

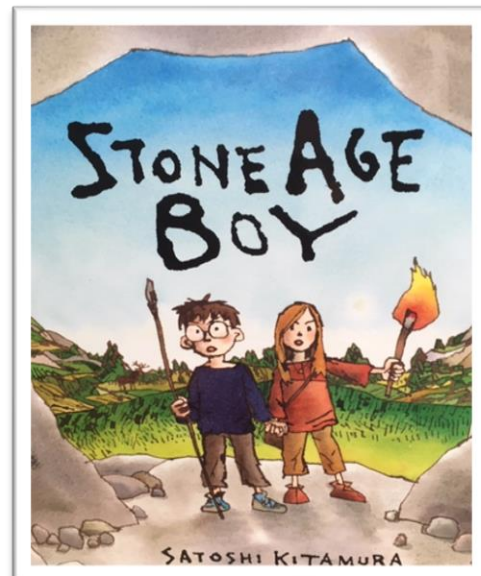
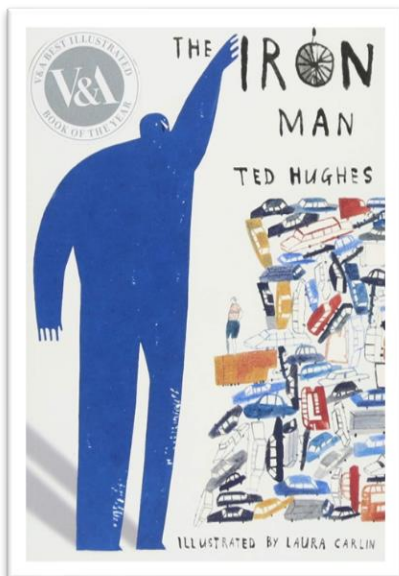


# Pathways to Home Learning

Linked to

*The Iron Man*  
by Ted Hughes

*Stone Age Boy*  
by Satoshi Kitamura



Year 3 Pathways to Home Learning: Spring 1

**Overview of the home learning activities:**

<b>Session 1</b>	Matching words pairs game Complete a picture of Marcel using words and phrases	Reading
<b>Session 2</b>	Use speech bubbles to write a conversation Make speech bubbles and practise writing speech	Writing
<b>Session 3</b>	Make descriptive labels for cave paintings	Reading
<b>Session 4</b>	Match nouns and prefixes to make words Retell the story in cartoons using the past tense	Writing
<b>Session 5</b>	Put ideas about the text in order and explain choices	Reading
<b>Session 6</b>	Practise writing speech Write quotes and fact boxes about the cave for a poster	Writing
<b>Session 7</b>	Spelling activities with words from the Year 3/4 spelling list and nouns with prefixes	Spelling
<b>Session 8</b>	Reading comprehension about the whole text	Reading
<b>Session 9</b>	Write headlines imagining the finding of a cave Write sentences about the discovery using the present perfect tense	Writing
<b>Session 10</b>	Write a diary entry about the cave discovery including a conversation and exciting descriptive vocabulary	Writing

**National curriculum focus – this is the school focus for this half term**

Reading	Writing
<ul style="list-style-type: none"> <li>• Draw inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Form nouns with a range of prefixes</li> <li>• Use present and past tenses correctly and consistently including progressive and present perfect forms</li> <li>• Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters)</li> </ul>

**Spellings to practise**

**Words to use in conversation and writing**

<p>thought through though although surprise surprisingly know knowing knowledge heard bicycle</p>	<p>breath centre decided famous probably special nature natural believe history</p>	<p>ancient antlers archaeologist aurochs bison cavern curiously discovery evidence exploring expert extinct</p>	<p>frantic leaping magnificent midsummer mineral patrols pigment prehistoric remarkable rhinoceros stampeded treasure</p>
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**Daily sessions:**

