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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Monday**  Grammar starter  What is a debate?  Balloon debate | **Tuesday**  Grammar starter  Researching and planning chosen topic | **Wednesday**  Grammar starter  Writing their balanced argument | **Thursday**  Writing their balanced argument | **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 how to use features of an effective debate 2. To understand how to write a debate that discusses both sides of an argument.   Desired outcome: To write a balanced argument.  This unit of writing will be developed over two weeks.  Written work to be submitted **by Friday 11th February 2022**. |
|  | Work can all be found on the PowerPoint  **Lesson 1**  **Grammar starter – mixed grammar test style questions to be completed as a class – discuss and address misconceptions**  Introduce the idea of debating – what is a debate? What’s its purpose? Do you ever have debates with family or friends? What is the outcome when you do this?  Introduce balloon debate activity.  4 children are to stand at the front of the class and are assigned a character (footballer, singer, teacher and dentist). They are given 5 minutes to think of why they should stay on the balloon. They need to think of how to be persuasive.  When ready, children to share their reasons as to why they should not be thrown off.  They are to be given one final round to answer any other statements or counter any other arguments in order to further persuade the audience.  When completed, the class will vote on who they think should remain on the balloon by raising their hands.  The class can play a couple of rounds of this activity in order to fully understand what a debate is and how to be able to speak and listen to each other.  **Activity:** Balloon debate  **Lesson 2**  Introduce the theme week: Zoo.  Discuss what they think about zoos – share opinions and thoughts.  Explore what zoos do.  Introduce the debate motion: **Zoos Are Cruel and All the Animals Should Be Released into the Wild.**  Discuss why people would be for and against this.  **Activity 1:** In pairs, research reasons why people would be for and against closing down zoos.  **Activity 2:** Plan their balanced arguments  **Lesson 3 and 4**  **Grammar starter – mixed grammar test style questions to be completed as a class – discuss and address misconceptions**  Recap prior learning – share research with the class.  Go through the powerpoint to explore what a balanced argument is and what makes a good one.  Read through an example of a balanced argument – discussing points and ways to improve the piece by incorporating more features from the year 6 writing checklist.    **Activity:** Begin writing balanced argument that explores opinions that are for and against the motion. |
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