

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

LITERACY HALF TERM PLANNING : Summer 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 Monday – Wednesday	Grammar Punctuation Thursday Pre-learning ready for the following week	Learning Outcomes and cross curricular links							
<p>WEEK 1 17/4/23</p>	<p><i>Introduction to MoE Context – BBC documentary writers - Letter in Role to BBC – commission to make a BBC documentary about the BBC Head of programming – Formal Letter ( Spiral curriculum – revisiting letter writing work of previous terms )</i>  <i>set out my letter in a formal style – Address and date on right, Dear ...</i>  <i>Your sincerely</i>  <i>separated my reply into paragraphs</i>  <i>Paragraph 1: Thank the Director of BBC PROGRAMMING for the letter and explaining why our team would be the best to produce a documentary about the Vikings</i>  <i>Paragraph 2: Explain the relevant experience you have already had researching history of Ancient China, The Romans etc</i>  <i>Paragraph 3: Describe how you would present the documentary and make it interesting to other people</i>  <i>used specific language in my reply – archaeologists, artifacts, antiquities, historical research, preservation, Viking -age, burial mound, rituals , staff, gr</i>  <i>runes,</i>  <i>use appropriate formal language :</i>  <i>My team and I would be delighted to...We believe that , It is certain# that</i>  <i>I Have used conjunctions</i>  <i>However, therefore, Likewise, Alternatively, Furthermore, In addition, include :an Alan Peat Noun ( which/ who/ were) sentence)</i>  <i>include : If, if, if then sentences</i>  <i>e.g If the Vikings had never invaded; if they had not settled on our island; if they had not brought their rich language, traditions and heritage; then our cour</i></p>	<p>Revision of formal letter writing – layout and formal tone- How is this different from informal letter writing</p> <p>Write another short formal letter using features practised during early part of week</p>	<p>Formal Letter reply to BBC : History</p>							
<p>Week 2 24/4/23</p>	<p><i>Drama – re-enact Viking Funeral – MoE – documentary</i>  <i>Analyse Documentary Narration style — Viking Funeral description – see exemplar text</i>  <i>Write documentary narration of Viking funeral</i>  <i>Introduce <b>suggestive weather to build tension</b></i>  <i>Paragraph 1: Describe the atmosphere at the burial</i>  <i>Paragraph 2: Describe the deceased and how you know they are important high ranking Vikings.</i>  <i>Paragraph 3: Describe the ceremony and how the bodies and the possessions are laid out and what the Vikings believed happened after death</i>  <i>Paragraph 4: Explain why burial sites like these are so important to modern historians.</i></p>	<p><b>Revision Alan Peat - 2 pairs sentences and</b></p> <table border="1" data-bbox="1120 1189 1827 1316"> <tr> <td data-bbox="1120 1189 1388 1316"> <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="1395 1189 1653 1316"> <p>- Begins with two pairs of related adjectives. Each pair is:                      o Followed by a comma                      o Separated by <i>and</i></p> </td> <td data-bbox="1659 1189 1827 1316"> <p>- Indicating degrees of pos using adverbs p.78 (Eng Appendix 2)</p> </td> </tr> </table> <p><b>Revision</b></p> <table border="1" data-bbox="1120 1356 1827 1468"> <tr> <td data-bbox="1120 1356 1198 1468"> <p><b>Emotion, comma</b></p> </td> <td data-bbox="1205 1356 1444 1468"> <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="1451 1356 1668 1468"> <p>- Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.                      - When teaching, provide an A-Z list of emotions the children could use.</p> </td> <td data-bbox="1675 1356 1827 1468"> <p>- Using fronted adverbials... commas after fronted adverbials p.40                      - Fronted adverbials p.77 (Eng Appendix 2)</p> </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>	<p>- Begins with two pairs of related adjectives. Each pair is:                      o Followed by a comma                      o Separated by <i>and</i></p>	<p>- Indicating degrees of pos using adverbs p.78 (Eng Appendix 2)</p>	<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>	<p>- Emotion first followed by the actions that are caused by the emotion. Putting the word first gives more weight to the emotion.                      - When teaching, provide an A-Z list of emotions the children could use.</p>	<p>- Using fronted adverbials... commas after fronted adverbials p.40                      - Fronted adverbials p.77 (Eng Appendix 2)</p>	<p>Viking Funeral – documentary narration History</p>
