



Spring 1

Home

Learning

Pack G

This pack is organised into subjects.

Contents:

Maths

- 10 times table activities
- 2 calculation activities
- 2 place value activities
- 2 problem solving activities
- 2 reasoning activities

English

- 10 spelling, Punctuation and Grammar activities
- 10 daily diary writing sheets with guidance
- 1 narrative writing activity
- 1 formal letter writing activity
- 1 newspaper report
- A daily reading log
- 10 reading comprehension activities (2 x 2 days)

Topic

World War 2

It is your choice how and when you would like to complete the above tasks, but we recommended that everyday you complete:

- 1 timestables activity
- 1 other maths activity
- 1 SPaG activity
- 40-50 minutes of reading for pleasure
- 1 reading comprehension task
- Daily diary entry

Over the 10 days, you will need to complete the other 3 writing activities and add to the Topic project

Times table

activities

Times table Practise 1

Name _____



Play the game above, choosing different numbers to go in the central circle. Can you challenge yourself to a three digit number?

Times table Practise 2

1x1=	11x12=	10x12=	3x5=	1x9=	7x1=
1x5=	1x2=	2x5=	4x1=	2x9=	4x5=
3x1=	3x3=	9x12=	3x7=	6x1=	3x11=
1x4=	4x3=	1x3=	11x7=	4x9=	3x9=
5x1=	8x9=	5x5=	8x12=	2x7=	5x11=
10x3=	6x3=	1x11=	2x11=	11x11=	1x7=
5x3=	9x7=	7x5=	7x7=	7x9=	10x5=
8x1=	10x1=	5x7=	6x5=	3x8=	8x11=
9x1=	9x3=	3x10=	9x9=	4x7=	8x7=
11x9=	6x8=	6x11=	10x7=	10x9=	10x11=
11x1=	11x3=	11x5=	2x3=	4x11=	8x5=
12x5=	12x12=	5x4=	12x7=	12x9=	12x11=
2x1=	8x3=	6x7=	1x12=	1x10=	7x3=
2x2=	9x11=	2x6=	2x8=	2x12=	7x6=
11x4=	3x4=	5x9=	12x2=	2x4=	1x6=
4x2=	4x4=	4x6=	6x9=	4x10=	9x5=
5x2=	10x2=	12x1=	5x8=	3x6=	7x11=
7x4=	6x4=	6x6=	12x3=	6x2=	8x4=
7x2=	9x2=	2x10=	5x10=	1x8=	5x6=
7x8=	6x10=	12x10=	12x4=	8x10=	8x2=

How many questions can you complete within 5 minutes? Challenge yourself to get faster and faster with less time.

For example, how many questions can you answer in 2 minutes?

Times table Practise 3

7 Times Table Activities


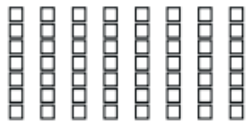

Count in 7s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

- a) $2 \times 7 =$ _____ d) $6 \times 7 =$ _____
 b) $10 \times 7 =$ _____ e) $7 \times 7 =$ _____
 c) $5 \times 7 =$ _____ f) $9 \times 7 =$ _____

How many blocks are there?

- a)  _____ \times _____ = _____
 b)  _____ \times _____ = _____
 c)  _____ \times _____ = _____

8 Times Table Activities


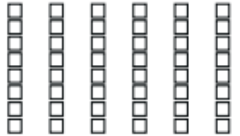
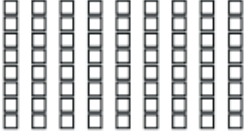
Count in 8s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

- a) $2 \times 8 =$ _____ d) $8 \times 8 =$ _____
 b) $10 \times 8 =$ _____ e) $7 \times 8 =$ _____
 c) $5 \times 8 =$ _____ f) $9 \times 8 =$ _____

How many blocks are there?

- a)  _____ \times _____ = _____
 b)  _____ \times _____ = _____
 c)  _____ \times _____ = _____

Times table Practise 4

Do the multiplication calculation and colour the shape in the correct colour.

0-10

light blue

11-20

purple

21-30

pink

31-40

yellow

41-50

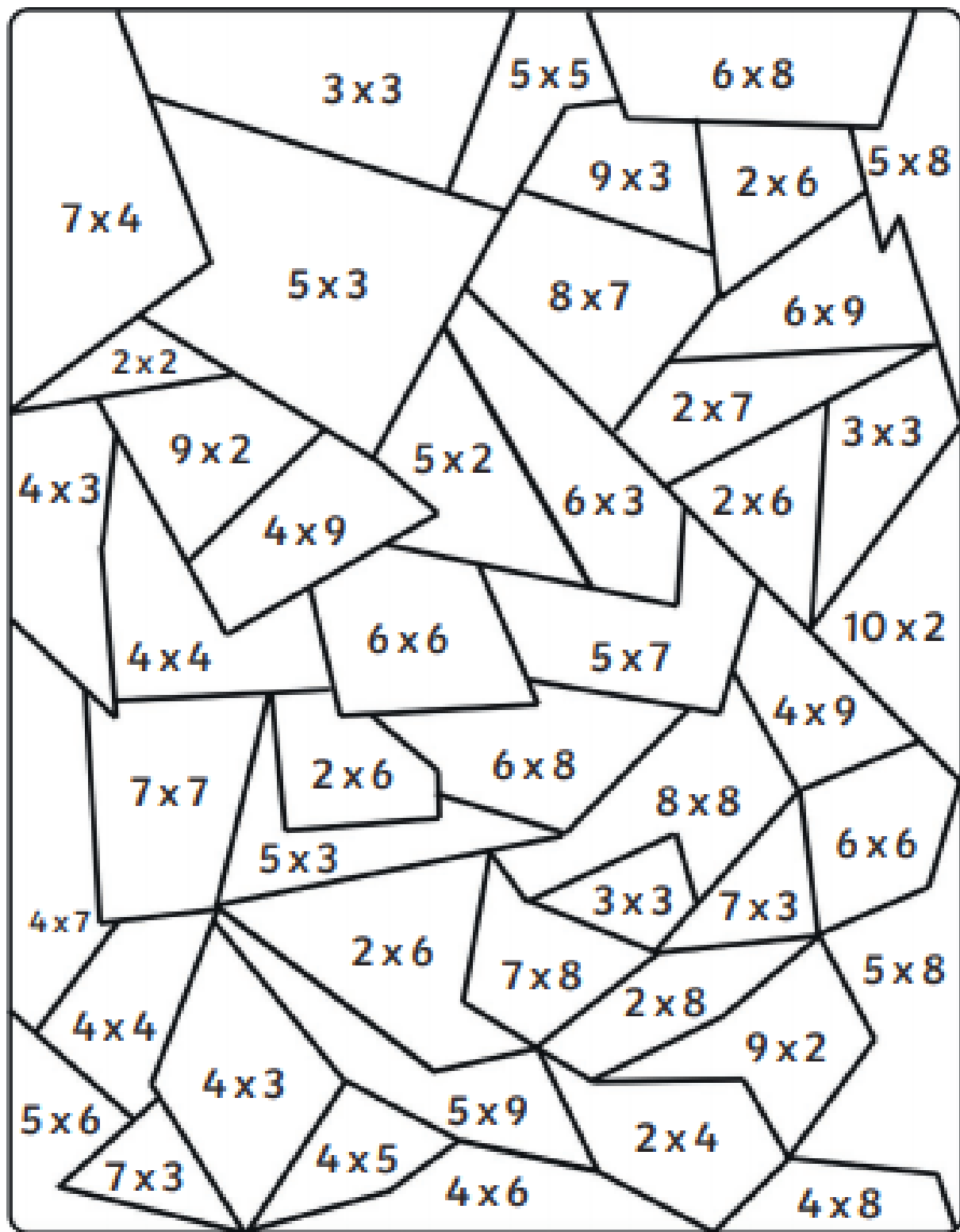
green

51-60

orange

61-70

dark blue



Times table Practise 5

Try these times tables websites

<https://www.timestables.co.uk>

<https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

www.timestables.me.uk

<https://www.timestables.com/games>

<https://www.mathsisfun.com/timestable>

Times table Practise 6

Multiplication Dice Game

How to play:

1. Roll the dice.
2. Multiply the number by two and remember the answer.
3. Roll 1 die again and take away the number from your answer. If the final answer is below 0, then re-roll the two dice.
4. Colour your answer on the grid.
5. The first person to colour five in a row wins!



2	3	30	6	21	12	26	5
20	8	15	20	22	19	4	27
33	8	16	10	34	1	28	25
15	26	11	29	24	7	24	12
18	7	23	1	17	4	13	28
5	35	13	19	6	32	14	23
2	25	17	31	21	27	22	29
16	10	9	14	11	18	3	9

Times table Practise 7

Multiplying and Dividing Decimals by 10, 100 and 1000

Aim: Multiply and Divide decimal numbers by 10, 100 and 1000

Multiply the following numbers by 10, 100 and 1000 to complete the table.

	x 10	x 100	x 1000
4.02			
0.045			
34.094			
209.817			
0.006			

Divide the following numbers by 10, 100 and 1000 to complete the table.

