

MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS

LITERACY HALF TERM PLANNING : Spring 2024 2nd 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 29/11/21</p>	<p>Holiday brochure Set up MoE context – Eco tourist company Watch</p> <p>Analyse features of introduction 'persuasive holiday brochure'- particularly itineraries subordinating conjunctions, imperative verbs, fronted adverbials- persuasive language - i.e it is important that...It is essential to...in order to make the most of ..you must etc</p> <p>I can analyse the features of a persuasive holiday brochure- particularly the structure of an itinerary</p> <p>Persuasive adjectives- e.g. <u>glorious, enchanting</u> statue</p> <p>Write an opening to brochure for 'Eco Rail Tour company</p>	<p>3 bad dash question</p> <table border="1" data-bbox="996 284 1644 341"> <tr> <td>3 bad – (dash) question?</td> <td>Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?</td> <td>3 negative followed by a dash and then a question which relates to the three adjectives.</td> <td>Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)</td> </tr> </table> <p>(Student to deliver lesson)</p>	3 bad – (dash) question?	Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?	3 negative followed by a dash and then a question which relates to the three adjectives.	Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)	<p>Geography</p>
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<p>WEEK 2 6/12/21</p>	<p><i>Persuasive Holiday Brochure</i></p> <p>I can plan an itinerary for bus journey through Europe I can write an itinerary for Bus trip through Europe Using features Persuasive adjectives- e.g. <u>glorious, enchanting</u> statue <u>Incredible, spectacular</u> views Adverbs- to show how you should do things e.g. <u>Slowly</u> climb the many stone the steps to the Parthenon <u>Kneel respectfully</u> at the feet of the statue Similies and metaphors of persuasive writing</p> <p>Write guide to what to bring - Bossy verbs / bullet points / brackets</p>	<table border="1" data-bbox="996 874 1794 1008"> <tr> <td>If, if, if, then.</td> <td>If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.</td> <td>- Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. - Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.)</td> <td>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although p.40 (LKS2 programme of study)</td> </tr> </table>	If, if, if, then.	If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.	- Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. - Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.)	- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because , although p.40 (LKS2 programme of study)	<p>Geography</p>
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<p>WEEK 3</p>	<p><i>Holiday Brochure</i> Write guide to places of interest on route – e.g Paris , Mountains – coastline</p>	<table border="1" data-bbox="996 1235 1722 1318"> <tr> <td>Noun, which/who /where</td> <td>Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.</td> <td>- Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where.</td> <td>- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2)</td> </tr> </table>	Noun, which/who /where	Cakes, which taste fantastic, are not so good for your health. Snakes, which scare me, are not always poisonous. Tom, who was a little shorter than the others, still made it into the football team.	- Use commas to embed a clause within a sentence, add information that links with the sentence topic and start the clause with which, who or where .	- Relative clauses beginning with who, which, where, when, whose, that , or an omitted relative pronoun p.78 (English Appendix 2)	<p>Geography</p>
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<p>WEEK 4</p>	<p>ASSESSMENT WEEK – Reading papers (HC) <i>Diary of – visit</i> Analyse features of a diary entry I can analyse the features of a first person account (e.g diary / journal)</p>	<table border="1" data-bbox="996 1342 1644 1450"> <tr> <td>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.</td> <td>- Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by <i>and</i></td> <td>- Indicating degrees of possibility using adverbs p.78 (English Appendix 2)</td> </tr> </table> <p>Alan Peat - 2 pairs sentences</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.	- Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by <i>and</i>	- Indicating degrees of possibility using adverbs p.78 (English Appendix 2)	<p>Geography</p>	
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	<p>Identify use of present/ past tense</p> <p>I can identify effective use of adjectives and adverbs and similies and metaphors in description</p> <p>Alan Peat sentences</p>						
<p>WEEK 5</p>	<p>EASTER SERVICE WEEK</p> <p>I can write a first person account tour in Italy I can imagine myself in the role of a Spartan child and use drama to explore their thoughts and feelings</p> <p>I can imagine myself in the role of a tourist using features taught in class including Alan Peat sentences</p>	<table border="1"> <tr> <td data-bbox="994 312 1070 392"> <p>Name – adjective pair – sentences</p> </td> <td data-bbox="1070 312 1305 392"> <p>Little Tim – happy and generous – was always fun to be around.</p> <p>Ben Roberts – weak and nervy – was actually a secret superhero.</p> <p>Glass – fragile and dangerous – must be handled with care.</p> </td> <td data-bbox="1305 312 1520 392"> <p>- This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like.</p> <p>The two must be linked.</p> </td> <td data-bbox="1520 312 1720 392"> <p>- Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)</p> </td> </tr> </table>	<p>Name – adjective pair – sentences</p>	<p>Little Tim – happy and generous – was always fun to be around.</p> <p>Ben Roberts – weak and nervy – was actually a secret superhero.</p> <p>Glass – fragile and dangerous – must be handled with care.</p>	<p>- This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like.</p> <p>The two must be linked.</p>	<p>- Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)</p>	
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