

# Year 5

## Term 5 Learning Pack

In this pack there is work for term 5.

The pack is divided into subjects.

There is a piece of work for every day in maths and English and they have a date on them.

There is also spelling, topic, science and wizard writing activities for you to complete.

There are links to websites that you can use to support your learning but if you can't access them don't worry.

Each day we will post what to cover from this pack on the VLE. If you can't access the VLE don't worry – just work through the pack following the suggested activities for each day.

### **Contents:**

|                |               |
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| Maths          | Pages 2 – 22  |
| Times Tables   | Pages 23 – 26 |
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| Science        | Pages 58 - 59 |
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| Wizard Writing | Pages 62 – 70 |

We hope you are all staying safe and positive, we can't wait to hear what you get up to! Miss Burge and Miss Sampson 😊

## **Year 5 Maths: Term 5 Week 2**

### **Week beginning 27<sup>th</sup> April**

#### **Monday: Year 5 Arithmetic Paper 1**

Use maths graffiti and written methods to complete your calculations for each question.

1.  $457 + 100 =$

2.  $164 - 80 =$

3.  $88 \div 4 =$

4.  $\frac{1}{7} + \frac{5}{7} =$

5.  $\frac{7}{8} - \frac{3}{8} =$

6.  $4527 + 3298 =$

7.  $6173 - 366 =$

8.  $6 \times 7 =$

9.  $5 \times 7 \times 3 =$

10.  $462 \times 8 =$

11.  $3.4 + 0.9 =$

12.  $45 \div 10 =$

13.  $\frac{1}{3}$  of 15 =

14.  $82\,675 + 5278 =$

15.  $50\,000 - 600 =$

16.  $826\,775 - 83\,592 =$

17.  $7^2 =$

18.  $70 \times 6 =$

19.  $720 \div 9 =$

20.  $1.2 \times 1000 =$

21.  $\frac{3}{4} + \frac{1}{8} =$

22.  $7/10 - 1/5 =$

23.  $\frac{1}{2} \times 6 =$

24.  $5.6 + 1.57 =$

25.  $728 \times 15 =$

26.  $5735 \times 26 =$

27.  $396 \div 6 =$

28.  $8729 \div 7 =$

## Tuesday: Addition and subtraction

1. 
$$\begin{array}{r} 74321 \\ - 13934 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 52413 \\ - 23120 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 85232 \\ - 71401 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 32653 \\ - 18341 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 53145 \\ - 32672 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 46581 \\ - 13623 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 85913 \\ - 33575 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 29314 \\ - 13023 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 25521 \\ - 12014 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 91789 \\ - 58816 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 73471 \\ - 64342 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 76743 \\ - 62102 \\ \hline \end{array}$$

1. 
$$\begin{array}{r} 56833 \\ + 44105 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 68640 \\ + 28360 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 92195 \\ + 17742 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 28446 \\ + 55824 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 68586 \\ + 75019 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 94929 \\ + 68567 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 84658 \\ + 85858 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 71778 \\ + 88411 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 34522 \\ + 45861 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 99394 \\ + 46453 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 98584 \\ + 52426 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 16373 \\ + 26611 \\ \hline \end{array}$$

## Wednesday : Addition and subtraction

|                     |                               |                     |                         |
|---------------------|-------------------------------|---------------------|-------------------------|
| 1. $6438 - 3000 =$  | 16. $11\ 052 - 5000 =$        | 1. $2358 + 2000 =$  | 16. $11\ 666 + 8000 =$  |
| 2. $3049 - 2000 =$  | 17. $17\ 993 - 7000 =$        | 2. $4829 + 3000 =$  | 17. $13\ 647 + 5000 =$  |
| 3. $9823 - 5000 =$  | 18. $55\ 702 - 6000 =$        | 3. $8083 + 4000 =$  | 18. $28\ 902 + 9000 =$  |
| 4. $6234 - 4000 =$  | 19. $89\ 362 - 3000 =$        | 4. $3850 + 5000 =$  | 19. $29\ 023 + 4000 =$  |
| 5. $7905 - 6000 =$  | 20. $203\ 905 - 4000 =$       | 5. $7862 + 3000 =$  | 20. $300\ 456 + 6000 =$ |
| 6. $4369 - 2000 =$  | 21. $194\ 641 - 9000 =$       | 6. $3409 + 4000 =$  | 21. $156\ 982 + 4000 =$ |
| 7. $6099 - 3000 =$  | 22. $501\ 785 - 3000 =$       | 7. $6749 + 2000 =$  | 22. $289\ 505 + 8000 =$ |
| 8. $2997 - 2000 =$  | 23. $73\ 043 - 3000 =$        | 8. $5597 + 4000 =$  | 23. $56\ 903 + 9000 =$  |
| 9. $7804 - 6000 =$  | 24. $604\ 234 - 4000 =$       | 9. $1006 + 8000 =$  | 24. $707\ 034 + 3000 =$ |
| 10. $9993 - 5000 =$ | 25. $70\ 382 - 5000 =$        | 10. $385 + 7000 =$  | 25. $38\ 892 + 7000 =$  |
| 11. $8661 - 8000 =$ | 26. $652\ 802 - 6000 =$       | 11. $8763 + 2000 =$ | 26. $579\ 902 + 8000 =$ |
| 12. $6880 - 5000 =$ | 27. $91\ 863 - 7000 =$        | 12. $9015 + 3000 =$ | 27. $79\ 672 + 6000 =$  |
| 13. $4820 - 2000 =$ | 28. $600\ 788 - 9000 =$       | 13. $6530 + 3000 =$ | 28. $399\ 084 + 7000 =$ |
| 14. $6713 - 4000 =$ | 29. $80\ 261 - 7000 =$        | 14. $1165 + 8000 =$ | 29. $60\ 271 + 4000 =$  |
| 15. $9778 - 9000 =$ | 30. $1\ 000\ 000 - 10\ 000 =$ | 15. $4708 + 4000 =$ | 30. $996\ 000 + 6000 =$ |

### Challenge

Can you subtract 2002, 3030 or 4400 or other multiples of 1001, 1010 or 1100 from some of the questions? What about multiples of 10 000?

### Challenge

Can you add 2002, 3030 or 4400 or other multiples of 1001, 1010 or 1100 to some of the questions? What about multiples of 10 000?

## Thursday : Addition and subtraction

Congratulations – You have won £1 000 000 on the lottery. Which of the following items will you buy and how much will you have left? How close can you get to spending everything? You can buy more than one of each thing!



**Fast Car**  
**£49 995**



**House**  
**£459 356**



**Giant TV**  
**£2876**



**Round the World Cruise**  
**£24 328**



**Sailing Boat**  
**£119 345**



**Exotic Pet**  
**£19 875**



**Entire wardrobe of clothes**  
**£16 291**



**Diamond Ring**  
**£11 853**



**Donation to charity**  
**£25 000**



**Personal Assistant for 10 years**  
**£212 592**



**Household Robot**  
**£37 649**



**Video Games**  
**£7842**

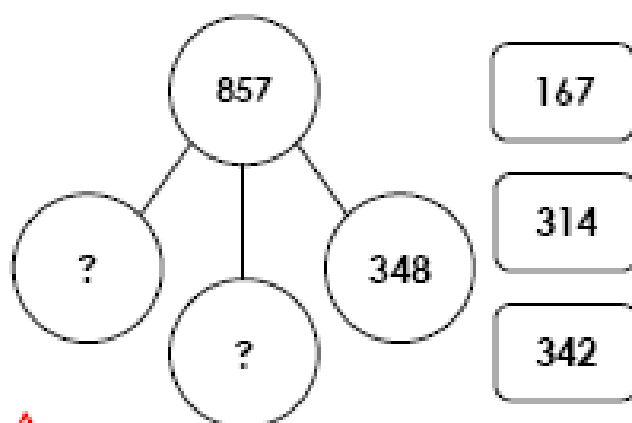
Choose just one of these investment schemes below to invest your remaining money into and see what you can build it back up to in ten years. Use the grid to work out how your savings progress!

Money Remaining:

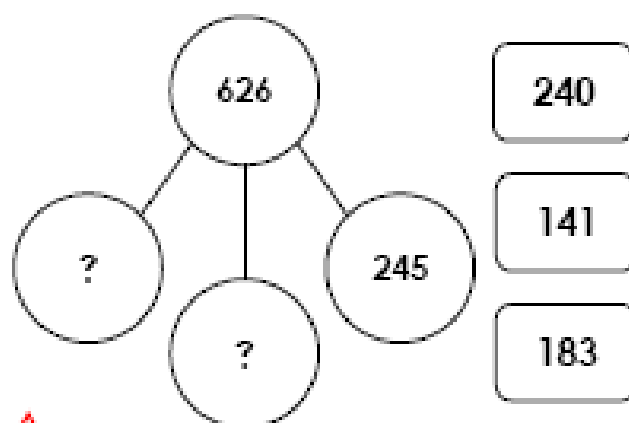
|  |  |  |
|--|--|--|
| <b>Property Investment</b><br>Your money doubles every 2 and half years.   | <b>High Risk Investment</b><br>Toss a coin for the end of each of the 10 years – if it is heads, double your money. If it is tails, lose half of it. | <b>Savings Account</b><br>earn 5% each year in interest.             |
| <b>Start a Business</b><br>Choose how much to invest and then roll a dice.<br>1 = double your investment<br>2 = lose it all<br>3 = triple your investment<br>4 = get your money back<br>5 = get half your money back<br>6 = get your money back plus 50% | <b>Stock Market Investment</b><br>For 5 years earn nothing, for the other 5 years earn 10%. This can happen in any order you like!                   | <b>Hide Your Money Under Your Mattress</b><br>Amount doesn't change! |

### Friday: Multi-step problems

1a. Use the cards to complete the part whole model



1b. Use the cards to complete the part whole model



10

**2a. Complete the bar model.**

|     |   |     |
|-----|---|-----|
| 465 |   |     |
| 124 | ? | 202 |












2b. Complete the bar model.

|     |    |     |
|-----|----|-----|
| 938 |    |     |
| ?   | 85 | 344 |



W

3a. Ben thinks of a number. He adds and subtracts the following numbers:


|   | 100s  | 10s   | 1s  |
|---|---|---|---|
| + |  |  |  |
| - |  |  |  |
| = |  |  |  |



What number did he start with?



3b. Kate thinks of a number. She adds and subtracts the following numbers:

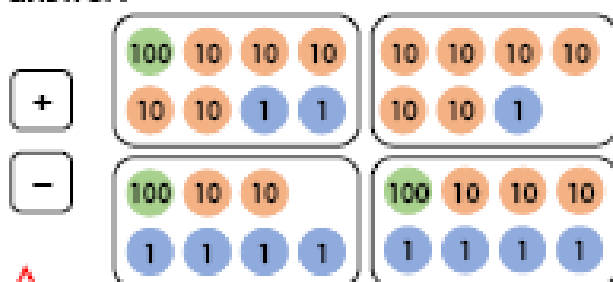
|   | 100s  | 10s   | 1s  |
|---|---|---|---|
| + |  |  |  |
| - |  |  |  |
| = |  |  |  |



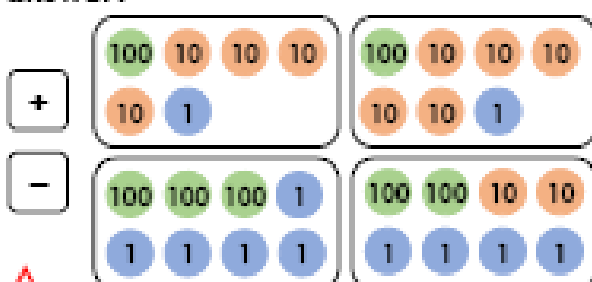
What number did she start with?

W

4a. Which of the following cards create a two-step calculation that gives 89 as the answer?



4b. Which of the following cards create a two-step calculation that gives 222 as the answer?



4

## Year 5 Maths: Term 5 Week 3

### Week beginning 4<sup>th</sup> May

#### Monday: Year 5 Arithmetic Paper 2

Use maths graffiti and written methods to complete your calculations for each question.

#### Year 5 Arithmetic Paper 2

1.  $173 - 100 =$

2.  $409 + 300 =$

3.  $23 \times 8 =$

4.  $\frac{3}{10} + \frac{1}{10} =$

5.  $\frac{7}{12} - \frac{5}{12} =$

6.  $4274 + 5029 =$

7.  $7216 - 707 =$

8.  $4 \times 12 =$

9.  $48 \times 10 =$

10.  $825 \times 5 =$

11.  $5.72 - 0.06 =$

12.  $79 \div 100 =$

13.  $\frac{3}{4}$  of 36 =

14.  $28\,116 - 9215 =$

15.  $30\,000 + 900 =$

16.  $62\,886 + 5392 =$

17.  $3^3$

18.  $4 \times 500 =$

19.  $1320 \div 12 =$

20.  $456 \div 100 =$

21.  $\frac{1}{3} + \frac{5}{6} =$

22.  $\frac{1}{2} - \frac{1}{8} =$

23.  $\frac{2}{3} \times 4 =$

24.  $8.1 - 3.63 =$

25.  $376 \times 16 =$

26.  $6413 \times 37 =$

27.  $785 \div 5 =$

28.  $5296 \div 8 =$

## Tuesday: Multiplication and Division

|      | X 10 | X 100 | X 1000 |
|------|------|-------|--------|
| 1.2  | 12   | 120   | 1200   |
| 250  | 2500 |       |        |
| 5.16 |      |       | 5160   |
| 0.26 |      | 26    |        |

|       | ÷ 10  | ÷ 100 | ÷ 1000 |
|-------|-------|-------|--------|
| 7865  | 786.5 | 78.65 | 7.865  |
| 76240 |       |       |        |
| 568   |       |       |        |
| 88    |       |       |        |

x ÷ by 10, 100, 1,000 Colour by Numbers

Match the answers to the calculations and colour them correctly.

|                  |               |                   |
|------------------|---------------|-------------------|
| <u>Dark Blue</u> | <u>Red</u>    | <u>Brown</u>      |
| 500 ÷ 100        | 20 ÷ 10       | 30 ÷ 10           |
| 90 ÷ 10          | 800 ÷ 100     | 6 × 100           |
| 3 × 10           | 9 × 10        | 8 × 10            |
|                  |               | 2 × 10            |
| <u>Yellow</u>    | <u>Orange</u> | <u>Light Blue</u> |
| 100 ÷ 100        | 400 ÷ 100     | 60 ÷ 10           |
| 10 × 10          | 70 ÷ 10       | 5 × 100           |
| 4 × 100          | 5 × 10        |                   |
| 7 × 10           |               |                   |
| 9 × 100          |               |                   |

Now colour the rest of the picture.



Wednesday: Multiplication

|    |   |      |     |    |   |  |
|----|---|------|-----|----|---|--|
| 1. | × | 6000 | 100 | 30 | 9 |  |
|    | 7 |      |     |    |   |  |

|    |   |      |     |    |   |  |
|----|---|------|-----|----|---|--|
| 6. | × | 3000 | 900 | 20 | 2 |  |
|    | 5 |      |     |    |   |  |

|    |   |      |     |    |   |  |
|----|---|------|-----|----|---|--|
| 2. | × | 6000 | 900 | 70 | 5 |  |
|    | 3 |      |     |    |   |  |

|    |   |      |     |    |   |  |
|----|---|------|-----|----|---|--|
| 3. | × | 8000 | 200 | 80 | 3 |  |
|    | 5 |      |     |    |   |  |

|    |   |      |     |    |   |  |
|----|---|------|-----|----|---|--|
| 4. | × | 5000 | 600 | 20 | 0 |  |
|    | 5 |      |     |    |   |  |

|    |   |      |     |    |   |  |
|----|---|------|-----|----|---|--|
| 5. | × | 2000 | 400 | 00 | 7 |  |
|    | 9 |      |     |    |   |  |

|    |   |      |     |    |   |  |
|----|---|------|-----|----|---|--|
| 6. | × | 3000 | 900 | 20 | 2 |  |
|    | 5 |      |     |    |   |  |

|    |   |      |     |    |   |  |
|----|---|------|-----|----|---|--|
| 7. | × | 3000 | 300 | 40 | 9 |  |
|    | 7 |      |     |    |   |  |

|    |   |      |     |    |   |  |
|----|---|------|-----|----|---|--|
| 8. | × | 8000 | 400 | 80 | 2 |  |
|    | 5 |      |     |    |   |  |

|    |   |      |     |    |   |  |
|----|---|------|-----|----|---|--|
| 9. | × | 1000 | 900 | 40 | 5 |  |
|    | 7 |      |     |    |   |  |

|     |   |      |     |    |   |  |
|-----|---|------|-----|----|---|--|
| 10. | × | 5000 | 800 | 50 | 6 |  |
|     | 5 |      |     |    |   |  |

1. 6586 × 5 =
2. 6682 × 9 =
3. 9870 × 4 =
4. 1476 × 4 =
5. 4217 × 7 =
6. 1815 × 6 =
7. 8292 × 8 =
8. 8940 × 8 =
9. 5512 × 5 =
10. 9706 × 8 =

|    |   |   |   |   |  |
|----|---|---|---|---|--|
| 1. | × | 1 | 6 | 1 |  |
|    | × |   | 2 | 3 |  |

|    |   |   |   |   |  |
|----|---|---|---|---|--|
| 2. | × | 2 | 3 | 2 |  |
|    | × |   | 2 | 6 |  |

|    |   |   |   |   |  |
|----|---|---|---|---|--|
| 3. | × | 6 | 1 | 4 |  |
|    | × |   | 1 | 8 |  |

|    |   |   |   |   |  |
|----|---|---|---|---|--|
| 4. | × | 9 | 6 | 9 |  |
|    | × |   | 9 | 5 |  |

|    |   |   |   |   |  |
|----|---|---|---|---|--|
| 5. | × | 7 | 4 | 0 |  |
|    | × |   | 9 | 6 |  |

|    |   |   |   |   |  |
|----|---|---|---|---|--|
| 6. | × | 3 | 6 | 2 |  |
|    | × |   | 5 | 8 |  |

|    |   |   |   |   |  |
|----|---|---|---|---|--|
| 7. | × | 3 | 0 | 5 |  |
|    | × |   | 7 | 1 |  |

|    |   |   |   |   |  |
|----|---|---|---|---|--|
| 8. | × | 3 | 7 | 0 |  |
|    | × |   | 6 | 4 |  |

|    |   |   |   |   |  |
|----|---|---|---|---|--|
| 9. | × | 5 | 8 | 4 |  |
|    | × |   | 1 | 5 |  |

|     |   |   |   |   |  |
|-----|---|---|---|---|--|
| 10. | × | 8 | 5 | 1 |  |
|     | × |   | 8 | 9 |  |

|     |   |   |   |   |  |
|-----|---|---|---|---|--|
| 11. | × | 7 | 4 | 9 |  |
|     | × |   | 9 | 8 |  |

|     |   |   |   |   |  |
|-----|---|---|---|---|--|
| 12. | × | 4 | 8 | 2 |  |
|     | × |   | 2 | 3 |  |

|     |   |   |   |   |  |
|-----|---|---|---|---|--|
| 13. | × | 6 | 4 | 6 |  |
|     | × |   | 1 | 0 |  |

|     |   |   |   |   |  |
|-----|---|---|---|---|--|
| 14. | × | 7 | 0 | 9 |  |
|     | × |   | 1 | 7 |  |

|     |   |   |   |   |  |
|-----|---|---|---|---|--|
| 15. | × | 9 | 1 | 4 |  |
|     | × |   | 5 | 7 |  |

|     |   |   |   |   |  |
|-----|---|---|---|---|--|
| 16. | × | 7 | 1 | 8 |  |
|     | × |   | 4 | 5 |  |

**Thursday : Division**

[illegible]

3.

|   |   |   |   |   |
|---|---|---|---|---|
| 4 | 9 | 6 | 7 | 2 |
|---|---|---|---|---|

2.

|   |   |   |   |   |
|---|---|---|---|---|
| 4 | 6 | 8 | 0 | 5 |
|---|---|---|---|---|

1.

|   |   |   |   |   |
|---|---|---|---|---|
| 2 | 2 | 9 | 5 | 2 |
|---|---|---|---|---|

3.

|   |   |   |   |
|---|---|---|---|
| 9 | 3 | 9 | 9 |
|---|---|---|---|

[illegible][illegible]

|   |   |   |   |   |
|---|---|---|---|---|
| 5 | 3 | 4 | 6 | 2 |
|---|---|---|---|---|


7.

