

Writing: Year 6 – Summer 2 Week 6

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
W r i t i n g	<p>1. Read the extract from 'A Guide to Survive Teaching Year 6' below (Resource 1A)</p> <p><i>What is the purpose of this writing?</i> <i>Who would be the audience for it?</i> <i>How formal has the writer made it?</i> <i>What techniques has the writer used?</i></p> <p>2. You have to write the next section on school trips.</p> <p><i>What might you need to think about when planning a school trip?</i> <i>How do children behave on school trips?</i> <i>What is amazing about school trips?</i></p>	<p>Over the next week and a half, you will be writing 'A Guide for Surviving Year 6' for that could be shared with the Year 5 pupils coming up.</p> <p>Use the Planning Sheet (Resource 2A) to help collect ideas.</p> <p><i>Answer the questions on the sheet</i></p> <p><i>What personalities/lessons/events/trips are important to mention?</i></p> <p><i>What is the most important thing you have learnt this year?</i></p> <p><i>What did you wish you knew before the year started?</i></p>	<p>1. Read the extract from 'A Guide to Survive Teaching Year 6' below (Resource 1A). Focus on the introduction.</p> <p>Do you recognise the General – Specific – Viewpoint (G-S-V) structure? Can you explain how this works to someone else?</p> <p>2. Plan your introduction:</p> <ul style="list-style-type: none"> - Write the specific (S) statement that explains what your writing is concerning. - Write the general (G) statement that explains the context for the specific statement (this will go before the specific statement). - Write a sentence giving a viewpoint (V) on Year 6. <p>3. The next section is about the Teachers and staff who the pupils might meet. Use a sub-heading to organise your writing</p> <p><i>How might you describe them and what advice would you give to Year 5s?</i></p> <p>(There is obviously a requirement to keep this passage appropriate, although you may wish to play with a lighter tone as in the model)</p>	<p>Using sub-headings, continue to draft the Guide for Surviving year 6</p> <p>1. The third section will give the Year 5s an overview of how Year 6 is organised.</p> <p><i>What are the key differences between Year 5 and 6?</i></p> <p><i>What will they need to be prepared for?</i></p> <p>2. Complete the section related to lessons and topics.</p> <p><i>Which lessons are most special?</i></p> <p><i>Are there any particularly fun/exciting/memorable experiences that they will enjoy?</i></p> <p><i>Are there any particularly tricky/awkward lessons that the children will be in?</i></p>	<p>Complete the guide using sub-headings to add information on the remaining topics.</p> <p>What and the responsibilities?</p> <p>What are the rules? (formal and informal)</p> <p>What extra-curricular activities are available to them?</p> <p>What trips do they go on?</p> <p>After this write a conclusion paragraph summing up your ideas (You may wish to reverse the G-S-V opening from the introduction)</p> <p>Next week you will be given time to publish your guide.</p>

R e s o u r c e s	Resource 1A – Model Text	Resource 2A – Planning Sheet			
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Reading: Year 6 – Summer 2 **Week 4**

R e a d i n g	For reading this week, we would like you to do something a bit different.		Book	Author
	<p>We would like you to think back over the last seven years and choose the 'Ten Books That You Should Read Before Leaving Primary School'.</p> <p>Think about those picture books you enjoyed as infants, the non-fiction and poetry books you have explored and the novels you have enjoyed.</p> <p>There are no right or wrong answers, just choose the books that have been most special for you.</p>	1		
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Resource 1A – Model text

A Guide to Survive Teaching Year 6

Ever since the dawn of humanity, teaching has been one of the great jobs; the ability to guide and improve other lives is both essential to society and satisfying for the individual. Teaching Year 6 is a particularly demanding challenge as these young minds are brimming with curiosity and a thirst for knowledge. To conquer this challenge is truly the Everest of the profession.

Year 6 Children

Year 6 children are a fascinating species whose habitat is the classrooms and playgrounds of primary schools in England. Whilst they may look dangerous, they are mostly harmless. Some may need to be trained in basic hygiene and grooming. When set challenges, Year 6s can show great resilience and a calm attitude under pressure. Do not underestimate what they can achieve as they always have the ability to surprise you. They are mostly social creatures who travel around in packs.

General

When children enter Year 6, they can often be nervous as it is the last step before joining secondary school. While there are some differences in terms of what children are expected to achieve, it is important that they understand that all of their schooling so far has prepared them for this.

Resource 2A – Planning sheet

Introduction:

- Explain the purpose/aim of the survival guide

Teacher:

- Describe the teachers in Year 6 (Be careful!!)

General:

- What you need to remember in Year 6
- What are the changes from Year 5 to 6
- How much homework you get and how long you are expected to spend on it
- Preparing for SATs (even if you don't have to take them in the end)

Lessons:

- Mention topics covered in Year 6
- Describe enjoyable topics
- Are there any lessons that stand out?
- What type of work do you do? (Practical, independent, group, computer, longer tasks, problem solving)

What are the responsibilities?

- Playground leaders
- Other jobs around school

Rules:

- General school rules
- Classroom rules
- Unspoken 'pupil' rules

Extra-Curricular activities:

- What you can do at lunch or after school?

Trips

- Curriculum-based trips
- Sporting events
- Other trips

Conclusion:

- Any final comments, thoughts, tips or helpful hints about Year 6.