



Year 6 English Distance Teaching and Learning

Week beginning: 1st June 2020

Lesson 1															
Learning Intention WALT answer questions using a text.	Key Vocabulary: comprehension bumblebee hive pollen insect conservation nectar pollination	What you will need: Writing book Pen Video: Year 6 English – S2 Week 1 – Video Lesson 1													
Starter															
<p>Watch video, Year 6 English – S2 Week 1 – Video Lesson 1, which explains the starter and the main input.</p> <p>This week we will be reading a non-fiction and a fiction text about bees.</p> <p>There is some technical vocabulary you will need. See if you can match the vocabulary to the definition below.</p> <p>Watch the video or look in the mark scheme for the answer.</p>															
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Main Teaching															
<p>In today's lesson we will be reading a non-fiction text about bees. You will then be answering questions using the text. In the video you can listen to Miss Chilton read the text and give you some tips and tricks for answering different types of questions.</p>															

Fact Sheet: About Bumblebees

At the Bumblebee Conservation Trust, we are passionate about saving bees. Here is why.

Save our bees

Bumblebees are among the most loved and familiar of garden insects. The sight and sound of them buzzing from flower to flower is an essential part of summertime, but sadly these fat, furry little creatures are struggling to survive.



At the time of writing, 24 bumblebee species are found in the UK, but unfortunately, in the last 80 years, two UK species have become extinct and others have declined sharply. In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless. The reason for this is simple and clearly visible: there are now far fewer flowers to provide bees with the pollen and nectar that they need to survive. But all is not lost – you can take action today to help save these hardworking pollinators. This fact sheet explains how.

What's so different about the bumblebee?

To most people, bees are instantly recognisable but there are distinct differences between the appearance and lives of bumblebees and honeybees. Bumblebees are larger and hairier than their cousins which makes them perfectly suited for colder climates. Bumblebee nests are small and they do not store large quantities of honey, so their extra furry coat allows them to venture out on cold days to collect pollen and nectar when honeybees stay inside.

Don't 'bee' confused

Don't confuse bumblebees with wasps. Bumblebees do not swarm and are not aggressive. Only female bumblebees can sting and they will only do so if they feel very threatened. Bumblebees will never interrupt your picnic or steal your sandwiches!



Buzz pollination

Only bumblebees are capable of buzz pollination. This is when the bee grabs the flower and produces a high-pitched buzz. This releases pollen that would otherwise stay trapped inside. Key ingredients in our diet such as tomatoes are pollinated in this way. Many other common foods such as beans and peas would also be harder to produce and much more expensive without British bumblebees.

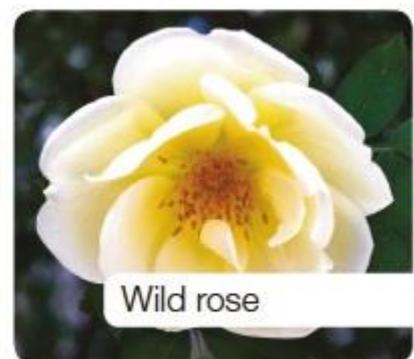
Did you know that bumblebees have smelly feet?

Well they do and they're quite useful! After feeding, they leave a scent on the flower which lets other bumblebees know to avoid wasting energy landing – the flower will contain very little nectar or pollen.

Things you can do to help

Bumblebees help pollinate plants in more than one million acres of British gardens and the flowers they find can be a lifeline for them. No matter how small your garden, you can help to save the sound of summer by providing lots of bee-friendly flowers throughout the year. By 'bee-friendly' we mean flowers that are rich in pollen and nectar. Many ornamental plants that are commonly found in British gardens, such as pansies and begonias, are of no value to wildlife. These decorative and colourful flowers often produce little pollen or nectar. However, there are hundreds of beautiful flowers that do offer these rewards, including foxgloves, lavender, geraniums, herbs and wild roses that you can add to your garden.

Why not try planting these?



Energy drink for bees

If you find a stranded or sleepy bumblebee, you can help to boost its energy levels with a simple sugar and water mix. Mix equal parts white sugar and warm water then pour into a small container or sponge. Place both the bee and the artificial nectar near to some flowers.



Act now

You can also help by supporting our work to conserve bumblebee habitats and raise public awareness. There are various ways to show your support including volunteering, fundraising and becoming a member of the Bumblebee Conservation Trust. For more information on all of the above, including access to our Bee Kind gardening web page, visit: www.bumblebeeconservation.org



Sample Questions:

- 1) Look in the section of the text labelled: Act Now.
Name 2 ways that you can show your support to Bumblebee Conservation Trust. 2 marks

First, I found the correct portion of the text. Next, I notice that this question is worth 2 marks so I need to put two points down. My answer is: I could volunteer or become a member of the Bumblebee conservation trust. I also could have included: fundraising.

- 2) Find and copy one word from the first paragraph that suggests that bumblebees need help. 1 mark

First, I notice that this question tells me where to look to find the answer. Secondly, it says find and copy. When I find the word I need I will need to make sure it is spelt correctly or I won't get the mark. Answer: struggling.

- 3) Write two ways you can help bumble bees at home. Write at least two ways you can help them survive. 3 marks

This question is worth 2 marks and asks for two points. I know that I would get a mark for each point I write. To get the extra mark I will have to provide evidence from the text.

There are some examples of answers below, including how many marks they are worth,

1 mark (one point made)

You could plant some flowers

2 marks (one point and one piece of evidence)

You could plant some flowers, which are full of pollen, for example foxgloves, geraniums or lavender.

2 marks (two points)

You could plant some flowers or make an energy drink for sleep bees.

3 marks (two points and one piece of evidence)

You could plant some flowers, which are full of pollen, for example foxgloves, geraniums or lavender. Or you could make an energy drink for sleep bees.

Independent Tasks

Challenge 1

1	What is the name of the organisation that produced this fact sheet about bumblebees?	1 mark
2	Look at the section headed: What's so different about the bumblebee? The text refers to the bumblebees' <i>cousins</i> . Who are their <i>cousins</i> ?	1 mark
3	Which section of the leaflet is written to inform readers that they are unlikely to be stung by bumblebees? Write the name of the section.	1 mark

4	<p>Why is it important for bumblebees to leave a smelly scent on some flowers?</p> <p style="text-align: center;">Tick one.</p> <p style="padding-left: 40px;">so that others avoid it <input style="display: inline-block; width: 40px; height: 25px; vertical-align: middle;" type="checkbox"/></p> <p style="padding-left: 40px;">because it smells better than nectar <input style="display: inline-block; width: 40px; height: 25px; vertical-align: middle;" type="checkbox"/></p> <p style="padding-left: 40px;">so others know it has pollen <input style="display: inline-block; width: 40px; height: 25px; vertical-align: middle;" type="checkbox"/></p> <p style="padding-left: 40px;">because bees give flowers their scent <input style="display: inline-block; width: 40px; height: 25px; vertical-align: middle;" type="checkbox"/></p>	1 mark	
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Challenge 2

