

## YEAR 4 HOMEWORK

Whilst school is closed we have planned a variety of homework tasks for your child to complete. The tasks are designed to be completed over several days, and we also expect all pupils to read daily, as well as use TT Rockstars and Spelling Shed.

### Year 3 and 4 Common Exception Words

<b>Aa</b>	breath	continue	exercise	guard	<b>Kk</b>	naughty	position	recent	<b>Tt</b>
accident	build	<b>Dd</b>	experience	guide	Knowledge	notice	possess	regular	therefore
accidentally	busy	decide	extreme	<b>Hh</b>	<b>Ll</b>	<b>Oo</b>	possession	reign	though
actual	business	describe	<b>Ff</b>	heard	learn	occasion	possible	remember	thought
actually	<b>Cc</b>	different	famous	heart	length	occasionally	potatoes	<b>Ss</b>	through
address	calendar	difficult	favourite	height	library	often	pressure	sentence	<b>Vv</b>
although	caught	disappear	February	history	<b>Mm</b>	opposite	probably	separate	various
answer	centre	<b>Ee</b>	forward	<b>Ii</b>	material	ordinary	promise	special	<b>Ww</b>
appear	century	early	forwards	imagine	medicine	<b>Pp</b>	purpose	straight	weight
arrive	certain	earth	fruit	increase	mention	particular	<b>Qq</b>	strange	woman
<b>Bb</b>	circle	eight	<b>Gg</b>	important	minute	peculiar	quarter	strength	women
believe	complete	eighth	grammar	interest	<b>Nn</b>	perhaps	question	suppose	
bicycle	consider	enough	group	island	natural	popular	<b>Rr</b>	surprise	

#### Task 1:

Practice your spellings of your common exception words in your best handwriting.

**Remember: look, cover, write, check.**

#### Task 2:

Choose 10 Common Exception Words and create a wordsearch.



#### Task 3:

Play TT Rockstars to improve your recall of your multiplication facts.

Challenge one of your friends!

# Spelling Shed



## Task 4:

Play Spelling Shed to practice your spellings set by your teacher.

There will be a new spelling rule assigned every Friday!

## Task 5:

Create a dictionary for your spelling words. Make sure you include the word class (i.e. noun, verb, adjective, adverb) and a clear definition.



All the children have been given accounts for **Spelling Shed** to access at school and at home (**log-in details are stuck inside the children's reading records**). They will be set their weekly spellings using this platform, which they can practice at home ready for their weekly spelling test. We look forward to seeing how they get on with this exciting, new programme.

**<http://play.edshed.com>**

*Please note, spellings will be available from school if you are unable to access the account.*

## Assignments

### Task

Year 5 & Year 6 UKS2 Full List

Due: 09/03/20 00:00



Egg

[Details](#)

Weekly spellings - silent letters

0/2 Due: 08/03/20 09:00



Egg

[Details](#)

Click on '**More Lists**' to see full details of each spellings rule the children have been set. Click on '**Details**' to see the word list.

## YEAR 4 HOMEWORK - Maths

X	1	2	3	4	5	6	7	8	9	10	11	12
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												

### Task 6:

Time Challenge! Use a stopwatch and time yourself completing the multiplication grid. Try again every day (or every couple of days), can you improve on your time?

### Task 7:

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

Practise your times tables using maths frame. You will have 6 seconds to answer each question.

MATHSFRAME.CO.UK

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t

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Resources

iPad Apps

Android Apps

Worksheets

Contact

Spellingframe.co.uk - a free interactive website to practise and test spellings from the KS2 spelling curriculum

## Multiplication Tables Check

This activity exactly mirrors the 'Multiplication Tables Check' that will be given to children at the end of Year 4. They are tested on their multiplication tables up to 12 x 12. There are twenty-five questions and children have six seconds to answer each question and three seconds between questions. The questions are generated randomly using the same rules as the 'Multiplication Tables Check' (see below).

Results can be downloaded and printed at the end of the test.

A similar activity which tests recall of number bonds can be found [here](#).

For more multiplication games [click here](#).

Multiplication Table	Minimum number of items in each form	Maximum number of items in each form
1	Not applicable	Not applicable
2	0	2
3	1	3
4	1	3
5	1	3

PAUSE MENU

Multiplication Tables Check

Time left: 2

3 x 8 = 24

Play game

1

2

3

4

5

6

7

8

9

<X

0

ENTER

Time allowed: 6 seconds

Tables selected: All

Question 1 of 25

MATHSFRAME

## YEAR 4 HOMEWORK - Maths

$$\begin{array}{r} 2,345 \\ + 1,992 \\ \hline \end{array}$$

$$\begin{array}{r} 5,045 \\ + 9,340 \\ \hline \end{array}$$

$$\begin{array}{r} 7,996 \\ + 7,142 \\ \hline \end{array}$$

$$\begin{array}{r} 6,721 \\ + 3,782 \\ \hline \end{array}$$

$$\begin{array}{r} 2,308 \\ + 6,185 \\ \hline \end{array}$$

$$\begin{array}{r} 7,561 \\ - 3,030 \\ \hline \end{array}$$

$$\begin{array}{r} 2,522 \\ - 1,262 \\ \hline \end{array}$$

$$\begin{array}{r} 9,463 \\ - 5,057 \\ \hline \end{array}$$

$$\begin{array}{r} 6,554 \\ - 4,640 \\ \hline \end{array}$$

$$\begin{array}{r} 2,357 \\ - 1,527 \\ \hline \end{array}$$

$$\begin{array}{r} 27.94 \\ + 64.46 \\ \hline \end{array}$$

$$\begin{array}{r} 47.92 \\ - 22.52 \\ \hline \end{array}$$

$$\begin{array}{r} 30.37 \\ + 70.83 \\ \hline \end{array}$$

$$\begin{array}{r} 90.32 \\ + 64.95 \\ \hline \end{array}$$

$$\begin{array}{r} 53.61 \\ + 38.13 \\ \hline \end{array}$$

$$\begin{array}{r} 67.88 \\ + 30.23 \\ \hline \end{array}$$

$$\begin{array}{r} 76.32 \\ - 34.59 \\ \hline \end{array}$$

$$\begin{array}{r} 90.88 \\ - 21.86 \\ \hline \end{array}$$

$$\begin{array}{r} 95.75 \\ + 79.87 \\ \hline \end{array}$$

$$\begin{array}{r} 56.32 \\ - 37.54 \\ \hline \end{array}$$

$$\begin{array}{r} 17 \\ + 72 \\ \hline 57 \end{array}$$

$$\begin{array}{r} 0 \\ + 643 \\ \hline 107 \end{array}$$

$$\begin{array}{r} 14 \\ + 10 \\ \hline 59 \end{array}$$

$$\begin{array}{r} 9 \\ - 369 \\ \hline 19 \end{array}$$

$$\begin{array}{r} 18 \\ + 77 \\ \hline 101 \end{array}$$

$$\begin{array}{r} 85 \\ - 49 \\ \hline 53 \end{array}$$

$$\begin{array}{r} 88 \\ - 0 \\ \hline 87 \end{array}$$

$$\begin{array}{r} 935 \\ - 8 \\ \hline 46 \end{array}$$

$$\begin{array}{r} 67 \\ - 14 \\ \hline 71 \end{array}$$

$$\begin{array}{r} 52 \\ + 63 \\ \hline 67 \end{array}$$



## YEAR 4 HOMEWORK - Maths

$$\begin{array}{r} 630 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 320 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 944 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 364 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 113 \\ \times \quad 3 \\ \hline \end{array}$$

$$\begin{array}{r} 751 \\ \times \quad 6 \\ \hline \end{array}$$

$$8 \overline{)280}$$

$$7 \overline{)882}$$

$$8 \overline{)712}$$

$$3 \overline{)738}$$

$$6 \overline{)834}$$

$$4 \overline{)788}$$

$$\begin{array}{r} 561 \\ \times \quad 8 \\ \hline \end{array}$$

$$\begin{array}{r} 273 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 811 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 560 \\ \times \quad 5 \\ \hline \end{array}$$

$$\begin{array}{r} 988 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 648 \\ \times \quad 6 \\ \hline \end{array}$$