	+ 10	+ 100	+ 1000
56.9			
209			
4.56			
709.6			
0.072			

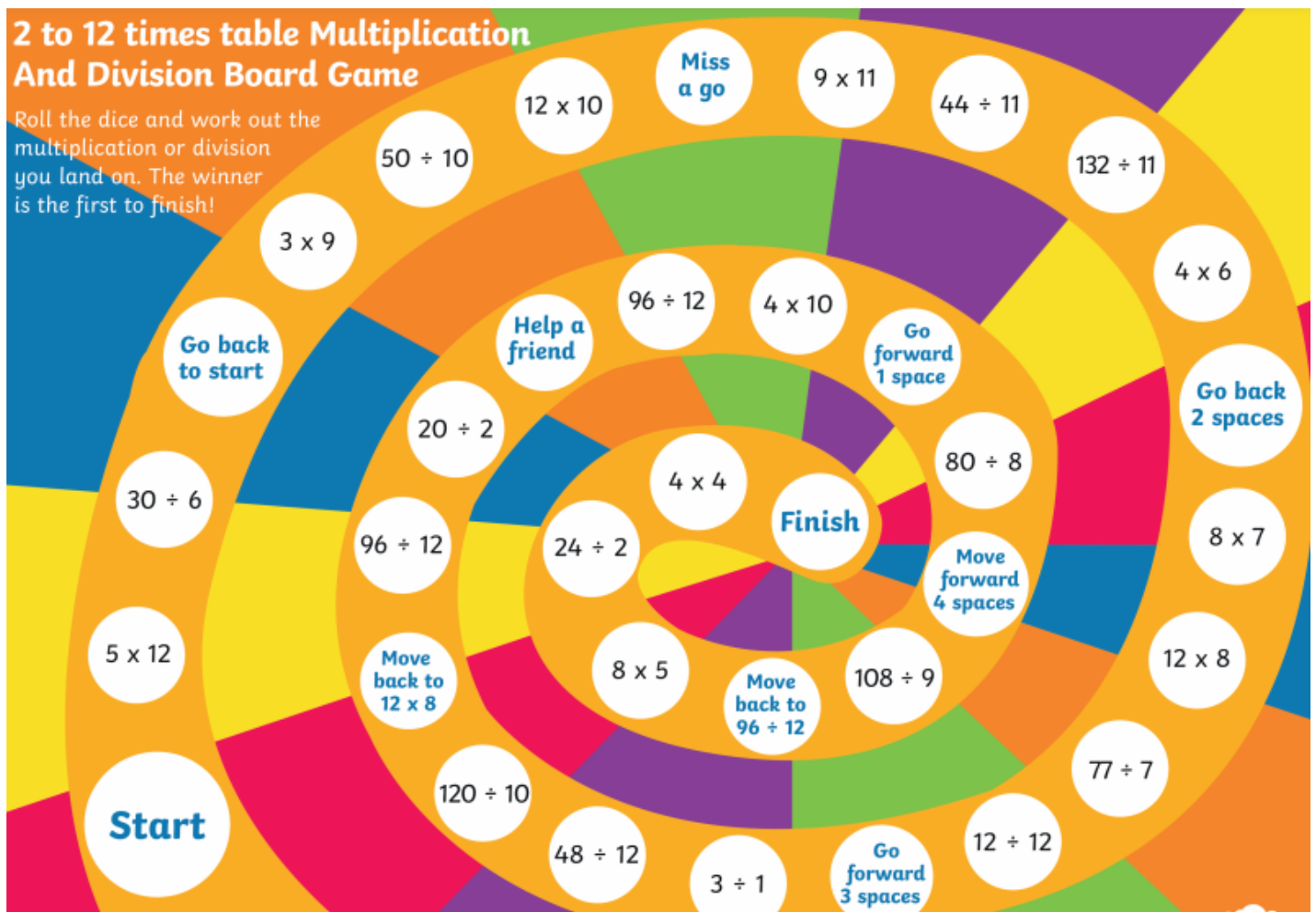
Complete the following table.

	x 1000	x 10	+ 100
607			
4 901			
		0.8	
	17 809		
			0.37

Times table Practise 8

2 to 12 times table Multiplication And Division Board Game

Roll the dice and work out the multiplication or division you land on. The winner is the first to finish!



Times table Practise 9

Inverse Multiplication and Division

- | | | |
|---|--|--|
| 1) $17\ 864 \div \underline{\hspace{2cm}} = 22$ | 11) $\underline{\hspace{2cm}} \div 27 = 509$ | 21) $\underline{\hspace{2cm}} \times 58 = 33\ 872$ |
| 2) $\underline{\hspace{2cm}} \div 24 = 219$ | 12) $\underline{\hspace{2cm}} \times 11 = 6611$ | 22) $29\ 754 \div \underline{\hspace{2cm}} = 38$ |
| 3) $\underline{\hspace{2cm}} \times 26 = 23\ 426$ | 13) $12\ 992 \div \underline{\hspace{2cm}} = 14$ | 23) $\underline{\hspace{2cm}} \div 59 = 659$ |
| 4) $16\ 201 \div \underline{\hspace{2cm}} = 17$ | 14) $\underline{\hspace{2cm}} \div 15 = 584$ | 24) $\underline{\hspace{2cm}} \times 47 = 9635$ |
| 5) $\underline{\hspace{2cm}} \div 26 = 266$ | 15) $\underline{\hspace{2cm}} \times 19 = 2603$ | 25) $37\ 248 \div \underline{\hspace{2cm}} = 48$ |
| 6) $\underline{\hspace{2cm}} \times 21 = 17\ 367$ | 16) $9405 \div \underline{\hspace{2cm}} = 45$ | 26) $\underline{\hspace{2cm}} \div 47 = 970$ |
| 7) $6520 \div \underline{\hspace{2cm}} = 20$ | 17) $\underline{\hspace{2cm}} \div 44 = 534$ | 27) $\underline{\hspace{2cm}} \times 60 = 33\ 120$ |
| 8) $\underline{\hspace{2cm}} \div 12 = 813$ | 18) $\underline{\hspace{2cm}} \times 59 = 29\ 441$ | 28) $9512 \div \underline{\hspace{2cm}} = 58$ |
| 9) $\underline{\hspace{2cm}} \times 17 = 11\ 917$ | 19) $15\ 948 \div \underline{\hspace{2cm}} = 36$ | 29) $\underline{\hspace{2cm}} \div 44 = 457$ |
| 10) $8091 \div \underline{\hspace{2cm}} = 29$ | 20) $\underline{\hspace{2cm}} \div 47 = 534$ | 30) $\underline{\hspace{2cm}} \times 44 = 14\ 212$ |

Times table Practise 10

Challenge yourself and learn the 16 and 21 time tables!

Addition

Year 6 Add several numbers of increasing complexity

$$\begin{array}{r} 23.36 \\ 9.08 \\ 59.77 \\ + 1.3 \\ \hline 93.51 \\ 21.2 \end{array}$$

Adding several numbers with different numbers of decimal places (including money and measures)

- Tenths, hundredths and thousandths should be correctly aligned, with the decimal point lined up vertically including in the answer row.
- Zeros could be added into any empty decimal places, to show there is no value to add.

Empty decimal places can be filled with zero to show the place value in each column.

$$\begin{array}{r} 81,059 \\ 3,668 \\ 15,301 \\ + 20,551 \\ \hline 120,579 \end{array}$$

Adding several numbers with more than 4 digits.

Subtraction

Year 6 Subtracting with increasingly large and more complex numbers and decimal values.

$$\begin{array}{r} 88,699 \\ - 89,949 \\ \hline 60,750 \end{array}$$

Using the compact column method to subtract more complex integers

$$\begin{array}{r} 15.36 \\ - 3.608 \\ \hline 11.752 \end{array}$$

Using the compact column method to subtract money and measures, including decimals with different numbers of decimal places.

Empty decimal places can be filled with zero to show the place value in each column.

Pupils should be able to apply their knowledge of a range of mental strategies, mental recall skills, and informal and formal written methods when selecting the most appropriate method to work out subtraction problems.

Key vocabulary: equal to, take, take away, less, minus, subtract, leaves, distance between, how many more, how many fewer, less than, most, least, count

Approximate
Calculate
Check it

Multiplication

Year 6 Short and long multiplication as in Y5, and multiply decimals with up to 2d.p by a single digit.

$$\begin{array}{r} 3.19 \\ \times 8 \\ \hline 25.52 \end{array}$$

Line up the decimal points in the question and the answer.

Remind children that the single digit belongs in the ones column.

This works well for multiplying money (£, p) and other measures.

Children will be able to:

- Use rounding and place value to make approximations before calculating and use these to check answers against.
- Use **short multiplication** (see Y5) to multiply numbers with more than 4-digits by a single digit; to multiply money and measures, and to multiply decimals with up to 2d.p. by a single digit.
- Use **long multiplication** (see Y5) to multiply numbers with at least 4 digits by a 2-digit number.

Approximate
Calculate
Check it

Division

Year 6 Divide up to 4 digits by a single digit, including those with remainders.

Short division, including remainder answers:

$$\begin{array}{r} 0663 \text{ r } 5 \\ 8 \overline{) 51309} \end{array}$$

Short division with remainders: how that pupils are introduced to examples that give rise to remainder answers, division needs to have a real life problem setting context, where pupils consider the nature of the remainder and **back to basics** means it is as a fraction, a decimal, or as a rounded number or value, depending upon the context of the problem.

The answer to $5008 \div 8$ could be expressed as 625 and five eighths, $625 \frac{5}{8}$, or as a decimal, rounded as appropriate to the problem involved.

See Y5 for how to continue the short division to give a decimal answer for children who are confident.

Use representations from Year 5 using decimal place value counters.

Include money and measure contexts.

Approximate
Calculate
Check it

If children are confident and accurate:

- Introduce **long division** for pupils who are ready to divide any number by a 2-digit number (e.g. $2678 \div 19$).

Divide at least 4 digits by both single-digit and 2-digit numbers (including decimal numbers and quantities)

Short division, for dividing by a single digit: e.g. $5497 \div 8$

$$\begin{array}{r} 0812.125 \\ 8 \overline{) 6497.000} \end{array}$$

Short division with remainders: pupils should continue to use this method, but with numbers that have 4-digits, and understand how to express remainders as fractions, decimals, whole number remainders, or rounded numbers. Real life problem solving contexts need to be the starting point, where pupils have to consider the most appropriate way to express the remainder.

