

## 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 crossword puzzle using clear definitions.



#### Task 3:

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

New challenges will be set weekly!

# Spelling Shed



## Task 4:

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

New spellings will be set each Friday.

## Task 5:

Hidden Words - Draw and colour a picture. Hide your spelling words inside your picture.

Show your picture to someone to see if they can find your hidden words.



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](#)

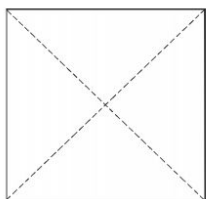
Click on '**More Lists**' to see full details of each spellings rule the children have been set. Click on '**Details**' to see the word list.

## YEAR 4 HOMEWORK - Maths

### 2 - 12 Times Table Division Facts

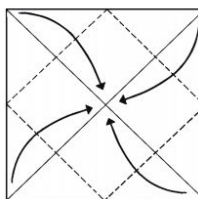
#### Instructions

①



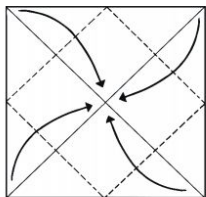
With pictures face down, fold on both diagonal lines. Unfold.

④



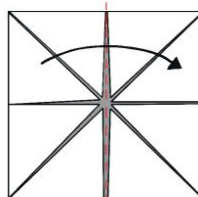
Once again, fold all corners to the centre.

②



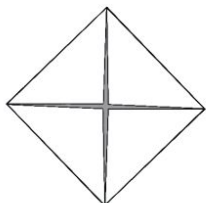
Fold all four corners to the centre.

⑤



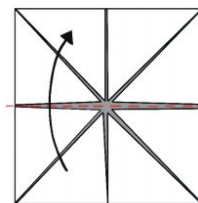
Fold paper in half and unfold.

③



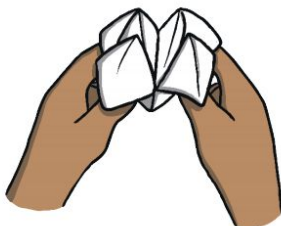
Turn paper over.

⑥



Fold in half from top to bottom. Do not unfold.

⑦

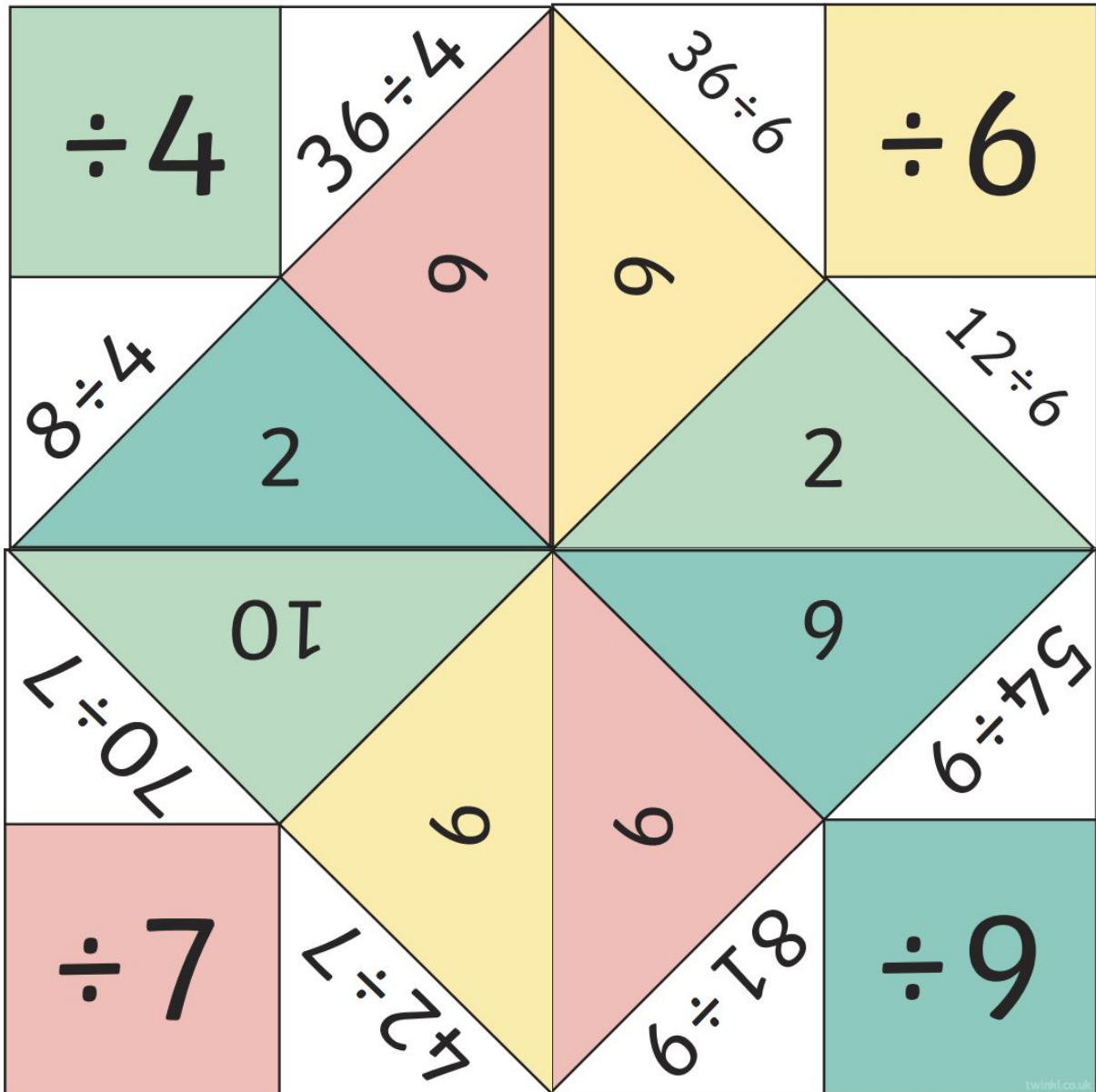


Slide thumbs and forefingers under the squares and move the fortune teller back and forth to play.

Create a fortune teller to identify your times tables and division facts.

See an example on the next page.

## YEAR 4 HOMEWORK - Maths



Feel free to cut out this fortune teller to practise your division facts. Then create your own version.



## YEAR 4 HOMEWORK - Maths

### Emoji Multiplication Mosaic

#### Multiplication 2× and 10× tables

Solve the maths problems to reveal the hidden picture. Each answer has a special colour.

6, 12, 18, 30 = yellow

8, 14, 40 = black

2, 4, 50 = white

10, 20 = blue

$2 \times 4$	$2 \times 7$	$2 \times 3$	$2 \times 6$	$3 \times 2$	$2 \times 9$	$3 \times 10$	$4 \times 10$	$4 \times 2$
$10 \times 4$	$10 \times 3$	$9 \times 2$	$6 \times 2$	$2 \times 3$	$3 \times 2$	$2 \times 6$	$10 \times 3$	$7 \times 2$
$3 \times 10$	$1 \times 2$	$2 \times 2$	$5 \times 10$	$9 \times 2$	$2 \times 2$	$5 \times 10$	$1 \times 2$	$1 \times 10$
$2 \times 9$	$10 \times 5$	$2 \times 7$	$2 \times 1$	$3 \times 10$	$1 \times 2$	$4 \times 2$	$10 \times 5$	$10 \times 2$
$3 \times 2$	$2 \times 2$	$1 \times 2$	$10 \times 5$	$3 \times 2$	$10 \times 5$	$2 \times 2$	$5 \times 10$	$2 \times 3$
$10 \times 3$	$2 \times 3$	$6 \times 2$	$10 \times 3$	$2 \times 6$	$3 \times 10$	$9 \times 2$	$2 \times 6$	$3 \times 2$
$2 \times 3$	$2 \times 9$	$2 \times 6$	$3 \times 10$	$3 \times 2$	$2 \times 6$	$3 \times 10$	$3 \times 2$	$9 \times 2$
$9 \times 2$	$10 \times 3$	$10 \times 5$	$5 \times 10$	$2 \times 2$	$2 \times 2$	$5 \times 10$	$3 \times 10$	$2 \times 6$
$10 \times 4$	$2 \times 3$	$2 \times 2$	$2 \times 2$	$10 \times 5$	$2 \times 2$	$1 \times 2$	$10 \times 3$	$2 \times 7$
$2 \times 4$	$4 \times 2$	$3 \times 10$	$2 \times 6$	$9 \times 2$	$2 \times 6$	$2 \times 3$	$4 \times 2$	$10 \times 4$

## YEAR 4 HOMEWORK - Maths

### Emoji Multiplication Mosaic

#### Multiplication 2×, 5×, and 10× tables

Solve the maths problems to reveal the hidden picture. Each answer has a special colour.

