

LIFE/work balance



#LIFEworkbalance

We have started a #LIFEworkbalance campaign and we need your help to complete our LIFE/work balance survey.

We hope to publish the results soon, so please give 15 minutes of your time to help us get a true picture of school life.

Want to be a part of this campaign? Take the [survey](#) on our website and share it with your colleagues!

Year 6 – Autumn Block 3 – Word Classes

Identifying Subjects and Objects in Sentences

About This Resource:

This PowerPoint has been designed to support your teaching of this small step. It includes a starter activity and an example of each question from the Varied Fluency and Application and Reasoning resources also provided in this pack. You can choose to work through all examples provided or a selection of them depending on the needs of your class.

National Curriculum Objectives:

Terminology for pupils:

- (6G1.9) [subject](#)
- (6G1.9) [object](#)

[More resources](#) from our Grammar, Punctuation and Spelling scheme of work.

Did you like this resource? Don't forget to [review](#) it on our website.

Year 6 – Autumn Block 3 – Word Classes

Identifying Subjects and Objects in Sentences

Notes and Guidance

- Children need to know that nouns can have different 'jobs' within a sentence – the thing that does the verb (*subject*) and the thing that has the verb done to it (*object*).
- From prior learning, children should know that a sentence must include a noun and verb. The noun must be doing the verb so the noun acts as a *subject*. If the sentence includes a second noun, it is having the verb done to it so this noun acts as an *object*.
- From this knowledge, children should understand that a sentence will always include a *subject* and a *verb*, and does not need to include an *object*.
- Children should be able to use this knowledge to identify whether the nouns in a sentence are acting as the *subject* or as the *object*.

Focused Questions

- What two 'jobs' can nouns have in a sentence?
- How do you know if a noun is a subject?
- How do you know if a noun is an object?
- Identify the nouns in the sentence. Are they acting as a subject or an object?

Step 3: Identifying Subjects and Objects in Sentences

Introduction

Sort the adjectives and adverbs into the table below.

Adjective	Adverb

tattered

next week

aggressively

luxurious

delicious

rapidly

enthusiastic

sometimes

Introduction

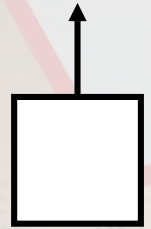
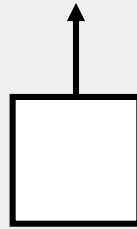
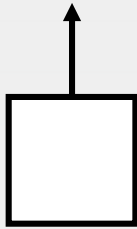
Sort the adjectives and adverbs into the table below.

Adjective	Adverb
tattered delicious luxurious enthusiastic	next week aggressively rapidly sometimes

Varied Fluency 1

Label the boxes with V (verb), S (subject) and O (object) to show the parts of the sentence.

Outside, a crowd had gathered to see the famous actor.



Varied Fluency 1

Label the boxes with V (verb), S (subject) and O (object) to show the parts of the sentence.

Outside, a crowd had gathered to see the famous actor.

↑
S

↑
V

↑
O

Varied Fluency 2

Change the subject in the sentence below.

Queen Elizabeth has been spotted eating a giant cream cake.

Varied Fluency 2

Change the subject in the sentence below.

Queen Elizabeth has been spotted eating a giant cream cake.

Change 'Queen Elizabeth' to any subject that fits within the context.

Various answers, for example:

Santa Claus has been spotted eating a giant cream cake.

Justin Bieber has been spotted eating a giant cream cake.

Varied Fluency 3

Change the object in the sentence below.

Mollie watched the bird flutter around the garden.

Varied Fluency 3

Change the object in the sentence below.

Mollie watched the bird flutter around the garden.

Change 'bird' to any object that fits within the context.

Various answers, for example:

Mollie watched the butterfly flutter around the garden.

Mollie watched the bee flutter around the garden.

Varied Fluency 4

Sort the nouns in the sentence below into the correct place in the table.

Steve and Matthew won the gold medal for being the fastest rowers.

Subject	Object

Varied Fluency 4

Sort the nouns in the sentence below into the correct place in the table.

Steve and Matthew won the gold medal for being the fastest rowers.

Subject	Object
Steve Matthew	medal rowers

Application 1

Write a sentence using the noun 'light' as the subject.

Write a new sentence using the noun 'light' as the object.

Application 1

Write a sentence using the noun 'light' as the subject.

Various answers, for example:

The light was shining through a break in the clouds.

Write a new sentence using the noun 'light' as the object.

Various answers, for example:

The children needed a light to be able to see.

Reasoning 1

If you swapped the subject and object around in the sentence below how would it change its meaning?

The rider was busy grooming the horse.

Reasoning 1

If you swapped the subject and object around in the sentence below how would it change its meaning?

The rider was busy grooming the horse.

The horse was busy grooming the rider.

The sentence would not make sense because...

Reasoning 1

If you swapped the subject and object around in the sentence below how would it change its meaning?

The rider was busy grooming the horse.

The horse was busy grooming the rider.

The sentence would not make sense because a horse cannot groom a human.

Reasoning 2

Tanya has tried to write a sentence where man and dog are both objects.

Every evening, the man took his dog for a walk.

Has she?

Explain your answer.

Reasoning 2

Tanya has tried to write a sentence where man and dog are both objects.

Every evening, the man took his dog for a walk.

Has she?

Explain your answer.

No, Tanya has not used both nouns as objects because...

Reasoning 2

Tanya has tried to write a sentence where man and dog are both objects.

Every evening, the man took his dog for a walk.

Has she?

Explain your answer.

No, Tanya has not used both nouns as objects because she has used the man as the subject and the dog as the object.

Tanya could have written:

Every evening, I watch the man walk his dog.