|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **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 PowerPoint  What 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 |
|  |
|  |
|  |