



MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS


LITERACY HALF TERM PLANNING : Summer 2022 first half term

CLASS : Daffodils

Mantle: Morda Workhouse

Writing genres covered this half term: Diary, story

WEEK	Key learning objectives and sequence of learning	Links to Mantle Story	Learning Outcomes
WEEK 1	<p><b>Monday</b>                      Begin by saying "This is our story and we will make it up together"                      "Our story starts with these hands..."</p> <p><b>Step one</b>                      "I'd like to show you a photograph, it's an image of the hands of someone who lived and worked in Morda more than 100 years ago. Her life is full of memories, some of them good and some of them not so good. I wonder what this person's hands might say about them?" Children talk in talk partners</p>  <p>"What do you notice?" What do you think these hands might say about this person?" She has worked hard, they are wrinkled, patchy, her life was hard.</p> <p>Put onto the screen a picture of Elizabeth as a teacher in the workhouse behind on the board.</p>  <p>"If you are going to come into the story, you're going to need to be historians. I want you to imagine you are historians.                      Give children paper to write on. "This is your note pad,, just make as many notes as you can."</p>	Introduction of the mantle narrative	<p>Monday - Note taking in books using template.</p> <p>To write a question that they would like to ask Elizabeth.</p> <p>To give reasons for their question.</p>

	<p><i>"If you could, what questions would you like to ask her? Why not write down a question that you would like to ask her?"</i></p> <p><b>Tuesday</b> Look at features on an information text. Identify features and look at examples of information from non fiction books about Victorians and the workhouses.</p> <p><b>Wednesday</b> Using text from yesterday. Children to find information from a text using the information including key vocabulary.</p> <p><b>Thursday</b> Using the information from yesterday's lesson, children create a boxed up plan for an information text about the workhouse in Morda.</p> <p><b>Friday</b> Children write boxed up plan for information text about life in Morda workhouse using the information given.</p>		
WEEK 2	<p><b>Monday</b> Continue information text writing</p> <p><b>Tuesday</b> Finish and edit writing</p> <p><b>Wednesday</b> Teach diary writing. Look at features and what a good one looks like.</p> <p><b>Thursday</b> To use an example of my own dairy extract to write their own diary of a memorable experience. Using key vocabulary and speech.</p> <p><b>Friday</b> Children to write a boxed up plan of diary extract for Elizabeth using information from yesterdays session.</p>		
WEEK 3	<p><b>Monday</b> <b>Drama session</b> Have a picture of the programme for the theatre production on the board. We meet Elizabeth again. This time she is happy. She explains the production of a comedy which was put on by some of the staff in the workhouse to raise money for musical instruments. Elizabeth can't believe how she has managed to put on such a performance. Children create photo stills of the moment she knows that the performance will take place etc.</p> <p><b>Tuesday</b></p>		

	<p>Story writing. Look at the stages of story writing and the story mountain. How will the children begin their story? Look at story openers and example of how a story might begin. Children write their own story starter.</p> <p><b>Wednesday</b>  <b>Description of a setting.</b> Children look at picture of a workhouse. Use descriptive words to describe the workhouse. Children write a paragraph describing what the workhouse looked like/smells/sounds ect.. Show children example on the board.</p> <p><b>Thursday</b>  <b>Character description.</b>  Children to write a character description of Elizabeth. Show children example of what a good one looks like.</p> <p><b>Friday</b>  Boxed up plan of Elizabeth's story at Morda work house.</p>		
WEEK 4	<p><b>Monday</b>  To begin story writing. To open their story using various openers. How Elizabeth came to work at Morda. Include a character description of Elizabeth (to write in third person 'Elizabeth was a ....') and of the master of the house George Fulcher.</p> <p><b>Tuesday</b>  Tension. Next part of the story. She had noticed children were being treated badly by the other staff etc.. Had seen children go without food.</p> <p><b>Wednesday</b>  Solution to the tension  She had read in the paper that other work houses let their children play the violin. So she decided to raise some money by putting on a theatrical performance.</p> <p><b>Thursday</b>  Ending to story.  The performance was a success and violins were bought for the workhouse children</p> <p><b>Friday</b>  Edit and redraft</p>		
WEEK 5	<p><b>Monday</b>  Redraft story</p> <p><b>Tuesday</b></p> <p><b>Wednesday</b></p> <p><b>Thursday</b></p>		

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