1	<p><i>In our modern world of paved gardens and intensive farming, our bumblebees find themselves hungry and homeless.</i></p> <p>This suggests that...</p> <p style="text-align: center;">Tick one.</p> <p style="padding-left: 40px;">farming has helped bees. <input style="display: inline-block; width: 40px; height: 25px; vertical-align: middle;" type="checkbox"/></p> <p style="padding-left: 40px;">paved gardens are attractive. <input style="display: inline-block; width: 40px; height: 25px; vertical-align: middle;" type="checkbox"/></p> <p style="padding-left: 40px;">bees are good at finding their way. <input style="display: inline-block; width: 40px; height: 25px; vertical-align: middle;" type="checkbox"/></p> <p style="padding-left: 40px;">bees have only started struggling recently. <input style="display: inline-block; width: 40px; height: 25px; vertical-align: middle;" type="checkbox"/></p>	1 mark																
2	<p>Look at the section headed: <i>Things you can do to help.</i></p> <p style="text-align: center;">Find and copy one word that shows how essential flowers are to bees.</p>	1 mark																
3	<p>Tick one box in each row to show whether each of the following flowers is bee-friendly or not bee-friendly.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 20%; text-align: center;">Bee-friendly</th> <th style="width: 20%; text-align: center;">Not bee-friendly</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">lavender</td> <td style="width: 40px; height: 20px;"></td> <td style="width: 40px; height: 20px;"></td> </tr> <tr> <td style="padding: 2px;">pansy</td> <td style="width: 40px; height: 20px;"></td> <td style="width: 40px; height: 20px;"></td> </tr> <tr> <td style="padding: 2px;">herbs</td> <td style="width: 40px; height: 20px;"></td> <td style="width: 40px; height: 20px;"></td> </tr> <tr> <td style="padding: 2px;">wild rose</td> <td style="width: 40px; height: 20px;"></td> <td style="width: 40px; height: 20px;"></td> </tr> </tbody> </table>		Bee-friendly	Not bee-friendly	lavender			pansy			herbs			wild rose			1 mark	
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4	<p>Explain why the flowers that are not bee-friendly do not attract bees.</p>	1 mark																

Challenge 3

1	<p>Look at the section headed: <i>Save our bees.</i></p> <p>Complete the table below with one piece of evidence from the leaflet to support each statement.</p>	2 marks	
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		Evidence																	
	The Bumblebee Conservation Trust is worried about bees.																		
	The leaflet makes readers feel hopeful for bumblebees.																		
2	In what way is <i>buzz pollination</i> more useful than other forms of pollination?		1 mark																
3	<p>Look at the section headed: Energy drink for bees.</p> <p>These instructions suggest that the reader...</p> <p style="text-align: center;">Tick one.</p> <p>enjoys preparing food. <input style="display: inline-block; width: 20px; height: 20px; vertical-align: middle;" type="checkbox"/></p> <p>has lots of energy. <input style="display: inline-block; width: 20px; height: 20px; vertical-align: middle;" type="checkbox"/></p> <p>is willing to handle bees. <input style="display: inline-block; width: 20px; height: 20px; vertical-align: middle;" type="checkbox"/></p> <p>is skilled at gardening. <input style="display: inline-block; width: 20px; height: 20px; vertical-align: middle;" type="checkbox"/></p>		1 mark																
4	<p>Bumblebees are very important to the human race.</p> <p>Give two ways they are important.</p> <p>1. _____</p> <p>2. _____</p>		2 marks																
Challenge X																			
1	<p>Using information from the text, tick one box in each row to show whether each statement is true or false.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="background-color: #ffffcc;">True</th> <th style="background-color: #ffffcc;">False</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffffcc;">Wasps can be aggressive.</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #ffffcc;">Male bumblebees sometimes sting.</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #ffffcc;">Bumblebees only go outside when it is warm.</td> <td></td> <td></td> </tr> <tr> <td style="background-color: #ffffcc;">You need a big garden to help bumblebees.</td> <td></td> <td></td> </tr> </tbody> </table>			True	False	Wasps can be aggressive.			Male bumblebees sometimes sting.			Bumblebees only go outside when it is warm.			You need a big garden to help bumblebees.			2 marks	
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2	<p>Look at the whole text.</p> <p>Complete the table below to show what the text says you can do to help bumblebees.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #ffffcc;">Help for all bumblebees</th> <th style="background-color: #ffffcc;">Help for a weak bumblebee</th> </tr> </thead> <tbody> <tr> <td>1. _____</td> <td>1. _____</td> </tr> <tr> <td>2. _____</td> <td>_____</td> </tr> <tr> <td>_____</td> <td></td> </tr> </tbody> </table>		Help for all bumblebees	Help for a weak bumblebee	1. _____	1. _____	2. _____	_____	_____		2 marks								
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2. _____	_____																		

3	Give one example of the use of humour in the fact sheet.		1 mark																

Review

Beat the Teacher!

How many adjectives can you use to describe a bumble bee? Use synonyms!

Check in the mark scheme or in the video to see if you came up with more ideas than Miss Allen, Miss Chilton and Mr Gowler.





Mark Scheme – Lesson 1

Starter																
bumblebee	A large hairy social bee, which flies with a loud hum, living in small colonies in holes underground.															
hive	The place bees live.															
pollen	A fine powdery substance, typically yellow found on some plants.															
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pollinate	A verb, to take pollen from one plant to another.															
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1	<ul style="list-style-type: none"> <i>Bumblebee Conservation Trust.</i> Do not accept responses which give part of the name only, e.g. <ul style="list-style-type: none"> <i>Bumblebee Trust</i> <i>Conservation Trust</i> 															
2	The honeybee															
3	<i>Don't 'bee' confused.</i>															
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4	<p>Award 1 mark for reference to insufficient production of pollen / nectar / food, e.g.</p> <p><i>it is because they don't have much pollen</i></p> <p><i>they don't have as much pollen and nectar as they need</i></p> <p><i>they are not rich in pollen.</i></p> <p>Also accept reference to flowers that are not bee-friendly having no / little value, e.g.</p> <ul style="list-style-type: none"> <i>because they are no value to the wildlife</i> 															