16, 18, 45, 70 = yellow

4, 10, 35, 60 = black

14, 20, 30, 40 = white

15, 22, 50, 100 = pink

$1 \times 4$	$2 \times 2$	$8 \times 2$	$9 \times 2$	$5 \times 9$	$10 \times 7$	$2 \times 8$	$6 \times 10$	$12 \times 5$
$7 \times 5$	$2 \times 9$	$2 \times 9$	$7 \times 10$	$8 \times 2$	$9 \times 5$	$8 \times 2$	$9 \times 2$	$10 \times 1$
$2 \times 8$	$2 \times 7$	$2 \times 10$	$4 \times 5$	$2 \times 9$	$7 \times 2$	$5 \times 4$	$10 \times 4$	$5 \times 9$
$10 \times 7$	$6 \times 5$	$4 \times 1$	$4 \times 10$	$7 \times 10$	$4 \times 5$	$2 \times 5$	$3 \times 10$	$8 \times 2$
$9 \times 2$	$10 \times 3$	$5 \times 8$	$5 \times 6$	$8 \times 2$	$2 \times 7$	$10 \times 2$	$8 \times 5$	$10 \times 7$
$5 \times 3$	$11 \times 2$	$2 \times 8$	$5 \times 9$	$10 \times 7$	$5 \times 9$	$2 \times 8$	$5 \times 3$	$5 \times 10$
$10 \times 5$	$10 \times 10$	$5 \times 9$	$7 \times 10$	$9 \times 5$	$8 \times 2$	$10 \times 7$	$2 \times 11$	$11 \times 2$
$10 \times 7$	$9 \times 5$	$5 \times 9$	$5 \times 2$	$5 \times 12$	$10 \times 6$	$8 \times 2$	$5 \times 9$	$10 \times 7$
$5 \times 2$	$7 \times 10$	$2 \times 9$	$5 \times 9$	$2 \times 8$	$10 \times 7$	$10 \times 7$	$5 \times 9$	$1 \times 4$
$7 \times 5$	$12 \times 5$	$10 \times 7$	$2 \times 8$	$5 \times 9$	$8 \times 2$	$9 \times 2$	$1 \times 10$	$6 \times 10$

## YEAR 4 HOMEWORK - Maths

A) Write the value of the underlined digit.

1) 3456

2) 3609

3) 5412

4) 3695

5) 9002

.....

.....

.....

.....

.....

B) Add one to these numbers

1) 9069

2) 3499

3) 5009

4) 2399

5) 9999

.....

.....

.....

.....

.....

C) Subtract 10 from these numbers

1) 2003

2) 6000

3) 7812

4) 8010

5) 5007

.....

.....

.....

.....

.....

D) Multiply these numbers by 10

1) 42

2) 340

3) 111

4) 84

5) 709

.....

.....

.....

.....

.....

E) Round these numbers to the nearest 10

1) 36

2) 756

3) 635

4) 180

5) 222

.....

.....

.....

.....

.....

F) Round these numbers to the nearest 100

1) 301

2) 267

3) 986

4) 1012

5) 439

.....

.....

.....

.....

.....

A full-page sheet of white graph paper featuring a uniform grid of thin gray lines forming small squares. The grid covers the entire area of the page.





# YEAR 4 HOMEWORK - Maths

The Pizzeria has a special offer. Buy one large pizza or two medium pizzas and get a small pizza free. Krystian buys two large pizzas and two medium pizzas for a party. How many small pizzas does he get with the special offer, and how much does he save?

Use the pizza prices on the previous page to answer these questions.

A teacher buys some large pizzas for a class party. There are 30 children in the class. Each child contributes £2 towards the pizzas. How many large pizzas can the teacher buy and how much money will be left?

A full-page sheet of white graph paper featuring a uniform grid of thin gray lines. The grid consists of 20 columns and 15 rows of squares, providing a structured space for drawing or writing.

## YEAR 4 HOMEWORK - Maths

$$\frac{3}{8} + \frac{3}{8} = \underline{\hspace{2cm}}$$

--	--	--	--	--	--	--	--

$$\frac{5}{9} + \frac{3}{9} = \underline{\hspace{2cm}}$$

--	--	--	--	--	--	--	--	--

$$\frac{3}{10} + \frac{1}{10} = \underline{\hspace{2cm}}$$

--	--	--	--	--	--	--	--	--	--

$$\frac{3}{10} + \frac{3}{10} = \underline{\hspace{2cm}}$$

--	--	--	--	--	--	--	--	--	--

$$\frac{5}{12} + \frac{1}{12} = \underline{\hspace{2cm}}$$


$$\frac{6}{10} - \frac{3}{10} = \underline{\hspace{2cm}}$$

--	--	--	--	--	--	--	--	--	--

$$\frac{3}{10} - \frac{1}{10} = \underline{\hspace{2cm}}$$

--	--	--	--	--	--	--	--	--	--

$$\frac{8}{10} - \frac{3}{10} = \underline{\hspace{2cm}}$$

--	--	--	--	--	--	--	--	--	--

$$\frac{5}{12} - \frac{1}{12} = \underline{\hspace{2cm}}$$


$$\frac{11}{12} - \frac{1}{12} = \underline{\hspace{2cm}}$$


## YEAR 4 HOMEWORK - Maths

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

$$\frac{1}{3} + \frac{2}{3} = \underline{\quad}$$

$$\frac{1}{3} + \frac{1}{3} = \underline{\quad}$$

$$\frac{2}{4} + \frac{1}{4} = \underline{\quad}$$

$$\frac{3}{5} + \frac{2}{5} = \underline{\quad}$$

$$\frac{3}{8} - \frac{2}{8} = \underline{\quad}$$

$$\frac{5}{9} - \frac{3}{9} = \underline{\quad}$$

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

$$\frac{3}{10} - \frac{1}{10} = \underline{\quad}$$

$$\frac{3}{8} - \frac{3}{8} = \underline{\quad}$$

For each fraction write a pair of fractions that total the given fraction.

1.  $\underline{\quad} + \underline{\quad} = \frac{2}{3}$

2.  $\underline{\quad} + \underline{\quad} = \frac{3}{4}$

3.  $\underline{\quad} + \underline{\quad} = \frac{5}{6}$

4.  $\underline{\quad} + \underline{\quad} = \frac{3}{7}$

5.  $\underline{\quad} + \underline{\quad} = \frac{5}{8}$

For each fraction write a pair of fractions where the difference is the given fraction.

1.  $\underline{\quad} - \underline{\quad} = \frac{2}{3}$

2.  $\underline{\quad} - \underline{\quad} = \frac{3}{4}$

3.  $\underline{\quad} - \underline{\quad} = \frac{5}{6}$

4.  $\underline{\quad} - \underline{\quad} = \frac{3}{7}$

5.  $\underline{\quad} - \underline{\quad} = \frac{5}{8}$

## YEAR 4 HOMEWORK - Spelling



### address



Use letters from the target word to create new words which match each clue.

--	--	--

The colour of strawberries.

--	--	--	--

What you do with a book.

--	--	--	--	--

To fear something that is going to happen.

Now, cover the target word and spell it here:

--	--	--	--	--	--	--



### believe



Use letters from the target word to create new words which match each clue.

--	--	--

An insect that makes honey.

--	--	--	--

A bride wears this to cover her face.

--	--	--	--

Something disgusting.

Now, cover the target word and spell it here:

--	--	--	--	--	--	--



### answer



Use letters from the target word to create new words which match each clue.

--	--	--

The opposite of old.

--	--	--	--

You use these to listen.

--	--	--	--	--

To use bad language.

Now, cover the target word and spell it here:

--	--	--	--	--	--



### bicycle



Use letters from the target word to create new words which match each clue.

--	--	--

A cold, hard object.

--	--	--

When the floor is very slippery.

--	--	--	--	--

A way to travel.

Now, cover the target word and spell it here:

--	--	--	--	--	--	--



## YEAR 4 HOMEWORK - Spelling



### consider



Use letters from the target word to create new words which match each clue.

--	--	--

An official name for a man.

--	--	--	--

You roll these in a game.

--	--	--	--	--

An alcoholic drink made from apples.

Now, cover the target word and spell it here:

--	--	--	--	--	--	--	--



### eighth



Use letters from the target word to create new words which match each clue.

--	--	--

You might do this to a ball.

--	--	--	--	--

Part of the leg.

--	--	--	--	--	--

The distance from the bottom to the top of an object.

Now, cover the target word and spell it here:

--	--	--	--	--	--



### continue



Use letters from the target word to create new words which match each clue.

--	--	--

A strip of material often worn with a shirt.

--	--	--	--

A melody or piece of popular music.

--	--	--	--	--

You do this to find out how many objects there are.

