MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS
LITERACY HALF TERM PLANNING : Autumn 2026 First half term **CLASS** : Buttercups
Mantle: Charles Darwin – History
Writing genres covered this half term: Description, list, story and letter. Harvest poetry

WEEK	Key learning objectives and sequence of learning	Grammar and punctuation	Links to Mantle Story	Learning Outcomes
WEEK 1	**Settling the scene and Island description** **Wednesday** – PSHE settling into school activities **Thursday -** MoE Introduce mantle story – create island and description of what they can see **Friday** – House day	• Finger spaces – leaving space between words when writing lists. • Nouns – Identifying naming things and places on the island.	Introduction of the mantle narrative. Description and list of what they can see. Create 3D island.	Creation of island and describing language
WEEK 2	**Galapagos Island Adjectives and boat journey** **Monday** – Create a bank of adjectives to describe the Galapagos islands **Tuesday** – Next part of mantle – Boat journey on the HMS Beagle Children draw the boat on large paper, Work in groups **Wednesday** – Next part of Mantle story. Discovering the turtles -walking through the trees. In books write a list of the animals they see on their journey. **Thursday** – Mantle. Draw and sketch animals they see as the walk around the Galapagos Islands. Create a bank of vocabulary to use. **Friday** –Capital letters work	• Adjective and nouns to build descriptive phrase • Capital letters for proper nouns and beginning of sentences • Plurals: Adding es and s when listing multiple animals	Journey on HMS Beagle To create role play area	
WEEK 3	**Sentence building and basic punctuation** **Monday** – Sentence building and use of full stops. Correct use of capital letters. Reminding to start at the red line and continue to write across the page. **Tuesday** – Sentence building using full stops and time eg next, then, finally **Wednesday** – Draw story map as a whole class then individually. **Thursday** – To begin writing first part of the story going on boat journey to Galapagos Island.	• Sentence Demarcation: Using a capital letter to open a sentence and a full stop to end it.	Descriptions of animals as they walk around the Galapagos Islands	List of animals Sentence building practice. Use of full stops and capital letters

	Friday – Draw a whole class story map and then individual maps for their books. As a whole class, draw a visual map of the journey :Boarding the HMS Beagle, sailing across the sea, arriving at the Glaapagos Islands then spotting giant turtles.	• Use of time connectives/openers: Using simple time words (first, next,then..) to sequence sentences chronologically		
WEEK 4	**Story map and extended writing** **Monday** – **Setting the scene:** To write simple sentences to begin the story. Begin story writing from the moment we stepped on the boat. Use story map to extend knowledge of story. Orally rehearse the narrative from mantle sequence. Label the story map with time connectives -first, next ect.. Support and whole class teaching: First I went on ….. Add adjective to describe the boat. **Tuesday** – **The ocean journey:** To join two main clauses with conjunction 'and' Whole class – Conjunction human sentence building. Two children hold up separate simple simple sentences, a third child holds up the word 'and' to link the ideas. Wrote the middle part of the story detailing the voyage across the ocean using and to link ideas. Eg – description of the hammocks and discovering Charles Darwins office. **Wednesday** – **Arriving and discovering**. To describe creatures using expanded noun phrases. Whole class – Generate a bank of words to describe Galapagos turtle using a large picture. (giant, slow, green, old) Model writing the island arrival. 'Finally we saw the island. I saw giant turtles and pink flamingos. (check for plural endings (es and s). **Thursday** – Write the main part of the story describing stepping onto the Galapagos Islands and discovering animals. **Friday** – **Editing**. To re read and edit writing for punctuation and sense. **Whole class** – "Punctuation inspector game' Children spot mistakes in writing.	• Capital letters for names and start of sentences. Full stops at the end of sentences. • Co-ordinating conjunction (and): Using and to join words and simple clauses (I saw a giant turtle and it walked slowly) • Action verbs and past tense: Using past tense verbs correctly or adding the suffix 'ed' without changing the root word. (Eg sailed, walked, looked) • Editing and oral rehearsing Saying sentences		Use of sentence openers, time and full stops and capital letters. Extended writing