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1	<p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="background-color: #ffffcc;">Evidence</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ffffcc;">The Bumblebee Conservation Trust is worried about bees.</td> <td> <ol style="list-style-type: none"> 1. bumblebees are <i>struggling to survive</i>, e.g. <ul style="list-style-type: none"> • <i>bumblebees are endangered</i> • <i>there are now far fewer flowers to provide bees with the pollen and nectar.</i> 2. bumblebees are finding <i>themselves hungry and homeless</i>, e.g. <ul style="list-style-type: none"> • <i>because they don't have a home and they are going hungry.</i> 3. two UK species having become <i>extinct</i>, e.g. <ul style="list-style-type: none"> • <i>bees are slowly going extinct.</i> 4. bumblebee numbers having <i>declined sharply</i>, e.g. <ul style="list-style-type: none"> • <i>population of bees is declining</i> • <i>there is less and less of them.</i> <p>Do not accept reference to the Bumblebee Conservation Trust asking for our help.</p> </td> </tr> <tr> <td style="background-color: #ffffcc;">The leaflet makes readers feel hopeful for bumblebees.</td> <td> <ol style="list-style-type: none"> 5. all not being lost 6. we can take action today to help save them, e.g. <ul style="list-style-type: none"> • <i>you can take action today</i> • <i>we can help to save these hardworking pollinators.</i> <p>Do not accept general comments about help, e.g. <ul style="list-style-type: none"> • <i>you can help.</i> </p> </td> </tr> </tbody> </table>		Evidence	The Bumblebee Conservation Trust is worried about bees.	<ol style="list-style-type: none"> 1. bumblebees are <i>struggling to survive</i>, e.g. <ul style="list-style-type: none"> • <i>bumblebees are endangered</i> • <i>there are now far fewer flowers to provide bees with the pollen and nectar.</i> 2. bumblebees are finding <i>themselves hungry and homeless</i>, e.g. <ul style="list-style-type: none"> • <i>because they don't have a home and they are going hungry.</i> 3. two UK species having become <i>extinct</i>, e.g. <ul style="list-style-type: none"> • <i>bees are slowly going extinct.</i> 4. bumblebee numbers having <i>declined sharply</i>, e.g. <ul style="list-style-type: none"> • <i>population of bees is declining</i> • <i>there is less and less of them.</i> <p>Do not accept reference to the Bumblebee Conservation Trust asking for our help.</p>	The leaflet makes readers feel hopeful for bumblebees.	<ol style="list-style-type: none"> 5. all not being lost 6. we can take action today to help save them, e.g. <ul style="list-style-type: none"> • <i>you can take action today</i> • <i>we can help to save these hardworking pollinators.</i> <p>Do not accept general comments about help, e.g. <ul style="list-style-type: none"> • <i>you can help.</i> </p>		
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2	<p>Award 1 mark for reference to either of the following:</p> <p>it releases pollen that would otherwise stay inside the flower, e.g. <i>because it releases trapped pollen that they wouldn't have been able to get out</i> <i>it makes a buzz that gets more pollen than other bees do</i> <i>it helps release more pollen.</i></p> <p>key produce is more expensive / harder to get without it, e.g. <i>it makes some vegetables we eat easier to produce and sell a lot cheaper</i> <i>it means we can buy more common foods cheaper</i> <i>it would be harder to grow beans.</i></p>								
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4	<p>Award 1 mark for reference to any of the following, up to a maximum of 2 marks:</p> <p>pollination / buzz pollination / support plant reproduction, e.g. <i>pollinate our flowers</i> <i>only they can use buzz pollination</i> <i>they help regenerate plants.</i></p> <p>they support the production of food, e.g. <i>make producing food easier</i> <i>peas and beans would be more expensive</i> <i>they help us grow food.</i></p> <p>survival of plant species, e.g. <i>without them all plants would die</i> <i>they keep plants alive</i> <i>they help flowers survive.</i></p> <p>bees supporting farmers / gardeners, e.g.</p>								

they help out farmers.
bees being much loved, e.g.
they are an essential part of summertime.
Do not accept reference to honey alone.

Challenge X

1 **Award 1 mark** for **three** correct or **2 marks** for **all four** correct:

	True	False
Wasps can be aggressive.	✓	
Male bumblebees sometimes sting.		✓
Bumblebees only go outside when it is warm.		✓
You need a big garden to help bumblebees.		✓

2 **Award 1 mark** for reference to any **two** acceptable points from *Help for all bumblebees*, or for **one** acceptable point from *Help for all bumblebees* and **one** acceptable point from *Help for a weak bumblebee*.
Award 2 marks for reference to any **two** acceptable points from *Help for all bumblebees* and any **one** acceptable point from *Help for a weak bumblebee*.
Please note that there are **two** ways to achieve the award of **1 mark** for this question.

Help for all bumblebees
Acceptable points: 1. plant bee-friendly flowers 2. support the work of the Bumblebee Conservation Trust 3. raise public awareness 4. conserve bumblebee habitats 5. replace flowers which are not bee-friendly 6. remove paved gardens 7. stop intensive farming Do not accept reference to bee-friendly flowers with no reference to human action.
Help for a weak bumblebee
8. give it a sugar and water mix 9. move it close to flowers Do not accept reference to a sugar and water mix with no reference to human action.

3 **Award 1 mark** for reference to any of the following:
either of the 'bee' puns in the factsheet, e.g.
Don't 'bee' confused
bee kind.
interrupt your picnic or steal your sandwiches, e.g.
bumblebees will never interrupt your picnic and steal your sandwiches!
bumblebees stealing sandwiches are funny.
smelly feet, e.g.
it says that bumblebees having smelly feet is useful.
energy drink, e.g.
energy drink for bees.
fat, furry (little creatures), e.g.
these fat furry creatures.

Review



fat	mammoth	bright	industrious	useful
fuzzy	golden	bustling	loud	hairy
stripy	furry	wild	velvety	miniscule
dazed	busy			



Lesson 2

<p>Learning Intention WALT use apostrophes for contraction.</p>	<p>Key Vocabulary: Apostrophes Contraction Fable Moral</p>	<p>What you will need: Writing book Pen Video: Year 6 English – S2 Week 1 – Video Lesson 2 Year 6 English – S2 Week 1 – Video How bees got their stings Year 6 English – S2 Week 1 – Extract – how bees got their stings.</p>
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Starter

In the next 4 lessons we will be using Aesop's fable, How Bees Got Their Stings.

Watch the video - **Year 6 English – S2 Week 1 – Video How bees got their stings**. In the video I do not finish the story. Later in the week, you will have the opportunity to write the end of the story for yourself.

A fable is a story that has animals as characters and also has a moral.
A moral teaches us how to behave.

Main Teaching

Watch the video - **Year 6 English – S2 Week 1 – Video Lesson 2** – which will explain the main input. Today we will be thinking about one use of apostrophes.

What is an apostrophe?

A punctuation mark used to show possession or to represent missing letter(s) in a contracted form.

What is a contraction?

Short words made by putting two words together and missing out some letters, which are replaced by an apostrophe.

shouldn't = should not	isn't = is not
aren't = are not	wasn't = was not
wouldn't = would not	weren't = were not
couldn't = could not	hasn't = has not
doesn't = does not	hadn't = had not
haven't = have not	don't = do not
they're = they are	mustn't = must not
they'll = they will	who's = who is
they've = they have	what's = what is
that's = that is	where's = where is
can't = cannot	won't = will not
we're = we are	she's = she is or she has
we've = we have	he's = he is or he has
we'll = we will	you'll = you will
I'll = I will	you're = you are
I've = I have	who'll = who will
it's = it is or it has	didn't = did not

Example 1

"**We are** going to win the football match tonight." Mr Gowler declared confidently.

"**We're** going to win the football match tonight," Mr Gowler declared confidently.

Example 2

Miss Allen kindly said to Miss Chilton, "I know you like them but I **do not** think we need to draw bar models again."

Miss Allen kindly said to Miss Chilton, "I know you like them but I **don't** think we need to draw bar models again."

Example 3

Mr Gowler and Miss Chilton were whispering together in the staffroom, "So **it is** a plan, we **will not** do any more work unless Miss Allen makes us a lemon cake."

Mr Gowler and Miss Chilton were whispering together in the staffroom, "So **it's** a plan, we **won't** do any more work unless Miss Allen makes us a lemon cake."

Independent Tasks

Challenge 1

Copy the table in to your book and complete it.

Contracted form	Expanded form
	Cannot
	Did not
	Do not
It's	
I'm	
She's	
	He is
	Let us
Haven't	
I'll	
We're	We are
You'll	You will

Challenge 2

Re-write these sentences in your book, changing the underlined words for its contraction. Use the help box to find the spellings of the contractions you need.

- I am** having school dinners today.
- I **do not** want to play that game.
- I will** help you.
- She **did not** like my cake.
- There **is not** any butter left.
- We **cannot** find it!

4

Put a tick in each row to show how the **apostrophe** has been used in the sentence.

