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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Monday**  Grammar starter  Recap on balanced arguments – rereading through and additional research | **Tuesday**  Grammar starter  Recap on balanced arguments – rereading through and additional research | **Wednesday**  Grammar starter  Publishing their balanced arguments | **Thursday**  Grammar starter  Publishing their balanced arguments | **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 edit and improve their balanced argument.  This unit of writing will be developed over two weeks.  Written work to be submitted **by Friday 18th February 2022**. |
|  | Work can all be found on the PowerPoint  **Lesson 1 and 2**  **Grammar starter – mixed grammar test style questions to be completed as a class – discuss and address misconceptions**  What is a debate? What is a balanced argument?  Why is it important to have balanced arguments?  What makes a good balanced argument?  Read your work aloud with a partner to make sure it makes sense. You must double check you have many facts and pieces of evidence in order to support arguments/statements.  Include opinions of the public too – if this is not included, add opinions for both sides.  Children may spend the time researching further for facts and pieces of evidence to better their arguments.  Children to go through their work and edit it before publishing into top copy books.  **Activity:** rereading through their work and upleveling work. Final opportunity to gain any additional facts and research as support/evidence for their balanced arguments for and against zoos.  **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, allow children to read their arguments aloud to share ideas and give suggestions.  Discuss points to improve and where further information/clarity may be needed.  Children to spend this time writing up their final drafts into their top copy books in their best handwriting.  **Activity:** Begin writing up their final copies in their top copy books. |
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