Calculating a decimal remainder: In this example, rather than expressing the remainder as e.g. 5, a decimal point is added after the units because there is still a remainder, and the one remainder is carried into pence after the decimal point (to show there was no decimal value in the original number). Keep dividing to an appropriate degree of accuracy for the problem being solved.

Calculation Activity 1:

Use the written method help sheet to work these calculations:

Addition

$$958 + 99 =$$

$$157 + 2790 =$$

$$8453 + 5705$$

$$6,500 + 750 =$$

$$97,111 + 73,9898$$

Multiplication

$$364 \times 39 =$$

$$689 \times 8 =$$

$$1289 \times 72 =$$

$$2539 \times 8 =$$

$$4679 \times 472 =$$

=

Subtraction

$$753 - 489 =$$

$$9876 - 3469 =$$

$$1210 - 240 =$$

$$15,612 - 3,456 =$$

$$5,4321 - 10,98999 =$$

Division

$$394 \div 2 =$$

$$1454 \div 6 =$$

$$1640 \div 10 =$$

$$6235 \div 5 =$$

$$1947 \div 3 =$$

Calculation Activity 2

Use the written method help sheet to work these calculations:

Addition

$$3028 + 919 =$$

$$357 + 4598 =$$

$$84763 + 3565$$

$$8500 + 7750 =$$

$$87,109 + 675 =$$

=

Multiplication

$$409 \times 47 =$$

$$782 \times 35 =$$

$$2289 \times 90 =$$

$$3008 \times 9 =$$

$$1009 \times 308 =$$

Subtraction

$$1986 - 245 =$$

$$8769 - 354 =$$

$$7893 - 3009 =$$

$$17,890 - 398 =$$

$$23,8975 - 765 =$$

Division

$$7390 \div 12 =$$

$$2098 \div 6 =$$

$$3000 \div 10 =$$

$$9800 \div 15 =$$

$$2198 \div 3 =$$

Place Value Activity 1 :

Here are some digit cards.



- (a) What is the largest 2-digit number you can make that is divisible by 4?
- (b) What is the largest 2-digit number you can make that is divisible by 8?

Henry makes a 3-digit number. He says his number lies between 209 and 220. The digits sum to 9. What number did Henry make?

Place Value Activity 2 :

Manjit weighed two letters. The first letter weighed 15.653 grams and the second letter weighed 23.064 grams. By rounding the weight of each letter to 1 decimal place, estimate the total weight of both letters.

A football player is sold for eight million, four hundred and sixty three thousand, seven hundred pounds. Write this amount in digits.

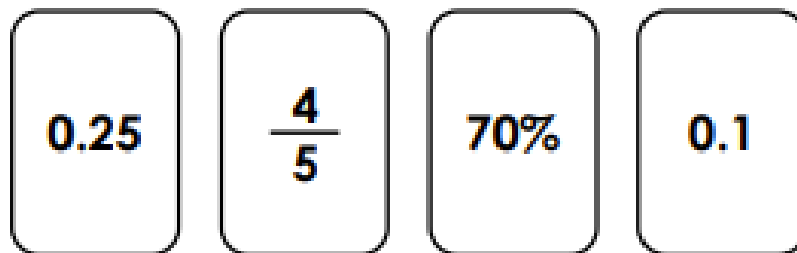
295,362 is partitioned (expanded).

Fill in the missing numbers:

$$\boxed{} + 90,000 + 5,000 + \boxed{} + 60 + 2 \quad \boxed{}$$

Problem solving and application 1

1b. Henry has put these fractions, decimals and percentages in order from smallest to largest.



=

Is he correct? Explain your answer.

A sequence follows this rule: 'Halve the number and subtract 2'.

Complete the sequence following this rule:

4 0 ____

What do you notice about the size of the intervals between the numbers?

Problem solving and application 2

Wishy Washes car wash processes 92 cars per day.

They make £15 per car.

How much money will they have made in 4 days?

An aeroplane is flying from Birmingham to New York.

The distance between these two cities is 5,400km

On the journey, the pilot announces, "We are 40% of the way through the flight."

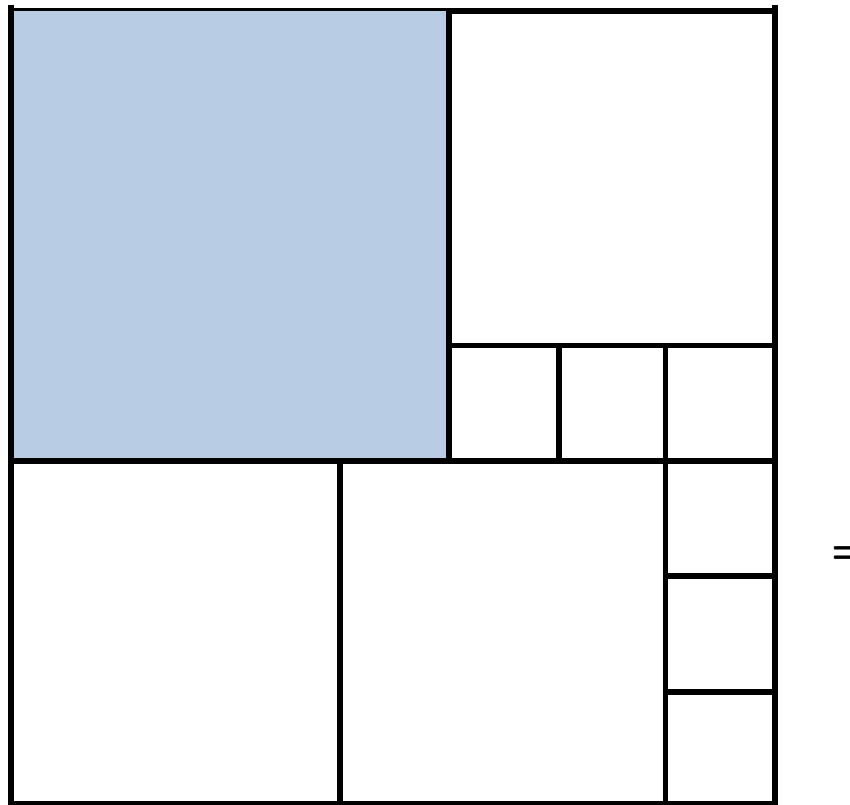
How far has the aeroplane travelled?

Find the greatest common factor of 24, 40 and 60.

Reasoning 1

A square is divided into smaller squares.

What fraction is shaded?



Explain how you know.

Sarah has some cookies in a jar.



In January she eats $\frac{5}{8}$ of the cookies.

There are 12 cookies left in the jar.

How many were in the jar at the start?

Explain your working out

Reasoning 1

Sally multiplies a number by 100

Her answer has three digits.

The hundreds and ones digit are the same.

The sum of the digits is 10

What number could Sally have started with?

Are there any others?

=

Mr Singh parks his car.



Here are the charges.

White Rose Car Park	
First hour	£2.50
Every additional 30 minutes (or less)	£1.80

Mr Singh arrives at 10.45am

He leaves the car park at 2.30pm

How much did he pay to park?

Reasoning 2

6 friends share some pound coins equally.

They each receive 3 pound coins.

There are 2 pound coins left over.

How much money did they share?

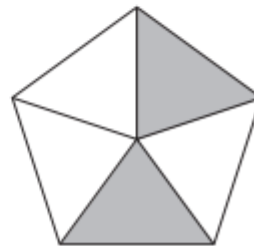
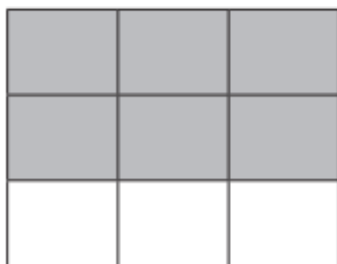
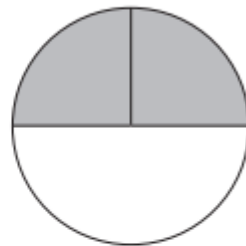
Here are the capacities of three football stadiums.

Football stadium	Capacity
Huddersfield Town	24,500
Leeds United	37,366
Halifax Town	14,061

What is the total capacity of all three stadiums?

Reasoning 2

Tick the shapes that show $\frac{2}{3}$ shaded.



Complete the boxes to make the fractions equivalent.

$$\frac{3}{4} = \frac{\boxed{}}{12} = \frac{36}{\boxed{}}$$

English

Activities

Learning

Pack G

SPaG Activity 1

Commas

Commas are used to separate items in a list and to mark phrases or clauses

The use of a comma can change the meaning of a sentence.

Activity –

Add commas in the correct places to the sentences below.

Before we go on the bike ride check you tyres brakes and lights.

Although Alma loves hamsters mice and rats she doesn't like gerbils.

Quickly before it rains outside.

My favourite desserts are strawberry and vanilla ice-cream apple pie with custard fresh fruit and salad.

2. Explain how a comma changes the meaning of the sentences below.

Can you help Suzie?

Can you help, Suzie?

Add a comma to change the meaning of the sentence below.

I will tell Jake.

SPaG Activity 2

Capital letters, Full stops, Exclamation marks and Question marks.

Every sentence begins with a capital letter and ends with either a full stop, exclamation mark for exclamations or a question mark for questions.

Proper nouns require a capital letter (e.g. for names of places, people nationalities, days and months, brand names.)

Activity -

Add the correct capital letters and full stops to the passage below.

Arthur took his dogs, henry and hettie, on holiday to wales they had a super time even though it was very cold in February

Add a punctuation mark from the box to each sentence below. You may use each one only once.

? ! .

How interesting that was

What would you like to do

Although you're late, its great to see you

2. Add capital letters and full stops to the passage below.

The door opened suddenly and the class all turned to look the special guest had arrived everyone had been looking forward to this moment

.3. Why does the sentence below have an exclamation mark?

What a dreadful thing to say!

SPaG Activity 3

Spellings

Learn 10 spellings from the Year 5/6 spelling list and write each one in a sentence.