1.	<p><b>Main outcome of the lesson:</b> To be able to understand the information in the text, to learn the meanings of the vocabulary.</p>	<p><b>Subject knowledge for parents:</b> In the resources, the session 1 definitions are in the same order as the words above them and will need to be shuffled. Encourage children to look up unfamiliar words in a dictionary. The text is a mixture of fact and fiction based on a true story of the discovery of the cave paintings at Lascaux in France. The names (including the dog), dates, discovery and description of the paintings are true as well as the facts on the information page. The remaining details such as how the boys felt and what they said, are imagined.</p>
<ul style="list-style-type: none"> <li>• Before reading the text, cut out the word and definition cards. Sort the words only into three piles with your child – <b>I know</b> – <b>I can guess</b> – <b>I don't know</b>.</li> <li>• Play the memory matching game in resources. Discuss and check meanings.</li> <li>• Look at the words again and ask your child to predict what they think the text is going to be about. Do they think it will be a story (fiction) or information writing (fact)?</li> <li>• Support your child to read together the introduction to <i>'The Treasure of Lascaux'</i> and the first of Marcel's diary entries (pages 1-2). How accurate were their guesses? Do they realise it is based on fact with fictional details? Can they point out parts they think are true?</li> <li>• Complete the picture of Marcel in resources by drawing and writing ideas about him.</li> </ul>		
2.	<p><b>Main outcome of the lesson:</b> To practise using inverted commas for speech and write a conversation using them correctly.</p>	<p><b>Subject knowledge for parents:</b> Pupils in year 3 focus on writing speech using inverted commas "...". A common error is for children to also include the name or speech verb inside the inverted commas e.g. <i>"It was a lovely trip said Mum"</i> instead of the correct, <i>"It was a lovely trip," said Mum</i>.</p>
<ul style="list-style-type: none"> <li>• Read Marcel's diary for the 11<sup>th</sup> September again. Discuss how excited he must have been to tell his friend about the discovery. Use details in the text to practise the conversation with your child, imagining you are the different characters.</li> <li>• Write sentences about what Marcel and Jacques said on scrap paper or a whiteboard using speech bubbles e.g. <div data-bbox="427 1659 791 1854" style="border: 1px solid black; border-radius: 50%; padding: 10px; display: inline-block; margin: 10px;"> <p>Jacques, come quickly! You won't believe this!</p> </div> <p style="margin-left: 20px;"><i>"Jacques, come quickly! You won't believe this!" said Marcel.</i></p> </li> <li>• Imagine what Jacques then said to the other two friends. Pretend one of you is Jacques and the other, Georges or Simon. Draw some speech bubbles of what they might say (actual spoken words only).</li> <li>• Use the speech bubbles to write the conversation between Jacques and the boys, telling them about Marcel's discovery and arranging to meet the next day. Although the focus is on using the speech marks correctly, your child may wish to use other words instead of 'said' e.g. <i>shouted, asked</i> etc.</li> </ul>		

3.	<p><b>Main outcome of the lesson:</b> To find and use imaginative words and phrases to make labels.</p>	<p><b>Subject knowledge for parents:</b> Imaginative words and phrases might be adjectives or noun phrases (noun + adjective) or linked to a theme such as caves and cave paintings. The child can also pick out words and phrases they like that put a picture in their heads <i>e.g. a huge cavern, stampeded across the curving cave wall.</i></p>
<ul style="list-style-type: none"> <li>• Read the second extract from Marcel’s diary (page 3). What does your child think about the boys keeping a secret? Will Marcel be able to keep his discovery to himself?</li> <li>• Using the diary entries, ask your child to find and highlight imaginative words and phrases that describe the cave paintings <i>e.g. ‘magnificent pair of stag’s antlers.</i></li> <li>• Use the words and phrases, and ideas of their own, to make labels on post-its or pieces of paper for the pictures in the resources, as if they were in a museum or exhibition <i>e.g. These four gigantic bulls are painted in red, black and yellow. They were found in a hidden cave in France in 1940.</i></li> </ul>		

