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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Monday**  SPAG – subordinate clauses | **Tuesday**  Writing reports | **Wednesday**  Writing reports continued | **Thursday**  Editing and publish | **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 subordinate clauses and conjunctions in writing.   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 15th October 2021**. |
|  | **Lesson One** Work can all be found on the PowerPoint  What you will being learning about: subordinate clauses and conjunctions.  **Part 1**  Revision skills from last week. Can you give me an example of a relative clause? How do you use one in your writing?  **Part 2- Introducing subordinate clauses.**   * What is a clause? A clause is a group of words that includes a subject and a verb. There are two types of clauses,   **independent clauses** and **subordinate clauses**.   * The **independent clause** makes sense on its own because it is a complete thought. For example: I went to town. It was red. * A **subordinate clause** supports the independent clause. The opening words of subordinate clauses show that they are dependent on the independent clause. For example: after the storm cleared because he didn’t like chocolate. * A subordinate clause can come at various points in a sentence. You might use one at the **front** of a sentence. For example, a **fronted adverbial** can be a type of subordinate clause: **Like a bullet speeding through the air**, he ran through the door. * Sometimes they even come in the **middle** of sentences: My brother Richard, **who lives in Australia**, is coming home for Christmas. * Commas. If the subordinate clause starts the sentence, use a comma after it. If it ends the sentence do not use a comma.   **Before we go swimming**, we have to go to school. We have to go to school **before we go swimming**.  **Part 3 – Activity –** write6 sentences using subordinate clauses that can be used in the non-chronological report.   * Extension – Complete the worksheets based on subordinate clauses.   ------------------------------------------------------------------------------------------------------------------------------------------------------------------------------  **Lesson Two and Three**  What you will being learning about: 1. Using the features of a non-chronological report in my writing.  **Part 1**   * What is a non-chronological report? What is their purpose? * What are the features of a non-chronological report? Title, subheadings, facts, rhetorical questions, formal tone, images, third person. * Recap what they have included in their plans. Make sure enough information has been gathered.   **Part 2**   * Referring back to the planning sheet, begin writing the report on microorganisms. * Model how to write the title and subheadings to make the layout clear for the reader.   **Part 3**   * Read work aloud to the class to share ideas and give verbal feedback.   **Lesson Four**  **Part 1**   * Recap the week’s learning with the class – what is the purpose of a report? What should we double check that we have included? * Share examples of children’s work by allowing them to read to the class.   **Part 2**   * Children to sit with their partner and read through each other’s work where they will then edit and suggest improvements. * Children will type up a final copy and make any final edits to it before it is printed and stuck into books. |
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