$$4 \overline{)381}$$

$$4 \overline{)336}$$

$$7 \overline{)833}$$

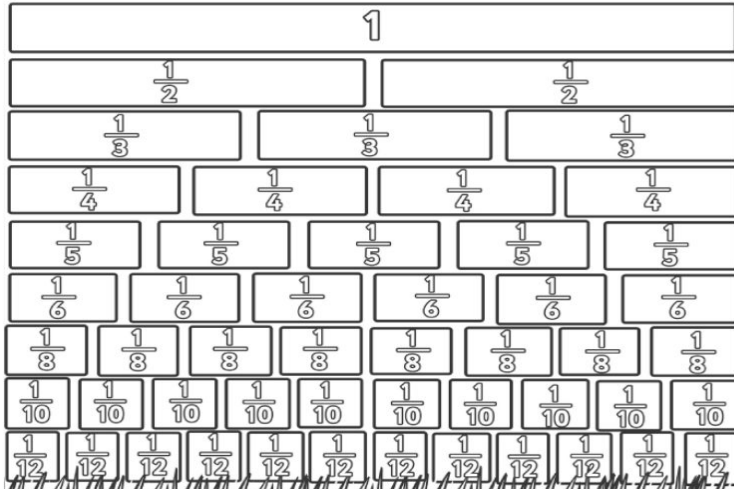
$$8 \overline{)631}$$

$$2 \overline{)232}$$

$$8 \overline{)140}$$

## YEAR 4 HOMEWORK - Maths

a) Use the fraction wall to find equivalent fractions:



$$\frac{3}{4} = \frac{\quad}{8}$$

$$\frac{\quad}{12} = \frac{4}{6}$$

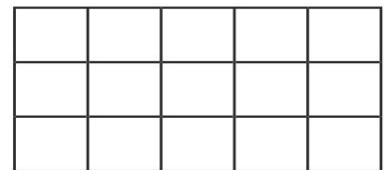
$$\frac{3}{\quad} = \frac{6}{10}$$

$$\frac{2}{3} = \frac{4}{\quad} = \frac{\quad}{12}$$

b) Shade in the shapes to show  $\frac{2}{5}$  on each shape and write the equivalent fraction underneath shape 2 and shape 3:



$\frac{2}{5}$



c) Add and subtract fractions with the same denominator.

$$\frac{2}{5} + \frac{1}{5} = \boxed{\quad}$$

$$\frac{1}{6} + \frac{4}{6} = \boxed{\quad}$$

$$\frac{6}{7} - \frac{3}{7} = \boxed{\quad}$$

$$\frac{8}{9} - \frac{2}{9} = \boxed{\quad}$$

## YEAR 4 HOMEWORK - Maths

Calculate the fractions of these amounts.



$\frac{3}{4}$  ← Numerator  
← Denominator

Divide by the **denominator** then multiply by the **numerator**.

Would you rather...?  $\frac{1}{4}$  of £8

$\frac{1}{2}$  of £4

$\frac{1}{3}$  of £9

Would you rather...?  $\frac{2}{3}$  of £36

$\frac{3}{4}$  of £36

$\frac{1}{5}$  of £55

Would you rather...?  $\frac{2}{5}$  of £35

$\frac{1}{8}$  of £96

$\frac{3}{6}$  of £30

Would you rather...?  $\frac{4}{5}$  of £25

$\frac{2}{3}$  of £27

$\frac{3}{10}$  of £60

4. Recognise and write decimal equivalents of any number of tenths or hundredths.

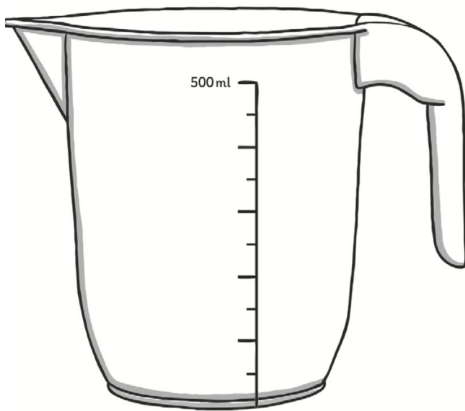
Fill in the missing boxes:

fraction	decimal
$\frac{3}{10}$	
	0.5
$\frac{6}{100}$	
	0.08
$\frac{23}{100}$	
	1.38

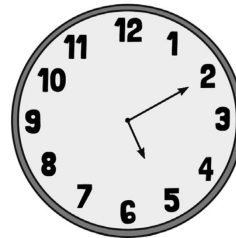
## YEAR 4 HOMEWORK - Maths

Marcus needs to measure 225ml of milk for a recipe.

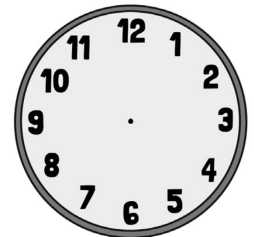
Draw a line on the jug to show 225ml.



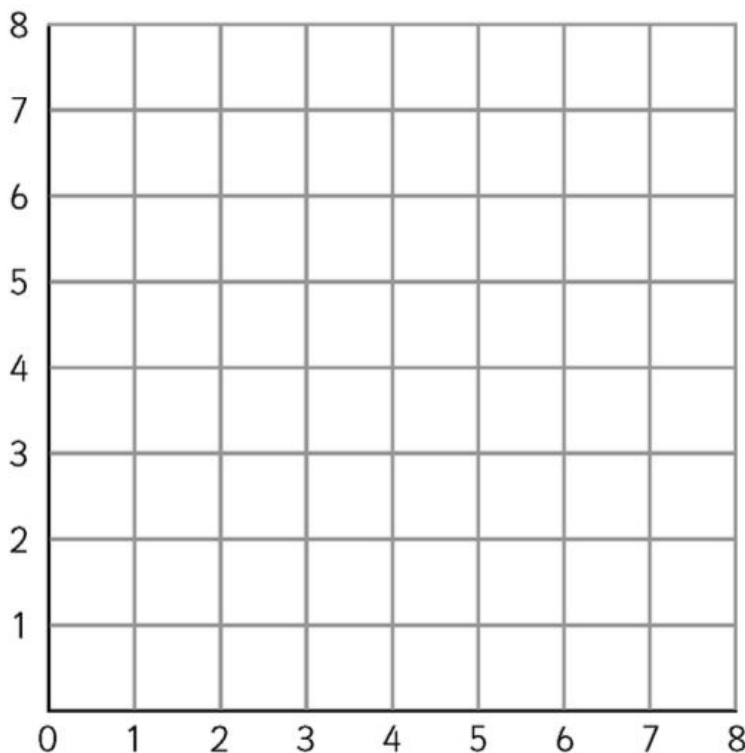
a) Here is an analogue clock. Write the time on the digital clock.



b) Here is a digital clock. Draw the time on the analogue clock face.



