

MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS

LITERACY HALF TERM PLANNING : Summer 2022 second half term

CLASS : Daffodils

Mantle: Whale protection - Science and geography

Writing genres covered this half term: Non fiction (extract from non fiction book) and blog

WEEK	Key learning objectives and sequence of learning	Links to Mantle Story	Learning Outcomes
WEEK 1	<p>Monday Teach non fiction writing and features of non fiction. What language would they need to use. Look at different types of information text about animals. To highlight features and language used.</p> <p>Tuesday CH OUT - Mantle training</p> <p>Wednesday https://www.nationalgeographic.com/animals/mammals/facts/whale-facts Whole class - Have a cut out of each whale (different species) Link the shape of the whale to the name. "What Whale species are we looking out for?" "We will need to do some research on which Whales inhabit the oceans around the East coast of America." Children to work at the marine base to research types of whales they might come across.</p> <p>Thursday Step 4 of mantle Research on whales</p> <p>Friday We need to produce some information text to give to visitors when they come to whale watch around the base. To complete boxed up plan for information text about whales</p>	Introduction of the mantle narrative	To produce non fiction writing for an information book.
WEEK 2	<p>Monday Begin writing non fiction</p> <p>Tuesday Continue non fiction text writing and re draft for topic book</p> <p>Wednesday Step 5 and 6 "Before we go on our first expedition in the submarine, we will need some training" Watch video clip https://www.pbslearningmedia.org/resource/noaa-interactive-12/how-to-disentangle-a-whale-noaa/ https://sanctuaries.noaa.gov/news/jun15/whale-disentanglement.html</p>		

	<p>Go around the whole class - what data will we need to monitor on our trip? (oxygen levels, food supply, depth of water, how many whales seen ect..) To scribe suggestions to put on working wall.</p> <p>Planning the trip in the submarine for monitoring the whales.</p> <p>What roles would be needed on the submarine? Children to show what role they would take on as a still.</p> <p>Half of the room to interview the others to find out more about he jobs that they are doing.</p> <p>What equipment would we need before we get into the submarine? Children to pack their bag of equipment.</p> <p>Plan safety check of the submarine.</p> <p>Thursday</p> <p>Step 7 to 10</p> <p>Trip on the submarine. Children to act out the monitoring. To move around the vessel in role.</p> <p>Identify Whale stuck in netting. To send message to team at the research base to get above water to disentangle the whale.</p> <p>The team to disentangle the whale.</p> <p>Make notes on what they see and the tasks which are taken to ensure the whale is safely released.</p> <p>Monitoring the whale on its way across the ocean to Canada. Track using the map</p> <p>Friday</p> <p>Children to order and recall the events - use "It's a given..." to find out what happened on the expedition out to disentangle the whale.</p> <p>To look at blogs written by the team https://whale.org/blog/ and look at features of a blog.</p> <p>To write boxed up plan for their blog</p>		
WEEK 3	<p>Monday</p> <p>To write blog</p> <p>Tuesday</p> <p>Continue writing blog</p> <p>Wednesday</p> <p>Edit and redraft blog</p> <p>Thursday</p> <p>Introduction of the book - Voices in the park. By Anthony Browne</p> <p>Look at the fonts on the back of the book - describe each voice, what are the characters like? Write a list of characteristics for each of the fonts (To put copy of fonts in literacy book)</p>		

	<p>Read the text-have pictures up on IWB</p> <p>Friday</p> <p>To write a character description of first character.</p>		
WEEK 4	<p>Monday</p> <p>Setting description</p> <p>Children to choose one pf the viewpoints fromm the book. Using adjectives</p> <p>Tuesday</p> <p>Wednesday</p> <p>Thursday</p> <p>Friday</p>		
WEEK 5	<p>Monday</p> <p>Tuesday</p> <p>Wednesday</p> <p>Thursday</p> <p>Friday</p>		
WEEK 6	BE ACTIVE WEEK		
WEEK 7			