

YEAR 4 HOMEWORK - Pack 5

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

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

Task 1:

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

Remember: look, cover, write, check.

Task 2:

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



YEAR 4 Maths - Skill 1

Adding Fractions - Same denominator

To add fractions that have the same denominator (the value at the bottom), simply add the numerators together (the top value) and keep the denominator the same.

$$1) \quad \frac{5}{8} + \frac{1}{8} = \frac{\quad}{8}$$

$$2) \quad \frac{4}{10} + \frac{4}{10} = \frac{\quad}{10}$$

$$3) \quad \frac{3}{7} + \frac{2}{7} = \frac{\quad}{7}$$

$$4) \quad \frac{4}{3} + \frac{3}{3} = \frac{\quad}{3}$$

$$5) \quad \frac{5}{9} + \frac{3}{9} = \frac{\quad}{9}$$

$$6) \quad \frac{3}{4} + \frac{2}{4} = \frac{\quad}{4}$$

$$7) \quad \frac{4}{12} + \frac{7}{12} = \frac{\quad}{12}$$

$$8) \quad \frac{4}{5} + \frac{3}{5} = \frac{\quad}{5}$$

$$9) \quad \frac{3}{6} + \frac{7}{6} = \frac{\quad}{6}$$

$$10) \quad \frac{4}{9} + \frac{8}{9} = \frac{\quad}{9}$$

Bonus Questions

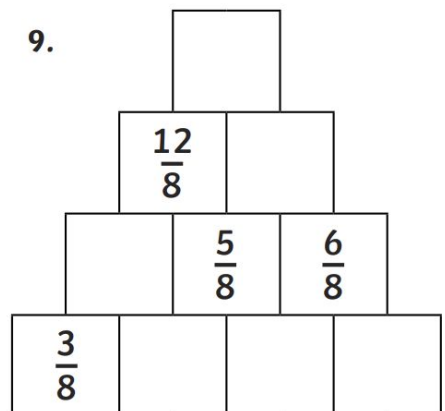
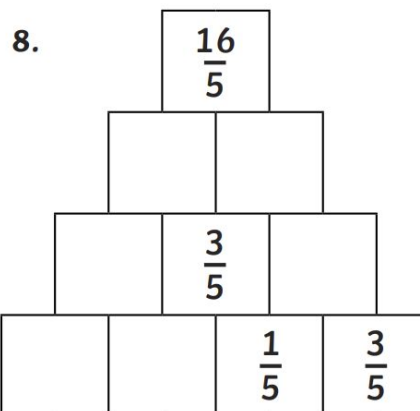
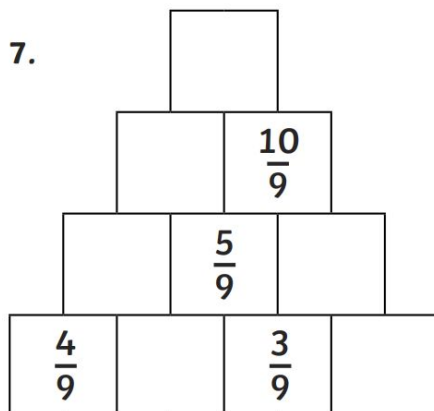
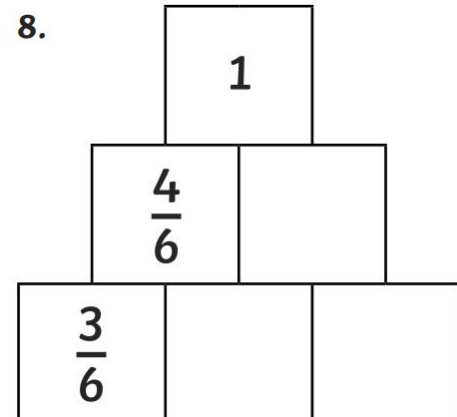
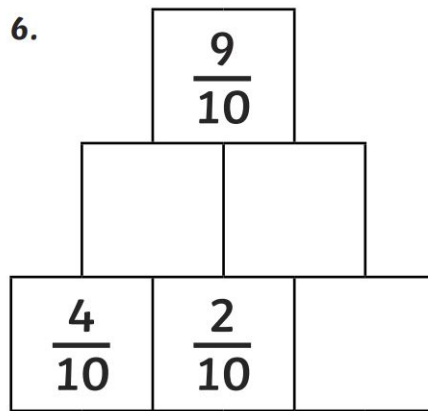
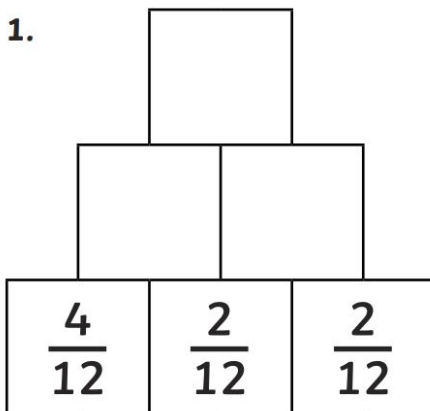
$$\frac{5}{9} + \frac{3}{9} + \frac{8}{9} = \frac{\quad}{9}$$

$$\frac{7}{10} + \frac{\quad}{10} = \frac{12}{10}$$

$$\frac{7}{7} + \frac{3}{7} + \frac{2}{7} = \frac{\quad}{7}$$

$$\frac{\quad}{9} + \frac{3}{9} = \frac{12}{9}$$

YEAR 4 Maths - Skill 1 Reasoning



Sam, Kate and Simon split a pizza into 24 slices. If Sam ate 4 pieces and Kate had twice as many pieces as Sam, what fraction of the pizza did Simon eat?

Robert ate $\frac{3}{9}$ of a cake, Peter had $\frac{1}{9}$ and Sanjeet had $\frac{2}{9}$. What fraction of the cake was eaten altogether?

YEAR 4 Maths - Skill 2

Subtracting Fractions - Same denominator

To subtract fractions that have the same denominator (the value at the bottom), simply subtract the second numerator from the first numerator (the top value) and keep the denominator the same.

