

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

**LITERACY HALF TERM PLANNING** : Autumn 2025 1<sup>st</sup> half term  
completing Grammar - Thur)

CLASS : ROSES YR 3/4 Mrs Chapman ( Monday, Tuesday- writing introduction and features ) Mrs O’Grady ( Wed, - writing

WEEK	Key learning objectives and sequence of learning	Links to Mantle Story	Grammar Punctuation MOG – Wed or Thursday \\\	Learning Outcomes and cross curricular links
WEEK 1 1/9/25	<p>( Week 1 PD day Monday - no literacy</p> <p>Tuesday : Introduction to Class Novel Mountain and the Moonstick by Simon E Wilkinson (Reading Mastery) Likes Dislikes Puzzles and Connections – Book preview Chapter 1 questions</p> <p>Wednesday : Description of holiday ( Initial assessment task )</p> <p>Thur or Friday : Fronted adverbials</p>	<p>Archaeologist discovery of Stone Age Cave Initial in role ‘discovery’</p>	<p>MOG : Fronted adverbials ( Yr 4) Commas to mark fronted adverbials ( Yr 5 )</p>	<p>Description of holiday ( Initial assessment task )</p> <p>READING/ History Reading book – provides hinterland information for understanding Stone age people</p>
WEEK 2 8/9/25	<p>Image of stone age caves ( Read the First Drawing) / Monday: Mantle drama- discovering the cave in cave</p> <p>Tuesday : Setting Description of an archaeologists discovering a stone a age Cave Description of a cave painting – Sights/ Sounds / feelings/ emotion Contrasts – dark/ light stillness /movement silence / sound Wednesday : Continue writing Thursday / Friday Teach Similes and metaphors</p>	<p>Stepping in to the fiction – team of archaeologists explore Cave ( see Mo E plans ) primary source images of inside the Cave Reading historical text and using primary source images of Stone age caves and cave art (Lascaux cave paintings) creating cave in the classroom</p>	<p>MOG : Similes and metaphors</p>	<p>ART – Introduce stone Age Cave art ( Lascaux Cave paintings )</p>
WEEK 3 15/9/25	<p><b>Character Description Stone Age man / woman –</b> Monday : Look at images of stone age men and women Collect adjectives similes and metaphors Tuesday: Visit to Shropshire Hills centre Write character descriptions Wednesday : Description of a stone age person Thursday/ Friday : Grammar Alan Pete 4 A and with action sentence Describe the woolly Mammoth</p>	<p>Creating Role on the wall – character Stone Age person / Tom – Mantle and the Moonstick</p> <p>Co -creating setting</p>	<p>MOG: Pre learning ( Grammar lesson ) Alan Pete 4 A sentence Simile sentence With an action sentence</p>	<p>Description of Stone age cave Description of Stone age man / woman History – descriptions from evidence</p>
WEEK 4 22/9/25	<p>Monday : Edit and Complete setting description <b>Tuesday : Features of a formal letter – Letter from museum</b> Wednesday : Grammar Formal vocabulary Present perfect form ( e.g have discovered) Yr 4 Past perfect – Had been hidden</p>	<p>MoE in role as archaeologists planning historical research project – In role meetings with museum curator</p>	<p>MOG : Pre learning: – prefect tense form Present perfect Past prefect Future perfect ( Yr 4)</p>	<p>Formal letter of reply to commission with description of cave found in</p> <p>MoE dramatic contact for historical learning</p>

	<p><i>Alan Peat If, if if then</i>  <b>Thursday Formal letter accepting commission</b> – reply to letter from museum  <i>Formal author voice – letter format/ description of cave</i>  <i>Read exemplar text – annotate features</i></p>			
<p>WEEK 5 29/9/25</p>	<p>Monday : Complete formal letter / <b>Features of Non-fiction – Information writing</b> <b>Features of Non-fiction – Information writing</b> - Li  Exemplar text – non fiction writing  Sub headings  Paragraphing around a theme ( Yr 4)  Cohesion within paragraphs ( Yr 5)</p> <p><b>Tuesday : Author Visit – Simon E Wilkinson Mammoth and Moonstick</b></p> <p><b>Wednesday : Grammar : Begin writing Non – Fiction</b></p> <p>Thursday : Grammar : Relative clause with brackets or dash to indicate ( Alan Peat Noun who which where)  Time and cause using conjunction – adverbials ( when , before, after) , while)  Prepositions – before during, after, throughout</p>	<p>MoE recreation of Hunter gatherer tribe  Telling stories through Cave paintings – creating still images of important aspect of hunter- gatherer life</p>	<p>MOG Pre learning :  Revision : Noun ( who which , where) Y 5 – parenthesis  Complex sentences : Subordinate clause using adverbials – ( when , before, after) , while)  Prepositions – before during, after, throughout</p>	<p>Information text for museum – Life of a Hunter-gatherer</p> <p>History – information from primary and secondary source evidence</p>
<p>WEEK 6 6/10/25</p>	<p>Monday : Writing non fiction text – Stone Age / Life of a hunter gatherer_ Introduction  Tuesday : Writing non fiction text – Main body  Wednesday Writing non fiction text – Conclusion  Continue to write and redraft non fiction text – Life of a Hunter gatherer  Thursday : Redraft -  Grammar Linking ideas across paragraphs / comparative conjunctions /modal verbs</p>	<p>MoE</p> <p>In role as the tribe – decision whether to stay and farm the land or continue life as hunter gatherers – tribal meeting</p> <p>Historical Research – for an against lifestyles</p>	<p>MOG Pre learning :  <i>Linking ideas across paragraph using adverbials of time / ( Yr 4 and Y5)</i>  <i>First, next , after , later, during</i></p> <p><i>Comparative conjunctions : Because, However, likewise , on the other hand, alternatively</i>  <i>Indicating degrees of possibility ( modal verbs ) Yr 5</i>  <i>should, could, might, would, will</i></p>	<p>Discursive text – comparing life as a hunter gatherer to life as a farmer – (</p> <p>History – comparisons significant changes in historical period Palaeolithic- Neolithic Stone Age – Bronze Age</p>
<p>WEEK 7 13/10/25</p>	<p><b>Dogger land Disaster Story writing</b>  <i>Monday Drama :Re- enact the Doggerland flooding ( MoE)</i>  Tuesday  <i>Exemplar text – historical retelling the story</i>  <i>Boxing up story</i>  <i>In role developing speech – Sha-woman / magical priestess of</i></p>	<p>MoE</p> <p>Using historical evidence / video retelling of Doggerland flooding</p>	<p>MOG Pre learning :  Direct speech punctuation</p>	<p>Story text – using description of setting / character / direct speech /</p> <p>History – research evidence of the events which lead to the flooding of</p>

	<i>Doggerland</i> <i>Boxing up story</i> <i>Wednesday : Begin story – introduction ]</i> <i>Thursday Grammar Direct speech</i> <i>(and grammatical structures already taught this term –</i> <i>Description / Fronted adverbials/ similes metaphors/ speech</i>	Creating still pictures ( dramatic) of Dogger land TIR – sha-woman of Doggerland and the warning to leave In role development of character voice for direct speech.		Doggerland and the separation of the UK from Europe.
WEEK 8 20/10/25	<i>Completing and redrafting Doggerland Disaster story</i>	MoE – In role Dogger land drama	Revision / Science	As above
HALF TERM 27/10/25				