

MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS

LITERACY HALF TERM PLANNING : Autumn 2023 1st half term

CLASS : ROSES YR 4/5 Mrs O'Grady(Tuesday Grammar Punctuation) Mrs Chapman (Wed, Thur, Fri)

WEEK	Key learning objectives and sequence of learning	Links to Mantle Story	Grammar Punctuation Pre-learning is done the Thurs of the week before in MOG Grammar session	Learning Outcomes and cross curricular links
WEEK 1 5/9/23	<i>(Week 1 Friday only- no literacy)</i> Introduction to Class Novel Stig of the Dump – Clive King (Reading Mastery) <i>Likes Dislikes Puzzles and Connections – Book preview</i> Setting description – Stone age cave- <i>Read exemplar text – cave description</i>	Archaeologist discovery of Stone Age Cave Initial in role ‘discovery’	HC: Fronted adverbials (Yr 4) Commas to mark fronted adverbials (Yr 5) Similes and metaphors	Description of holiday (Initial assessment task) READING/ History Reading book – provides hinterland information for understanding Stone age people
WEEK 2 11/9/22	<i>Image of stone age caves (Read the First Drawing) / Mantle drama- discovering the cave in cave</i> <i>Teach features (Fronted adverbials / adjectives/ time connectives) Setting Description of an archaeologists discovering a stone a age Cave Description of a cave painting – Sights/ Sounds / feelings/ emotion Contrasts – dark/ light stillness /movement silence / sound</i>	Stepping in to the fiction – team of archaeologists explore Cave (see Mo E plans) primary source images of inside the Cave Reading historical text and using primary source images of Stone age caves and cave art (Lascaux cave paintings) creating cave in the classroom	MOG : Fronted Adverbials Commas to mark fronted	ART – Introduce stone Age Cave art (Lascaux Cave paintings)
WEEK 3 18/9/23	Character Description Stone Age man / woman – <i>Read description of Stig of the Dump- Look at images of stone age men and women Collect adjectives similes and metaphors Write character descriptions</i>	Creating Role on the wall – character of Stig / Stone Age person	MOG: Pre learning (Grammar lesson) Alan Pete 4 A sentence Simile sentence Metaphor sentence Noun (who which , where) Y 5 – parenthesis	Description of Stone age cave Description of Stone age man / woman History – descriptions from evidence
WEEK 4 25/9/23	Formal letter accepting commission – reply to letter from museum? <i>Formal author voice – letter format/ description of cave Read exemplar text – annotate features Formal vocabulary Present perfect form (e.g have discovered) Yr 4 Past perfect – Had been hidden</i>	MoE in role as archaeologists planning historical research project – In role meetings with museum curator	MOG : Pre learning: – prefect tense form Present perfect Past prefect Future perfect (Yr 4) Alan Peat : If, if , if then (Y 4)	Formal letter of reply to commission with description of cave found in MoE dramatic contact for historical learning

<p>WEEK 5 2/10/23</p>	<p>Non-fiction – Information writing - Life of a Hunter-gatherer ‘ Exemplar text – non fiction writing Sub headings Paragraphing around a theme (Yr 4) Cohesion within paragraphs (Yr 5) Relative clause with brackets or dash to indicate parenthesis (Alan Peat Noun who which where) Time and cause using conjunction – adverbials (when , before, after) , while) Prepositions – before during, after, throughout</p>	<p>MoE recreation of Hunter gatherer tribe Telling stories through Cave paintings – creating still images of important aspect of hunter- gatherer life</p>	<p>MOG Pre learning : Revision : Noun (who which , where) Y 5 – parenthesis Complex sentences : Subordinate clause using adverbials – (when , before, after) , while) Prepositions – before during, after, throughout</p>	<p>Information text for museum – Life of a Hunter-gatherer History – information from primary and secondary source evidence</p>
<p>WEEK 6</p>	<p>Continue to write and redraft non fiction text – Life of a Hunter gatherer</p>	<p>MoE In role as the tribe – decision whether to stay and farm the land or continue life as hunter gatherers – tribal meeting Historical Research – for an against lifestyles</p>	<p>MOG Pre learning : <i>Linking ideas across paragraph using adverbials of time / (Yr 4 and Y5)</i> <i>First, next , after , later, during</i> <i>Comparative conjunctions : Because, However, likewise , on the other hand, alternatively</i> <i>Indicating degrees of possibility (modal verbs) Yr 5</i> <i>should, could, might, would, will</i></p>	<p>Discursive text – comparing life as a hunter gatherer to life as a farmer – (History – comparisons significant changes in historical period Palaeolithic- Neolithic Stone Age – Bronze Age</p>
<p>WEEK 7 4/10/21</p>	<p>Dogger land Disaster Story writing <i>Re- enact the Doggerland flooding (MoE)</i> <i>Exemplar text – historical retelling the story</i> <i>Boxing up story</i> <i>In role developing speech – Sha-woman / magical priestess of Doggerland</i> <i>Boxing up story</i> <i>Writing story using direct speech</i> <i>(and grammatical structures already taught this term – Description / Fronted adverbials/ similes metaphors/ speech</i></p>	<p>MoE Using historical evidence / video retelling of Doggerland flooding Creating still pictures (dramatic) of Dogger land TIR – sha-woman of Doggerland and the warning to leave In role development of character voice for direct speech.</p>	<p>MOG Pre learning : Direct speech punctuation</p>	<p>Story text – using description of setting / character / direct speech / History – research evidence of the events which lead to the flooding of Doggerland and the separation of the UK from Europe.</p>
<p>WEEK 8 11/10/21</p>	<p><i>Completing and redrafting Doggerland Disaster story</i></p>	<p>MoE – In role Dogger land drama</p>	<p>Revision / Science</p>	<p>As above</p>

HALF TERM