$$1) \quad \frac{7}{5} - \frac{3}{5} = \frac{\quad}{5}$$

$$2) \quad \frac{6}{7} - \frac{2}{7} = \frac{\quad}{7}$$

$$3) \quad \frac{7}{9} - \frac{3}{9} = \frac{\quad}{9}$$

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

$$5) \quad \frac{8}{6} - \frac{3}{6} = \frac{\quad}{6}$$

$$6) \quad \frac{12}{8} - \frac{5}{8} = \frac{\quad}{8}$$

$$7) \quad \frac{11}{10} - \frac{8}{10} = \frac{\quad}{10}$$

$$8) \quad \frac{7}{3} - \frac{2}{3} = \frac{\quad}{3}$$

$$9) \quad \frac{13}{4} - \frac{8}{4} = \frac{\quad}{4}$$

$$10) \quad \frac{13}{7} - \frac{4}{7} = \frac{\quad}{7}$$

$$11) \quad \frac{14}{15} - \frac{6}{15} = \frac{\quad}{15}$$

$$12) \quad \frac{18}{10} - \frac{12}{10} = \frac{\quad}{10}$$

$$13) \quad \frac{16}{5} - \frac{4}{5} = \frac{\quad}{5}$$

$$14) \quad \frac{17}{20} - \frac{13}{20} = \frac{\quad}{20}$$

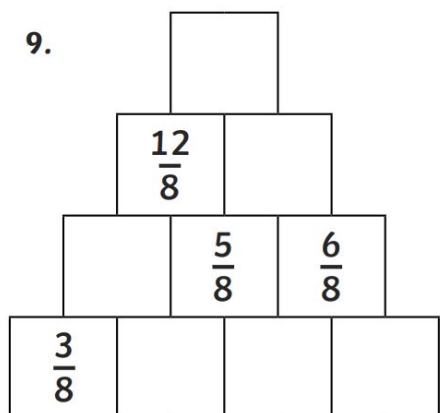
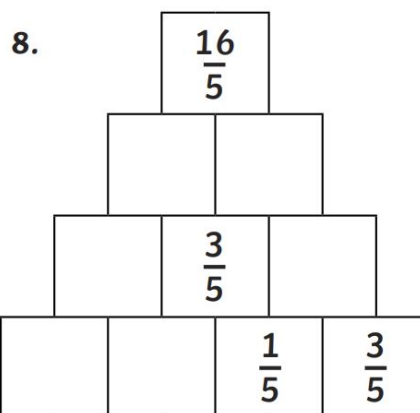
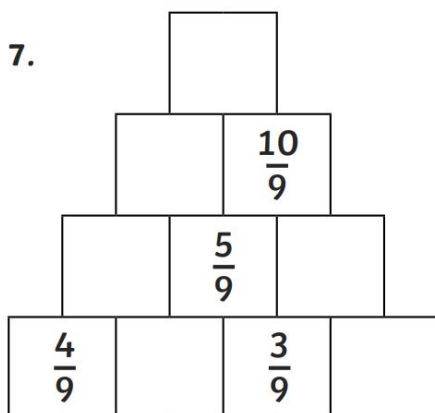
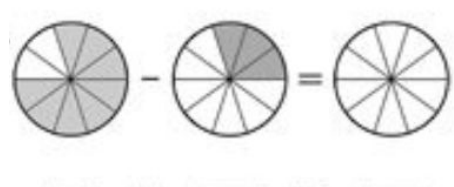
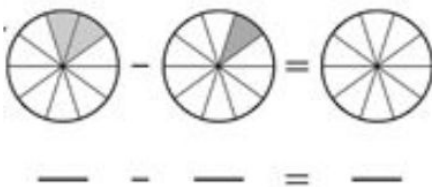
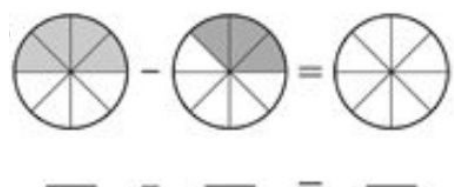
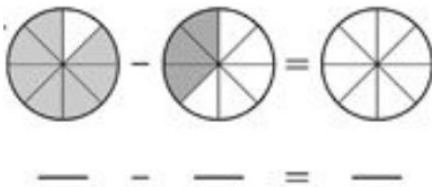
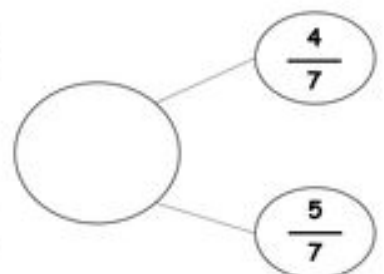
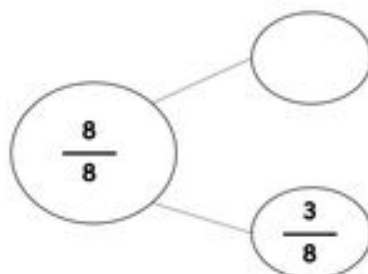
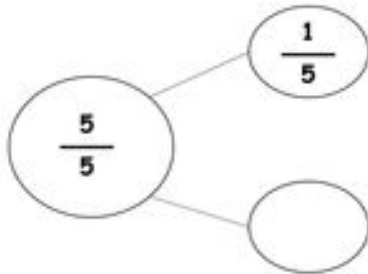
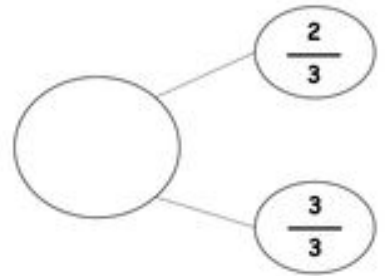
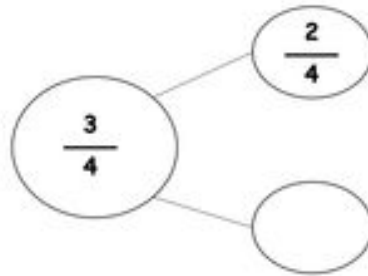
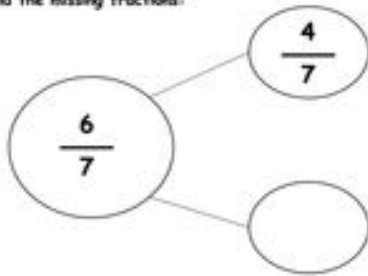
$$15) \quad \frac{17}{9} - \frac{8}{9} = \frac{\quad}{9}$$

$$16) \quad \frac{15}{12} - \frac{8}{12} = \frac{\quad}{12}$$

YEAR 4 Maths - Skill 2 Reasoning

Adding and Subtracting Fractions

Find the missing fractions:

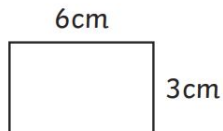


YEAR 4 Maths - Skill 3

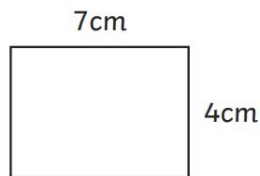
Calculate the area of the following rectangles.

The shapes are not to scale.

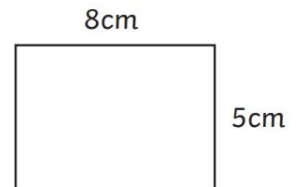
1.



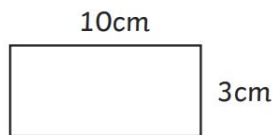
2.



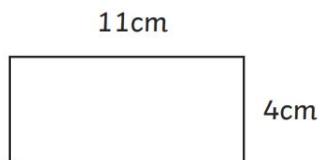
3.



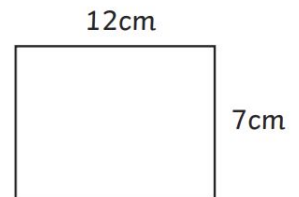
4.



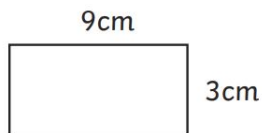
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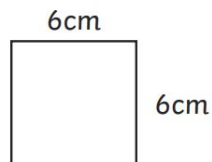
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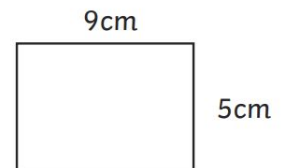
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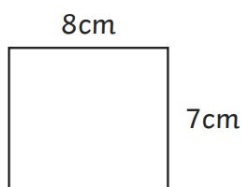
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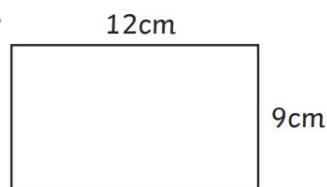
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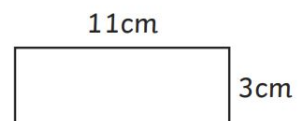
10.



11.



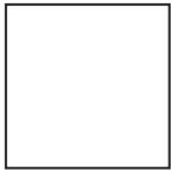
12.



YEAR 4 Maths - Skill 3

13.

9cm



9cm

14.

15cm



4cm

15.

16cm



5cm

16.

12cm



6cm

17.

20cm



5cm

18.

24cm



4cm

19.

15cm



8cm

20.

12cm



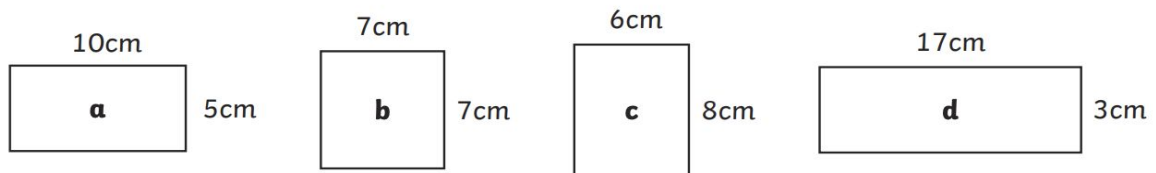
12cm

YEAR 4 Maths - Skill 3 Reasoning

For each set of rectangles, order the rectangles from smallest area to largest area.