Now, cover the target word and spell it here:

--	--	--	--	--	--	--	--



### enough



Use letters from the target word to create new words which match each clue.

--	--	--

A single item.

--	--	--	--

Very large.

--	--	--	--

When something has left.

Now, cover the target word and spell it here:

--	--	--	--	--	--

## YEAR 4 HOMEWORK - Spelling



### height



Use letters from the target word to create new words which match each clue.

--	--	--

To collect something.

--	--	--	--

The opposite of low.

--	--	--	--	--

The number of sides on an octagon.

Now, cover the target word and spell it here:

--	--	--	--	--	--



### important



Use letters from the target word to create new words which match each clue.

--	--	--	--

A wide trench filled with water.

--	--	--	--	--

An ancient empire that invaded Britain.

--	--	--	--	--	--

To bring goods or services into a country from abroad.

Now, cover the target word and spell it here:

--	--	--	--	--	--	--	--



### history



Use letters from the target word to create new words which match each clue.

--	--	--

A pig's home.

--	--	--	--

Items to play with.

--	--	--	--	--

The opposite of tall.

Now, cover the target word and spell it here:

--	--	--	--	--	--



### interest



Use letters from the target word to create new words which match each clue.

--	--	--	--

To stop doing something.

--	--	--	--

You need this when camping.

--	--	--	--	--	--

You might live on one of these.

Now, cover the target word and spell it here:

--	--	--	--	--	--	--	--

## YEAR 4 HOMEWORK - GPS

- 1 What is the function of the words circled in the sentences below?

The cat rolled the ball under the cupboard.

I put my new fish in the tank with the others.

Tick **one**.

adverb	<input type="checkbox"/>
noun	<input type="checkbox"/>
preposition	<input type="checkbox"/>
verb	<input type="checkbox"/>

- 2 Tick **one** box in each row to show which **conjunction** completes each sentence.

Sentence	and	but
I can run fast _____ I'm not very good in races.	<input type="checkbox"/>	<input type="checkbox"/>
In autumn, leaves begin to fall _____ the days become cooler.	<input type="checkbox"/>	<input type="checkbox"/>
Cats don't like water _____ they can swim.	<input type="checkbox"/>	<input type="checkbox"/>

- 3 Correctly add the **pronouns** from the box to the sentences below.

his	her	their	our
-----	-----	-------	-----

We visited lots of castles on \_\_\_\_\_ holiday.

My neighbours have built a treehouse in \_\_\_\_\_ garden.

When Tom has finished \_\_\_\_\_ lunch, he is going to help Annie practise \_\_\_\_\_ spellings.

## YEAR 4 HOMEWORK - GPS

- 4 Which sentence below has the **adverbial** underlined?

Tick **one**.

Ollie and Sam agreed to meet by the school gates. ☐

Ollie and Sam agreed to meet by the school gates. ☐

Ollie and Sam agreed to meet by the school gates. ☐

Ollie and Sam agreed to meet by the school gates. ☐

- 5 Insert a **comma** to complete the sentence below.

At the edge of the pond a duckling was looking for its mother.

- 6 Circle the words that should have **apostrophes** in the sentence below.

Im not sure how to use this computer and I cant find anyone to help me.

- 7 Which **suffix** will make these nouns into adjectives?

fear

wonder

Tick **one**.

-er ☐

-ful ☐

-ing ☐

-ness ☐

- 8 Circle the **two adverbs** in the sentence below.

The train is coming now so we will have to get a sandwich later.



## YEAR 4 HOMEWORK - GPS

- 9 Write (**A**) **adjective**, (**N**) **noun** or (**V**) **verb** in the boxes to show the function of the words in the sentence below.

With an enormous breath, Connor blew out all the candles on the birthday cake.





- 10 What type of word is underlined in the sentences below?

Let's climb the tree.

Shall we have a drink?

Tick **one**.

adjective ☐

determiner ☐

pronoun ☐

verb ☐

- 11 Tick **two** boxes to show where the **inverted commas** should go.

☐
☐
☐
☐

Angus called, Hurry up. We're over here.

- 12 Underline the word that is **not Standard English** in the sentence below.

Ashley done her picture using her new colouring pens.

## YEAR 4 HOMEWORK - GPS

- 13** Insert **two commas** into the sentence below.

Dogs need to go for several walks have two meals a bowl of clean water and a comfortable place to sleep each day.

- 14** Which passage below is correctly punctuated?

Tick **one**.

Your name is Ali, isn't it? Would you like to sit with me.

☐

Your name is Ali. Isn't it? Would you like to sit with me?

☐

Your name is Ali, isn't it. Would you like to sit with me?

☐

Your name is Ali, isn't it? Would you like to sit with me?

☐

- 15** Tick **one** box in each row to show whether the sentence is a **statement** or a **command**.

Sentence	Statement	Command
Find your shoes quickly please.		
We found a lost dog yesterday.		
When you find your picture, bring it to me.		

- 16** Tick **one** box in each row to show whether the verb is written in the **present tense** or the **past tense**.

Sentence	Present tense	Past tense
The cows all <u>stood</u> under a tree to avoid the rain.		
We <u>play</u> outside a lot in the summer.		
On Fridays, we usually <u>have</u> a pizza for lunch.		

## YEAR 4 HOMEWORK - GPS

- 17 Which **verb tense** is used in the sentence below?

My grandfather has lived in this village all his life.

Tick **one**.

present tense

☐

past tense

☐

present perfect tense

☐

past progressive tense

☐

- 18 Circle the words that should have **capital letters** in the sentences below.

I live at 29 high street, carlton.

On tuesdays, I usually go to the swimming pool.

Corgis are the favourite dogs of queen elizabeth.

- 19 Underline the **noun phrase** in each of the sentences below.

I found a brand new football.

The goalposts on the field have been broken.

- 20 Label each part of the sentences below as **main clause (M)** or **subordinate clause (S)**.

As soon as the cakes have cooled, you can have one.

☐
☐

Find a partner, if you would like to play the next game.

☐
☐

Even though the match has started, you're welcome to join in.

☐
☐

## YEAR 4 HOMEWORK - Writing



### Question time!

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

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

How many people live here? What suggests this?

Why might someone visit this place?

### Setting Description

Your task is to write a description of this scene. You can imagine that you are actually there and are 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



## YEAR 4 HOMEWORK - Writing

### 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?

## YEAR 4 HOMEWORK - Writing

**Observation**

**Senses**



**Imagination**

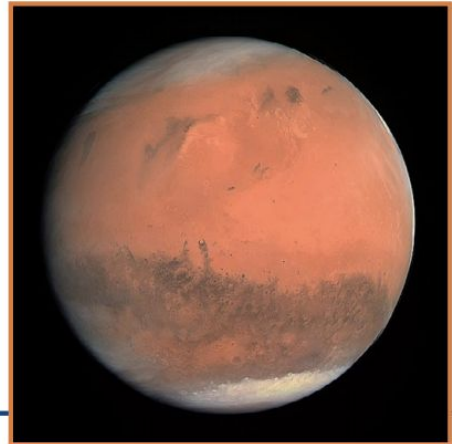
**Emotion**

[illegible]

## YEAR 4 HOMEWORK - Reading

### Mars: The Red Planet

Mars is the fourth furthest planet from the Sun, located between Earth and Jupiter, and is the second smallest planet in our solar system after Mercury. Named after the Roman god of war, Mars is often described as 'the Red Planet' because of its reddish hue. The atmosphere on Mars is made up of mainly carbon dioxide, meaning that the planet does not yet support life.



#### Missions to Mars

It is crucial to launch a mission to Mars at the right time because Earth and Mars are always moving. It is necessary to calculate the distance between the two planets at any one time and to prepare accordingly.

A "true colour" photograph of Mars taken by the OSIRIS instrument on the European Space Agency (ESA) Rosetta spacecraft in February 2007.

As of 2019, there have been 56 missions to Mars, of which only 26 have been successful. This shows just how difficult reaching the Red Planet can be. None of these missions have been manned by humans but there is currently one Mars rover operational. There are also six active satellites orbiting Mars, providing us with plenty of data about the planet.

#### Why Mars?

Earth sits between Venus and Mars. Both planets are sometimes visible to the naked eye from Earth! The distance between them varies throughout their orbits of the Sun, but Mars is not the closest planet to Earth – Venus is. The closest possible distance between Earth and Venus is approximately 38 million kilometres, while the closest distance between Earth and Mars is around 55 million kilometres. Why, then, are most of Earth's exploration efforts directed at the Red Planet? The answer lies in the environments of Mars and Venus.