One has been done for you.

Sentence	To replace a missing letter	To show something belongs to someone / something
It doesn't go there.	✓	
We're cold.		
Anita's coat is very warm.		
Ruby's hair is brown.		
I mustn't forget my homework.		

5

Tick one box in each row to show whether the apostrophe is used for a **contracted form** or **possession**.

Sentence	Apostrophe for a contracted form	Apostrophe for possession
Where is Karen's pen?		
Joshua's hungry.		
Please get the dog's dinner.		
The cat's outside.		

Review

Is it its or it's?

Its – showing belonging – this does not need an apostrophe.

It's – a contraction of it is – needs an apostrophe to show the omission of the i.

So let's play: is it its or it's?

It's	Its
Oh dear. It's started to rain.	Oh dear. Its started to rain.
Oh dear the tree is losing it's leaves.	Oh dear the tree is losing its leaves.
It's a good thing you brought your umbrella.	Its a good thing you brought your umbrella.
I think it's stopped now.	I think its stopped now.
Reaching it's burrow, the rabbit paused	Reaching its burrow, the rabbit paused
The toothpaste is missing it's cap.	The toothpaste is missing its cap.

4	Sentence	To replace missing letter	To show something belongs to someone / something
	Example: It doesn't go there.	✓	
	We're cold.	✓	
	Anita's coat is very warm.		✓
	Ruby's hair is brown.		✓
	I mustn't forget my homework.	✓	
5	Sentence	Apostrophe for a contracted form	Apostrophe for possession
	Where is Karen's pen?		✓
	Joshua's hungry.	✓	
	Please get the dog's dinner.		✓
	The cat's outside.	✓	

Review

Is it its or it's?

It's	Its
Oh dear. It's started to rain.	Oh dear. Its started to rain.
Oh dear the tree is losing it's leaves.	Oh dear the tree is losing its leaves.
It's a good thing you brought your umbrella.	Its a good thing you brought your umbrella.
I think it's stopped now.	I think its stopped now.
Reaching it's burrow, the rabbit paused	Reaching its burrow, the rabbit paused
The toothpaste is missing it's cap.	The toothpaste is missing its cap.



Lesson 3

<p>Learning Intention WALT use and spell homophones correctly.</p>	<p>Key Vocabulary: homophones</p>	<p>What you will need: Writing book Pen Video: Year 6 English – S2 Week 1 – Video Lesson 3 Year 6 English – S2 Week 1 – Video How Bees Got Their Stings</p>
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Starter

In this lesson, we will be exploring the use of tricky homophones. Homophones are words that sound the same but are spelt differently. The words will have different uses. Play the game below on a tablet, phone or computer. Select homophones.

Examples of homophones:
Buy or by, flower or flour, hair and hare

<https://www.arcademics.com/games/frog>

Main Teaching

Watch the video - **Year 6 English – S2 Week 1 – Video Lesson 3** – which will explain the main input.

In the challenges today, we will practise using a variety of homophones. There are some examples and definitions of the ones that are muddled up the most below.

There, Their, They're

Definition	Example
There - refers to a place.	The football pitch is over there.
They're - is a contracted form of they are.	They're going to the moon tomorrow.
Their - tells us that something belongs to someone.	Give their ball back.

To, Too and Two

Definition	Example
Two – the number 2	I have two feet.
To – a preposition before a noun or an infinitive before a verb.	I am going to the dining room to get my lunch.
Too – meaning as well or if you have an excess of something.	I have eaten too much of Miss Allen's yummy lemon cake.

Near homophones

Sometimes near homophones can get us into a muddle too!

Definition	Example
Were – a verb – past tense of be.	Were you wearing trainers yesterday?
We're – contraction of we are	" We're all going on a summer holiday," boasted Miss Chilton.
Where – referring to a location.	Where do you live?
Wear – a verb. Something that someone has on (clothes) or something that is being damaged over time.	Hadrian's Wall is beginning to show wear and tear. Mr Gowler likes to wear his beautiful pink hat.

Independent Tasks

Challenge 1

Fill in the gaps with to, two or too.

1. This chair is _____ low for me.
2. The taxi picked up _____ passengers.
3. My brother is _____ years older than I am.
4. Are you ready _____ go out?
5. It's time to go _____ bed.
6. The ice is _____ thin to skate on.
7. Tomorrow I am going _____ the cinema.
8. Tom puts _____ much sugar in his tea.
9. He plays golf _____ or three times a month.
10. My mother is _____ inches shorter than me.
11. I had an enjoyable _____ weeks in London.
12. She was only _____ glad to help us.

Challenge 2

Choose 'they're', 'there' or 'their' to complete each sentence.

1. _____ going on holiday tomorrow.
2. Dad parked the car over _____.
3. Sam and Jack did well in _____ exams.
4. _____ are 30 students in our class.
5. _____ are many clouds in the sky today.
6. Mum and Dad snore when _____ asleep.
7. Mr. and Mrs. Green have a shed in _____ garden.
8. _____ were many mistakes in his homework.
9. I don't think _____ coming to visit.
10. The happy children had smiles on _____ faces.

Challenge 3

Fill in the gaps in this play script with were, we're, wear or where.

Simon: Are you ready to go?

Josie: _____ are we going? I need to know so that I can choose what to _____.

Simon: _____ going out, that's all you need to know. Just _____ something comfortable.

Josie: Like what?



Simon: I don't know, like what you _____ wearing last weekend. What did you _____ then?

Josie: Just jeans and a t-shirt.

Simon: That's fine, _____ not going any _____ very fancy.

Josie: I wish you would just tell me _____ going.

Simon: Well I'm not going to.

Josie: _____ you planning this when the girls and I _____ away last week?

Simon: Maybe. Are you ready yet?

Josie: _____ is my silver necklace?

Simon: You don't need to _____ a necklace _____ going. Come on, let's go.