Learn each word off by heart and think of strategies on how you can learn to spell them .

Homophones

Activity –

Insert the correct homophone in the sentences below.

I do not _____ your name.

Do you live over _____?

The _____ has been very good at the moment in this country.

My shed is made of very strong _____.

Another name for a water jug is a _____.

My mother was born and _____ in this village.

Butter is _____ from milk.

If there was a _____ in the bucket, the water would leak.

He _____ every Sunday at church.

The top is _____ now that I have lost weight.

Each sentence has words in it that sound the same. Choose the correct word for every sentence.

Please put your/you're coat over there.

Whose/who's coming to the fireworks tomorrow?

The children have not had there/their vaccinations.

The Pope lives in Rome/roam.

In order to play tennis you need a racket/ racquet.

SPaG Activity 4

Synonyms and Antonyms

Synonyms means nearly the same thing as another word

Antonyms means the opposite of another word

Example: Intelligent and smart are **synonyms**

Sad and happy are **antonyms**

Activity –

Replace the common underlined word with a synonym.

I would like to buy one of these red t-shirts.

Can you help me put together these word boards?

Jonah lives in that unusual house across the street.

Write one antonym for the given word.

Divide _____

Urban _____

Available _____

Optimist _____

Extinct _____

Hostile _____

Dense _____

SPaG Activity 5

Spellings

Learn 10 spellings from the Year 5/6 spelling list and write each one in a sentence.

Learn each word off by heart and think of strategies on how you can learn to spell them.

Modal Verbs

Activity -

Write a definition of what modal verbs are.

In each sentence identify all the modal verbs.

Steve could have got some chicken for lunch if he had remembered his lunch money.

Aaron ought to go home.

Barry won't be having chips tonight as he didn't do his homework.

Harry may go the cinema later if he isn't feeling tired.

John will go and fetch his car from the garage later.

Rewrite the sentences above changing the modal verb so that the possibility /probability are different.

Which modal verbs indicate something is definitely going to happen?

Which modal verbs indicate that something has a 50/50 chance of happening?

Which modal verbs indicate that something is certain not to happen ?

SPaG Activity 6

Spellings

Learn 10 spellings from the Year 5/6 spelling list and write each one in a sentence.

Learn each word off by heart and think of strategies on how you can learn to spell them.

Check out these websites to further your grammar knowledge:

<https://www.britishcouncil.org/voices-magazine/three-fun-grammar-activities-encourage-teamwork>

<https://www.education.com/activity/grammar/>

<https://www.fluentu.com/blog/educator-english/esl-grammar-games/>

<https://www.english.com/blog/five-grammar-day-activities/>

<https://www.jumpstart.com/parents/activities/grammar-activities>

SPaG Activity 7

Spellings

Learn 10 spellings from the Year 5/6 spelling list and write each one in a sentence.

Learn each word off by heart and think of strategies on how you can learn to spell them.

Determiners

Underline all the determiners in the sentences below.

My young sister and I rarely see our busy dad during the week.

This Friday, I am going to watch that new film and eat two tubes of ice-cream.

After dinner, I ate some strawberry laces and watched various films.

Those scary boys that live in my street kicked their football up a tall tree.

Which bag is yours?

Your mum won't be happy if you lose her new phone.

Gary's baby puppy barked really loud and then licked its paws.

Explain why the first his in the sentence below is a determiner.

James does not want to lend his bike to anybody as he says it is his.

Explain why the second his is *not* a determiner.

SPaG Activity 8

Verbs

Underline all the verbs in the sentences below.

The door to the garden suddenly swung open as the wind blew violently.

In a month's time, my cousins and I are going to a theme park.

It was terrible weather yesterday, but today it is sunny.

Next, boil the water for five minutes.

Underline all the words which show the tense in the sentences below.

I absolutely love it when my cousins stay at my house.

Next year, my family is going on holiday for two weeks.

I attempted my homework last night although I found it very hard.

When I was little, my family had a dog but it sadly died whilst we were on holiday.

Underline all the nouns in the sentences below.

I love my dog; my love for her is very strong.

Aldi is a great supermarket – it sells lots of amazing things.

Sunflowers are my favourite type of flower: their colorfulness is beautiful.

On Saturday, James is going to jump out of a plane for charity.

Write a sentence using the word watch as a verb. Do not change the word. Remember to punctuate your sentence correctly.

Write a sentence using the word watch as a noun. Do not change the word. Remember to punctuate your sentence correctly.

Write a sentence using the word lie as a verb. Do not change the word. Remember to punctuate your sentence correctly.

Write a sentence using the word lie as a noun. Do not change the word. Remember to punctuate your sentence correctly.

SPaG Activity 9

Spellings

Learn 10 spellings from the Year 5/6 spelling list and write each one in a sentence.

Learn each word off by heart and think of strategies on how you can learn to spell them.

Editing and Improving

Activity –

Read through this paragraph and correct all spelling and punctuation.

Uplevel this paragraph and think about using:

high level vocabulary

A range of punctuation

Adverbial openers

Dialogue

A range of sentence structures

Correct spelling

Tense

The girl woked up sudenly and she looked at the pretty angle on the clowd I shall make a wish the girl wisperd to herself the girl new that the angle would make it come true. But what do I wish for? At that moment a million ideas flooded into her head. She shut her eyes and opened tehm to make sure she wasnt dreaming still. It was still their. Im going to wish for a...

SPaG Activity 10

Adjectives and Adverbs

Adjectives – a word/words that describes a noun

Adverbs - a word or phrase that modifies or qualifies an adjective, verb, or other adverb or a word group,

Use the given root word to fill in the gaps. Choose the correct form of the root word in brackets and decipher whether you need to use an adjective or adverb.

I've got to go to the dentist. My tooth is aching _____. (**terrible**)

Don't talk so _____. (**loud**)

Temperatures are going to be very _____ today. (high)

You have been behaving very _____ since you arrived. (foolish)

If you want me to work _____, you'll have to pay me more. (**hard**)

I wish he could swim _____. (**fast**)

He closed the door _____. (**angry**)

Can't we discuss these problems _____. (**reasonable**)

Computers have been getting quite cheap _____. (**recent**)

The house is rather _____ but was decorated _____. (**simple, beautiful**)


We have had some _____, _____ discussions _____. (**absolute, fascinate, late**)

Spellings:


Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Day 1 Diary Entry

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Day 2 Diary Entry



Day 3 Diary Entry

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Day 4 Diary Entry

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Day 5 Diary Entry

This image shows a blank sheet of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible, starting from the top edge and ending near the bottom edge. The lines are thin and black, providing a guide for writing. The paper itself is clean and has no other markings or text.

Day 6 Diary Entry



Day 7 Diary Entry



Day 8 Diary Entry



Day 9 Diary Entry

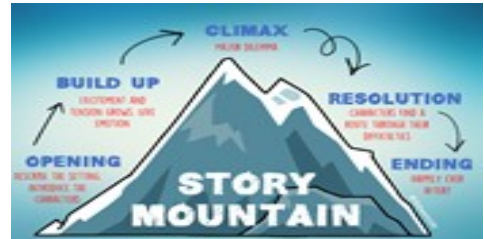


Day 10 Diary Entry



Writing Activity 1: Narrative

Success Criteria



Implicit language - Show not tell the reader

Dialogue

Range of punctuation for effect

Descriptive language (MAPOS)

Effective sentence openers

Continue the narrative which begins:

*On a cold, dark night in September everyone was asleep. Suddenly ,
the air raid started wailing as the German air force launched a mas-
sive bomb streets away*



Narrative

Narrative

Writing Activity 2: Write an account

Success Criteria

Range of punctuation for effect

Facts

Cohesive links

Interesting sentence starters

What are you famous for?

Choose who you would be ?

When I am famous...

"In the future, everyone will be famous for 15 minutes" - Andy Warhol

Look at the above quote above and think about what it means to be famous. Would you like to be famous? What would you like to be famous for?

- Write an account of what you would like to be famous for, and why.



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Writing Activity 3: Newspaper Report or Magazine article

High level vocabulary and punctuation

Closing paragraph – summary

Quote

Main body (opening ceremony and game)

Introduction (5 W's – where when, who, what and why)

Headline and by- line



These were the words Neville Chamberlain, who was UK Prime Minister at the time, spoke when announcing the war:

“I am speaking to you from the cabinet room at 10 Downing Street. This morning the British ambassador in Berlin handed the German government a final note stating that unless we heard from them by 11 o'clock that they were prepared at once to withdraw their troops from Poland, a state of war would exist between us. I have to tell you now that no such undertaking has been received, and that consequently this country is at war with Germany.”

Activity: Write a newspaper article for the day after war was announced.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Reading

Daily Reading Log

Every day you must read your home school reading book or another book of your choice for 40-50 minutes.

You might choose to complete this time all at once, or you might want to split it into shorter reading sessions. It is up to you!

Below is a reading log, please write down the day and how long you read for. Write 1 reflection about what you have read in the reflections box. This could be what you are enjoying in the story or simply what your favourite character in the text is.

[illegible]

Reading Comprehension Activity 1—All about Mice

All About Mice

The thought of a mouse and its long, swishing tail makes some people want to scream, but believe it or not, mice make great, affectionate pets. These nocturnal creatures (awake in the early evening and at night) have an average lifespan of between 1.5 and 3 years, and they are omnivores, with a diet of both meat and plants. Before deciding if a pet mouse is the right choice for you, you should get to know the facts about caring for these pocket-sized pets.



Housing

Every mouse needs somewhere to live. It might seem obvious but your mouse's cage will be where it spends most of its time, so it needs to be large and secure. It must also have an adequate air flow as mice have sensitive lungs and frequently develop breathing problems. Ensure that the cage is positioned in a peaceful location, as mice doze through the day and are easily startled.