6.


|   |   |   |   |   |
|---|---|---|---|---|
| 9 | 1 | 3 | 5 | 2 |
|---|---|---|---|---|


5.


|   |   |   |   |   |
|---|---|---|---|---|
| 6 | 5 | 0 | 9 | 6 |
|---|---|---|---|---|

6. 

[illegible][illegible]

12. 

11. 

10. 

9.

|   |   |   |   |   |
|---|---|---|---|---|
| 4 | 7 | 6 | 4 | 3 |
|---|---|---|---|---|


9.

|   |   |   |   |
|---|---|---|---|
| 7 | 4 | 3 | 9 |
|---|---|---|---|

[illegible][illegible]

14.

|   |   |   |   |   |
|---|---|---|---|---|
| 9 | 6 | 4 | 3 | 7 |
|---|---|---|---|---|

13. 

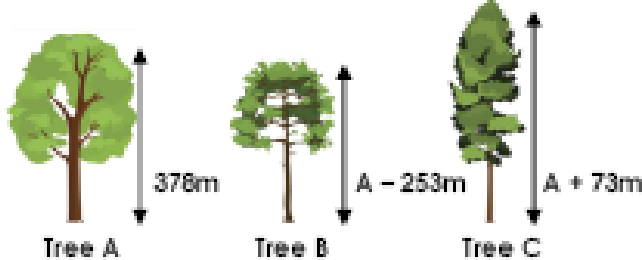
[illegible][illegible][illegible]

## Friday: Multi-step problems

1a. Tree A is 378m tall.

Tree B is 253m shorter than tree A.

Tree C is 73m taller than tree A.



What is the total height of the trees?



PS

1b. A school orders 455 maths books.

They order 258 fewer English books than maths books, and 86 more art books than English books.



Maths  
455



English  
 $\text{Maths} - 258$



Art  
 $\text{English} + 86$

How many books are ordered in total?

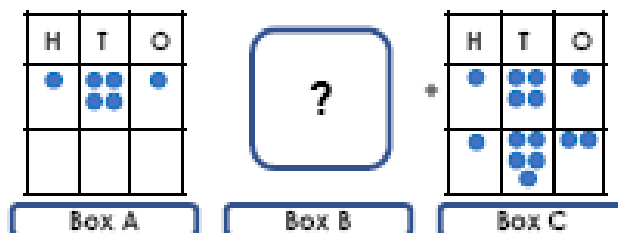


PS

2a. There are 500 marbles in a pack.



Box A has 141 marbles. Box C has 152 more than box A.



How many marbles are in box B?  
Convince me.

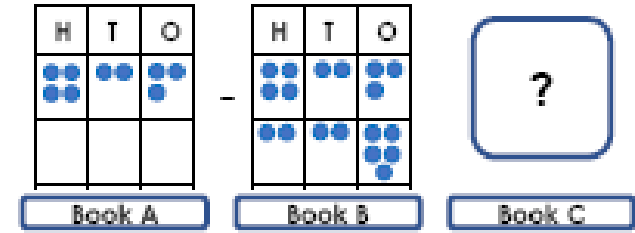


R

2b. Eric has 723 stamps in his collection



Book A has 423 stamps in. Book B has 225 fewer than book A.



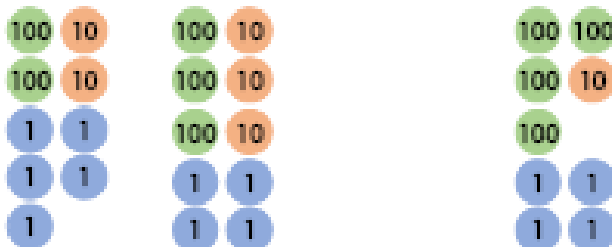
How many stamps are in book C?  
Convince me.



R

3a. Write a word problem to go with the following calculation.

$$225g + 334g - \boxed{\phantom{000}} = 414g$$



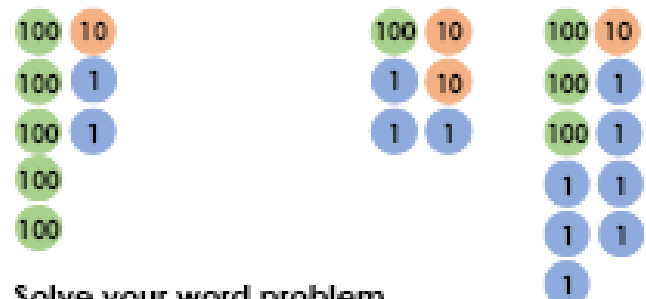
Solve your word problem.



PS

3b. Write a word problem to go with the following calculation.

$$512cm - \boxed{\phantom{000}} + 123cm = 317cm$$



Solve your word problem.



PS

## Year 5 Maths: Term 5 Week 4

### Week beginning 11<sup>th</sup> May

#### Monday: Year 5 Arithmetic Paper 3

Use maths graffiti and written methods to complete your calculations for each question.

1.  $312 + 100 =$

2.  $421 - 50 =$

3.  $91 \div 7 =$

4.  $\frac{5}{9} + \frac{2}{9} =$

5.  $\frac{11}{15} - \frac{4}{15} =$

6.  $3981 + 4062 =$

7.  $3266 - 829 =$

8.  $11 \times 11 =$

9.  $8 \times 3 \times 5 =$

10.  $528 \times 5 =$

11.  $528 \times 5 =$

12.  $29 \div 10 =$

13.  $29 \div 10 =$

14.  $62\,871 + 5289 =$

15.  $60\,000 - 400 =$

16.  $60\,000 - 4000 =$

17.  $9^2 =$

18.  $7 \times 900 =$

19.  $640 \div 8 =$

20.  $5.6 \times 100 =$

21.  $\frac{7}{10} + \frac{4}{5} =$

22.  $\frac{2}{3} - \frac{2}{9} =$

23.  $\frac{3}{4} \times 5 =$

24.  $7.2 + 2.81 =$

25.  $409 \times 12 =$

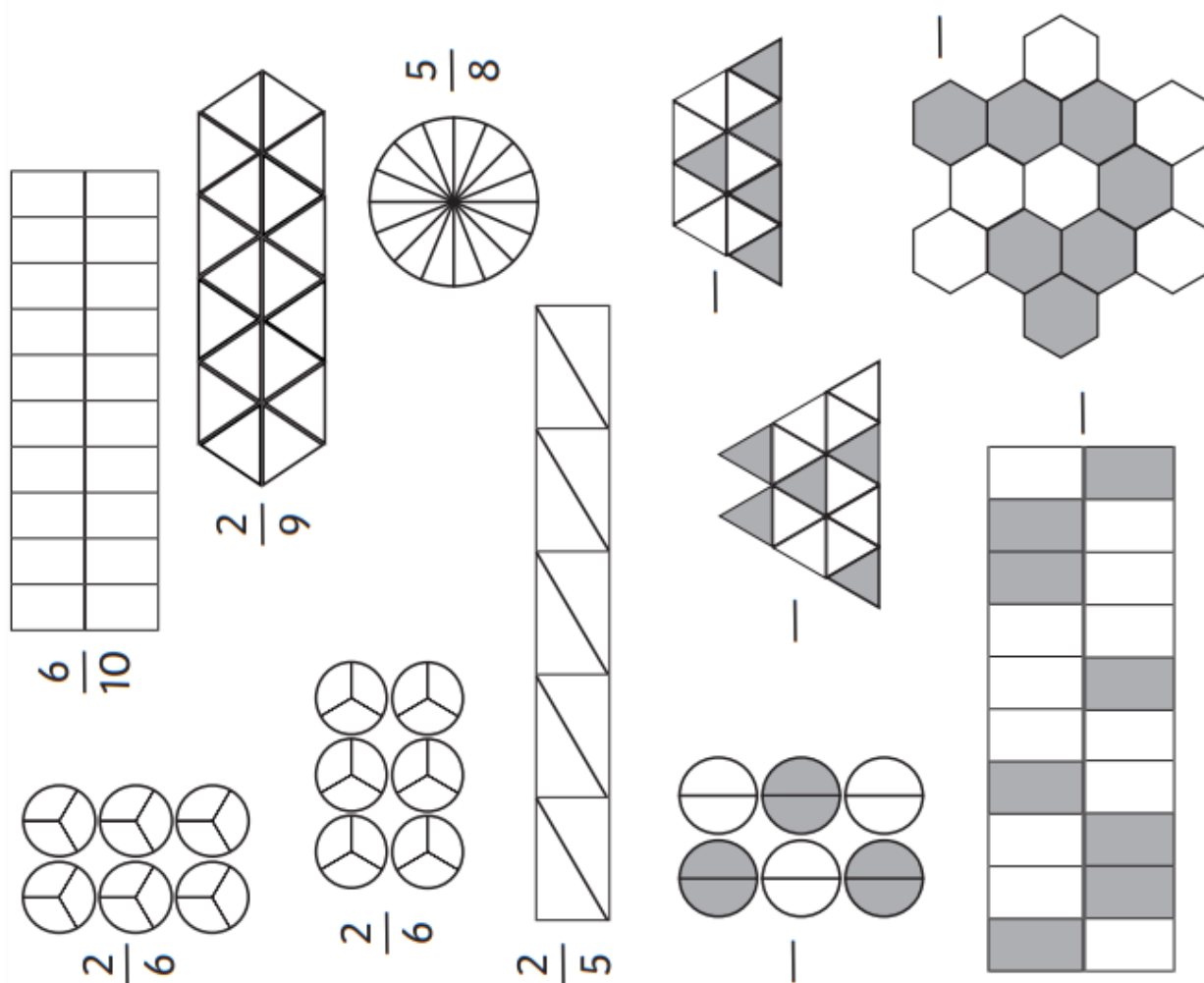
26.  $4823 \times 35 =$

27.  $518 \div 7 =$

28.  $3876 \div 4 =$

## Tuesday: Fractions

Colour and label the fractions.



Write the missing number to complete the equivalent fractions

|  |   |  |  |
|--|---|--|--|
| 1.<br>$\frac{1}{2} = \frac{\boxed{\phantom{00}}}{8}$   | 2.<br>$\frac{3}{\boxed{\phantom{00}}} = \frac{6}{10}$ | 3.<br>$\frac{3}{4} = \frac{12}{\boxed{\phantom{00}}}$  | 4.<br>$\frac{\boxed{\phantom{00}}}{10} = \frac{1}{2}$  |
| 5.<br>$\frac{7}{\boxed{\phantom{00}}} = \frac{14}{16}$ | 6.<br>$\frac{2}{3} = \frac{\boxed{\phantom{00}}}{12}$ | 7.<br>$\frac{\boxed{\phantom{00}}}{6} = \frac{4}{24}$  | 8.<br>$\frac{1}{8} = \frac{2}{\boxed{\phantom{00}}}$   |
| 9.<br>$\frac{2}{10} = \frac{\boxed{\phantom{00}}}{5}$  | 10.<br>$\frac{2}{\boxed{\phantom{00}}} = \frac{1}{3}$ | 11.<br>$\frac{4}{5} = \frac{16}{\boxed{\phantom{00}}}$ | 12.<br>$\frac{\boxed{\phantom{00}}}{16} = \frac{1}{4}$ |

### Wednesday : Fractions

Calculate the following subtraction and addition questions.

$$1. \frac{3}{7} + \frac{3}{7} =$$

$$14. \frac{9}{14} + \frac{8}{14} =$$

$$2. \frac{4}{5} - \frac{1}{5} =$$

$$15. \frac{8}{9} + \frac{5}{9} =$$

$$3. \frac{2}{9} + \frac{3}{9} =$$

$$16. \frac{12}{20} + \frac{17}{20} =$$

$$4. \frac{2}{8} - \frac{1}{8} =$$

$$17. 1\frac{2}{6} + 2\frac{1}{6} =$$

$$5. \frac{1}{7} + \frac{3}{7} =$$

$$18. 2\frac{4}{6} - \frac{5}{6} =$$

$$6. \frac{6}{7} - \frac{3}{7} =$$

$$19. 6\frac{1}{4} + 1\frac{1}{4} =$$

$$7. \frac{3}{8} + \frac{3}{8} =$$

$$20. 4\frac{3}{4} - 2\frac{1}{4} =$$

$$8. \frac{3}{4} - \frac{1}{4} =$$

$$21. 2\frac{3}{12} + \frac{1}{12} =$$

$$9. \frac{3}{10} + \frac{5}{10} =$$

$$22. 4\frac{8}{9} - 3\frac{2}{9} =$$

$$10. \frac{7}{12} - \frac{4}{12} =$$

$$23. 1\frac{3}{10} + 5\frac{7}{10} =$$

$$11. \frac{5}{6} + \frac{5}{6} =$$

$$24. 6\frac{2}{11} - 4\frac{6}{11} =$$

$$12. \frac{9}{10} + \frac{4}{10} =$$

$$25. 2\frac{2}{9} + 3\frac{4}{9} =$$

$$13. \frac{7}{8} + \frac{5}{8} =$$

$$26. 2\frac{12}{15} - 1\frac{4}{15} =$$

## Thursday : Fractions

1.  $\frac{1}{4} + \frac{3}{8} =$

2.  $\frac{3}{10} - \frac{1}{5} =$

3.  $\frac{2}{9} + \frac{4}{6} =$

4.  $\frac{3}{4} - \frac{3}{12} =$

5.  $\frac{1}{14} + \frac{3}{7} =$

6.  $\frac{6}{21} - \frac{1}{7} =$

7.  $\frac{3}{20} + \frac{6}{10} =$

8.  $\frac{3}{4} - \frac{1}{16} =$

9.  $\frac{5}{9} + \frac{5}{3} =$

10.  $\frac{7}{12} - \frac{1}{4} =$

11.  $\frac{1}{3} + \frac{1}{5} =$

12.  $\frac{1}{3} - \frac{1}{8} =$

13.  $\frac{2}{7} + \frac{1}{2} =$

14.  $\frac{3}{4} - \frac{3}{10} =$

15.  $\frac{2}{3} + \frac{3}{7} =$

16.  $\frac{6}{11} - \frac{1}{4} =$

17.  $\frac{3}{9} + \frac{6}{10} =$









18.  $\frac{3}{4} - \frac{5}{11} =$

19.  $\frac{5}{6} + \frac{1}{4} =$

20.  $\frac{7}{15} - \frac{1}{10} =$

Match the equal fractions, decimals and percentages

Match the equal fractions, decimals and percentages.

|   |   |   |   |   |   |   |  |
|---|---|---|---|---|---|---|--|
| 100%  | 50%   | 33.3%   | 25%   | 20%   | 12.5%   | 10%   | 1%   |
| $\frac{1}{4}$   | $\frac{1}{3}$   | $\frac{1}{2}$   | $\frac{1}{100}$   | 1   | $\frac{1}{5}$   | $\frac{1}{8}$   | $\frac{1}{10}$   |
| 0.25  | 0.01  | 0.125   | 0.2   | 0.1   | 1   | 0.5   | 0.33   |
|  |  |  |  |  |  |  |  |

Friday: Multi-step problems

1a. Use the cards to complete the part whole model.

9,004

?

?

5,643

2,089

2,890

1,272

☆ VF

1b. Use the cards to complete the part whole model.

7,081

?

?

3,506

2,135

1,444

1,440

☆ VF

2a. Complete the bar model.

|       |   |     |
|-------|---|-----|
| 7,429 |   |     |
| 1,532 | ? | 965 |

☆ VF

2b. Complete the bar model.

|       |       |     |
|-------|-------|-----|
| 8,498 |       |     |
| ?     | 3,009 | 999 |

☆ VF

3a. Tony thinks of a number.

After he adds 6,424 and subtracts 2,825, his number is 5,095.

1,000 1,000 1,000 1,000 1,000

10 10 10 10 10 10 10 10 10

1 1 1 1 1

What number did he start with?

☆ VF

3b. Alycia thinks of a number.

After she subtracts 3,724 and adds 2,999, her number is 4,526.

1,000 1,000 1,000 1,000

100 100 100 100 100

10 10 1 1 1 1 1 1

What number did she start with?

☆ VF

4a. Which of the following cards create a two-step calculation that gives 6,184 as the answer?

+

3,566

4,105

3,688

5,645

-

☆ VF

4b. Which of the following cards create a two-step calculation that gives 2,875 as the answer?

+

3,055

304

403

6,234

-

☆ VF



**Year 5 Maths: Term 5 Week 5**

**Week beginning 18<sup>th</sup> May**

**Monday: Year 5 Arithmetic Paper 4**

Use maths graffiti and written methods to complete your calculations for each question.