Challenge X

<p>1 . Tick one pair of homophones that completes this sentence.</p> <p>The children _____ arguing over who would _____ the fancy dress costume.</p> <p>we're / wear <input type="checkbox"/></p> <p>were/ wear <input type="checkbox"/></p> <p>were / where <input type="checkbox"/></p> <p>where / we're <input type="checkbox"/></p>	<p>2 Complete the sentences by crossing out the incorrect homophone.</p> <p>The children needed their/there coats. <input type="text"/></p> <p>Pippa and Kayden are going swimming. They're/there very excited. <input type="text"/></p> <p>Were/Where are you going on holiday? <input type="text"/></p> <p>Jess decided to were/wear her favourite blue shoes. <input type="text"/></p> <p>The children were hoping to/two enjoy the film. <input type="text"/></p> <p>The dog was to/too tired to go for a walk. <input type="text"/></p>												
<p>3 . Read the following passage, cross out the incorrect homophone and write the correct word above.</p> <p>When Isabella and Lily woke up, they couldn't believe there eyes. Lily ran downstairs and found her brother already their putting on his coat. The girls put they're shoes and coats on two and joined they're brother in the garden. They stood and looked around them. The sky was blew and they couldn't sea any grass but instead it was covered in a blanket of snow with pour prints from Fritz the dog. They had waited all weak for the snow and it was finally hear. "Write, let's get too work and build a snowman," Lily said already gathering snow and putting it in plaice.</p>	<p>4 . Match the homophone with the correct definition</p> <table border="0"> <tbody> <tr> <td><input type="text" value="too"/></td> <td><input type="text" value="the past tense of be"/></td> </tr> <tr> <td><input type="text" value="wear"/></td> <td><input type="text" value="as well as/also"/></td> </tr> <tr> <td><input type="text" value="their"/></td> <td><input type="text" value="to have or carry on your body"/></td> </tr> <tr> <td><input type="text" value="there"/></td> <td><input type="text" value="in or at that place"/></td> </tr> <tr> <td><input type="text" value="two"/></td> <td><input type="text" value="belonging to them"/></td> </tr> <tr> <td><input type="text" value="were"/></td> <td><input type="text" value="a small, even number"/></td> </tr> </tbody> </table>	<input type="text" value="too"/>	<input type="text" value="the past tense of be"/>	<input type="text" value="wear"/>	<input type="text" value="as well as/also"/>	<input type="text" value="their"/>	<input type="text" value="to have or carry on your body"/>	<input type="text" value="there"/>	<input type="text" value="in or at that place"/>	<input type="text" value="two"/>	<input type="text" value="belonging to them"/>	<input type="text" value="were"/>	<input type="text" value="a small, even number"/>
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<input type="text" value="two"/>	<input type="text" value="belonging to them"/>												
<input type="text" value="were"/>	<input type="text" value="a small, even number"/>												
<p>5 5. Read the passage and correct the homophones.</p> <p>It was knight and the children had become fed up with the reign. The whole in the tent seemed to be getting bigger and bigger. Dad new he had to fix it quickly so he found too patches in his emergency tin. As the children cuddled together, filled with knew hope, Dad showed nerves of steal fixing the leeky patch. Success! Finally, the tent was watertight.</p>													

Review

Below is a word search, which includes some homophones and near homophones that you should be able to use and spell. How many words can you spot in 3 minutes?

s d i u p u n f a r t h e r
 j x a y x a l l o w e d w d
 p z l c o z r d e v i c e e
 k z o p r a c t i c e c d e
 p g u z r c c g h v n g e g
 w r d m b v r b u e h e v u
 x q a f b e w s c e c k i e
 d o v c h y y i q v s v s s
 d y n t t i l i c e n s e t
 l k a x y i a d v i c e e e
 p f e n a n s f l h e a r d
 z y m j j a r e x u k g v g
 w w p z b m s b i e h e r d
 q a d v i s e q j z o u o a

advice

advise

father

farther

licence

license

practise

practice

device

devise

herd

heard

guest

guessed

aloud

allowed



Mark Scheme – Lesson 3

Independent Tasks
Challenge 1
<ol style="list-style-type: none">1. This chair is too low for me.2. The taxi picked up two passengers.3. My brother is two years older than I am.4. Are you ready to go out?5. It's time to go to bed.6. The ice is too thin to skate on.7. Tomorrow I am going to the cinema.8. Tom puts too much sugar in his tea.9. He plays golf two or three times a month.10. My mother is two inches shorter than me.11. I had an enjoyable two weeks in London.12. She was only too glad to help us.
Challenge 2
<ol style="list-style-type: none">1. They're going on holiday tomorrow.2. Dad parked the car over there.3. Sam and Jack did well in their exams.4. There are 30 students in our class.5. There are many clouds in the sky today.6. Mum and Dad snore when They're asleep.7. Mr. and Mrs. Green have a shed in their garden.8. There were many mistakes in his homework.9. I don't think they're coming to visit.10. The happy children had smiles on their faces.
Challenge 3
<p><i>Simon:</i> Are you ready to go?</p> <p><i>Josie:</i> Where are we going? I need to know so that I can choose what to wear.</p> <p><i>Simon:</i> We're going out, that's all you need to know. Just wear something comfortable.</p> <p><i>Josie:</i> Like what?</p> <p><i>Simon:</i> I don't know, like what you were wearing last weekend. What did you wear then?</p> <p><i>Josie:</i> Just jeans and a t-shirt.</p> <p><i>Simon:</i> That's fine, we're not going any where very fancy.</p> <p><i>Josie:</i> I wish you would just tell me where we're going.</p> <p><i>Simon:</i> Well I'm not going to.</p> <p><i>Josie:</i> Were you planning this when the girls and I were away last week?</p> <p><i>Simon:</i> Maybe. Are you ready yet?</p> <p><i>Josie:</i> Where is my silver necklace?</p> <p><i>Simon:</i> You don't need to wear a necklace where were going. Come on, let's go.</p>

Challenge X

- 1
- | | |
|---------------|---|
| we're / wear | X |
| were / wear | ✓ |
| were / where | X |
| where / we're | X |

- 2
- Complete the sentences by crossing out the incorrect homophone.
- The children needed their/**there** coats.
- Pippa and Kayden are going swimming. They're/**there** very excited.
- Were**/where are you going on holiday?
- Jess decided to **were**/wear her favourite blue shoes.
- The children were hoping to/**two** enjoy the film.
- The dog was **to**/too tired to go for a walk.

- 3
- Read the following passage, cross out the incorrect homophone and write the correct word above.
- The When Isabella and Lily woke up, they couldn't believe **there their** eyes. Lily ran downstairs and found her brother already **their there** putting on his coat. The girls put **they're their** shoes and coats on **two too** and joined **they're their** brother in the garden. They stood and looked around them. The sky was **blew blue** and they couldn't **sea see** any grass but instead it was covered in a blanket of snow with **pour paw** prints from Fritz the dog. They had waited all **weak week** for the snow and it was finally **hear here**. "Write Right, let's get **too to** work and build a snowman," Lily said already gathering snow and putting it in **plaiice place**.

- 4
- | | |
|-------|-------------------------------|
| too | the past tense of be |
| wear | as well as/also |
| their | to have or carry on your body |
| there | in or at that place |
| two | belonging to them |
| were | a small, even number |

- 5
- It was **knight night** and the children had become fed up with the **reign rain**. The **whole hole** in the tent seemed to be getting bigger and bigger. Dad **new knew** he had to fix it quickly so he found **tee two** patches in his emergency tin. As the children cuddled together, filled with **knew new** hope, Dad showed nerves of **steal steel** fixing the **leaky leaky** patch. Success! Finally, the tent was watertight!

Review

s	d	i	u	p	u	n	f	a	r	t	h	e	r
j	x	a	y	x	a	l	l	o	w	e	d	w	d
p	z	l	c	o	z	r	d	e	v	i	e	e	e
k	z	o	p	r	a	e	t	i	e	e	e	d	e
p	g	u	z	r	c	c	g	h	v	n	g	e	g
w	r	d	m	b	v	r	b	u	e	h	e	v	u
x	q	a	f	b	e	w	s	e	e	c	k	l	e
d	o	v	c	h	y	y	i	q	v	s	v	s	s
d	y	n	t	t	i	l	i	e	e	n	s	e	t
l	k	a	x	y	i	a	d	v	i	e	e	e	e
p	f	e	n	a	n	s	f	l	h	e	a	r	d
z	y	m	j	j	a	r	e	x	u	k	g	v	g
w	w	p	z	b	m	s	b	i	e	h	e	r	d
q	a	d	v	i	s	e	q	j	z	o	u	o	a

Lesson 4

<p>Learning Intention WALT plan an effective end of a story.</p>	<p>Key Vocabulary: effective adjective cliff hanger narrator moral fable</p>	<p>What you will need: Writing book Pen Year 6 English – S2 Week 1 – Video Lesson 4 Year 6 English – S2 Week 1 – Video How bees got their stings Year 6 English – S2 Week 1 – Extract how bees got their stings.</p>
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Starter

Watch the video – **Year 6 English – S2 Week 1 – Video Lesson 4** – which explains the starter and main input.