4.	<p><b>Main outcome of the lesson:</b> To know the meanings of some common prefixes. To be able to write sentences using consistent past tense.</p>	<p><b>Subject knowledge for parents:</b> Prefixes can be added to words to change the meaning <i>e.g. un-, dis-, mis-, il-, ir- and in-</i> make words mean the opposite. Children should understand that verbs change in the past tense, often by adding -ed, and know how to write regular and irregular verbs in the past <i>e.g. jump – jumped, run – ran.</i></p>
<ul style="list-style-type: none"> <li>• Show the prefixes <b>un-</b> and <b>dis-</b>. Explain that these can be put at the front of many words to make them mean the opposite <i>e.g. un + able = unable.</i></li> <li>• Use the table in resources to make new words using the prefixes.</li> <li>• Retell the discovery of the cave paintings with your child, encouraging them to pay attention to past tense verbs and using the -ed suffix for regular words. They might say, for example, “Robot <b>fell</b> down a hole...Marcel <b>climbed</b> down to him. He <b>looked</b> at the paintings. He <b>told</b> Jacques” etc.</li> <li>• Choose three or four scenes to draw cartoons and write sentences for each using the past tense and imaginative words and phrases (you can borrow some from the text).</li> </ul>		

5.	<b>Main outcome of the lesson:</b> To discuss the themes in the story and be able to identify the most common.	<b>Subject knowledge for parents:</b> Pupils are taught to identify themes in their reading, these are the ideas and topics the writer wants you to think about. Encourage your child to put the more obvious themes near the top of the list, explaining their choices.
<ul style="list-style-type: none"> <li>• Read the last two pages of the text. Does your child know this is factual writing?</li> <li>• Look at the list of ideas or ‘themes’ in resources and discuss any unfamiliar words. Use a dictionary or online version if necessary.</li> <li>• Put the words in order on a line with the most important themes at the top, you can cut them out and arrange them on the table or write them on a piece of paper.</li> <li>• Use the top ideas to write a heading for a poster advertising the cave’s exhibition e.g.  <i>Visit Lascaux- A story of friendship and discovery</i>  <i>Interested in exploring, history and art? Visit the hidden cave at Lascaux</i> </li> </ul>		

6.	<b>Main outcome of the lesson:</b> To be able to write speech using inverted commas correctly. To be able to pick out key facts from a text.	<b>Subject knowledge for parents:</b> When writing the facts for their poster, children summarise or rewrite in their own words. They will need support deciding which words are essential and which can be left out e.g. <i>The paintings were made 15-20,000 years ago. They were done over a very long time...</i> <div style="display: flex; justify-content: center; align-items: center; margin: 10px 0;"> <div style="border: 1px solid green; border-radius: 15px; padding: 5px; text-align: center; width: 150px;"> <i>The paintings were made over 15,000 years ago</i> </div> <span style="margin: 0 10px;">or</span> <div style="border: 1px solid green; border-radius: 15px; padding: 5px; text-align: center; width: 150px;"> <i>The cave paintings are between 15 and 20,000 years old</i> </div> </div>
<ul style="list-style-type: none"> <li>• Imagine you and your child have visited the caves and have been asked to give your opinion about what you have seen. Write some ideas in speech bubbles and turn them into sentences using inverted commas correctly, practising on a whiteboard or scrap paper e.g.           <div style="display: flex; align-items: center; margin: 10px 0;"> <div style="border: 1px solid blue; border-radius: 50%; padding: 10px; text-align: center; width: 150px;"> <i>The paintings are much bigger than I thought</i> </div> <div style="margin-left: 20px;"> <i>“The paintings are much bigger than I thought,” said Dan.</i> </div> </div> </li> <li>• Choose two or three facts from the written work and highlight the key words and phrases they would like to use on their poster. Support your child in choosing which parts can be left out.</li> <li>• Write some facts in boxes or shapes giving information about the caves and add illustrations to complete the poster.</li> </ul>		

