

MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS

LITERACY HALF TERM PLANNING : Summer 2023 2nd 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								
WEEK 1 5/5/23	Complete Documentary writing - Alfred the Great and life in the Danelaw. Using documnetary tone- factual writing Present and record - own documnetary writing. (speaking and listening)	Revision of Direct speech - setting out 2 or more people speaking Showing character and expanding action through direct speech Create short story map for story- decide on what characters will say- write a short story with speech : <i>One of the best known stories in English history is that of King Alfred and the cakes. Children are taught the story where Alfred is on the run from the Vikings, taking refuge in the home of a peasant woman. She asks him to watch her cakes - small loaves of bread - baking by the fire, but distracted by his problems, he lets the cakes burn and is roundly scolded by the woman.</i>	History								
Week 2 12/5/23	<i>Look at features of persuasive holiday brochure writing</i> <i>Analyse features :</i> <i>Imperative verbs (bossy verbs)</i> <i>Rhetorical questions</i> <i>Similes and metaphors</i> <i>Persuasive adjectives</i> <i>Create a short brochure introduction to the holiday destination – Llandudno</i>	Alan Peat persuasive sentence types : If; if; if; then- Imagine – 3 <table border="1" data-bbox="1120 667 1803 782"> <tr> <td>If, if, if, then.</td> <td>If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.</td> <td>Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.)</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> </table> examples sentences <table border="1" data-bbox="1120 826 1803 927"> <tr> <td>Imagine 3 examples:</td> <td>Imagine a place where the sun always, shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet</td> <td>Sentence begins with - The word imagine - Then describes three parts of something - The first two parts are separated by commas - The third ends with a colon</td> <td>- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2) - Use of the colon to introduce a list and use of semi-colons within lists p.79 (English Appendix 2)</td> </tr> </table>	If, if, if, then.	If the alarm had gone off, if the bus had been on time, if the road repairs had been finished, then he might have got to school on time. If I hadn't found the watch, if the alarm hadn't gone off, if I hadn't scared those burglars, then I wouldn't be sitting here today.	Summarising a dramatic plot (key plots) at beginning or the end of a story in groups of 3. The emphasis should be on using the comma after each clause. Each clause always begins with an if or a then and each clause ends with a comma (,) or a full stop (.)	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)	Imagine 3 examples:	Imagine a place where the sun always, shines, where wars never happen, where no-one ever dies: in the Andromeda 5 system, there is such a planet	Sentence begins with - The word imagine - Then describes three parts of something - The first two parts are separated by commas - The third ends with a colon	- Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun p.78 (English Appendix 2) - Use of the colon to introduce a list and use of semi-colons within lists p.79 (English Appendix 2)	Geography – Llandudno seaside town study
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WEEK 3 19/6/ 23	<i>Collect factual information about an areas of Llandudno- the beach/ the pier/ the Great Orme/ the accommodation/ the shopping</i> <i>Use persuasive features to write paragraphs about a particular feature of the resort</i>	Analyse poetry about the sea and the seaside – Find examples similes metaphors/ alliteration/ onomatopoeia/ rhyme and rhythm	Geography – Llandudno seaside town study								
WEEK 4 26/6/23	<i>Revise features of poetry writing – Use Turner Sea Paintings to inspire writing</i> <i>similes metaphors/ alliteration/ onomatopoeia/ rhyme and rhythm</i> <i>Write own poem about a day on the beach</i> <i>Write own poem about the sea</i>	Perform poetry – record performances for website	Geography – Llandudno seaside town study Art – Turner sea scape paintings								
WEEK 5 3/7/23	ASSESSMENT WEEK -	Revise direct speech features	Geography – Llandudno seaside town study Art – Turner sea scape paintings								

<p>WEEK 6 10/7/23</p>	<p>Revise features of story writing Write own story from an unusual viewpoint – e.g a seagull’s view or Punch and Judy man’s view, – ‘A day at the beach’</p>		<p>Geography – Llandudno seaside town study Art – Turner sea scape paintings</p>
<p>WEEK 7 17/7/23</p>	<p>Preparation for leavers assembly etc.</p>		
<p>Half term HOLS</p>			