In the story, there are two main characters, Zeus and the Queen Bee. Read or listen to the story and write a list of the adjectives used to describe the characters.

Watch the video or look in the mark scheme to find the adjectives the teachers found.

Main Teaching

Today we will begin to consider what events will happen in the end of the story and how we could write it to most interest our reader.

An **effective ending** seals the readers' satisfaction with your piece. It leaves them thinking and maybe talking about it long after they have finished reading. A **story ending** can be either happy or sad; it can leave the reader uplifted, pensive, or heartbroken. But it has to feel "right."

What information will we include?

We know that the servant will have to return to Zeus, will he have managed to get some honey? Or not? How will Zeus react?

How will your reader feel?

Happy? Sad? Thoughtful? In suspense? Like they have learnt something?

A twist...

- where we are fairly sure about something, but in the final part everything changes. For example, the bees recognise Zeus' servant and don't sting him. Zeus is tricked into thinking the bees are obeying his instructions.

A cliff hanger...

- where we have to wait until the final moment until we know. For instance, Zeus' servant is attacked and hurt. He explains to Zeus what happens, who furiously begins plotting suitable punishments....at the last moment he reveals what he has decided.

An unfinished story...

- where the story stops, but we aren't sure what has actually happened at the end. For instance, Zeus' servant is attacked and hurt. He explains to Zeus what happens, who furiously begins plotting suitable punishments....but we aren't told which one he decides upon.

A sad ending...

- tends to be more interesting than happy ones and full of emotive impact – so long as it is not overdone! Zeus' servant is attacked and hurt. He explains to Zeus what happens, who furiously begins plotting suitable punishments. He decides that every bee can only sting once, once they have used their sting they die. The queen bee is furious and stings Zeus...she dies.

The narrator addresses the reader...

- giving them a piece of advice arising from your story, making them feel included. Is there a moral you want to pass on? For example, at the end of the narrative you explain to the reader what mistakes the bees made and tell them the moral of the story.

I have decided to write a sad ending. In your plan, you can choose whichever type of ending you prefer. In the mark scheme, you can find example planning for three different endings, including a sad ending.

Independent Tasks

Plan your story ending using this format. Look in the mark scheme to see some examples of plans. I have included three plans; each has a different ending type: a cliff hanger, the narrator addressing the reader and a sad ending.

You only need to pick one type of ending and plan it. Be as creative as you can!

It is only a plan so you only need to write notes. I used bullet points. I used a thesaurus to help me think of ambitious vocabulary I could use in my writing tomorrow.

Ending type:		
Event	What you will include	Descriptive language
What happens to the servant at the hive?		
The servant returns to the palace – what does he tell Zeus?		
Zeus visits the hive – what happens?		
Last sentence:		

Review

Beat the Teacher!

Add some adjectives to the table below. Be as creative as you can and see if you can come up with more adjectives than Miss Allen, Miss Chilton and Mr Gowler. Look in the video or in the mark scheme to see what they thought of.

Queen Bee	Zeus

Mark Scheme – Lesson 4

Starter

Queen Bee	Zeus
tiny	great

As you can see, not many are used. When we are writing our section, this is something we could improve!

Independent Tasks

This plan is for a cliff hanger ending.

Ending type: <i>cliff hanger</i>		
Event	What you will include	Descriptive language
what happens to the servant at the hive?	<ul style="list-style-type: none"> attacked by bees before he reaches the hive • runs like the wind • hears "be gone thief" 	<ul style="list-style-type: none"> vicious aggressive swarm terrified agony
The servant returns to the palace – what does he tell Zeus?	<ul style="list-style-type: none"> • stammers as he explains • he has no honey • covered in stings • Zeus turns red as anger builds 	<ul style="list-style-type: none"> scarlet vivid enraged bellowed apprehensive fuming
Zeus visits the hive – what happens?	<ul style="list-style-type: none"> • Storms to hive • demands audience with queen bee • All bees can only sting once + stinging means death! 	<ul style="list-style-type: none"> justice storm demand authority
Last sentence: The Queen Bee listened to Zeus' outrageous declaration with growing agitation. She to knew what she had to do; she rose from her bro ^{her} leaf and determinedly buzzed towards Zeus, intent on revenge...		

This plan ends sadly:

Zeus visits the hive – what happens?	<ul style="list-style-type: none"> • storms to hive • demands audience with queen bee • all bees can only sting once • before he finishes queen bee stings Zeus in anger... she dies 	<ul style="list-style-type: none"> justice storm demand authority dismay outraged distress honour
Last sentence: The Queen Bee no longer had the strength to fly, she shuddered and rested on Zeus' outstretched waiting hand. Her loyal subjects crowded there beloved queen whilst Zeus murmured, "I'm sorry brave queen, but your untimely demise will serve as a lesson to all bees that act vengefully."		

This plan ends with the narrator addressing the reader:

Zeus visits the hive – what happens?	<ul style="list-style-type: none"> • storms to hive • demands audience with queen bee • all bees can only sting once and the sting will be the last thing they ever do. 	justice storm demand authority respect
Last sentence: Now dear readers you can know and understand the mightiness of the gods and the justice they will seek seek. Vengeance will <u>hurt</u> all. harm		

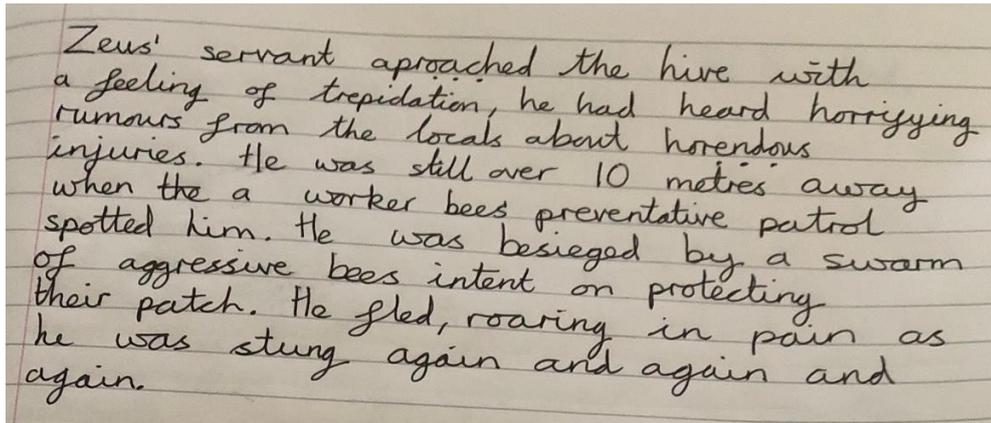
Review

Queen Bee	Zeus
Powerful Frustrated Regal Fuzzy Stripy Delicate Polite Aggressive	Great God Wise Powerful Strong Mighty Stern

