

MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS

LITERACY HALF TERM PLANNING : Autumn 2022 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 | 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 | | | | |
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| <p>WEEK 1 6/9/22</p> | <p>(Week 1 Tuesday start)</p> <p>Teach features (Fronted adverbials / adjectives/ time connectives)</p> <p>Introduction to Class Novel Where the Mountain meets the moon – Clive King (Reading Mastery)</p> <p>Tuesday : Likes Dislikes Puzzles and Connections – Book preview Read chapter 1 p 10-14 – notice similes and metaphors Wednesday : Drama creating the Village – Collecting vocabulary Similes and metaphors</p> | <p>History Ancient China</p> | <p>Similes and Metaphors</p> <p>Alan Peat 4 A sentence (Images of Ancient Chinese Villages)</p> <table border="1" data-bbox="1126 363 1921 443"> <tr> <td data-bbox="1126 363 1205 443"> <p>4A Sentences</p> </td> <td data-bbox="1205 363 1473 443"> <p>He was a tall, awkward man with an old, crumpled jacket.</p> <p>It was an overgrown, messy garden with a leafless, lifeless tree.</p> <p>The huge, green tractor ploughed the wet, muddy field.</p> </td> <td data-bbox="1473 363 1709 443"> <p>- A 2Ad sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.</p> </td> <td data-bbox="1709 363 1921 443"> <p>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases p.77 (English Appendix 2)</p> </td> </tr> </table> <p>Example simies from text : Far away from here, following the Jade River, there was once a black mountain that cut into the sky like a jagged piece of rough metal. his black eyes sparkled like raindrops in the sun when he began a story</p> <p>Alan Peat Simile sentence MOG Sensational Similes Carefully crafted similes and metaphors are present throughout the story. Have students collect their favourite similes as they read the book, then vote on the class favourites. Discuss why these similes and metaphors are so effective. Then, give students the opportunity to create their own. Provide pictures from magazines or have students choose one of the pictures in the book. Finally, have them write several similes or metaphors that might be used to describe something in the picture.</p> | <p>4A Sentences</p> | <p>He was a tall, awkward man with an old, crumpled jacket.</p> <p>It was an overgrown, messy garden with a leafless, lifeless tree.</p> <p>The huge, green tractor ploughed the wet, muddy field.</p> | <p>- A 2Ad sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.</p> | <p>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases p.77 (English Appendix 2)</p> | <p>READING/ History Reading book – provides hinterland information for understanding Ancient China myths and legends</p> |
| <p>4A Sentences</p> | <p>He was a tall, awkward man with an old, crumpled jacket.</p> <p>It was an overgrown, messy garden with a leafless, lifeless tree.</p> <p>The huge, green tractor ploughed the wet, muddy field.</p> | <p>- A 2Ad sentence has <u>two adjectives</u> before the first noun and <u>two adjectives</u> before the second noun. This sentence creates a clear picture for the reader.</p> | <p>- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases p.77 (English Appendix 2)</p> | | | | | |
| <p>WEEK 2 12/9/22</p> | <p>Setting description – Chinese Village</p> <p>1) Read exemplar text – Chinese village description- look at ancient Chinese villages / buildings Mantle drama- moving around the village – Teach fronted adverbials</p> <p>2) Writing description of the village – use similes Metaphors and fronted adverbials</p> <p>Character Description Minli –</p> <p>1) Read description of Minli - 2) Look at images of Ancient Chinese people men and women Collect adjectives similes and metaphors 3) Writing description of Minli</p> <p>Reading Mastery Read to end of chapter 1</p> | <p>Stepping in to the fiction –Chinese village (see Mo E plans) Look at photographs and illustration of Ancient Chinese villages creating cave Chinese building in the classroom ??</p> <p>Creating Role on the wall – character Minli</p> <p>Meeting character in role</p> | <p>Pre- Learning : MOG Teaching speech punctuation</p> <p>Example from text :</p> <p>" Ah, thank goodness the rain is gone," one man said.</p> <p>"Yes," another said, "I'm so tired of the rain. I'm glad the clouds are gone and the sun is finally shining."</p> <p>"The people can enjoy the sun forever," Jade Dragon thought resentfully</p> <p>Revision/ extension : Fronted adverbials (Yr 4) Commas to mark fronted adverbials (Yr 5</p> <p>In the distance , Nearby, On that morning, Throughout the village</p> | <p>Historical research – buildings / villages in Ancient China- How accurate is the description in the book?</p> <p>Description of Ancient Chinese village Description of Ancient Chinese people History –evidence ART – archaeological findings</p> | | | | |

