



## Drake Class

### Year 5 and 6 English Home Learning Activities

Week beginning Monday 01/06/20



#### Grammar Focus

Over the next **3 WEEKS** we are going to build our grammar and sentence knowledge to write a final product linked to our Theme Focus – Our Theme title is: Save the Bees – Plant the Trees – Clean the Seas – Keep the Freeze – which is all about caring for the environment.

If you prefer to follow online lessons, look at what BBC Bitesize have on offer.

Year 6: <https://www.bbc.co.uk/bitesize/tags/zncsscw/year-6-and-p7-lessons/1>

Year 5: <https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

#### Step 1: Using relative clauses

Think of people, animals, places and objects linked to caring for the environment as this will help you with your work this week.

Our Theme title is: Save the Bees – Plant the Trees – Clean the Seas – Keep the Freeze.

Write **5 sentences with relative clauses** (with a mixture of **embedded** and **non-embedded** clauses) about caring for the environment.

Bumblebees, **which are...**

Bumblebees are important insects for the environment **which...**

Further explanation here:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

A more complex explanation: <https://bit.ly/2LylcKI>

There is also an identifying activity you may want to complete: <https://bit.ly/2X2RaF5>

**who** and **whom** for people

**which** for things

**that** for people or things.









**where** for place

Remember a clause contains  
a **verb** and a **noun** or in this  
case a **pronoun**.

**that looks** after us.

#### Step 2: Using a variety of sentence openers.

Look at the table and **write 8 sentences** about the environment but **NOT** using these examples – so instead of using **slowly**, you could use: **Firmly** push the plastic into the eco-brick.

 Adverb	Slowly, the car spun around. Carefully, she made her way through the hall.
 Where?	At the bottom of the stairs, he stopped. Next to the slide, the swings creaked.
 When?	At midnight, the rain started. By 7 o'clock they were all exhausted.
 Verb	Skiping downstairs, Maisy tripped on a toy. Feeling intense pain, the explorer trudged on.
 Verb	Stunned, the shark retreated. Amazed by the sight, the clown fell backwards.
 Simile	Cool as ice, the robber smashed the alarm. Like a steam train, he hurtled down the path.
 Conjunction	Although they were tired, the birds still sang. In order to save his own life, he cut the rope.
 How?	Full of confusion, Tom ran off. Not caring at all, the toddler kicked the door.

### Step 3: Use Modal Verbs

Reminder:

**Modal verbs can have many uses.** They are sometimes known as ‘**modal auxiliary verbs**’ or just as ‘**modals**’. In most cases, they work with another verb to describe the **possibility** of something happening or to describe to what degree of **certainty** something is known.

Modal	Concept	Example
Will	Future / prediction	I think life will be very different in 2050.
Shall	Future (with I and we) Offer	I shall go home. Shall I clean the house?
Should	Recommendation / advice	You should go to the dentist.
Might	Small probability	Mary might buy a new house some day.
May	Good probability	They may come here tonight.
	Permission	May I go home please?
Must	Obligation / rule	You must wear gloves.
	Assumption	She didn't call me. She must be sick.
Would	Request/ offer	Would you like a cup of tea?
	Past experience	When I was young I would play rugger.
Could	Past ability	He could play the violin (Now he can't)
	Request	Could I speak to John please?
Can	Present ability	I can speak five languages.
	Request/ permission	Can I open the window?
Ought to	Formal recommendation	We ought to know about first aids.

Again, write 5 of your own sentences with modal verbs – see if you can combine steps 1 and 2 knowledge as well **AND** linking it to caring for the environment.

In the garden, we **ought to** put out sugared water - which will enable the bumblebees to get a well-needed sugar boost.

If you need a reminder of modal verbs, have a look at:

Further explanation here: <https://www.theschoolrun.com/what-are-modal-verbs>

#### Step 4: Using Conjunctions:

Conjunctions can be used to do all sorts of jobs. Below is a list of some of these jobs and examples of the conjunctions you could use.

A further conjunction explanation can be found here: <https://www.theschoolrun.com/what-is-a-conjunction> which has some great video explanations too.

**Write 5 sentences (one from each section) to join two ideas about the environment together.**

You can have sentences with more than one conjunction but anymore than 2 become weak. I have shown this in class with the 3 pens and blutac – if I try to add a forth clause, the pens fall apart as the sentence can't hold itself together.

Remember that you can use some of these conjunctions at the beginning of your sentences – if you do this, don't forget to mark the clause with a comma.

