

**MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS**

LITERACY HALF TERM PLANNING : Autumn 2022 2nd half term

CLASS : Shamrocks

WEEK	Key learning objectives and sequence of learning	Links to Mantle Story	Grammar and Punctuation/Alan Peat	Learning Outcomes
WEEK 1 31.10.2022	<ol style="list-style-type: none"> <li>Analyse and compare a range of newspapers – broadsheet and tabloid</li> <li>Exemplar text – newspaper article. Create a checklist of key features</li> <li>Caption lesson – Plan image and plan and write caption for own newspaper article</li> <li>Headlines lesson - Plan and write headline and by-line for Brazil topic (tell and sell)</li> <li>Reading – Chapter 11 of Percy Jackson and the lightening thief</li> </ol>	<ul style="list-style-type: none"> <li>Newspaper headline/image and caption based on deforestation in Brazil</li> </ul>	<ul style="list-style-type: none"> <li>AP - Short – 1-3 word sentences possibly with an exclamation mark</li> <li>Alliteration/Puns/Rhymes</li> </ul>	<ul style="list-style-type: none"> <li>To understand the difference between broadsheet and tabloid newspapers</li> <li>To recognise the key features of newspaper reports</li> <li>To create a checklist of newspaper features and identify them in an example text</li> <li>To be able to write a catchy headline and a short, detailed caption</li> </ul>
WEEK 2 07.11.2022	<ol style="list-style-type: none"> <li>Introduction lesson – 5 Ws (Who, what, where, when, why) Plan and write introduction/lead paragraph</li> <li>Expanded noun phrase lesson – convey detailed information concisely</li> <li>Fact/Opinion Lesson</li> <li>Formal/Informal lesson</li> <li>Direct and Reported speech lesson – Plan and write one direct and one indirect quote for own article</li> </ol>	<ul style="list-style-type: none"> <li>Introductory paragraph and direct and reported speech quotes based on Brazil research and deforestation</li> </ul>	<ul style="list-style-type: none"> <li>AP – 4A Sentences It was an overgrown, messy garden with a leafless, lifeless tree.</li> <li>Direct and reported speech punctuation</li> </ul>	<ul style="list-style-type: none"> <li>To write an introduction to a newspaper report</li> <li>To understand that newspaper reports should be truthful, fair and balanced</li> <li>To be able to recognise and use formal language</li> <li>To be able to punctuate direct and indirect speech</li> </ul>
WEEK 3 14.11.2022	<ol style="list-style-type: none"> <li>1, 2 &amp;3. Plan and write main body of newspaper article – 5 short paragraphs                             <ul style="list-style-type: none"> <li>A short overview of the location and natural resources available in Brazil</li> <li>The causes of deforestation</li> <li>The local impact of deforestation on; indigenous people, urban and rural locations, the water supply, weather</li> <li>The wider impact of deforestation on the global climate</li> <li>What we can do in the UK to help stop deforestation Remember to use formal language, include expanded noun phrases and make report fair, balanced and truthful</li> </ul> </li> <li>4. Final draft – presented in newspaper format</li> <li>5. Self and Peer review newspaper articles</li> </ol>	<ul style="list-style-type: none"> <li>Newspaper article based on deforestation in Brazil</li> </ul>	Past perfect Expanded noun phrases AP - 4a sentences Expanded noun phrases	<ul style="list-style-type: none"> <li>To write a final draft of a news report, using the structural and language features of news reports</li> <li>To evaluate a peer’s news report, providing feedback on the language and structural features used</li> </ul>

<p>WEEK 4 21.11.2022</p>	<ol style="list-style-type: none"> <li>To understand and use simple past, simple present and present perfect.</li> <li>To understand and use past and present progressive tenses.</li> <li>To use drama (MOE) to inform the context of the diary writing</li> <li>To highlight the key features of a diary To generate key vocabulary (Alan Peat)</li> </ol>	<ul style="list-style-type: none"> <li>Drama – visit an area of deforestation</li> </ul>	<ul style="list-style-type: none"> <li>AP - 2 pairs sentences</li> <li>Past simple/Present simple</li> <li>Past and present progressive</li> </ul>	<ul style="list-style-type: none"> <li>To write a diary entry</li> </ul>
<p>WEEK 5 28.11.2022</p>	ASSESSMENT WEEK			
<p>WEEK 6 05.12.2022</p>	<ol style="list-style-type: none"> <li>To write an introduction</li> <li>To plan a diary entry</li> <li>To write a diary entry</li> </ol> <p>To edit and improve the diary entry</p>	<ul style="list-style-type: none"> <li>Diary entry based on a day visiting an area of the Amazon rainforest which has been subjected to deforestation</li> </ul>	<p>AP - 3 bad – (dash) question?</p>	<ul style="list-style-type: none"> <li>To write a diary entry</li> </ul>
<p>Week 7 12.12.2022</p>	<p>Rainbow Deforestation Poetry</p> <ol style="list-style-type: none"> <li>Read and analyse poem 'Blue Extinction' by Sarisha Mehta</li> <li>Brainstorm ideas for own poems on deforestation</li> <li>Write stanza one, share good examples, edit and improve</li> <li>Write the rest of the poem (7 verses in total/LA 5 verses)</li> <li>Edit, improve, final draft. Perform own and respond to each-others poems</li> </ol>	<ul style="list-style-type: none"> <li>Poetry linked to climate crisis and deforestation</li> </ul>	<p>Revise; Metaphors Similes Alliteration Onomatopoeia Introduce ; A triplet Parallelism Look at stanzas, lines, rhymes</p>	<ul style="list-style-type: none"> <li>To listen to a poem being read aloud and understand how a poet has created effect.</li> <li>To prepare a poem to read aloud/perform; showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>

**Mantle Context:**

**Team: Environmental Journalists**

**Client: Tribal leader**

**Commission :Write environmental newspaper reports**

A tribal leader from the Amazon area of Brazil has contacted the team – the whole village have been devastated by changes that have happened to the environment around their tribal village. They want the world to know about the terrible effect that deforestation and farming is causing to the rainforest environment. She needs young people to have a good understanding of the problems that are happening to biomes, habitats and ecosystems in the Amazon basin and how they can be stopped. The team have been approached to visit the area, find out for themselves what is happening and report on their findings in environmental newspapers.

