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| **Monday**Grammar starterFeatures of a timeslip | **Tuesday**Grammar starterPlanning Timeslip | **Wednesday**Grammar starterWriting Timeslip | **Thursday**Writing Timeslip | **Friday**Reading Comprehension |

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| 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 26th November 2021**. |
|  | **Lesson 1** Work can all be found on the PowerPointWhat you will being learning about: Timeslip stories. **Grammar starter – Test base questions on the pp.*** Features of a diary - What features do we find in a narrative?
	+ Plot
	+ Characters
	+ Setting
	+ Paragraphs
	+ Adverbials of time
	+ Adverbs, adjectives, expanded noun phrases.
	+ 1st or 3rd person
* What is a timeslip?
* Have you read or watched anything that includes a timeslip or time travel?
* Watch the following as a class:
* (Episode 1) <https://www.youtube.com/watch?v=gmJQDhxL9mY&t=1321s>
* **(Episode 2)** <https://www.youtube.com/watch?v=wSUSbWeExbY&t=262s>
* Chn to write down notes as they watch – what do they see? Who are the characters? What do they do? What do they look like? How does he go back in time?
* **Activity: Children are write a summary of what they have watched.**

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* Recap yesterday’s learning on narrative features and on time travel. Recap what was discussed after watching the video.
* Read through the example extract and explain that chn will be writing their own time travel narrative.
* Their character will travel back in time to the 1940s during WW2.
* Chn can choose a character they already know about or create their own – this character needs to be a similar age to them.
* **Activity: Children begin planning their own time travel narrative.**

**Wednesday*** No Pens Wednesday Activity – Press Play activity on laptops.

**Lesson 3*** Children to be given more time to complete plans If necessary.
* Chn can share ideas with the class.
* A wordbank with children’s ideas can be created as a class to encourage better use of vocabulary and expanded noun phrases.
* If chn complete their plans, they may begin writing their narratives.
* Chn may refer back to the example text read as a class for further ideas.
* **Activity: Children to begin their time travel narrative.**
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