

Writing: Year 6 – Summer 2 Week 4

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
W r i t i n g	<p>1. Listen and read along with the short story, the Hummingbird's Smile [from the Book of Hopes, p180].</p> <p>Answer the following questions:</p> <p><i>Why does Nadia go into the cave?</i></p> <p><i>Choose two adjectives to describe Nadia and use evidence from the text to explain your choices.</i></p> <p><i>Why do you think the hummingbird appears for Nadia?</i></p> <p>2. Listen and read along with the story again. While you are listening, think about how the story is structured.</p> <p>3. Watch the teacher talking through the short story triangle. (see resource 1A)</p> <p>4. Draw your own story triangle for the Hummingbird's Smile. Use the model in resource 1A to help you.</p>	<p>1. Listen and read along with the Creature in the Cave [from the Book of Hopes, p233]</p> <p>Answer the following questions:</p> <p><i>What makes the story surprising?</i></p> <p><i>What is the first clue which hints at this surprising ending? Hint: look at p234.</i></p> <p>2. Draw a story triangle for the Creature in the Cave. Look back at yesterday's video and the model story triangle to remind you about this if you need to.</p> <p>3. Watch the teacher video about some of the techniques used to make the Hummingbird's Smile exciting to read.</p> <p>4. Re-watch the video of the teacher reading Creature in the Cave and pause it so that you can see p233/4. Look at the section which starts "I was scrambling....." on p233 to "...sitting inside the cave." On p234. Answer the following questions, giving examples from the text:</p> <p><i>What senses does the author use to create an atmosphere? What effect does this have?</i></p> <p><i>Find an example of the author combining short and longer sentences. What effect does this have?</i></p>	<p>1. Look at the picture entitled "The Hope Hunters" [see resource 3A] [p34]</p> <p>Use your imagination to think about the story behind the picture and answer the following questions. Remember, there are no wrong answers! You could organise your ideas as a mind map around the picture. Add any other ideas you think of as you are answering the questions.</p> <p><i>Who are the man and woman?</i></p> <p><i>Where are they? What time period is it?</i></p> <p><i>What are they trying to catch and why?</i></p> <p><i>What is the fairy-like creature?</i></p> <p><i>What do you think will happen?</i></p> <p>2. Watch the teacher video about how to turn your ideas into a story triangle.</p> <p>3. Draw a story triangle for your story, "The Hope Hunters". Remember: when it is finished, your story will need to be a maximum of 3 minutes long (about 2 sides of A4).</p> <p>4. Tell your story to someone in your house. Do they have any questions or feedback to help you improve your story? Make changes and add any details to your story triangle based on what they say.</p>	<p>1. Watch the teacher video about turning your story triangle into a plan for your writing.</p> <p>2. Complete the planning sheet for your story (resource 4A).</p> <p>3. Watch the teacher video about starting to write your story.</p> <p>4. Write the exposition and rising action of your story. Remember to think about using the techniques to make your writing interesting:</p> <ul style="list-style-type: none"> - description which uses all the senses; - figurative language; - a variety of sentence lengths. <p>This part of your story should be about 1 side of A4.</p> <p>5. Re-read and edit your work, using the CUPS and ARMS process. Look at the CUPS & ARMS poster to help you (resource 4B). As well as correcting mistakes, think about what you could add or improve in your writing.</p>	<p>1. Watch the teacher video about continuing your story.</p> <p>2. Write the climax, falling action and resolution of your story. This will be about 1 side of A4. After each section, re-read and edit what you have written, using CUPS and ARMs to help you (see resource 4B).</p> <p>3. Read your finished story aloud to someone in your house. Check that it lasts no longer than 3 minutes, and edit it if necessary</p>

