use evidence  
 Inferring—what do we know about the Stone Age from the images, why?  
 Comprehension – non-fiction, answer questions  
 Vocabulary – Non-fiction, technical words meaning  
 Summarise –fiction, recall the story  
 Retrieve – Poetry, features and answer questions  
 Explain – non-fiction, why was Skara Brea important

**DAILY Continuous Provision:**  
 Punctuation - ?, !, CL, ,  
 Conjunctions  
 Present and past tense  
 Adjectives for description  
 Use of adding suffixes ing, ed

**Weekly Grammar Lesson:**  
 Expanded noun phrases  
 Coordinating and subordinating conjunctions  
 Prepositions  
 Adverbs  
 Inverted commas

**History**  
 Timeline of the Stone Age  
 Evidence to understand Stone Age people's life  
 Compare our lives with those of the past  
 Paleolithic  
 Mesolithic  
 Neolithic  
 Skara Brea

**Geography**  
 How Britain became an island  
 Definition of settlements

**2. ANALYSIS**  
 character emotions  
**Emotion maps**  
 Freeze frames and role play (characters)

**1. VOCABULARY**  
 Reading book – synonyms and understanding vocab  
 WORD MATS, Vocab wall

**3. DESCRIBING**  
 Setting  
 Emotion  
 Use evidence in text for facts  
 Boy's point of view, diary, Om's point of view  
 Sequencing of events for diary, letter, story  
 Poem

**4. ANALYSIS**  
 Punctuation:  
 Use of expanded noun phrases and subordinate clauses - Impact of these .  
 Identify & Improve sentences  
 How speech is laid out – story

**Art/ DT**  
 Research cave paintings  
 Experiment with natural resources  
 Sketch animals – pencil then charcoal  
 Create a cave painting.  
 Pottery – Stone Age pot

**Music:**  
 Charanga – Let your Spirit fly  
 Stone Age Stomp

**WRITE a setting and character description – what did it look like in the stone age?**  
 Diary entry

**WRITE an informal letter home to parents**

**WRITE a non-chronological report**  
 Stone Age survival guide  
 How to survive in the stone age.

**WRITE an adventure story based on the book – T4W**

**Poetry – Hakiu of the stone age and kennings**

**PSHE**  
 Growth Mindset – Resilience  
 Following 'Me, You, PSHE scheme – separate plans:  
 Definition of 'drug'  
 Effect and risks of smoking tobacco and second hand smoke  
 Support available  
 Medicines used to manage and treat medical conditions - Asthma

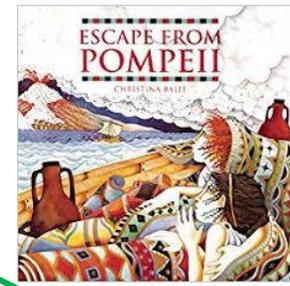
**7. COLLABORATE:**  
 Identify key features  
 Create toolkits

**6. EVALUATE:**  
 What makes an effective – diary/ letter/NCR/ poem/ narrative?  
 Model text – evaluate – compare/contrast

**5. PREDICT:**  
 What will the book be about? Meets girl – What do you think will happen?  
 What things do you think the boy will find in the camp?  
 Pg 27 – What could be moving in the darkness?  
 What will happen now? (in cave)  
 How could the story end differently – alternative ending

**Computing**  
 E-Safety, separate plan

# Escape from Pompeii



**Reading Comprehension:**  
 Predicting – What is going to happen, why/what make you think this?  
 Retrieving – non-fiction, facts  
 Inferring – meaning of song words  
 Vocabulary – meaning of new words, non-fiction  
 Comprehension (through out) – Why don't they worry when the ground shakes? What was different this time?  
 Infer/Explain – who are the characters at the end  
 Summarise – main ideas of the story

**Art**  
 1) Roman Town drawing  
 Eruption – oil pastels and paint  
 Roman Shields  
 2) Roman Mosaic  
 B & W Mosaic

**DT**  
 Roman Shield  
 Catapult (link to science, forces)  
 Chariot (Spring 2)

**Music**  
 1) Charanga – Three Little Birds  
 2) Ancient roman instruments  
 Signals! - Pitch  
 Musical mood – Boudicca  
 Hadrian's wall – unison

**DAILY Continuous Provision**  
 Punctuation - . , ? , !  
 Expanded noun phrases, adjectives  
 Past/Present Tense  
 Conjunctions  
 Use of a/an

**Weekly Grammar Lesson**  
 Prepositions  
 Sentence openers  
 Adverbs, use of 'ly' spelling  
 Conjunction, coordinating and subordinating  
 inverted commas  
 paragraphs

**Geography**  
 Location of Italy and Rome  
 The Roman Empire  
 Roman cities  
 Location of Roman roads

**2. ANALYSIS**  
 character emotions  
 Senses analysis  
 Freeze frames and hot seat

**1. VOCABULARY**  
 Reading book – synonyms and understanding vocab  
 WORD MATS, magpie wall  
 IMPROVE-it

**3. DESCRIBING**  
 Short-Burst writing –  
 • Setting description – of a Roman Town, the eruption, post-eruption

**4. ANALYSIS**  
 Punctuation:  
 Use of expanded noun phrases and subordinate clauses - Impact of these .  
 How speech is laid out – what would an eyewitness say  
 Identify & Improve sentences

**History**  
 Life in the Iron Age  
 Why did the Romans invade Britain?  
 Who it Boudicca?  
 Advanced technology  
 Success of the Roman Army  
 Pros and cons of a Roman soldier  
 Compare weapons  
 Life in Ancient Rome  
 Colosseum  
 Life in Roman Britain  
 Artefact – What do they tell us?

**PSHE**  
 Bullying – How to respond  
 Strengths and Challenges:  
 Celebrating achievement and setting goals  
 Dealing with put downs  
 Dealing with setbacks

**WRITE setting descriptions – as a diary**

**WRITE a letter from one of the characters**

**WRITE a news report of the volcano erupting**

**WRITE a story with a historical setting**

**7. COLLABORATE:**  
 Identify key features  
 Create toolkits

**6. EVALUATE:**  
 What makes an effective – description/letter/news report/newspaper/story?  
 Model text – evaluate – compare/contrast

**5. PREDICT:** What might happen next (after the first few pages)?  
 What is going to happen (the ground starts to shake) Who are the people on the last page?  
 How could the story end differently – alternative end

**Computing**  
 Digital literacy skills to complete research about Romans:  
 Word order  
 Order of returned results  
 Saving and sharing  
 Presenting media