1.  $804 - 100 =$
2.  $187 + 40 =$
3.  $32 \times 9 =$
4.  $4/11 + 5/11 =$
5.  $7/10 - 1/10 =$
6.  $5118 + 2904 =$
7.  $8629 - 761 =$
8.  $6 \times 9 =$
9.  $73 \div 10 =$
10.  $293 \times 7 =$
11.  $8.33 + 0.09 =$
12.  $93 \div 100 =$
13.  $2/3$  of 66 =
14.  $39\,381 - 7492 =$
15.  $70\,000 + 500 =$
16.  $70\,000 + 5000 =$
17.  $5^3 =$
18.  $30 \times 40 =$
19.  $560 \div 70 =$
20.  $6.79 \times 1000 =$
21.  $\frac{3}{4} + \frac{3}{8} =$
22.  $11/12 - \frac{1}{4} =$
23.  $4/5 \times 3 =$
24.  $6.9 - 1.03 =$
25.  $136 \times 21 =$
26.  $9176 \times 43 =$
27.  $423 \div 9 =$
28.  $6015 \div 5 =$

## Tuesday: Roman Numerals

|  |   |   |  |
|--|---|---|--|
| <p>1a. Complete the calculations. Write the answers in Roman numerals.</p> <p><math>LX + 20 =</math> <input type="text"/></p> <p><math>90 - XXXVI =</math> <input type="text"/></p> <p><math>XCI + 8 =</math> <input type="text"/></p> <p>PS</p> | <p>1b. Complete the calculations. Write the answers in Roman numerals.</p> <p><math>XLIX - 30 =</math> <input type="text"/></p> <p><math>85 + XIII =</math> <input type="text"/></p> <p><math>74 - XXIV =</math> <input type="text"/></p> <p>PS</p> | <p>1a. Complete the sequences by filling in the missing Roman numerals.</p> <p>a) <input type="text"/> X <input type="text"/> XII <input type="text"/></p> <p>b) <input type="text"/> XXXVI <input type="text"/> XXXVIII</p> <p>c) <input type="text"/> LX <input type="text"/> LXII <input type="text"/></p> <p>PS</p> | <p>1b. Complete the sequences by filling in the missing Roman numerals.</p> <p>a) <input type="text"/> XLV <input type="text"/> XLVII</p> <p>b) <input type="text"/> LXVIII <input type="text"/> LXX</p> <p>c) <input type="text"/> XCII <input type="text"/> XCIV</p> <p>PS</p> |
| <p>2a. Using your knowledge of Roman numerals to 100, work out the value of the Roman numeral below.</p> <p>CC</p> <p>Explain your reasoning.</p> <p>R</p>   | <p>2b. Using your knowledge of Roman numerals to 100, work out the value of the Roman numeral below.</p> <p>CL</p> <p>Explain your reasoning.</p> <p>R</p>  | <p>2a. Write the following Roman numerals in ascending order.</p> <p>L XIX XV XXXI</p> <p>PS</p>  | <p>2b. Write the following Roman numerals in ascending order.</p> <p>XLVII C LXVII XCI</p> <p>PS</p>   |
| <p>3a. Arrange the cards below to create different Roman numerals. Each card may only be used once.</p> <p>X L I</p> <p>Find all the possibilities.</p> <p>PS</p>  | <p>3b. Arrange the cards below to create different Roman numerals. Each card may only be used once.</p> <p>V X I</p> <p>Find all the possibilities.</p> <p>PS</p>   | <p>3a. Use &lt;, &gt; or = to complete the statements.</p> <p>LXXI <input type="text"/> 21</p> <p>85 <input type="text"/> XCV</p> <p>XLVIII <input type="text"/> 48</p> <p>PS</p>   | <p>3b. Use &lt;, &gt; or = to complete the statements.</p> <p>XXXVIII <input type="text"/> 38</p> <p>50 <input type="text"/> XLIX</p> <p>86 <input type="text"/> LXXXVII</p> <p>PS</p>   |
| <p>4a. The Twin Towers were destroyed in 2001.</p> <p>Circle the correct Roman numeral.</p> <p>MMI MMMI CCI</p> <p>PS</p>  | <p>4b. The Prophet Muhammad was born in the year 570.</p> <p>Circle the correct Roman numeral.</p> <p>DLX DLXX DCCL</p> <p>PS</p>   | <p>4a. The Twin Towers were destroyed in 2001.</p> <p>Circle the correct Roman numeral.</p> <p>MMI MMMI CCI</p> <p>PS</p>   | <p>4b. The Prophet Muhammad was born in the year 570.</p> <p>Circle the correct Roman numeral.</p> <p>DLX DLXX DCCL</p> <p>PS</p>  |



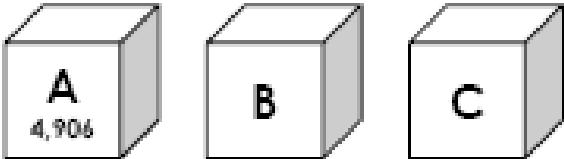

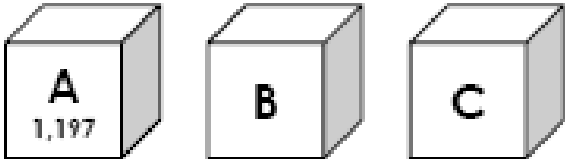



## Wednesday : Roman Numerals

|  |   |  |  |  |  |  |  |
|--|---|--|--|--|--|--|--|
| <p>1a. Complete the sequences by filling in the missing Roman numerals.</p> <p>a) CIII    <input type="text"/>    CV</p> <p>b)    CCLV    <input type="text"/>    CCLVIII</p> <p>c) DXXIV    <input type="text"/>    DXXVI</p>           | <p>1b. Complete the sequences by filling in the missing Roman numerals.</p> <p>a)    <input type="text"/>    CCCU    <input type="text"/>    CCCLIII</p> <p>b) CDVII    <input type="text"/>    CDVIX</p> <p>c)    <input type="text"/>    DCXV    <input type="text"/>    DCXVII</p> | <p>2a. Write the following Roman numerals in ascending order.</p> <p>CMI    CCCXC    DC    CXCI</p>  | <p>2b. Write the following Roman numerals in ascending order.</p> <p>CCCXL    CXLIII    CCLXXX    DCCXII</p>   | <p>3a. Use &lt;, &gt; or = to complete the statements.</p> <p>CDLV    <input type="text"/>    355</p> <p>699    <input type="text"/>    DCXCIX</p> <p>CDXXVII    <input type="text"/>    430</p> | <p>3b. Use &lt;, &gt; or = to complete the statements.</p> <p>DCCXLI    <input type="text"/>    761</p> <p>897    <input type="text"/>    CMXX</p> <p>CCCLXVIII    <input type="text"/>    833</p> | <p>4a. The Battle of Hastings occurred in 1066.</p> <p>Circle the correct Roman numeral.</p> <p>MLXVI    MLXV    CLXVI</p> | <p>4b. The War of the Roses began in 1455.</p> <p>Circle the correct Roman numeral.</p> <p>MCLV    MDLV    MCDLV</p> |
| <p>1a. Complete the calculations. Write the answers in Roman numerals.</p> <p><math>200 + CCI =</math> <input type="text"/></p> <p><math>DC - 45 =</math> <input type="text"/></p> <p><math>CCCL + 150 =</math> <input type="text"/></p> | <p>1b. Complete the calculations. Write the answers in Roman numerals.</p> <p><math>485 - CCXV =</math> <input type="text"/></p> <p><math>241 + DCXXXIV =</math> <input type="text"/></p> <p><math>CMXI - 303 =</math> <input type="text"/></p>                                       | <p>2a. Using your knowledge of Roman numerals to 1,000, work out the value of the Roman numeral below.</p> <p>MMM</p> <p>Explain your reasoning.</p> | <p>2b. Using your knowledge of Roman numerals to 1,000, work out the value of the Roman numeral below.</p> <p>MLX</p> <p>Explain your reasoning.</p> | <p>3a. Arrange the cards below to create different Roman numerals. Each card may only be used once.</p> <p>C    X    C    I</p>  | <p>3b. Arrange the cards below to create different Roman numerals. Each card may only be used once.</p> <p>I    V    C    X</p>  | <p>Find all the possibilities.</p>   | <p>Find all the possibilities.</p>   |

## Thursday : Roman Numerals

|  |   |   |  |   |   |   |  |  |   |  |  |  |   |                                    |                                    |
|--|---|---|--|---|---|---|--|--|---|--|--|--|---|------------------------------------|------------------------------------|
| <p>1a. Complete the sequences by filling in the missing Roman numerals.</p> <p>a) CCXX <input type="text"/> CCXXIV <input type="text"/></p> <p>b) <input type="text"/> CDXLV <input type="text"/> CDLV</p> <p>c) DCL <input type="text"/> DCLXX <input type="text"/></p> | <p>1b. Complete the sequences by filling in the missing Roman numerals.</p> <p>a) <input type="text"/> CCCIII <input type="text"/> CCCIX</p> <p>b) CML <input type="text"/> CMLX <input type="text"/></p> <p>c) <input type="text"/> DXIV <input type="text"/> DCCXIV</p> | <p>1a. Complete the calculations. Write the answers in Roman numerals.</p> <p>CCCXII + CVI = <input type="text"/></p> <p>DCCXXI - CCXV = <input type="text"/></p> <p>CDXCI + CCCLX = <input type="text"/></p> | <p>1b. Complete the calculations. Write the answers in Roman numerals.</p> <p>M - DXLVIII = <input type="text"/></p> <p>DCXXIX + CXIII = <input type="text"/></p> <p>CMVI - CDXIV = <input type="text"/></p> | <p>2a. Write the following Roman numerals in descending order.</p> <p>DCXIV DXCVIII CMXCI DCCXC</p> | <p>2b. Write the following Roman numerals in descending order.</p> <p>DCXXV DCV CMXC DLXIII</p> | <p>2a. Using your knowledge of Roman numerals to 1,000, work out the value of the Roman numeral below.</p> <p>MCDIX</p> | <p>2b. Using your knowledge of Roman numerals to 1,000, work out the value of the Roman numeral below.</p> <p>MMDCII</p> | <p>3a. Use &lt;, &gt; or = to complete the statements.</p> <p>CLXXXIV <input type="text"/> CXCI</p> <p>CCLXXXIV <input type="text"/> CCCLVII</p> <p>DCXLVII <input type="text"/> DCLXXIV</p> | <p>3b. Use &lt;, &gt; or = to complete the statements.</p> <p>CV <input type="text"/> XCVIII</p> <p>CMXCVI <input type="text"/> M</p> <p>DLXVII <input type="text"/> DLXVII</p> | <p>3a. Arrange the cards below to create different Roman numerals. Each card may only be used once.</p> <p>I X C I D</p> | <p>3b. Arrange the cards below to create different Roman numerals. Each card may only be used once.</p> <p>X V C I C</p> | <p>4a. Queen Victoria was born in MDCCCXIX.</p> <p>Write this as a number.</p> | <p>4b. Shakespeare was born in MDLXIV.</p> <p>Write this as a number.</p> | <p>Find all the possibilities.</p> | <p>Find all the possibilities.</p> |
|--|---|---|--|---|---|---|--|--|---|--|--|--|---|------------------------------------|------------------------------------|

## Friday: Multi-step problems

|  |  |
|--|--|
| <p>1a. A charity want to raise £9,559.</p> <p>They raise £4,522 in the first month.</p> <p>They raise two thousand, six hundred and twenty-five pounds less in the second month.</p> <p>In the third month, they raise £1,540 more than what they raised in the second month.</p> <p>Does the charity reach their goal?</p> <p> PS</p>                                      | <p>1b. A warehouse is receiving a bulk shipment of pet food.</p> <p>6,016 of the tins are dog food.</p> <p>They receive 4,634 fewer tins of cat food than dog food.</p> <p>They receive 1,020 more tins of fish food than cat food.</p> <p>How many tins of pet food do they receive in total?</p> <p> PS</p>                                 |
| <p>2a. Jack is organising his sticker collection. He has <u>9,292</u> stickers in total.</p> <p>Box A has 4,906 stickers. Box C has 1,208 fewer stickers than box A.</p> <div data-bbox="161 1014 727 1171">  </div> <p>How many stickers are in box B?<br/>Convince me.</p> <p> R</p> | <p>3b. There are <u>4,498</u> counters in one bulk bag.</p> <p>Box A holds 1,197 counters. Box B holds 586 more counters than box A.</p> <div data-bbox="839 1014 1406 1171">  </div> <p>How many counters are in box C?<br/>Convince me.</p> <p> R</p> |
| <p>3a. Write a word problem to go with the following calculation.</p> $7,886\text{ml} - 4,392\text{ml} + \boxed{\phantom{000}}\text{ml} = 6,399\text{ml}$ <p>Solve your word problem.</p> <p> PS</p>  | <p>3b. Write a word problem to go with the following calculation.</p> $£6,688 + £2,501 - \boxed{\phantom{000}} = £7,626$ <p>Solve your word problem.</p> <p> PS</p>   |

Additional Multi-Step Problems

1a. A printing company are recording their quarterly sales. They want to print 8,500 flyers in this quarter.

In January, they printed 2,264 flyers.

In February, they printed half the amount printed in January.

In March, they printed 234 more than January and February combined.

Have they met their goal for this quarter?

PS

★

1b. Jel Air are tracking the number of bookings made year on year to measure the company's growth.

| Year | Number of bookings |
|------|--------------------|
| 2016 | 2,267              |
| 2017 | Up 2,796           |
| 2018 | Down 2,978         |

How many bookings were made in each year and in total?

PS

★

2a. 4,432 buttons are made in three hours. It takes six hours to make enough buttons to fill three boxes.

When Box B has been filled, there are 3,363 buttons remaining. Box C holds half the amount of buttons as Box A.

A

B

C

How many more are there in box A than box C?

PS

★

2b. Three boxes hold 9,567 elastic bands altogether. When box C has been filled there are 6,909 elastic bands left.

Box A has twice as many elastic bands as box B.

A

B

C

How many more are there in Box C than Box B?

PS

★

3a. These are the items in a school stationery cupboard. Write a word problem using the information from the table. It must have at least two steps and the answer must be a 4-digit number.

| Item    | Number |
|---------|--------|
| Pens    | 2,764  |
| Pencils |        |
| Rulers  | 2,009  |
| Total   | 8,672  |

Solve your word problem.

PS

★

1a. Roy had £8,409. He spent £3,678 on a holiday and then spent the rest on a TV and a bike.

Select the two cards which show how much he spent on the TV and bike.

£2,573

£2,753

£1,978

VF

★

1b. Sue had £6,112. She spent £1,978 on a computer and then spent the rest on a motor bike and a handbag.

Select the two cards which show how much she spent on the motor bike and handbag.

£245

£524

£3,889

VF

★

2a. Complete the calculation.

$$6,324 - 2,962 = \square + 1,587$$

VF

★

2b. Complete the calculation.

$$7,003 - \square = 1,698 + 364$$

VF

★

3a. Sam has 5,431 marbles.

He won 2,558 but lost 4,278.

How many marbles did he start with?

VF

★

3b. Izzy has 2,567 pennies in her piggy bank.

This month she has put 3,786 pennies in but has taken 4,099 out.

How many pennies did she start with?

VF

★

4a. Find a route through the table that leads from one shaded box to the other.

|           |           |           |
|-----------|-----------|-----------|
| 8,346ml   | - 5,421ml | + 3,009ml |
| - 2,359ml | + 3,758ml | - 352ml   |
| + 3,758ml | - 3,956ml | 5,789ml   |

VF

★

4b. Find a route through the table that leads from one shaded box to the other.

|          |          |          |
|----------|----------|----------|
| 987g     | + 5,988g | + 2,977g |
| + 7,888g | - 4,009g | - 8,697g |
| - 6,186g | - 1,713g | 1,255g   |

VF

★

## Times Tables Worksheet

### Week 2

$2 \times 9 = \underline{\quad}$

$4 \times 7 = \underline{\quad}$

$9 \times 1 = \underline{\quad}$

$8 \times 3 = \underline{\quad}$

$7 \times 5 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$9 \times 12 = \underline{\quad}$

$4 \times 1 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$5 \times 1 = \underline{\quad}$

$6 \times 7 = \underline{\quad}$

$6 \times 12 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$1 \times 3 = \underline{\quad}$

$11 \times 3 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

$1 \times 10 = \underline{\quad}$

$1 \times 9 = \underline{\quad}$

$12 \times 4 = \underline{\quad}$

$12 \times 5 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$4 \times 2 = \underline{\quad}$

$12 \times 8 = \underline{\quad}$

$10 \times 9 = \underline{\quad}$

$10 \times 2 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$10 \times 4 = \underline{\quad}$

$9 \times 4 = \underline{\quad}$

$5 \times 4 = \underline{\quad}$

$4 \times 10 = \underline{\quad}$

$7 \times 9 = \underline{\quad}$

$12 \times 6 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$

$8 \times 9 = \underline{\quad}$

$11 \times 8 = \underline{\quad}$

$1 \times 4 = \underline{\quad}$

$7 \times 12 = \underline{\quad}$

$1 \times 8 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

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## Times Tables Worksheet

### Week 3

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## Times Tables Worksheet

### Week 4

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## Times Tables Worksheet

### Week 5

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Week beginning 27<sup>th</sup> April

Monday: Comprehension

## Rosa Parks

Rosa Parks was an African-American woman who made history with her comparatively small action of sitting still on a bus, which went on to spark major changes in American society.

### Early Life

Rosa Parks was born on 4th February, 1913 and grew up on a farm with her mother, brother and grandparents in a place called Montgomery in the USA. Rosa Parks grew up at a time when African-American people and other people of colour were treated as second-class citizens. They did not have the same rights as white people.

### Segregation in America

When Rosa Parks was growing up, black people were not allowed to use many of the same public places as white people. This was called 'segregation'. The laws in many American states enforced segregation between white people and black people in public places such as schools, transport, toilets and restaurants. Usually, the schools, hospitals and bathrooms that white people used were in much better condition than the ones that black people had to use. The laws at the time also made it difficult for black people to vote. Many white people did not respect black people and treated them very badly.

### The Bus Ride That Changed History

On 1st December, 1955, Rosa Parks was travelling home from work on a bus and sitting – as she had to – in the section allocated for black people at the back of the bus. The bus companies always moved black people further back or made them stand if the section allocated for white people was full and a white person needed to sit down. This happened to Rosa and she was told to move further back to give her seat to a white person...but she did not move. She was threatened with police action but she stayed put. Eventually, the police arrested, charged and fined her for breaking the law.

### What Happened Next?

Amazingly, Rosa's behaviour unleashed a wave of protest and 40 000 black people in the area (and some white people) supported a bus boycott (a refusal to use the bus services in Montgomery). The bus companies lost a lot of money and the amount of people involved could not be ignored. The newspapers reported it and the boycott went on for 381 days, before it came to the attention of the government and just over a year later, in December 1956, the segregation on buses was lifted.

