

Year Groups: 5/6

Dates: Wed 6th January – GPS Recap

Genre:			
<u>Year 5 Success Criteria</u>		<u>Year 6 Success Criteria</u>	
<u>Structural</u>	<u>Language</u>	<u>Structural</u>	<u>Language</u>
<ul style="list-style-type: none"> - Use of active and passive voices - Use of past, present and future tenses. - Use of inverted commas 		<ul style="list-style-type: none"> - Use of active and passive voices - Use of past, present and future / perfect tenses. - Use of inverted commas 	

WEEK ONE	Monday	Tuesday	Wednesday	Thursday	Friday
			<p>Starter: No starter – check that all chn are equipped for online learning and address any questions/concerns. Equipment needed – pen, paper, question sheets.</p> <p>Year 5 L.C. Can you identify different tenses independently?</p> <p>Year 6 L.C.: Can you identify and use the perfect tense?</p> <p>What do we mean by tenses? What are they for? When might we use them? How can we identify the different tenses ourselves? Discuss as a group.</p> <p>Read through the sentences on the PP and decide if they are past, present or future – for each one, think about which word/phrase was the biggest clue.</p> <p>Look at the table provided – can you see how the verb forms change? As a group, discuss and complete the example table, looking at verb forms.</p>	<p>Starter: Recap tenses from yesterday – in each sentence, can you correct the verb form so that it matches the correct tense?</p> <p>L.C. Can you recognise active and passive voices?</p> <p>Sentences can be written in either an active or passive voice – what do you think this means? Can you give me an example?</p> <p>Read through the examples on the PP to begin to understand how these are different – T to explain these as we read through them.</p> <p>Complete Task 1</p> <p>T to model how we can re-write sentences in a different voice, i.e. rewrite an active sentence in a passive voice. T to show this with examples, including working the other way as well.</p> <p>Complete Task 2</p>	<p>Starter: Object and Subject – recapping our previous understanding from lessons, linked to how they helped us to identify active and passive voices yesterday.</p> <p>In each sentence, identify the object and subject and explain how you know.</p> <p>L.C. Can you use inverted commas accurately?</p> <p>How else might we refer to inverted commas? Discuss our understanding of speech marks, which chn may be more familiar with!</p> <p>What is the purpose of inverted commas? What do they do? Why do we need them? Discuss.</p> <p>Read through the example sentences on the PP to begin to identify where these should go – T to model adding these, as well as adding the correct punctuation.</p> <p>Chn to complete these examples as we work</p>

			<p>Year 5 to begin tasks.</p> <p>Year 6 to continue to recap the perfect tenses – can you recall which feature/word we were looking for to decide if a sentence was simple past or past perfect?</p> <p>Look through the examples on the PP and the rules that we need to follow – we have covered this before but it was a little tricky to complete independently!</p> <p>Task Year 5 – complete the range of activities linked to the different tenses.</p> <p>Year 6 – complete the range of activities linked to the different tenses, including examples of the perfect tense.</p> <p>(If you are still unsure about this Year 6, complete the Year 5 activities this time)</p>	<p>Task 1 Chn to sort the sentences into active and passive – can you explain how you know?</p> <p>Task 2 Chn to rewrite the sentences in a different voice, using the examples on the PP to guide you. Once finished, can you write your own examples of both voices themed around New Year?</p>	<p>through, addressing any concerns as we go.</p> <p>Task 1 Can you correct the use of inverted commas from the sentences already provided? Look for the incorrect placement of these inverted commas, as well as other examples of punctuation.</p> <p>Task 2 Can you add inverted commas in the correct places in the example sentences – think carefully about their placement around other forms of punctuation too!</p>
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Starter Activities

Thursday

Correct the highlighted verb form in each sentence so that it makes sense - the tense is shown for the first couple of examples, but you will need to identify this for the remaining few.

1. I **finish** my homework last night. (past)
2. The trees **were** blowing in the wind tomorrow. (future)
3. There **is** lots of snowfall next week, according to the forecast. (future)
4. When I was younger, I **will eat** chocolate for breakfast on Christmas Day! (past)
5. She **can be** colouring in her picture at the next table. (present)
6. My dog **chewing** her toy that she was given by my Mum.
7. Our school heating **is** broken yesterday.
8. Hopefully lockdown **was** end in February!

Friday

1. A sentence is a group of words starting with a _____ letter and ending with a _____, _____ or a _____.

- Have a look at the next few sentences and see if you can find what specific kind of word is in each sentence. Is it a noun, an adjective or something else? Write the sentences in your book and underline the word you have chosen.

2. I ate a sandwich.

My cat chased a mouse.

Miss Duncan drives a red Metro.

Where is your pencil case?

I believe in the Easter Bunny!

All the pupils in this class have written a newspaper story.

- A sentence also has a SUBJECT. The person or thing doing the action is the SUBJECT. This can be a noun or a pronoun - that is, a word used in place of a noun. Look at question 2 again and this time, circle the SUBJECT.
- If the subject is doing something to someone or something, that someone or something becomes the OBJECT of the sentence. Now look at question 2 and with a different colour pen, circle the OBJECT.

Lesson Tasks

Wednesday

See 06.01.21 Question Sheets and accompanying powerpoint.

Thursday

See 07.01.21 Question Sheets and accompanying powerpoint.

Friday

See 08.01.21 Question Sheets and accompanying powerpoint.