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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Monday**  SPAG – Relative clauses and pronouns | **Tuesday**  Intro into non-chronological reports – identifying features | **Wednesday**  Research microorganisms | **Thursday**  Resreach continued – begin writing. | **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 non-chronological reports. 2. To understand how to use relative clauses in writing. 3. To research a topic.   Desired outcome: To write a non-chronological report on microorganisms.  This unit of writing will be developed over two weeks.  Written work to be submitted **by Friday 8th October 2021**. |
|  | **Lesson One** Work can all be found on the PowerPoint  What you will being learning about: **Relative clauses and relative pronouns**  Part 1  Revision skills from last week. Can you give me an example of adverbial of time? How do you use one in your writing?  **Part 2- Introducing relative clauses.**   * Spot the clauses – main, subordinate and relative pronoun. * What are relative pronouns? Who, which, that, whom, whose, where * What is a relative clause? Relative clauses give extra information related to a previously mentioned noun or pronoun within a sentence. A relative clause always starts with a relative pronoun. * Look through the examples of embedded relative clauses. * What punctuation is used? Usually we use commas but we can also use dashes and brackets.   **Part 3 – Activity – List the relative pronouns in books and then write sentences with examples of relative clauses in your books**   * Extension – Write a short paragraph using relative clauses to describe their MAD Friday last week.   ------------------------------------------------------------------------------------------------------------------------------------------------------------------------------  **Lesson Two**  What you will being learning about: 1. Understanding the use non-chronological reports.  **Part 1**   * What is a non-chronological report? Why do we read them? * What are the features of a non-chronological report? Title, subheadings, facts, rhetorical questions, formal tone, images, third person. * Why is it important to plan our writing before we write? To make sure it makes sense. To help us structure it before we start writing. To make sure we have enough information. * Let’s look at using a spidergram to help us plan our own report on microorganisms.   **Part 2**   * Look at the planning sheet – if in school, stick into books. * Write down relevant subheadings that you want to use for your report – examples on pp. * Read through the microorganisms PP to gather information – write down facts, key words and information in note form under each subheading.   **Part 3**   * Check through plans to make sure that each box has key words and technical vocabulary. Does each subheading have enough information?   -----------------------------------------------------------------------------------------------------------------------------------------------------------------------------  **Lesson Three and Four**  What you will being learning about: developing research skills through use of online resources.  **Part 1**   * What is a report? Why do we read them? * What subheadings did you choose to use for your reports? * Share some information with the class.   **Part 2**   * Chn to be given use of laptops or iPads to research into microorganisms. * Go over safety when using the internet – using key words such as KS2 and kids when searching. * If they run out of space on the worksheets, chn to write a subheading in their books and underneath it, add extra information they find.   **Part 3 – Plenary -** Chn to share information they have gathered with the class – key facts.   * If children are happy with their research, they may begin writing their reports, referring back to their plan to support them in structuring their work |
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