

**Curriculum Overview: Year 3**

	Autumn Term		Spring Term		Summer Term	
	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
<b>Topic</b>	Author focus Roald Dahl	Through the ages Stone Age	Explore Asia	Through the Ages Romans	Staying Alive	Tomb Raiders
<b>Visits/ Trips/ Workshops</b>						
<b>Writing</b>	<p><b><u>Recount</u></b> Alternative version of <i>The Twits</i> (Talk for Writing)</p> <p><b><u>Biography: Roald Dahl</u></b></p> <p><b><u>Rhyming Poem</u></b> Roald Dahl's Revolting Rhyme's</p>	<p><b><u>Narrative</u></b> Stone age adventure story - ending of text <i>Stone Age Boy</i></p> <p><b><u>Diary entry</u></b> Write a diary entry from the perspective of a stone age hunter <b>W3-4 i-r</b></p> <p><b><u>Comic cartoon</u></b> Link with science and publish using ICT</p>	<p><b><u>Myths and Legends</u></b> Children write their own quest myth based on the magic paintbrush (Talk for Writing)</p> <p><b><u>Persuasive Brochure about India</u></b></p> <p><b><u>Performance poetry</u></b> In groups children uplevel an existing poem to recite and perform.</p>	<p><b><u> kennings Poem</u></b> Inspired by text; The Conquerors</p> <p><b><u>Roman Mythology Character Description</u></b> Design and describe a mythical character (link <i>The Orchard Book of Roman Myths and Amazing Facts, Myths and Quirks of the Human Body</i>)</p> <p><b><u>Non-chronological report</u></b> The Romans</p>	<p><b><u>Persuasive letter</u></b> Ban pesticides</p> <p><b><u>Diary sequence</u></b> Iron Man- (3 weeks)</p> <p><b><u>Shape and Calligram poems</u></b></p>	<p><b><u>Explanation text</u></b> Mummification process</p> <p><b><u>Newspaper Report</u></b> Howard Carter discovers tutankhamun's tomb</p> <p><b><u>Instruction Text</u></b> How to make Canopic Jars</p>
<b>Suggested Texts</b>	Revolting Rhymes, Roald Dahl Revolting Recipes, Roald Dahl	Stone Age Boy, Satoshi Kitamura The Stick and Stone Age, Jacqui Bailey The Pebble in my Pocket: A History of our Earth, Meredith Hooper The Savage Stone Age, Terry Deary How to live like a stone age hunter, Anita Ganeri, Who were the first people, Phil Roxbee Cox National Geographic Kids	The Magic Paintbrush Music Of The Street by Jennifer Lujanac.	'The Conquerors' by David McKee to children. A Roman Soldier's handbook, Lesley Sims A Roman Soldier (How to be), Fiona MacDonald What the Romans did for us: Age 7-8 Below Average Readers Boudica, Emma Fischel The Orchard Book of Roman Myths, Geraldine McCaughrean The Amazing Human Body	The Iron man, Ted Hughes, Laura Carlin Plants (Amazing Science), Sally Hewitt The Flower, John Light Plant Secrets, Emily Goodman The Bog Book of Bugs, Yuval Zommer	The awesome Egyptians, Terry Deary There's a pharaoh in our bath, Jeremy strong Ancient Egypt: Tales of Gods and Pharaohs, Marcia Williams Egyptian Things to Make and Do, Emily Bone Egypt (See Inside) (Usborne See Inside), Rob Lloyd Jones Everything Ancient Egypt: Dig into a Treasure Trove of Facts, Photos, and Fun (National Geographic Kids), Crispin Boyer

		Everything Rocks and Minerals, Steve Tomecek		Detectives: Amazing Facts, Myths and Quirks of the Human Body, Maggie Li		Pharaoh's Handbook (Handbooks), Sam Taplin <a href="#">DK Findout! Ancient Egypt</a> <a href="#">Flat Stanley: The Great Egyptian Grave Robbery</a> , Sara Pennypacker The Time-travelling Cat and the Egyptian Goddess, Julia Jarmon
<b>Maths</b>	<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>- Count from 0 in multiples of 4 to 10/12<sup>th</sup> multiple and consolidate multiples of 3 and 5.</li> <li>- Say/identify the number that is ten more or less within 200.</li> <li>- Recognise the place value of each digit in a three-digit number to 200.</li> <li>- Recall and use multiplication and division facts for the 3 times table up to the 12<sup>th</sup> multiple</li> <li>- Multiply and divide a teen number by a one-digit number using informal written methods such as partitioning/empty number line.</li> <li>- Mentally add and subtract a three-digit number and ones and a three-digit number and tens within 200, including the use of jottings such as a blank number line</li> <li>- Add and subtract two two-digit numbers, bridging 100, using informal written methods</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>- Recognise unit fractions and find unit fractions with small denominators of amounts <b>using resources</b>.