

Sandbach Primary Academy

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Home Learning

Class Year 5/6

Date 11.10.21

| Area of Learning | Activities |
|------------------|--|
| Literacy | <p>https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3 follow the link to find out about subordinating conjunctions on BBC Bitesize and complete the tasks at the end of this document. If you are unable to print the work out, you can write it on a piece of paper.</p> <p>You can still complete the exercises even if you cannot access BBC Bitesize.</p> |
| Spellings | <p>Complete the lesson on words including the letter string fer: https://classroom.thenational.academy/lessons/to-investigate-the-letter-string-fer-64r3ce?activity=video&step=1</p> <p>If you are unable to access the lesson, practise spelling the following words. Test yourself regularly until you know them well: offered suffered different difference reference preferred transferred referral deterring inferring</p> |
| Reading | <p>Read Part I and Part II of The Lady of Shalott by Alfred Lord Tennyson (at the end of this document). Highlight any unfamiliar words. It is a good idea to focus on Part I one day and Part II another day.</p> <p>Look at the lesson https://classroom.thenational.academy/lessons/the-lady-of-shalott-part-1-cdgkge?activity=video&step=1 which gives a summary of the poem.</p> <p>This video makes the poem much easier to understand: https://www.youtube.com/watch?v=7_djmlH_GMs but remember to get permission from an adult to access it.</p> <p>Close your eyes and picture: the fields of barley and rye; the river flowing and trickling; the breeze through the trees; the horses' hooves as they pull the barges; the reapers reaping. Can you draw a picture of the setting?</p> |
| Mathematics | <p>Complete the lessons on using a bar model to complete word problems:</p> <p>https://classroom.thenational.academy/lessons/using-bar-models-to-solve-word-problems-part-1-69jkgt?activity=video&step=2&view=1</p> <p>https://classroom.thenational.academy/lessons/using-bar-models-to-solve-word-problems-part-2-6cupat?activity=video&step=2&view=1</p> |

Can you think of stories that you can represent through bar models, e.g. Jake buys 52 sweets to share amongst his friends. He gives Hassan 13, Ben 27 and Sally 12:

| | | |
|----|----|----|
| 52 | | |
| 12 | 27 | 13 |

Wider Curriculum

RE – Can you create a picture that represents faith? Remember that we said faith is trusting in something without needing proof of it. Your picture can take any form. Be creative!

French – Visit the link to practise the French words for some items of clothing.
<https://teachers.thenational.academy/lessons/learning-some-clothes-cgr64t>

Last week we used 'Je porte...' to describe what we are wearing. '**Il**' is the French pronoun for **he** and **elle** is the French pronoun **she**.

Can you find a picture of a person in a magazine and create labels to describe what they are wearing? Can you write a sentence, e.g. **Il porte un pantalon, une chemise et un pull** (*He is wearing a pair of trousers, a shirt and a jumper*)? Remember that **et** means **and**.

Computing - If you can access Purple Mash, can you complete the lesson we started last week on creating a football game? This will be available by Wednesday afternoon.

If you cannot access Purple Mash, can you choose an everyday activity, e.g. making a sandwich, and write an algorithm for it? Remember your instructions have to be very clear and precise and in the right order, e.g. open bag containing bread -> remove slice of bread and put on table -> remove butter from fridge and put on table -> remove lid from butter -> open cutlery drawer, etc.

Subordinating Conjunctions: While / Whilst

Today's focus is on the subordinating conjunctions **if**, **when**, **while** and **because**.
Subordinating conjunctions are used in a sentence at the start of a subordinate clause.
Subordinate clauses are parts of sentences that don't make sense on their own, e.g.
'Because he was hungry.'

Task 1a. Underline the subordinate clause (the part that doesn't make sense by itself) in these three sentences. E.g. *The dog wagged his tail while he ran after the ball.*

- a) I watched television while dad cooked the tea.
- b) When the rain stopped, we went outside.
- c) If we raise enough money, we can buy a new bike shed.
- d) He didn't want to go home because he was having so much fun.

Task 1b. Re-write each sentence with the clauses switched around.

e.g. *While the rain poured down, the ducks played.*
The ducks played while the rain poured down.

Remember that **if the subordinate clause goes first, it needs a comma after it** in the

middle of the sentence.

Task 2. Complete the sentences below. The subordinate clause is provided.

- a) Whilst I sat on the train, _____.
- b) _____ because the sun was so bright.
- c) If he falls asleep, _____.



Task 3. Use the picture above to write four sentences with the subordinating conjunctions **while**, **if**, **because** and **when**. Remember to use a comma if your subordinate clause goes first. Can you make your sentences even better with some great adjectives and adverbs?

e.g. *The large, attractive houses were very quiet while their energetic owners were in the green, leafy park.*

The Lady of Shalott

Part I.

On either side the river lie
Long fields of barley and of rye,
That clothe the wold and meet the sky;
And thro' the field the road runs by
 To many-tower'd Camelot;
And up and down the people go,
Gazing where the lilies blow
Round an island there below,
 The island of Shalott.

Willows whiten, aspens quiver,
Little breezes dusk and shiver
Thro' the wave that runs for ever
By the island in the river
 Flowing down to Camelot.
Four gray walls, and four gray towers,
Overlook a space of flowers,
And the silent isle imbowers
 The Lady of Shalott.

By the margin, willow-veil'd
Slide the heavy barges trail'd
By slow horses; and unhail'd
The shallop flitteth silken-sail'd
 Skimming down to Camelot:
But who hath seen her wave her hand?
Or at the casement seen her stand?
Or is she known in all the land,
 The Lady of Shalott?

Only reapers, reaping early
In among the bearded barley,
Hear a song that echoes cheerly
From the river winding clearly,
 Down to tower'd Camelot:
And by the moon the reaper weary,
Piling sheaves in uplands airy,
Listening, whispers "'Tis the fairy
 Lady of Shalott."

Alfred, Lord Tennyson

Part II.

There she weaves by night and day
A magic web with colours gay.
She has heard a whisper say,
A curse is on her if she stay
 To look down to Camelot.
She knows not what the curse may be,
And so she weaveth steadily,
And little other care hath she,
 The Lady of Shalott.

And moving thro' a mirror clear
That hangs before her all the year,
Shadows of the world appear.
There she sees the highway near
 Winding down to Camelot:
There the river eddy whirls,
And there the surly village-churls,
And the red cloaks of market girls,
 Pass onward from Shalott.

Sometimes a troop of damsels glad,
An abbot on an ambling pad,
Sometimes a curly shepherd-lad,
Or long-hair'd page in crimson clad,
 Goes by to tower'd Camelot;
And sometimes thro' the mirror blue
The knights come riding two and two:
She hath no loyal knight and true,
 The Lady of Shalott.

But in her web she still delights
To weave the mirror's magic sights,
For often thro' the silent nights
A funeral, with plumes and lights
 And music, went to Camelot:
Or when the moon was overhead,
Came two young lovers lately wed;
"I am half-sick of shadows," said
 The Lady of Shalott.