Lesson 5		
<p>Learning Intention WALT write an effective ending.</p>	<p>Key Vocabulary: Fable Moral Effective Compound Complex Simple Relative clause Subordinate clause</p>	<p>What you will need: Writing book Pen Year 6 English – Summer 2 Week 1 – Video Lesson 5 Year 6 English – Summer 2 Week 1 – Video How bees got their stings Year 6 English – Summer 2 Week 1 – Extract – how bees got their stings.</p>
Starter		
<p>Spotting sentences types. Over the past few weeks, we have explored how to create varied sentences types and why we might use different types on our writing. Look carefully at the paragraph below and see if you can spot simple, compound and complex sentences! Underline or highlight them in different colours.</p> <p><u>Simple</u> – contains one main clause – has a subject, verb and makes sense on its own. <u>Compound</u> – two main clauses – these are often joined with a co-ordinating conjunction (FANBOYS) or a semi colon. <u>Complex</u> – a main clause and subordinating clauses (1 or more) – subordinate clauses do not make sense on their own and could be relative clauses, added with subordinating conjunctions (I SAW A WABUB) and are demarcated with commas, brackets or dashes.</p> <p><i>The bees settled all over the polished marble floor, looking for all the world like a large, fuzzy rug. “Your highness,” Zeus said to the queen bee, and he laid a red velvet cushion on a throne for her to sit on. “Thank you,” said the queen bee. She settled on to the cushion, delicately folded her wings and cleared her throat. “All summer long,” she began, “my workers slave away, gathering pollen from countless flowers and making it into honey.</i></p> <p>Watch the video - Year 6 English – Summer 2 Week 1 – Video Lesson 5 – to find out the answers or look in the mark scheme.</p>		
Main Teaching		
<p>Watch the video - Year 6 English – Summer 2 Week 1 – Video Lesson 5 – which explains the main input.</p> <p>Today we will be writing the end to the fable, How Bees Got Their Stings.</p> <p>Yesterday, you should have planned what type of ending you wanted the fable to have.</p> <p>An effective ending seals the readers' satisfaction with your piece. It leaves them thinking and maybe talking about it long after they have finished reading. A story ending can be either happy or sad; it can leave the reader uplifted or pensive or heartbroken. But it has to feel "right." We need to ensure that our ending flows seamlessly with the rest of the story, makes sense and leaves the reader satisfied.</p>		

I have decided to write a sad ending. I think that the reader has grown to like the Queen Bee and adding in her death at the end will leave the reader shocked and saddened which will be memorable. It will also give me a chance to practise writing something very dramatic and use emotive language. You may have chosen to write a different type of ending. You can still read mine for inspiration, to magpie good ideas and the editing checklist will be the same, whatever type of ending you choose to write.

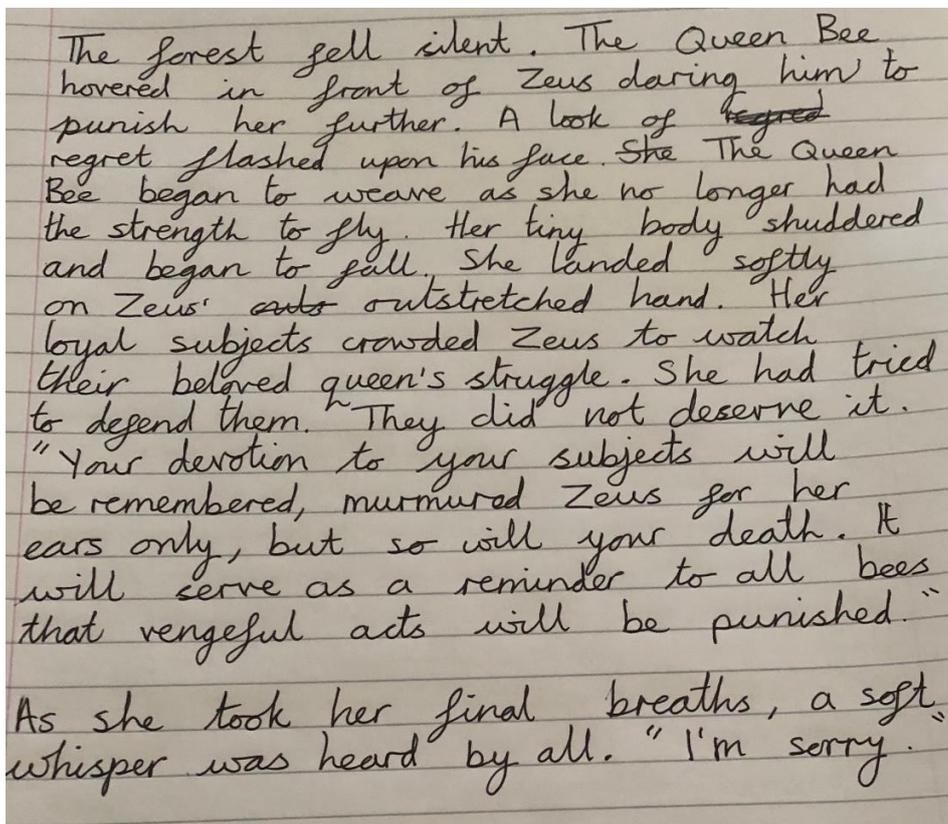
First I wrote what happened to the servant when he approached the hive. I attempted to use ambitious vocabulary:



Zeus' servant approached the hive with a feeling of trepidation, he had heard horriying rumours from the locals about horrendous injuries. He was still over 10 metres away when the a worker bees preventative patrol spotted him. He was besieged by a swarm of aggressive bees intent on protecting their patch. He fled, roaring in pain as he was stung again and again and again.

You can read the middle part of my writing in the mark scheme.

Towards the end I chose to challenge myself by including speech. I also included short simple sentences for effect.



The forest fell silent. The Queen Bee hovered in front of Zeus daring him to punish her further. A look of ~~regret~~ regret flashed upon his face. She The Queen Bee began to weave as she no longer had the strength to fly. Her tiny body shuddered and began to fall. She landed softly on Zeus' ~~and~~ outstretched hand. Her loyal subjects crowded Zeus to watch their beloved queen's struggle. She had tried to defend them. They did not deserve it. "Your devotion to your subjects will be remembered, murmured Zeus for her ears only, but so will your death. It will serve as a reminder to all bees that vengeful acts will be punished."

As she took her final breaths, a soft whisper was heard by all. "I'm sorry."



Independent Tasks

You have 30 minutes to write your own ending to the story.

You can look in the mark scheme to see my full WAGOLL (What A Good One Looks Like).

Here is the editing checklist for this piece of writing. It will help you think about what you need to include in your writing. We will also use this in the review to help us edit our writing.

Editing Checklist	Have you included this?
<p>Non-negotiables (Year 6 English writing mat, for example: capital letters, full stops, does it make sense?)</p>	
<p>Spelling (Have you placed three dots under the spellings you aren't sure about? Have you checked they are spelt correctly? Have you used the statutory word lists to help?)</p>	
<p>Ambitious vocabulary (Don't forget to use your ideas from throughout the week!)</p>	
<p>A Range of sentence types Simple, compound and complex. Think: FANBOYS, I SAW A WABUB, relative clauses and commas, brackets and dashes.</p>	
Challenge:	
<p>Advanced punctuation (Have you included semi-colons, colons and dashes?)</p>	
<p>Dialogue (A sprinkling of speech to convey character – formal or informal?)</p>	

Review

Use the editing checklist to edit your work. You may ask an adult for help.

Watch the video to watch Miss Chilton edit her handwritten story or look in the mark scheme to see what changes she made.

Mark Scheme – Lesson 5

Starter

Simple – contains one main clause – has a subject, verb and makes sense on its own.

