

	Learning objective	Main teaching	Activity	Resources	Vocabulary
Monday	To identify features of information texts	<p>Read the Nile Crocodiles text together again.</p> <p>Discuss the features of non-fiction we can see, and label them:</p> <ul style="list-style-type: none"> <li>-heading</li> <li>-subheadings</li> <li>-technical vocabulary relating to the topic</li> <li>-photographs</li> <li>-did you know</li> <li>-facts and information</li> </ul>	Identify and label the features of non-chronological reports, using other animal fact files.	<p>Nile crocodiles fact file</p> <p>Animal fact files</p>	<p>feature heading</p> <p>subheading</p> <p>photograph</p> <p>fact</p> <p>information</p> <p>vocabulary</p>
Tuesday		See Miss Foster's Tuesday plan			
Wednesday	To summarise a text	<p>Today we will be boxing up our Nile Crocodiles text (organising it according to its parts)</p> <p>Read the Nile Crocodiles text again and discuss its parts.</p> <p>How do the subheadings help to organise the text?</p>	Box up the learnt text section by section, identifying its transferrable characteristics.	Nile crocodiles fact file	<p>summarise</p> <p>box up</p> <p>subheadings</p>
Thursday	To retrieve information from a text	<p>Have a look at the other animal fact files and discuss which one we are most interested in. Read information about other African animals, using the fact files.</p> <p>Model how to make a mind map to make a note of the information.</p>	Choose one animal and make a mind map, including facts about habitat, diet and appearance, as well as any other interesting information.	<p>Year 1 animal fact files</p> <p>Year 2 animal fact files</p> <p>Non-fiction books</p> <p>Internet for research</p>	<p>mind map</p> <p>information</p> <p>facts</p>
Friday	To use subordination and co-ordination	<p>Remind children that we have learnt before about conjunction – words which join two parts of a sentence together.</p> <ul style="list-style-type: none"> <li>• Subordination (e.g. when, if, that, because)</li> <li>• Co-ordination (e.g. or, and, but).</li> </ul> <p>Show model sentences. Can chn spot the conjunctions in my sentences? Are they co-ordinating or subordinating?</p>	Write sentences using facts from yesterday's research which include a subordinating or co-ordinating conjunction.	Mind map from yesterday	<p>conjunction</p> <p>co-ordination</p> <p>subordination</p>