	Main activity: Model checking piece of writing aloud with a simple check list. Did I start with a capital letter? Did I put a full stop? Did I put spaces between my words? Did I end with a full stop? Doi my sentences start with a capital letter?	aloud before writing and re reading to check for missing capital letters and full stops. • Use time connectives (first, next, then, finally)		
WEEK 5	**Letter writing** **Monday – Features of letter writing and planning** Sorting activity – sort different types of text eg a book, recipe and a letter and discuss how we know each one is a letter. Examine a letter from an explorer on HMS Beagle. Highlight features Orally rehearse sentences about what they want to tell their family back home about their adventure with Charles Darwin. Independent task – Complete a letter planning template with a picture ideas for 3 sections: the ship, the journey and the Island **Tuesday- Writing the address and greeting** To write the greeting and opening line of a letter using correct capitalisation. Whole class – 'Capital letter spotter' Find the capital letters in text. Activity -Model writing the top of the letter: To Mum and Dad, I am on the HMS Beagle with Charles Darwin. Emphasise using capital letters for Dear names and every time I is used. Independent task – Write the greeting and opening 1-2 sentences introducing where they are writing from. 'Dear….. I am on the ….. I am excited….. **Wednesday – Describing the voyage** To use coordinating conjunction 'and' to join thoughts in the letter Whole class – Physical sentence builder – two children hold sentence ideas (the boat was big. It sailed fast') a third child connects them with an 'and' card.	• Capital letters for proper nouns (names of places and places) • Finger spaces • Co-ordinating conjunction (and): Using and to join words and simple clauses (I saw a giant turtle and it walked slowly)	Sentence structure and features of a letter.	Writing letter using correct features. Full stops and capital letters

	Model writing the main body paragraph describing life on the ship. "The sea was blue and thw ind was strong. I looked at the water and I saw a whale' Independent task – Write 2 sentences detailing the voyage across the ocean. Describe the hammocks. **Thursday – Describing the island and the creatures.** To write descriptive sentences using expanded noun phrases and correct full stops. Whole class -Adjective matching. Pair adjectives (giant, scaly, sunny) with Galapagos nouns (turtle, lizard, beach) Model second body paragraph about arriving at the island: We arrived at the Island. I saw giant turtles and green iguanas" Demonstrate use of capital letters and full stops. **Friday** – Write the description of the island discovery for the letter.			
WEEK 6	**Monday – continuation of letter writing – sign off and editing.** To sign off the letter and edit work for finger spaces, capital letters and full stops. Model adding the sign off 'From or Love from' Model editing check list: Did I start with a capital letter? Are there finger spaces between my words? Did I put full stops at the end of my sentences? Independent activity – Complete sign off and edit work with an adult using check list. **Tuesday – Trip to Shrewsbury museum** **Wednesday** – To write up letter to go into topic books **Thursday – Harvest poetry** To use senses and descriptive words to create a bank of ideas for a harvest poem. Whole class – Pass around a feely bag containing harvest things (pumpkin, apple, a dry leaf ect..) Children describe how they feel without looking at it. Display a real or picture of a harvest basket. As a class build up a five senses map : See: golden corn, round pumpkins, red apples Hear: rustling gleaves, crunching bites, wind blowing Smell/taste: sweet fruit, warm bread Touch: bumpy skin, smooth seeds, dry straw	• Sentence demarcation (capital letters and full stops) • Finger spaces Harvest poem • Adjectives and expanded noun phrases (crunchy red apples)		

	Model turning adjectives into a simple comparative phrase using 'like' (yellolw like the sun) Independent task: Children complete a sensory harvest chart by drawing 3 items and writing 1 – 2 descriptive adjectives for each (or short phrase using an adjective) Friday – Writign and performing a harvest poem. To write a simple harvest poem using repeating sentence pattern and perform it out aloud. Whole class – Clap out a simple rhythm together. Practice chanting a simple sentence to the beat: Harvest time is here! Harvest time' is here!" Introduce a simple structure for the class poem. I can see crunchy red apples I can hear rustling leaves I can smell warm fresh bread Harvest time is here! Model writing 1 line on the board demonstrating capital letters, finger spaces and combining two adjectives. Independent activity – Children use sensory map from last lesson to create their own poem using the line – I can – see, hear, smell, taste.. TO perform at the harvest festival			