

Monday 19th October 2020

Overall Objective: To use subordination (using *when, if, that, or because*) and co-ordination (using *or, and, or but*)

Learning Outcome: I can use some subordination to join clauses.

Getting Started

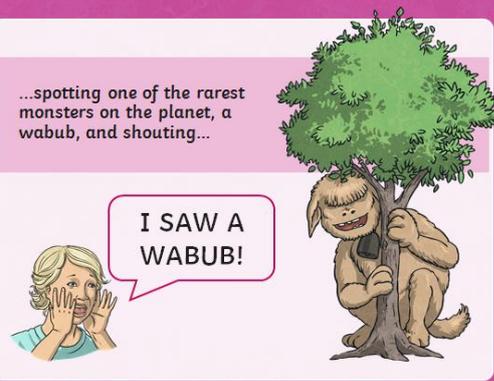
What is a conjunction?

A conjunction links two or more words, phrases or clauses together.

There are **two** main types of conjunctions we use within sentences. Do you know what they both are?

- **co-ordinating conjunctions** (e.g. *and*) link two main clauses together as an equal pair to create a compound sentence. We usually remember these words using the acronym 'FANBOYS'.
- **subordinating conjunctions** (e.g. *when*) introduce a subordinate clause. You can remember some of the most useful subordinating conjunctions by...

...spotting one of the rarest monsters on the planet, a wabub, and shouting...



The illustration shows a girl with blonde hair shouting with her hands to her face. A speech bubble next to her says 'I SAW A WABUB!'. To the right, a brown, furry monster with a large green tree growing out of its back is sitting on the ground.

Copy the sentences into your books. Use the words *because, if or when* to extend the sentences.

I like running.

I like running **because** it keeps me healthy.

- 1) I am going swimming
- 2) I would like an apple
- 3) I can go to the sea side
- 4) My mum was happy
- 5) My friend is coming to my house

Can you write some of your own sentences using *because, if or when*?

Tuesday 20th October 2020

Overall Objective: To plan and discuss what to include in a letter.

Learning Outcome: I can plan or say out loud what I am going to write about.

Today, you are going to plan a letter to write to Neil Armstrong.

Use this template as a tool to help you plan your letter.

Bricknell Primary School
Bricknell Avenue
Hull
HU5 4ET

Wednesday 21st October 2020

Dear Neil Armstrong,

Who are you? What school do you go to? What have you been learning about at school?

What information have you learnt about space? Try and think of three facts!

What do you know already about Neil Armstrong already? What would you like to find out?

I hope to hear from you soon.

Yours sincerely,

Wednesday 21st & Thursday 22nd October 2020

Overall Objective: To write for different purposes.

Learning Outcome: I can write simple, coherent narratives about personal experiences and those of others. (real or fiction)

Today and tomorrow, you are going to write your letter to Neil Armstrong. Use the work you have done over the last couple of weeks to help you.

Try to include the following:

Success Criteria Writing a letter	
letter features (address, date)	
common exception words	
capital letters for proper nouns	
present tense / past tense	
questions	
subordinating conjunctions	
adjectives	

Friday 23rd October 2020

Overall Objective: To understand when to use the different spellings for the /dʒ/ sound.

Learning Outcome: I can write the correct spelling for a range of words that use the /dʒ/ sound.

Read through the following story.

Geoff Giraffe and the Fudge

Geoff the giraffe was charging through the edge of the jungle on a journey when he suddenly found a huge village where they made strange fudge. He jumped for joy because fudge was his favourite food. He searched in his jacket for a jam jar so that he could take some fudge with him on the rest of his journey. Quietly, he jogged across the bridge and stole just a little orange flavoured fudge. Off he jumped with his prize. But what Geoff didn't realise was that the fudge was magic and when he tried to eat it the fudge would turn to jelly!

What sound is used repeatedly in the story?

The sound that is used is the /dʒ/ sound.

The /dʒ/ sound is spelt in lots of different ways. Can you put the words in the correct part of the grid?

-dge	g	-ge	j

badge	gem	jaw	age
giant	join	bridge	energy
dodge	huge	joke	bulge
village	adjust	jack	jet

Don't worry if you can't print out the sheet. Try writing a list of the words on paper instead!

Challenge: Can you put some of the words into sentences?