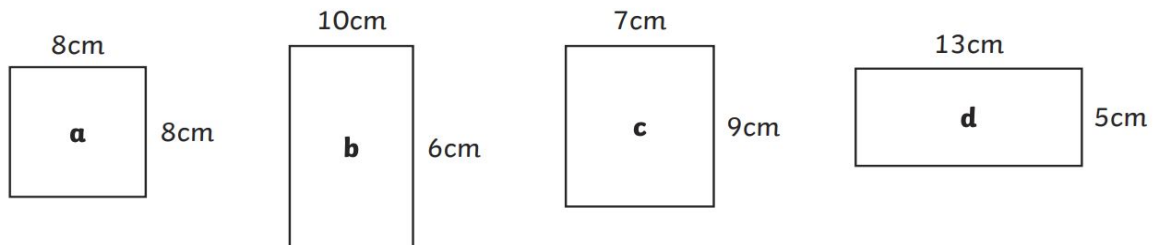
The shapes are not to scale.

21.

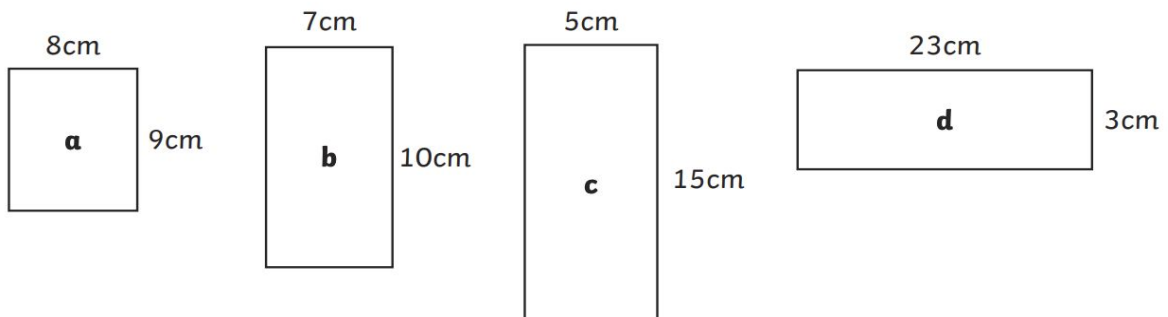


_____ smallest _____ largest

22.



23.



Bonus Question

How many rectangles can you think of that would have an area of 24cm^2

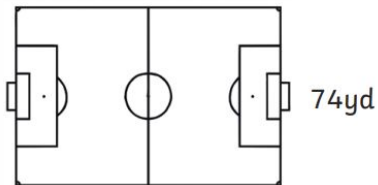
How many rectangles can you think of that would have an area of 36cm^2

YEAR 4 Maths - Skill 3 Reasoning

Here are the sizes of 6 Premier League club football pitches. Calculate the area of each pitch and write them in order from smallest to largest, using number 1 as the smallest and 6 as the largest.

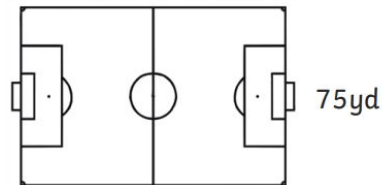
Arsenal

114yd



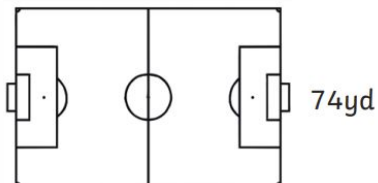
Chelsea

110yd



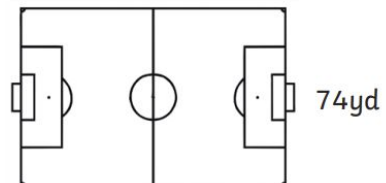
Liverpool

110yd



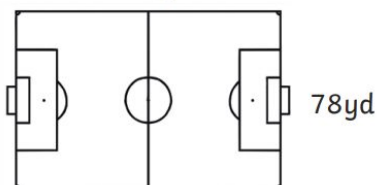
Manchester United

115yd



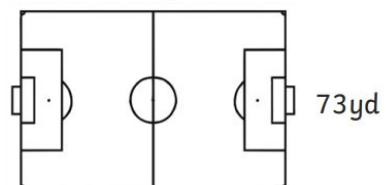
Manchester City

114yd



Tottenham Hotspur

110yd



YEAR 4 Maths - Arithmetic

$39 + 100 =$

$\frac{1}{8} + \frac{5}{8} =$

$581 - 100 =$

$\frac{9}{10} - \frac{7}{10} =$

$208 + 300 =$

$6721 + 1000 =$

$73 \times 4 =$

$4037 - 1000 =$

$69 \div 3 =$

$4552 + 3629 =$

YEAR 4 Maths - Arithmetic

$12 \times 6 =$

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

$56 \times 1 =$

$4.93 - 0.04 =$

$681 \times 4 =$

$31 \div 100 =$

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

$\frac{1}{5} \text{ of } 15 =$

$2.9 + 0.2 =$

$3.4 - 2.56 =$

YEAR 4 Maths - Times Tables

Multiplication grid.

Time yourself completing the multiplication grid then check you answers and record your time to see if we can beat it in the future.
Did you beat your last time?

x	2	5	3	4	8	6	7	9	11	12
10										
2										
5										
3										
4										
8										
6										
7										
9										
11										

Time:

YEAR 4 Reading - Text 1

It Couldn't Be Done

Somebody said that it couldn't be done,
But he with a chuckle replied
That "maybe it couldn't," but he would be one
Who wouldn't say so till he'd tried.
So he buckled right in with the trace of a grin
On his face. If he worried he hid it.
He started to sing as he tackled the thing
That couldn't be done, and he did it.

Somebody scoffed: "Oh, you'll never do that;
At least no one ever has done it;"
But he took off his coat and he took off his hat,
And the first thing we knew he'd begun it.
With a lift of his chin and a bit of a grin,
Without any doubting or quiddit,
He started to sing as he tackled the thing
That couldn't be done, and he did it.

There are thousands to tell you it cannot be done,
There are thousands to prophesy failure;
There are thousands to point out to you one by one,
The dangers that wait to assail you.
But just buckle in with a bit of a grin,
Just take off your coat and go to it;
Just start to sing as you tackle the thing
That "cannot be done," and you'll do it.

Edgar A. Guest



YEAR 4 Reading - Text 1 Questions

Is the poem about

a man

or

a woman

? Circle one.

Find and copy **two** things that he took off before 'he'd begun it' (line 11)

1. _____
2. _____

Which word means the same as 'prophesy' (line 18)? Circle one.

predict

sing

carry

Look at line 7 of each verse.

Find and copy the words which show what he did 'as he tackled the thing'.

Look at verse 1. Give two ways in which the author shows that 'he' was happy.

1. _____

2. _____

Look at verse 3. Find and copy the repeated word which indicates how many people 'tell you it cannot be done'.

Line 14 says 'Without any doubting or quiddit'.

What do you think *quiddit* means in this context? Circle one.

joy that it is being done

worry about whether it can be done

How does the beginning of each verse in this poem differ in mood to the end of each verse?

What is the author trying to tell his audience through this poem?

Give at least 2 pieces of evidence from the text to support your answer.

YEAR 4 Reading - Text 2

Snowball and Ebony

Down at my feet, on the red tiles in front of a roaring fire, sits a great black cat and a soft white Angora cat. They are named Ebony and Snowball and are as different in nature as they are in colour, but are devoted friends for all that. Possibly because of it! For where Snowball is timid, Ebony will bravely lead the way; while if Ebony is cross, Snowball will purr and coax and cuddle until he gradually grows peaceful and pleasant again.

From the time he was a tiny kitten, Ebony had known no home, and such food as he had was picked up when and wherever he chanced to find it. He had won many and lost few of his many cat battles, but he did not like to fight and never did it unless obliged to.

Snowball had never struck or received a blow in all of her carefully guarded life. She was a finely bred Angora that had taken many prizes at the cat shows while her meals – far from being irregularly picked up – had always been brought to her on a silver tray as regularly as the sun rose – and considerably oftener.

One bright, cold November afternoon, Snowball was wandering restlessly around looking for something – anything – some excitement! As she passed the Dresden saucer filled with rich cream she sniffed, and when she caught sight of the silk-cushioned basket she fairly switched her tail. Even her favourite spot on the warm hearth failed to allure.

