


Year 6 English Week Commencing 6th December 2021



Monday 6 th December.	Tuesday 7 th December.	Wednesday 8 th December.	Thursday 9 th December.	Friday 10 th December.																																																																																				
SPAG Mats + Spellings	LO: To prepare poems to read aloud and perform.	LO: To identify different types of poetic techniques used in a poem.	LO: To create a word bank in response to music and images.	Pobble Activity																																																																																				
<p>Select and complete a SPAG Mat that is the right challenge for you.</p> <p>Use the answer sheets provided to check and self-mark your work.</p> <p>Complete LSCWC for your spelling task, words that contain double consonants.</p> <div><div></div><div></div><div></div><div></div></div> <p>WB 6th December: Year 6 This week's spellings focus is on words that are tricky to spell because they have double consonants e.g. recommend.</p> <table><tr><th></th><th>1st Attempt</th><th>2nd Attempt</th><th>3rd Attempt</th></tr><tr><td>committee</td><td></td><td></td><td></td></tr><tr><td>communicate</td><td></td><td></td><td></td></tr><tr><td>correspondence</td><td></td><td></td><td></td></tr><tr><td>guarantee</td><td></td><td></td><td></td></tr><tr><td>harass</td><td></td><td></td><td></td></tr><tr><td>harassment</td><td></td><td></td><td></td></tr><tr><td>embarrass</td><td></td><td></td><td></td></tr><tr><td>embarrassment</td><td></td><td></td><td></td></tr><tr><td>recommend</td><td></td><td></td><td></td></tr><tr><td>recommendation</td><td></td><td></td><td></td></tr><tr><td>Occupy</td><td></td><td></td><td></td></tr><tr><td>occupation</td><td></td><td></td><td></td></tr><tr><td>Occur</td><td></td><td></td><td></td></tr><tr><td>occurring</td><td></td><td></td><td></td></tr><tr><td>programme</td><td></td><td></td><td></td></tr><tr><td>Suggest</td><td></td><td></td><td></td></tr><tr><td>immediately</td><td></td><td></td><td></td></tr><tr><td>community</td><td></td><td></td><td></td></tr><tr><td>correspond</td><td></td><td></td><td></td></tr><tr><td>necessary</td><td></td><td></td><td></td></tr></table>		1st Attempt	2nd Attempt	3rd Attempt	committee				communicate				correspondence				guarantee				harass				harassment				embarrass				embarrassment				recommend				recommendation				Occupy				occupation				Occur				occurring				programme				Suggest				immediately				community				correspond				necessary				<p>Spag focus- there, their and they're.</p> <p>Follow the lesson presentation and answer the questions.</p> <p>Activity 1: Read carefully the first poem in the lesson presentation, 'White horses'. What do you notice about this poem? <i>Read the poem slowly out loud and clap along with each beat. It has a strong rhythm. What does it remind you of?</i></p> <p>Activity 2: Read the second poem, 'There are big waves and little waves'. What do you notice about this poem? <i>-There is a lot of contrast between the different types of waves. How might you perform the lines differently to highlight this idea?</i></p> <p>Activity 3: Your task this lesson is to rehearse and perform one of the poems, using video or voice recording. Make your performance unique by using movement or sound/music effects, but ensure the words of the poem are not drowned out.</p>	<p>Spag focus - prepositions.</p> <p>Follow the lesson presentation and answer the questions given.</p> <p>Activity 1: Read the poem, 'Seas seasons'. Use a dictionary to look up any words you don't know. What do you notice about the lines? What images are in your mind? What techniques do you notice the poet has used?</p> <p>Activity 2: Use the BBC bitesize web links to learn about alliteration and onomatopoeia. Go through the poem one more time, <i>circling</i> examples of alliteration and <i>underlining</i> onomatopoeia. Add any other poetic language such as rhyme scheme.</p> <p>Challenge yourself to create a word bank of onomatopoeic words, such as splash, drip, trickle. These will help you in your work later.</p> <p>Activity 3: Write your own stanzas to continue the poem. You should use the same structure used by the poet, e.g. alliteration, prepositions on the 2nd line, using an -ing verbs on the 3rd line, referencing the season on line 4.</p>	<p>Spag starter- noun phrases.</p> <p>Follow the lesson presentation and complete the activities.</p> <p>Activity 1: listen to the music and write down any ideas or thoughts that came into your mind. <i>The piece was written about the sea. What kind of sea do you imagine?</i></p> <p>Activity 2: Look carefully through the picture resources. Create a word bank of descriptive words and phrases. Sort the words under appropriate headings such as 'sounds', 'looks', 'moves' and how it makes them 'feel'. <i>Underline any onomatopoeic words in your wordbank.</i></p> <p>Challenge: Write some descriptive sentences to test out some of the words in your word bank. Re-write your sentences in different ways- which do you think is the most effective? Try to create a vivid picture in your reader's mind.</p>	<p>The Shadow</p>  <p>Complete Pobble tasks:</p> <ul style="list-style-type: none">• Question Time• Sentence Challenge• GrammarSentence challenge
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