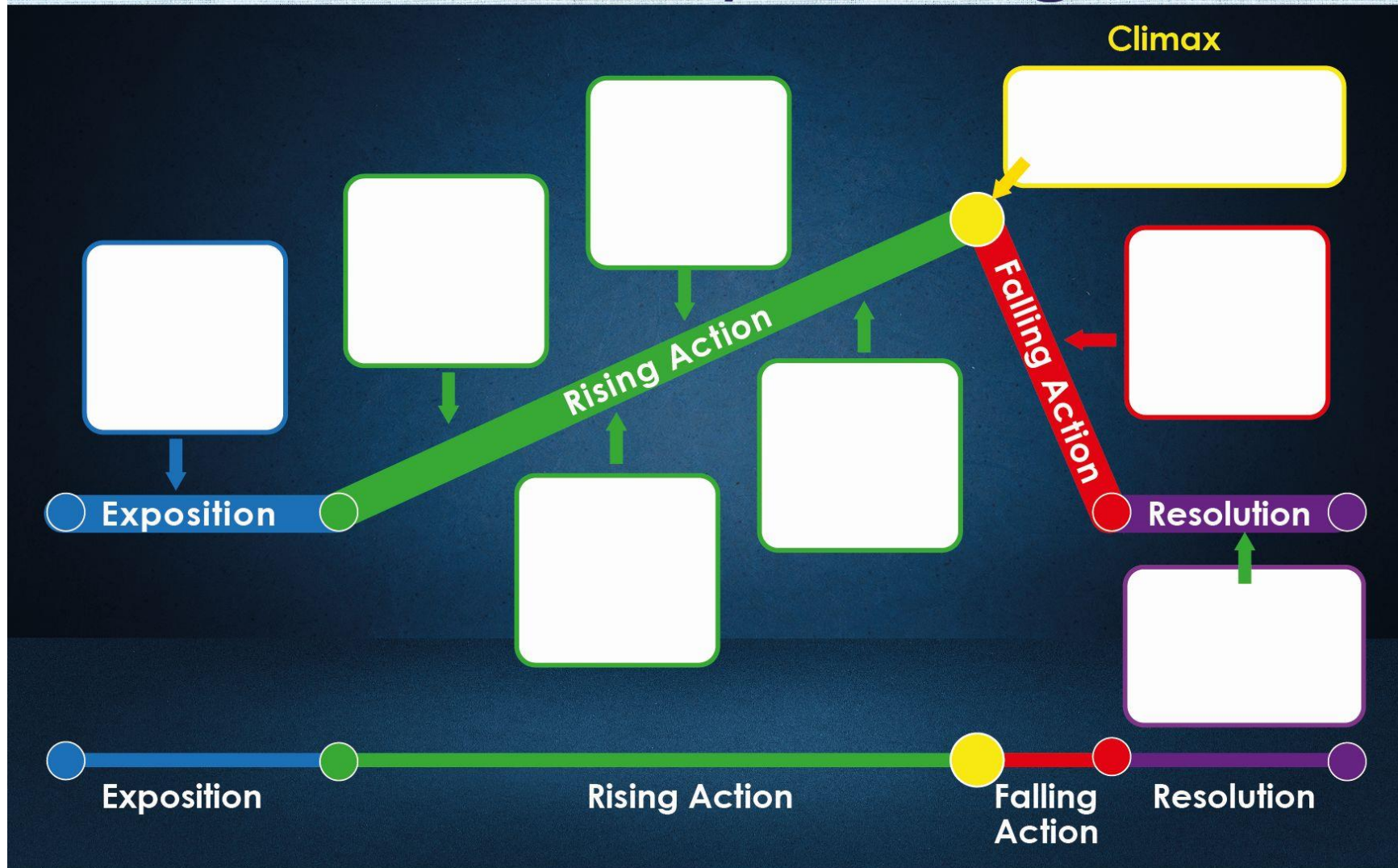
R	Resource 1A – short story triangle		Resource 3A – the Hope Hunters	Resource 4A – planning sheet Resource 4B – CUPS/ARMS reference sheet	
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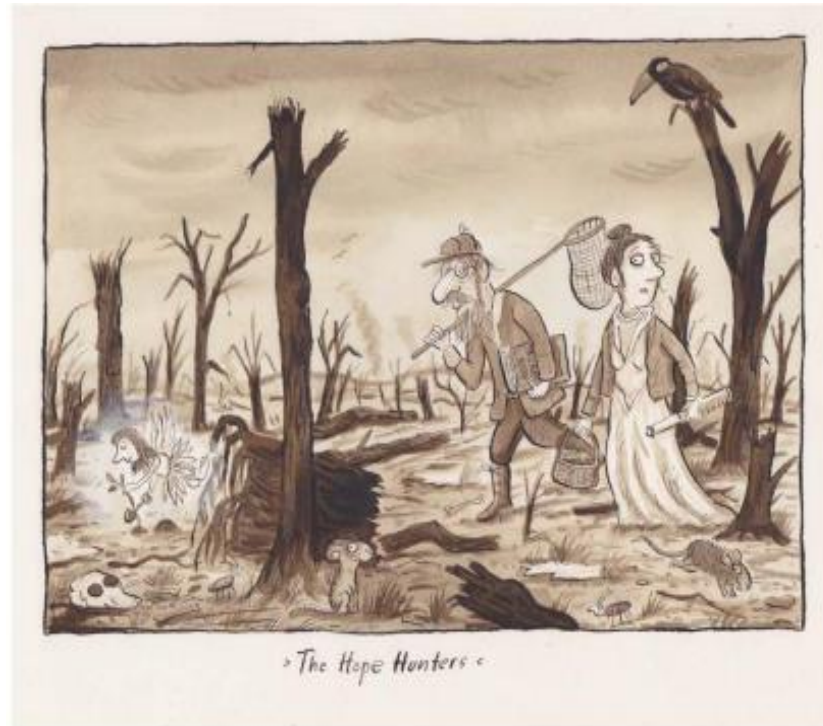
		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
R	Who le class	The Unteachables C17	The Unteachables C18	The Unteachables C19 & 20	The Unteachables C21 & 22	The Unteachables C23 & 24	
	e	*	Free Climb p4-15	Free Climb p16-31	Free Climb p32-39	Free Climb p40-50	Free Climb p51-62
		*	Black Beauty Ch 1	Black Beauty Ch 2	Black Beauty Ch 3	Black Beauty Ch 4	Black Beauty Ch 5
		*	Mars for Humanity p1-19	Mars for Humanity p20-46	Mars for Humanity p47-58	Mars for Humanity p59-75	Mars for Humanity p76-89
a	*						
d	*						
i	*						
n	*						
d	*						
e	*						
n	*						
t	*						
Spelling		Muscle mischievous marvellous lightning leisure					



Short Story Triangle



Resource 3A – The Hope Hunters



Resource 4A – Short story planning sheet

Paragraph h	Story Part (from your story triangle)	Details you will include (description of setting to create atmosphere; what happened; how your characters reacted)	Key vocabulary (vivid verbs, sensory description, poetic language)
1			
2			
3			
4			
5			

