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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Monday**  Identifying sentences  Identifying features of a diary | **Tuesday**  Identifying sentences  Planning diary entry | **Wednesday**  Identifying sentences  Writing Diary entry | **Thursday**  Writing Diary entry | **Friday**  Reading Comprehension | | |
| Metacognitive strategies  The learning sequence in the next column is spilt into a number of sessions. Each session will have a main metacognitive focus but will often include other elements as well. The metacognitive strategies are listed below. | Image result for reading cartoonLiteracy Tasks (offline and online)  Main learning objectives:   1. To understand the purpose of narrative writing. 2. To understand how to use subordinate clauses and conjunctions in writing.   Desired outcome: To write a narrative on the journey of an evacuee child during WW2.  This unit of writing will be developed over one week.  Written work to be submitted **by Friday 12th November 2021**. |
|  | **Lesson 1** Work can all be found on the PowerPoint  What you will being learning about: Diary entries.  **Part 1**   * What is a simple sentence? * What types are there? Command, statement and questions. * Complete the test style questions on the pp.   **Part 2**   * Features of a diary - What features do we find in a diary?   + A diary entry is written in an informal style, uses chatty language and opinions as well as facts.   + Diaries include rhetorical questions, exclamations and first-person pronouns.   + Most diary writing sound quite conversational and may contain informal words or phrases.   + Includes dates.   + Written in first person.   + Tenses can vary, but diaries tend to be past tense but can use present tense to bring an event to life for the reader.   + The tone can be formal or informal depending on the intended purpose and audience, e.g a travel diary might be chatty to encourage the reader to share fun experiences. However, it could also be serious if the writer describes places where there is extreme poverty. * Read through the examples as a class and spend time identifying features as a class. * **Activity: Children to colour code the features of a diary on the diary examples in pairs.**   ------------------------------------------------------------------------------------------------------------------------------------------------------------------------------  **Lesson 2**   * Grammar starter – test based questions identifying types of sentences: command, statement and question. * Recap yesterday’s learning – features of a diary entry. * Watch the video (there are multiple on the webpage) of a child’s journey and experience whilst being evacuated during WW2. <https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-interviews-with-evacuated-children/zdcjkmn> * Discuss things they learned – what did the children experience? How did they feel? Where did they go? * Show an example of the plan – stick into books. Children to plan their own diary entry from the perspective of an evacuee child during WW2. * Children will write a diary entry of the child before they have arrived at their final destination in the country side. They may talk about leaving their parents, their journey to the train and the train journey itself. Children may reference Friend or Foe. * **Activity: Plan their first diary entry.**   **Lesson 3**   * Grammar starter – test based questions identifying types of sentences: command, statement and question. * Recap yesterday’s learning – features of a diary entry. * Children to complete their planning sheets. * Model ways to begin their writing through sharing their ideas from their plans. * Children should stick in the writing checklist and be encouraged to refer back to the writing checklist throughout writing. * Activity: Write the first paragraph of their diary   **Lesson 4**   * Children to proof read their work from the previous lesson and read it with their partner to uplevel and improve together. * Children can read their work aloud to the class to develop confidence and oracy. * Discuss ways to move onto the next part of their diary entries by taking children’s plans and adapting it through modelling. * Activity: Children to continue their diary entry. |
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