7. Plot the following square in this coordinates grid: (3,1) (7,3) (5,7) (1,5)



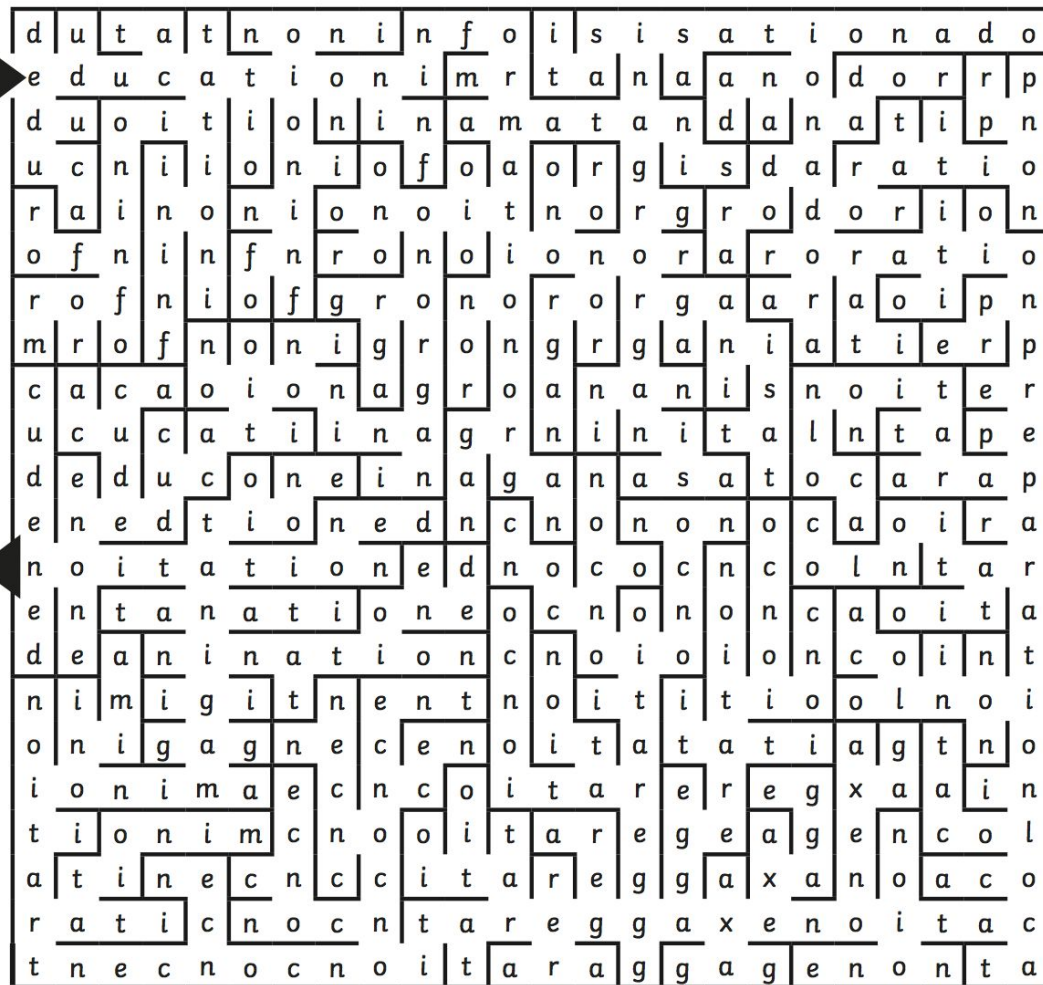
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## YEAR 4 HOMEWORK - Spelling

### Spelling Maze

Use your -ation suffix spellings to find your way out of the maze. Only nine of your spelling words have been used. Which one is missing?



**Nouns ending in  
the suffix -ation**

information

adoration

sensation

preparation

education

location

exaggeration

concentration

imagination

organisation

#### Challenge Task

Which of your spelling words haven't you used? Could you write a sentence containing the word and a possessive pronoun? Underline them both.

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# PHASE 3



## Year 4 English Grammar and Punctuation Test 4

1. Read the sentence below. What type of word is 'strict'? **Tick one.**

I hope we have Mrs Wilson next year. She is a very strict teacher but she is fair.

noun ☐

adjective ☐

preposition ☐

2. Who does the pronoun 'her' refer to in the passage below? **Circle one option.**

Mum and Gran drove Caroline back to Bristol last night. It is time for her to go back to college.

Mum

Gran

Caroline

3. **Tick** the sentence which uses direct speech.

"Let's make a treasure hunt," said Dad. ☐

Freddie said that we couldn't go through the park. ☐

4. **Add the correct punctuation** to the sentence below.

Come on everyone shouted Charlotte Dinner is ready

5. Do the noun phrases in the table indicate **singular or plural possession**? **Tick one box** for each example.

Noun Phrase	Singular Possession?	Plural Possession?
the teacher's mug	<input type="checkbox"/>	<input type="checkbox"/>
the children's hats	<input type="checkbox"/>	<input type="checkbox"/>
the waiter's apron	<input type="checkbox"/>	<input type="checkbox"/>
the animals' food	<input type="checkbox"/>	<input type="checkbox"/>

6. **Underline** the errors in the sentence below, then **write the corrections** in the boxes.

We was lost – I was meant to read the map but I done it wrong.

7. **Circle the plural nouns** in the sentence below.

There were lots of stalls at the farmer's market, selling vegetables, cakes and even a local artist's crafts.

8. **Tick the sentence** which **does not** open with a **fronted adverbial**.

According to my dad, we will win the match on Saturday. ☐

Sometimes, we go into town on the train. ☐

I have lived in two cities in my lifetime: Liverpool and Newcastle. ☐

9. **Circle the determiners** in the sentence below.

Two people were walking a dog along the canal towpath.

10. **Add a comma** in the correct place in this sentence.

During the night the sirens kept waking me up.

# PHASE 3



## Year 4 English Grammar and Punctuation Test 5

1. Read the sentence below. What type of word is 'above'? **Tick one.**

The biscuits are in the cupboard above the sink.

noun ☐

adjective ☐

preposition ☐

2. **Underline** the **noun phrase** in the sentence below.

The last remaining contestant in the game was the winner.

3. **Tick** the sentence which uses a possessive pronoun.

'That's my bag,' said Megan. ☐

'I don't like him much,' complained Kacie. ☐

4. Use the words in the box. **Complete** the sentence using an **apostrophe** to show possession.

"Don't eat that! That's   !

Aaron

sandwich

5. **Punctuate** the direct speech in the sentence below.

Look out shouted the lifeboat captain You are about to capsize

6. **Rewrite** the sentence below so that it uses a **fronted adverbial**.

We were sleeping peacefully when the earthquake struck.

7. **Complete** the table below. **Tick one box** for each sentence.

Sentence	Standard English	Non-standard English
I were hungry.	<input type="checkbox"/>	<input type="checkbox"/>
They were really busy.	<input type="checkbox"/>	<input type="checkbox"/>
You wasn't happy about it.	<input type="checkbox"/>	<input type="checkbox"/>
I done that myself.	<input type="checkbox"/>	<input type="checkbox"/>

8. Choose the appropriate pair of **pronouns** to complete the passage. **Tick one pair.**

The postman picked up the heavy bag and put it on  shoulder.  
 was full of Christmas post today.

her / It ☐

his / They ☐

his / It ☐

9. Does the underlined word in the sentence below show **plural** or **possession**? **Tick one.**

The witch's cauldron boiled and bubbled.

Plural ☐

Possession ☐

10. **Circle** the **fronted adverbial** in this sentence.

Patently, the teacher waited for the class to stop walking so he could begin the lesson.



# YEAR 4 HOMEWORK - Writing

**WAGOLL:** What A Good One Looks Like

Newspaper Report

## Roman Coin Surprise for Mrs Ship

**Nine Roman coins have been discovered in the Somerset garden of School Teacher Mrs Ship and are now to be put on public display** ↑

First paragraph is in bold. It briefly introduces the article by stating: What? Who? When? Where? How? The first word of this paragraph is in capital letters.

The nation was gripped last week as a local teacher became a millionaire thanks to a lucrative Roman find beneath her very feet. ↑

Second paragraph which provides slightly more detail as to what has happened.

Last year, Sally Ship, a 46-year-old secondary school art teacher from Somerset, decided to have an extension built on her home. 'We'd outgrown our house but couldn't find another one as nice,' she explained. 'Instead of moving, we decided to extend.' The builders began work in March 2014 and a few days later, Sally made a truly incredible find. 'I remember watching the builders dig up my lawn. As I was giving out their cups of coffee, I noticed something in the hole they were digging; I had a feeling it was something special.'

↓  
'Sally asked me to stop working because I was about to disturb whatever she'd seen. I hadn't even spotted them,' commented builder Karl Webb. 'Finding treasure is a first for me!' Mrs Ship told reporters how Karl had helped her climb into the hole to have a closer look. 'I noticed another one and then another one,' she added. 'I was shaking. I knew this was something important so I immediately reported the find and told the builders they could go home until I'd found out what it was. I slept in the garden all night,

Quotes from different sources with inverted commas

guarding what I believed to be something very precious. My daughter thought I was crazy!'

