



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

English

After watching the videos and having a go at the practise activities, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy.

Extensions – You may wish to deepen your learning by looking at the suggested worksheets

Monday

<https://www.bbc.co.uk/bitesize/articles/z4y492p>

To identify and use nouns and pronouns

Nouns

Nouns have an important job - to name things or places, like 'picture', 'dog' or 'Leroy'.

There are two main types of noun:

Common nouns

These are the names of things (places or objects).

Proper nouns

These are the names of a particular person, place or thing. They always begin with a capital letter.

For example, **Leroy is a monster and lives in a tree. 'Leroy' is a proper noun and 'monster' and 'tree' are common nouns.**

Expanded noun phrases

Expanded noun phrases tell you more about the noun.

For example, **'the cat' can be expanded to 'the cute cat'.**

This phrase contains a determiner, an adjective and a noun.

We know 'the cute cat' is an expanded noun phrase because it contains:

- a determiner (the)
- an adjective (cute)
- a noun (cat)

Pronouns

Pronouns take the place of nouns in a sentence, examples are 'him', 'her' and 'them'.

Pronouns can replace a noun for an individual or a group of people.

For example:

For an individual, 'Call Amir!' could be replaced with 'Call him!' Or for a group, 'Tell the guards!' could be replaced with 'Tell them!'

Mild

Pronouns

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Put a circle around all of the **pronouns** in this box. Underline all of the **nouns**.

me	crying	Ash	dominoes
costume	Hassan	it	they
your	leggings	classroom	her
mine	them	singing	him

For each sentence, underline the noun and circle the pronoun that it has been replaced with. Look at the example:

My friend Hassan stood in front of me in his peasant costume.

1. Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
2. "Ooh, nice tights, Ash," said Janelle, sticking her head round the door.
3. I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.
4. I put my hands over my face to stop it twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. He tugged at my costume for a while and patted my back reassuringly.



Medium

Pronouns

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Put a circle around all of the pronouns in this box, underline all of the nouns and draw a box around the proper nouns.

me	crying	Ash	dominoes
costume	Hassan	it	they
your	leggings	classroom	her
mine	them	singing	him

For each sentence, underline the noun and circle the pronoun that it has been replaced with. Look at the example:

My friend Hassan stood in front of me in (his) peasant costume.

1. Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
2. "Ooh, nice tights, Ash," said Janelle, sticking her head round the door.
3. I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.
4. I put my hands over my face to stop it twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. He tugged at my costume for a while and patted my back reassuringly.

Now see if you can change some of the nouns to pronouns in these sentences, to make the meaning clearer.

Ash was feeling nervous. Ash was feeling so nervous, Ash found even tying Ash's shoelaces difficult. Ash's best friend, Hassan, was worried about Ash.

Spicy

Pronouns

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Put a circle around all of the **pronouns** in this box, underline all of the nouns and draw a box around the **possessive pronouns**.

hers	anxiously	Hassan	singing
stage	Ash	it	they
your	them	classroom	mine

For each sentence, underline the noun and circle the pronoun that it has been replaced with.

1. Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
2. "Ooh, nice tights, Ash," said Janelle, sticking her head round the door.
3. I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.
4. I put my hands over my face to stop it twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. He tugged at my costume for a while and patted my back reassuringly.

Choose a colour for each character in this extract. Colour in the nouns and pronouns to show which person they are referring to.

"You lot!" Miss Underbridge poked her head round the door frame. She frowned behind her thick-rimmed glasses and her bobbed hair swung about in a way that seemed particularly stern. "Where have you been? We're all waiting. Mr Rivers looks as if he's about to explode. Come on!"

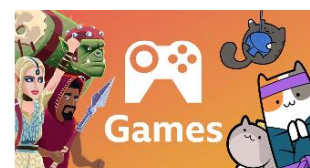
We rushed to the door. Hassan had to move his legs twice as fast as me to keep up. Janelle, on the other hand, practically glided towards the hall.

Extension - For more practise, use these websites



KS2 English

BBC Bitesize



Primary games

BBC Bitesize

Tuesday

<https://www.bbc.co.uk/bitesize/articles/z4y492p>

To understand how to use verbs and modal verbs

Verbs

A verb is a word used to describe an action, state or occurrence.

Verbs can be used to describe an action, that's doing something. For example, the word **'jumping'** in this sentence:

'The rabbit was jumping in the field.'

They can also be used to describe a state of being (feeling something). For example, the word **'likes'** here:

'The monster likes rollercoasters.'

Or a verb can be used to describe an occurrence, (something that's happening). For example, the word **'became'** in this sentence:

'The caterpillar became a butterfly.'

Now, watch this short clip to understand what modal verbs are and how they can be used.

Modal verbs

Modal verbs are a special type of verb that impact other verbs in a sentence.

Words such as: can/could, may/might, will/would, shall/should and must are modal verbs.

They can be used to show:

- possibility (for example might, should)
- ability (for example can, could)
- obligation (for example must, have to)
- give permission (for example can, may).

For example, **'the Sea Monster should go away'.**

'Should' is the modal verb here as it indicates the likelihood of the Sea Monster going.

Max Modal

Max Modal is struggling with his homework. He must identify which of the sentences below contain a modal verb. Help Max by ticking the sentences that contain a **modal verb**.