7.	<p><b>Main outcome of the lesson:</b> To improve spelling of words from the Year 3/4 spelling list and investigate prefixes.</p>	<p><b>Subject knowledge for parents:</b> The words on the list in resources are examples from a larger list of spellings that pupils in year 3 &amp; 4 are expected to spell. They should be encouraged to use a dictionary or an online version to investigate words with the prefixes suggested.</p>
<ul style="list-style-type: none"> <li>• Spend some time reading, saying aloud and practising writing the words in resources.</li> <li>• Highlight or underline the tricky parts of any words <i>e.g. surprise</i>.</li> <li>• Make a wordsearch to solve later or ask someone else to find the words.</li> <li>• Research to make a word web like the example in resources for one of the prefixes <b>aqua-</b> (meaning water), <b>sub-</b> (under), <b>super-</b> (above) or <b>auto-</b> (self).</li> </ul>		
8.	<p><b>Main outcome of the lesson:</b> To be able to understand information in the text and answer key questions.</p>	<p><b>Subject knowledge for parents:</b> In school, children would be looking at the details of the text to secure their understanding and develop skills such as inference – reading between the lines.</p>
<ul style="list-style-type: none"> <li>• Read through the whole of ‘<i>The Treasure of Lascaux</i>’ again with your child.</li> <li>• What is your opinion on these caves?</li> <li>• Complete the reading comprehension questions in resources about the text.</li> </ul>		
9.	<p><b>Main outcome of the lesson:</b> To be able to use the present perfect tense in sentences.</p>	<p><b>Subject knowledge for parents:</b> Children learn how to write the present perfect tense using <i>have</i> or <i>has</i> with the past tense of the verb. This tense is good for describing an action that started in the past and continues to the present <i>e.g. I <b>have been</b> friends with Jacques since I was small.</i> Examples of present perfect to find in Marcel’s second diary entry: <i>I <b>have never been</b> so tired. We <b>have never seen</b>...Jacques <b>has read</b>. We <b>have all decided</b>. We <b>have found</b>...</i></p>
<ul style="list-style-type: none"> <li>• Imagine you have discovered a cave. Write some sentences for your diary about it. Use present perfect tense <i>e.g. I <b>have</b> drawn pictures of the cave paintings to show Mum. Jacques <b>has gone</b> to tell the teacher.</i></li> <li>• Here are some example verbs... <ul style="list-style-type: none"> <li>○ I have found</li> <li>○ I have noticed</li> <li>○ I have seen</li> <li>○ He has gone/she has gone</li> </ul> </li> </ul>		

10.	<p><b>Main outcome of the lesson:</b> To write a diary entry about your cave discovery. Apply all grammar skills practised over the 10 sessions.</p>	<p><b>Subject knowledge for parents:</b> This could take more than one session. Encourage your child to think about:</p> <ul style="list-style-type: none"> <li>• Full sentences with correct punctuation</li> <li>• Past tense verbs</li> <li>• Imaginative vocabulary and spelling – use word lists</li> </ul>
	<ul style="list-style-type: none"> <li>• Use books or websites to research pictures of caves and cave paintings.</li> <li>• Choose your favourite images and imagine you had discovered them. Make a list of some descriptive words and phrases about the pictures to use in your writing.</li> <li>• Look at how the diary in the text is set out. Diaries don't need to be arranged exactly like Marcel's but they must describe events and details about the day and use the first person – 'I'. They usually also include how you felt. Note the date and place on the right-hand side and '<i>Dear Diary</i>' at the start, a bit like a letter to yourself.</li> <li>• Imagine you had discovered a cave like Lascaux. Write your diary for the day in three or more paragraphs. Don't forget to say how exciting it was:             <ul style="list-style-type: none"> <li>○ Where you were and what you were doing when you found the cave</li> <li>○ What it was like inside</li> <li>○ What you did afterwards</li> </ul> </li> </ul>	