Outside, the wind blew the few remaining leaves from the trees in tempting swirls to the pavement, but she could not play with them. She was shut indoors for fear she might be stolen or stray. Stray! She would run away as soon as she found the chance!

As she wandered into the broad hall, someone opened the front door to pass through it, and Snowball saw and seized her chance. Like a flash, she darted down the steps and up the street, never stopping until she was well out of sight of the house. Then she paused and looked curiously around.



YEAR 4 Reading - Text 2



Close under the railings of a shabby area, not many blocks from Snowball's home, she spied three rough-coated, gaunt cats greedily drinking from a dish of sooty skimmed milk. The saucer was thick and cracked and - worse yet - had not been washed since it had contained boiled onions, but to the pampered runaway it seemed far more desirable than the cream she had left untasted in her own Dresden china plate.

As she edged slowly toward them, the three waifs paid no attention to her, beyond giving a warning growl or two, which Snowball - not understanding that she could be unwelcome - mistook for their usual way of speaking. With a friendly "Pr-r-rh!" of greeting she drew near, and lapped daintily at the strongly flavoured milk. Was it hunger, or the feeling of liberty and comradeship that made it taste so good and made her for one short instant perfectly happy?

Then a stinging blow on one ear, followed immediately by a sharp slap on the side of her head from the big grey cat, sent her reeling dizzily away from the dish. She recovered herself and turned in total terror, her one thought to escape from this uncalled for abuse, but directly in her path stood a black and white cat with a lashing tail and flaming eyes. Another turn, and she was again confronted by the grey, crouching angrily and ready for another attack.

Snowball's heart seemed to stand still, and she shut her eyes and waited for the end, when with one bound the black cat stood between her and her enemies. He began battle instantly, so vigorously it was impossible to stand before the whirl-wind of flying claws and snapping teeth that he seemed to have become. Soon, his opponents retired with inglorious haste, and he was victor - Snowball was saved!

In the silence that followed, Snowball cautiously opened an eye and peeped around. Peace! Her deliverer was again lapping at the puddle of milk that was spreading from the overturned saucer across the broken flagstones. He saw her timid glance and moved a little to one side with a gesture of friendly invitation.

Gratefully, she crept to his side; the black and white noses bobbed busily up and down together as the pink tongues darted in and out, and the milk rapidly disappeared.

That afternoon, Snowball brought Ebony home with her. She seemed so fond of him that I could do no less than ask him to stay, and for the first time they sat in their now usual resting place - down at my feet on the warm red tiles.

From: The Book of the Cat (1903)
Written by Mabel Humphrey

YEAR 4 Reading - Text 2 Questions

Circle one:

Snowball was

a street cat

a wild cat

a show cat

a tabby cat

Ebony was

a white cat

a well-fed cat

a pampered cat

a hungry street cat

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

Snowball brings the black cat home with her.

☐

The grey cat attacks Snowball.

☐

Snowball wanders restlessly around the house.

☐

The black cat fights off the other cats.

☐

Find and copy the phrase that tell us how Snowball's meals were served to her.

In paragraph 5, 'the wind blew the few remaining leaves from the trees'.
Draw a line to match 'remaining' to its meaning.

remaining

colourful

left-over

wet

Find and copy two things that Snowball did straight after she ran through the front door, before she met the three street cats

1.

2.

'.... but to the pampered runaway it seemed far more **desirable** than the cream she had left untasted in her own Dresden china plate.'

What does 'desirable' mean in this context?

How did Snowball feel when the other cats attacked her? Support your answer with at least two examples from the text.

How has Ebony's life changed by the end of the story? Give at least two examples.

Do you think Snowball will ever stray from her house again? Give a reason for your answer.

At the end of the story, how would you describe Snowball's feelings? Circle one.

frustrated and lonely

angry and defensive

kind and shy

safe and grateful

Look at paragraph 11 (starting 'In the silence that followed....'). Find and copy a word used by the author to show that Snowball opened her eyes slowly and carefully.

What can you say about Snowball's life before she met Ebony? Use words from the text to show why you think this.

YEAR 4 Writing

Persuasive Appeal

A persuasive appeal is a piece of writing designed to get the reader to feel strongly about an issue and want to help.

To be persuasive, you must show the positives and negatives. You must also talk to the reader directly to make them feel they can help.

You are going to write an appeal about saving the Polar Bear of the Arctic. As the icecaps continue to melt due to climate change, Polar Bears are struggling. They can not hunt and provide for their young meaning in time, they may die out completely.

We need to get people to take action and help.

Things you can include.



Powerful adjectives

Positive words to describe polar bears: beautiful, majestic, magnificent, stunning, striking, magisterial, handsome, charming

Negative words to describe polar bears: innocent, helpless, humble, vulnerable, defenceless

Powerful phrases

These majestic creatures...

You can help...

Polar bears need you...

Every little helps ...

Take action now...

You can be a hero...

Helpless animals...

defenceless mammals ...

Rhetorical Questions

Will you stand by and do nothing? Can we really let these beautiful bears disappear?

Use the information on the next pages to help you plan an appeal text. There is a PING grid and example about whales that you can also use to help.

YEAR 4 Writing

Part	Idea
What's it about	Setting the scene - Polar bears are beautiful creatures but their lives are in danger.
Polar bear information	Include lots of powerful words. Relatable information - things people will like to know
What's going wrong	The brutal facts - human activity is destroying their world
What can you do	Donate money, adopt a polar bear, look after the environment Make it personal by talking to the reader
Please Help	Please, please, please Make it personal by talking to the reader

Example using Whales

Whales are one of the most **beautiful creatures** on Earth but are we about to see them for the very last time? Sadly, if we do not do something quickly, **the majestic whales** we love today may well be gone tomorrow.

Whales are **stunning creatures** that live in all the oceans of the world. **Both caring and kind**, they live in pods looking after their families and friends. They may well be enormous, but whales are **gentle giants** that have been known to play with humans or even save their lives. Furthermore, they are a **crucial part** in keeping our **delicate oceans** healthy as well as providing opportunities for humans to earn money through whale watching tours and businesses.

Sadly, their future hangs in the balance. Humans are responsible for the deaths of thousands of whales every year. Some are hunted for their blubber; others are struggling due to the effects of climate change and plastic pollution that humans are having on the sea's. If we don't act soon, **these stunning mammals** may not be around for much much longer.

If you want to help these magnificent creatures survive, there are a few things **you can do**. **You can donate** money or even sponsor a whale through named charities. However, if money is not an option, **you can help** by looking after the environment. Picking up litter stops plastic getting into the seas and turning off lights will reduce the effect of climate change. **The simplest of things you can do could have a huge effect on what the future will be for whales.**

Please do what you can. Whales do not have a voice but you can provide that for them. Take action now. Be a hero and save the whale.

YEAR 4 Writing - Support Information

POLAR BEARS

Polar bears generally live and hunt alone, though they can be quite social. They are well adapted to live in cold climates and are spectacular animals to see. They mainly eat seals; polar bears have such a remarkable sense of smell that they can detect a seal swimming in the water – below a metre of compacted snow – up to a kilometre away.

Magnificent polar bears depend on Arctic sea ice to hunt and raise their young. But the ice is shrinking.

By helping protect polar bears you're helping to make sure the Arctic food chain stays healthy – for the benefit of wildlife and people in and beyond the Arctic. By 2050, polar bear numbers may decline by 30% due to the rapid loss of sea ice.

THREATS

Climate change is the single greatest threat to polar bears as they are uniquely adapted to live on sea ice, and that ice is disappearing.

Toxic chemicals and pollution in the marine environment increase in toxicity as they move up the food chain - and polar bears are the top of the Arctic food chain.

Hungry and curious polar bears may stray into villages, leading to conflict between people defending themselves and their families.

HOW WE CAN HELP

We need to minimise the warming that's melting the polar bear's habitat: sea ice. To do this we're working to help cut global greenhouse gas emissions and encourage the switch to renewable energy.

