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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Q2juMonday**  Subrodinate clauses starter Descriptitve writing (playground) | **Tuesday**  Subrodinate clauses starter  Descriptitve writing (train) | **Wednesday**  Proof reading and editing | **Thursday**  Publish into top copy books | **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 narrative writing. 2. To understand how to use subordinate clauses and conjunctions in writing.   Desired outcome: To write a narrative on the journey of an evacuee child during WW2.  This unit of writing will be developed over one week.  Written work to be submitted **by Friday 5th November 2021**. |
|  | **Lesson 1** Work can all be found on the PowerPoint  What you will being learning about: Descriptive writing  **Part 1**   * What is a simple sentence? Write down 3 examples * What is a complex sentence? Write down 3 examples. * What is a clause? What is a main clause? * How many subordinate conjunctions can you list? * Where do we use a comma?   Part 2   * Look at the images on the board – what is happening? Who is in the picture? How do you know? Are these primary or secondary sources? * How might the children be feeling? Why? * What words would you use to describe the school playground? Let’s make a word bank as a class. * Watch the clip and discuss as a class: [**https://www.youtube.com/watch?v=rj5kiH5XZxw**](https://www.youtube.com/watch?v=rj5kiH5XZxw)   Part 3   * The children are lined up in the playground in preparation for their journey – they are evacuee children. * How would you describe the teacher? * You will be writing a narrative piece describing the scene in the video. * Model the starting sentences as a class – magpie ideas and check work frequently as you write. * **Activity: Children to begin their writing.**   ------------------------------------------------------------------------------------------------------------------------------------------------------------------------------  **Lesson 2**   * Grammar starter – test based questions identifying main and subordinate clauses as well as conjunctions. * Recap yesterday’s learning and work – share pieces and encourage children to read them aloud to develop confidence and oracy. * Rewatch the video with the class – discuss the next location which is the train. * Discuss things they can see, sounds they can hear, smells the people might experience. * Create a class word bank for the next scene. * **Activity: Begin writing the next section of their narrative – the train/train station.**   **Lesson 3**   * Share pieces of work to encourage children to ‘magpie’ ideas from one another. * Children can be given time to complete their writing. * Once satisfied with their work, they are to read through it with their partner and edit it (against the checklist if used). * Children should uplevel their work and check spellings as well as capital letters and full stops.   **Lesson 4**   * Children to proof read their work for a final time and spend the lesson writing it up in their top copy books. * Children can continue to read their work aloud to the class to develop confidence and oracy. * Children should focus on their handwriting and presentation when publishing their work. |
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