## Resources

### Session 1

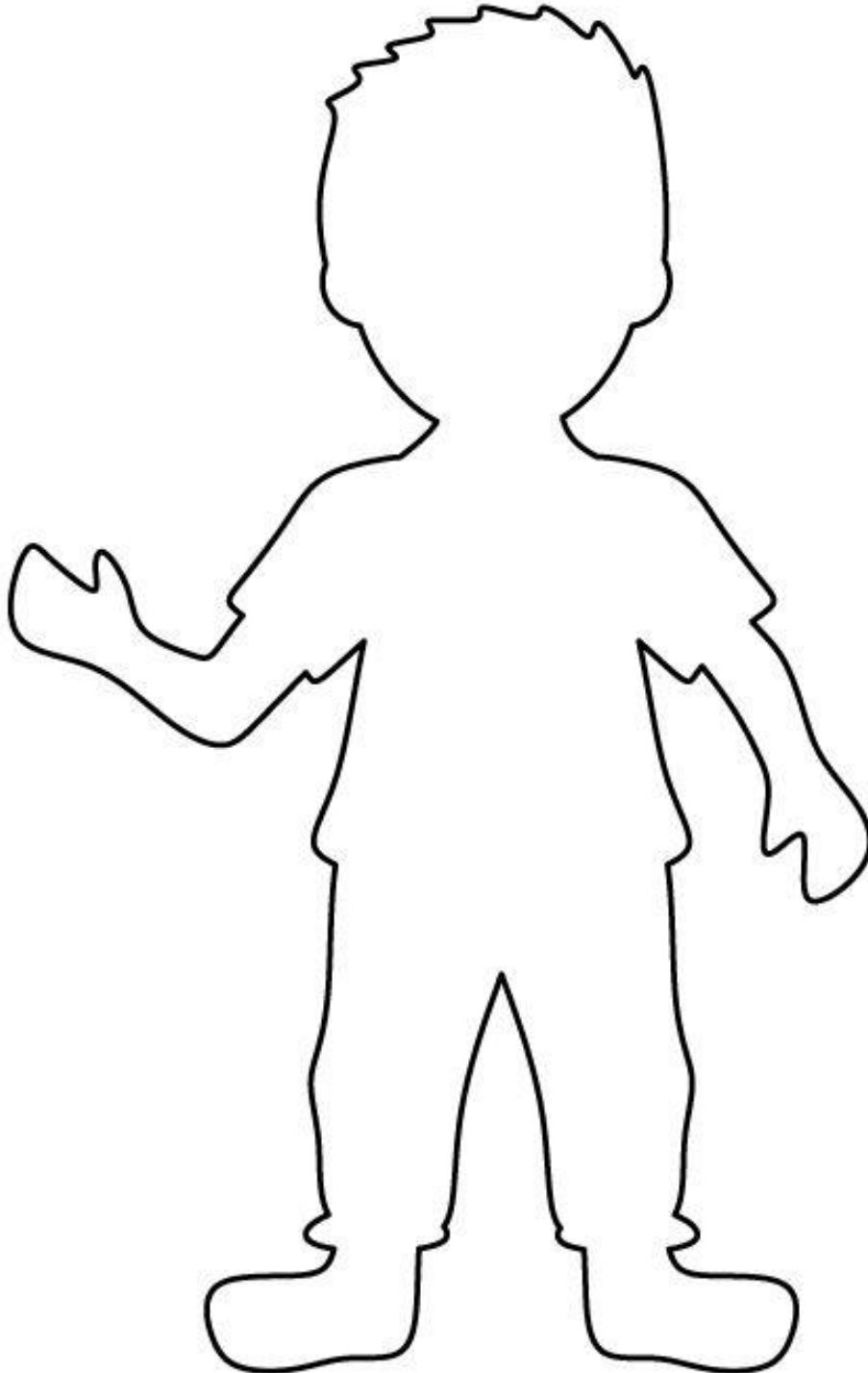
evidence	pigment	prehistoric	ancient
expert	extinct	stampeded	mineral
discovery	cavern	frantic	archaeologist

information or facts (and sometimes things) that help to prove something is true	the natural colouring of animal or plant material	the time before any history was written down	belonging to the very distant past
a person who knows a lot about something	when an animal or plant no longer exists	animals rushing wildly in a sudden panic	a solid, natural material usually found in the ground
the first time something is found	a very large cave	hurried, excited, desperate or worried	a person who studies history by digging or studying artefacts

**Memory Matching Game-** Cut out all the cards and turn them over on the table in two piles. Take turns to pick one from each pile and read them. If you pick a matching pair, you can keep it and you get another turn. If the word and the definition don't match, put them back exactly where they were- the trick is to try to remember!