## YEAR 4 HOMEWORK - Reading

Venus, Earth's smaller sister, is blisteringly hot and has a thick atmosphere which could melt a block of lead as easily as an ice cream on Earth. Mars, on the other hand, is smaller and much colder. It is the most habitable planet next to Earth because:

- its soil contains traces of water to extract;
- it gets enough sunlight to use solar power;
- gravity is 38% as strong as on Earth, which, it is believed, humans could adapt to;
- the atmosphere somewhat protects from the Sun's **radiation**;
- Mars' day, called a 'sol', is only a little longer than Earth's.

The human race is very keen to prove that there is a possibility for life on other planets, and Mars is thought to be the most likely place to find that proof.

### The Mars Rover

The Curiosity rover is a robotic car which is currently exploring the surface of the planet. It is nuclear-powered and the fourth rover sent to Mars in 16 years. It was launched on 26<sup>th</sup> November 2011 and landed on 6<sup>th</sup> August 2012. Curiosity uses the most advanced scientific equipment ever used on Mars.

The main goals of the mission, which forms part of NASA's Mars Science Laboratory, are to:

- study Martian climate and **geology**;
- search for water;
- find out whether Mars could have ever supported life.

### Glossary

**geology** – The science which deals with the physical structure and substance of a planet.

**radiation** – Energy emitted by the Sun, some of which is dangerous to humans when not absorbed by the atmosphere of a planet.



A self-portrait taken by NASA's Curiosity rover.

## YEAR 4 HOMEWORK - Reading

Quick Facts						
Earth			Mars			
Diameter:	12,742km		Diameter:	6,779km		
Moons:	1		Moons:	2 (Phobos and Deimos)		
Rotation period:	24 hours		Rotation period:	24 hours 37 minutes		
Orbit (revolution) period:	365 days		Orbit (revolution) period:	687 days (1.9 Earth years)		
Surface temperature:	between -88°C and 58°C		Surface temperature:	between -140°C and 30°C		
Atmosphere:			Atmosphere:	Oxygen	0.14%	
	Nitrogen			78.08%	Carbon Dioxide	95.9%
	Oxygen			20.95%	Carbon monoxide	0.06%
	Argon			0.93%	Nitrogen	1.9%
	Carbon Dioxide			0.04%	Argon	2%

Read the KS2 Twinkl Originals story '**Jazz Harper: Space Explorer**' to learn all about life on Mars!



## YEAR 4 HOMEWORK - Reading

### Mars: The Red Planet Questions

1. Find and copy the correct word to complete the sentence.

Mars is named after the \_\_\_\_\_ god of \_\_\_\_\_.

2. Which of these are reasons why Mars is a good place to explore?

- ☐ Mars gets enough sunlight to use solar power.
- ☐ A day on Mars is very short.
- ☐ There is no gravity on Mars.
- ☐ There is a little water in the soil on Mars.

3. How many moons does Mars have and what are their names?

---



---

4. What is a day called on Mars and how long is it?

---



---

5. Find and copy a word from the text which means 'working'.

---



---

6. a) Tick the correct box for each statement to say whether it is true or false.

	True	False
Venus is so hot that lead would melt on its surface.		
Mars has a diameter of 6,793km.		
A day on Mars is slightly shorter than a day on Earth.		

- b) Correct any false statements here:

---



---



---

## YEAR 4 HOMEWORK - Reading

7. a) Which planet has the highest possible temperature: Earth or Mars?

---

- b) Which has the lowest possible temperature?

---

8. Why does it seem odd at first that NASA has chosen to explore Mars and not Venus?

---

---

9. Look at the section titled 'The Mars Rover'. What other subtitle could you use for this section? Explain why you have chosen it.

---

---

---

---

10. Look at the section titled 'Why Mars?'. Why do you think the author has put the facts about Mars into bullet points?

---

---

---

# Questions for Reading Bookmark

Cut out the shapes and stick them back to back. Whilst reading with your child, try to choose one question from each section. You could ask more than one type of question per page. This will check that your child really understands what they are reading and could lead you into further conversations about the book.

## Vocabulary Questions with Victor

- What does this word/phrase/sentence tell you about the character/setting/mood? By writing..., what effect has the author created? Do you think they intended to?
- What other words/phrases could the author have used here? Why?
- How has the author made you feel by writing...? Why



## Inference Questions with Iggy

- What do you think.... means? Why do you think that? Could it be anything else?
- I think....; do you agree? Why / why not?
- How do you think....?
- Can you explain why....?
- What do these words mean and why do you think that the author chose them?



## Retrieval Questions with Rex

- Find the... in this text. Is it anywhere else?
- When/where is this story set? How do you know?
- Find the part of the story that best describes the setting.
- What do you think is happening here? Why?
- What might this mean?



## Prediction Questions with Pip

- Can you think of another story with a similar theme? How do their plots differ?
- Which stories have openings like this? Do you think that this story will develop the same way?
- Why did the author choose this setting? Will that influence the story?



## Summarising Questions with Sheba

- What is the main point in this paragraph? Is it mentioned anywhere else?
- Sum up what has happened so far in X words/seconds or less.
- Which is the most important point in these paragraphs? Why?
- Do any sections/paragraphs deal with the same themes?



## Compare, Contrast and Comment with Cassie

- What is similar/different about two characters? Did the author intend that?
- Explain why... did that.
- Describe different characters' reactions to the same event.
- Is this as good as...?
- Which is better and why?



## Be an Author with Arlo

- What does the word... tell you about...? How?
- Find two ways that the author tells you...
  - What do you think the author meant by...?



- Which words do you think are most important? Why?
- Which words do you like the most? Why?
- How has the author made you feel happy / sad / angry / frustrated?

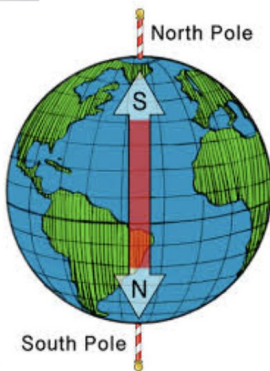


## YEAR 4 HOMEWORK - Place and Time

### Key Concepts



#### The Arctic



#### The Antarctic

**Interesting fact:** Because of the Earth's tilt, for at least one day a year there's an entire day of darkness in this freezing region — and also a full day of sunshine.

Although both places are freezing cold, the **South Pole** is in fact a lot colder!

#### The Arctic (North Pole)



The **Arctic** is ocean surrounded by land. The ocean under the Arctic ice is cold, but still warmer than the ice! So the ocean warms the air a bit.

### The North Pole and the South Pole

The **North Pole (The Arctic)** and the **South Pole (The Antarctic)** are on the complete opposite side of the world to each other! However, they both get the same amount of sunlight.



#### The Antarctic (South Pole)



The **Antarctic** is land surrounded by ocean. This therefore makes it much colder.

Antarctica is dry—and high. Under the ice and snow is land, not ocean. And it's got mountains too. The higher you go, the colder it gets.



YEAR 4 HOMEWORK - Place and Time

Similarities and Differences between the Arctic and the Antarctic

Similarities	Differences

## YEAR 4 HOMEWORK - Place and Time

### Key Concepts

#### The Race to the South Pole!

In the early 20th Century, several countries were competing with each other to explore Antarctica and be the first to reach the South Pole! The main competition was between Britain and Norway.

Captain Robert Falcon Scott  
(British)



Roald Amundsen  
(Norwegian)



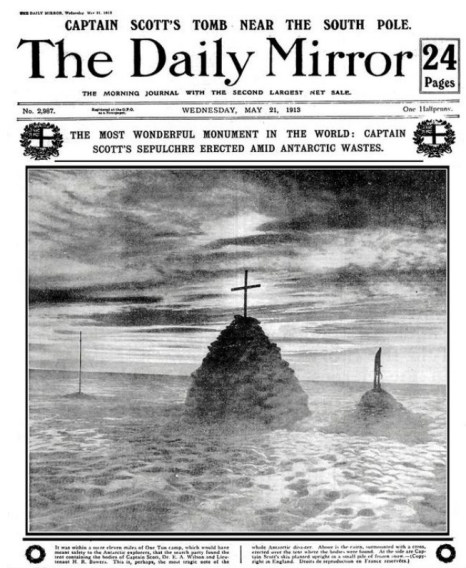
The Terra Nova Expedition, officially the British Antarctic Expedition, was an expedition to Antarctica which took place between 1910 and 1913. The expedition was named after Robert Scott's whaling ship.

The expedition set off with mechanical sledges, ponies and dogs. However, the sledges and ponies could not cope with the conditions and the expedition carried on without them, through appalling weather and increasingly tough terrain. Two months later, the dog teams also turned back, leaving the rest to face the ascent of the Beardmore Glacier and the polar plateau.

By January 1912, only five men remained: Scott, Wilson, Oates, Bowers and Evans.







## YEAR 4 HOMEWORK - Place and Time

### **Recount - Diary Extract**

From the point of view of Robert Scott, write an extract from a his diary.