1. I like chocolate because it tastes nice. ☐
2. My mum said we might go on holiday at half term. ☐
3. The plane flew through the sky. ☐
4. You must finish your work before break. ☐
5. The special visitor will arrive later today. ☐
6. After dinner, I finished my homework. ☐

Now help Max by underlining the modal verb in each sentence below:

1. If she entered the competition, Nicole might win a prize.
2. It would have been great if we won the football match.
3. We will complete the activity if we work together.
4. Lexi's mum said that she should always try her best at school.
5. "Yes you may go to the toilet," the teacher said.
6. Dad thought that he ought to wash the car before going to grandma's house.
7. We could go to the zoo at the weekend or go bowling.

Negative Nancy

Nancy is a contrary young girl. She likes to say the opposite of what other people say to her. Below is a list of sentences that Nancy has heard during the day. Please write her reply by changing the modal verb in each sentence to its negative form. For example:

Hattie **can** do a handstand. (positive sentence)

Hattie **can't** do a handstand. (negative sentence)



1. Ffion can do column addition.

2. Connor could swim a full length of the pool.

3. It might rain later this evening.

4. You may go to the ball at the palace.

5. I will take more care next time.

6. Hristo would like to read a story after lunch.

7. We must get closer to see.

8. You should finish it before break time.

Adverbs of Possibility

In addition to modal verbs, some adverbs can be used to describe how likely it is that something will happen. These are called 'adverbs of possibility'. Some of the most common adverbs of possibility are:

certainly	definitely	maybe	possibly
clearly	obviously	perhaps	probably

Use each word to write a sentence showing how it can be used. For example:

He is **definitely** coming to the party.

Maybe I'll win the lottery this week.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Wednesday

<https://www.bbc.co.uk/bitesize/articles/zbngrj6>

To identify and use active and passive verbs

Active and passive verbs

We can tell if a sentence has used an active or passive verb by asking some simple questions:

- Is the subject performing the verb? (If yes, it is an active sentence)

OR

- Is the subject having the action done to it? (If yes, it is a passive sentence)

OR

- Is it clear who is performing the action? (If not, it is a passive sentence)

For example:

Active: Wales beat Spain in the final.

Passive: Spain were beaten by Wales in the final.

Remember: **The subject is the person or thing who is doing the action or is being described.**

Now, watch this video that shows how active verbs can be changed to passive verbs in sentences.

Active and Passive Verbs

For each sentence, underline the passive verb. Write the sentence again underneath, adding a person who did it, so they are more important than the action. Two have been done for you as an example. Don't forget to check the tense of your verbs.

e.g. (past tense) The raffle was won at the school fair.

Mrs Jones won the raffle at the school fair.

e.g. (present tense) Tea is grown in India.

Farmers grow tea in India.

1) Unfortunately, our car was stolen from the carpark.

2) At our school, football is played every playtime.

3) The girl with a badly cut finger was given a plaster.

4) Last year, the London Marathon was run on April 26th.

5) My lunch is usually packed in my *Star Wars* lunch box.

6) The new play park was constructed in only one week!

7) *Harry Potter* was written between 1997 and 2007.

8) This science display was put up in the corridor.

9) Tigers can only be seen in the wild in Asia.

10) Morning assembly is led every day in the hall.

Now, re-write these active sentences in the passive voice:

11) Pharell Williams sang *Happy*.

12) Our parents planted the new daffodils.

13) Mr Khan gave us extra playtime.

Thursday

<https://www.bbc.co.uk/bitesize/articles/z6wthbk>

To use adjectives for more descriptive writing

Adjectives

An adjective is a word that describes a noun (the name of a thing or a place).

For example, **'It was a terrible book.'**

- The word 'terrible' is an adjective. It tells us what the book (the noun) was like.

'The book she read on holiday was terrible' or 'She read a terrible book on holiday'.

- Adjectives can come before or after a noun.

'Excited and enthusiastic, the girl strolled into her dance class.'

- You can put adjectives in different places in your sentences to make your writing more interesting. In the sentence above, the adjectives are at the start.
- If you want to describe a noun in detail, you can use more than one adjective.
- When you have a list of adjectives like this, separate them with commas.

'She had a mouldy, smelly, overpriced sandwich.'

Now watch this video clip to understand what synonyms and antonyms are:

Synonyms

Can you find **synonyms** for the **bold** words in this extract? Write them in the boxes.

If you can't think of a synonym, use a thesaurus to help you.

Chapter One

Far Too Young to be a Hero

Death was coming. It would fall from the skies like a **hail** of **deadly** meteors – not dropped by
[] []
some **malevolent** force from outer space, but **spawned** from the iron bellies of Hitler's **deadly**
[] [] []
Luftwaffe bombers.

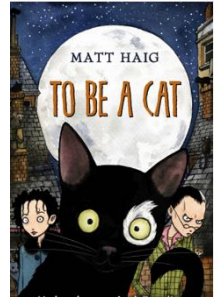
Sirens wailed their nightly warning, conducting a drumbeat of **frightened** feet across the
[]
pavements of London's East End. **Streams** of **panicked** citizens **spewed** through the **narrow**
[] [] [] []
streets; children **screamed** their resistance as mothers and fathers **hauled** them through **jostling**
[] [] []
crowds. Wardens **barked** orders and pointed instructions at the hordes, but few people paid
[]
any attention. They were too **fearful** of the fire and **fury** that was roaring over the English
[] []
Channel towards them. **Terror** had already turned **pretty**, **young** faces into **ugly** balls of fear,
[] [] [] []
and the eyes of thousands turned constantly upwards, pulled wide and white by dread.

Friday

<https://www.bbc.co.uk/bitesize/articles/zbkbgwx>

Reading lesson

To be a cat by Matt Haig



Using the novel *To Be a Cat* you will learn about selecting key pieces of information from a text and evaluating the text while giving a personal opinion.