Rosa's actions made history as they sparked a movement to make a change. Even though it wasn't the end of segregation and civil rights still had a long way to go, it was a victory.

"People always say that I didn't give up my seat because I was tired, but that isn't true. I was not tired physically, or no more tired than I usually was at the end of a working day. I was not old, although some people have an image of me as being old then. I was forty-two. No, the only tired I was, was tired of giving in."

Parks, Rosa; James Haskins (1992). Rosa Parks: My Story. Dial Books. p. 116



Try and answer the questions using full sentences.

1. Where did Rosa grow up?

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2. What is 'segregation'?

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3. How were the facilities provided for black and white people different?

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4. How old was Rosa when she did not move on the bus?

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5. If you boycott something, what are you doing?

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6. In 1955, how were the buses in Montgomery segregated?

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7. In 'The Bus Ride That Changed History' section, why has the author used an ellipsis?

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8. Near the end of the text, the author writes that 'it wasn't the end of segregation'. When the bus laws were changed, why wasn't it the end of segregation?

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9. In Rosa's quote, what was Rosa tired of and why do you think this was?

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10. What sort of characteristics and qualities do you think Rosa Parks had? Give reasons for your answers.

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## Tuesday: Fronted Adverbials

|  |   |
|--|---|
| 1a. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.   | 1b. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.  |
| Niamh ran home excitedly to see her birthday cake.   | The team captain jumped up happily when they scored a goal.   |
| 2a. The children are discussing which adverbials are best to use in a sentence.  | 2b. The children are discussing which adverbials are best to use in a sentence.   |
|  <br>Nearby Outside |  <br>This morning Already |
| Whose adverbial would fit best?  | Whose adverbial would fit best?   |
| 3a. Jenny thinks that the phrase 'in the morning' can be moved to the beginning of the sentence and used as a fronted adverbial.   | 3b. Riley thinks that the phrase 'into his mum's car' can be moved to the beginning of the sentence and used as a fronted adverbial.  |
| The postman will deliver our letters in the morning.   | Shaun finds it hard to get into his mum's car.  |
| Is she correct? Explain your answer.   | Is he correct? Explain your answer.   |

|   |  |
|---|--|
| 1a. Circle the sentence below which has used a fronted adverbial.   | 1b. Circle the sentence below which has used a fronted adverbial.  |
| A. We all went into the cinema before it rained.  | A. Firstly, you should visit the museum.   |
| B. Finally, we all went to the cinema.  | B. You should visit the museum before you do anything else.  |
| C. We all went to the cinema quickly.   | C. We will certainly visit the new exhibition.   |
| 2a. Insert a comma after the fronted adverbial in the sentence below.   | 2b. Insert a comma after the fronted adverbial in the sentence below.  |
| Eventually we all made it to Harriet's birthday party.  | Sadly Emma lost her dog at the beach.  |
| 3a. True or false? The adverbial used in the sentence below is an adverbial of place and can be moved to the front of the sentence. | 3b. True or false? The adverbial used in the sentence below is an adverbial of time and can be moved to the front of the sentence. |
| I bought an expensive chocolate bar from the corner shop.   | You will find many tasty snacks in the top cupboard.   |
| 4a. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.                                   | 4b. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.                                  |
| I parked my car under the bridge this morning.  | The ladies were still dancing in high heels at midnight.   |

## Wednesday: Fronted Adverbials

|  |    |   |    |
|--|----|---|----|
| <p>1a. Circle the sentence below which has used a fronted adverbial.</p> <p>A. Suzie walked past the beach after she had finished shopping.</p> <p>B. After finishing her shopping, Suzie went for a walk along the beach.</p> <p>C. Suzie liked to collect shells when she went walking on the beach.</p> | VF | <p>1b. Circle the sentence below which has used a fronted adverbial.</p> <p>A. We always sit next to the window above the wing.</p> <p>B. Children usually choose the window seat so that they get the best view during the flight.</p> <p>C. A few rows behind, there are some seats with extra legroom.</p> | VF |
| <p>2a. Insert a comma after the fronted adverbial in the sentence below.</p> <p>On a Monday evening my children both have dancing lessons with different teachers.</p>   | VF | <p>2b. Insert a comma after the fronted adverbial in the sentence below.</p> <p>Before long the lost dog returned unharmed to his relieved owner.</p>   | VF |
| <p>3a. True or false? The adverbial used in the sentence below is an adverbial of frequency and can be moved to the front of the sentence.</p> <p>The mouse was frequently seen running around in the kitchen, avoiding the cat.</p>   | VF | <p>3b. True or false? The adverbial used in the sentence below is an adverbial of frequency and can be moved to the front of the sentence.</p> <p>My sister is usually in trouble when she sulks in her bedroom and ignores everyone.</p>   | VF |
| <p>4a. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.</p> <p>The driver pulled over somewhere near here, and frantically ran out of the car towards the river.</p>  | VF | <p>4b. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.</p> <p>He left the party earlier than planned so he could rest before his important cricket match the following day.</p>   | VF |

|  |   |   |   |
|--|---|---|---|
| <p>1a. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.</p> <p>The children in Miss Treacle's class could barely see the luxurious cruise ship in the distance.</p>  | A | <p>1b. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.</p> <p>Michael had been living in his grandmother's house with his Labrador since 2010.</p>   | A |
| <p>2a. The children are discussing which adverbials are best to use in a sentence.</p> <p>Will: Always</p> <p>Beth: As soon as they were told</p> <p>The children returned to their seats without a sound.</p> <p>Whose adverbial would fit best?</p>  | A | <p>2b. The children are discussing which adverbials are best to use in a sentence.</p> <p>Simon: Below the sea</p> <p>Isla: Overseas</p> <p>The deep sea divers discovered an old, ruined pirate ship.</p> <p>Whose adverbial would fit best?</p>                             | A |
| <p>3a. Linda thinks that the words 'went to the local park' can be moved to the beginning of the sentence and used as a fronted adverbial.</p> <p>Every Friday afternoon, Charlie went to the local park to play rounders with his friends until late.</p> <p>Is she correct? Explain your answer.</p> | X | <p>3b. Kieran thinks that the words 'with her cousin' can be moved to the beginning of the sentence and used as a fronted adverbial.</p> <p>Laurie runs to the ice cream van with her cousin and buys them both a tasty treat.</p> <p>Is he correct? Explain your answer.</p> | X |



## Thursday: Fronted Adverbials

|  |  |
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| <p>1a. Circle the sentence below which has used a fronted adverbial.</p> <p>A. A beautiful second goal flew into the back of the net after a few agonising minutes on the pitch.</p> <p>B. Shortly after, following a tense few minutes on the pitch, another goal flew into the back of the net.</p> <p>C. All the spectators cheered as another shot zoomed effortlessly into the net.</p> | <p>1b. Circle the sentence below which has used a fronted adverbial.</p> <p>A. Carefully, without making a sound, Tommy unbuckled Esme and carried her into the house.</p> <p>B. Tommy crouched down awkwardly and unbuckled his daughter without disturbing her sleep.</p> <p>C. Esme, who was blissfully unaware of what was happening, was lifted up.</p> |
| <p>2a. Insert a comma after the fronted adverbial in the sentence below.</p> <p>To annoyingly make matters worse, after being delayed in the airport for three hours, Ben's suitcase couldn't be located.</p>  | <p>2b. Insert a comma after the fronted adverbial in the sentence below.</p> <p>A few hours later that day despite Olive's repeated presses of the doorbell, nobody answered and she began to worry.</p>   |
| <p>3a. True or false? The adverbial of frequency used in the sentence below can be moved to the front of the sentence.</p> <p>Much to her disappointment, during the holidays, Julia rarely had many visitors.</p>   | <p>3b. True or false? The adverbial of frequency used in the sentence below can be moved to the front of the sentence.</p> <p>Oddly enough, Richard, who normally had a great sense of direction, couldn't find his way back to his hotel.</p>   |
| <p>4a. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.</p> <p>It's really important to eat more carbohydrates than usual before a big race as the muscles in your body will store more energy allowing for plenty of exercise.</p>   | <p>4b. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.</p> <p>Melanie had wanted a promotion in the company for a long time although it was unlikely to happen now as her new manager wasn't very fond of her.</p>   |

|   |   |
|---|---|
| <p>1a. Rewrite the sentence below with one adverbial phrase at the beginning of the sentence.</p> <p>Once or twice, the teenagers had been camping with their friends during the summer holidays.</p>   | <p>1b. Rewrite the sentence below with one adverbial phrase at the beginning of the sentence.</p> <p>With huge grins on their faces, they went to the waterpark at the weekend as they loved the slides.</p>  |
| <p>2a. The children are discussing which adverbials are best to use in a sentence.</p> <p>Kyle occasionally in large groups</p> <p>Dolphins are known to follow ships far out at sea.</p> <p>Which adverbial fits best at the start and which fits best within the sentence?</p>                              | <p>2b. The children are discussing which adverbials are best to use in a sentence.</p> <p>Josh without any warning in a strange turn of events Jill</p> <p>The egg started to move and cracked open.</p> <p>Which adverbial fits best at the start and which fits best within the sentence?</p> |
| <p>3a. William thinks that the words 'to the local homeless shelter' can be moved to the beginning of the sentence and used as a fronted adverbial.</p> <p>After her thirtieth birthday party, Charlotte took any leftover food to the local homeless shelter.</p> <p>Is he correct? Explain your answer.</p> | <p>3b. Carrie thinks that the words 'the next door neighbours' can be moved to the beginning of the sentence and used as an adverbial.</p> <p>Bravely, the new residents asked the next door neighbours to mind their own business from now on.</p> <p>Is he correct? Explain your answer.</p>  |

# Nelson Mandela

Nelson Mandela was a very important person in the South African anti-apartheid movement having spent twenty-seven years in prison for fighting against the government. He was also the first black South African President from 1994–1999.

Apartheid (say: a-part-hite) was the separation of black and white people in South Africa.

## Early Life

Nelson Mandela was named Rolihlahla Mandela when he was born in Mvezo (say: m-vey-zo), South Africa on 18<sup>th</sup> July 1918. He was given the name Nelson by his teacher at school.



He did well at school and went to the University of Fort Hare. However, he was expelled because he joined a student protest. When he returned home, his family told him he they would arrange a marriage for him if he did not return to Fort Hare to finish his degree. Mandela ran away to the city of Johannesburg (say: Joe-han-eh-burg) where he managed to finish his degree through the University of South Africa and eventually became a lawyer.

## Politics and Prison

From 1942, he was becoming more and more involved with politics and by 1944, he helped create the youth section of the African National Congress (ANC), a political party in South Africa. Later, in 1952, he was chosen as the National Volunteer-in-Chief of the Defiance Campaign which was a movement to fight against apartheid.

The following years were full of fighting and arrests because of trying to stop apartheid. In 1962, he was arrested again and given a life sentence in 1964. Whilst he was in prison, the rest of the world was also trying to stop apartheid in South Africa.

## Freedom and Leading South Africa

In 1984, Nelson Mandela was the world's most famous prisoner and the UK number one single 'Free Nelson Mandela' became a worldwide anthem for the anti-apartheid movement – you might even like to listen to the song and read the lyrics. By 1988, things were starting to change as black students were let

# Nelson Mandela

into white universities and in 1990, South Africa's new president, FW de Klerk, set Nelson Mandela free. The two men agreed that the future should be peaceful and people should work together.

In 1994, black people were allowed to vote in a government election for the first time and they voted Nelson Mandela, leader of the ANC, as their first black president.

His work as president was groundbreaking and he used sport to bring people together. South Africa hosted and won the 1995 Rugby World Cup and Nelson Mandela wore the South African Springboks shirt. The Springboks, up until then, had been an all-white team and this went a long way to uniting South Africa.

## Later Years

Nelson Mandela was revered as a great man and world-class statesman for the work he had done in his lifetime and was awarded the Nobel peace prize in 1993.

He gave up politics in 2004 to spend quiet time with family. He lived with his third wife in Johannesburg where he died on the 5<sup>th</sup> December 2013.



# Nelson Mandela Questions

A Gc

1. How long was Mandela imprisoned for? Tick **one**.

- ☐ 5 years  
☐ 12 years  
☐ 18 years  
☐ 27 years

2. **Find and copy** a word that means **the separation of black and white people in South Africa**.

3. Tick the boxes to say whether the statements below are **true** or **false**.

| Sentence  | True | False |
|---|------|-------|
| In 1942, he helped create the ANC (African National Congress).                      |      |       |
| In 1984, the song 'Free Nelson Mandela' was released and became a worldwide anthem. |      |       |
| In 1988 black students were allowed to attend white universities.                   |      |       |
| In 1990, Mandela escaped from prison.   |      |       |

4. In the **Politics and Prison** paragraph, Nelson Mandela was seen as a criminal and trouble maker involved with fighting and protests. How is he seen differently in the **Freedom and Leading South Africa** paragraph?

5. How many years was it from the release of the song 'Free Nelson Mandela' to when he was actually released?

6. Why do you think FW de Klerk (the South African President) set Nelson Mandela free in 1990?

7. Why do you think he wore the Springboks shirt during the rugby World Cup in 1995 when the team up until then had been all-white?

8. Why has the author written '(say: a-part-hite)' after the word apartheid

9. If you had had the chance to meet Nelson Mandela, what would you ask him and why?

## Five Formidable Female Engineers

The world of engineering is all about 'making things work'. This could be to do with inventing or developing machines – in fact, anything to do with how things are made or operate. Engineers use skills in maths, science and technology to solve problems, design, build, research and invent.

We know a lot of information about male engineers, such as Isambard Kingdom Brunel and George Stephenson, who have made significant contributions to technology, but what about the women? Have you ever heard of Hedy Lamarr or Kalpana Chawla? No? Well it's time to put that right... read on to find out more.

### Hedy Lamarr 1914 - 2000

Hedy Lamarr was a famous Hollywood actress, and at one time she was thought to be the most beautiful woman in Hollywood. Not only did she have a successful acting career - she was also a pioneering engineer. She was Austrian, but moved to America where she worked on developing radio and communications technology to allow messages to be transmitted secretly during World War Two. This technology is the whole basis of mobile phone and Wi-Fi communications today. She is an icon for women in engineering.



### Maggie Aderin-Pocock 1968 -

Maggie Aderin-Pocock is a well-known face on the television as she is passionate about people learning about space and science. She started her career at the Ministry of Defence working on aircraft missile warning systems and landmine technologies after which her path led to the world of space projects. She has worked on the Gemini telescope in Chile and also on satellite technologies. She now works in space and science education, including being a television presenter on The Sky at Night and other educational programmes.



## Five Formidable Female Engineers

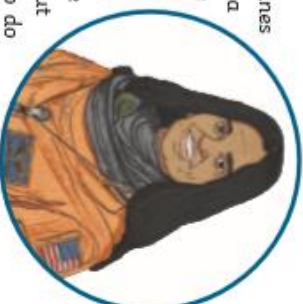
### Stephanie Kwolek 1923 - 2014

Stephanie Kwolek was an American chemist with Polish parents. She earned a chemistry degree and went to work for a chemical company where she was working with different types of chemical plastics called 'polymers'. She found that by mixing certain polymers, a new and very strong material was made – this was named Kevlar. It is extremely strong and very light so it is used in a variety of products, such as vehicle tyres and bulletproof vests - a truly life-changing and life-saving substance.



### Kalpana Chawla 1962 - 2003

Kalpana Chawla was from India. She loved aeroplanes as a young girl and, at university, studied for a degree in aeronautical engineering. After that, she travelled to America where she became a Master of Science with a degree in aerospace engineering. That is impressive enough, but she went on to gain a second master's degree and a PhD in aerospace engineering with the aim of becoming an astronaut – which she did, being the first Indian woman to do so. In 1988, she joined NASA and eventually became an astronaut taking her first flight in 1996.



### Peggy Johnson 1963 -

Peggy Johnson was named the number one Most Powerful Female Engineer in 2017. She is the Executive Vice President of Business Development for the famous computer company Microsoft. She started with a degree in electrical engineering before spending twenty-four years working for Qualcomm, a leading wireless telecommunications company. Working in wireless technology - where would she be without Hedy Lamarr?



# Questions

1. Name two subjects that engineers have to be good at.

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2. From which country was Hedy Lamarr?

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3. Name two things that we use today that would not be possible without Hedy Lamarr's invention?

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4. In the text the author uses the word '**transmitted**'. Which word most closely matches the word '**transmitted**'? Tick one.

- ☐ collected
- ☐ sent
- ☐ heard
- ☐ posted

5. What does Maggie Aderin-Pocock do that shows she likes to help people learn?

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6. Why would Kevlar have been much better than old fashioned metal armour to wear?

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7. How many masters' degrees did Kalpana Chawla have?

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8. What was Kalpana Chawla's goal in life?

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9. Why does Peggy Johnson's job today rely on Hedy Lamarr?

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10. Which of these women do you most admire and why?