Mice are also fond of digging and tunnelling, so their cages should be filled with a few centimetres of loose material to allow them to burrow to their heart's content. One of the safest, most straightforward options is shredded newspaper, but be aware that some ink can be toxic. Avoid using wood shavings, as they are frequently dusty which can damage a mouse's lungs.

Warm and dry bedding material is a must, and ripped-up kitchen roll is ideal for this purpose. Steer clear of thick bedding such as cotton wool as it can get caught around your mouse's legs, with dangerous consequences.

Closely spaced wire

Bedding material

Loose material

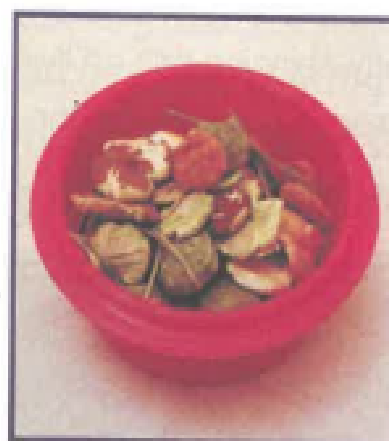


Reading Comprehension Activity 1 page 2—All About Mice

Feeding

Mice ought to be fed a 'complete food' (which contains all the nourishment necessary for your mouse) and fresh drinking water should be constantly available. Complete food can be purchased in blocks, each of which has the same texture, flavour and nourishment. The advantage of this is that you won't be anxious that your mouse will only eat its favourite parts of its food. However, food made up of a variety of parts like seeds and nuts is more appealing for your mouse, as wild mice spend a large part of their day searching for different types of food.

Occasional treats won't be an issue, but they should form less than a tenth of your mouse's regular diet. Chocolate, crisps and some other human treats can be poisonous to mice, so be wary of this danger. Mice love a range of fruit and vegetables, which can be given in limited amounts on a daily basis. Carrots, broccoli, bananas and blueberries will all be much appreciated by your resident rodent, as will foods like wholemeal bread, boiled eggs, mealworms, and cooked brown rice.



However, there are several foods mice cannot digest. Garlic, onions and rhubarb are among these unsuitable items, and, although mice like the taste of fruits, they should not be offered citrus fruits, grapes, raisins or apple seeds. Remember to wash food before placing it in your mouse's cage, and remove uneaten food the following day to prevent it from rotting.

When introducing a new type of food, start by only giving tiny amounts (smaller than the size of your mouse's ear), in case your mouse is allergic to it.

Reading Comprehension Activity 1 page 3—All about Mice

Toys and Exercise

Mice spend a large amount of time in their cage, so providing a variety of different toys will keep them busy. They are prey animals and in the wild they often hide to escape from predators; to recreate this sense of security in your mouse's cage, cardboard tubes and boxes make excellent toys. The majority of mice are enthusiastic climbers, so hanging toys are popular too. Furthermore, since a mouse's teeth grow constantly, chew toys are beneficial for keeping them short.

Exercise is essential for keeping your mouse fit and healthy. Running wheels are a crucial item in any cage, but they must be selected carefully. They should be solid, as wheels formed from wire bars are painful and can damage your mouse's feet. Be sure to purchase a wheel of a large enough size that your mouse's back is not overly arched when it is running.

Recently, spinning disc or 'flying saucer' wheels have increased in popularity as they allow mice to run in a more natural manner.



A 'flying saucer' wheel.

Danger Signs

If you think anything is wrong with your pet, contact a vet immediately. Be alert for danger signs such as a dramatic weight loss or changes in your mouse's fur (for example, becoming rough or spiky). If your mouse breathes noisily, or begins to cough and wheeze, you should also call the vet. Altered behaviour, such as becoming noticeably less active, is another warning sign that your mouse may have a health problem.

Choosing the right pet is really important. Hopefully this information will enable you to decide whether you are up to the task of looking after a mouse.

Reading Comprehension Activity 1 : Questions for All about Mice

Why should you only give a mouse a small amount of a new type of food?

Find and copy a word that shows that an exercise wheel is a necessary item in a mouse cage.

What does the increased popularity of flying saucer wheels suggest about current mice owners?

Support your answer with information from the text.

Mice should have food, water and an exercise wheel in their cages.

Name **two other** things that should be put in a mouse cage and explain why each one is important.

1.

2.

Reading Comprehension Activity 1 Questions for: All about Mice

All About Mice

12

Explain ~~two~~ differences you might notice between a healthy mouse and a sick mouse.

13

How does the summary at the end of the text link back to the introduction?

14

Hopefully this information will enable you to decide whether you are up to the task of looking after a mouse.

What does the phrase *up to the task* suggest about taking care of mice?

15

What is the overall message of the text?

Tick one box.

That it's a good idea for everyone to own a mouse

☐

That people should be well informed before buying a mouse

☐

That mice are brilliant pets

☐

That mice get lots of health problems

☐

Reading Comprehension Activity 1 : Questions for All about Mice

Find and copy a phrase from the text which suggests that mice drink water often.

Complete food can be purchased in blocks, each of which has the same texture, flavour and nourishment.

What does the word *nourishment* mean in this sentence?

Explain why mice might not grow properly if they are fed a diet of mixed seeds and nuts instead of blocks.

Tick **two** foods that mice should not eat.

mealworms

☐

crisps

☐

grapes

☐

bananas

☐

carrots

☐

Reading Comprehension Activity 2: Tales from Outer Space

Tales from Outer Space

An interview via videophone with astronaut **Madeleine Ryan**.

Madeleine Ryan is both a scientist and an astronaut. Originally from Florida in the USA, she has spent the past two months living and working on the World Space Station (WSS), an artificial satellite orbiting the Earth.



Madeleine, how did you come to be aboard the WSS?

Astronomy was my original line of work. You could say I study the world beyond Earth: the wonders of stars, galaxies, quasars and globular clusters. This fascination with space motivated me to train as an astronaut. When I tell interviewers that, although I have been a qualified astronaut for five years, this is my first time in space, they are puzzled. The majority of an astronaut's work is done on the ground: intense training and mission preparation, alongside conducting research in your area of expertise. My extensive knowledge of our red neighbour, Mars, led to my inclusion on this mission.

Why is a Mars specialist needed on the WSS?

Remote-controlled machines have recently been successfully deployed to explore Mars, so currently there's significant interest in sending a manned craft to orbit the planet — perhaps one day to even land there. As an astronomer, I study conditions on Mars and collaborate with the other scientists on board to determine whether this could be achievable. Views of Mars from the ground are distorted by the gases making up the Earth's atmosphere. Taking readings whilst in orbit greatly increases the accuracy of our results.



Madeleine is investigating whether man could ever land on Mars.

Reading Comprehension Activity 2 - Tales from Outer Space

Is there a typical day for you on the WSS?

Life aboard the WSS is regimented — meticulously planned by our colleagues back on the ground. Our schedules dictate when we wake, eat, work and sleep. Scientists even plan our menus down to the last morsel to make sure that our bodies receive all the necessary nutrients. Exercise is an important element of our daily routine, as being in space is tough on the human body. The WSS is equipped with a treadmill, with a special harness so we don't float away when we're using it!

What influenced you to follow this career path?

The overwhelming influence came from my grandfather, a keen amateur astronomer who gifted me my first telescope when I was eight. I would spend countless hours at my bedroom window, gazing up at the stars. My mother would regularly complain to my father: "That child has always got her head in the clouds!" Growing up in Florida, the launch site of American space shuttles since 1981, also inspired me. I still get shivers down my spine when I recall hearing the tense countdown to take-off, and then the colossal roar of the rocket boosters.

What would you say to youngsters who dream of being astronauts?

I would say that you should dream about space, but don't be a daydreamer in real life — you have to be determined, and physical fitness is vital. But, with a bit of perseverance, you can certainly succeed. It's inspiring to share the space station with a host of similarly motivated, talented colleagues. Being up here now, I can see sprawling continents and vast oceans down on Earth, and the never-ending blackness of space. A view like this is worth every painstaking second of effort!



A shuttle launch at Cape Canaveral, Florida.

Reading Comprehension Activity 2 Questions for: Tales from Outer Space

What technology was used for this interview?

... *World Space Station (WSS)*, an artificial satellite orbiting the Earth.

Which is closest in meaning to the word *artificial* in the sentence above?

Tick **one** box.

fake

☐

revolving

☐

man-made

☐

natural

☐

What was Madeleine Ryan's first profession?

How long has Madeleine been an astronaut for?

Reading Comprehension Activity 2 Questions for: Tales from Outer Space

a) Which of these four options best summarises the main idea of the text?

Exploring Mars is an important mission.

☐

There is a strict routine on the WSS.

☐

Becoming an astronaut is hard work.

☐

Exercising in space is vital.

☐

b) Explain your choice using information from the text.

How does the final paragraph make the reader feel about the life of an astronaut?

Use information from the text to support your answer.

Reading Comprehension Activity 2 Questions for: Tales from Outer Space

Why was Madeleine needed on the WSS?

Why is it better to study Mars from the WSS than it is from Earth?

Explain your answer using information from the text.

Read each sentence and tick **one** box to show whether it is **true** or **false**.

	True	False
An astronaut is trained mostly in space.	<input type="checkbox"/>	<input type="checkbox"/>
The WSS is going to land on Mars next year.	<input type="checkbox"/>	<input type="checkbox"/>
You can see the Earth from the WSS.	<input type="checkbox"/>	<input type="checkbox"/>
Astronauts choose their own food.	<input type="checkbox"/>	<input type="checkbox"/>

Life aboard the WSS is regimented...

What does the word *regimented* mean in the sentence above?

An Amsterdam Adventure

Sophie is on her way from England to Amsterdam, a city in the Netherlands, for a short holiday with her mum.