</li> <li>- recognise simple equivalent fractions of a half <b>using diagrams</b>.</li> <li>- compare unit fractions <b>using diagrams</b>.</li> </ul> <p><b>Geometry:</b> Properties of Shape (2D) and Angles <b>Measurement:</b> Time, Money, Length and Perimeter <b>Statistics:</b> Data handling</p>		<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>- Count from 0 in multiples of 3, 4, 8 and 50 to 10/12<sup>th</sup> multiple</li> <li>- Say/identify the number that is 100 more or less within 500.</li> <li>- Recognise the place value of each digit in a three-digit number to 500.</li> <li>- Recall and use multiplication and division facts for the 3 and 4 times table up to the 12<sup>th</sup> multiple</li> <li>- Multiply and divide a teen number by a one-digit number using informal written methods such as grid/expanded method.</li> <li>- Mentally add and subtract a three-digit number and ones and a three-digit number and tens within 500, including the use of jottings such as a blank number line</li> </ul> <p><b>Begin</b> to use the formal written method to add and subtract two two-digit numbers</p> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>- Recognise non-unit fractions with small denominators of amounts <b>using resources</b> and begin to find non-unit fractions of amounts <b>using resources</b>.</li> <li>- order unit fractions using diagrams.</li> <li>- add fractions with same denominator within one whole.</li> </ul> <p><b>Geometry:</b> Properties of Shape (3D), <b>Measurement:</b> Time, Perimeter, metric and area, Mass and Capacity <b>Statistics:</b> Data handling</p>		<p><b>Number:</b></p> <ul style="list-style-type: none"> <li>- Count from 0 in multiples of 3, 4, 8 and 50 and 100 to 10/12<sup>th</sup> multiple</li> <li>- Say/identify the number that is 100 more or less within 1000.</li> <li>- Recognise the place value of each digit in a three-digit number to 1000.</li> <li>- Recall and use multiplication and division facts for the 3, 4 and 6 times table up to the 12<sup>th</sup> multiple</li> <li>- Multiply and divide a teen number by a one-digit number using the formal written method.</li> <li>- Add numbers with up to three-digits using the formal written method</li> <li>- Subtract numbers with two-digits and begin to subtract three-digit numbers using the formal written method</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>- Recognise and show, <b>using diagrams</b>, a range of simple equivalent fractions with small denominators such as <math>1/3 = 2/6</math>, <math>4/8 = 1/2</math></li> <li>- Compare and order unit fractions and non-unit fractions with the same denominators using diagrams</li> <li>- Add and subtract fractions with the same denominator within one whole</li> </ul> <p><b>Measurement:</b> Time (24 hour), Money, Perimeter and Area, Length (decimal notation) <b>Geometry:</b> Properties of shapes <b>Statistics:</b> Data handling</p>	
<b>Science</b>	<p><b>Plants WSKL2a-i</b></p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to</li> </ul>	<p><b>Rocks and Soil</b></p> <p>Soil and its uses - link to different settlements, iron age farming. Link to geography.</p> <p>Rocks – the pebble in my pocket (story mapping the journey of a rock inc. types of rocks and how they form)</p> <p>Pompeii – fossilising (link to geography) Could link to art making a Pompeii volcano and village to be destroyed.</p>	<p><b>Animals inc Humans</b></p> <ul style="list-style-type: none"> <li>• identify that animals, including humans, need the right types and amount of nutrition, and that they make their own food; they get nutrition from what they eat</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<b>Materials (?)</b>	<p><b>Magnets and forces</b></p> <p>Linking to north pole</p> <p><b>Forces</b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• ( North pole magnets link)</li> </ul> <p><b>Magnets</b></p> <ul style="list-style-type: none"> <li>• observe how magnets</li> </ul>	<p><b>Light and Shadow</b></p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> </ul>