Write your extract from the day you finally made it to the South Pole after such an exhausting excursion. Talk about how it felt the moment you saw the Norwegian flag and realised you had been beaten!

### **Features of a Diary Entry**

Uses the past tense	
Uses first person pronouns (I, we, my, etc.)	
Describes the writer's point of view, thoughts and feelings	
Includes opinions as well as facts	
Uses ambitious words to describe people and places	
Is written in an informal style, as though speaking to someone	
Uses time conjunctions to link events	
Organises events into paragraphs	
Uses inverted commas to show direct speech	

## YEAR 4 HOMEWORK - Science

### **Knowledge: Animals Adapting To Their Environment.**

#### **What is an adaptation?**

An adaptation is a way an animal's body helps it survive, or live, in its environment.

**Animals can live in many different places in the world because they have special adaptations to the area they live in.**

**Animals depend on their physical features to help them obtain food, keep safe, build homes, withstand weather, and attract mates.** These physical features are called physical adaptations. They make it possible for the animal to live in a particular place and in a particular way.

Each adaptation has been produced by evolution. This means that the adaptations have developed over many generations.

#### **Examples of the basic adaptations that help creatures survive:**

- shape of a bird's beak,
- the number of fingers,
- colour of the fur,
- the thickness or thinness of the fur,
- the shape of the nose or ears



#### **What is a mimicry adaptation?**

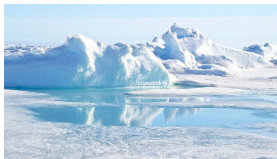
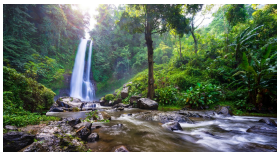
Mimicry is adapting to look like something else. An example would be the hawkmoth as it looks just like a dead leaf, tattered and veined.



**Please see the next page for your task!**

## YEAR 4 HOMEWORK - Science

Choose one of the environments below and invent a new animal that has adaptations to allow it to survive there!



Think about:

- What would it eat?
- How would it hide from predators?
- How can it withstand the weather?

Make sure you label the key adaptations of your animal, i.e. huge circular ears to easily hear predators approaching.

**Animal Name:** \_\_\_\_\_



## YEAR 4 HOMEWORK

### Thank you NHS!

Colour in this page and stick it in your window to show how much we appreciate all the hard work of our NHS staff during this difficult time.





## 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.

Can you improve your time per second answered?

# Spelling Shed



## Task 4:

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

## Task 5:

Create a short story about a topic of your choice that includes as many of your spelling words as possible.

Try to include speech using inverted commas and sentence structures you have learnt this year such as 3ad, noun 1st and DE:de 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 HOMEWORK - Maths

## ADDITION

1	$489\,482 + 5398 =$
---	---------------------

A large rectangular grid consisting of 20 columns and 10 rows of small squares, intended for drawing a picture.

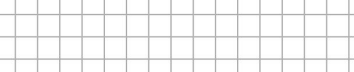
1 mark

2     $618\,269 + 7269 =$

A blank grid for drawing a rectangle. The grid is 20 units wide and 10 units high. A small rectangle is drawn in the bottom right corner, spanning from the 18th to the 20th unit horizontally and from the 8th to the 10th unit vertically.

1 mark

3	$719\,493 + 4082 =$
---	---------------------



A large rectangular area filled with a fine grid of squares, intended for drawing a picture.

1 mark

# SUBTRACTION

4	$500\,935 - 8769 =$
---	---------------------

1 mark

5 631 132 - 4972 =

A 20x10 grid with a rectangle drawn in the bottom right corner, spanning 4 units wide and 2 units high.

1 mark

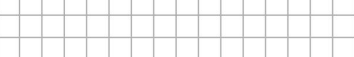
6	$932\,846 - 7758 =$
---	---------------------

A 20x10 grid with a rectangle drawn in the bottom right corner, spanning 4 units wide and 2 units high.

1 mark

# DECIMALS

1	$5.8 + 3.29 =$
---	----------------



1 m...

2	$6.8 - 2.41 =$
---	----------------

A large rectangular grid consisting of 20 columns and 10 rows of small squares, intended for drawing a picture.

1 mo

3	$8.04 - 5.6 =$
---	----------------

1 m...

4	$9.37 + 5.8 =$
---	----------------

A large rectangular grid consisting of 20 columns and 10 rows of small squares, intended for drawing a picture.

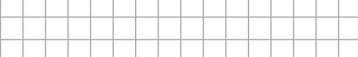
1 m

5	$2.9 + 1.09 =$
---	----------------

A large rectangular grid consisting of 20 columns and 10 rows of small squares, intended for drawing a picture.

1 m

6	$8.4 - 6.72 =$
---	----------------



1 m2

## YEAR 5 HOMEWORK - Maths

S  
Q  
U  
A  
R  
E  
D  
  
N  
U  
M  
B  
E  
R  
S

1  $12^2 =$

1 mark

2  $4^3 =$

1 mark

3  $9^2 =$

1 mark

C  
U  
B  
E  
D  
  
N  
U  
M  
B  
E  
R  
S

4  $3^3 =$

1 mark

5  $15^2 =$

1 mark

6  $6^3 =$

1 mark

P  
L  
A  
C  
E  
  
V  
A  
L  
U  
E

1  $100 \times 6.02 =$

1 mark

2  $5360 \div 1000 =$

1 mark

3  $94.3 \times 10 =$

1 mark

4  $1000 \times 36.8 =$

1 mark

5  $69.2 \div 10 =$

1 mark

6  $6718 \div 100 =$

1 mark

## YEAR 5 HOMEWORK - Maths

### SQUARED AND CUBED NUMBERS

- |              |              |
|--------------|--------------|
| 1. $3^2 =$   | 16. $0^3 =$  |
| 2. $5^2 =$   | 17. $4^3 =$  |
| 3. $7^2 =$   | 18. $6^3 =$  |
| 4. $2^2 =$   | 19. $2^3 =$  |
| 5. $4^2 =$   | 20. $3^3 =$  |
| 6. $6^2 =$   | 21. $7^3 =$  |
| 7. $1^2 =$   | 22. $9^3 =$  |
| 8. $8^2 =$   | 23. $8^3 =$  |
| 9. $9^2 =$   | 24. $10^3 =$ |
| 10. $11^2 =$ | 25. $1^3 =$  |
| 11. $10^2 =$ | 26. $5^3 =$  |
| 12. $12^2 =$ | 27. $15^3 =$ |
| 13. $15^2 =$ | 28. $13^3 =$ |
| 14. $14^2 =$ | 29. $11^3 =$ |
| 15. $13^2 =$ | 30. $12^3 =$ |

### MULTIPLICATION AND DIVISION

- |                      |                       |
|----------------------|-----------------------|
| 1. $50 \times 4 =$   | 16. $200 \div 5 =$    |
| 2. $7 \times 6 =$    | 17. $420 \div 60 =$   |
| 3. $8 \times 7 =$    | 18. $330 \div 3 =$    |
| 4. $2 \times 11 =$   | 19. $280 \div 70 =$   |
| 5. $4 \times 2 =$    | 20. $400 \div 50 =$   |
| 6. $5 \times 6 =$    | 21. $270 \div 9 =$    |
| 7. $3 \times 3 =$    | 22. $600 \div 120 =$  |
| 8. $7 \times 9 =$    | 23. $770 \div 11 =$   |
| 9. $4 \times 10 =$   | 24. $720 \div 8 =$    |
| 10. $6 \times 3 =$   | 25. $150 \div 30 =$   |
| 11. $12 \times 11 =$ | 26. $200 \div 4 =$    |
| 12. $9 \times 4 =$   | 27. $630 \div 7 =$    |
| 13. $6 \times 7 =$   | 28. $1200 \div 300 =$ |
| 14. $3 \times 9 =$   | 29. $1400 \div 20 =$  |
| 15. $7 \times 5 =$   | 30. $2500 \div 500 =$ |



## YEAR 5 HOMEWORK - Maths

1.  $924 \div 7 =$

2.  $608 \div 8 =$

3.  $638 \div 4 =$

4.  $945 \div 5 =$

5.  $525 \div 6 =$

6.  $735 \div 3 =$

7.  $795 \div 4 =$

8.  $408 \div 6 =$

9.  $783 \div 9 =$

10.  $756 \div 7 =$

11.  $997 \div 4 =$

12.  $918 \div 5 =$

13.  $903 \div 3 =$

14.  $915 \div 6 =$

15.  $853 \div 2 =$

16.  $1946 \div 7 =$

17.  $2264 \div 5 =$

18.  $2868 \div 6 =$

19.  $1494 \div 3 =$

20.  $8665 \div 8 =$

21.  $4077 \div 9 =$

22.  $5486 \div 5 =$

23.  $7008 \div 6 =$

24.  $8703.2 \div 4 =$

25.  $6629 \div 7 =$

26.  $5838 \div 8 =$

27.  $6534 \div 9 =$

28.  $7090 \div 4 =$

29.  $5298 \div 6 =$

30.  $9282 \div 5 =$

### DIVISION

Use bus stop method.