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## Tuesday: Parenthesis

| <p>1a. Name the punctuation used for parenthesis in the following sentences.</p> <p>A. My neighbour, who is ninety-two years old, was a soldier during the War.</p> <p>B. My cousins – who live in Edinburgh – are visiting next weekend.</p>  | <p>1b. Name the punctuation used for parenthesis in the following sentences.</p> <p>A. Dinosaurs (which are now extinct) lived millions of years ago.</p> <p>B. The park, which has a petting farm, is open to the public everyday.</p> | <p>1c. Which of the following sentences use correct punctuation to show parenthesis?</p> <p>A. Wednesday's football match was cancelled.</p> <p>B. The football match, due to take place on Wednesday, was cancelled.</p> <p>C. On Wednesday, the football match was cancelled.</p> |   |   |  |  |   |  |  |  |  |   |   |  |  |  |  |  |  |   |
|--|---|---|---|---|--|--|---|--|--|--|--|---|---|--|--|--|--|--|--|---|
| <p>2a. Circle the punctuation used for parenthesis in the sentence below.</p> <p>The children – who were going to the zoo on a school trip – had to be in school for half past eight.</p>  | <p>2b. Circle the punctuation used for parenthesis in the sentence below.</p> <p>The spotty dog, which lives at the end of our street, chases after the postman.</p>  | <p>2c. Sean and Chuan are using dashes to show parenthesis. Who has used punctuation correctly? Explain how you know.</p> <p>Sean: The sun – which had been beating down all day – began to set.</p> <p>Chuan: The sun – which had been beating down all day began to set.</p>      |   |   |  |  |   |  |  |  |  |   |   |  |  |  |  |  |  |   |
| <p>3a. Underline the parenthesis in the sentence below.</p> <p>The trim-trail, which had been recently installed in our playground, was enjoyed by all the children.</p>   | <p>3b. Underline the parenthesis in the sentence below.</p> <p>The alien – which was green with yellow eyes – had three heads.</p>  | <p>3c. Which sentence does not use punctuation for parenthesis? Tick one.</p> <p>A. The sleek, red sports car was broken into late on Monday night.</p> <p>B. The car (which had a smashed windscreen) had been broken into on Monday night.</p>                                    |   |   |  |  |   |  |  |  |  |   |   |  |  |  |  |  |  |   |
| <p>4a. True or false? Commas are used correctly for parenthesis in the sentences below.</p> <table border="1"> <thead> <tr> <th></th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>A. I went to the museum (with my dad) at the weekend.</td> <td></td> <td></td> </tr> <tr> <td>B. My brother, who is three years older than me, has just left college.</td> <td></td> <td></td> </tr> </tbody> </table> |   | T   | F | A. I went to the museum (with my dad) at the weekend. |  |  | B. My brother, who is three years older than me, has just left college. |  |  | <p>4b. True or false? Commas are used correctly for parenthesis in the sentences below.</p> <table border="1"> <thead> <tr> <th></th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>A. The football team, who had just lost a game, were downcast.</td> <td></td> <td></td> </tr> <tr> <td>B. Last week, I went to my friend's house for a sleepover.</td> <td></td> <td></td> </tr> </tbody> </table> |  | T | F | A. The football team, who had just lost a game, were downcast. |  |  | B. Last week, I went to my friend's house for a sleepover. |  |  | <p>4c. Which sentence does not use punctuation for parenthesis? Tick one.</p> <p>A. The ferry – which was due to set sail at noon – was delayed by two hours.</p> <p>B. The large, blue ferry finally set off from the port of Dover.</p> |
|  | T   | F   |   |   |  |  |   |  |  |  |  |   |   |  |  |  |  |  |  |   |
| A. I went to the museum (with my dad) at the weekend.  |   |   |   |   |  |  |   |  |  |  |  |   |   |  |  |  |  |  |  |   |
| B. My brother, who is three years older than me, has just left college.  |   |   |   |   |  |  |   |  |  |  |  |   |   |  |  |  |  |  |  |   |
|  | T   | F   |   |   |  |  |   |  |  |  |  |   |   |  |  |  |  |  |  |   |
| A. The football team, who had just lost a game, were downcast.   |   |   |   |   |  |  |   |  |  |  |  |   |   |  |  |  |  |  |  |   |
| B. Last week, I went to my friend's house for a sleepover.   |   |   |   |   |  |  |   |  |  |  |  |   |   |  |  |  |  |  |  |   |



## Wednesday: Parenthesis

|   |  |   |   |
|---|--|---|---|
| <p>1a. Name the punctuation used for parenthesis in the following sentences.</p> <p>A. The passenger smiled through gritted teeth and said nothing (she wasn't very happy about the plane's delay).</p> <p>B. The Amazon rainforest – which is in Brazil – is the world's largest tropical rainforest and covers an area of over 5 million square kilometres.</p> | <p>1b. Name the punctuation used for parenthesis in the following sentences.</p> <p>A. The sea appeared to be calm and still when viewed from the beach (underneath however there was a strong current).</p> <p>B. The baby giraffe, which had just been born, struggled to stand on his weak spindly legs and had to be helped by his mother.</p> | <p>1a. Which of the following sentences use correct punctuation to show parenthesis?</p> <p>A. The school fayre, which takes place on Sunday, has a range of different stalls though the tombola is the best.</p> <p>B. The school fayre, is on Sunday, and there will a range of different stalls although the tombola is the best.</p> <p>C. The school fayre (which is an annual event) has a range of different stalls and the tombola is the best.</p> | <p>1b. Which of the following sentences use correct punctuation to show parenthesis?</p> <p>A. The school fayre, which takes place on Sunday, has a range of different stalls though the tombola is the best.</p> <p>B. The school fayre, is on Sunday, and there will a range of different stalls although the tombola is the best.</p> <p>C. The school fayre (which is an annual event) has a range of different stalls and the tombola is the best.</p> |
| <p>2a. Circle the punctuation used for parenthesis in the sentence below.</p> <p>The old decrepit castle, which sat on top of the hill, had been abandoned for hundreds of years and nobody dared to enter it.</p>  | <p>2b. Circle the punctuation used for parenthesis in the sentence below.</p> <p>The old brown box, which had been sat in the corner of the attic for many years, was covered with dust and cobwebs but the key was surprisingly clean.</p>  | <p>2a. Hannah and Sean are using commas to show parenthesis. Who has used punctuation correctly? Explain how you know.</p> <p>She was afraid of heights, but she faced her fears and attempted the high ropes in her gymnastics lesson.</p> <p>She attempted the high ropes, even though she was afraid of heights, and faced her fears.</p>  | <p>2b. Steph and Gabriel are using commas to show parenthesis. Who has used punctuation correctly? Explain how you know.</p> <p>The children had to stay inside at breaktime, because it was a snowy day and they didn't all have coats.</p> <p>It was a snowy day, which meant that the children had to stay inside at breaktime, and the school closed early.</p>   |
| <p>3a. Underline the parenthesis in the sentence below.</p> <p>The vegetable patch – which sat in the allotment – was looked after by my granddad and I used to help him with it during the summer holidays.</p>  | <p>3b. Underline the parenthesis in the sentence below.</p> <p>The elegant ballerina – who was about to star in her own stage show – had been training for many years and now her dream had come true.</p>   | <p>3a. Which sentence does not use punctuation for parenthesis? Tick one.</p> <p>A. Our class went on a school trip to Chester Zoo as part of our Science topic, and I bought a toy tiger for my little sister.</p> <p>B. Our class went on a trip to Chester Zoo last week, which was linked to our Science topic.</p>   | <p>3b. Which sentence does not use punctuation for parenthesis? Tick one.</p> <p>A. It was my mum's birthday so we went to see a show at the Opera House – which was amazing.</p> <p>B. We went to see an amazing show at the Opera House, because it was my mum's birthday.</p>  |
| <p>4a. True or false? Commas are used correctly for parenthesis in the sentences below</p> <p>A. I went to the cinema to see Trolls with my dad, and we had a giant bucket of popcorn.</p> <p>B. My dad, who is seventy, signed up to take part in a marathon because he loves running.</p>   | <p>4b. True or false? Commas are used correctly for parenthesis in the sentences below</p> <p>A. My brother likes to travel and is currently in Madagascar, an island south east of Africa.</p> <p>B. We will be visiting my cousins in London, and we will see the Christmas lights.</p>  |   | <p>Explain how you know.</p>  |

## Thursday: Parenthesis

|   |  |
|---|--|
| <p>1a. Which of the following sentences use punctuation to show parenthesis?</p> <p>A. As the sun began to set over the campsite, my dad – who was ready to make dinner – started to build a fire</p> <p>B. My dad, who had built a fire, started to make dinner as the sun began to set over the campsite.</p> <p>C. The sun began to set over the campsite, so my dad built a fire then started to make the dinner.</p> | <p>1b. Which of the following sentences use punctuation to show parenthesis?</p> <p>A. Every Wednesday, my friends Hafsa, Isabel and Hannah come for dinner before we go to gymnastics club.</p> <p>B. Before we go to gymnastics club – which takes place on Wednesdays – Hafsa, Isabel and Hannah come for dinner.</p> <p>C. Hafsa, Isabel and Hannah come for dinner before we go to gymnastics, which takes place on Wednesdays.</p> |
| <p>2a. Alice and Johnny are using commas to show parenthesis. Who has used punctuation correctly? Explain how you know.</p> <p>Alice: My mum, dad and sister came to support me at the netball game, which was the last game of the season, and we won!</p> <p>Johnny: For the last game of the season, my mum, dad and sister came to support me and we won the match in the last minute.</p>                            | <p>2b. Jake and Ben are using commas to show parenthesis. Who has used punctuation correctly? Explain how you know.</p> <p>Jake: Although they weren't going on holiday until Saturday, they decided to pack early so that they were ready.</p> <p>Ben: They decided to pack their suitcase and leave for the airport early – they did not want to be late!</p>  |
| <p>3a. Which sentence does not use punctuation for parenthesis? Tick one.</p> <p>A. Cian, Kelly and Lucy love playing sports and are on many teams, which is why they are busy on every day of the week.</p> <p>B. Cian, Kelly and Lucy play for many school teams because they love to play different sports.</p>  | <p>3b. Which sentence does not use punctuation for parenthesis? Tick one.</p> <p>A. After the football game, we all went to Pizza Planet to celebrate our win – which is our new post-match tradition.</p> <p>B. Recently, we have started a new post-match tradition of going to Pizza Planet after every football match.</p>   |

|   |   |
|---|---|
| <p>1a. Name the punctuation used for parenthesis in the following sentences.</p> <p>A. The long, dark, winding path (which seemed to go on forever) finally led us to our destination where we froze in fear.</p> <p>B. During the weekend, the swimming team – who had been training all week – prepared themselves for the annual gala as they wanted to win.</p> | <p>1b. Name the punctuation used for parenthesis in the following sentences.</p> <p>A. Once we had decided where we wanted to go, my friend – who always organises events – booked the tickets.</p> <p>B. Much to the annoyance of the passengers, the train (which was heading to Glasgow) had come to a stop on the tracks because a fault had been detected.</p> |
| <p>2a. Circle the punctuation used for parenthesis in the sentence below.</p> <p>As morning came, the damage from the storm, which had been causing havoc throughout the night, could be seen clearly across the village and some people were unable to open their doors.</p>   | <p>2b. Circle the punctuation used for parenthesis in the sentence below.</p> <p>As the fog finally cleared, the aeroplane – which had been grounded for over three hours – was given the signal to prepare for take off and the passengers sighed with relief.</p>   |
| <p>3a. Underline the parenthesis in the sentence below.</p> <p>As the misty, grey fog cleared from the sky, the spectacular views of the city could now be seen, which made the climb worthwhile.</p>   | <p>3b. Underline the parenthesis in the sentence below.</p> <p>As we sat around the campfire with the family, my brother – who is a great musician – started to play a soft tune on his guitar and we all began to sing along.</p>  |
| <p>4a. True or false? Commas are used correctly for parenthesis in the sentences below.</p> <p>A. The triathlon, which consists of cycling, swimming and running, takes place today and starts at twelve o'clock sharp.</p> <p>B. Early on Sunday morning, I will be attending a choir performance in church and I am really looking forward to it.</p>             | <p>4b. True or false? Commas are used correctly for parenthesis in the sentences below.</p> <p>A. This evening, the concert begins at seven when the community choir will perform directly after the orchestra, who are opening the show.</p> <p>B. Although it was snowing, the children braved the cold and started to build a snowman.</p>                       |

## **Friday: Comprehension**

### **Isambard Kingdom Brunel**

#### **A genius of the Victorian age**

Who do you admire? A footballer? A Pop star? 150 years ago it was a man called Isambard Kingdom Brunel who was amazing the world with his skill and imagination. Brunel was an inventor, a designer and engineer who built not just bridges or tunnels or ships but all three! In Victorian England he created structures and vehicles which to others seemed impossible. Chances are, at some time you have travelled through a tunnel or crossed a bridge which Brunel built. Some people have even called him the Greatest Britain ever. What do you think?

#### **Born into the family business**

Isambard Kingdom Brunel was born on 9th April 1806, in Portsmouth. Brunel's dad (Sir Marc Brunel) was a famous French engineer and from an early age Isambard was encouraged to get involved in the family business.

#### **Building bridges**

After working on the Thames Tunnel, Brunel left his father's company and started working on his own, designing and building railway bridges. His first project was the Royal Albert Bridge over the Tamar River near Plymouth. In the next few years he designed lots of railway bridges, including the Maidenhead Railway Bridge which is the largest arch made of bricks in the whole world, with each span a whopping 39m wide.

However, Brunel's most famous bridge is the Clifton Suspension Bridge in Bristol. In 1829 some wealthy merchants held a competition to design a bridge which could span the 200m Gorge, standing over 60m above the river. Brunel entered four designs. All of them were rejected. Instead, one of the competition judges, a designer called Thomas Telford, won. This was very unfair and after people complained a second competition was held in 1830. This time Brunel's design won.

Sadly, he never saw the bridge finished, as he died before it was completed. It finally opened in 1864, five years after Brunel's death. However, he did build the towers at either end. The towers are now famous for their simple, classic design, but originally Brunel wanted a giant golden lion built on top of each one in the style of Ancient Egypt.

#### **The Great Western Railway**

We take railways for granted today, but 150 years ago trains were a new and exciting way to travel. In 1835 Brunel was put in charge of building a railway line from London all the way to Bristol. This was to prove his greatest challenge yet. The track was to be over 100 miles long and Brunel planned every mile of the route himself. He used the skills he had learnt when building the Thames Tunnel to design many tunnels, bridges and viaducts, including the famous Box Tunnel, through Box Hill near Bath. The tunnel was over a mile long (the longest in the world at the time) and rumour has it that on one day of the year, Brunel's birthday, the sun shines straight through it.

#### **SS Great Britain**

As if designing bridges, stations, viaducts and tunnels wasn't enough, Brunel was also one of the most revolutionary ship builders in the world. In the 1830's the only way to get to America was on a sailing ship which took over a month. In 1836 Brunel formed the 'Great Western Steamship Company' and started building ships not powered with sails, but with steam engines. This allowed them to travel much faster, allowing his first ship, the Great Western, to reach America in just 15 days.

His next ship was even more ambitious. The problem with steam powered ships was that they needed to carry a lot of coal. So Brunel decided that if his ships were to be successful, they would have to be big. The SS Great Britain was almost 100m long. It had a hull made of steel (the first in the world) and a single propeller at the back, unlike other steam ships which had wooden hulls and paddles instead of propellers. The SS Great Britain was eventually sold and sailed to Australia and other parts of the world.

## Questions

1) Who was King or Queen when Brunel was alive?

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2) What was Brunel's father called and where was he born?

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3) Name three bridges Brunel designed and built.

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4) What adjectives do you think could be used to describe Brunel and why?

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5) Who won the first competition to design a bridge over the Clifton gorge?

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6) Why was building the Great Western Railway described as Brunel's greatest challenge yet?

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7) What was different about Brunel's SS Great Britain compared to other ships at that time?

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8) What did these differences make possible?

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9) Do you think that Brunel has impacted the way we travel? Why?

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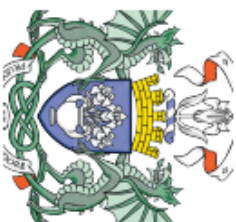
Week beginning 11<sup>th</sup> May

Monday:

# The RRS Discovery

## What Is the RRS Discovery?

The RRS Discovery is a fascinating place to visit in the heart of Dundee, Scotland. It is the ship which took Captain Robert Scott and Ernest Shackleton to Antarctica at the start of the 20<sup>th</sup> century. The ship is now open for people to explore it and attend its visitor centre. You can explore the shipyard it was built in and find out all about its first voyage and the expeditions of 'Scott of the Antarctic'.



RRS stands for Royal Research Ship. It was a ship like no other that had been built before. Dundee was a popular place to build large ships. In the past, ships were often built in Dundee that would need to go far out to sea. Some of the ships built had to travel as far as the Arctic, where they would be met with huge chunks of ice, packed together. If it was going to break through a wall of ice, a ship needed to be very strong.

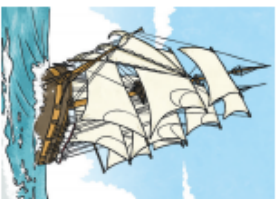


At the beginning of the 20<sup>th</sup> century, Antarctica was a place that had not been properly explored. Sir Clements Markham decided that he wanted to map Antarctica and do scientific research. He was President of the Royal Geographical Society and science was his real interest. He raised the funds needed to commission the ship and the very first ship to be built for scientific research was built.

## The Ship

The RRS Discovery was one of the last wooden, three-masted, rigged sailing ships to be built in the UK. Although it had coal-fired steam engines, it still mostly used its sails. Coal was very expensive and carrying lots of coal to fuel the engine would have cost lots of money and taken up space for the provisions that the crew needed. It took 6 tons of coal a day to run the steam engine!

The ship's sails were massive. The longest distance sailed by the ship in seven days was 223 miles and it couldn't have been done without the huge sails.



## The RRS Discovery

### Lieutenant Scott

Lieutenant Robert Falcon Scott got the job as the leader of Markham's Expedition. He organised the expedition and chose all the crew members. Though it was said that he was a shy man, he was also said to be strong and courageous.

### The British National Antarctic Expedition

The Discovery set out on the 6th August 1901 and, on 30<sup>th</sup> January 1902, found land that had never been seen before. It was named King Edward VII Land. The ship found a place to anchor and the crew explored the new areas, using sledges and dogs to help them. They created maps of the land and did research on the weather. The ship and her crew were on an expedition that lasted until 1904 - 3 years away from their homes and families!

### Life on Board

Life during the expedition was difficult. The crew didn't have the special equipment that we have now. They had few clothes to protect them against the cold, so frostbite and snow-blindness were a problem. They had an excellent cook but feeding 48 hungry men was not easy! The crew managed to avoid getting scurvy by eating seal meat. Spirits could become low so the men were given a ration of 'grog' (rum) every day. They also carried lots of tobacco to try to keep the crew happy.



### The Ship's Future

The RRS completed more Antarctic journeys with Robert Scott. They made great progress in researching the Antarctic and mapping its different areas. However, in 1912, Scott attempted to be first to reach the South Pole. He was beaten by a Norwegian team and sadly, he and others on his expedition lost their lives on the return from their hardest journey. Now, though, his memory, achievements and ship live on.

# Questions

1. Who was Sir Clements Markham?

---

---

2. Why did Markham want to explore Antarctica?

---

---

3. Why was the RRS Discovery built in Dundee?

---

---

4. Why did the RRS Discovery usually use its sails?

---

---

5. Find a word in the text which means 'brave'.

---

---

6. What was the name of the expedition that began on 6<sup>th</sup> August 1901?

---

---

7. Why do you think food was so important on an expedition?

---

---

8. Why would life on board the ship be challenging? Explain your answer.

---

---

## Tuesday: Punctuation and Grammar

### Grammar and Punctuation

Which word in the following sentence is an **adverb**?

She carefully balanced the cup on the saucer.



1

### Grammar and Punctuation

Which words below make a **compound word** when combined?

- box      • park      • bird      • board
- water    • skate    • jump    • black



2

### Grammar and Punctuation

How would you **correct** these sentences?

We was going to the airport.

If we was not at school, I'd go to the park

Lily were with her friends.

I were at Noah's house.



3

### Grammar and Punctuation

Put **brackets** into these sentences.

