

**Autumn 1 - Year 3/4:**

**English Learning Journey: The Bear in the Stars.**

Start the journey here...

Read the text and discuss what the author wants this text to achieve. **Retrieve** information from the text, **explain** the features of the text and form own questions  
Task: VIPERS QUESTIONS.  
**Reading**

Investigate the information in the book further.  
Task: Create a Save our Earth poster using re-search gained from both books.  
**Writing**

Describe the setting looking at the contrast of ice. kingdom and warm forest.  
**GRAMMAR** - adjectives, noun phrases, simile and personification.  
Task: In groups, create poems using senses.  
**Poetry Writing**

Repeat telling the story and create a story map.  
Focus on emotions and how they change during the story.  
**Writing**

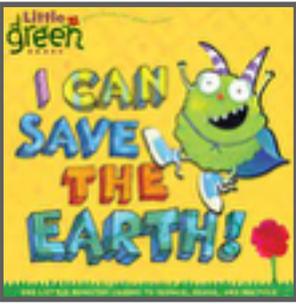
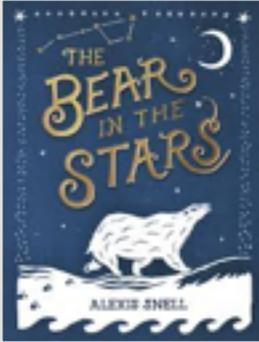
Task: Hot Seat a polar bear, asking questions about the main events. Whole class and then small groups.  
Discuss how the Polar Bear is feeling at different stages of the story.  
**Speaking and listening**

**Skills - we will be learning how to:**

- Use expanded noun phrases for detail and atmosphere.
- Add a characters thoughts to our writing.
- Use figurative language for description (simile, personification and metaphors
- Use persuasive language.

**We might reach for the sky and:**

- Use emotions to persuade effectively
- To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.



Task: using images from the text and emotional vocabulary word map describe and explain how the polar bear is feeling and give reasons.  
**Writing**

Task: create an ending for the story if Humans listen to advice and manage to save the polar bears natural habitat.  
**SPAG- FRONTED ADVERBIALS**  
**Writing**

**TASK:** Create a film in a group using persuasive language  
**Speaking and listening**  
**Computing**

Task: Present to another class their findings about Saving our Planet

Go over toolkit for writing a persuasive argument. Read example to the class and look at key features and vocabulary.  
Task: Independent write of their own persuasive argument using the success criteria.  
**Writing**

Task: To use research to create a plan for a persuasive argument. Convince others that we need to save our planet.  
Task: find evidence to support your argument  
**Reading/Writing**

Where our journey ends...

**VOCABULARY:** Ecosystem, pollution, recycle, over-fishing, deforestation, conservation, sustainable, global weather, climate change, wildlife, environmental impact, natural disasters, cyclone, volcano, earthquake, tremor, magma, waste, recycling, compost, reuse.