

Year 6 English - Summer 1 Week 1 - Support

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
Reading	These Are the Hands by Michael Rosen	In the Land of Punctuation by Christian Morgenstern	Gameplay by Kwame Alexander	I Saw a Peacock With a Fiery Tail by Anonymous	Who Has Seen the Wind? by Christina Rossetti
	You can find the poems here.				
Writing	<p>This week, you are going to be looking more closely at the poems above. You are going to think about the main ideas of the poems and experiment with the ideas/ techniques the poets use to produce a poem.</p> <p>Read <i>These are the Hands</i> by Michael Rosen.</p> <p>Part One This poem was written to help children understand how the NHS medical care works and honour the service in its 60th year. <i>What do you notice about the structure of the poem?</i></p> <p>Part Two Think about another organisation/ institution you could write about using the idea of the function of hands: <i>e.g. school/ supermarket/ post office</i></p> <p>Write a list of all the functions hands might perform in that organisation: <i>e.g. the hands in a school could write out a maths sum.</i> Now organise them into a poem using the structure of Michael Rosen's poem.</p>	<p>Read <i>In the Land of Punctuation</i> by Christian Morgenstern.</p> <p>Part One Consider the following questions: <i>What is the poem's main idea? How does the poet present each form of punctuation? How does its character relate to how it acts? e.g. brackets/ parentheses used to contain noise/ imprison</i></p> <p>Part Two Consider this question: <i>If punctuation marks were people, what would they be like?</i> For example: <i>exclamation marks might be loud/ dramatic/ unfunny; commas might be hesitant; and ellipses might never finish their... sentences (because they are always interrupted) or always leave others on edge</i> Write, using a form/ structure of your choice, a poem about punctuation. For example, you could write a series of haiku (5-7-5 syllables) about several pieces of punctuation. You could write a poem about the day of a semicolon, thinking about the type of person you thought it would be. Have fun.</p>	<p>Read <i>Gameplay</i> by Kwame Alexander.</p> <p>Part One Consider the following questions: <i>What do you think the poem is about? How does the poem make you feel? What makes you feel like this? Why do you think the poet has chosen to write about this event?</i></p> <p>Re-read the poem. Consider the following question: <i>What words or phrases has the poet used that make an impact on you as a reader; that help create atmosphere or evoke emotion?</i></p> <p>Part Two Look at how the poem mirrors the energy and movement of a football/ soccer game by using powerful verbs. This poem is an acrostic poem because the bold letters spell out a word or phrase: soccer.</p> <p>Part Two: Think about a sport or other leisure activity that you enjoy. <i>What skills do you need to take part? What verbs might you use to describe what it involves?</i></p> <p>Note down your ideas. Write an acrostic poem inspired by <i>Gameplay</i> about your chosen sport.</p>	<p>Read <i>I Saw a Peacock with a Fiery Tail</i> by Anonymous.</p> <p>Part One This is a 'trick' poem: the trick is the two ways it can be understood - read a line at a time, or read from the middle of one line to the middle of the next.</p> <p>Read the poem in both ways.</p> <p><i>How does the meaning of the poem change depending on how you have read it?</i></p> <p>Part Two Write a poem based on this one using one of the senses: <i>e.g. I saw.../ I heard.../ I felt.../ I touched...</i></p> <p>You may wish to use the template suggested below. You may want to think about what you can hear/see/smell when you go on a walk.</p> <p>If you find writing a 'trick' poem difficult, try writing a poem based upon one of the senses that reads in only 'one' way.</p>	<p>Based upon your experiments with different types of poem this week, choose your favourite and write a poem inspired by it. Or you could revise and edit a first draft of a poem you have already written this week.</p> <p>Share your poem with someone at home. Think about where you could change the tone of your voice, your volume and your facial expressions when performing to your audience.</p>
Spelling	<p>Look at the Year 5 and 6 spelling list here. Choose 5 spellings to practise from this list. Use the ways from school that help you remember best. You can ask someone at home to test you.</p>				

Day 1: These Are the Hands by Michael Rosen

for the 6

0th anniversary of the NHS

These are the hands
That touch us first
Feel your head
Find the pulse
And make your bed.

These are the hands
That tap your back
Test the skin
Hold your arm
Wheel the bin
Change the bulb
Fix the drip
Pour the jug
Replace your hip.

These are the hands
That fill the bath
Mop the floor
Flick the switch
Soothe the sore
Burn the swabs
Give us a jab
Throw out sharps
Design the lab.

And these are the hands
That stop the leaks
Empty the pan
Wipe the pipes
Carry the can
Clamp the veins
Make the cast
Log the dose
And touch us last.

© Michael Rosen, 2008

About this poem

This poem is included in the second edition of *Tools of the Trade: Poems for new doctors* (Scottish Poetry Library, 2016). The anthology was edited by Kate Hendry; Dr Lesley Morrison, GP; Dr John Gillies, GP and Chair, Royal College of GPs in Scotland (2010-2014); Revd Ali Newell, and Liliac Fraser.

Day 1 Support^[1]

Glossary

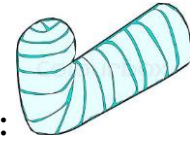


swab:



jab:

clamp: hold



cast:

Template for your poem

You can pick a verb from the first column, 'Verbs', and match it to the second column, 'Nouns', to make different functions of hands in a school.