'I have to be honest, I thought they were some old, worthless bits of metal. When Mum said she was camping outside to guard her find, I thought she was totally overreacting,' commented 18-year-old Jenny Ship. 'Mum and I love watching archaeology programmes. To think we had a little piece of history in our garden, well, it's unbelievable really.' Sally and Jenny have recently discovered that the nine coins are Roman and a mixture of bronze and silver. 'Mum and I were excited to find out that the coins were really old. It gets you thinking about why they were there. Had they been dropped by accident? What had they bought?'

Write in the 3rd person ↓

Mrs Ship explained that since her fantastic find, she has joined a local metal detectors group. 'It's great fun! After all, you never know what you're going to find.'

Last week, Mrs Ship's collection of Roman coins was auctioned to eager collectors in London, where they sold for a staggering £2,000,000. 'I couldn't believe it!' Mrs Ship reported with delight from the front seat of her new sports car. 'The coins were worth more than I ever imagined.'

↑  
Final paragraph concludes the article

Report by Owen Butcher, Media Correspondent, Glastonbury ↑

Include the reporter's name and job title

Here is an example of a newspaper article.

This WAGOLL identifies some of the key features of a newspaper to help you write one of your own!



## YEAR 4 HOMEWORK - Writing

Use the PING grid on the next page to plan out your newspaper article. Here are some ideas you may wish to write about, or you may like to use your own ideas.





## YEAR 4 HOMEWORK - Writing

Part	Notes/ Guidance	Ideas
Headline & orientation	'Curious Creature Causes Chaos!' The 5 W's. (Who, What, Where, When, Why/How)	
Paragraph 1 (main body)	More detail on the 5 W's.	
Paragraph 2 (main body)	Detailed explanation of findings and what has happened. Quotes from witnesses.	
Paragraph 3 and re-orientation	Refer back to the orientation paragraph. Direct people who have any information.	

Use this  
PING grid to  
plan out your  
own  
newspaper  
article!



# YEAR 4 HOMEWORK - Writing

[illegible]

Here is a newspaper article template if you need one!

## YEAR 4 HOMEWORK - Reading

### BACK TO EARTH WITH A BUMP!

Reported by Amanda Kelper, Media Correspondent, London

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the International Space Station (ISS), alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.

The men were launched into space on 15th December 2015 and in the months before take-off, they trained intensively for their trip. Training involved learning to speak Russian, spending 12 days under the sea and a winter survival expedition.

During their space mission, the astronauts conducted experiments, tested out new technology and inspired the next generation of space travellers. Peake told reporters that the highlight of his trip was a spacewalk where he had to make a repair on the space station. Whilst he was 400km away from his home, Tim also ran the equivalent of the London Marathon on his treadmill.

Having circled the planet nearly 3,000 times in 186 days, the crew returned home to Earth via a Soyuz capsule, which reached speeds of up to 28,000 kilometres per hour (25 times the speed of sound). The touchdown was bumpy due to high winds, however the astronauts landed safely near the town of Zhezkazgan in Kazakhstan. They all returned in good health. Having arrived back on solid ground, the astronauts were pulled out of the capsule and carried as their leg muscles were too weak to walk. Whilst sitting in their space suits, the men were checked over by medical staff. During these checks, Peake was asked how it felt to be home, 'The smells of Earth are so strong and it's wonderful to be back in the fresh air.'



*Landing with a bump! Tim Peake lands safely in Kazakhstan.*

Tim later flew from Kazakhstan to the headquarters of the European Space Agency in Cologne, Germany where he is recovering and adjusting to life back on Earth. Scientists are carrying out tests to see how his body has been affected by his time in space.

In a recent press conference, Peake commented on how he'd missed family and friends, and even the rain. Tim expressed how much he was now looking forward to spending some quality time with his family. When asked if he'd return to space in the future, he replied, '...in a heartbeat.'

His service to science has earned him an honour from the Queen. Peake was made a CMG, or companion of the order of St Michael and St George. In response, Tim said, 'I am only one privileged person in a complex team of technicians, scientists, engineers, educators, trainers and flight directors, all working in pursuit of one of the greatest scientific and technical challenges of our time – exploring our solar system for the benefit of people on Earth. This award is for them.'

Please  
complete the  
questions on  
the next  
page based  
on this text.

## YEAR 4 HOMEWORK - Reading

7. What was hard about being on the ISS for so long?

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8. Why do you think Tim dedicated his special honour to the entire team?

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9. Give two reasons why space travel is important.

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10. Why has a picture and caption been added to the report?

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### Comprehension Questions

Answer questions in full sentences.

1. How long had Peake been living on the ISS?

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2. Why do you think Peake needed to learn Russian before he went?

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3. Write down **three** jobs Tim had to do on the mission.

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4. What made the touchdown bumpy?

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5. Why were the astronauts carried out of the capsule?

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6. What did Peake notice once he'd left the capsule?

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# A Little Princess

Once on a dark winter's day, when the yellow fog hung so thick and heavy in the streets of London that the lamps were lighted and the shop windows blazed with gas as they do at night, an odd-looking little girl sat in a cab with her father and was driven rather slowly through the big thoroughfares.

She sat with her feet tucked under her, and leaned against her father, who held her in his arm, as she stared out of the window at the passing people with a queer old-fashioned thoughtfulness in her big eyes.

She was such a little girl that one did not expect to see such a look on her small face. It would have been an old look for a child of twelve, and Sara Crewe was only seven. The fact was, however, that she was always dreaming and thinking odd things and could not herself remember any time when she had not been thinking things about grown-up people and the world they belonged to. She felt as if she had lived a long, long time.

At this moment she was remembering the voyage she had just made from Bombay with her father, Captain Crewe. She was thinking of the big ship, of the Lascars passing silently to and fro on it, of the children playing about on the hot deck, and of some young officers' wives who used to try to make her talk to them and laugh at the things she said.

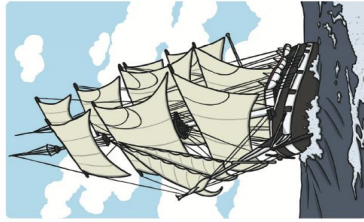
Principally, she was thinking of what a queer thing it was that at one time she was in India in the blazing sun, and then in the middle of the ocean, and then driving in a strange vehicle through strange streets where the day was as dark as the night. She found this so puzzling that she moved closer to her father.

"Papa," she said in a low, mysterious little voice which was almost a whisper, "Papa."

"What is it, darling?" Captain Crewe answered, holding her closer and looking down into her face. "What is Sara thinking of?"

"Is this the place?" Sara whispered, cuddling still closer to him. "Is it, Papa?"

"Yes, little Sara, it is. We have reached it at last." And though she was only seven years old, she knew that he felt sad when he said it.



During her short life only one thing had troubled her, and that thing was "the place" she was to be taken to someday. The climate of India was very bad for children, and as soon as possible they were sent away from it—generally to England and to school. She had seen other children go away, and had heard their fathers and mothers talk about the letters they received from them. She had known that she would be obliged to go also, and though sometimes her father's stories of the voyage and the new country had attracted her, she had been troubled by the thought that he could not stay with her.

"Couldn't you go to that place with me, Papa?" she had asked when she was five years old. "Couldn't you go to school, too? I would help you with your lessons."

"But you will not have to stay for a very long time, little Sara," he had always said. "You will go to a nice house where there will be a lot of little girls, and you will play together, and I will send you plenty of books, and you will grow so fast that it will seem scarcely a year before you are big enough and clever enough to come back and take care of Papa."

So he held her very closely in his arms as the cab rolled into the big, dull square in which stood the house which was their destination.

It was a big, dull, brick house, exactly like all the others in its row, but that on the front door there shone a brass plate on which was engraved in black letters:

**MISS MINCHIN,  
Select Seminary for Young Ladies.**

"Here we are, Sara," said Captain Crewe, making his voice sound as cheerful as possible. Then he lifted her out of the cab and they mounted the steps and rang the bell.

**Written by Frances Hodgson Burnett**

Please complete the questions on the next page based on this text.



# PHASE 3



## Year 4 Reading Assessment Fiction

Circle one:

1. At the beginning of the story, Sara is

in India

in London

in Glasgow

in Bombay

2. Who is she with?

her mother

Miss Minchin

the young  
officers

her father

3. Order these events as they happen in the story. Number them 1, 2, 3, 4.

Sara leaves India.

