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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Monday**  Grammar starter  Features of a timeslip | **Tuesday**  Grammar starter  Planning Timeslip | **Wednesday**  Grammar starter  Writing Timeslip | **Thursday**  Writing Timeslip | **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 26th November 2021**. |
|  | **Lesson 1** Work can all be found on the PowerPoint  What 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.**   ------------------------------------------------------------------------------------------------------------------------------------------------------------------------------  **Lesson 2**   * Grammar starter – test based questions on the pp - hyphens * 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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