### Worked Examples

$$\begin{array}{r} 045 \\ 8 \overline{) 360} \end{array}$$

$$\begin{array}{r} 05 \text{ r}3 \\ 4 \overline{) 23} \end{array}$$

EXT: Use this method if  
You have been shown

$$\begin{array}{r} 01.375 \\ 8 \overline{) 11.000} \end{array}$$

## YEAR 5 HOMEWORK - Maths

### MULTIPLICATION

Use column  
method

### Worked Example

$$\begin{array}{r}
 317 \\
 \times 24 \\
 \hline
 1268 \\
 + 6340 \\
 \hline
 7608
 \end{array}$$

$$\begin{array}{r}
 5249 \\
 \times 61 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 5156 \\
 \times 61 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 8839 \\
 \times 94 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 5847 \\
 \times 76 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 5456 \\
 \times 22 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 9669 \\
 \times 99 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 2151 \\
 \times 75 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 8279 \\
 \times 72 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 1324 \\
 \times 51 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 2398 \\
 \times 93 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 9765 \\
 \times 36 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 1968 \\
 \times 98 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 4496 \\
 \times 78 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 1818 \\
 \times 99 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 9802 \\
 \times 46 \\
 \hline
 \end{array}$$

$$\begin{array}{r}
 3920 \\
 \times 45 \\
 \hline
 \end{array}$$

Miss Bradshaw bought **twelve** packets of chocolate biscuits. Each packet contained **34** biscuits. How many biscuits did she buy altogether?

Lola got **£30** each week from working at the café on Saturdays. She saved this money for a year. (A year is **52** weeks). How much money did she save in total?

A stand in a sports stadium has **245** rows of **87** seats. How many seats are there in the stand?

Each bag holds **475** raisins. A shop buys **90** bags. How many raisins are there altogether?

Mr Malik is saving up for a new car. He saves **£1345** each month. He saves up for **12** months. How much money does he save altogether?

# YEAR 5 HOMEWORK - Maths

Work through the following maths problems.

Sebastian has 4 football shirts, and three pairs of shorts. Each time he goes to play football with his friends he likes to wear a different combination of one shirt and one pair of shorts.


How many different combinations of shirts and shorts can he wear?











A 10x5 grid is shown. A rectangle is drawn in the bottom right corner, spanning 2 columns and 2 rows. The rectangle is located in the bottom-right corner of the grid, specifically covering the last two columns and the last two rows.

$$\begin{array}{rcccc} & \square & & \square & \\ - & 4 & & 5 & \\ \hline & 3 & & 6 & \end{array}$$

Some children count the number of vehicles that pass a school in one hour. They present the data using a pictogram.

a) How many more cars passed the school compared with vans and lorries?

 = 4 vehicles

Motorbike	
Car	    
Lorry	
Van	 
Bus	

b) How many vehicles passed the school in total?

A 10x10 grid with a 2x1 rectangle highlighted in the bottom right corner.

### Complete these sequences

a)

		84	91	98	105
--	--	----	----	----	-----

**b)**

375		425	450		500
-----	--	-----	-----	--	-----

## YEAR 5 HOMEWORK - Maths

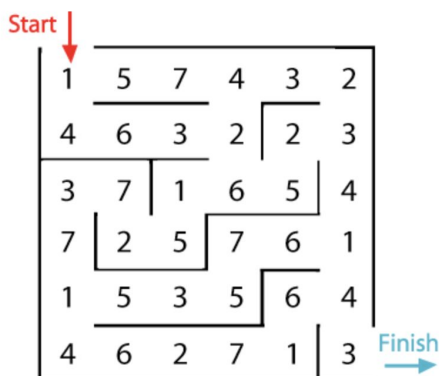
### Money Problems

1. John bought 3 brownies at a bake sale. If each brownie cost £0.25 and he paid with a twenty pound note, how much change does he get?  
\_\_\_\_\_
2. Jenny bought 4 cans of pop at the shop. If each can cost her £1.60 and she paid with a twenty pound note, how much change does she get back?  
\_\_\_\_\_
3. Harry bought 4 bunches of bananas at the greengrocers. Each bunch cost £0.79. How much change would he get if he paid with a twenty pound note?  
\_\_\_\_\_
4. Julia got given a gift card for her birthday with £20 of store credit. She bought a dress that cost £16.67 using the gift card. How much money does she have left on the gift card?  
\_\_\_\_\_
5. Paul bought a book from the book shop. If it cost £6.23, how much change would Paul get back if he paid with a twenty pound note?  
\_\_\_\_\_
6. Helen bought an ornament from a gift shop. It cost £19.67. How much change will Helen receive if she paid with a twenty pound note?  
\_\_\_\_\_
7. Annie bought 4 chocolate bars to give to her friends. Each one cost £1.43. How much change will she receive if she pays with a twenty pound note?  
\_\_\_\_\_

## YEAR 5 HOMEWORK - Maths Problem solving

In this maze there are numbers in each of the cells. You go through adding all the numbers that you pass. You may not go through any cell more than once.

Can you find a way through in which the numbers add to exactly 100?



5.□□ □ 5.□□

Use the symbols and numbers below to make the above number sentence correct.

< > 1 1 2 3

For example:

5.31 > 5.21

How many different sentences can you make?

How will you know when you have found them all?

What is the lowest number you can make going through the maze?

What is the highest number you can make going through the maze? (Remember you may not go through any cell more than once.)

The coloured shapes stand for eleven of the numbers from 0 to 12.

Each shape is a different number.

Can you work out what they are?

□ x □ x □ = ◐

▢ x ▢ = ☆

□ x ◐ = ◐

□ x ☆ = ▢

▢ x ◐ = ●

▢ x ◑ = ▢

▢ x □ = ▲

◑ x ▢ = ▢

▲ x □ = ●

□ x ▼ = ▼

□ x □ = ◐

▼ x ◐ = ▼



## YEAR 5 HOMEWORK - Writing

### Grammar

Circle the relative pronoun in each sentence below.

- 1) John went to the match where he met his friends.
- 2) The film, which was shot in Mexico, won an Oscar.
- 3) I don't like people who are cruel to animals.
- 4) We found the dog that belonged to Steven.
- 5) The river, that ran for several miles, was rather calm.
- 6) I found an injured rabbit whose leg was broken.

### Spelling and Thesaurus work

Find five synonyms for the following words:

Love -

Beauty -

Anger -

Safe -

### Punctuation

What are the four key rules for punctuating speech?

1)

2)

3)

4)

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached.

Word:	Value:
1. accommodate	£93
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

A = £1  
B = £2  
C = £3  
D = £4  
E = £5  
F = £6  
G = £7  
H = £8  
I = £9  
J = £10  
K = £11  
L = £12  
M = £13  
N = £14  
O = £15  
P = £16  
Q = £17  
R = £18  
S = £19  
T = £20  
U = £21  
V = £22  
W = £23  
X = £24  
Y = £25  
Z = £26

### Knowledge:

A relative clause is a dependent clause, adding additional information to the main clause. **Relative pronouns** introduce relative clauses.

A **synonym** is a word or phrase that means exactly or nearly the same as another word or phrase. E.g. big - large, giant, tall

# PHASE 3

Write a caption under each photograph. Use the words below:

**accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached.**



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# PHASE 3

b	y	n	a	p	m	o	c	c	a	h	s
a	q	a	s	p	d	o	v	l	p	t	r
c	c	t	w	v	a	k	q	w	p	g	m
c	u	t	f	a	e	r	y	d	r	n	y
o	s	a	m	n	y	s	a	q	e	i	a
m	a	c	h	i	e	v	e	e	c	d	m
m	w	h	v	u	j	a	t	x	i	r	a
o	p	e	s	j	d	g	g	i	a	o	t
d	r	d	x	a	c	z	u	i	t	c	e
a	a	p	p	a	r	e	n	t	e	c	u
t	e	v	i	s	s	e	r	g	g	a	r
e	o	a	n	c	i	e	n	t	s	p	t

**accommodate**  
**accompany**  
**according**  
**achieve**  
**aggressive**

**amateur**  
**ancient**  
**apparent**  
**appreciate**  
**attached**

## Uplevelling Sentences Tiny Turtle's Huge Journey



### Knowledge:

In "a red hat," the adjective "red" is a **modifier** describing the noun "hat." In "They were talking loudly," the adverb "loudly" is a **modifier** of the verb "talking."