We work with communities across the Arctic to try and avoid them coming into conflict with polar bears. In northern Canada we've provided steel food storage containers so people can store their food outside without it attracting unwanted attention. Keeping some distance between polar bears and people is safer for all.

We fund research that aims to further our knowledge and understanding of polar bear populations, and how they could respond to changes in their environment.



YEAR 4 Grammar - Skill 1

Adding commas in a list

When we list more than one item, we replace the “and’s” with a comma but leave the last “and” in place. Look at the example below to help.

This year John is playing football and cricket and rugby and volleyball.

This year John is playing football, cricket, rugby and volleyball.

Copy out the following sentences using commas to create accurate list sentences.

1. My mum planted peppers and tomatoes and courgettes in the garden.
2. Timothy’s favourite colours are blue and orange and yellow and green.
3. The dog likes to fetch and run and swim.
4. Jacqueline went to the park and the shops and the doctors and the supermarket today.
5. Before school we need to take a shower and brush our hair and eat breakfast.
6. Mark ate popcorn and ice-cream and a hotdog and candy floss at the fair.
7. My beach bag includes a hat and sunscreen and sunglasses and a towel.
8. I like to eat beans and sausages and bacon and eggs for breakfast but my mum prefers to eat toast and butter and jam.

YEAR 4 Grammar - Skill 2

Apostrophes for possession.

An apostrophe can be used to show that one thing **belongs** to or is **connected** to something. This is called a **possessive apostrophe**. Look at the examples.

The cats tail was fluffy becomes **The cat's tail was fluffy.**

Cat is a singular noun so you need to add an apostrophe and "s" to show that the tail belongs to the cat.

Charles cat was naughty. becomes **Charles' cat was naughty.**

Charles is a singular noun that ends in an "s", so you need to add an apostrophe to show that the cat belongs to Charles.

The brothers' feet were muddy. becomes **The brothers' feet were muddy.**

Brothers is a plural noun that ends in an "s" so you don't add another "s" after your apostrophe. You can just add an apostrophe to show the feet belongs to the brothers.

The childrens toys were broken becomes **The children's toys were broken**

Children is a plural noun but it doesn't end with an "s" so you need to add an apostrophe and "s" to show that the toys belong to the children.

Rewrite the sentences below and add an apostrophe in the correct place.

The dogs lead was incredibly long.

After dinner Bens alarm clock started ringing.

His sisters favourite toy got broken in the fight.

This is Jess hat.

Amys pictures are hung on the wall.

I went on holiday with Paris sister.

YEAR 4 Grammar - Random Questions

Year 4 English Grammar and Punctuation Test 1

1. Which sentence uses a **possessive apostrophe** accurately? Tick one.

Taylor's dog's are very noisy.

☐

Taylor's dogs are very noisy.

☐

2. **Underline the fronted adverbial** in the sentence below.

Cautiously, she slowly pushed open the door.

3. **Underline** all the **direct speech** in the sentence below.

"Shhh," whispered Dad. "We are trying to listen."

4. Read this sentence. Which pair of **possessive pronouns** would fill the spaces? **Tick one.**

Roger took the map from pocket. was crumpled and wet.

her / It

☐

their / They

☐

his / It

☐

5. The passage below has an error in it. **Underline** the error and **write the correction** in the box.

There are no seats anywhere. We should of come earlier.

6. Read the sentences below. **Add a comma** after each fronted adverbial.

After a long and often chilly spring we are finally experiencing some warm weather.

According to local weather forecaster Sunni Shine the good weather could be with us for weeks.

Speaking to us from the weather centre Sunni urged everyone to remember the importance of applying sunscreen when going outdoors.

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

The Christmas tree in the marketplace gets bigger every year.

8. Read the passage. Which **pronoun** fits in both of these sentence? Write it in the boxes.

Jamie had a day at home as school was closed.

It was a sunny day so dad took to the beach.

Dad also bought an ice-cream.

9. Which sentence uses Standard English? **Tick one.**

We was all really excited about our holiday.

☐

We is all really excited about our holiday.

☐

We are all really excited about our holiday.

☐

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

I sat next to the friendly lady with brown curly hair.

YEAR 4 Spelling Rule

There are 3 ways of spelling the “shun” sound. These are “sion, tion and cian”.

1. The most common way is to add the suffix “tion”
2. The suffix “cian” is often used when describing an occupation. This usually happens when the root word ends in “ic”. ie musicic- musician
3. After the letters l, r and s you use “sion”.

Word of warning - after n, some words use “sion” and others use “tion”

How many of these words can you learn?

tion	sion	cian
Nation Operation Relation Situation Multiplication Completion Promotion Ambition Position Motion Pollution Caution Fiction option	Propulsion Emulsion Version Conversion Diversion Mission Session Expression Permission Discussion Tension Extension comprehension	Musician Electrician Optician Politician Clinician technician

Ask someone at home to test you on these words.

Challenge yourself to include some of these words in your writing

YEAR 4 Science

Animal Adaptation

Living things are adapted to their habitats. This means that they have **special features** that help them to **survive**.

An African elephant, for example, lives in a hot habitat and has very large ears that it flaps to keep cool.

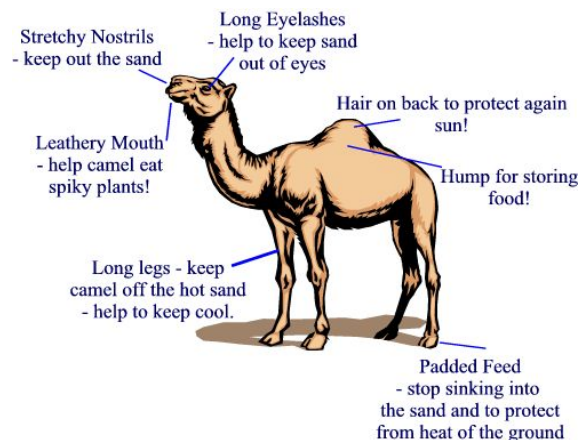
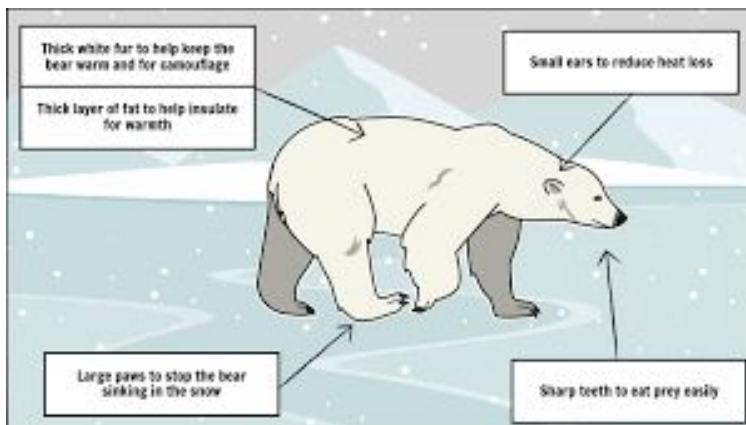
A polar bear, on the other hand, lives in a cold habitat and has thick fur to keep warm.

It's not just animals that are adapted to their environment, plants are too. A cactus is well adapted for survival in the desert. They have long roots to collect water from a large area and a stem that can store water for a long period of time.

The animals and plants in one habitat are **suited** to live there and may not be able to survive in other habitats. When a habitat changes, the animals and plants that live there are affected.

Task

Draw a picture of an animal of your choice or find and print one off. Once completed, can you label all the special adaptations it has that allow it to survive within its habitat.



YEAR 4 Place and Time

Global Warming Melts Ice

Global warming is causing ice at both the North and South Poles to melt. This means animals, such as polar bears, penguins and seals, are losing their habitats.

When ice melts, it turns to water. The melting polar ice caps are causing sea levels across the world to rise. Sea levels are rising at around 0.3cm per year. This could see coastal areas flooded, leaving less land to live on and grow food on.



Conduct some research about global warming. Here are some useful websites:

https://www.ducksters.com/science/environment/global_warming.php

http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/world/global_warming/newsid_1575000/1575441.stm

Now create a poster to help others to make a change and become greener.
What can we do to help stop global warming?
Why is it important to make these changes?