	<p>plant</p> <ul style="list-style-type: none"> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p><b>Rocks and soils</b></p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> </ul> <p>recognise that soils are made from rocks and organic matter</p>			<p>attract or repel each other and attract some materials and not others</p> <ul style="list-style-type: none"> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p>find patterns in the way that the size of shadows change</p> <p><b>Working scientifically focus</b> (building independence in scientific questioning – equipment selection, posing problems and children to choose how to investigate)</p> <p><b>WSKL2a</b></p> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>Revisit Science areas AFL. Investigations linked to Growing Plants- River Nile link</li> <li>Soils- Types of soil. Grow plants in different soils.</li> <li>Forces- Build pyramid What's the easiest material to move a large stone on?</li> </ul>
<p><b>Learning Across the Curriculum (Foundation Subject Links)</b></p>	<p><b>History</b> British figures in history</p> <p><b>Computing</b> <i>Use canva to create a timeline infographic about Roald Dahl</i> - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and</p>	<p><b>History</b> Changes in Britain from the Stone Age to the Iron Age</p> <p><b>Geography</b> Movement of people/Continents</p> <p>Human geography, including: types of settlement and land use/patterns and how locations were used over time. Economic activity including trade links, and the distribution of natural resources including energy, food, minerals</p>	<p><b>History</b> China/south east Asia</p> <p>The achievements of the earliest civilizations and a close look at The Shang Dynasty of Ancient China</p> <p><b>Geography</b> Locate the world's countries, using maps to focus on environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><b>History</b> The Roman Empire and its impact on Great Britain.</p> <p><b>Geography</b> Empires/Pompeii: Human geography, including: types of settlement and land use/patterns and how locations were used over time.</p> <p><b>Art</b> <b>Make a mosaic</b> <b>Skill progression:</b> - use watercolour paint to produce washes - blend colours to create different tones</p>	<p><b>DT</b> Design and build own working product (moving hand from from Iron man)</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and</p>	<p><b>History</b> Ancient Egypt incl. Tutankhamun, Nefertiti, Howard Carter</p> <p>The achievements of the earliest civilizations and a close look at Ancient Egypt</p> <p><b>Geography</b> Human and physical geography - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>

	<p>information.</p> <p><b>Research and Communication</b></p> <ul style="list-style-type: none"> <li>- Follow a simple search to find specific information from a website.</li> <li>- Find and use appropriate information</li> </ul> <p><b>E-Safety and Computing skills</b></p> <p><b>DT</b></p> <p>Roald Dahl revolting recipes</p> <p>Children design a recipe to make, based on Roald Dahl's Revolting Recipes.</p> <p>Children use ICT to publish their cookbook.</p> <ul style="list-style-type: none"> <li>- select from and use a wider range of tools and equipment to perform practical tasks.</li> <li>- select from and use a wide range of ingredients, according to their functional properties and aesthetic qualities.</li> </ul>	<p>and water.</p> <p><b>Art</b></p> <p><b>Cave painting</b></p> <p><b>AK2a,b,c</b></p> <p><b>Skill progression:</b></p> <ul style="list-style-type: none"> <li>- mix colours effectively</li> <li>- blend colours to create mood.</li> <li>- create our own colour wheel</li> <li>- use different brush strokes for effect</li> <li>- Draw animals in the style of cave art</li> <li>- paint on different media</li> </ul> <p>(sketch book to record progression of skills)</p>	<p><b>Physical geography, including: climate zones, rivers, mountains, etc</b></p> <p><b>Art</b></p> <p><b>Use splash painting techniques to make a Holi picture</b></p> <p><b>Skill progression:</b></p> <ul style="list-style-type: none"> <li>- Blend watercolours to create a wash (Solid wash, graded wash, Wet in wet)</li> <li>- flick paint to create a bright and vibrant background</li> <li>- Use line to add detail and create a Chinese landscape</li> <li>- Use line to show texture</li> </ul> <p>(sketch book to record progression of skills)</p> <p><b>Computing</b></p> <p>Comic cartoon – link with science and publish using ICT</p>	<ul style="list-style-type: none"> <li>- use a real life stimulus to identify tones and paint using watercolour</li> <li>- sketch a design for a mosaic.</li> <li>- make tiles for a mosaic.</li> </ul> <p>(sketch book to record progression of skills)</p> <p><b>Computing</b></p> <p><b>Use Popplet to capture/organise research and ideas for a non-chronological report.