**Fronted adverbials** are words or phrases placed at the beginning of a sentence which are used to describe the action that follows: Before sunrise, Zack ate his breakfast.

I won't stand by the man who smells of slime.

In this example, the **relative clause** is 'who smells of slime'. It provides more information about the man.

**A subordinate clause** (or dependent clause) is a clause that cannot stand alone. It will always start with a subordinating conjunction. The boy cried because he was cold.

Use the steps below to improve this sentence:

**The turtle is moving towards the sea.**

**1** First, rewrite the sentence containing modifying nouns or adjectives to create expanded noun phrases.

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**2** Next, rewrite the sentence from Step 1 but start your sentence with a fronted adverbial.

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**3** Next, rewrite the sentence from Step 2 but add a relative clause beginning with **who**, to give more information about the turtle.

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---

**4** Next, rewrite the sentence from Step 3 but add a subordinate clause.

---

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## Mini SPAG test 1

1. Circle **all** the adverbs in the sentence below.

Open the drawers carefully and quietly when using the filing cabinet.

1 mark

2. Tick **one** word to complete the sentence below.

Michael and Kate read their books \_\_\_\_\_ they ate their sandwiches.

while

which

between

during

1 mark

3. Draw **lines** to **match** each sentence with the most likely final punctuation.

Look out

?

How are you doing

=

January is the first month of the year

!

1 mark

4. Circle the word that describes how William played on the field.

William played badly on the field.

1 mark

5. Look at this sentence:

The shopping list said he should buy bread, butter, jam and tea.

- a) What is the name of the punctuation mark that is used after the words 'bread' and 'butter'?

.....

1 mark

- b) Why is this punctuation mark needed in the sentence above? Tick **one**.

to mark the start of a new clause

to show that a word is missing

to separate the items in a list

to take the place of brackets

1 mark

Total marks (out of 6) = \_\_\_\_\_.



### Mini SPAG test 2

**1. The sentences below each have an error. The errors are underlined. Write the correction on the line underneath, making sure the verb matches the tense.**

E.G. Yesterday, I have the chance to play for my local team. ....had.....

Our local café makes great cakes. We like to sit and ate them on a Saturday.

.....

The children are going to a shopping centre tomorrow and they had bought some new toys.

.....

I am putting on my shoes and I will have been for a walk in the park right now!

.....

1 mark

**2. Write a short question beginning with the words below.**

Why would \_\_\_\_\_ 2 marks

**3. Underline the subordinate clause in each sentence below.**

E.G. The dog, which was brown, growled at the cat.

Susan had a cat, which always purred.

When I grow up, I want to be a vet.

Sammy, who was nearly asleep, curled up in the chair.

2 marks

**4. Put Ratty's words into direct speech.**

Ratty said he hoped it would be sunny later.

\_\_\_\_\_

\_\_\_\_\_

2 marks

**Total marks (out of 7) = .**

## YEAR 5 HOMEWORK - Writing



Everyone needs a vacation every now and then. Superheroes are no different.

**Can you write a story in the 1st person from the perspective of one of the characters?**

You could describe where you go on vacation and what activities you do. Does it all go to plan? Do you always get on with your fellow superheroes?

### Question time!

If you could go anywhere on holiday where would it be?

Who would you take with you?

Which of the superheroes would you most like to have on holiday with you?

What activities or sports do you think each of the characters would be good at?

Which of the characters would you most like to be? Why?

### Sentence challenge

Insert the inverted commas into the sentence below.

Did we have to bring him along?

Spiderman muttered under his breath. He always breaks things.

*Can you use speech in your writing today?*

*Remember to use inverted commas*

### **Success Criteria:**

- ✓ 5 complex sentences - subordinate/relative clause
- ✓ Paragraphs
- ✓ adjectives and adverbs
- ✓ fronted adverbials
- ✓ **5 common exception words**

## YEAR 5 HOMEWORK - Writing

Create descriptive vocabulary for your characters  
About their appearance and personality

<b>Observation</b> What can you see? What <b>adjectives</b> could you use? What <b>adverbs</b> could you use?	<b>Senses</b> What can you hear? What can you smell? What can you touch?
<b>Imagination</b> Write any similes to describe the picture e.g the sky is as blue as sapphires.	<b>Emotion</b> Imagine that you are a character in this picture. How are they feeling? Why are they feeling like that?



## YEAR 5 HOMEWORK - Writing

### Planning Grid for Story

Part	What shall I write about?	Vocabulary
Introduction 1-2 Paragraphs	Hook your reader with an interesting opener. Set the scene Describe characters Describe setting	
Build up 1 Paragraph	Getting to know characters Action to build to the problem, give hints Include speech	
Problem 1-2 Paragraphs	Create and emergency/problem. Use emotion words, emotion sentence? 2 pair sentence?	
Resolution 1 Paragraph	Beginning to solve the problem. Has your character changed from their experience?	
Ending 1 Paragraph	The problem has been solved.	

## YEAR 5 HOMEWORK - Writing

Use this mat alongside your planning

### Adventure Story



It was just an ordinary day...

The rain began to pour...

When it was all over...

As the day drew to a close...

Suddenly...

After the rain...

The next day...

Without warning...

abandoned

bizarre

creature

disastrous

enemy

furiously

perilous

sturdy

beastly

alarmed

bold

crumbling

discover

escape

glorious

rapidly

swooped

conscious

ancient

bravely

dangerous

disturbing

evil

hero

shadowy

terrifying

determined

awful

chilling

darkness

eerie

familiar

magical

splendid

weird

enchanted



frightened

mysterious

strange

wicked

after

before

because

if

while

when

who

whose

which

since

bellowed

mumbled

roared

boomed

muttered

screamed

laughed

replied

shrieked

stuttered

whispered

yelled



Did I include...	✓
a title to make the reader want to read my story?	
a beginning to introduce character(s) and a setting?	
a build-up to give hints and clues about what is going to happen?	
a dilemma where something goes wrong?	
a resolution where the character(s) solve the dilemma?	
an ending to close the story?	
dialogue to advance the action?	
short, snappy sentences used for effect?	
cliffhanger questions?	

Use this checklist to mark your finished story.

#### Success Criteria:

- ✓ 5 complex sentences - subordinate/relative clause
- ✓ Paragraphs
- ✓ adjectives and adverbs
- ✓ fronted adverbials
- ✓ 5 common exception words



## YEAR 5 HOMEWORK - Reading

### Alice in Wonderland

This extract comes from the beginning of Chapter 2.  
In an attempt to reach a small golden key, Alice drank a small bottle of liquid and is now growing upwards at an alarming rate.

"Curiouser and curiouser!" cried Alice, quite surprised that she had somehow forgotten how to speak properly. "Now, I'm opening up like an enormous telescope!" Alice looked down and noticed that her feet were so far away that they were nearly out of sight. "Oh, my poor little feet. I wonder who will put shoes and socks on you now? I know I won't be able to for I am too far away; you must manage yourselves." At this point, a thought reached Alice.

She reasoned that if she were to forget her feet altogether then they may well do the same to her. Worried about the possibility of her feet taking her in the wrong direction, Alice decided that she would send them a present every Christmas in an attempt to win their favour. As she continued planning, she thought to herself how odd the address would look:



Just then, Alice's head banged against the ceiling. She was now more than nine feet tall. At once, she grabbed the little key and hurried over to the locked door. Poor Alice! Although tall enough to get the key, she was now far too large to make it through the unlocked door. As she lay on her side, one eye peering through the seemingly miniscule door, she began to cry.



"You ought to be ashamed of yourself," she said out loud. "A great girl like you to go on crying in this way! Stop this moment, I tell you!" Unsurprisingly, telling herself off had done nothing to halt the flow of tears and there was soon a large pool surrounding her. It was about four inches deep and reached halfway down the hall.



## YEAR 5 HOMEWORK - Reading



### Alice in Wonderland

After some time, Alice heard the pattering of feet in the distance and quickly dried her eyes to see what was coming. It was the white rabbit returning; he was smartly dressed, with a pair of white gloves in one hand and a large fan in the other. He looked to be in a great hurry, muttering to himself as he came closer, "Oh dear! Oh no! Oh, she won't be happy if I've kept her waiting!"

Alice was so desperate for help at this point that she was even willing to ask a talking rabbit for guidance. Therefore, when the rabbit came near, she began in a timid voice, "Please sir, if you wouldn't mind..." The rabbit, shocked to see that he was in the presence of another, dropped the gloves and fan and immediately ran away.

Alice lifted the now sodden fan and gloves from the floor and, as the room was stiflingly hot, she began to fan herself while thinking out loud over the day's events. "Dear, dear. How strange everything has been today. Yesterday, things just went on as usual but now they are all in a muddle. I wonder if I've been changed during the night. Let me think. Was I the same when I woke up this morning? I almost think I can remember feeling a little different. Although, if I'm not the same, the next question is... who in the world am I? That's the great puzzle!" She began thinking of all the children she knew who were the same age as her to see if she could've been changed into any of them.

