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| **Q2juMonday**Subrodinate clauses starter Descriptitve writing (playground) | **Tuesday**Subrodinate clauses starterDescriptitve writing (train) | **Wednesday**Proof reading and editing | **Thursday**Publish into top copy books | **Friday**Reading Comprehension |

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| 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 PowerPointWhat 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.**

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* 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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