Opposition	Reinforcing/ in addition	Explaining/ listing	Cause and effect	Time
<ul style="list-style-type: none"><li>- however</li><li>- nevertheless</li><li>- on the other hand</li><li>- instead</li><li>- in contrast</li><li>- looking at it another way</li><li>- the main reasons against</li><li>- some people do not believe</li><li>- for instance</li><li>- the evidence for this suggests</li><li>- disagree</li><li>- whereas</li><li>- as long as</li></ul>	<ul style="list-style-type: none"><li>- besides</li><li>- anyway</li><li>- after all</li><li>- many people believe</li><li>- this is an important issue because</li><li>- one reason is</li><li>- furthermore</li><li>- in addition</li><li>- a further point</li><li>- claim that ...</li></ul>	<ul style="list-style-type: none"><li>- for example</li><li>- in other words</li><li>- for instance</li><li>- first of all</li><li>- finally</li><li>- in conclusion</li><li>- after much thought</li><li>- in the end we decided</li><li>- I believe that</li></ul>	<ul style="list-style-type: none"><li>- therefore</li><li>- consequently</li><li>- as a result</li><li>- thanks to this</li><li>- because of this</li><li>- this causes</li><li>- the reason that</li><li>- this results in</li></ul>	<ul style="list-style-type: none"><li>Prior (at the beginning)</li><li>- at first</li><li>- in the beginning</li><li>- until then</li><li>- up to that time</li><li>- firstly</li><li>Following (afterwards)</li><li>- just then</li><li>- next</li><li>- in due course</li><li>- in the end</li><li>- after that</li><li>- later</li><li>- finally</li><li>- eventually</li><li>- a month later</li><li>Parallel (at the same time)</li><li>- in the mean time</li><li>- simultaneously</li><li>- concurrently</li></ul>

#### Step 5: Using these skills in a paragraph

**Write a short paragraph about the one area of the environment you would like to investigate further – Save the Bees – Plant the Trees – Clean the Seas – Keep the Freeze.**

- **Noun phrases** – determiner + adjective + noun
- **Conjunctions**
- **Parentheses – brackets, dashes and commas**
- **Relative clauses**
- **Variety of sentence openers**
- **Modal verb**

Caring for our wonderful bees is vitally important as their numbers are declining. Luckily there are many simple things you can do in your very own garden such as: placing a saucer (or any other flat object) which has a sugar and water mixture in it. If you want to go to a little more effort, you could plant some 'bee friendly' plants – purple flowers are especially attractive to bees.

Remember to be as adventurous as you can and really think about the variety of what you're using.

### Weekly Reading Tasks

There is a Greenpeace self-marking comprehension to complete. Go to and type in the code:

<https://www.twinkl.co.uk/go> GV9805

- Read your AR book and then take the quiz: Accelerated reader quiz:  
<https://ukhosted113.renlearn.co.uk/2236417/>
- Read to your parents/careers and discuss what you have read. Parents/careers - encourage them to read with expression and intonation.
- Watch Newsround and discuss what is happening in the wider world.
- Explore new vocabulary you find when reading. What are the origins of this word? Can it be modified? Can you find any synonyms or antonyms for your new word?  
With your parent/career, look in magazines, newspapers and books for new vocabulary you are unfamiliar with. You could use a highlighter to highlight in magazines and newspapers.

Some of you have been asking about collecting new reading books but unfortunately, due to the school closure, we are not able to facilitate this. You may have books at home that have an Accelerated Reader quiz assigned to it and you can find this out by using the AR book finder <https://www.arbookfind.co.uk/> Here you can search a book and see if it has a quiz.

Devon Libraries are also offering access through their website: [www.devonlibraries.org.uk](http://www.devonlibraries.org.uk). Joining Devon Libraries is completely free and gives you immediate access to an unlimited supply of books, magazines, music, information (including Ancestry Library Edition), events and more.

Free ebooks can be found at <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page> - you do need to register but all books are free to read during the school closure. Unfortunately, their levels do not match the Accelerated Reader ZPD codes that your child has. But after having a look at some of the ebooks on AR book finder, this is a rough guide

Oxford reading levels 1-5 and are below a ZPD of 2, Levels 6/7 are roughly at a ZPD of 2 and levels 8-13 are between 2.5 and 4. This is a rough guide so please check before reading.

Audible is also giving free access to books during this time <https://stories.audible.com/start-listen>

### Weekly Spelling Tasks

It is great to see that many of you are practising spellings which you find difficult every day – it really is the best technique.

- Try to **work on 5 spellings a day** to help you make progress and then look to use them in your writing.
- **Handwriting practice** – ensure that you are joining all of your letters and practising those tricky joins (great to combine with your spellings).
- **Rainbow writing.** Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- **Making up memorable 'silly sentences'** containing the word
- **Saying the word in a funny way** – for example, pronouncing the 'silent' letters in a word