</b></p> <ul style="list-style-type: none"> <li>- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</li> </ul> <p><b>Research and Communication</b></p> <ul style="list-style-type: none"> <li>- Follow a simple search to find specific information from a website.</li> <li>- Find and use appropriate information</li> </ul> <p><b>E-Safety and Computing skills</b></p>	<p>ingredients, according to their characteristics</p> <p><b>Computing</b></p> <p><b>Animation to show the iron man in the junk yard</b></p> <p><b>Programming</b></p> <ul style="list-style-type: none"> <li>- Create an algorithm for an animated scene from the Iron Man in the form of a storyboard</li> <li>- Use a computer to create basic applications (2DIY, scratch)</li> <li>- Create an algorithm for an animated scene from the Iron Man in the form of a storyboard</li> <li>- Investigate how different variables can be changed, and the effect this has. (2DIY scratch)</li> <li>- Use simulations to make and test predictions. (2DIY scratch)</li> </ul> <p><b>E-Safety and Computing skills</b></p>	<p>E.g. The Nile River and the uses of the river, comparative to the UK. Flooding/drought. Agriculture.</p> <p>Geography skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Art/DT</b></p> <p><b>Canopic jars</b></p> <p><b>Skill progression:</b></p> <ul style="list-style-type: none"> <li>- plan a canopic jar of a God that is symmetrical and balanced</li> <li>- form armature using newspaper, cardboard and masking tape. roll newspaper into balls to create a head</li> <li>- apply rigid wrap plaster cloth to create a smooth paintable surface.</li> <li>- interpret and use ancient Egyptian symbols and patterns in their own work</li> <li>- use impression tools to sculpt details in relief</li> <li>- demonstrate painting skills to enhance sculptural detail</li> </ul> <p>(sketch book to record progression of skills)</p> <p><b>Possible incidental outcome: Egyptian jewellery</b></p>
<p><b>Music</b></p>	<p><b>Feel the Rhythm 3</b></p> <p><i>Reading and writing notation up to and including semiquavers.</i></p>	<p><b>Stone age?</b></p> <p><b>PLAYING TECHNIQUE, TUNED PERCUSSION CONTROL THAT</b></p>	<p><b>Musical Storytelling</b></p> <p><i>Create descriptive music to set a scene or tell a story, based</i></p>	<p><b>Raise your Voice 3</b></p> <p><i>Sight singing from stave notation, singing rounds, partner songs</i></p>	<p><b>Notate the Pitch 2</b></p> <p><i>Building from graphic notation to formal stave notation.</i></p>	<p><b>Compose Like an Egyptian!</b></p> <p><i>Phrygian mode compositions, notated</i></p>

	<p>Play rhythms on a variety of instruments. Improvise, compose and perform using rhythms.</p> <p>Duration, tempo 2a, 2b, 2c, 2d PUV 4, PUI10-12 NR5,8 NP6-8 C 7</p>	<p><b>SOUND 3? DEVELOPING RHYTHMS INTO MELODIES FROM LAST TERM-CONSOLIDATE</b></p>	<p>on the period of history being studied. Maybe an historic event?</p> <p>Pitch, duration, texture, structure, tempo, timbre, dynamics 2a, 2,b 2d, 2e CS 5 C7-11 L7,8 LD8,9 PUI9-12 PUV7,8</p>	<p>Pitch, texture, tempo, dynamics 2a, 2c, 2d, 2e PUV7-10 PUI11-12 N7,8 NP8,9 LD10 LC</p>	<p>Writing/playing based on Healthy Heart song Pitch 2a, 2b, 2d NP8-10 C8-10</p>	<p>using stave notation Melody 2a, 2b, 2c, 2d, 2e CS4-6 L8, 10 NP10,11 NR7-9 PUI13</p>
<b>RE</b>	<b>RE:</b> Judaism Unit 1 Beliefs about God	<b>RE:</b> Christianity Unit 6 Festival of Christmas & Advent	<b>RE:</b> Christianity Unit 7 A local Parish Church	<b>RE:</b> Hinduism Part 2 Unit 3 The Mandir	<b>RE:</b> Sikhism Unit 1 Guru Nanak	<b>RE:</b> Unit 5 Prophet Muhhamed (pbuh) the final messenger
<b>Spelling</b>	<p>Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing')</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable. The suffix –ation, –ly, –ous</p> <p>Teach prefix in , 'un-' and 'dis- (disappoint, disagree) Prefixes,</p> <p>Rarer GPCs: words with the /ei/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they)</p> <p>Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun)</p>	<p>Prefixes 'mis-' and 're-'</p> <p>The /i/ sound spelt 'y'</p> <p>Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin)</p> <p>words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</p> <p>Strategies for learning words: words from statutory and personal spelling lists ( Word Mat)</p>	<p>Suffixes '-ness' and '-ful' following