

R.F.C. 1ST. XV



SEASON 1942-43

CARDIFF MEDICAL STUDENTS CLUB



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Year 5 and Year 6 English Home Learning Pack 2

Created by the UKS2 team and adapted from Pobble 365

Activity 1	<p>A helpful reminder for this activity:</p> <ul style="list-style-type: none"> • Adjectives – a word uses to describe or add detail to a noun • Subordinating clauses – a clause that is dependent on a main clause and introduced by a subordinating conjunction • Relative clauses – a special kind of subordinating clauses, introduced by a relative pronoun (who, which, whose, that, where and when) <p>When you're completing 'Sick Sentences', look very carefully at punctuation and spelling!</p>
Activity 2	<ul style="list-style-type: none"> • Reflect carefully on the questions given – how does the image help you to answer them? Make a note of your thoughts and discuss them with an adult at home. • Using the question matrix, generate your own questions. The matrix is there to help you think of different types of questions to ask. For example, you could have a 'what is...', 'what can...', 'what should...' and 'what will...' type of question. • You aren't limited to 5 questions, so if you can think of more feel free to make a note of other questions you have too. • Can you consider what some of the answer might be to your own questions about the image?
Activity 3	<ul style="list-style-type: none"> • Using the story start as a helping hand, continue the narrative of these men. • Fast forward to the men's biggest challenge – what battle are they in? (You might want to research significant battle during WWII) • How is the 'opposition' making it a challenge? What obstacles are they facing? (Year 6, you might want to link to your learning on Behind the Lines) • Write your narrative from third (they/he) or first person (I/we) perspective – consider which you might find easier • Don't forget to use appropriate detail to show your reader what's happening and not tell them – the controlled use of appropriate vocabulary will help you with this • Also, thinking carefully about your sentence structure is key. Sometimes, short sentences can create HUGE amounts of suspense
Activity 4 (Challenge)	<p>Write a fictional biography for one of the men in this team.</p> <ul style="list-style-type: none"> • Remember to look at the features of a biography support you • The biography is truly fictional – you get to decide who the man is and what kind of life he has led, use the image and the text to give you a helping hand
Activity 5 (optional)	<p>Picture Perfect – afternoon link activity</p> <ul style="list-style-type: none"> • Option A) Can you draw a picture of what the team will be doing in a month's time? Will they still be together? • Option B) With family members, create a freeze frame showing what some of the men might be doing in a month's time or act it out. If you're doing this activity, it would be great to see.

Activity 1: Grammar, punctuation and spelling focus

Part A – Sentence Challenge

Can you use your imagination and think about what colours you might be able to see if the picture wasn't blank and white?

Once you've done that, can you add adjectives to the following sentences?

The players wore jerseys, shorts and socks. One their feet were boots. They were standing in front of a building.

Now, can you extend your sentences using subordinating or relative clauses to add more detail?

Part B – Sick Sentences

These sentences are 'sick' and need your help to get better! Rewrite them, correcting any errors in grammar and punctuation.

I wonder if well be able to play rugby together again soon murmered jack quietly

i wouldnt count on it mate replied ken it depends how long this war lasts i guess

Activity 2: Reflection questions

Using the image and story start (activity 3) to help you, have a go at responding to the questions below. For some of the questions, you'll use your very intelligent inference skills to help you.

1. Who do you think The Greatest Team are?
2. Why do you think that the man on the back row is wearing a different coloured jersey?
3. Who are the men in suits?
4. What do you think the building in the background might be?
5. Why are the rugby team so closely bonded together?
6. Why do you think they will need each other more than ever now?
7. What does it mean by 'tougher opposition'?
8. Why is it their final photograph?

What questions do you have about this image?

Write five questions linked to the image – try to use a range of different question stems, the matrix will help you vary your questions.

	Is? / Does? Present	Has? / Did? / Was? Past	Can? Possibility	Should? Opinion	Would? / Could? Probability	Will? Prediction	Might? Imagination
What? Event							
Where? Place							
When? Time							
Which? Choice							
Who? Person							
Why? Reason							
How? Meaning							

The general level of difficulty of question increases... A "What is?" question is normally easier to create and answer than a "How might?" question.