French - First conversations

The table below is a list of common French phrases.

Use these phrases to construct conversations for the characters in the comic strips, then ask someone to act out the conversations with you.

Don't worry about being perfect, just give it a go and have fun trying

English	French	Notes and Pronunciation
Hello	Salut	Sahlew
Good-bye	Au revoir	Oruh vwar
Good day	Bonjour	Bohnjoor
Good morning	Bonjour	Bohnjoor
Good evening	Bonsoir	Bohn swar
Pleased to meet you.	Enchanté(e)	Ahn shohn tay
What's your name?	Comment t'appelles-tu ?	Kohmont apell tew
My name is...	Je m'appelle...	Jhuh mapell
Welcome	Bienvenue	Bee envhuh new
How are you?	Comment ça va ?	Kohmon sah vah
Good thanks, and you?	Bien, merci, et toi ?	Bee-en mair-see ay twa
Have a nice day.	Bonne journée.	Bon joornay
Where do you come from?	D'où viens-tu ?	Doo vee-en tew
I come from...	Je viens de...	Jhuh vee-en duh



YEAR 5 HOMEWORK - Pack 5

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

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

Task 1:

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

Remember: look, cover, write, check.

Task 2:

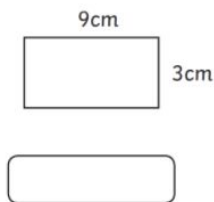
Play TT Rockstars to improve your recall of your multiplication facts.



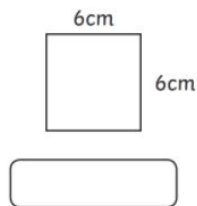
YEAR 5 Maths - Skill 1

To find the area of a rectangle, simply multiply the length of long side with the length of the short side.

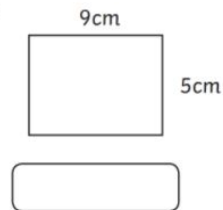
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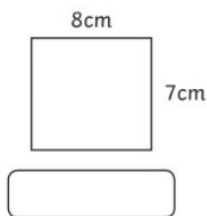
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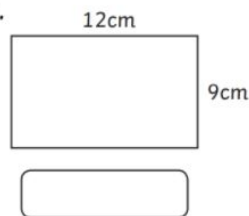
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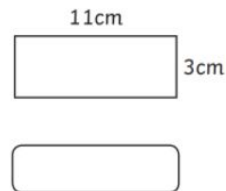
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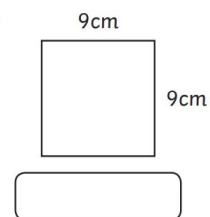
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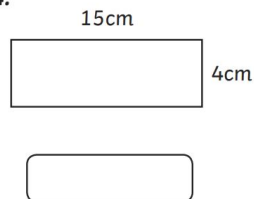
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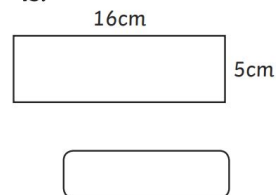
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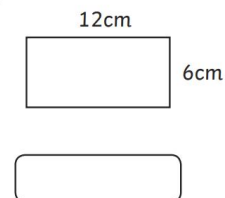
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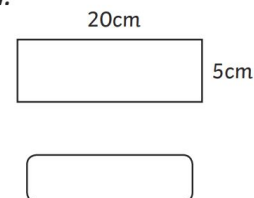
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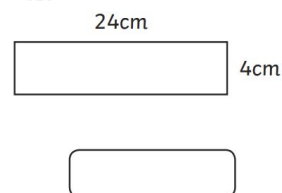
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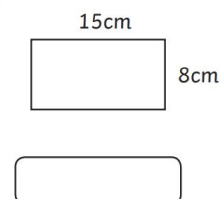
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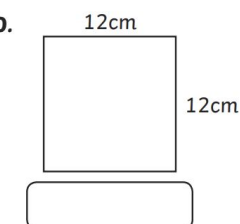
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19.



20.

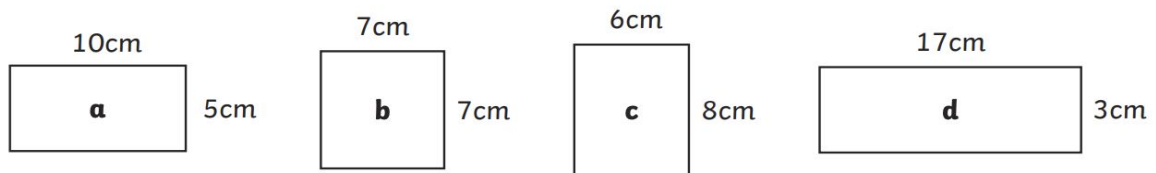


YEAR 5 Maths - Skill 1 Reasoning

For each set of rectangles, order the rectangles from smallest area to largest area.

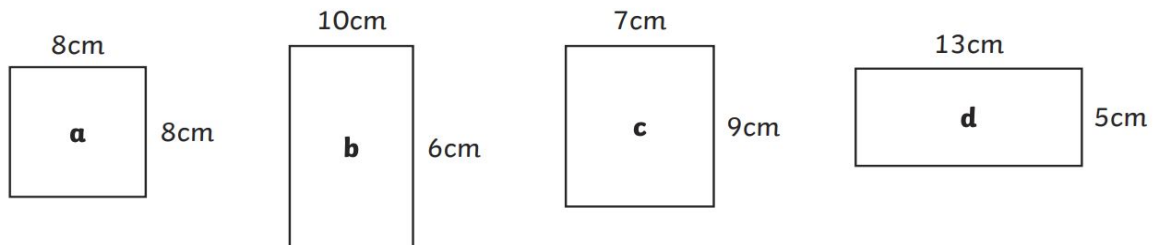
The shapes are not to scale.

21.

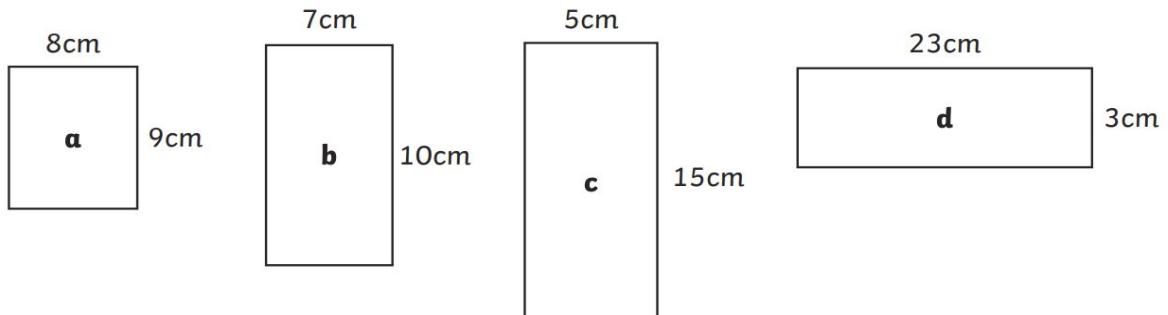


_____ smallest _____ largest

22.



23.



Bonus Question

How many rectangles can you think of that would have an area of 24cm^2

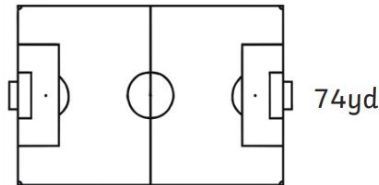
How many rectangles can you think of that would have an area of 36cm^2

YEAR 5 Maths - Skill 1 Reasoning

Here are the sizes of 6 Premier League club football pitches. Calculate the area of each pitch and write them in order from smallest to largest, using number 1 as the smallest and 6 as the largest.