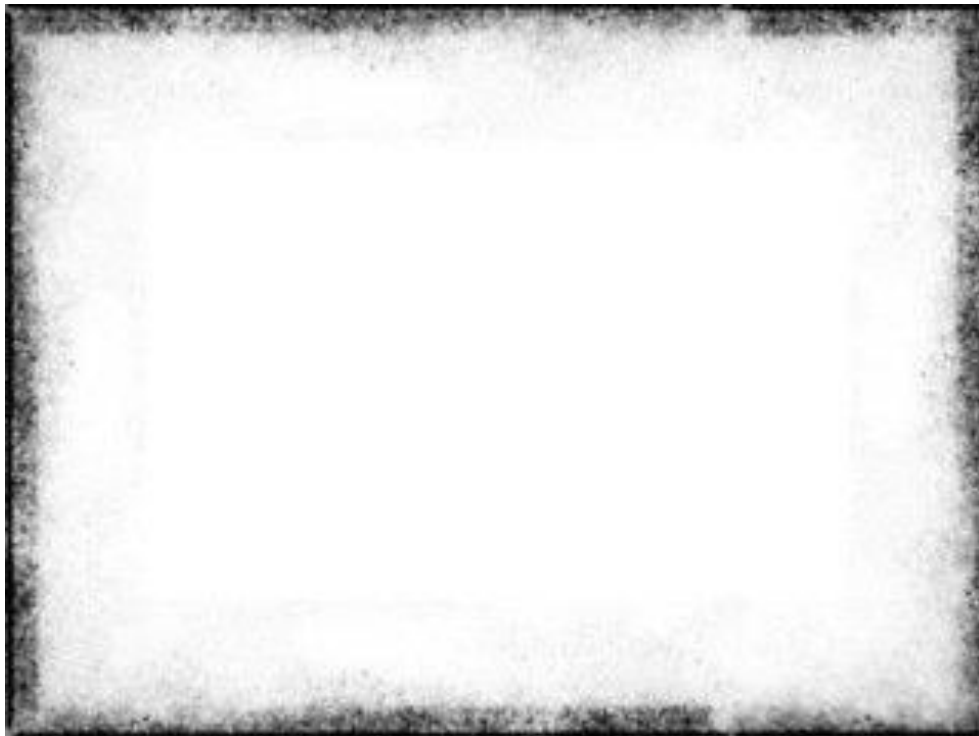
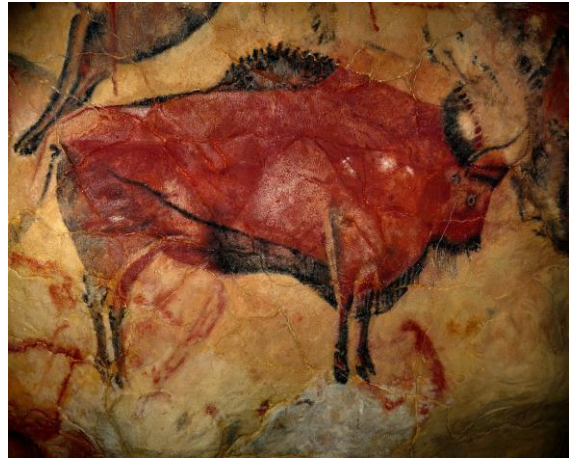
**Marcel**

Here's Marcel. Use the first diary entry to find out more about him. Write words around or inside the outline to describe what sort of person he is *e.g.* a good friend. Add Robot, of course, and any details and colours of your own.



Session 3

Examples of Cave Paintings- Try one of your own in the blank space



## Session 4

Word	Un/Dis/X	New Word
even	un	uneven
pleased		
remarkable		
hurt		
exciting		
scrambled		
tucked		
believe		
prove		

*Answers: displeased, unremarkable, unhurt, unexciting, unscrambled, untucked, disbelieve, disprove*

## Session 5

**Ideas and Themes - Which ideas fit the story? Put them in order**

survival	discovery	escape	secrets
war	friendship	history	kindness
exploring	treasure	home	art



**Reading comprehension**

1. How did Marcel find the caves?
2. Name three things the boys saw painted on the walls.
3. Why did Marcel say he had found the treasure of Lascaux?  
How do you think this was different to what he had expected?
4. What were the boys trying to avoid when they went back to the cave together and why do you think this was?
5. Name three things that have been found in the cave by archaeologists.
6. What happened to the paintings when people started to come and visit them?
7. Write three instructions to help someone who wanted to make a cave painting themselves.