

See inside The Stone Age Boy English Pack



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A two-week
English unit
for lower
KS2, based
on the book
'Stone Age
Boy'.

Integrated
SPAG
objectives

Encourages
talk and
discussion of
the text

Guided
group
ideas

Opportunities
to develop
sentence level
work

Wednesday - To use adverbials of time and place <small>NB: For teacher background information about the grammar of adverbials, see http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnit279.shtml</small>		
Class Teaching Talk Starter - Display the list of adverbials from Resource B . Ask children to take it in turns in partners to make up their own sentence including one of the adverbials from the list. Encourage children that although adverbials are often placed at the start of the sentence (which we call 'fronted adverbials'), they can also be placed in the middle or at the end. Encourage children to try a mixture! Main Input - Reread <i>Stone Age Boy</i> , asking children to listen out for adverbial phrases in the story and to put their hand on their head every time they hear one. After reading, you could add some of the adverbials that you heard to the list you have already displayed on the board. Review the list, asking children to decide which phrases are adverbials of time and place.	Group Work Independent or TA: Challenge children to write a postcard from the boy to his parents, describing some of the adventures he had in the Stone Age. They must include an adverbial phrase in each sentence. You can use the template from Resource C if you wish. Remind children that if they are using a fronted adverbial, they should include a comma after the adverbial phrase. Teacher guided - higher group: Introduce your higher group to the idea that as well as adverbials of time and place, we also have adverbs of manner. These are the types of adverbs that usually end in -ly and tell us how something is done, such as peacefully or loudly. Ask them to skim through the text of <i>Stone Age Boy</i> to make a list of as many adverbs of manner as they can find. Then they should write their postcard, including adverbials of time, place and manner.	Plenary Display a postcard on a board and allow children to pick out random ones. They should read it and count the different types of adverbials used. Ask children to underline adverbials of place in blue and adverbials of time in red. Ask children to self-assess how confident they feel using adverbial phrases.
Thursday - To prepare a short drama performance based on a book		
Class Teaching Sentence Level Starter - Give children time to find and print some images of caves from an online image search or display the image search results on the whiteboard. Hand out a post-it note to each child and ask them to write a sentence on it to describe one of the caves. Once they have finished, they should swap their post-it with a partner and try to edit or improve their partner's sentence. Main - Enlarge the illustration from pages 24-25 of <i>Stone Age Boy</i> . Ask the children to imagine how the boy feels as he enters the cave. Arrange children into an 'alley', with the children each facing a partner in a long line to make a corridor. Ask for a volunteer to be the boy and allow each child to say what he might be thinking as he walks past them down the middle of the cave corridor.	Group Work Mixed Ability Groups: Ask children to work in groups to role play the boy and On walking through the cave. They should prepare a short drama of this part of the story and they need to include a 'narrator', whose role it is to explain what the boy is thinking and feeling. Prompt children to use their thesaurus skills they worked on earlier in the week to find interesting words to include in their drama.	Plenary Take time to perform some of the dramas. Ask for feedback from the other children including what went well and what could be improved.

10 daily
lesson
plans

Teacher
background
knowledge

Assessment
opportunities

Drama and
role play to
develop
ideas

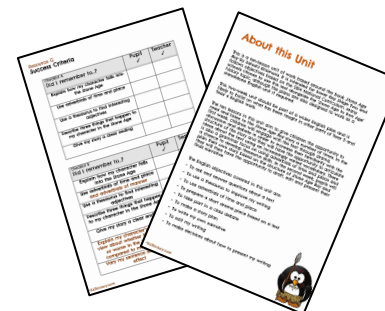
Activities Include:

- Hot-seating characters
- Describing settings
- Using adverbials of time and place
- Writing a postcard
- Preparing a drama performance
- Holding a class debate
- Using roleplay to plan a story
- Drafting, editing and presenting a new story

Pupil activity
sheets



Pupil
Success
criteria
checklist



Unit overview
notes for teachers
including National
Curriculum objectives