|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday**Reading Comprehension  | **Tuesday**Introduction to Superheroes  | **Wednesday**Creating a villain  | **Thursday**Writing play script | **Friday**Producing superhero choice poem |

 |
| 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 22nd October 2021**. |
|  | **Tuesday** Work can all be found on the PowerPointWhat you will being learning about: 1. Features of a superhero text.**Part 1** * What is a superhero? Someone who has extraordinary powers
* Fights day-to-day crime
* Also has an archenemy who wants to take over the world
* Usually wears a costume or disguise.
* What are common traits a hero has?
* Why do we have superheroes? Role models to their audiences. For entertainment and fantasy.
* Superpowers as a feature. What superpowers can we list as a class?
* Think about the hero costume – discuss the colours and what they represent/mean – link back to the art topic on colour theory.
* Main activity: Children to design their superhero for their own superhero story.
* Plenary – ask children to compare their superhero designs with their partners – give constructive criticism if needed.

------------------------------------------------------------------------------------------------------------------------------------------------------------------------------**Wednesday*** What is a superhero? What did we discuss yesterday?
* Let’s share some of our superheroes. What makes them special? What makes them a good hero? Why?
* Today we are going to be creating a villain that will be our antagonist. (an antagonist opposes someone or something).
* What are some famous villains we know of? What makes them a good villain? Why?
* **Activity: design your villain. Think about their backstory – why are they a villain? What do they want? How will they achieve it?**

**Thursday*** Today we will be learning about play scripts.
* What is a play script? What is the purpose of a play script?
* What are the features of a play script? Name of characters, colons, stage directions, narration.
* **Activity 1:** fill in the missing play script.
* **Activity 2:** Write your own play script with your partner to preform (choose out of your superheroes and villains).

**Extension:** create a short comic strip to illustrate the play script.**Friday*** Superhero poems – what is a poem? What are the features of a narrative poem?
* Why do poets like to rhyme? What is a rhyme scheme?
* Read through the examples on the PP. Discuss the features and what the class like and dislike about the poem.
* Create examples of personification and similes on whiteboards.
* **Activity:** produce a poem about their superheroes.
* **Plenary:** share each child’s poems with the class. Children can publish them on paper for the classroom display.
 |
| Pl |
|  |
|  |
|  |