Sara sees the brass plate outside the house.

Sara's father lifts her out of the cab.

Sara and her father arrive at 'the place'.

4. Find and copy the sentence that tells us about Sara's mother.

18  
total marks

1 mark

1 mark

1 mark

1 mark

total for  
this page

## Year 4 Reading Assessment Fiction

5. 'Principally, she was thinking of what a queer thing it was.....'

What does the word 'principally' mean in this sentence? Circle one.

mainly

strangely

happily

6. How does Sara's father feel about arriving at the school?

7. Look at the paragraph beginning 'During her short life only one thing had troubled her....'

Find and copy the word in this paragraph which means 'weather'.

8. What will Sara do once her time at the school is over?

9. How will Sara's life be different once she is left at the school?  
Give at least two examples using the text to support your answer.

## Year 4 Reading Assessment Fiction

10. Where will Sara's father live while she is at school?

11. Give two ways in which we know that Sara was feeling nervous and unsure as they approached the school.

1.

2.

4  
1 mark

2 marks

12. What do we know about the character of Sara from the details given in the text?  
Use evidence from the text to support your answer.

2 marks

13. Sara's life in India and her new life in London are very different.  
How does the author show that Sara does not yet feel positive about the changes in her life?


3 marks

## YEAR 4 HOMEWORK - Reading


### Viking Longships

The Vikings built longships for war and raiding. The ships were also sometimes called 'dragonships'.

**Appearance**  
The front end of the ship would have a carved figure head to scare off enemies and be intimidating.




**Speed**  
They were long and narrow for travelling quickly through the water. This was important for surprise attacks and speedy getaways!



**Power**  
The ships were powered by wind in a wool sail or manpower by rowing with oars if there wasn't any wind available.

**Room**  
A typical longship would have enough room to fit around 50 - 60 people inside. Eating and sleeping were done on deck.

**Protection**  
The Viking men's shields were tied over the oar holes to protect both men and women during battles.



**Steering**  
One man would steer the ship by using a big steering oar at the back (stern) of the ship.

1. What was the purpose of the carved figure head at the front?

---



---

2. How did the shape of the longship help it to travel quickly?

---



---

3. Why was the speed of the longship important for Vikings?

---



---

4. What is the stern of the ship and what happens there?

---



---

5. Do you think wool is the preferred material used for sails on modern boats today? Why/why not?

---



---

6. What was the purpose of the shields on the side of the ship?

---



---

7. Why was all eating and sleeping done on deck?

---



---

8. How would you evaluate the overall effectiveness of the Viking longship as a method of transportation? Give reasons for your answer.

---



---

## YEAR 4 HOMEWORK - Diaries

### Lockdown Diaries : Example

Monday 30th March 2020

Dear Diary,

Today was the best day of this horrible lockdown so far. It might be boring not being allowed to go anywhere however, mum and dad have come up with some great games to play and today was the best yet.

When I woke this morning, I was expecting another dreary, boring day but to my amazement, Mum had set up an assault course in the living room using all sorts of things. There were things to climb up, sheets to crawl under, sofas to jump from and targets to knock down. Excited, I couldn't wait to give it a go and it kept me busy for most of the day. Oh, don't worry though diary, mum still made me sit down and do some maths and writing practice, (she never lets me off).

Anyway diary, time to go as dinner is ready. Today was great, let's hope tomorrow is even better.



Try to keep a running diary of your days in lockdown.

It could be real or completely made up; serious or really funny - it's up to you.

Remember to include sentence types interesting vocabulary and refer back to previous entries in your writing.

Use the structure opposite to help you.

Date.

Dear Diary.

Remember I told You - refer back to previous entries

The Main Thing - talk about the key events of the day

See you tomorrow - sign off to the diary.

## YEAR 5 HOMEWORK

Whilst school is closed we have planned a variety of homework tasks for your child to complete. The tasks are designed to be completed over several days, and we also expect all pupils to read daily, as well as use TT Rockstars and Spelling Shed.

### Years 5 and 6 Common Exception Words

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

#### Task 1:

Practice your spellings of your common exception words in your best handwriting.

**Remember: look, cover, write, check.**

#### Task 2:

Write 5 different sentences using your common exception words.



#### Task 3:

Play TT Rockstars to improve your recall of your multiplication facts.

There is a 'Battle of the Bands' between the boys and girls. Keep earning points to make sure that your team comes out victorious!



# Spelling Shed



## Task 4:

Play Spelling Shed to practice your spellings set by your teacher.

## Task 5:

Write a series of diary entries (a minimum of 3) from the perspective of either Romeo or Juliet following their first meeting at the Capulet Ball. Make sure you include plenty of emotion, showing how much you miss the other and building the anticipation for their next meeting through the diary entries.

Make sure you use paragraphs and include: similes, semi-colon and, a mixture of simple, compound and complex sentences



All the children have been given accounts for **Spelling Shed** to access at school and at home (**log-in details are stuck inside the children's reading records**). They will be set their weekly spellings using this platform, which they can practice at home ready for their weekly spelling test. We look forward to seeing how they get on with this exciting, new programme.

**<http://play.edshed.com>**

*Please note, spellings will be available from school if you are unable to access the account.*

## Assignments

### Task

Year 5 & Year 6 UKS2 Full List

Due: 09/03/20 00:00



Egg

[Details](#)

Weekly spellings - silent letters

0/2 Due: 08/03/20 09:00



Egg

[Details](#)

Click on '**More Lists**' to see full details of each spellings rule the children have been set. Click on '**Details**' to see the word list.



---

## YEAR 5 USEFUL WEBSITES

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In addition to the tasks provided in this learning pack, there are a number of companies providing fantastic educational resources completely free of charge during this period. Below are a list of websites that will support parents to continue providing their children with purposeful learning tasks. All of the websites are used in school so we are sure that their resources are of a good quality.

General Learning Websites:

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

[www.activityvillage.co.uk](http://www.activityvillage.co.uk)

<https://kids.classroomsecrets.co.uk/>

Maths:

<https://www.topmarks.co.uk/maths-games/hit-the-button>

[www.maths-aid.com](http://www.maths-aid.com)

Literacy:

<https://www.literacyshed.com/home.html>

[www.pobble365.com](http://www.pobble365.com)

[www.onceuponapicture.co.uk](http://www.onceuponapicture.co.uk)

## YEAR 5 HOMEWORK - Maths

Task 6: Work through the following maths problems.

1	$12 + 4 + 4 =$	<input type="text"/>	<input type="text"/> 1 mark
2	$43 \times 0 =$	<input type="text"/>	<input type="text"/> 1 mark
3	$109 - 10 =$	<input type="text"/>	<input type="text"/> 1 mark
4	$6 \times 4 =$	<input type="text"/>	<input type="text"/> 1 mark
5	$80 \div 1 =$	<input type="text"/>	<input type="text"/> 1 mark
6	$499 + 50 =$	<input type="text"/>	<input type="text"/> 1 mark
7	$\begin{array}{r} 354 \\ + 263 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 1 mark

## YEAR 5 HOMEWORK - Maths

Task 6: Work through the following maths problems.