Verbs (actions)	Nouns (what they could do)
write	sums
draw	stories
mark	children
encourage	work
support	lives
tap	reading
help	difference
improve	books
design	knowledge
inspire	shoulders
share	ideas
guide	dreams
paint	wisdom

Day 2: In the Land of Punctuation by Christian Morgenstern

The peaceful land of Punctuation
is filled with tension overnight

When the stops and commas of the nation
call the semicolons "parasites"

Within the hour they form their troops,
an anti-semicolon group

The question marks avoid the scrape
(as always) and quietly escape

The semicolons' mournful racket
is drowned out by surrounding brackets

And then the captured creature freezes
Imprisoned by parentheses

The dreaded minus sign arrives
and — slash! — ends the captives' lives

The question marks, now homeward-bound,
pity the corpses on the ground

But, woe! A new war looms large,
as dashes against commas charge

And cut across the commas' necks
so that the beheaded wrecks

(the dashes delight in gore)
as semicolons hit the floor

Both semicolon types they bury
in silence in the cemetery

Those dashes that still remain,
Creep blackly behind the mourning train

The exclamation holds a sermon
with colon's help, right on the spot

Then through their comma-form free nation
They all march home: dash, dot, dash, dot...

Christian Morgenstern, 1905

Day 2 Support

Punctuation	Personality (what they could be like if they were people)
Full stop.	It is always telling. It doesn't make a noise. It stops to catch a breath.
Exclamation mark!	It is loud, dramatic and cautious. It likes noises.
Comma,	It likes making lists. It can work with numbers.
Question mark?	It always asks for clarification. It is in search of an answer. It is unsure and inquisitive.
Brackets ()	They like to whisper and to give more details.
Ellipses...	They always end up doubting themselves. They always leave others on the edge.

Day 3: Gameplay by Kwame Alexander

on the pitch, lightning fa**St**,
dribble, fake, then make a dash

player tries t**O** steal the ball
lift and step and make him fall

zip and zoom to find the spot
defense readies for the shot

Chip, then kick it in the air
take off like a Belgian hare

shoot it left, but watch it **Curve**
all he can do is observe

watch the ball b**End** in midflight
play this game fa**R** into night

Kwame Alexander, **Gameplay** from Booked © 2016, Andersen Press

Day 3 Support

Vocabulary you might want to use		
Skills	Verbs	Expressions
speed: swift, agile, brisk	tagging	lightning fast as fast as an eagle
accuracy: careful, correct, exact	catching	fasten your laces
teamwork: cooperation, partnership	racing	on your marks, get set
team captain: leadership, control, initiative	passing	roar of the cheering crowds
perseverance: never give up, determination	striking	be graceful in defeat
taking risks: brave, courageous	serving	singing their /our praises

More verbs and their definitions in sports

To return = to hit the ball back (for example, in tennis).

To ground = to make the ball hit the ground. 'The player grounded the ball and won the point.'

To dribble = to keep kicking the ball as you go forwards (before trying to pass to another player). 'The player dribbled the ball past the defender.'

To tackle = to try to take the ball from another player.

To dive = to fall to the ground to make it look that an opposing player has tackled you badly (especially in football).

Day 4: I Saw a Peacock with a Fiery Tail by Anonymous (before 1665)

About this poem

This is a 'trick' poem: the trick is the two ways it can be understood -read a line at a time, or read from the middle of one line to the middle of the next, e.g. *I saw a peacock, with a fiery tail. With a fiery tail, I saw a blazing comet. I saw a blazing comet, drop down hail. Drop down hail...*

These following are to be understood in two ways.

I saw a Peacock, with a fiery tail,
I saw a Blazing Comet, drop down hail,
I saw a Cloud, with Ivy circled round,
I saw a sturdy Oak, creep on the ground,
I saw a **Pismire**, swallow up a Whale,
I saw a raging Sea, brim full of Ale,
I saw a Venice Glass, Sixteen foot deep,
I saw a well, full of men's tears that weep,
I saw their eyes, all in a flame of fire,
I saw a House, as big as the Moon and higher,
I saw the Sun, even in the midst of night,
I saw the man, that saw this wondrous sight.

pismire is an old word for an ant

Day 4 Support

Glossary

hail: pellets of frozen rain	comet: a small chunk of dust and ice that travels around the sun	ivy: a climbing plant
brim: top edge of a glass	ale: a drink, a type of beer	Venice glass: a glass made in Venice, a place in Italy
well: a hole sunk into the earth to reach a supply of water	midst: middle	wondrous: wonderful

Day 4: Support

Template for your poem

You can pick a sense from the first part and match it to the second part to make the lines of your poem.

Senses - first part	Ways of starting your second part
I heard a...	creep...
I saw a...	that...
I smelt a...	full of...
I touched a...	in the ...
I felt a...	as _____ as the...
	swallow up...
	with...
	drop down...

Day 5: Who Has Seen the Wind? by Christina Rossetti

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling,
The wind is passing through.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads,
The wind is passing by.

This poem is public domain.

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (-ped, -ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	