

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

**LITERACY HALF TERM PLANNING** : Summer 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 Monday – Wednesday	<b>Grammar Punctuation</b> <b>Thursday</b> <b>Pre-learning ready for the following week</b>	<b>Learning Outcomes and cross curricular links</b>							
WEEK 1 25/4/22	Year 5 Arthog – no literacy Year 4 Description of a spring meadow	Descriptive language revision	Science							
Week 2 3/5/22  Bank holiday  3 days only	Letter in Role to BBC – commission to make a BBC documentary about the Anglo Saxons ( Spiral curriculum – revisiting letter writing work of previous terms ) Year 5 write thank you letter to Arthog staff	Revision of formal letter writing – layout and formal tone	History / PE year 5							
WEEK 3 9/5/ 22	Prologue Anglo Saxon Boy Identifying features of description – sights, sounds, feelings , similes and me first person description of Battle of beginning of battle of Senlac Ridge	<p><b>Revision : Similes and Metaphors</b> <b>Revision Alan Peat – 2 pairs sentences and</b></p> <table border="1" data-bbox="985 699 1733 831"> <tr> <td data-bbox="985 699 1261 831"> <p><b>Exhausted and worried, cold and hungry</b>, they didn’t know how much further they had to go. <b>Injured and terrified, numb and fearful</b>, he couldn’t believe that this was happening to him. <b>Quickly and quietly, silently and carefully</b> he tiptoed out of the house.</p> </td> <td data-bbox="1265 699 1525 831"> <ul style="list-style-type: none"> <li>- Begins with two pairs of related adjectives. Each pair is:                             <ul style="list-style-type: none"> <li>o Followed by a comma</li> <li>o Separated by <i>and</i></li> </ul> </li> </ul> </td> <td data-bbox="1529 699 1733 831"> <ul style="list-style-type: none"> <li>- Indicating degrees of possibility, using adverbs p.78 (English Appendix 2)</li> </ul> </td> </tr> </table> <p><b>Revision Emotion , comma sentence</b></p> <table border="1" data-bbox="985 906 1733 1015"> <tr> <td data-bbox="985 906 1070 1015"> <p><b>Emotion, comma</b></p> </td> <td data-bbox="1075 906 1317 1015"> <p><b>Desperate</b>, she screamed for help. <b>Terrified</b>, he froze instantly on the spot where he stood. <b>Anxious</b>, they began to realise they were lost. <b>Happily</b>, the astronaut stepped safely from the shuttle.</p> </td> <td data-bbox="1321 906 1525 1015"> <ul style="list-style-type: none"> <li>- Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.</li> <li>- When teaching, provide an A-Z list of emotions the children could use.</li> </ul> </td> <td data-bbox="1529 906 1733 1015"> <ul style="list-style-type: none"> <li>- Using fronted adverbials... using commas after fronted adverbials p.40</li> <li>- Fronted adverbials p.77 (English Appendix 2)</li> </ul> </td> </tr> </table>	<p><b>Exhausted and worried, cold and hungry</b>, they didn’t know how much further they had to go. <b>Injured and terrified, numb and fearful</b>, he couldn’t believe that this was happening to him. <b>Quickly and quietly, silently and carefully</b> he tiptoed out of the house.</p>	<ul style="list-style-type: none"> <li>- Begins with two pairs of related adjectives. Each pair is:                             <ul style="list-style-type: none"> <li>o Followed by a comma</li> <li>o Separated by <i>and</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Indicating degrees of possibility, using adverbs p.78 (English Appendix 2)</li> </ul>	<p><b>Emotion, comma</b></p>	<p><b>Desperate</b>, she screamed for help. <b>Terrified</b>, he froze instantly on the spot where he stood. <b>Anxious</b>, they began to realise they were lost. <b>Happily</b>, the astronaut stepped safely from the shuttle.</p>	<ul style="list-style-type: none"> <li>- Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.</li> <li>- When teaching, provide an A-Z list of emotions the children could use.</li> </ul>	<ul style="list-style-type: none"> <li>- Using fronted adverbials... using commas after fronted adverbials p.40</li> <li>- Fronted adverbials p.77 (English Appendix 2)</li> </ul>	History
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WEEK 4 16/5/22	First person description of the middle and end of the battle of Senlac ridge: Revision of direct speech First person description of the camp before the battle Building tension – show not tell description	<p><b>Revision of Direct speech</b> <b>Revision : Alan Peat – 3 Bad , dash. question</b></p> <table border="1" data-bbox="985 1114 1733 1161"> <tr> <td data-bbox="985 1114 1070 1161"> <p><b>3 bad – (dash) question?</b></p> </td> <td data-bbox="1075 1114 1261 1161"> <p>Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?</p> </td> <td data-bbox="1265 1114 1469 1161"> <ul style="list-style-type: none"> <li>- 3 negative followed by a dash and then a question which relates to the three adjectives.</li> </ul> </td> <td data-bbox="1473 1114 1733 1161"> <ul style="list-style-type: none"> <li>- Brackets, <b>dashes</b> or commas to indicate parenthesis p.78 (English Appendix 2)</li> </ul> </td> </tr> </table>	<p><b>3 bad – (dash) question?</b></p>	<p>Cold, dark, airlessness – which would kill the spaceman first? Greed, jealousy, hatred – which of these is most evil?</p>	<ul style="list-style-type: none"> <li>- 3 negative followed by a dash and then a question which relates to the three adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>- Brackets, <b>dashes</b> or commas to indicate parenthesis p.78 (English Appendix 2)</li> </ul>	History			
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