

MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS

LITERACY HALF TERM PLANNING : Spring 2024 1st half term CLASS : ROSES YR 4/5 Mrs Chapman (Mon,Tue, Wed) Mrs O’Grady Thur – Grammar / punctuation

WEEK	Key learning objectives and sequence of learning Monday – Wednesday	Grammar Punctuation Thursday Pre-learning ready for the following week	Learning Outcomes and cross curricular links			
<p>WEEK 1 (1 days only) 4/1/23</p>	<p>MOG’s DAYS</p>	<p>Past tense <u>Simple Past tense ed endings</u> <i>The twins fought</i> <i>Romulous became king</i> <i>He built Rome</i> <i>They finished the war</i> <u>Past continuous</u> The twins were fighting They were finishing He was building Rome <u>Past perfect</u> The twins had fought Romulous had become king They had finished the war</p>	<p>Romulus and Remus- History</p>			
<p>Week 2 8/1/23</p>	<p>Myths and legend -(Features of) Romulous and Remus Myth - introduction <i>Pie Corbell learning Myth of Romulus and Remus (differentiated – SEN group and HC group)</i> <i>Story map</i> <i>Writing own version of the myth</i></p>	<p>Grammatical difference between plurals and possession The book , singular The books plural the book’s cover singular the books’ covers plural</p>	<p>Romulus and Remus- myth History</p>			
<p>WEEK 3 15/1/23</p>	<p><i>SEN group continue Pie Corbett</i> <i>Hercules – myth</i> <i>Writing own version</i></p>	<p>Determiner Always goes before a noun e.g – one , my our some Subset - Articles- the a an possessive pronoun His, my ours theirs your hers (Pronoun – he she I we me you)</p>	<p>Hercules – myth History</p>			
<p>WEEK 4 22/1/23</p>	<p><i>Create and write own myth – using key features</i></p>	<p>Modal verbs Model verbs – could , would , should , might ,will may,</p>	<p>Hercules – myth History</p>			
<p>WEEK 5 29/1/23</p>	<p>In role letter writing – Letters home from Hadrian’s Wall ?</p>	<p>Alan Peat - 2 pairs sentences <table border="1" style="width:100%; font-size: small;"> <tr> <td style="width:33%;"> <p>Exhausted and worried, cold and hungry, they didn’t know how much further they had to go. Injured and terrified, numb and fearful, he couldn’t believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.</p> </td> <td style="width:33%;"> <p>- Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by <i>and</i></p> </td> <td style="width:33%;"> <p>- Indicating degrees of possibility using adverbs p.78 (English Appendix 2) -</p> </td> </tr> </table> </p>	<p>Exhausted and worried, cold and hungry, they didn’t know how much further they had to go. Injured and terrified, numb and fearful, he couldn’t believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house.</p>	<p>- Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by <i>and</i></p>	<p>- Indicating degrees of possibility using adverbs p.78 (English Appendix 2) -</p>	<p>Roman invasion Britain – History</p>
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<p>WEEK 6 5/2/23</p>	<p><i>In role letter writing – Letters from Hadrian’s Wall – description of daily life</i></p>	<p>Alan Peat - 3 Bad , dash. question <table border="1" style="width:100%; font-size: x-small;"> <tr> <td style="width:33%;"> <p>3 bad – (dash) question?</p> </td> <td style="width:33%;"> <p>Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?</p> </td> <td style="width:33%;"> <p>- 3 negative followed by a dash and then a question which relates to the three adjectives. -</p> </td> </tr> </table> </p>	<p>3 bad – (dash) question?</p>	<p>Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?</p>	<p>- 3 negative followed by a dash and then a question which relates to the three adjectives. -</p>	<p>Roman invasion Britain – History</p>
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Half term HOLS