My favourite book The Hobbit is a fantasy story.

The girls who were called Molly and Ella sat next to each other in class.

The parcel which was wrapped in brown paper was sitting on the doorstep.



4

### Grammar and Punctuation

Which **conjunction** would you use in this sentence?

The squirrel hurtled up the tree \_\_\_\_\_ the dog barked at the bottom.

- while
- before
- so
- when



5

### Grammar and Punctuation

Why do we start a new **paragraph**?

1. To indicate a new subject or theme.
2. To break up the page.
3. To change the time or place in our story.
4. To make our story look longer.
5. To group relevant information together.



6

### Grammar and Punctuation

Where should the **apostrophe** be in these sentences?

Hannahs mum worked at the hospital.

Barry, my sisters rabbit, was grey and white.

Im going to the skatepark to see my friends.

Mum hasnt got time to go to the hairdressers.



7

### Grammar and Punctuation

Which **fronted adverbial** would make sense?

... the atmosphere changed and everyone began to feel rather sleepy.

- Without a sound,
- Sometime earlier,
- As the clouds parted,
- Later that evening,



8

## Wednesday: Punctuation and Grammar

### Grammar and Punctuation

What is the rule for adding these **suffixes** to the words below?

- |              |               |               |
|--------------|---------------|---------------|
| • ed         | • ing         | • en          |
| <b>begin</b> | <b>forgot</b> | <b>prefer</b> |

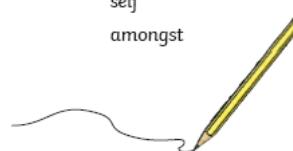


9

### Grammar and Punctuation

What do these **prefixes** mean? Match them up.

- |       |         |
|-------|---------|
| sub   | against |
| auto  | under   |
| inter | self    |
| anti  | amongst |



10

### Grammar and Punctuation

What is the correct **spelling** of the missing words in these sentences?

- I \_\_\_\_\_ you're going on holiday soon. **here/hear**  
 We \_\_\_\_\_ you at school today. **missed/mist**  
 The hamster died so we had to \_\_\_\_\_ it. **berry/bury**  
 Mum needed some \_\_\_\_\_ and quiet. **piece/peace**



11

### Grammar and Punctuation

In the following sentences the **apostrophe** is used to make one word instead of two. Which two words would these be?

- We haven't had a spelling test for ages.  
 "Don't shout!"  
 "Who's your class teacher?" asked the secretary.  
 "How's your Gran doing?" my neighbour asked me.



12

### Grammar and Punctuation

Put the **comma** in the correct place.

- The policeman said "Where did you find that bag?"  
 The flowers were bright yellow the brightest yellow  
 Jasmine had ever seen.  
 It was later that night when the sirens started.



13

### Grammar and Punctuation

What does this sentence need? **Rewrite** the sentence correctly.

Carrie went to the pizza shop. Carrie liked the pepperoni pizza. Carrie's brother didn't like pepperoni. Carrie's brother preferred chicken.

- nouns
- adjectives
- pronouns



14

### Grammar and Punctuation

Improve these sentences using **adverbs**.

- The dog barked throughout the night, waking everyone up.  
 The neighbours shouted from their windows. The owner was embarrassed.



15

### Grammar and Punctuation

Put the **inverted commas** in these sentences.

- I can't find it! shouted my brother.  
 Harry yelled Eureka! I have the answer!  
 The vet said what seems to be the problem with Rover?  
 Where are you going? asked the bus conductor.



16

## Thursday: Punctuation and Grammar

### Grammar and Punctuation

Spot the **conjunctions** in the following sentences.

Kim was talking on her phone as she watched TV.

The cat ran into the house whilst carrying a mouse!

Mix the sugar and butter until it looks white.



17

### Grammar and Punctuation

Use the **preposition** that makes sense in these sentences.

I went to the party \_\_\_\_\_ school.

The new girl sat \_\_\_\_\_ me on the bus.

after      during      beside      before



18

### Grammar and Punctuation

There is something wrong with these sentences.

**Rewrite** them correctly.

We was going to the concert.

I done a good piece of writing.

She seen the new shopping mall.



19

### Grammar and Punctuation

Underline the **determiners**.

The boy rode his red bike home.

There were some girls from our school, on the bus.

The park wasn't far away.

It was a good hotel.

That girl won the race.



20

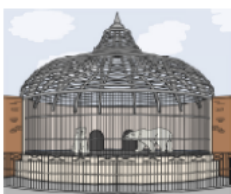
## Grammar and Punctuation

Think of as many **adverbs** as you can that would make sense in these sentences:

I am \_\_\_\_\_ forgetful.

I left my suitcase \_\_\_\_\_.

\_\_\_\_\_ I went to the zoo.



1

## Grammar and Punctuation

Which **prefixes** would you add to these verbs?

\_\_\_\_\_agree      \_\_\_\_\_behave      \_\_\_\_\_turn  
\_\_\_\_\_trust      \_\_\_\_\_allow

Write out some sentences using these words.



2

## Grammar and Punctuation

How would you **correct** these sentences?

We was going swimming.

If we was not at school, I'd stay in bed.

Martha were with her friend's house.

I were on holiday in Spain.



3

## Grammar and Punctuation

Put **brackets** into these sentences.

My favourite book The Hobbit is a fantasy story.

It was a rainy day a Monday when the fire alarm went off!

The dog which was called Sid never stopped barking!

Write your own sentences using brackets.



4



## **Friday: Comprehension**

### **Amelia Earhart**

Amelia Mary Earhart was born on the 24th July 1897. She was an American aviation pioneer and author, and was the first woman to fly solo across the Atlantic Ocean in 1932. Amelia set many records, and wrote several best-selling books about her flying experiences. Unfortunately she disappeared on the 2nd July 1937 whilst attempting to fly around the world.



Amelia Earhart was born in Atchison, Kansas, and had one sister called Grace. The sisters loved adventure, and the two of them set off daily to explore their neighbourhood. Together they spent long hours climbing trees, hunting rats with a rifle and sledging downhill.

Her life changed forever in December 1920, when she was given her first ride in an airplane. After that experience she became determined to learn to fly and worked a number of jobs to save the money she needed for flying lessons. Earhart had her first lesson in January 1921. Six months later, she purchased a second-hand bright yellow plane she nicknamed "The Canary". In May 1923, Earhart became only the 16th woman in the United States to be issued a pilot's license.



From that point on she steadily gained flying experience until she shot to fame in 1928 when she became the first female passenger to cross the Atlantic by airplane, accompanying pilot, Wilmer Stultz. Four years later, in 1932, Earhart made a nonstop solo transatlantic flight. She became the first woman to cross the Atlantic single-handedly, and received the United States Distinguished Flying Cross.

As well as a famous pilot, Earhart was a member of the National Woman's Party and an early supporter of the Equal Rights Amendment. However, during an attempt to make a circumnavigational flight of the globe in 1937, Earhart and her navigator, Fred Noonan, disappeared over the Pacific Ocean. Fascination with her life, career, and disappearance continues to this day, and she is highly regarded as a feminist icon and aviation pioneer.

## Questions

1) Between what years did Earhart live?

2) What did she become the first woman to do in 1932?

3) What happened on the 2<sup>nd</sup> July 1937?

4) Describe Amelia's childhood using information from the text.

5) What happened to make her life change forever?

6) How did she save money for flying lessons?

7) What was 'The Canary'?

8) How and when did she originally shoot to fame?

9) What did Amelia achieve in 1932 and what did she receive for this accomplishment?

10) What was she an early supporter of?

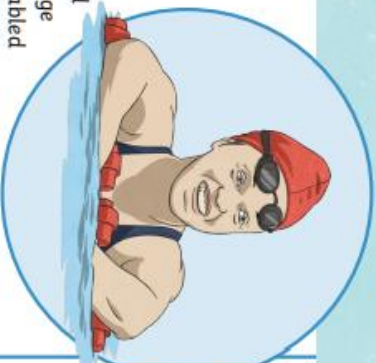
11) What was Amelia highly regarded as?

# Ellie Simmonds

**Name:** Eleanor 'Ellie' May Simmonds  
**Born:** 11th November 1994 in Aldridge, England

## Childhood

Ellie was born with a classified disability called chondroplasia dwarfism, which meant that her bones did not grow properly whilst in the womb, resulting in short limbs. She started swimming at the age of five and started competing against able-bodied children at the age of eight. At the age of 10, Ellie was spotted at a disabled swimming event and was entered into a British swimming talent programme. When Ellie was 11, she and her mother relocated to Swansea so she could take advantage of the city's world-class swimming pool. This meant that her Dad and three siblings were left in Aldridge alone for most of the week, unless they made a three-hour drive to visit Swansea. She trained hard and worked her way up to be selected as the youngest member of the senior British swimming squad for the 2006 World Championships at the age of just 12 years and three weeks.



## Paralympic Games and Medals

|                          |  |
|--------------------------|--|
| 2008<br>Beijing<br>Games | 2 gold medals (100m S6 freestyle and 400m S6 freestyle)  |
| 2012<br>London<br>Games  | 2 gold medals (400m S6 freestyle and 200m S6 individual medley)<br>1 silver medal (100m S6 freestyle)<br>1 bronze medal (50m S6 freestyle) |
| 2016<br>Rio<br>Games     | 1 gold medal (200m SM6 individual medley)<br>1 bronze medal (400m S6 freestyle)  |

## Achievements

At the age of just 13, Ellie went on to become the youngest British athlete at the 2008 Summer Paralympics in Beijing. There, she competed in the five separate events and won gold medals in the 100m and 400m freestyle. From that point on, Ellie captured both the hearts and minds of the British public as she managed to balance her stardom with her school work and training.

On 1st September 2012, Ellie repeated her gold medal performance to win the 400m

freestyle at the 2012 Summer Paralympics in London. During the 400 metres freestyle final, she took five seconds off the World Record time. Two days later, on the evening of 3rd September, she took another gold in the 200m Individual Medley, where she again broke the World Record that she had set in the qualifying round earlier that morning! During the same week, she also added a Paralympic silver and bronze medal to her ever-growing haul. Ellie was a firm favourite to win top medals at the 2016 Paralympic Games held in Rio de Janeiro. Brazil and she certainly didn't disappoint. Managing to break yet another world record (the first below 3 minutes) during the 200 m individual medley finishing first with a time of 2:59.81. Her success didn't finish there as she also won bronze for the 400 m freestyle.

## Life after the Paralympics

Ellie has received many special awards for her achievements in Paralympic swimming, including an OBE in the Queen's New Year's Honours List in both 2009 and 2013 and the BBC Young Sports Personality of the Year in 2008. She also won the award for Best British Sporting Performance for an Athlete with Disability in 2011. In celebration of her two gold medals, two Royal Mail postboxes were painted gold in her honour, one in Aldridge and one in Swansea. Ellie is also a big supporter of many charities, particularly Sports Relief

## Amazing Fact!

Ellie follows a brutal training regime and goes to the training pool every Monday, Wednesday, Friday and Saturday morning at 6am and every evening from Monday to Saturday. Sunday is her only day off!

with whom she has taken part in many fundraising events, raising millions of pounds to help transform the lives of some of the UK's and the world's poorest communities.



# Ellie Simmonds Comprehension

Answer the following questions using full sentences that give as much detail as possible.

1. Why does Ellie qualify to take part in the Paralympics?

---

2. Explain how Ellie's family made a big sacrifice for the sake of her swimming career when she was younger.

---

---

3. How old was Ellie when she won her first Paralympic gold medals?

---

---

4. Why do you think that Ellie 'captured both the hearts and minds of the British public'?

---

---

5. Which two adjectives would you use to describe Ellie Simmonds? Explain why.

I would describe Ellie as \_\_\_\_\_ because \_\_\_\_\_

---

---

I would describe Ellie as \_\_\_\_\_ because \_\_\_\_\_

---

---

6. Why was 3rd September 2012 an amazing day in the life of Ellie Simmonds?

---

---

7. Two Royal Mail postboxes were painted gold in Ellie's honour, one in Aldridge and one in Swansea. Explain why.

---

---

8. The fact file says that Ellie has a 'brutal training regime'. What does that mean and why is the word 'brutal' used?

---

---

---

Tuesday: Direct and Indirect Speech

1. Sort the sentences into the table.

- A. "What time is it?" asked Rosie.
- B. My mum told me to do my homework.
- C. Martin said, "I can't wait to go to the beach."
- D. Neil asked if he could borrow a pencil.

| Direct Speech | Indirect Speech |
|---------------|-----------------|
|               |                 |



VF  
HW/Ed

2. Tick the sentences which have used inverted commas correctly.

- "That should have been a penalty!" shouted the footballer. ☐
- "Where did you find that?" asked Simon." ☐
- The treasure is buried on the island, "said the pirate." ☐
- "We must search the jungle," said the explorer. ☐
- "I'm going to the zoo with my class tomorrow, said Jordan." ☐



VF  
HW/Ed

3. Which sentence below is the odd one out?

- A. Liam said, "My dad is taking me on a trip to China next year."
- B. "You deserve a sticker for all of your hard work," said Miss Patel.
- C. Danny asked me to go bowling with him.

Explain your reasoning.



AB  
HW/Ed

4. Sort the sentences from the paragraph into the table.

Alfie's mum told him that he could invite a friend over. He rang Oscar and asked him if he wanted to play in the garden.  
"Definitely! I'll be there in 10 minutes," replied Oscar.  
Alfie said, "Great! Don't forget to bring your new football."

| Direct Speech | Indirect Speech |
|---------------|-----------------|
|               |                 |



VF  
HW/Ed

5. Tick to show where inverted commas are missing in the paragraph below.

Isabelle asked Mr Jones to help her during their Maths lesson. He smiled at her and said, Of course. What do you need help with? ☐  
I don't understand how to solve the word problem, she responded. Mr Jones suggested that she get some counters and a place value grid. ☐



VF  
HW/Ed

6. Which sentence in the paragraph below is the odd one out?

Marvin ordered his assistant, Jeff, to get a new chair for his office. "It's so uncomfortable!" he complained. Jeff showed him the furniture catalogue and asked him to choose the one that he wanted.

Explain your reasoning.



AB  
HW/Ed

## Wednesday: Direct and Indirect Speech

|  |   |   |   |   |
|--|---|---|---|---|
| <p>1a. Rewrite the sentences below so that they are correctly punctuated for direct speech.</p> <p>Go and get changed into your costume now said Mr Pinkman.</p> <p>Miss Smith said don't forget to put your things away.</p> <p>★</p> | <p>1b. Rewrite the sentences below so that they are correctly punctuated for direct speech.</p> <p>Paula said put the cheese in the fridge and the bread in the cupboard.</p> <p>I'm so pleased you can come to my party said Riley.</p> <p>★</p> | <p>7. Read the paragraphs below.</p> <p>As they approached the abandoned house, Jake looked round at his friends. Cautiously, he asked them if they were scared. Laughing loudly, Zoe responded, "No, I've been looking forward to this for weeks!"</p> <p>All of a sudden, they heard a loud bang from behind the door. They froze and stared at each other in horror. Mike yelled, "Run!" at the top of his lungs. As they scrambled back down the path, Zoe reluctantly admitted that she was absolutely terrified.</p> <p>How many sentences include direct speech? Which sentences are they?</p> <p>How many sentences include indirect speech? Which sentences are they?</p> <p>★</p> | <p>8. Circle to show where inverted commas are missing in the paragraph below.</p> <p>Dipping her toes into the warm, glittering ocean, Arya smiled to herself. She turned and mischievously asked her brother if he was up for a challenge.</p> <p>What have you got in mind? he questioned curiously. With a wide grin on her face, she pointed to the buoys bobbing in the water and announced, I'll race you there and back!</p> <p>★</p> | <p>9. Which sentence in the paragraph below is the odd one out?</p> <p>Greg had worked so hard to win the Science Fair competition. When Professor Dorwin told him, "What an incredible scientist he had become." Greg couldn't stop himself from beaming with pride. He thanked the professor for all of the help and support he had given him over the years. Professor Dorwin reminded him, "You could have never achieved this without your hard work and determination, Greg."</p> <p>Explain your reasoning.</p> <p>★</p> |
| <p>2a. Rewrite the indirect speech as direct speech. Make sure that it is punctuated correctly.</p> <p>Sadiq said he was the best at playing cricket.</p> <p>Harry said he was worried that the computer was broken.</p> <p>★</p>      | <p>2b. Rewrite the indirect speech as direct speech. Make sure that it is punctuated correctly.</p> <p>The builder said he will be on holiday in August.</p> <p>India said she has a cat and a dog.</p> <p>★</p>                                  | <p>3a. Felix has written the sentence below:</p> <p>"I dream of being a nurse when I'm older," said Reuben.</p> <p>Felix says,</p> <p>I have included indirect speech.</p> <p>Is he correct? Explain your reasoning.</p> <p>★</p>   | <p>3b. Beth has written the sentence below:</p> <p>Vinnie said his favourite food is pepperoni pizza.</p> <p>Beth says,</p> <p>I have included indirect speech.</p> <p>Is she correct? Explain your reasoning.</p> <p>★</p>   |   |