8	$43 \times 5 =$	<input type="text"/>	15	$0.03 = ?\%$	<input type="text"/>
9	$\frac{3}{7} + \frac{3}{7} =$	<input type="text"/>	16	$2.9 + 5.3 =$	<input type="text"/>
10	$72 \div 8 =$	<input type="text"/>	17	$10,348 - 458 =$	<input type="text"/>
11	$4916 + 358 =$	<input type="text"/>	18	$\frac{2}{5}$ of 30 =	<input type="text"/>
12	$\begin{array}{r} 945 \\ - 178 \\ \hline \end{array}$	<input type="text"/>	19	$20 \times 40 =$	<input type="text"/>
13	$2 \times 5 \times 3 =$	<input type="text"/>	20	$5316 \div 6 =$	<input type="text"/>
14	$36.05 \times 10 =$	<input type="text"/>	21	$\frac{1}{3}$ of 507 =	<input type="text"/>

## YEAR 5 HOMEWORK - Maths

22

$$467.1 \div 1000 =$$

23

$$\begin{array}{r} 28 \\ \times 53 \\ \hline \end{array}$$

24

$$31.8 \times 4 =$$

25

$$2^3 + 2^2 =$$

26

$$1\frac{1}{3} \times 2 =$$

27

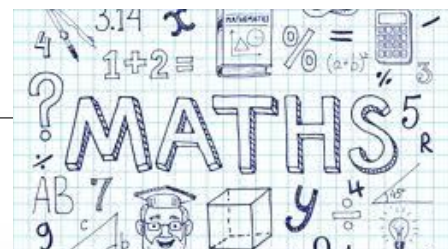
$$0.2 = \frac{?}{10}$$

28

$$26.8 - 6.12 =$$

29

$$\frac{5}{6} - \frac{2}{3} =$$



## YEAR 5 HOMEWORK - Maths

$$\begin{array}{r} 1491 \\ \times 72 \\ \hline \end{array}$$

$$\begin{array}{r} 1796 \\ \times 35 \\ \hline \end{array}$$

$$\begin{array}{r} 1673 \\ \times 99 \\ \hline \end{array}$$

$$\begin{array}{r} 2355 \\ \times 62 \\ \hline \end{array}$$

$$\begin{array}{r} 1086 \\ \times 86 \\ \hline \end{array}$$

$$\begin{array}{r} 2028 \\ \times 17 \\ \hline \end{array}$$

$$\begin{array}{r} 2451 \\ \times 69 \\ \hline \end{array}$$

$$\begin{array}{r} 1019 \\ \times 82 \\ \hline \end{array}$$

$$\begin{array}{r} 1834 \\ \times 76 \\ \hline \end{array}$$

Simplify the fractions:

$$\frac{8}{16} = \underline{\hspace{2cm}}$$

$$\frac{25}{40} = \underline{\hspace{2cm}}$$

$$\frac{18}{27} = \underline{\hspace{2cm}}$$

$$\frac{20}{35} = \underline{\hspace{2cm}}$$

$$\frac{7}{14} = \underline{\hspace{2cm}}$$

$$\frac{9}{12} = \underline{\hspace{2cm}}$$

$$\frac{6}{30} = \underline{\hspace{2cm}}$$

$$\frac{40}{72} = \underline{\hspace{2cm}}$$

$$\frac{28}{32} = \underline{\hspace{2cm}}$$

$$\frac{3}{15} = \underline{\hspace{2cm}}$$

$$\frac{3}{18} = \underline{\hspace{2cm}}$$

## YEAR 5 HOMEWORK - Maths

$$1) \quad \frac{7}{10} - \frac{1}{2} =$$

$$2) \quad \frac{4}{5} - \frac{2}{3} =$$

$$3) \quad \frac{2}{5} - \frac{3}{10} =$$

$$4) \quad \frac{1}{2} - \frac{1}{4} =$$

$$5) \quad \frac{3}{4} - \frac{2}{10} =$$

$$6) \quad \frac{1}{2} - \frac{1}{5} =$$

$$7) \quad \frac{3}{5} - \frac{5}{10} =$$

$$8) \quad \frac{8}{10} - \frac{1}{2} =$$

$$9) \quad \frac{4}{5} - \frac{1}{2} =$$

$$10) \quad \frac{1}{2} - \frac{2}{5} =$$

$$11) \quad \frac{2}{3} - \frac{1}{2} =$$

$$12) \quad \frac{2}{4} - \frac{1}{3} =$$

$$13) \quad \frac{3}{5} - \frac{1}{10} =$$

$$14) \quad \frac{8}{10} - \frac{1}{4} =$$

$$15) \quad \frac{3}{4} - \frac{3}{5} =$$



## YEAR 5 HOMEWORK - Maths

Write the missing fractions.

$$\frac{4}{11} + \frac{3}{11} + \boxed{\phantom{00}} = \frac{12}{11}$$

$$\frac{3}{5} + \boxed{\phantom{00}} - \frac{2}{5} = \frac{7}{5}$$

(a) Write numbers in the boxes to make this fraction calculation correct.

$$\frac{1}{\boxed{\phantom{00}}} + \frac{\boxed{\phantom{00}}}{5} = \frac{7}{10}$$

(b) Now write two **different** numbers to make the calculation correct.

$$\frac{1}{\boxed{\phantom{00}}} + \frac{\boxed{\phantom{00}}}{5} = \frac{7}{10}$$

## YEAR 5 HOMEWORK - GPS

### Fronted Adverbials

**1a. Circle the sentence below which has used a fronted adverbial.**

- A. A beautiful second goal flew into the back of the net after a few agonising minutes on the pitch.
- B. Shortly after, following a tense few minutes on the pitch, another goal flew into the back of the net.
- C. All the spectators cheered as another shot zoomed effortlessly into the net.



VF

**2a. Insert a comma after the fronted adverbial in the sentence below.**

To annoyingly make matters worse, after being delayed in the airport for three hours, Ben's suitcase couldn't be located.



VF

**3a. True or false? The adverbial of frequency used in the sentence below can be moved to the front of the sentence.**

Much to her disappointment, during the holidays, Julia rarely had many visitors.



VF

**4a. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.**

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.



VF

### Fronted Adverbials

**1b. Circle the sentence below which has used a fronted adverbial.**

- A. Carefully, without making a sound, Tommy unbuckled Esme and carried her into the house.
- B. Tommy crouched down awkwardly and unbuckled his daughter without disturbing her sleep.
- C. Esme, who was blissfully unaware of what was happening, was lifted up.



VF

**2b. Insert a comma after the fronted adverbial in the sentence below.**

A few hours later that day despite Olive's repeated presses of the doorbell, nobody answered and she began to worry.



VF

**3b. True or false? The adverbial of frequency used in the sentence below can be moved to the front of the sentence.**

Oddly enough, Richard, who normally had a great sense of direction, couldn't find his way back to his hotel.



VF

**4b. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.**

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.



VF

## Fronted Adverbials

**1a. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.**

The children in Miss. Treacle's class could barely see the luxurious cruise ship in the distance.



A

## Fronted Adverbials

**1b. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.**

Michael had been living in his grandmother's house with his labrador since 2010.



A

**2a. The children are discussing which adverbials are best to use in a sentence.**



Will

Always

As soon as they were told



Beth

The children returned to their seats without a sound.

Whose adverbial would fit best?



A

**2b. The children are discussing which adverbials are best to use in a sentence.**



Simon

Below the sea

Overseas



Isla

The deep sea divers discovered an old, ruined pirate ship.

Whose adverbial would fit best?



A

**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.**

Every Friday afternoon, Charlie went to the local park to play rounders with his friends until late.

Is she correct? Explain your answer.



R

**3b. Kieran thinks that the words 'with her cousin' can be moved to the beginning of the sentence and used as a fronted adverbial.**

Laurie runs to the ice cream van with her cousin and buys them both a tasty treat.

Is he correct? Explain your answer.



R

## Recognising Parenthesis

**1a. Name the punctuation used for parenthesis in the following sentences.**

- A.** The passenger smiled through gritted teeth and said nothing (she wasn't very happy about the plane's delay).
- 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.



VF

## Recognising Parenthesis

**1b. Name the punctuation used for parenthesis in the following sentences.**

- A.** The sea appeared to be calm and still when viewed from the beach (underneath however there was a strong current).
- 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.



VF

**2a. Circle the punctuation used for parenthesis in the sentence below.**

The old decrepit castle, which sat on top of the hill, had been abandoned for hundreds of years and nobody dared to enter it.



VF

**2b. Circle the punctuation used for parenthesis in the sentence below.**

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.



VF

**3a. Underline the parenthesis in the sentence below.**

The vegetable patch – which sat in the allotment – was looked after by my grandad and I used to help him with it during the summer holidays.



VF

**3b. Underline the parenthesis in the sentence below.**

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.



VF

**4a. True or false? Commas are used correctly for parenthesis in the sentences below**

	T	F
<b>A.</b> I went to the cinema to see Trolls with my dad, and we had a giant bucket of popcorn.		
<b>B.</b> My dad, who is seventy, signed up to take part in a marathon because he loves running.		