a consonant</p> <p>Prefixes 'sub-' and 'tele-'</p> <p>Words with the /j/ sound spelt 'ch' (mostly French in origin) as well as 's', 'ss(ion/ure)'</p> <p>Suffixes '-less'and '-ly'</p> <p>Strategies for learning words: words from statutory and personal spelling lists ( Word Mat)</p>	<p>Prefixes 'super-' , anti and 'auto-'</p> <p>Homophones</p> <p>Words with the /k/ sound spelt 'ch' (Greek in origin)</p> <p>Strategies for learning words: words from statutory and personal spelling lists ( Word Mat)</p>	<p>Previously taught suffixes ('-ed', 'ing', '-s', '-es', '-ness', '-ful', '-less' and '-ly')</p> <p>Suffix '-ly' with root words ending in 'le' and 'ic'</p> <p>Rare GPCs (/i/ sound)</p> <p>From Years 1 and 2: vowel digraphs</p> <p>Strategies for learning words: words from statutory and personal spelling lists ( Word Mat)</p>	<p>The /ʌ/ sound spelt 'ou'</p> <p>Homophones (including heel/heal/he'll, plain/plane, groan/grown and rain/rein/reign)</p> <p>Strategies for learning words: words from statutory and personal spelling lists ( Word Mat)</p>

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<b>Punctuation and Grammar</b>	<p><b><u>Punctuation</u></b> Full stops, capital letters, question marks and exclamation and commas used in a list</p> <p><b><u>Grammar</u></b> Can identify nouns, verbs, adjectives and prepositions Uses conjunctions to co-ordinate and subordinate, e.g. and/but/or/when/if/that/ because Use appropriate connectives (adverbs) to structure ideas including for time (first, next, then, soon) Expanded noun phrase for description and specification (e.g. the blue butterfly, the man in the moon) Have correct subject and verb agreement (was/were) Use of the forms a or an according to whether the next word begins with a</p>	<p><b><u>Punctuation</u></b> Introduction to inverted commas to punctuate direct speech</p> <p><b><u>Grammar</u></b> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because prepositions [for example, before, after, during, in, because of] Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation Some attempt to sequence ideas or event (e.g. by use of time related words; numbered point; heading, line breaks; use of pictures) Uses adverbial phrases to sequence time, identify place or describe manner, e.g. once, quietly, outside</p>	<p><b><u>Punctuation</u></b> Begin to use apostrophes to mark singular and plural possession Uses apostrophes for contractions and singular possession in nouns, including some irregular ones.</p> <p><b><u>Grammar</u></b> Expressing time and cause through conjunctions (e.g. when, before, after, while; adverbs e.g. then, next, soon, therefore; and Use when, if, that and because for subordination (conjunctions) Write using the correct tense throughout Use subordinating multi-clause sentences (Embedded Clause) Begins to use some ambitious vocabulary, e.g. interesting verbs (tip-toed instead of</p>	<p><b><u>Punctuation</u></b> Use adverbs for interest and precision Begin to use ways other than the subject to start sentences (e.g. conjunction, adverbs, prepositions) Can substitute nouns with simple pronouns and use pronouns to avoid repetition Use other than the subject to start sentences (e.g. conjunction, adverbs, prepositions) Appropriate choice pronoun or noun within a sentence to avoid ambiguity and repetition (e.g. Sam and Kevin stared at each other. He narrowed his eyes) May use verbs as adjectives to specify, e.g. the sobbing child Some detail included</p>	<p><b><u>Punctuation</u></b> Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Begin to use fronted adverbials (e.g. later that day, I heard the bad news) Within paragraphs/sections, some links between sentences e.g. use of pronouns or adverbials Uses adverbial phrases to sequence time, identify place or describe manner, e.g. once, quietly, outside. Use a variety of Long and Short sentences for effect</p>	<p><b><u>Punctuation</u></b> Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] Varies sentence structure by using a wide range of single clause, co-ordinating and subordinating multi-clause sentences, with some variety of conjunctions</p>

	consonant or a vowel [for example, a rock, an open box		walked) or interesting adverbials, for example 'quick as a flash'.	through adventurous word choices. Adverbs to tell the reader when, where and how things happen.		
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