## Thursday: Direct and Indirect Speech

|   |  |  |  |
|---|--|--|--|
| <p>4a. Rewrite the paragraph below so that it is correctly punctuated for direct speech.</p> <p>It can't possibly be right insisted Lucile. I thought they were happy and would stay here forever. I can't believe they've gone she sobbed.</p> <p>Did they say where they're going? asked Gregor quietly.</p> <p>★</p>   | <p>4b. Rewrite the paragraph below so that it is correctly punctuated for direct speech.</p> <p>Hello? said Marvin.</p> <p>Hi love, it's Mum. You need to come home for lunch now she advised.</p> <p>Ok, I'll be back in ten minutes he replied happily.</p> <p>She responded see you soon.</p> <p>★</p>  | <p>7a. Rewrite the paragraph below so that it is correctly punctuated for direct speech.</p> <p>Do we have any wrapping paper, Mum? enquired Seth. I think it's in the middle drawer answered Mum but it's not there, try the top drawer. Ok, thanks! called Seth. He rummaged through the drawers and found paper, sticky tape and scissors.</p> <p>★</p>   | <p>7b. Rewrite the paragraph below so that it is correctly punctuated for direct speech.</p> <p>Cole looked exhausted. I hardly slept last night he muttered wearily I kept waking up because of the thunder. Really? responded Mark I didn't hear a thing! Mark asked Jacob if he had heard anything.</p> <p>★</p>  |
| <p>5a. Rewrite the indirect speech as direct speech. Make sure that it is punctuated correctly.</p> <p>Clare mentioned that the weather will be lovely at the weekend. Lucas responded that they should go to the beach while it's sunny. Clare replied that she'd love to go. Lucas suggested that they should invite Sara and Alex to join them.</p> <p>★</p> | <p>5b. Rewrite the indirect speech as direct speech. Make sure that it is punctuated correctly.</p> <p>Charlie shouted that he didn't want to go to school. His mum asked what was the matter. He replied that he felt sick and had a headache. She suggested that he sit down and drink a glass of water.</p> <p>★</p>                                      | <p>8a. Rewrite the indirect speech as direct speech. Make sure that it is punctuated correctly.</p> <p>Eden remembered that she needed to pack her swimming things for the holiday. She gathered her swimming costume and towel and stuffed them into her suitcase. Elizabeth thought it would be worthwhile packing some goggles too. Eden thanked her for the good idea and added them to her case.</p> <p>★</p> | <p>8b. Rewrite the indirect speech as direct speech. Make sure that it is punctuated correctly.</p> <p>Harriot mentioned that she was a vegetarian and didn't like eating fish. She looked down the menu to see if there was a suitable choice. Presley suggested she order the tofu as it's a good source of protein. Harriot responded that she'd never had it before but would give it a go.</p> <p>★</p> |
| <p>6a. Nick has written the paragraph below:</p> <p>Samantha sobbed. "I've hurt my knee." Miss Hill asked her what had happened. "I tripped over when I was running around and scraped my knee on the ground," cried Samantha.</p> <p>Nick says,</p> <p>I have included indirect speech.</p> <p>Is he correct? Explain your reasoning.</p> <p>★</p>             | <p>6b. Ellie has written the paragraph below:</p> <p>Ahmed mentioned that the rugby team were looking for new players. "Really? I've been wanting to join the team for years!" Simon exclaimed. Ahmed told him to speak to the coach.</p> <p>Ellie says,</p> <p>I have included indirect speech.</p> <p>Is she correct? Explain your reasoning.</p> <p>★</p> | <p>9a. Rob has written the paragraph below:</p> <p>"Daisy, have you ever been fishing?" enquired James. Daisy peered at him with interest. "No, never," she responded cautiously. James smiled and decided to share his idea.</p> <p>Rob says,</p> <p>I have included indirect speech.</p> <p>Is he correct? Explain your reasoning.</p> <p>★</p>  | <p>9b. Milly has written the paragraph below:</p> <p>Janice attended the fireworks display with Pat. She said, "That was the best display I have ever seen! How about you?" "No way!" Pat retorted. "It was good but the one at EuroDisney was even better!"</p> <p>Milly says,</p> <p>I have included indirect speech.</p> <p>Is she correct? Explain your reasoning.</p> <p>★</p>                          |

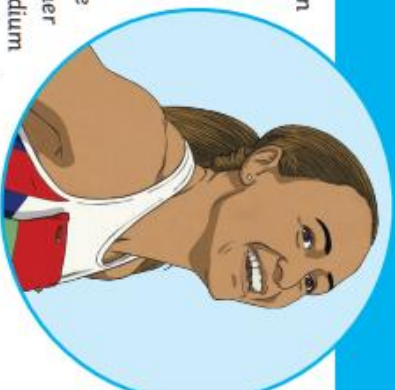


# Jessica Ennis-Hill

Jessica Ennis-Hill was born 28 January 1986 in Sheffield, England.

## Childhood

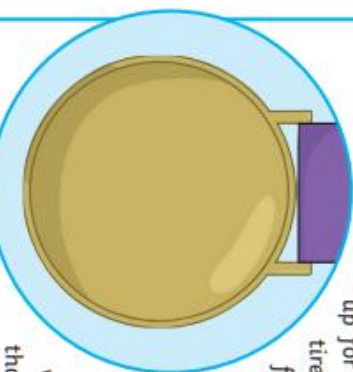
Jessica grew up in Sheffield with her father, her mother and her younger sister, Carmel. She came from a sporty background with her father doing some sprinting at school and her mother participating in the high jump. They introduced her to athletics by taking her to a local sports camp at Sheffield's Don Valley Stadium during the 1996 school summer holidays. Shortly after, she joined the City of Sheffield Athletics Club, which she still represents today.



At the age of 13, she had her first coaching session with Toni Minichiello, who advised her to take part in the heptathlon - seven events made up of the 100 metre hurdles, high jump, shot-put, 200 metres, long jump, javelin, and 800 metres. Having formed a great relationship, Toni and Jessica continued to work together right through her schooling and time at university. By 2004, Jessica was known as one of Britain's top junior athletes with great potential for future success.

## Achievements

In 2008, Jessica was chosen to represent Team GB at the Olympic Games in Beijing. However, in May 2008 (just three months before the Olympics were due to begin) Jessica had to withdraw from a heptathlon competition after fracturing her right foot. As a result, she missed the Olympic Games and the rest of the 2008 season. Determined to make



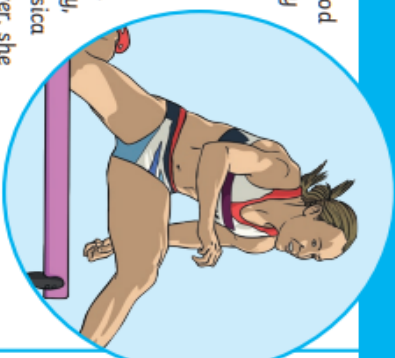
up for her previous Olympic disappointment, Jessica prepared tirelessly for the London 2012 Olympics. At the end of the first day of competition, Jessica had scored her highest ever first-day total. Then, on day two, she achieved a lifetime best time for the 100 metre hurdles. Going into the final event of the 800 metres, she knew that she was virtually guaranteed the gold medal and went on to win the race in front of thousands of cheering fans. The night she won later became known as 'Super Saturday'. After her big win, she was quoted as saying, "I told myself at the start that I'm only going to have one moment to do this in front of

## Jessica Ennis-Hill

a crowd in London and I just wanted to give them a good show." She certainly did - all the time being supported by the same trainer, Toni Minichiello!

## Life after London 2012

Jessica's Olympic achievement was honoured in many ways including the placing of a gold post box in her hometown of Sheffield, being featured on a special postage stamp and receiving an MBE from Her Majesty, The Queen. Hoping to retain her heptathlon title, Jessica competed in the Rio 2016 Olympic games. Sadly however, she was unable to win and returned home with the silver medal instead. Disappointed, Jessica decided to retire and on the 16th October 2016, her athletic career came to an end.



Jessica has always tried to help a specific charity that is close to her heart, Sheffield Children's Hospital Fund. With her huge talent and bubbly personality, Jessica was recently voted Great Britain's favourite sporting hero in a poll conducted by Sport Relief.

## Amazing Fact!

At just 5'4" tall, Jessica is one of the smallest competitors ever on the heptathlon circuit. Her GB team-mate and long-time friend, Kelly Sotherton, nicknamed her 'tadpole' as she never grew!

| Olympic Games      |  | Medals                            |
|--------------------|--|-----------------------------------|
| 2012 London Games: |  | Gold medal (Women's heptathlon)   |
| 2016 Rio Games:    |  | Silver medal (Women's heptathlon) |

# Jessica Ennis-Hill Questions

Answer the following questions using full sentences that give as much detail as possible.

1. What first inspired Jessica to take part in athletics?

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2. What is the name of Jessica's trainer and why is their relationship so special?

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3. Name the seven events that make up the heptathlon.

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4. Why do you think Jessica's trainer advised her to take up the heptathlon?

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5. Describe how Jessica may have been feeling by the end of May 2008.

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6. Many people said that Jessica had the 'competition of her life' during the 2012 London Olympic Games. Can you give two reasons to explain why people might have said that?

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7. List two ways that Jessica's London 2012 Olympic achievement was recognised in Great Britain.

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8. Which charity is close to Jessica's heart? Why do you think that is?

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9. Why does Jessica have the nick-name 'Tadpole'?

---

---

10. The night Jessica won her gold medal was later nicknamed 'Super Saturday'. Conduct some research on the Internet to find out what else happened on that special night.

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1. Having completed the comprehension about Rosa Park's life create a poster about equality. Think about whether it was fair that some people were prevented from doing certain things or going to certain places. Use persuasive language to explain why everyone should be equal.

To find out more about Rosa Park's life have a look at this website:

<https://www.bbc.co.uk/bitesize/articles/z6qnsqw>

2. Once you have completed the comprehension about Nelson Mandela's life create a timeline of the important things that happened throughout his life. Include:

|  |   |
|--|---|
| When he became president of South Africa.                                | When he became the leader of the ANC.             |
| When and where he was born.  | When he was sent to prison.                       |
| When people were arrested by the government after protests from the ANC. | When he retired as the president of South Africa. |
| When he won the Nobel Peace Prize.                                       | When he was released from prison.                 |
| When he joined the African National Congress (ANC)                       | When he died.                                     |

To find out more about Nelson Mandela's life have a look at this website

<https://www.bbc.co.uk/bitesize/topics/zjki382/articles/zj3p8xs>

To find out more about Black History Month which takes place every October you can watch this Horrible Histories episode: <https://www.bbc.co.uk/iplayer/episode/p07pd843/horrible-histories-specials-black-history-month-with-oti-mabuse>

1. Having read the comprehension about female engineers design your own invention. Think about what it would be used for? What problem would it solve? What materials would it be made of? How would you build it? What size would it be? Who would use it? What problems might you have?

**You can use the planning sheet on the next page for your design.**

For a little more information about materials have a look at this website:

<https://www.bbc.co.uk/bitesize/topics/z4339j6/articles/zx8hhv4> and log on to **active learn** where we have allocated you a video about properties of materials.

2. Your comprehension about Isambard Kingdom Brunel will have taught you lots of information about the different structures he engineered. Think about the innovative ways and materials he used to support his structures. What properties of the materials are important?  
Choose an object in your house that you would like to suspend or balance (it needs to be a little bit heavy but nothing that will hurt you or break if it falls! A book would be good!) Can you design a way of suspending or balancing this object, think carefully about the materials (from around your house) you will use to do this and their properties. Have a go at suspending or balancing your object and send us a photo on the VLE! Can you tell us what materials you used and how their properties helped.

**Week 3 Challenge** Use these websites to learn more about Isambard Kingdom Brunel.

*Which of Brunel's achievements was the greatest? Can you research it and draw it?*

<https://www.bbc.co.uk/teach/class-clips-video/true-stories-isambard-kingdom-brunel/zjrtvk7>

<https://www.historyanswers.co.uk/top-five/isambard-kingdom-brunel-top-5-facts-on-britains-engineering-iron-man/>

|   |                                |
|---|--------------------------------|
| I am designing a  | It will be used to             |
| It will need to   | It will be used by             |
| The materials I will need are   | The equipment I would need are |
| My design will look like this (don't forget to label the different parts) |                                |



## Year 5/6 Topic: Term 5 Week 4 Explorers

### Week beginning 11<sup>th</sup> May

1. Imagine you are an explorer like Captain Scott. You have landed in a previously undiscovered location. Your job is to draw a map of the new place.  
Don't forget to include a compass to show directions and a key to explain what each symbol means.  
You can even challenge yourself by drawing a grid to help you identify locations using grid references.  
Can you write questions to challenge your family and teachers to find places using your grid references?



The BBC introduction to map skills will help with everything you need to know about maps, compass points, grid references and keys.

<https://www.bbc.co.uk/bitesize/guides/z4rhkmn/revision/1>

2. Imagine you are an explorer like Amelia Earhart. Use your map to help you create a fact file about the place that you have discovered.  
Tell us: What is your new place name? What is the climate like? Do any animals live there? Who (if anyone) lives there? Are there any landmarks? What is the landscape like?

## Year 5/6 Topic: Term 5 Week 5 Sport Stars

### Week beginning 18<sup>th</sup> May



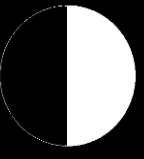
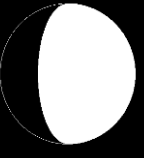

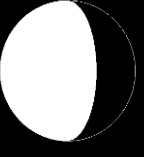


1. Now you have read about Ellie Simmonds have a think about how she has had to work hard to overcome challenges and to compete. We are now living in challenging times and it is your turn to adapt to be able to be active! Create your own sports challenge! You can use any equipment around your house/garden. Plan out how you will take part, will you score points? Will you time yourself? Can you play with other members of your family?  
Send us your rules, the equipment, a diagram and any photographs of you taking part – we can't wait to see how creative you are!
2. Now you have read about a couple of different sports stars please research your own! Produce a fact file about them. Include information about their life as they've grown up, what they have achieved, if they are still active and if not what they do now.  
Explain why you chose them and what lessons can you learn from them?

Week beginning 27<sup>th</sup> April

From any location on the Earth, the Moon can be seen as a circular disk. Like the Earth, the Moon is a sphere which is always half illuminated by the Sun, but as the Moon orbits the Earth we get to see more or less of the illuminated half. During each lunar orbit (a lunar month), we see the Moon's appearance change from not visibly illuminated through partially illuminated to fully illuminated, then back through partially illuminated to not illuminated again. Although this cycle is a continuous process, it is often shown in stages, called phases.

Use this link to help: <https://www.bbc.co.uk/bitesize/clips/z3jd7ty>

Match up the picture to the correct lunar phase. You may cut them out, draw lines or number them.

|   |   |
|---|---|
|    | <b>First Quarter</b> - One half of the Moon appears to be illuminated by direct sunlight. The fraction of the Moon's disk that is illuminated is increasing.                          |
|    | <b>Waning Gibbous</b> - The Moon appears to be more than one-half but not fully illuminated by direct sunlight.<br>The fraction of the Moon's disk that is illuminated is decreasing. |
|   | <b>New Moon</b> - The Moon's illuminated side is facing away from the Earth.<br>The Moon is not visible (except during a solar eclipse).  |
|  | <b>Waxing Gibbous</b> - The Moon appears to be more than one-half but not fully illuminated by direct sunlight.<br>The fraction of the Moon's disk that is illuminated is increasing. |
|  | <b>Last Quarter</b> - One half of the Moon appears to be illuminated by direct sunlight.<br>The fraction of the Moon's disk that is illuminated is decreasing.                        |
|  | <b>Waxing Crescent</b> - The Moon appears to be partly but less than one-half illuminated by direct sunlight.<br>The fraction of the Moon's disk that is illuminated is increasing.   |
|  | <b>Full Moon</b> - The Moon's illuminated side is facing the Earth.<br>The Moon appears to be completely illuminated by direct sunlight.  |
|  | <b>Waning Crescent</b> - The Moon appears to be partly but less than one-half illuminated by direct sunlight.<br>The fraction of the Moon's disk that is illuminated is decreasing.   |

## **Week 3 Science: The planets**

### **Week beginning 4<sup>th</sup> May**

Learn the order of the planets from closest to the Sun to furthest from the Sun. Create a mnemonic or song to help you remember them.

A mnemonic uses the first letter of the words you are trying to remember to create a new phrase. E.g. to remember the points of a compass we might say Naughty Elephants Squirt Water to remember North East South and West.

Choose one of the planets in our solar system. Research it and create a leaflet telling the reader lots of information about that planet. How big is the planet? What other planets are next to it? How long does it take to orbit the Sun? What is gravity like on that planet?

Add pictures and interesting headings to the leaflet to make it eye-catching and interesting for the reader!

Use the link to help you:

<https://www.bbc.co.uk/bitesize/topics/zdrrd2p>

## **Week 4 Science: The Planets**

### **Week beginning 11<sup>th</sup> May**

Draw or make your own model of our solar system. Use your mnemonic or song to help you put it in the correct order. Think about the size of the planet and think about what else, other than planets, can be found in our solar system.

Get creative! Use spherical objects that you have found around your house to make the solar system.

You can use this link to find videos to help you learn more about the planets and our solar system:

<https://www.bbc.co.uk/bitesize/topics/zdrrd2p>

## **Week 5 Science: The Sun**

### **Week beginning 18<sup>th</sup> May**

#### **SUN SAFETY: DO NOT LOOK DIRECTLY INTO THE SUN AS THIS WILL DAMAGE YOUR EYES**

Think about how the Sun appears to move across the sky throughout the day. At different times of the day, go outside and look at where in the sky the Sun is. Keep a record of this and look at the changes throughout the whole day. You could also think about what time the Sun rises and sets, is this at the exact same time every day? Is this the same in winter and summer?

#### **SUN SAFETY: DO NOT LOOK DIRECTLY INTO THE SUN AS THIS WILL DAMAGE YOUR EYES**

These links will help you to learn more about the Sun and how the Earth orbits the Sun :

<https://www.bbc.co.uk/bitesize/topics/zdrrd2p/articles/zqn7y4j>

<https://www.bbc.co.uk/bitesize/clips/z6vfb9q>

## Year 5 Spelling: Term 5 Week 2

These spelling lists will be set on Spelling Shed each week to support you.

### Week beginning 27<sup>th</sup> April

**This week's rule is:** Homophones and near homophones.

These are words that sound the same or very similar but have different meanings and are spelt differently.

| <b>Sharks</b>                                | <b>Dolphins</b>                                      | <b>Whales</b>   |
|--|--|---|
| herd heard<br>threw through<br>aloud allowed | cereal serial<br>stationary stationery<br>wary weary | precede proceed<br>advice advise<br>profit prophet<br>practise practice |

### Week beginning 4<sup>th</sup> May

**This week's rule is:** Adverbs of time

These are words that tell us when something happened

| <b>Sharks</b>   | <b>Dolphins</b>   | <b>Whales</b>   |
|---|---|---|
| finally<br>earlier<br>whilst<br>yesterday<br>tomorrow | immediately<br>previously<br>eventually<br>recently<br>tomorrow | immediately<br>previously<br>eventually<br>punctually<br>beforehand |

### Week beginning 11<sup>th</sup> May

**This week's rule is:** Adverbs of time – frequency or possibility

There are words that tell us how often or likely something is to happen.

| <b>Sharks</b>  | <b>Dolphins</b>  | <b>Whales</b>   |
|--|--|---|
| often<br>possibly<br>probably<br>sometimes<br>always | generally<br>usually<br>constantly<br>frequently<br>definitely | obviously<br>occasionally<br>regularly<br>definitely<br>certainly |

### Week beginning 18<sup>th</sup> May

**This week's rule is:** Statutory Words

These are the words on your year 5/6 spelling list.

| <b>Sharks</b>  | <b>Dolphins</b>   | <b>Whales</b>   |
|--|---|---|
| peculiar<br>although<br>though<br>perhaps<br>thought<br>complete | competition<br>interrupt<br>conscience<br>conscious<br>language<br>sufficient | competition<br>interrupt<br>conscience<br>conscious<br>language<br>sufficient |

## Spelling activities

For each spelling list please complete these activities ...