4th March

Day one of the holiday! Unfortunately, things didn't start particularly well. When our coach pulled up at the port, I was full of anticipation as I had never travelled by ferry before. That rapidly changed once we were underway... On the rare occasion that I tried to walk anywhere I was tossed sideways as the ship violently lurched, making my stomach churn. I attempted to sit motionless and gaze out of the window, but the constant tilting of the horizon just made me feel even more queasy. To my relief, we were soon back on the coach trundling in the direction of Amsterdam.

By the time we arrived at our hotel in central Amsterdam it was mid-afternoon, and Mum was flustered and frustrated. A rumoured car accident had brought traffic to a virtual standstill, so we had spent what felt like hours snaking our way slowly through the city. When we eventually got off the coach, we decided to stroll out into the city, and Mum visibly began to relax.



After a short while, we stumbled across the Basilica of St. Nicholas — a magnificent Catholic church. I never imagined

Reading Comprehension Activity 3— An Amsterdam Adventure

that it would be so awe-inspiring! We were like tiny ants next to its pointed towers. The windows were dazzling; they were made up of hundreds of vibrant shards of glass. Colours danced on the stone walls as the sunlight streamed through them. I could have gazed at them for hours.

5th March

After breakfast, we hired some bikes and headed to the Vondelpark — a sprawling expanse of parkland towards the south of the city. Lakes were scattered throughout the park, each one surrounded by spindly reeds and skeletal trees still recovering from winter. We stopped beside the largest lake to take some pictures as a family of ducks paddled their way across its rippling surface. The wind began to nip at us so we reluctantly rode off.

Meandering along a side street, we heard the din of the traditional market long before we could see it. We turned a corner near the canal and I was taken aback. The wide square was alive: traders laughed and argued, food steamed and filled the air with mouth-watering smells and the cobbles were bustling with people. I had to constantly dive out of the paths of determined shoppers. One stall displayed numerous pieces of delicate jewellery. Mum bought me a silver bracelet with round lilac gemstones nestled in it. Another sold sweetly fragrant tulips



(the Netherlands' most famous flower) in an unbelievable range of colours. A third was serving a selection of local delicacies. I tried a dish called bitterballen — crisp round shells packed with beef. The first one scalded my tongue, but after they had cooled they were delicious.

Next, we visited a museum dedicated to the painter, Vincent Van Gogh. It was crammed full of people. We spent most of our time waiting behind dawdling groups, craning our necks in a vain attempt to glimpse the art. Whenever we managed to squeeze to the front, we could feel the impatience of the people behind us. We eventually cut our losses and left because we wanted to fit in a canal boat tour before dusk.

The canal tour was a relaxing and thoroughly enjoyable way to travel on the water! The ride was smooth and I sank back gratefully into my chair. Headphones were available for listening to facts as we cruised past points of interest, but after a while I stopped listening, preoccupied with taking pictures of the towering, narrow buildings lining the water. The boat dropped us off near a quaint restaurant where we ended the day with a quiet dinner.



Tomorrow, it's back to the coach for our return to England. Travelling around Amsterdam has been delightful and I desperately wish we could have extended our trip. Maybe we could visit again next year...

Reading Comprehension Activity 3— Questions

Why was Sophie thankful to get back onto the coach after the ferry journey?

Why was Sophie's mum *flustered and frustrated* on the first day of their trip?

We were like tiny ants next to its pointed towers.

What does the phrase *like tiny ants* tell you about the towers of the Basilica of St. Nicholas?

...they were made up of hundreds of vibrant shards of glass.

Which of the following is closest in meaning to the word *vibrant*?

Tick **one** box.

brightly coloured

☐

delicate

☐

tiny

☐

pale

☐

Reading Comprehension Activity 3—Questions

What does the word *sprawling* tell you about the Vondelpark?

Write down **three** things that you are told about the market square.

1.

2.

3.

...the cobbles were bustling with people. I had to constantly dive out of the paths of determined shoppers.

Tick the option which best describes the shoppers in the market.

Tick **one** box.

angry

☐

focused

☐

hesitant

☐

observant

☐

What food did Sophie eat at the market?

Reading Comprehension Activity 3 - Questions

What do you think Sophie's opinion of the market was?

Explain your answer using evidence from the text.

Which of these is the best description of the Van Gogh museum?

Tick **one** box.

A large, impressive building

☐

A popular tourist destination

☐

Sophie's favourite place in Amsterdam

☐

The Netherlands' biggest museum

☐

Reading Comprehension Activity 3 - Questions

...craning our necks in a vain attempt to glimpse the art.

What does the word vain mean in the sentence above?

How did the canal tour compare to the ferry crossing?

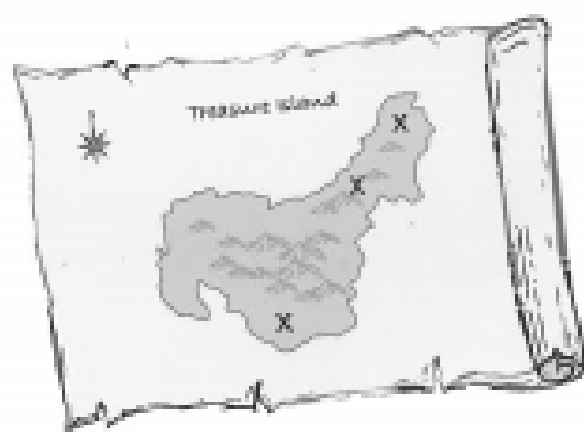
What do you think Sophie and her mum would do differently if they visited Amsterdam again?

Use evidence from the text to support your answer.

Reading Comprehension Activity 4—Treasure Island

Treasure Island — Fiction

Treasure Island is an adventure novel written by Robert Louis Stevenson. It's an exciting story full of pirates, mysterious maps and even a talking parrot. The main character is a boy called Jim Hawkins. This abridged extract tells the story of how Hawkins' adventure first began.



"Money!" cried the squire. "Have you heard the story? What were these villains after but money? What do they care for but money? For what would they risk their rascal carcasses* but money?"

"That we shall soon know," replied the doctor. "What I want to know is this: supposing that I have here in my pocket some clue to where Flint buried his treasure, will that treasure amount to much?"

"Amount, sir!" cried the squire. "It will amount to this: if we have the clue you talk about, I fit out a ship in Bristol dock, and take you and Hawkins here along, and I'll have that treasure if I search a year."

"Very well," said the doctor. "Now, then, if Jim is agreeable, we'll open the packet," and he laid it before him on the table.

"I can't make head or tail of this," said Dr Livesey.

"The thing is as clear as noonday," cried the squire. "This is the black-hearted hound's account-book. These crosses stand for the names of ships or towns that they sank or plundered*. The sums are the scoundrel's share, and where he feared an ambiguity, you see he added something clearer.

There was little else in the volume but a few bearings of places noted in the blank leaves towards the end and a table for reducing French, English, and Spanish moneys to a common value.

"Thrifty man!" cried the doctor. "He wasn't the one to be cheated."

"And now," said the squire, "for the other."



Reading Comprehension Activity 4 Treasure Island—page 2

The paper had been sealed in several places with a thimble by way of seal; the very thimble, perhaps, that I had found in the captain's pocket. The doctor opened the seals with great care, and there fell out the map of an island, with latitude and longitude, soundings, names of hills and bays and inlets, and every particular that would be needed to bring a ship to a safe anchorage* upon its shores. It was about nine miles long and five across, shaped, you might say, like a fat dragon standing up, and had two fine land-locked harbours, and a hill in the centre part marked "The Spy-glass". There were several additions of a later date, but above all, three crosses of red ink — two on the north part of the island, one in the southwest — and beside this last, in the same red ink, and in a small, neat hand, very different from the captain's tottery characters, these words: "Bulk of treasure here".

Over on the back the same hand had written this further information:

Tall tree, Spy-glass shoulder, bearing a point to the N. of N.N.E.

Skeleton Island E.S.E. and by E.

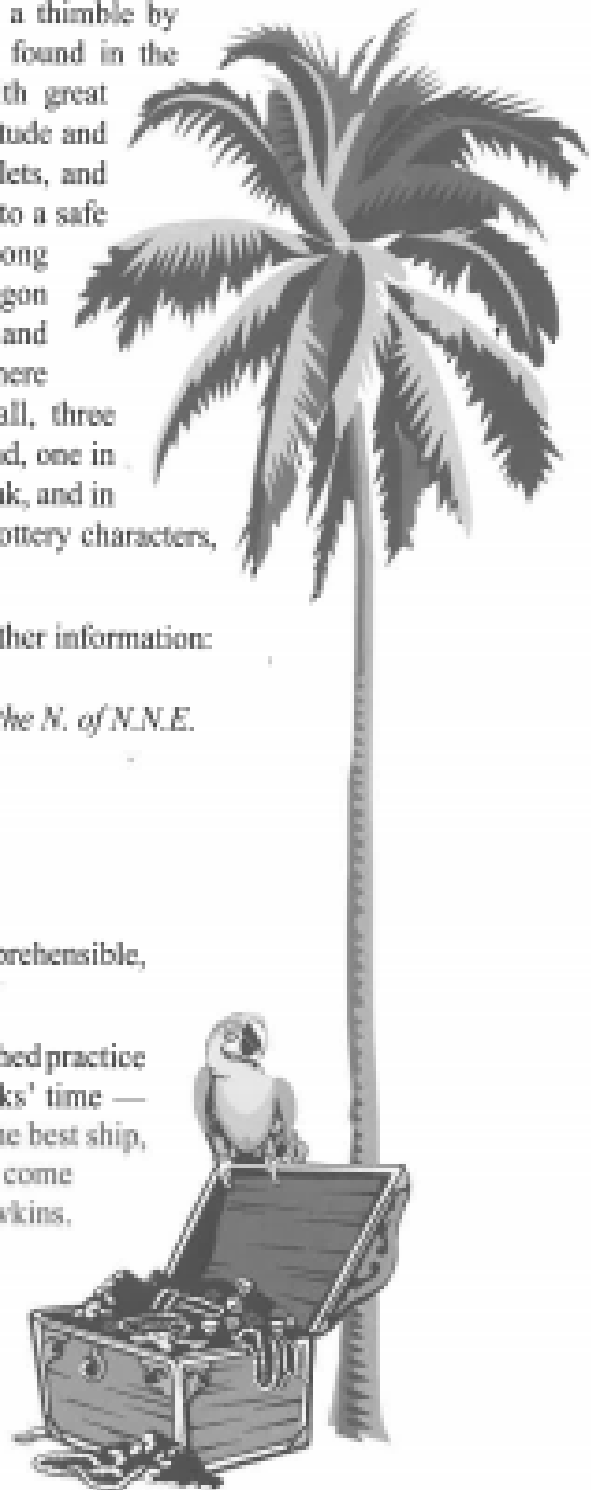
Ten feet.