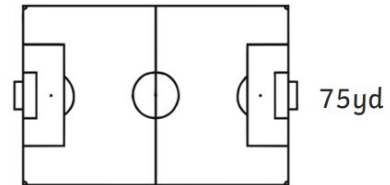
Arsenal

114yd



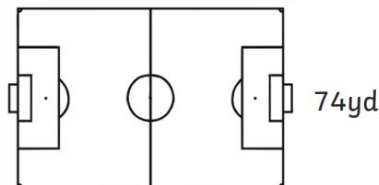
Chelsea

110yd



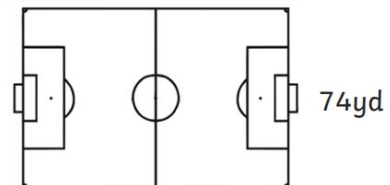
Liverpool

110yd



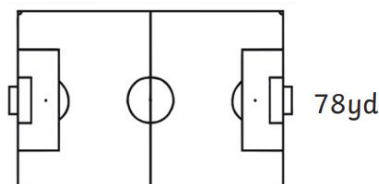
Manchester United

115yd



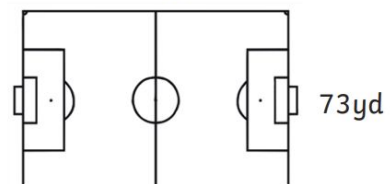
Manchester City

114yd



Tottenham Hotspur

110yd

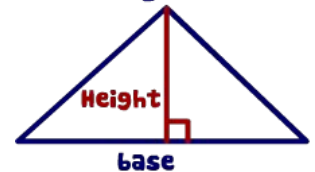


YEAR 5 Maths - Skill 2

Areas of triangles.

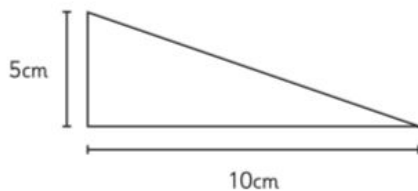
To find the area of a triangle, you multiply the length of the base by the length of its height then half the answer.

$$\text{Area} = \frac{1}{2} \text{base} \times \text{height}$$



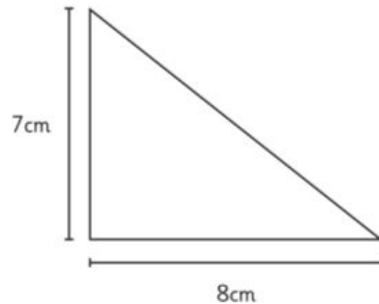
www.mathwarehouse.com

1.



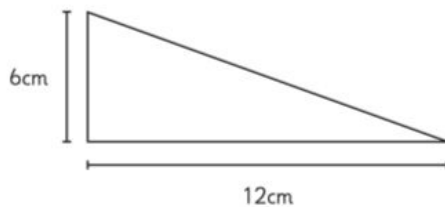
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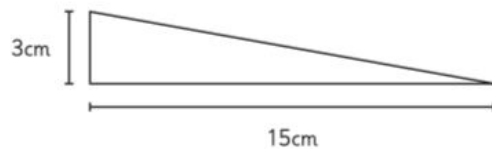
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3.



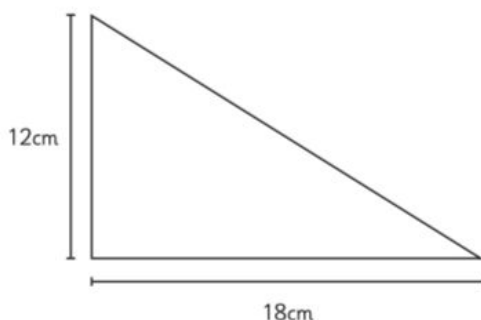
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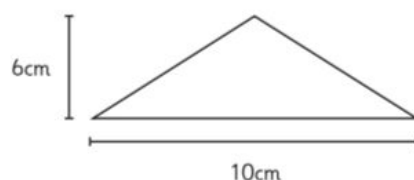
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5.



Area =

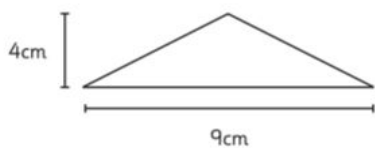
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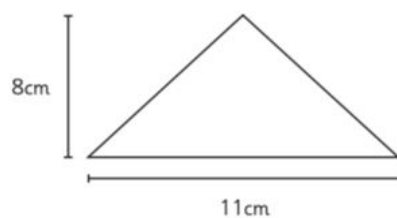
YEAR 5 Maths - Skill 2

7.



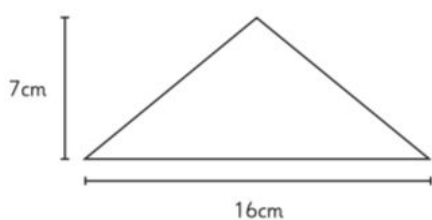
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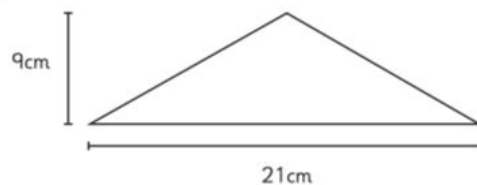
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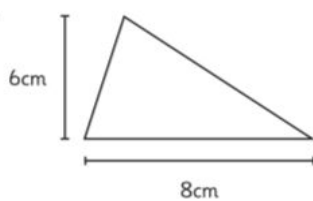
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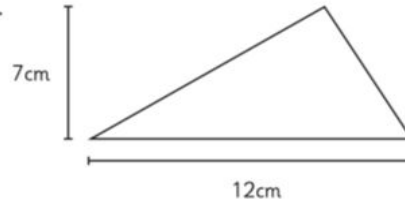
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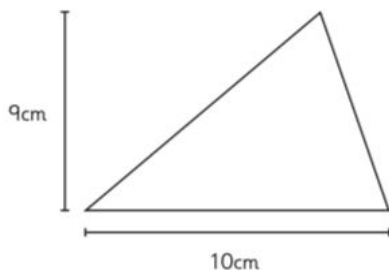
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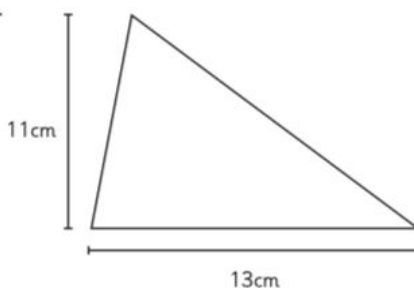
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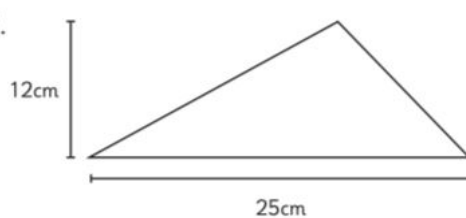
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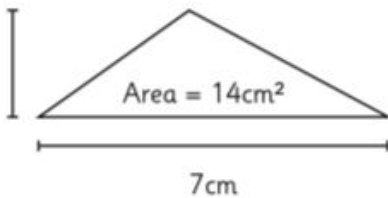


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YEAR 5 Maths - Skill 2 Reasoning

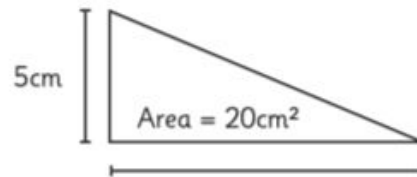
Calculate the missing **base** or **height** of these triangles.

16.



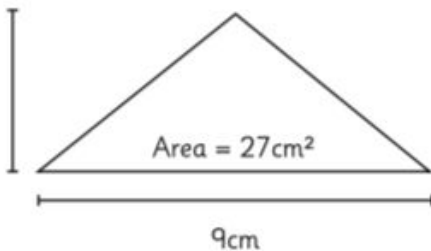
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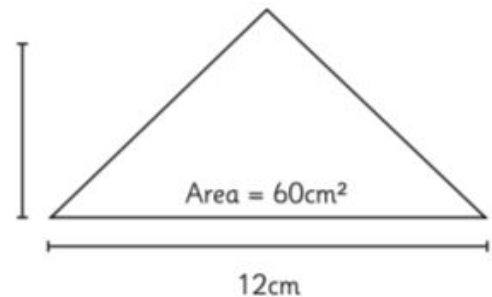
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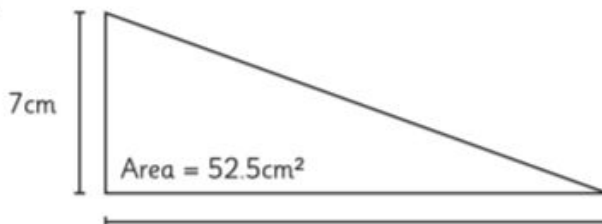
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19.