- Find out what each word means and write a definition.  
*Ask an adult or send us a message on the VLE if you aren't sure.*
- Write each word in a sentence.  
*Remember to make it a really interesting sentence with your best language choices.*
- Look, cover, write, check, correct  
*Copy your spellings out, cover one word at a time, write it from memory then check and correct any mistakes.*
- Complete as many of these activities as you can!

### UPPER and Lower

Write each of your words out **two** times.  
Write in **UPPERCASE** the first time and in **lowercase** the second time.

**LITERACY / literacy**

### Rainbow Words

Write your words out in pencil. Next, draw around each letter 5 more times using a different coloured pencil.



### Joined-Up Writing

First, write out your words in normal writing.  
Next, write them again in **joined-up writing**.

**Literacy / Literacy**



### Pyramid Writing

Write each of your words like a pyramid:



### Fancy Letters

Write each of your words using fancy writing.  
Your letters could be curly or dotty... or whatever you decide!



### Air Writing

Write your words in the air with your finger.  
Ask someone to read your words as you write.  
Or, ask someone to air write the letters you tell them to spell your word



### Join the Dots

Write each of your words using dots. Then, join the dots with a coloured pencil to make your word.



### ABC Order

Write your words out in alphabetical order.

**A B C**

### Across and Down

Write your words across and down, sharing the same first letter.

**Example**  
x  
a  
m  
p  
l  
e

### Coloured Vowels

Write out each of your words. Go over the vowels in each word using a coloured pencil.

**Example of Challenge**

### Spelling Flowers

Draw a big flower. Write each of your spelling words on one of the petals!



### Tell a Story

Use all of your spelling words in a short story that makes sense! Underline your words with a ruler.



**5. Practise, Practise, Practise!!!!**

# Adjectives

| People       | Objects     | Good Feelings | Bad Feelings | Size      | Time    |
|--------------|-------------|---------------|--------------|-----------|---------|
| adorable     | bright      | brave         | angry        | big       | ancient |
| adventurous  | clear       | calm          | annoyed      | colossal  | brief   |
| aggressive   | distinct    | cheerful      | anxious      | enormous  | early   |
| annoying     | drab        | comfortable   | ashamed      | gigantic  | fast    |
| beautiful    | elegant     | courageous    | awful        | great     | late    |
| caring       | filthy      | determined    | bewildered   | huge      | modern  |
| clumsy       | gleaming    | eager         | bored        | immense   | old     |
| confident    | grotesque   | elated        | confused     | large     | quick   |
| considerate  | long        | encouraged    | defeated     | little    | rapid   |
| excitable    | magnificent | energetic     | defiant      | long      | short   |
| glamorous    | precious    | enthusiastic  | depressed    | mammoth   | slow    |
| grumpy       | sparkling   | excited       | disgusted    | massive   | swift   |
| happy        | spotless    | exuberant     | disturbed    | meagre    | young   |
| helpful      | strange     | fantastic     | dizzy        | mighty    |         |
| important    | unsightly   | fine          | embarrassed  | mini      |         |
| intimidating | unusual     | healthy       | envious      | minuscule |         |
| obnoxious    | valuable    | joyful        | frightened   | petite    |         |
| odd          |             | pleasant      | hungry       | puny      |         |
| talented     |             | relieved      | lonely       | short     |         |

## Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

| Time                    | Frequency         | Place                        | Manner               | Possibility                           |
|-------------------------|-------------------|------------------------------|----------------------|---------------------------------------|
| Afterwards,             | Often,            | Above the clouds,            | Sadly,               | Almost unbelievably,                  |
| Already,                | Again,            | Below the sea,               | Slowly,              | Much admired,                         |
| Always,                 | Daily,            | Here,                        | Happily,             | Nearly asleep,                        |
| Immediately,            | Weekly,           | Outside,                     | Awkwardly,           | Quite understandably,                 |
| Last month,             | Fortnightly,      | Over there,                  | Bravely,             | Really happily,                       |
| Now,                    | Yearly,           | There,                       | Like a ... ,         | Perhaps,                              |
| Soon,                   | Sometimes,        | Under the ground,            | As quick as a flash, | Maybe,                                |
| Yesterday,              | Rarely,           | Upstairs,                    | As fast as he could, | Just arrived,                         |
| Today,                  | Every second,     | In the distance,             | Without a sound,     | Certainly amused,                     |
| Tomorrow,               | Twice a year,     | Between the sea and the sky, | Without warning,     | Obviously angry,                      |
| Next year,              | Once a minute,    | Everywhere she looked,       | Unexpectedly,        | Definitely confused,                  |
| In January,             | Once,             | Around the tent,             | Unfortunately,       | Completely exhausted,                 |
| On Tuesday,             | Once or twice,    | Back at the house,           | Suddenly,            | Barely alive,                         |
| In the morning,         | Three times,      | Nearby,                      | Mysteriously,        | Out of breath,                        |
| After a while,          | Constantly,       | Down by the cliffs,          | Frantically,         | Decidedly unimpressed,                |
| As soon as she could,   | Regularly,        | Behind the shed,             | Anxiously,           | Perfectly confident,                  |
| Before long,            | Frequently,       | In the wooden box,           | Courageously,        | Positively trembling with excitement, |
| All of a sudden,        | Infrequently,     | Over my bed,                 | Silently,            | Purely practically,                   |
| In the blink of an eye, | Occasionally,     | Somewhere near here,         | Curiously,           | Somewhat flustered,                   |
| Just then,              | Rarely,           | Far away,                    | Nervously,           | Utterly joyous,                       |
| Eventually,             | Never in my life, | Wherever they went,          | Rapidly,             | Totally overwhelmed,                  |
| Later,                  | Never before,     | North of here,               | Carefully,           |                                       |



**Rosa Parks Newspaper Reports**

You are going to write a newspaper report on Rosa Parks refusing to stand up on the bus. Think about everything you have learnt about Rosa Parks from your comprehension, you can find out more about her here: <https://www.bbc.co.uk/bitesize/articles/z6qnschw>  
<https://www.bbc.co.uk/teach/class-clips-video/true-stories-rosa-parks/z7rtvk7>

Use these BBC websites to help you understand what to include in a newspaper report:  
<https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt>  
<https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/zbsbwtv>  
<https://www.bbc.co.uk/bitesize/articles/zkn3bdtm>

Start by planning your newspaper report below. *You only need to make notes in your plan.*

|  |              |
|--|--------------|
| <b>Name of Newspaper:</b>  | <b>Date:</b> |
| <b>Story Headline:</b>   |              |
| <b>Introduction</b><br><i>Summarise the story in one or two sentences.</i><br><i>Use interesting language so the reader wants to find out more.</i>  |              |
| <b>Key facts to include (5 W's)</b><br><i>Where did the event take place?</i><br><i>When did the event take place?</i><br><i>Who was involved?</i><br><i>Who else was there?</i><br><i>Detailed description of what happened.</i><br><i>Why did it happen?</i> |              |
| <b>Quote</b><br><i>This is normally from the person the story is about or someone who saw it happen.</i><br><i>Make sure you explain who they are as well as what they said.</i><br><i>Don't forget to use speech punctuation.</i>                             |              |
| <b>Image and caption</b><br><i>Include a picture linked to the story and explain what the picture is of in the caption underneath.</i>   |              |
| <b>Final paragraph</b><br><i>What are the people doing now?</i><br><i>What might happen in the future?</i>   |              |



**You can write your newspaper report on paper, in your homework book or on a computer.  
Use your planning notes, the word mats and the success criteria to help you.**

| <b>Newspaper Success Criteria</b> | <b>Example</b>   |
|-----------------------------------|--|
| Non negotiables                   | Capital letters and full stops<br>Joined handwriting<br>Paragraphs   |
| Third person                      | They, he, she, it  |
| Past tense                        | She <b>was</b> , they <b>went</b>  |
| Chronological order               | Explain what happened in order   |
| Fronted adverbials with a comma   | Last week, amazingly, shockingly,  |
| Interesting word choices          | Use the word cards to help you   |
| Headline                          | A catchy sentence to get the reader's attention  |
| Subheadings                       | Keep the reader interested   |
| Speech punctuation                | Reporting clause with comma before speech<br>"Speech inside inverted commas"<br>Punctuation inside inverted commas<br>Capital letter at the start of speech<br><br>Thomas asked his mum politely, "Mum, what are we having for tea?"<br><br>"Baked beans on toast." Mum replied. |

## Adverbs

### How?

angrily  
anxiously  
cautiously  
cheerfully  
courageously  
crossly  
cruelly  
defiantly  
doubtfully  
elegantly  
enthusiastically  
foolishly  
frantically  
gently  
gladly  
gracefully  
happily  
hungrily  
inquisitively  
irritably  
joyously  
loudly  
madly

### When?

afterwards  
again  
before  
beforehand  
early  
lately  
never  
now  
often  
punctually  
recently  
soon  
then  
today  
tomorrow  
yesterday

### How often?

always  
annually  
constantly  
daily  
hourly  
monthly  
never  
occasionally  
often  
once  
regularly  
repeatedly  
sometimes  
usually  
yearly

### Where?

above  
around  
away  
below  
down  
downstairs  
everywhere  
here  
inside  
outside  
there  
up  
upstairs  
wherever

### How much?

almost  
completely  
entirely  
little  
much  
rather  
totally  
very

**More useful adverbs...**

additionally      appropriately      consequently  
 fittingly          hence                  however  
 insufficiently      suitably              therefore



**Instructions**

You are going to use your invention design from your topic work to write a set of instructions for how to build your invention.

Remember when you write a set of instructions they need to be clear, in chronological order and include bossy verbs. Make sure they are specific. Use the table below to plan your instructions.

*Remember to plan using notes not full sentences.*

Look at these BBC sites to help you with your instruction writing.

<https://www.bbc.co.uk/teach/class-clips-video/how-to-write-clear-instructions/zrvtscw>

<https://www.bbc.co.uk/bitesize/topics/zkgcwmn/articles/zfrcmfr>

|   |   |
|---|---|
| <b>Title:</b>   |   |
| <b>Opening</b><br><i>A short explanation of what your instructions are for.</i> |   |
| <b>Equipment</b><br><i>Make a list of everything you will need.</i>             |   |
| <b>Step 1</b><br><i>Have as many steps as you need.</i>                         |   |
|   |   |
|   |   |
|   |   |
|   |   |
|   |   |
|   |   |
|   |   |
|   |   |
| <b>Final paragraph</b><br><i>Summarise what has been made.</i>                  | <i>And now you have your very own...<br/>Finally you have completed your ...<br/>Now you can try out your ...</i> |

**You can write your instructions on paper, in your homework book or on a computer. Use your planning notes, the word mats and the success criteria to help you.**

| <b>Instructions</b>             | <b>Example</b>   |
|---------------------------------|--|
| <b>Success Criteria</b>         |  |
| Non negotiables                 | Capital letters and full stops<br>Joined handwriting<br>Paragraphs |
| Directly address the reader     | <b>You</b> will need   |
| Present tense                   | Now ... Pick up ... Cut ...  |
| Fronted adverbials with a comma | First, After that, Next,   |
| Interesting word choices        | Use the word cards to help you                                     |
| Bossy verbs                     | Get, Fold, Stick   |
| Parenthesis                     | Add some extra information using commas                            |

# Verbs



| <b>Movement</b> | <b>Voice</b> | <b>Objects</b> | <b>Emotion</b> | <b>Sense</b> | <b>Thought</b> |
|-----------------|--------------|----------------|----------------|--------------|----------------|
| bounce          | skip         | bend           | admire         | caress       | comprehend     |
| carry           | sneak        | break          | bawl           | eat          | conceive       |
| collapse        | spin         | burn           | blubber        | feel         | contemplate    |
| crawl           | split        | control        | cry            | hear         | daydream       |
| dance           | stroll       | fold           | despair        | lick         | dream          |
| dash            | stumble      | melt           | frown          | listen       | evaluate       |
| drive           | tap          | mend           | grin           | observe      | lament         |
| hit             | throw        | mould          | laugh          | smell        | meditate       |
| hop             | trudge       | open           | love           | sniff        | ponder         |
| hurry           | turn         | repair         | sigh           | taste        | reflect        |
| jump            | walk         | smash          | smile          | touch        | speculate      |
| leap            | wander       | snap           | smirk          |              | think          |
| live            | wave         | stretch        | tremble        |              | visualise      |
| pull            | wind         | throw          | weep           |              | wonder         |
| push            | zoom         | twist          | wince          |              |                |
| roll            |              |                |                |              |                |
| rotate          |              |                |                |              |                |
| run             |              |                |                |              |                |
| shake           |              |                |                |              |                |

## More Useful Verbs:

|          |         |        |        |        |
|----------|---------|--------|--------|--------|
| change   | suggest | locate | design | select |
| identify | collect | search | plan   | focus  |

**Captain Scott's diary**

Having read the comprehension about the RBS and the journey to Antarctica imagine you are Captain Robert Scott who was part of the team attempting to be the first people to reach the South Pole. After sailing on the RBS to Antarctica the team set off from their base camp in November 1911. Although the team reached the South Pole they were beaten there by a Norwegian team of explorers. Unfortunately, the team were not properly prepared for the bad weather, the conditions were harsh and the temperature dropped to around minus 30 degrees. The team did not have the right with equipment or enough food. All members of the team died on the expedition, Captain Scott was one of the last few to lose their lives when he was just 20 kilometres from a supply depot. The expedition finished on 29<sup>th</sup> March 1912.

You can find out more about Captain Scott's journey here:

<https://www.bbc.co.uk/newsround/16603842>

<https://www.bbc.co.uk/teach/class-clips-video/ks2-robert-falcon-scott/zdhdgwx>

Captain Scott famously kept a diary on his expedition. He wrote about what they did each day and the different animals they encountered. You are going to imagine you are Captain Scott writing an entry about one of the days of the expedition. Think about the weather, the animals and the land around you, many of these things you would never have seen before. Explain in detail and make sure you include what you were thinking and how you were feeling.

Have a look at this BBC information about diaries <https://www.bbc.co.uk/teach/class-clips-video/d-is-for-diary/zvkrkmn>

Top tip: When you write a diary, it is very easy to focus only on the events (what happened). However, this can make your diary very dull and more like a list; it doesn't allow the reader to truly understand the writer. Including your thoughts and feelings will make your diary more interesting to readers. Start your entry with 'Dear Diary' and make sure you sign off your entry with your name.

Use the next page to help you plan your diary entry. *Remember you don't write in full sentences in your plan.*

| <b>You can write your newspaper report on paper, in your homework book or on a computer.<br/>Use your planning notes, the word mats and the success criteria to help you.</b> |   |
|---|---|
| <b>Diary Success Criteria</b>   | <b>Example</b>  |
| Non negotiables   | Capital letters and full stops<br>Joined handwriting<br>Paragraphs  |
| First person  | I, we, my,  |
| Past tense  | Walked, picked up, spotted  |
| Date  | What day is your diary entry set?                                   |
| Fronted adverbials with a comma   | First thing this morning, earlier,                                  |
| Interesting word choices  | Use the word cards to help you                                      |
| Thoughts and Feelings   | I couldn't believe it<br>We were so excited                         |
| <b>Challenge</b><br>Show not tell<br><i>explain thoughts and feelings without naming them</i>   | My heart beat loudly<br>I gasped loudly<br>I was frozen to the spot |

Remember your plan should be notes only.

Your diary should be in chronological order and explain events (what you did/saw/experienced) then your thoughts and feelings for each event. You can include as many events as you like but try to stick to 2 or 3 for one day.

|   |          |
|---|----------|
| Date:   |          |
| Dear Diary,                                   |          |
| Event   |          |
| Thoughts                                      | Feelings |
| Event   |          |
| Thoughts                                      | Feelings |
| Event   |          |
| Thoughts                                      | Feelings |
| What are your plans or thoughts for tomorrow? |          |
| Sign off                                      |          |

**Creative story writing**

Below is an opening to a story. We would like you to plan and write the rest of the story.  
This is **your** story so anything you like can happen. Use the planning grid on the next page.

When planning think about the different sections of a story:  
opening -> build up -> problem -> solution -> ending.

Think carefully about the characters and what will happen to them.

Remember to use the success criteria to help you and to read your work back as you go.

As you check your work make sure that your story makes sense and that you are using your best word choices.

Can you add in extra detail to make sure the story more interesting?

If you use speech don't forget the rules of speech including '3 and out' only have 3 sentences of speech then move on.

The story can be in first or third person but remember if you start telling it in first person (from your point of view) then you need to stay in first person for the whole of the story!

| <b>You can write your story on paper, in your homework book or on a computer.<br/>Use your planning notes, the word mats and the success criteria to help you.</b> |  |
|--|--|
| <b>Story Success Criteria</b>  | <b>Example</b>   |
| Non negotiables  | Capital letters and full stops<br>Joined handwriting<br>Paragraphs   |
| Fronted adverbials with a comma  | On a bright spring morning,<br>In the depths of winter,  |
| Interesting word choices   | Use the word cards to help you   |
| Add more information with parenthesis  | The girl <b>(who was a little over 3 foot tall)</b> peered over the fence.   |
| Show not tell  | She stood frozen   |
| Simile and metaphor  | Water danced through the air as the clouds began to weep<br>The car roared past them as loud as a lion calling his pride |

*On a frosty winter morning, in the waters of a half-forgotten island, a merrow was swimming far from her home. Mist hung like a veil over the sea, clinging to her skin as she broke the surface: first a crown of coral and bone, then yellow eyes as wide as moons. A pale scar traced the curve of her jaw.*

*She stilled in the water.*

*There was a boy standing at the edge of the ocean. She could smell the sea salt in his blood.*

*She licked her lips.*

*She remembered him.*

|   |  |
|---|--|
| <p><b>Opening</b></p> <p>What happens?<br/>Who are the main characters?<br/>Where is it set?</p>                                      | <ul style="list-style-type: none"> <li>• <i>Set in the sea off the coast of an island</i></li> <li>• <i>A merrow is swimming (what is a merrow?)</i></li> <li>• <i>She stops to watch a boy on the edge</i></li> </ul> <p><i>Think about:</i><br/><i>What is a merrow?</i><br/><i>Who is the boy?</i><br/><i>When is this set?</i></p> |
| <p><b>Build up</b></p> <p>What happens next?<br/>What is the main character planning?</p>   |  |
| <p><b>Problem</b></p> <p>Something goes wrong</p>   |  |
| <p><b>Solution</b></p> <p>How does the problem get resolved?</p>  |  |
| <p><b>Ending</b></p> <p>How does the story end?<br/>Is the problem solved?<br/>What might the future hold for the main character?</p> |  |