| **Section** | **Lesson title** | **Page** | **Objective(s)** |
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| Plot character and setting | Stig’s den | 11 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning. |
| Plot character and setting | Barney and Stig work together | 11 | **Years 3-4 programme of study: READING: Comprehension**  To develop positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books. |
| Plot character and setting | Talking with the Snargets | 12 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning. |
| Plot character and setting | What is he like? | 12 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |
| Plot character and setting | Different people, different thoughts | 13 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |
| Plot character and setting | Another title | 13 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these. |
| Plot character and setting | Fun and games at the party | 14 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. |
| Plot character and setting | Stepping into the past | 14 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning. |
| Talk about it | Barney, Gran and Lou | 19 | **Lower Key Stage 2 – Years 3-4**  Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. |
| Talk about it | Stig talks! | 19 | **Lower Key Stage 2 – Years 3-4**  Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.  **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. |
| Talk about it | Barney on television | 20 | **Lower Key Stage 2 – Years 3-4**  Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. |
| Talk about it | Who is it? | 20 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. |
| Talk about it | All about Stig | 21 | **Years 3-4 programme of study: READING: Comprehension**  To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. |
| Talk about it | Persuade me! | 21 | **Lower Key Stage 2 – Years 3-4**  Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In Years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate. |
| Get writing | That’s not what it’s for, Stig! | 25 | **Years 3-4 programme of study: WRITING: Composition**  To draft and write by in narratives, creating settings, characters and plot. |
| Get writing | Front-page news | 25 | **Years 3-4 programme of study: WRITING: Composition**  To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings. |
| Get writing | With love from Barney | 26 | **Years 3-4 programme of study: WRITING: Composition**  To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings. |
| Get writing | Living in the Stone Age | 26 | **Years 3-4 programme of study: WRITING: Composition**  To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings. |
| Get writing | A portrait of Barney | 27 | **Years 3-4 programme of study: WRITING: Composition**  To draft and write by in non-narrative material, using simple organisational devices such as headings and sub-headings. |
| Get writing | A meeting across time | 27 | **Years 3-4 programme of study: WRITING: Composition**  To plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, grammar and vocabulary.  To draft and write by in narratives, creating settings, characters and plot. |
| Assessment | Teapots, tins and other things | 31 | **Years 3-4 programme of study: READING: Comprehension**  To understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. |