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| <p>WEEK 3 19/9/22</p> | <p>1) Talk for writing learning Story of Jade Dragon – What is a myth – features of a myth –that myths often explain Natural phenomena- e.d drought / famine using magical creatures 2) Teaching vocabulary of Myth Long , long ago , many moons ago , it was said that ,</p> | <p>MoE / Drama Still pictures of the story TIR – meeting characters</p> | <p>MOG : Pre learning: – perfect tense form Present perfect Past perfect Future perfect (Yr 4) A tomb has been discovered A tomb had been discovered A tomb will have been discovered Revision/ extension :Modal verbs – <i>Indicating degrees of possibility</i> (modal verbs) Yr 5 <i>should, could, might, would, will</i> This could be the most important finding The finding will make important changes It may change the way we</p> | <p>Writing Retelling Story of Jade Dragon – including direct speech</p> | | | | |
| <p>WEEK 4 26/9/22</p> | <p>Formal letter in role as Archaeologists commission – reply to letter, <i>Formal author voice – letter format/ description of cave</i> <i>Read exemplar text – annotate features</i> <i>Formal vocabulary</i> <i>Present perfect form (e.g have discovered) Yr 4</i> <i>Past perfect – Had been hidden</i> Look at features Non-fiction – Historical information 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 in role as archaeological archaeologists discovering a new tomb which will change the way historians view the Ancient Chinese Shang Dynasty (finding historical evidence of some of ancient myths – looking at links between beliefs – Dragon bones and actual events)</p> | <p>Pre-learning Alan Peat : If, if , if then (Y 4)</p> <table border="1" data-bbox="1113 794 1942 933"> <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> <p>Revision Prepositions – Time : before during, after, throughout Position: Inside , outside, near underneath , on top</p> | 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>Formal letter of reply to describing findings to press ??</p> |
| 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>WEEK 5 3/10/22</p> | <p>Non-fiction – Historical Information writing - '(Life in the Shang Dynasty) 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)</p> | <p>MoE recreation of life in Ancient China during the Shang Dynasty</p> | <p>MOG Pre learning : Noun (who which , where) Y 5 – parenthesis</p> <table border="1" data-bbox="1113 1337 1942 1433"> <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>Information text for Shang Dynasty History – information from primary and</p> |
| 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) | | | | | |

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| | Time and cause using conjunction – adverbials (when , before, after , while) Prepositions – before during, after, throughout | | Revision : Complex sentences : Subordinate clause using adverbials – (when , before, after) , while) Prepositions – before during, after, throughout | secondary source evidence |
| WEEK 6 10/10/22 | Newspaper Report : Discovery of Ancient Chinese Tombs <i>Exemplar text ; Newspaper report</i> <i>Discuss and analyse features of Newspaper report</i> <i>Newspaper Headlines</i> <i>Opening paragraph (Who what when where)</i> <i>Formal journalistic tone –</i> <i>Use of expert quotes</i> <i>Use of parentheses for additional information</i> <i>Indicating degrees of possibility (modal verbs) Yr 5</i> | MoE Discovery of Ancient Chinese Tomb from the Shang Dynasty Historical Research Meeting archaeologists in role Interviewing – collecting quotes | MOG Pre learning : <i>Writing Newspaper Headlines (use of exclamation mark – Use of question mark)</i> Expert Quotes for newspaper reports <i>(Quotes- speech - revision of speech punctuation)</i> | Historical Newspaper Report - History – news archaeological evidence for the Shang Dynasty |
| WEEK 7 17/10/22 | Writing Newspaper Report : Discovery of Ancient Chinese Tombs <i>Exemplar text ; Newspaper report</i> <i>Discuss and analyse features of Newspaper report</i> <i>Newspaper Headlines</i> <i>Opening paragraph (Who what when where)</i> <i>Formal journalistic tone –</i> <i>Use of expert quotes</i> <i>Use of parentheses for additional information</i> <i>Indicating degrees of possibility (modal verbs) Yr 5</i> | MoE Discovery of Ancient Chinese Tomb from the Shang Dynasty Historical Research Meeting archaeologists in role Interviewing – collecting quotes | MOG Pre learning : Recap of features already taught – revision session | Historical Newspaper Report - History – news archaeological evidence for the Shang Dynasty |
| HALF TERM 24/10/22 | | | | |