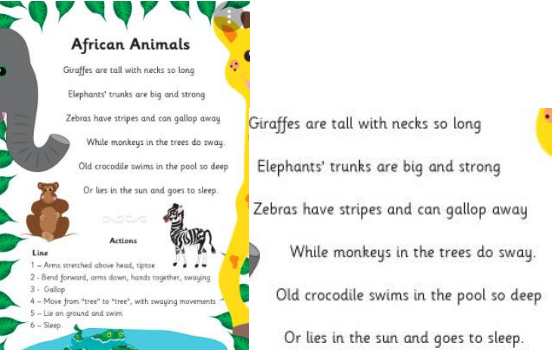


MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS

LITERACY HALF TERM PLANNING : Autumn 2022 2nd half term Class: Bluebells

WEEK	Key learning objectives and sequence of learning	Sequence of sentence types	Learning Outcomes	Links to Mantle Story
WEEK 1	<p>Handa's surprise imitation phase Day 1 – introduction of the word adjective. photocopy of the village for chn to write notes and add adjectives to describe the setting /YR discussion session</p> <p>Day 2 – fruit description – use of more adjectives (build a bank of Vocabulary) Orally create sentences using the adjectives Adult to model sentences</p> <p>Day 3- Read the rest of the story YR re enact the story/Y1 Alan Peate sentences using two adjectives e.g.: ripe red mango, soft yellow banana. From the ppp story chn to underline to adjectives used for each fruit. Have a go at writing the two adjectives and a noun (fruit)</p> <p>Day 4 – show a picture of the fruit and label using two adjectives HA to write Will she like the creamy green avocado YR Create a tuff tray Africa world.</p>	<p>Use of adjectives GD pupils – two adjectives before the noun sentences</p> <p>Question sentence/W sentence – Will she like the</p>	<p>Imitation phase to get to know the language and adjectives in the story. Begin to use adjectives correctly in speech and writing</p>	<p>Building up a picture of Africa. How it is different to our country? Where it is in the world?</p>
WEEK 2	<p>Day 1 look at question marks within the text. Highlight them in the ppp does this sentence need a ? (write or wrong) Day 2 – HB to model write and photocopy the text – chn to add in question marks Day 3&4 – Go through the story map begin to write the entire story. Model each section each day. 1 piece of sugar paper per day SEN/NYOT pupils supported with cut up sentences. YRCVC words on cut out fruit – chn to find and read Hidden animals in the garden if they find it, they must describe it!</p>	<p>Use of question mark sentences</p>	<p>Understanding the story and language. YR building cvc words/sentences Beginning to understand life in Africa and its differences to our Country. Correct use of a question mark</p>	<p>Looking at Handa's Village and the buildings. Does Handa go to school?</p> <p>Start looking at buildings in Africa. Begin to build them in our play.</p>
WEEK 3	<p>Day 1 & 2 – continue with the story – accurate sentences. YR x 4 days of CVC word building games and HA sentence building Games. Animals initial sound handwriting work. Day 3 – Edit Day 4 – accurate use of capital letter and finger spaces</p>	<p>Capital letters and full stops accurately</p>	<p>Alan Peate sentences with two adjectives Accurate sentences to write the story. Segment known sounds. Orally say/innovate the story</p>	<p>AIR – Project Manager for the new African school for Handa and Akeyo.</p> <p>Drama – building office, PM has a limited budget. What equip will we need? What will need to happen first? Reason for needing the different equipment. We will be expert builders.</p>

<p>WEEK 4</p>	<p>Bear Hunt/Lion Hunt Imitation of the story Key words, repetitive language, changing words. Re enacting the Story Sensory story tuff tray for re telling Reading as a writer activities T4W – description of the bear/lion initial thoughts</p> <ol style="list-style-type: none"> 1. Highlight adjectives 2. Change adjectives e.g.: thick oozy mud/ gooey sticky mud 3. Put these adjectives into sentences oh no! sticky gooey mud 4. Lion adjectives – big shaggy mane etc model this and chn to change to a new wild animal and use different adjectives 	<p>Recapping of adjectives in bear hunt .. deep cold river, long wavy grass, thick oozy mud Writing sentences to create a short narrative</p>	<p>To be able to recite the story using all story language.</p>	<p>List of equipment needed for the trip to Africa</p>
<p>WEEK 5</p>	<p>Lion Hunt Adapting the story to the African version – Lion hunt. Can they change it to another animal?</p> <ol style="list-style-type: none"> 1. Use a number to say ‘One shaggy mane! Two large shiny eyes! 2. Use of exclamation marks – model/show examples/right & Wrong <p>3 &4 - Y1 – full accurate sentences/ repetition Use of capital letters, full stops and adjectives Sustained writing from a modelled piece each day.</p>	<p>Choose new adjectives for an expanded noun phrase to fit the new Lion Hunt adventure</p>	<p>Adapt the story and write accurate sentences. Using two adjectives (list sentences Correct use of capital letters and full stops</p>	<p>Drawing and planning the buildings in Africa</p>
<p>WEEK 6</p>	<p>African poetry</p>  <p>Assessment week</p> <p>Look at rhyming words Look at capital letters Adapt the poem – bank of vocab for the African animals</p>		<p>Be able to recite known poetry YR learn rhymes poems and songs Adapt known poetry Recognise rhyming words</p>	<p>Visit to Africa – carry out the building work. Visit the Masai tribe</p> <p>See Geog/Mantle planning for the further details. Thinking about the commission Looking at Rural Africa as a builder, use knowledge of what they can see. Show good communication skills, show knowledge of Africa – no phones, wild animals, no roads to reach the airport easily. Group work, teams and lists of equipment. Use of blending and segmenting when writing and reading.</p>

WEEK 7	Xmas week – list and instruction writing for wrapping a present YR xmas cards and the insert to a loved person. Assessment week			
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