The bar silver is in the north cache.*

J.F.

That was all; but brief as it was, and to me incomprehensible, it filled the squire and Dr Livesey with delight.

"Livesey," said the squire, "you will give up this wretched practice at once. Tomorrow I start for Bristol. In three weeks' time — three weeks! — two weeks — ten days — we'll have the best ship, sir, and the choicest crew in England. Hawkins shall come as cabin-boy. You'll make a famous cabin-boy, Hawkins. You, Livesey, are ship's doctor; I am admiral. We'll take Redruth, Joyce, and Hunter. We'll have favourable winds, a quick passage, and not the least difficulty in finding the spot."



Glossary

carcasses — human bodies

plundered — robbed

anchorage — securing a boat so it doesn't float away

cache — hiding place

Reading Comprehension Activity 4— Treasure Island Questions

The fun never stops with these FACT RETRIEVAL questions. They're about how well you can find information, so have another read through the text before you tackle them.

What **two** pieces of information about the treasure does the account book contain?

Look at the paragraph that starts 'There was little else in the volume but...'
What else is in the account book?

the captain's
thoughts

a table to
convert money

a treasure map

a letter from
Flint's wife

Circle your answer.

What did Jim find in the captain's pocket?

Give **three** pieces of information shown on the map of the island.

How large is the island shown on the map?

What is the name of the hill in the centre of the island?

Reading Comprehension Activity 4— Treasure Island Questions

Why do the account-book and map fill Dr Livesey and the squire with delight?
Answer as fully as you can.

.....

.....

.....

.....

.....

Find and copy a phrase from the last paragraph of the text that suggests the squire is impatient to start the journey.

.....

.....

How does the squire feel about Livesey's doctor's practice?

.....

Do you think the squire feels confident about making the journey to the island?
Explain your answer, referring to the text.

.....

.....

.....

.....

Reading Comprehension Activity 4 - Treasure Island Questions

*Look through the whole text to help you answer SUMMARY questions
Have another good read of the story before you try your hand at these questions.*

What is one of the main ideas of the extract?

Put a tick in the correct box to show whether each of the following statements are true or false.

	True	False
Flint plundered ships, kept a record of his share and then buried the treasure on an island.		
Livesey begins the extract excited by the idea of buried treasure, but becomes uninterested in it.		
Hawkins, Livesey and the squire discovered where Flint's treasure was buried and planned to go and get it.		

2F

Structure Question

*STRUCTURE questions are all about when things happen in a text.
Have a quick look at the story before you attempt this question.*

Using the numbers 1–4, put these events in the order in which they happen in the text.

The squire makes plans to find a crew.	
The group reads the account book.	
The doctor asks how much buried treasure they might find.	
The group discovers the treasure map.	

Reading Comprehension Activity 5

Splat! The coleslaw tub fell right in front of Mum's feet as she opened the fridge door. Splat! Splat! Splat! The butter, milk and leftover lasagne followed quickly behind.

Mum stopped and turned round, her dripping wet coat making even more mess on the floor. She'd arrived just in time to miss the worst of the storm.

What on earth could have happened? It looked like she'd been burgled by a hungry visitor.

She turned around to look at the kitchen bench. Empty pizza boxes, a sharp knife, pools of coke flowing dangerously near the edge. She scooped up a gooey red liquid and tasted it. Mmm! Definitely strawberry doughnut jam; George's favourite. But George was at Scout Camp wasn't he? He wasn't due home until tomorrow morning. Besides, there was far too much food here for one person alone.

Without making a sound, Mum silently inched towards the kitchen door ...

What conclusions had Mum come to?

Give **two** conclusions, referring to the text in your answer.

1. _____
2. _____

Woodland racer

Acorn chaser

Tree shaker

Acorn taker

Nut cracker

Acorn snacker

Sky rider

Acorn hider

Winter snoozer

Acorn loser

Spring reminder

Acorn finder



What do you think the title of this poem might be?

Explain your answer, referring to the text.

Reading Comprehension Activity 6

LEGO building blocks were created by Ole Kirk Christiansen, a Danish man whose company made wooden toys. In 1934 Ole named his business 'LEg GOdt,' which means 'play well' in Danish. In 1947 a special machine was made that could make large quantities of interlocking plastic blocks. By 1949 the new machine was making about 200 different kinds of toys. In 1953, the blocks were called 'LEGO bricks' and, in 1958, a new design meant they looked like the LEGO bricks we know today. In the same year, Godtfred Christiansen became head of LEGO following the death of his father. In the 1960s, LEGO toys were being sold in countries all over the world including the United Kingdom, France and Sweden. By popular demand, other countries soon started selling the toys, including the United States in 1973.

Draw a line to match each LEGO event to the date it happened.

[17]

Event

Date

Godtfred Christiansen became head of the LEGO company.

1953

Two hundred kinds of toys were being manufactured.

1958

The company was named LEg GOdt.

1949

Toys were made for the United States.

1934

The bricks were called LEGO bricks.

1973

J.K. Rowling was born on July 31, 1965. She is an international bestselling author, known for the Harry Potter series of books. Her first book, *Harry Potter and the Philosopher's Stone*, was published in 1997. Following the success of this book, Rowling wrote her second book, *Harry Potter and the Chamber of Secrets*, published in 1998. Book three in the series, *Harry Potter and the Prisoner of Azkaban*, followed in 1999 and, in 2000, book four, *Harry Potter and the Goblet of Fire* became the fastest-selling book in history. The books were translated into many different languages. Rowling continued the series with *Harry Potter and the Order of the Phoenix* in 2003 and, two years later, *Harry Potter and the Half-Blood Prince*. The final book in the series, *Harry Potter and the Deathly Hallows*, was published in 2007.

Draw a line to match each event with the correct date.

[17]

Event

Date

Harry Potter and the Order of the Phoenix was published.

2007

The first Harry Potter book was published.

2000

J.K. Rowling was born.

1997

Harry Potter and the Deathly Hallows was released.

2003

The fourth book became the fastest-selling book in history.

1965

Reading Comprehension Activity 7

14th June. The day she moved away. I could barely stand to read the words. The tear-stained words. As I put down my diary, a new tear began to slowly trickle down my cheek. I couldn't believe she'd been gone for a whole year. My best friend. More importantly, I couldn't believe how much my life had changed since she'd gone. Now, she was coming back. I should be happy but something was niggling at me.

We had so many happy memories together but each time I tried to picture her face, it was blurry. Each time I tried to hear her laugh, it was faint and faded. When I tried to remember the time we spent together, it all sort of smudged into a blot. It seemed **corroded** by time. New memories were invading her space in my mind. I felt so guilty.



Glossary

- **corroded** destroyed or weakened gradually

What does the word *smudged* tell you about the girl's memory of her friend?

[2 marks]

While the majority of diagnoses of **myopia** in children used to happen around puberty, increasing numbers of children are needing glasses younger and younger.

And it's children from comfortable backgrounds who are driving this increase. Why? In part, because they are wealthy enough to have access to all those seductive screens and gadgets, says Joanne Hancox, a consultant in **paediatrics** at London's Moorfields Eye Hospital:



Glossary

- **myopia** short-sightedness
- **paediatrics** branch of medicine for babies, children and young people

Why has the word *seductive* been used to describe screens and gadgets?

[1 mark]

Eva's report was, as it always was, first rate and outstanding. She had worked hard in her first school and now she was proving to be a big hit too at her new secondary school. Eva liked to show off and brag about her grades. You could never say that Eva or her work was inconspicuous.

The trouble was, Eva was not impressed with her report. She always focused on things she didn't do so well and now she was dwelling on the comment, 'Eva likes music lessons'. To Eva, 'like' wasn't good enough!

Use evidence from the text to explain why *You could never say that Eva or her work was inconspicuous.*

[1 mark]

Reading Comprehension Activity 8 - Bones and muscles

Skim and **scan** the text below to find these key words and phrases. Underline each one as you find it. The first one has been done for you.

Tibia bones meet cartilage collar shin different positions
squashed move without protect support system blade

Bones and muscles

Bones and muscles are your body's support system. They hold you up and let you move around. Without them, you'd be nothing but a helpless blob.

Your skeleton

Together, your bones make up your skeleton, which acts as a framework for your whole body. Bendable joints where bones meet let you move into different positions.

Bones protect your insides too. For example, rib bones in your chest stop the organs inside from getting squashed.