Compound – two main clauses – these are often joined with a co-ordinating conjunction (FANBOYS) or a semi colon.

Complex – a main clause and subordinating clauses (1 or more) – subordinate clauses do not make sense on their own and could be relative clauses, added with subordinating conjunctions (I SAW A WABUB) and are demarcated with commas, brackets or dashes.

The bees settled all over the polished marble floor, looking for all the world like a large, fuzzy rug. "Your highness," Zeus said to the queen bee, and he laid a red velvet cushion on a throne for her to sit on. "Thank you," said the queen bee. She settled on to the cushion, delicately folded her wings and cleared her throat. "All summer long," she began, "my workers slave away, gathering pollen from countless flowers and making it into honey."

Independent Tasks

Zeus' servant approached the hive with a feeling of trepidation, he had heard horrid rumours from the locals about horrendous injuries. He was still over 10 metres away when the a worker bees preventative patrol spotted him. He was besieged by a swarm of aggressive bees intent on protecting their patch. He fled, roaring in pain as he was stung again and again and again.

On his return at the palace of Zeus he announced his arrival with wails of anguish. He ran into the courtyard and straight into his master. "I tried to bring you honey, I'm sorry I failed but I was attacked," he sobbed. Zeus examined his servant, who was covered in vivid scarlet bumps. He had clearly been stung repeatedly. "Why was this done to you? Did you try to take to much?" Zeus bellowed accusingly. "I didn't even reach the hive before I was attacked and I'm not the first person that has fallen victim to the vicious sting of a bee since they were gifted with there weapons," pleaded the servant. Zeus immediately began to storm from one end of the court yard to the other. He contemplated this misuse of his generous gift. He would have to act.

He set out for the hive and as he travelled, his anger bubbled inside of him.

"Queen Bee come out and speak to me now!" He roared as he approached the hive. There was not a bee to be seen, as they watched the angry god approach, they had all fled fearing his power and rage. The Queen Bee emerged, trying to maintain a regal poise, but inside she was quaking. "Zeus, what brings you here?" She casually enquired.

"You know of the crimes your subjects have committed Queen and now all bees will pay! I warned you to use your stings sparingly and to allow humans some of your honey. You saw fit to disobey me! Now, every sting given by a bee will be its last act." Zeus finished his speech and waited to see what the Queen Bee had to say for herself. It took a moment. The Queen rose up *indignation* full of indignation on behalf of all her loyal & worker bees.

"How dare you presume to have the power of life and death over us!" She cried. She rushed towards Zeus and without thinking stung him upon his ~~cheek~~ cheek.

The forest fell silent. The Queen Bee hovered in front of Zeus daring him to punish her further. A look of ~~regret~~ regret flashed upon his face. She The Queen Bee began to weave as she no longer had the strength to fly. Her tiny body shuddered and began to fall. She landed softly on Zeus' ~~out~~ outstretched hand. Her loyal subjects crowded Zeus to watch their beloved queen's struggle. She had tried to depend them. They did not deserve it. "Your devotion to your subjects will be remembered, murmured Zeus for her ears only, but so will your death. It will serve as a reminder to all bees that vengeful acts will be punished."

As she took her final breaths, a soft whisper was heard by all. "I'm sorry."

Typed story with no mistakes:

Zeus' servant approached the hive with a feeling of trepidation, he had heard horrifying rumours from the locals about horrendous injuries. He was still over 10 metres away when the worker bees' preventative patrol spotted him. He was besieged by a swarm of aggressive bees intent on protecting their patch. He fled, roaring in pain as he was stung again and again and again.

Back at the palace of Zeus he announced his arrival with wails of anguish, he ran into the courtyard and straight into his wise and mighty master. "I tried to bring you honey, I'm sorry I failed but I was attacked," he sobbed. Zeus examined his servant, who was covered in vivid scarlet bumps. He had clearly been stung repeatedly.

"Why was this done to you? Did you try to take too much?" Zeus bellowed accusingly.

"I didn't even reach the hive before I was attacked and I'm not the first person that has fallen victim to the vicious sting of a bee since they were gifted with their weapons,"

pleaded the servant. Zeus immediately began to storm from one end of the courtyard to the other. He contemplated this misuse of his generous gift. He would have to act.

He set out for the hive and as he travelled, his anger bubbled inside of him. "Queen Bee come out and speak to me now!" he stormed at the hive as he approached it. There was not a bee to be seen, as they watched the angry god approach, all had fled fearing his power and rage. The Queen Bee emerged from the hive, trying to maintain a regal poise but inside she was quaking. "Zeus, what brings you here? She casually enquired.

"You know what crimes your subjects have committed Queen and now all bees will pay, I warned you to use your sting sparingly and to allow humans some of your honey. You saw fit to disobey me! Now, every sting given by a bee will be its last act." Zeus finished his speech and stood staring waiting to see what the bees had to say for themselves.

It took a moment. The Queen rose up full of indignation on behalf of her loyal workers, "How dare you presume to have the power of life and death over us!" she cried. She rushed towards Zeus and without thinking stung him upon his cheek.

The forest fell silent. The Queen Bee hovered in front of Zeus daring him to punish her further. A look of regret flashed upon his face. The Queen Bee began to weave as she no longer had the strength to fly. Her tiny body shuddered and began to fall. She landed softly on Zeus' outstretched waiting hand. Her loyal subjects crowded Zeus to watch their beloved queen's struggle. She had tried to defend them. "Your devotion to your subjects will be remembered," murmured Zeus for her ears only, "but so will your death. It will serve as a lesson to all bees that vengeful acts will be punished."

As she took her final breaths, a soft whisper was heard by all. "I'm sorry."

Review

Below is Miss Chilton's edited work:

approached Zeus' servant approached the hive with a feeling of trepidation, he had heard *horrendous* horrid rumours from the locals about horrendous injuries. He was still over 10 metres away when the ~~a~~ the worker bees preventative patrol spotted him. He was besieged by a swarm of aggressive bees intent on protecting their patch. He fled, roaring in pain as he was stung again and again and again.

On his return at the palace of Zeus he announced his arrival with wails of anguish. He ran into the courtyard and straight into his ^{*} master. "I tried to bring you honey, I'm sorry I failed but I was attacked," he sobbed. Zeus examined his servant, who was covered in vivid scarlet bumps. He had clearly been stung repeatedly.

"Why was this done to you? Did you try to take too much?" Zeus bellowed accusingly.

"I didn't even reach the hive before I was attacked and I'm not the first person that has fallen victim to the vicious sting of a bee since they were gifted with ~~there~~ their weapons," pleaded the servant. Zeus immediately began to storm from one end of the court yard to the other. He contemplated this misuse of his generous ~~good~~ gift. He would have to act.

** wise and powerful*

He set out for the hive and as he travelled, his anger bubbled inside of him.

"Queen Bee come out and speak to me now!" He roared as he approached the hive. There was not a bee to be seen, as they watched the angry god approach, they had all fled fearing his power and rage. The Queen Bee emerged, trying to maintain a regal poise, but inside she was quaking. "Zeus, what brings you here?" She casually enquired.

"You know of the crimes your subjects have committed Queen and now all bees will pay! I warned you to use your stings sparingly and to allow humans some of your honey. You saw fit to disobey me!

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As she took her final breaths, a soft whisper was heard by all. "I'm sorry."
* waiting