VF

**4b. True or false? Commas are used correctly for parenthesis in the sentences below**

	T	F
<b>A.</b> My brother likes to travel and is currently in Madagascar, an island south east of Africa.		
<b>B.</b> We will be visiting my cousins in London, and we will see the Christmas lights.		



VF



## Recognising Parenthesis

1a. Which of the following sentences use correct punctuation to show parenthesis?

- A. Gabriel, who had been off ill for a few days, returned to school on Monday.
- B. Gabriel who had been off ill for a few days returned to school on Monday.
- C. Gabriel, who had been off ill for a few days returned to school on Monday.



A

## Recognising Parenthesis

1b. Which of the following sentences use correct punctuation to show parenthesis?

- A. Wednesday's football match was cancelled.
- B. The football match, due to take place on Wednesday, was cancelled.
- C. On Wednesday, the football match was cancelled.



A

2a. Hafsa and Cian are using commas to show parenthesis. Who has used punctuation correctly? Explain how you know.



Hafsa

The rain which had been falling heavily all day, finally stopped.



Cian

The rain, which had been falling heavily all day, finally stopped.



R

2b. Sean and Chuan are using dashes to show parenthesis. Who has used punctuation correctly? Explain how you know.



Sean

The sun – which had been beating down all day – began to set.



Chuan

The sun – which had been beating down all day began to set.



R

3a. Which sentence does not use punctuation for parenthesis? Tick one.

A. The ferry – which was due to set sail at noon – was delayed by two hours.

☐

B. The large, blue ferry finally set off from the port of Dover.

☐

Explain how you know.



R

3b. Which sentence does not use punctuation for parenthesis? Tick one.

A. The sleek, red sports car was broken into late on Monday night.

☐

B. The car (which had a smashed windscreen) had been broken into on Monday night.

☐

Explain how you know.



R

## YEAR 5 HOMEWORK - Writing



### Question time!

Where in the world could this be? What tells you this?

Why do you think the houses are painted white?

What time of day do you think it is? How do you know?

How many people live here? What suggests this?

How old do you think the village is?

### Setting Description

Your task is to write a description of this scene. You can imagine that you are walking through the cascading, cobbled streets and describing what you can see. Remember to include all of the senses (sight, smell, sound, touch, taste) as well as imagery such as similes to create a vivid picture in your reader's mind.

To help plan your description, use the OSIE grid on the next page to generate ideas and vocabulary

# PHASE 3

## Observation

What can you see?

What **adjectives** could you use?

What **adverbs** could you use?

## Senses

What can you hear?

What can you smell?

What can you touch?

## Imagination

Write any similes to describe the picture e.g the sky is as blue as sapphires.

## Emotion

Imagine that you are a character in this picture.  
How are they feeling?  
Why are they feeling like that?

# PHASE 3

Observations

Senses



Imagination

Emotions



# YEAR 5 HOMEWORK - Reading

## Dinosaurs

Hundreds of millions of years ago, in what is known as the Mesozoic Era, dinosaurs walked the earth. Some were gentle giants; others, ferocious beasts. The Mesozoic Era is divided into three periods: the Triassic period, Jurassic period, and Cretaceous period.

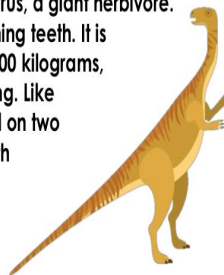
### Triassic Period (248 – 205 million years ago)

245 million years ago, the global temperature is believed to have averaged around 10 – 15 °C (50 – 60 °F). Towards the end of the Triassic period, evidence suggests that planet Earth became drier and hotter. Deserts covered most of the land, while forests of tree ferns flourished in the Northern hemisphere and conifers near the equator.



One of the earliest known dinosaurs was the Coelophysis, a carnivorous, bipedal predator who emerged around 200 million years ago. The first specimen was found in 1881 in New Mexico, USA. The Coelophysis is estimated to have weighed about 15 – 20kg, and measured approximately 3 metres in length. It was a fast and agile dinosaur with exceptional depth perception, and probably hunted small, lizard-like prey.

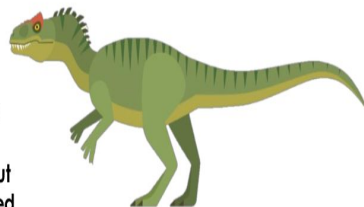
Towards the end of the Triassic period lived the Plateosaurus, a giant herbivore. It had a long, flexible neck, and flat but sharp plant crushing teeth. It is believed the Plateosaurus weighed between 600 and 4,000 kilograms, and grew to be anywhere between 4.8 and 10 metres long. Like the Coelophysis, the Plateosaurus was bipedal and stood on two legs; unlike the Coelophysis, it was strong and stocky, with powerful arms and hind legs.



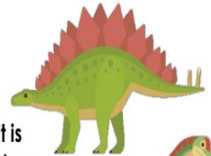
### Jurassic Period (205 – 142 million years ago)

During the Jurassic period, rainfall increased and the oceans rose. Vegetation became lush and plentiful, and giant forests and ferns replaced most of the desert areas that covered Earth's surface.

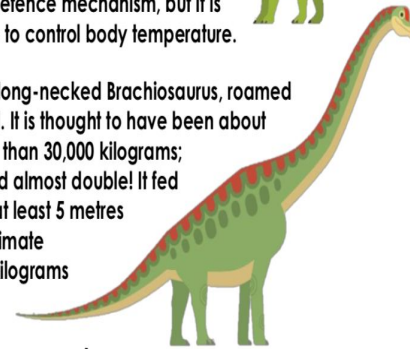
The Allosaurus reigned at the top of the food chain during the Jurassic period. It was a large bipedal predator; its massive jaw armed with dozens of saw-like serrated teeth. Averaging about 9 metres long and weighing an estimated 2300 kilograms, the Allosaurus had large, muscular hind legs, small arms, and a long, powerful tail. Some palaeontologists believe it was a social creature who hunted in packs; others believe it was extremely aggressive and kept to itself. Nevertheless, the Allosaurus was ferocious, and likely hunted large herbivores or even other carnivores.



About the size of a modern day bus, the Stegosaurus was a herbivore with short forelimbs which kept its small head close to the ground and its spiked tail high in the air. The Stegosaurus' trademark plates which ran along their back might have been used as a defence mechanism, but it is believed their primary function was to control body temperature.



Another well known herbivore, the long-necked Brachiosaurus, roamed the earth during the Jurassic period. It is thought to have been about 26 metres long, and weighed more than 30,000 kilograms; some specimens suggest it weighed almost double! It fed mostly on foliage, or plant matter, at least 5 metres off the ground. Palaeontologists estimate the Brachiosaurus ate around 250 kilograms of plant matter daily.



### Cretaceous Period (142 – 65 million years ago)

Around the middle of the Cretaceous period, the Earth began to cool. The giant forests of the Jurassic period started to decline and different vegetation, including flowering plants, began to develop.



The Cretaceous period was ruled by none other than the 'Tyrant Lizard King': the Tyrannosaurus rex. Its skull measured 1.5 metres, and was balanced by a long, heavy tail. Its jaw was filled with massive serrated teeth that delivered a devastatingly strong bite. Likely an apex predator, the Tyrannosaurus rex preyed on herbivores and other carnivores alike.



Another well known carnivore from the Cretaceous period is the Velociraptor. Weighing about 15 kilograms and averaging about 1.8m long (not much bigger than a domestic turkey), the Velociraptor were bipedal, feathered dinosaurs with a large sickle shaped claw on each hind foot, which they used to take down prey.

Looking something like a prehistoric tank, the herbivore Ankylosaurus was covered in armoured plates and had a large club on the end of its tail to protect it from predators. While it was only about 1.7 metres high, it weighed about 6000 kilograms – it had short, strong legs to carry all that weight. Fellow herbivore, the Triceratops, had armour which makes it one of the most recognisable of all the dinosaurs; its trademark bony frill and three facial horns have traditionally been viewed as defensive weapons against predators.