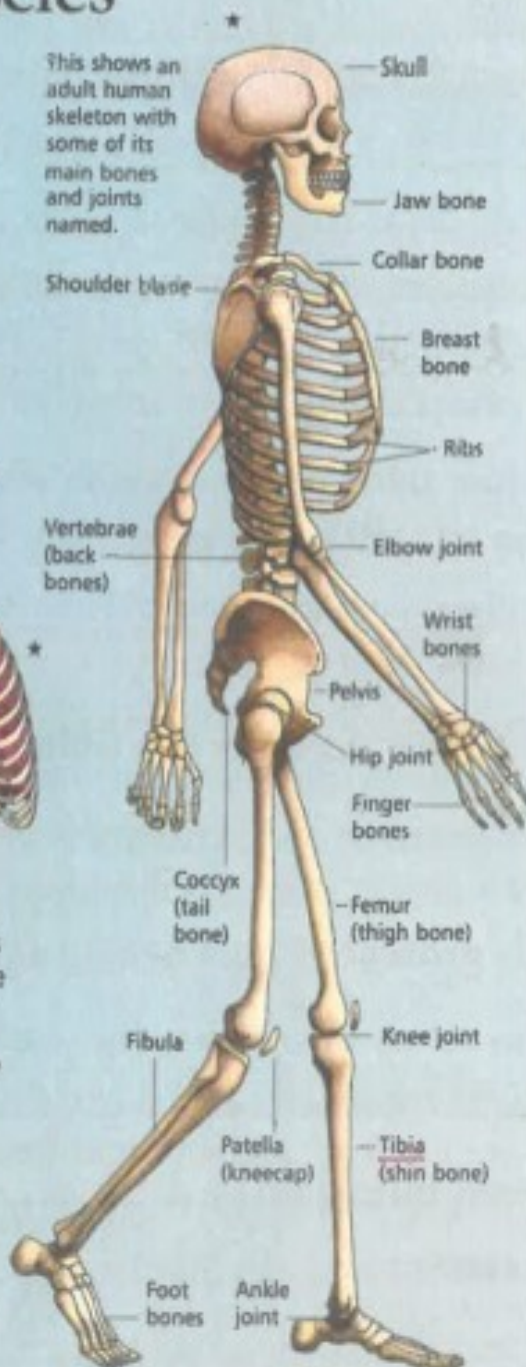
Soft skeletons

A baby's bones are partly made of a bendable material called cartilage. As the baby grows, most of the cartilage slowly turns into hard bone.



This is an X-ray picture of a newborn baby's skull. As the baby grows, the gaps in its skull close up and the skull hardens.

This shows an adult human skeleton with some of its main bones and joints named.



Reading Comprehension Activity 8 - Questions Bones and muscles

Skim and scan the text for the words in bold in the following questions. Use these bold words and the words you have underlined to answer the questions about your body's support system. Then ask and answer your own literal question about the text.



Search for key words that are the same in the question and in the text.

1. What provides your body with **support** and enables you to **move** around?

2. What would happen **without** your body's **support system**?

3. Where is your **collar** bone in relation to your shoulder **blade**?

4. Name four parts of the skeleton where the **bones meet** and allow you to move into **different positions**.

a. _____ b. _____ c. _____ d. _____

5. Give the other name for the **tibia**.

6. What is **protected** from getting **squashed**?

Your literal question: _____

Your answer: _____

Reading Comprehension Activity 9—Working with Nature

Working with Nature



Who and **what** is this information about?
What's the problem?
How is it solved?

Read this extract from *Working with Nature*.



Frogs

Populations of frogs help farmers to control slugs – a major crop pest.



Hedgehogs

In natural areas, hedgehogs flourish and prey on slugs and insects.



Birds

Thrushes and other birds thrive on wild areas of farmland, where they feed on snails and insects.

Protecting wildlife

Many crop farmers leave a wide band of natural vegetation round the edge of their fields. Along with hedges, trees and woods, these pesticide-free wildlife reserves are rich in the grasses and flowers that provide food sources and shelter for insects and animals.

Action!

Start a compost heap at home to save on plan fertilizer and improve the soil in your garden.

See what organic foods are available in your local supermarket. Meat and dairy products can be organic, too.

Many farmers in the developed world are turning away from using pesticides and fertilizers and are growing food more naturally. Organic farming produces smaller harvests than intensive farming and, as a result, produce can be more expensive. However, some consumers are happy to pay a bit extra in return for chemical-free foods. Farmers in developing countries with poor soils can also increase their food production by growing combinations of crops. This farming method protects the land by putting nutrients back into the soil, and also conserves the environment.

Animal manure can be sprayed from a tank mounted on a tractor.



Reading Comprehension Activity 9—Questions Working with Nature

Identify the problems mentioned in *Working with Nature*. Find and underline the solutions to complete the table below. An example has been done for you. Then use the clues you have underlined to help you answer the questions on page 10.

Problem	Solution
Pesticides are a danger to wildlife.	Many crop farmers leave natural vegetation round the edge of their fields to provide pesticide-free food sources and shelter for wildlife.

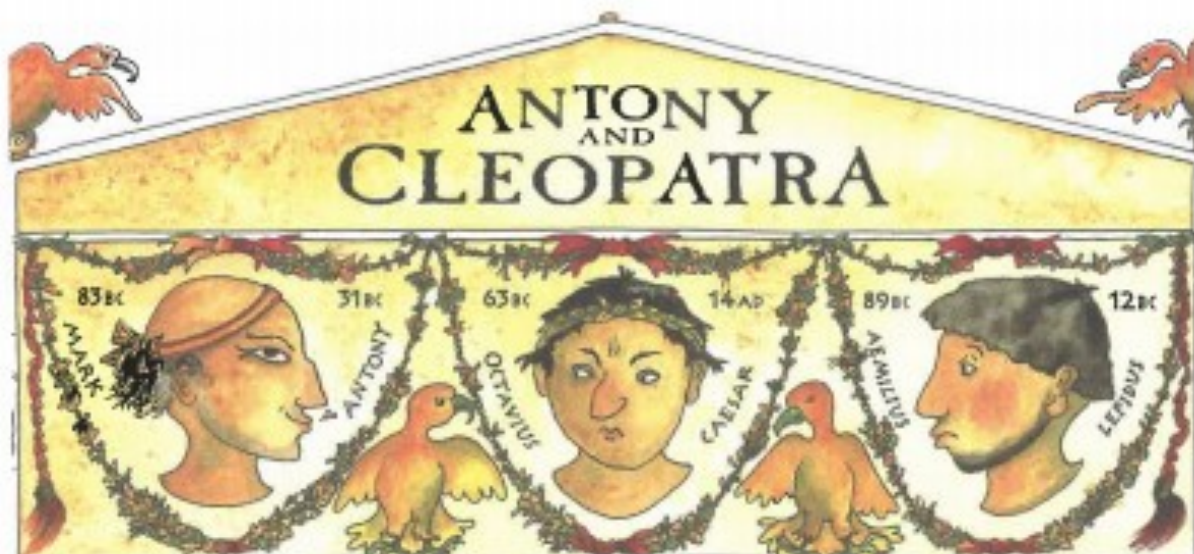
Reading Comprehension Activity 10

Antony and Cleopatra



Read the beginning of *Antony and Cleopatra* by Shakespeare, retold by Marcia Williams.

Who is in the story?
What are they doing?
Where are they?



Three men, Mark Antony, young Octavius Caesar and Aemilius Lepidus once ruled the Roman world. Caesar and Lepidus took care of the affairs of state in Italy, but Antony made merry in Egypt.



Antony was in love with Egypt's queen, Cleopatra, and could not bear to leave her.



But news came that his wife, Fulvia, had died and his power in Rome was weakening.



In spite of Cleopatra's pleas, Antony and his good friend, Enobarbus, left for Rome.



Caesar and Lepidus resented the time the once noble Antony spent in Egypt, and despised his neglect of duty.



In order to strengthen his alliance with the two leaders once more, Antony agreed to marry Caesar's sister, Octavia.

Reading Comprehension Activity 10 - Antony and Cleopatra

Use different coloured pens to highlight the 'who', 'what' and 'where' information in the text on page 5. Some examples have been done for you. Then use the information you've underlined to help you retell the beginning of the story in your own words.



The answers are right there in the pictures and text.

Once there were _____

Read the text again and answer the questions below. Then ask and answer your own 'who', 'what' and 'where' questions about the text.

1. What is the theme of this story?

2. Who left Egypt to go to Rome with his good friend?

3. Where were Caesar and Lepidus while Antony was away?

4. What were Caesar and Lepidus doing while Antony was away?

Reading Comprehension Activity 10—Questions Antony and Cleopatra

5. Where did Antony fall in love?

6. Who did Antony agree to marry?

7. What happened when Antony fell in love with Cleopatra?

Your 'who' question: _____

Your answer: _____

Your 'what' question: _____

Your answer: _____

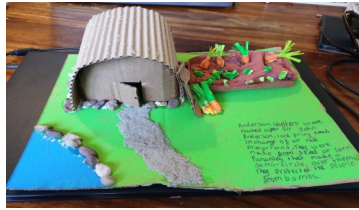
Your 'where' question: _____

Your answer: _____

Topic

Pack G

World War 2



Year 6 Topic: World War 2

Choose two of the following projects to complete in detail based on World War 2

1. Research WW2 propaganda and design a poster
2. Design and build an Anderson shelter—what would you put inside it ?
3. Find out about the cost of rationed items—how much would you spend on food a week? Rationing and war time recipes— Make something from a recipe from World War 2 and evaluate it
4. Write a letter or postcard from an Evacuee to their parents
5. Research and find out about Winston Churchill
6. Design an item of clothing for an Evacuee - what material would you use, what measurements would be needed—have a go at making it! Find out what “ Make do and Mend” meant

Research (Stage 1)	Design (Stage 2)	Make (Stage 3)	Evaluate (Stage 4)
<p>Using different forms of research available, find out all you can about your recipe, game, clothing etc.</p> <p>Make notes and mind maps about what was available at the time.</p> <p>This will help you with your own design ideas.</p>	<p>Based on your findings, come up with several different designs or ideas.</p> <p>Think carefully about each idea you have. You may even try to make a small version to see how it works and what might need changing!</p>	<p>Gather your materials – be as resourceful as you can!</p> <p>Think about whether you need an adult to help you.</p> <p>Use items you may have spare around your home e.g newspapers, cardboard boxes, plastic bottles, recycling items</p>	<p>Share your finished product with another member of your family.</p> <p>What did they like? What worked well? How might you improve it if you were to make it again?</p>