Activity 3: Continue the narrative

They had been through so much together over the past months and years. They were well known throughout the land as the greatest rugby team, and every Saturday they had tested themselves against the best opposition across Britain. They had given blood, sweat and tears on the rugby pitch for each other, sticking together through thick and thin. Posing for their final photograph, the greatest team felt incredibly close; a band of brothers, bonded together through their shared passion, dedication and friendship.

Now that Britain was at war, they knew things would be different. They would have to test themselves against tougher opposition. Now, they would need each other more than ever...



To help, some handy vocabulary can be found on the next page, courtesy of Vocabulary Ninja.



Awesome adjectives and verbs to help make your work FABULOUS

vulnerable inconsolable besieged murderous silent
ill-fated devastated chaotic anonymous distressed
brave unknown deafening ominous tormented
alarmed fearful wounded courageous tumultuous
gallant unknown concealed unscathed deadly
precarious motionless helpless doomed bombarded



BEYOND THE LINES 
@VocabularyNinja

executing detonate scrambling panic collapsing
dismay fear dying envisage exploding
crawl imagine slump impacting empathise
floundering grasp disembarking feud emerging
failing cowering tremble anticipating scamper
wounding linger embrace clambering plunge



* Discuss verb forms and tense.

BEYOND THE LINES 
VocabularyNinja

Lieutenant John Matthews

1926 – 1989

From humble, hard-working doctor to undeniable war hero, John Matthews led what can only be described by the masses as a truly inspirational life.

Born in 1926 to parents Dora and Michael Matthews, John was the youngest of three brothers. Brought up in the quiet village of High Lane, just outside of Stockport, John was originally home-schooled before attending a local primary school. During his early education, he showed an interest in science and mathematics. Many of his teachers often commented on John's desire to help those around him and speculated that he would one day pursue a job working with others.

Having John completed his early education, the Matthews family moved to Wales to be closer to Dora's mother. John went on to study a certificate in teaching from a prestigious university in Cardiff. During his time there, John was considered by many to be a skilled practitioner and his tutors recognised his excellent bedside manner with patients and ability to put those around him at ease. Outside of his studies, he thoroughly enjoyed being a member of the university's rugby team; when he was not studying, he would often be found on the rugby field training local children with his team mates.

Having graduated after demonstrating the highest standards, he began working at Cardiff Hospital until the outbreak of World War II. After witnessing the devastating influence of the Great War on his own family, Matthews was compelled to join his local regiment alongside his brothers.

Throughout the war, John worked his way through the ranks before becoming a Lieutenant. He led his regiment through many challenging missions, most notably the battles at Dunkirk as the Allies tried to push back the German advances.

After being dismissed from the army due to a serious shrapnel wound, Matthews left his brother on the battlefield and returned to his job at Cardiff Hospital. Several years later, he went on to marry Jennie Smith (his childhood sweetheart) and became the proud father of three children: Michael, Katherine and Rachel.

John spent the remainder of his life working with war veterans helping them to recover from their injuries and integrate back into 'day-to-day' life. Several men who served alongside John commented on his strength and compassion allowing them to persevere through the darkest days.

Features of a Biography



Purpose:

to give an account of someone's life.

Tense:

- written in the past tense
- Closing statements may use present/future tense

Structure:

Opens with an **attention grabbing** introduction that summarises the main events of the person's life and makes the audience want to read on.

Key events are written in **chronological order**.

Early life, family, home and influences help the audience to understand the person.

Use relevant images and captions for interest.

Concludes with what they are doing now, or how they are/will be remembered.

Include:

- information about their personality
- specific facts about achievements, influences and significant people

Include:

- their feelings about different points and events in their life
- quotes from the person themselves, or other key people

Include:

- third person pronouns, such as:
he, she, they,
himself, herself,
it, their, them

Include:

- adverbials, such as:
accordingly
consequently
therefore
hence

Include:

- ellipses, repetition, and time conjunctions to link sentences and paragraphs, such as:
then, after that,
this, firstly,
whenever