

MORDA CE PRIMARY SCHOOL: COURAGE , COMPASSION AND FAIRNESS

LITERACY HALF TERM PLANNING : Summer 2026 1st half term CLASS : ROSES YR 3/4 Mrs Chapman (Mon,Tue) Mrs O’Grady (Wed,Thur) THU = 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 13/4/ 26	<p><i>MON - 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>TUE - Identify features of a diary</i> <i>MoE Drama – in role as soldier on the battle field at the battle of hastings</i> <i>WED Write own first person diary description of Battle of beginning of battle of Senlac Ridge</i> <i>THU - Grammar</i></p>	<p>Revision Emotion , comma sentence</p> <table border="1" data-bbox="1050 284 1733 391"> <tr> <td data-bbox="1050 284 1128 391">Emotion, comma</td> <td data-bbox="1133 284 1368 391"> <p>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.</p> </td> <td data-bbox="1373 284 1590 391"> <ul style="list-style-type: none"> - 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. </td> <td data-bbox="1594 284 1733 391"> <ul style="list-style-type: none"> - Using fronted adverbials commas after fronted a p.40 - Fronted adverbials p.77 Appendix 2) </td> </tr> </table>	Emotion, comma	<p>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.</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Using fronted adverbials commas after fronted a p.40 - Fronted adverbials p.77 Appendix 2) 	History
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WEEK 2 20/4/26	<p><i>MON - MoE Drama in role – night before the battle : diary entry</i> <i>TUE - First person description of the camp before the battle</i> <i>WED - Editing work – punctuation – full stops capital letters , commas, question marks exclamation marks, brackets</i> <i>THU – Editing and redrafting own work (diary)</i></p>	Punctuation / editing	History				
WEEK 3 27/4/26	<p><i>MON – Non Chronological report features</i> <i>TUE - Boxing up – information in each paragraph e.g</i> <i>Anglo Saxon Daily life / Religion / Alfred the Great / Normal invasion</i> <i>WED – Grammar Noun, which, who ,where, when sentences</i> <i>THU – Introduction : Anglo Saxon life non chronological report</i></p>	<p>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</p>	History				
Week 4 5/5/26	<p><i>MON Bank Holiday Monday</i> <i>TUE Anglo Saxon Documentary Narration</i> <i>WED</i> <i>THU - Grammar</i></p>	<p>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 Passive and active voice : I broke the window (active) The window was broken (by me) -passive</p>	History				
Week 5 11/5/26	<p><i>Beowulf – Analysis of story :</i> <i>Mon/ Tues Setting description – Hall – writing own setting description of Great Hall</i> <i>Wed – Grammar Similes and metaphors</i> <i>Thur - Writing description of the monster – similes / metaphors/ show not tell / fronted adverbials</i></p>	<table border="1" data-bbox="1050 1123 1733 1204"> <tr> <td data-bbox="1050 1123 1128 1204">Name – adjective pair – sentences</td> <td data-bbox="1133 1123 1368 1204"> <p>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.</p> </td> <td data-bbox="1373 1123 1590 1204"> <ul style="list-style-type: none"> - 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. </td> <td data-bbox="1594 1123 1733 1204"> <ul style="list-style-type: none"> - Brackets, dashes or commas indicate parenthesis p.78 (Appendix 2) </td> </tr> </table> <p>Revision of similes and metaphors</p>	Name – adjective pair – sentences	<p>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.</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Brackets, dashes or commas indicate parenthesis p.78 (Appendix 2) 	History
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Week 6 15/5/26							
Half term HOLS							