"I'm sure I'm not Ada," she said, "for her hair grows in such long ringlets and mine isn't doing that at all!" Alice ran one hand through her hair to check before continuing, "I can't be Eva either for she is so small that she would never be able to reach the height I am now!" As she ran through a list of several other names, all producing similar results, Alice had to accept that she was likely now a different person altogether and not an Ada, an Eva or even an Alice.





## YEAR 5 HOMEWORK - Reading

### Alice in Wonderland Questions

1. Who tells Alice to stop crying? Tick one.

- ☐ her feet  
☐ Alice  
☐ the rabbit  
☐ the key

2. Draw three lines to match each action to the emotion that Alice is feeling at the time.  
One has been done for you.

Alice thinks her feet will take her in the wrong direction.	puzzled
Alice realises that she is not speaking properly.	worried
Alice decides to ask the rabbit for help.	desperate
Alice wonders who she has turned into.	surprised

3. **Alice lifted the now sodden fan and gloves from the floor...**  
Why are the fan and gloves **sodden**?

\_\_\_\_\_

4. Look at the paragraph beginning **Alice lifted the now sodden...**  
Find and copy one word which means **uncomfortable**.

\_\_\_\_\_

5. Fill in the missing words.

The \_\_\_\_\_ is carrying some gloves and a \_\_\_\_\_.

## YEAR 5 HOMEWORK - Reading

6. Many people believe that Alice is only dreaming when these events are happening. What evidence can you find to support this?

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7. Describe Alice's character. Fully explain your answer.

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8. Alice's first thought when she begins to grow is that she can't see her feet any more. What would your first thoughts be? Explain your answer.

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9. How does Alice's attitude towards growing tall change throughout this text? Explain your answer using evidence from the text.

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## YEAR 5 HOMEWORK - Reading

Share with your teacher a review of the book you are currently reading on google drive.

Be sure to include:

- The title and author
- A brief summary of the events so far
- A description of the book's protagonist or other key character
- Your opinion of the book
- A prediction of what may happen next



OR

Create an alternate ending to a book you have already read

You can present this in any way you like! Possible ideas might include a written review, a poster or a video.

### Best Friends

"I'm late!" exclaimed Amir, looking over at his alarm clock which had failed to go off for the millionth time in a row. Leaping out of bed, he quickly dressed and ran down to the park.

Caleb was nowhere to be seen. "This is it," Amir said to himself. "I knew that he would eventually get fed up of me being late all of the time and now he's gone to find new friends."

"New friends?" came a voice from behind him. It was Caleb. He smiled and handed Amir a small parcel which was labelled with 'Happy Valentine's Day to my best friend'. Amir opened it and inside was a new alarm clock. "Now you have to be on time!" Caleb laughed.



### Quick Questions

1. Why is Amir late?

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2. Find and copy one example of the author using exaggeration for effect.

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3. What do you think will happen next?

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4. Compare how Amir is feeling in the second paragraph to how he is feeling in the third paragraph.

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## YEAR 5 HOMEWORK - Place & Time

### The Spanish Armada

Mary, Queen of Scots (December 8, 1542 to February 8, 1587), also known as Mary Stuart or Queen Mary I, was the Queen of Scotland from December 1542 until July 1567. The death of Mary's father, which occurred just days after her birth, put her on the throne as an infant. She briefly became queen consort in France before returning to Scotland. Forced to abdicate by Scottish nobles in 1567, Mary sought the protection of England's Queen Elizabeth I, who instead had her arrested. Mary spent the remainder of her life in captivity until her execution in 1587.

#### P&T: Knowledge Lesson 8



The initial decision to send an invasion force and Armada to England was first thought up in 1585. It was the execution of Mary, Queen of Scots, that caused the Armada to be launched as a form of revenge against England and Elizabeth. Philip II of Spain had one simple aim, which was to replace Elizabeth and restore Catholicism back in England under a new Catholic monarch. The Armada had 130 ships together with roughly 30,000 soldiers. It would sail up the English Channel, before docking in the Netherlands, pick up soldiers, ferry them to England and remove Elizabeth from the throne.



### Knowledge: The Spanish Armada

The decision to send an invasion force and Armada to England was first decided in \_\_\_\_\_. It was the \_\_\_\_\_ of, \_\_\_\_\_ Queen of Scots, that caused the Armada to be launched as a form of \_\_\_\_\_ against England and Elizabeth. \_\_\_\_\_ had one simple aim, which was to replace Elizabeth and restore \_\_\_\_\_ back in England under a new Catholic monarch. The plan to achieve this included \_\_\_\_\_ ships together with roughly \_\_\_\_\_ soldiers. They would sail up the English \_\_\_\_\_, before docking in the Netherlands, pick up soldiers, ferry them to England and dispose of \_\_\_\_\_.

Philip II 1585	30,000 execution	Catholicism Elizabeth	130 Mary	Channel	Revenge
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## YEAR 5 HOMEWORK - Place & Time (Tudors)

### Knowledge - Please Read

The Spanish Armada led by King Philip II of Spain attempted to invade England in 1588, to avenge the death of Mary Queen of Scots in 1587. Philip II created a great navy known as the 'Spanish Armada', which numbered 130 ships. With his Armada, Philip II planned to overthrow Elizabeth I and return England to Catholicism. However due to bad luck and poor planning he was not successful and the English navy led by Sir Francis Drake defeated him.

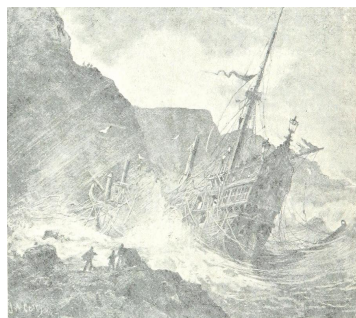
#### 28th May 1587:

The Armada set sail from Lisbon in Portugal. It was made up of 130 ships, 8,000 sailors and 18,000 soldiers, making it the largest naval force Europe had ever seen. However, their Admiral was the Duke of Medina Sidonia, an inexperienced sailor who suffered from seasickness



#### 28 July:

The British filled eight ships with gunpowder and tar, creating 'hellburners'. These were sailed at night towards the Spanish ships anchored at Calais. The Spanish ships panicked and cut their anchors, scattering across the English Channel.



#### 7th August:

The English attacked the Spanish Armada in the Battle of Gravelines. The smaller British ships sailed rings around the larger Spanish galleons, and the Spanish lost five ships, with many more damaged.

#### August to September

Due to various navigational errors, the Spanish sailed north towards Scotland and around Ireland. They were caught by some dreadful storms and many ships were wrecked on the west coast of Ireland. Descendants of Spanish sailors are said to still live in Ireland. Of the 130 ships that left Lisbon, only 67 returned.

Write a diary entry from a sailor during the spanish Armada

## YEAR 5 HOMEWORK - Place & Time

### Talking point:

Watch the video clip about the Elizabethan age:

<https://youtu.be/dfgeLdXA87I>



Talk to an adult about what you know about the different Tudor rulers in the video. Begin your discussion with... 'You might not know this...'



Create a big Tudor Quiz for a friend and share it with them on Google drive or for a family member/family quiz night. Include knowledge from all your Tudor learning

### Task:

Using the information on the knowledge page, create a timeline of events during the Spanish Armada.

### Task:

Answer our Key Question from last half term

Create a fact file, report, poster or presentation to answer this question

### Key Question:

How did Britain  
Defeat the  
Spanish?





## YEAR 5 HOMEWORK

### *fun things to do* **AT HOME**

**publish a book**   
**make slime**  
**blow bubbles**  
**make a fort out of pillows and blankets**  
**go on a nature hunt**  
**decorate a window with art**   
**try a new recipe**  
**make greeting cards**  
**make your own flashcards**  
**see what you can make from a cardboard box**   
**draw comics**  
**write a letter to a friend**   
**create chalk drawings**  
**paint with water**  
**fingerpaint**  
**read a book out loud to your pet**  
**make playdoh**  
**practice yoga and do stretches**   
**create a fairy garden**  
**perform a puppet show**  
**put your costumes together + make a new character**  
**make your own popsicles**  
**make a journal and write in it daily**   
**paint rocks**  
**do a puzzle**   
**plant seeds**  
**make shadow puppets with a flashlight**  
**invent a new game**  
**set up a pretend store in your room- what will you 'sell'?**

Share any pictures on your google drive with your teachers. We would love to see you keeping busy.

## YEAR 5 HOMEWORK

### Thank you NHS!

Colour in this page and stick it in your window to show how much we appreciate all the hard work of our NHS staff during this difficult time.