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	<p><i>used specific language in my reply – archaeologists, artifacts, antiquities, historical research, grave site, brooch, flints, long-boat, keel, stern, prow, staff, runes, Valhalla, Odin, after-lives</i></p> <p><i>use 4 A sentences with powerful adjectives use similes and metaphors</i></p> <p><i>I will conclude the writing with rhetorical questions about the Vikings</i></p>	Emotion , comma sentence					
<p>WEEK 3</p> <p>1/5/ 22</p> <p>May Day</p> <p>Bank holiday</p> <p>3 days only</p>	<p><b>Complete Redraft – Documentary script – Viking Funeral</b></p> <p><b>Analyse Features of Neil Oliver Documentary narration – Viking Raids on Lindisfarne</b></p> <p><b>Plan own documentary narration</b></p> <p><b>include suggestive weather to build tension</b></p> <p><b>Paragraph 1: Say when , where, what happened</b></p> <p><b>Paragraph 2: Describe the what the monks would have seen/ expected</b></p> <p><b>Paragraph 3: Describe the arrival of the Viking ships</b></p> <p><b>Paragraph 4: Explain how and why this would change England.</b></p> <p><i>I have used specific historical language – Viking, Danes, Norsemen, Berserkers, Invaders, use 2 pairs sentences and emotion comma sentence</i></p> <p><i>I will include a rhetorical questions about the Vikings</i></p>	<p><b>Revision : Alan Peat - 3 Bad , dash. question</b></p> <table border="1"> <tr> <td><b>3 bad – (dash) question?</b></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, <b>dashes</b> or commas to indicate parenthesis p.78 (English Appendix 2)</td> </tr> </table> <p>Practise ‘presenting ‘ writing in narration style</p>	<b>3 bad – (dash) question?</b>	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, <b>dashes</b> or commas to indicate parenthesis p.78 (English Appendix 2)	Documentary Narration – Raids on Lindisfarne History
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<p>WEEK 4</p> <p>Coronation</p> <p>Bank Holiday</p> <p>8/5/23</p> <p>3 days only</p>	<p><b>Complete / Redraft Documentary</b></p> <p><b>Revise features of a first person account First person Account of the King’s Coronation –</b></p>	<p>Revision of Direct speech - setting out 2 or more people speaking</p> <p>Showing character and expanding action through direct speech</p>	1 <sup>st</sup> person account of King’s coronation History / PSHE				
<p>WEEK 5</p> <p>15/5/22</p>	<p><b>First person account of the life of Viking – ( as told to a Monk ) Pie Corbett – boxing up – see exemplar text</b></p> <p><b>Drama – still pictures of scenes from life / AIO in role as Viking looking back on his life</b></p>	<p>Revision of 3 _ed sentence ( expanded noun phrases )</p> <table border="1"> <tr> <td><b>3 _ed</b></td> <td><b>Frightened, terrified, exhausted</b>, they ran from the creature. <b>Amused, amazed, excited</b>, he left the circus reluctantly. <b>Confused, troubled, worried</b>, 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 convey complicated information concisely p.40 - using commas to clarify meaning or avoid ambiguity in writing p.40 (UKS2 programme of study)</td> </tr> </table>	<b>3 _ed</b>	<b>Frightened, terrified, exhausted</b> , they ran from the creature. <b>Amused, amazed, excited</b> , he left the circus reluctantly. <b>Confused, troubled, worried</b> , 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 convey complicated information concisely p.40 - using commas to clarify meaning or avoid ambiguity in writing p.40 (UKS2 programme of study)	History
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<p>22/5/22</p>	<p>Writing <b>First person account of the life of Viking – Use of direct speech</b></p> <p><b>Use 3 ed sentence</b></p>		History – 1 <sup>st</sup> person account of Viking’s life				
Half term HOLS							