

MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS

LITERACY HALF TERM PLANNING : Summer 2024 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
WEEK 1 9/4/24	Tue Wed 1 st week : <i>Letter in Role to BBC – commission to make a BBC documentary about the Anglo Saxons (Spiral curriculum – revisiting letter writing work of previous terms)</i> Revision of formal letter writing – layout and formal tone (2 days writing)	Exhausted and worried, cold and hungry , they didn't know how much further they had to go. Injured and terrified, numb and fearful , he couldn't believe that this was happening to him. Quickly and quietly, silently and carefully he tiptoed out of the house. - Begins with two pairs of related adjectives. Each pair is: o Followed by a comma o Separated by <i>and</i> - Indicating degrees of possibility using adverbs p.78 (English Appendix 2)	MoE History
WEEK 2 15/4/ 24	<i>Writing formal letter reply (complete)</i> <i>Read Prologue Anglo Saxon Boy – Battle description 1st person description</i> <i>Identifying features of description – sights, sounds, feelings , similes and metaphors</i> Building tension Show not tell description <i>Identify features of a diary</i> <i>MoE Drama – in role as soldier on the battle field at the battle of hasting</i> <i>Write own first person diary description of Battle of beginning of battle of Senlac Ridge</i>	Revision Emotion , comma sentence (year 3 work) Emotion, comma Desperate , she screamed for help. Terrified , he froze instantly on the spot where he stood. Anxious , they began to realise they were lost. Happily , the astronaut stepped safely from the shuttle. - 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. - Using fronted adverbials... using commas after fronted adverbials p.40 - Fronted adverbials p.77 (English Appendix 2)	History
WEEK 3 22/4/24	<i>MoE Drama in role – night before the battle : diary entry</i> <i>Revision of direct speech</i> <i>First person description of the camp before the battle</i>	Revision of Direct speech (differentiated : year 3 simple use work, year 4,- multiple speakers and all punctuation year 5 new line new speaker etc.)	History
WEEK 4 29/4/24	Documentary – Narration : Chronological report Anglo Saxon Daily life / Religion / Alfred the Great / Normal invasion	Using parenthesis with a relative clause – with comma, bracket, dash and semi-colons – A burger sentence – extra info in the middle Anglo Saxons (who came to Britain after the Romans) believed in many gods	History
Week 5 7/5/24	(Bank Holiday on Monday) Documentary Narration Anglo Saxon Documentary Narration	Year 3 Pronouns (me you him her it etc) and possessive pronouns (my , our his , her its their etc) and articles (a an the) Year 4/ 5 Passive and active voice : I broke the window (active) The window was broken (by me) -passive	History
Week 6 13/5/24	<i>Beowulf – Analysis of story :</i> <i>Setting description – Hall – writing own setting description of Great Hall</i> Writing description of the monster – similes / metaphors/ show not tell / fronted adverbials	Name – adjective pair – sentences Little Tim – happy and generous – was always fun to be around. Ben Roberts – weak and nervy – was actually a secret superhero. Glass – fragile and dangerous – must be handled with care. - This works on a show and tell basis where the name and details form the main clause (tell). The added information within the dashes shows what the character was like. The two must be linked. - Brackets, dashes or commas to indicate parenthesis p.78 (English Appendix 2)	History

<p>Week 7 20/5/24</p>	<p>Beowulf – Character description Writing description of the monster – similes / metaphors/ show not tell / fronted adverbials</p>	<p>Year 3 Revise fronted adverbials – In the distance, Nearby, All around, etc Year 4/5: Use of a semi colon or colon to mark 2 independent clauses Separating a sentence into two independent clauses is one of the rare instances where either a colon or a semicolon would be correct. While a semicolon can gently separate two independent clauses, a colon does so more concretely. The monster was enormous; it terrified him! Grendel was terrifying: her fangs dripped with blood</p>	<p>History</p>
<p>Half term HOLS</p>			