## Extinction

66 million years ago, after approximately 163 million years of existence, dinosaurs disappeared. Most experts believe a giant asteroid crashed into the Earth and wiped them all out. So how do we know so much about them?

## Dinosaur Remains

Palaeontologists from all over the world study fossils to learn about these great creatures. Fossils are preserved remains or traces of animals and plants, usually found in rock. There are many different methods of fossilisation. One type of fossil is formed if a dinosaur died near water. Its body was eventually covered in layers of sediment like ash, mud or sand. The soft parts of the body would rot away, leaving the hard bones of the skeleton behind. Over time, layers of sediment would continue to build up and become extremely heavy. The layers around the skeleton were under so much pressure that they are compacted and become rock. Eventually, minerals found in the groundwater seeped in to dissolve and replace the bones in the skeleton, and these minerals hardened to form a fossil.

Palaeontologists excavate a fossil by removing the rock and earth carefully from around the specimen. During the excavation, the fossil is repeatedly photographed and labelled. For small or fragile fossils, special hand tools are used, including trowels, brushes, and tiny picks (somewhat like dental tools). Bigger fossils might require larger tools, such as shovels or jack-hammers.

However a fossil is excavated, once it has been dug out of the ground, it is carefully packed up and moved to the lab. There, it will be cleaned, documented, and studied carefully by specialised scientists.



Some fossils formed in amber give us clues about insects, spiders, and plants from millions of years ago. Amber is formed when lumps of a sticky syrup-like resin seeps out of trees and traps small creatures. Eventually, this hardened resin is buried in sediment and fossilised. Amber is popular for its beautiful colouring, and is often used in jewellery.



Palaeontologists also study trace fossils, which show the marks left behind by a dinosaur while it was alive, including tracks, burrows, and droppings. These fossils give insight into the behaviour of dinosaurs. Studying fossils allows us to walk in the footsteps of dinosaurs millions of years after they died.



## Section A

Which is not a period of the Mesozoic Era?

Jurassic	
----------	--

Cretaceous	
------------	--

Triassic	
----------	--

Prehistoric	
-------------	--

Which is considered to be one of the earliest known dinosaurs?

Stegosaurus	
-------------	--

Coelophysis	
-------------	--

Allosaurus	
------------	--

Ankylosaurus	
--------------	--

Which dinosaur appeared in the Jurassic period?

Triceratops	
-------------	--

Allosaurus	
------------	--

Plateosaurus	
--------------	--

T-Rex	
-------	--

According to their diets, which dinosaur does not belong in this group?

Ankylosaurus	
--------------	--

Velociraptor	
--------------	--

Allosaurus	
------------	--

Coelophysis	
-------------	--

Which of these dinosaurs had the biggest skull?

Coelophysis	
-------------	--

Stegosaurus	
-------------	--

T-Rex	
-------	--

Velociraptor	
--------------	--

Number the dinosaurs in the order they appeared in history.

Stegosaurus	
-------------	--

Coelophysis	
-------------	--

Plateosaurus	
--------------	--

T-Rex	
-------	--

## Section B

Use the information in the text to decide whether these statements are true or false.

	True	False
The Tyrannosaurus rex and the Brachiosaurus roamed the Earth at the same time.		
An apex predator, like the Tyrannosaurus rex, is a predator at the top of its food chain.		
The Jurassic period of the Mesozoic Era was more than 250 million years ago.		
By the end of the Triassic period, rainfall increased and the oceans rose.		
The Triceratops is renowned for its trademark frill and three facial horns.		
Experts believe a giant asteroid caused the extinction of the dinosaurs.		

## Section C

Choose one dinosaur from each period to complete this fact chart.

Name	Period	Length	Weight	Diet	Notable feature

## Section D

Use a dictionary to find the meaning of the following words from the text.

apex predator	
bipedal	
conifer	
excavate	
foliage	
forelimbs	
palaeontology	
serrated	

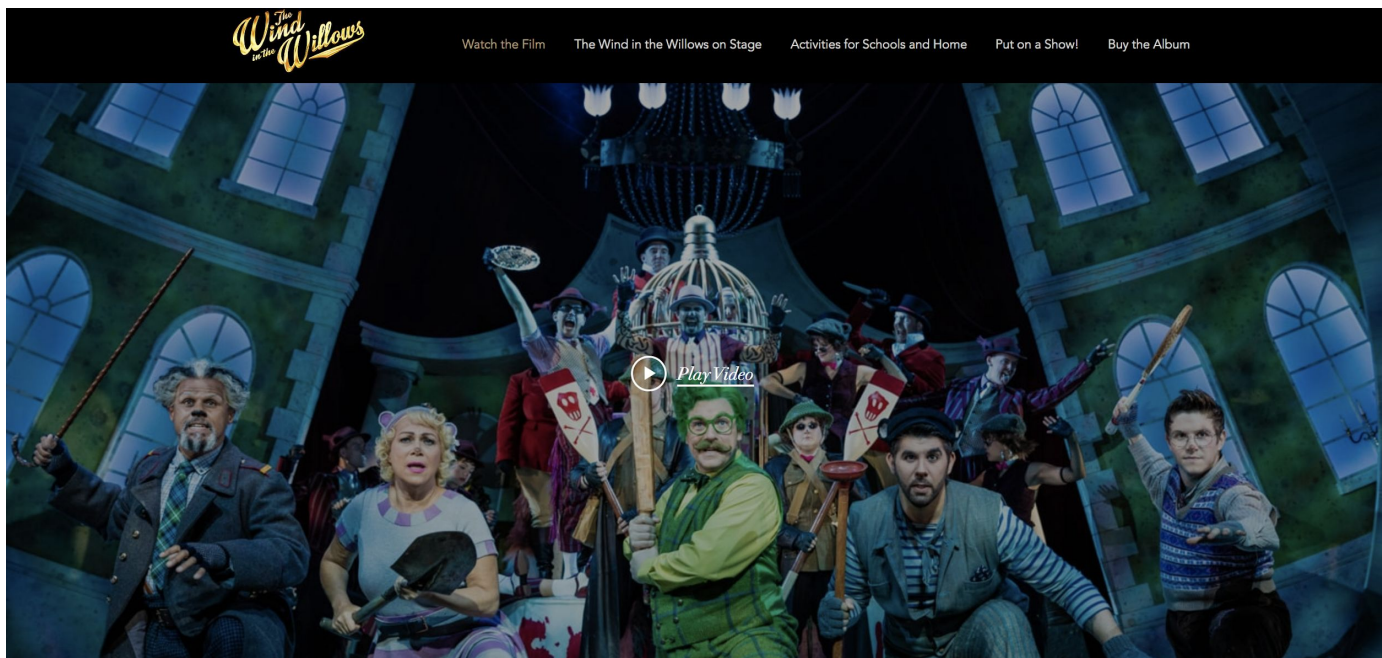


## PHASE 3 HOMEWORK

Watch the London Palladium production of  
'Wind in the Willows' for free!

Alongside this home learning pack, we are uploading an activity pack provided by the London Palladium to accompany the production.

<https://www.willowsmusical.com/>



## YEAR 5 HOMEWORK - Diaries

### Lockdown Diaries : Example

Monday 30th March 2020

Dear Diary,

Today was the best day of this horrible lockdown so far. It might be boring not being allowed to go anywhere however, mum and dad have come up with some great games to play and today was the best yet.

When I woke this morning, I was expecting another dreary, boring day but to my amazement, Mum had set up an assault course in the living room using all sorts of things. There were things to climb up, sheets to crawl under, sofas to jump from and targets to knock down. Excited, I couldn't wait to give it a go and it kept me busy for most of the day. Oh, don't worry though diary, mum still made me sit down and do some maths and writing practice, (she never lets me off).

Anyway diary, time to go as dinner is ready. Today was great, let's hope tomorrow is even better.



Try to keep a running diary of your days in lockdown.

It could be real or completely made up; serious or really funny - it's up to you.

Remember to include sentence types interesting vocabulary and refer back to previous entries in your writing.

Use the structure opposite to help you.

Date.

Dear Diary.

Remember I told You - refer back to previous entries

The Main Thing - talk about the key events of the day

See you tomorrow - sign off to the diary.