

MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS

LITERACY HALF TERM PLANNING : Spring 2023 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								
WEEK 1	Bank Holiday / PD day WED – Spelling focus Introduce class novel		Literacy taught through DT	DT								
WEEK 2 9/1/23	Setting Description : Celtic Village Day 1 : Look at images of Celtic Village Drama – create village – collect vocabulary Exemplar text : Fronted adverbials, similes metaphors , sights , sounds smells, tastes etc Day 2 : Sentence stacking : modelled writing Sentence types – revision : Fronted adverbial adjectives of place Nearby, All around in the distance Beginning with a subordinate clause : Through the village Beginning ing ending verb: Sheltering under,.. Beginning with a ly adverb: Quickly, slowly suddenly Fronted adverbial followed by a comma: Simile sentence : The roof straw like unruly hair Sensory descriptions : Sights , sounds, smells, feelings Day 3 : Write description of the village Day 4: 4 A sentence – revision Teach : Verb person sentence	MoE – Roman Box mantle – recreating Celt village	Alan Peat : Character description – revise using techniques already studied – e.g similes / metaphors/ 4 A sentences Teach with a (n) action more action and 3-ed sentences <table border="1"> <tr> <td>With a(n) action, more action</td> <td>With a smile, Greg waved goodbye. With a weary wail, Thor launched his final attack. With a deep breath, Neil Armstrong stepped carefully on to the surface of the moon.</td> <td>- This two-part sentence starts with a subordinate clause which starts with the phrase With a(n)... followed by an action and a comma. The main clause then describes more action which occurs simultaneously.</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> <tr> <td>3 _ed</td> <td>Frightened, terrified, exhausted, they ran from the creature. Amused, amazed, excited, he left the circus reluctantly. Confused, troubled, worried, she didn't know what had happened.</td> <td>- Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.</td> <td>- using expanded noun phrases to convey complicated information concisely p.40 - using commas to clarify meaning or avoid ambiguity in writing p.48 (UKS2 programme of study)</td> </tr> </table>	With a(n) action, more action	With a smile , Greg waved goodbye. With a weary wail , Thor launched his final attack. With a deep breath , Neil Armstrong stepped carefully on to the surface of the moon.	- This two-part sentence starts with a subordinate clause which starts with the phrase With a(n)... followed by an action and a comma. The main clause then describes more action which occurs simultaneously.	- 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)	3 _ed	Frightened, terrified, exhausted , they ran from the creature. Amused, amazed, excited , he left the circus reluctantly. Confused, troubled, worried , she didn't know what had happened.	- Starts with three adjectives that end in _ed and describe emotions. The _ed words MUST be followed by commas.	- using expanded noun phrases to convey complicated information concisely p.40 - using commas to clarify meaning or avoid ambiguity in writing p.48 (UKS2 programme of study)	HISTORY
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WEEK 3 16/1/23	Character description – Describing a Celtic warrior Day 1 : Images of warrior - Collect vocabulary Drama putting on Woad Collecting adjectives similes and metaphors Modelled write sentence stacking – including 3 ed and With and action more action Day 2 : Writing own character description – Day 3 :Image of a Roman Soldier – collect vocabulary Write own description Include As ly/ing ed Revision of As / Ly sentence – Sentences beginning with a subordinate clause then including and ad verb : Extension sentences beginning while , when , whilst, Emotion, comma sentence : - Beginning with an adverb	MoE – Roman Box mantle – Characterisation – statues of Celts / Roman warriors	Speech punctuation : Using speech to deepen characterisation Celt warrior / Roman Soldier Write a short dialogue include Celtic warrior and Roman Soldier Direct speech <ul style="list-style-type: none"> Inverted commas (speech marks) go before and after direct speech. They surround what was said by the speaker. Punctuating direct speech <ul style="list-style-type: none"> A new speaker needs a new line. You should use a capital letter at the start of each piece of speech. Punctuation (question marks, full stops and exclamation marks) go inside the inverted commas. If the person who is speaking is named before the speech, you must use a comma before the first set of inverted commas. 	HISTORY								

			Using synonyms for said									
WEEK 4 23/1/23	<p>Story – Caratacus’s attack on the Romans – See exemplar text from class novel</p> <p>Revolt against the Romans – Tony Bradman</p> <p>Supported write</p> <p>Drama – still ;pictures of each scene</p> <p>Boxing up story into paragraphs</p> <p>Collecting key vocabulary</p> <p>Including setting / character description</p> <p>Including direct speech</p> <p>Alan Peat / Jane Constantine sentence stacking</p>	MoE re-enactment Caratacus’s last stand	<p>Using Paragraphing in story A paragraph is a collection of sentences.</p> <p>Paragraphs are used in writing to introduce new sections of a story, characters or pieces of information.</p> <p>Paragraphs help readers to enjoy what has been written because they break text up into easy-to-read sections.</p> <ul style="list-style-type: none"> All the sentences within a paragraph should be about the same person, place, time or topic. When the person, place, time or topic changes, you should start a new paragraph. Every new paragraph should start on a new line. 	HISTORY								
WEEK 5 30/1/23	<p>Story – Boudica’s Revolt</p> <p>Independent write</p> <p>Drama – still ;pictures of each scene</p> <p>Boxing up story into paragraphs</p> <p>Collecting key vocabulary</p> <p>Including setting / character description</p> <p>Including direct speech</p>	MoE re-enactment Boudica’s Revolt last stand	<p><i>Cohesion in paragraphs</i></p> <p>The term 'cohesive devices' using conjunctions, connectives, adverbials and pronouns used to link the parts of a piece of writing.</p> <p>Using the same verb tense throughout a text also offers 'cohesion'.</p> <p>Improving a text to make it more cohesive – improving own story text</p>	HISTORY								
WEEK 6 6/2/23	<p>Letter writing – Letter home from Wroxeter (viewpoint Roman Soldier)</p> <p>Analyse features of an informal letter – In role as Roman in Britain</p> <p>Collect Roman / subject specific vocabulary / 1st person</p> <p>Look at exemplar texts</p> <p>Supported write – letter home from Wroxeter –</p> <p>Describing the Roman City / weather/ countryside / local tribes etc</p>	MoE Create Wroxeter Roman town – hot seating Roman a long way from home	<table border="1"> <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> <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> <p>Teach 3 bad (dash) question sentence – including in letter writing about conditions in Wroxeter / the Celts/ British weather etc</p> <p>Revise Noun which/ who / where sentence – giving information in letter</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)	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)	HISTORY
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WEEK 7 13/2/23	<p>Letter writing</p> <p>Reply from family member in Rome</p> <p>Describing the Roman City / weather/ countryside / local tribes etc</p>		Redrafting session									
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