Height =

20.



Base =

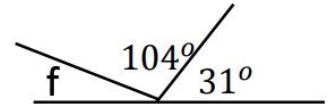
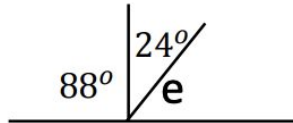
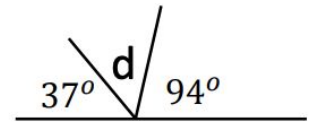
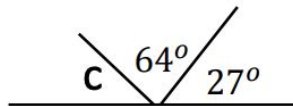
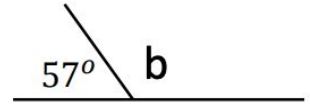
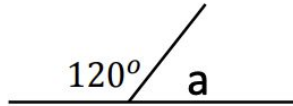
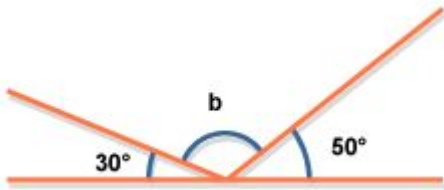
YEAR 5 Maths - Skill 3 - Angle Rules

To calculate missing angles on a straight line, we must remember the fact that they will always add up to 180 degrees.

To find a missing angle, add up all the known angles then subtract the total from 180.

$$50 + 30 = 80^\circ$$

$$180 - 80 = 100^\circ \quad \text{so } b = 100^\circ$$



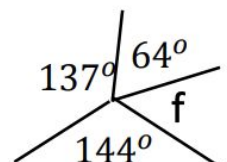
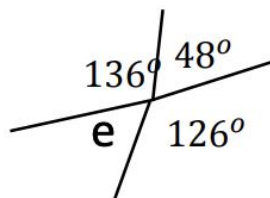
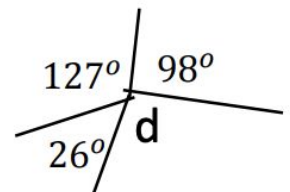
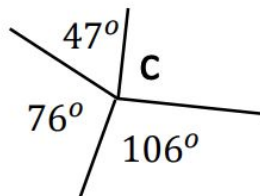
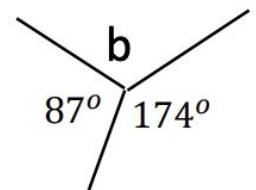
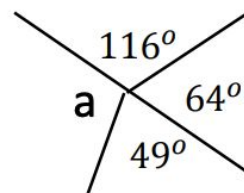
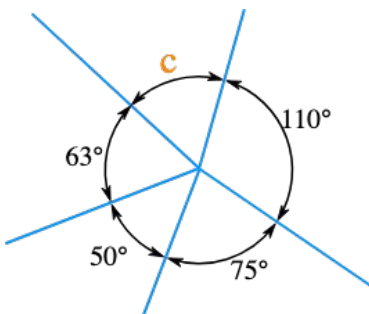
To calculate missing angles around a point, we must remember the fact that they will always add up to 360 degrees.

To find the missing angle, add up all the known angles then subtract the total from 360.

To find c:

$$63 + 110 + 75 + 50 = 298^\circ$$

$$360 - 298 = 62^\circ$$

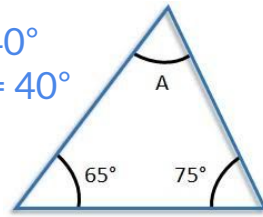


YEAR 5 Maths - Skill 3 - Angle rules

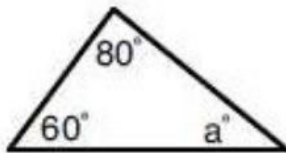
The interior angles in a triangle always add up to 180 degrees.

To find the value of a missing angle, simply add up the known angles and subtracts from 180.

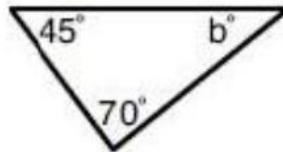
To find A: $65 + 75 = 140^\circ$
 $180 - 140 = 40^\circ$
 $A = 40^\circ$



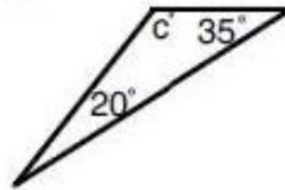
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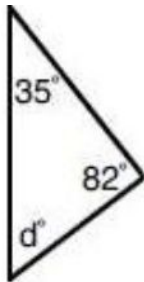
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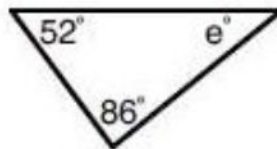
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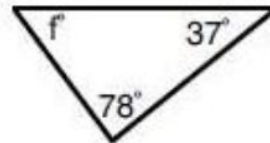
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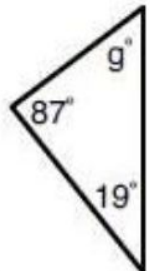
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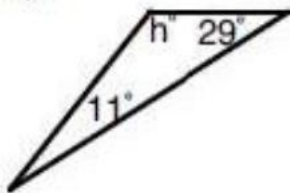
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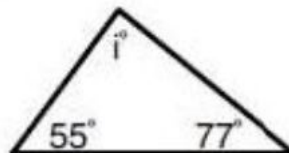
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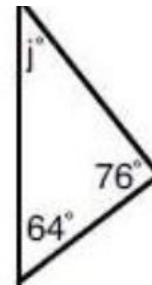
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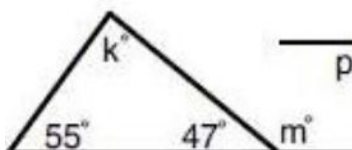


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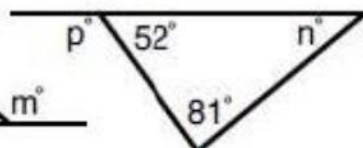


Remember to use straight line angle rules here

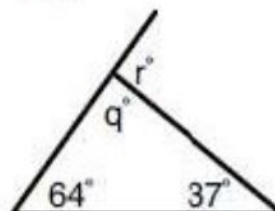
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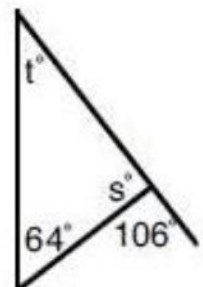
12).



13).



14).



Year 5 Maths - Arithmetic

1 $173 - 100 =$



2 $409 + 300 =$



3 $23 \times 8 =$



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



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



6 $4274 + 5029 =$



7 $7216 - 707 =$



8 $4 \times 12 =$



9 $48 \times 1 =$



10 $825 \times 5 =$



11 $5.72 - 0.06 =$



12 $79 \div 100 =$



Year 5 Maths - Arithmetic

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



19 $1320 \div 12 =$



14 $28\,116 - 9215 =$



20 $456 \div 100 =$



15 $30\,000 + 900 =$



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



16 $262\,886 + 45\,392 =$



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



17 3^3



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



18 $4 \times 500 =$



24 $8.1 - 3.63 =$



YEAR 5 Maths - Times Tables

Multiplication grid.

Time yourself completing the multiplication grid then check you answers and record your time to see if we can beat it in the future.
Did you beat your last time?

x	2	5	3	4	8	6	7	9	11	12
10										
2										
5										
3										
4										
8										
6										
7										
9										
11										

Time:

YEAR 5 Reading - Text 1

A Beginner's Guide to Coarse Fishing

Welcome to angling, whether you are looking for a new hobby, competition or just relaxation, fishing is the sport for you!

On the following pages you will find information on the basic fishing tackle you will need to go coarse fishing and what you need to know to start fishing for coarse fish. I hope you find the information helpful and interesting.

What is Fishing?

Fishing (also called angling) is the sport of catching fish, freshwater or saltwater, typically with rod, line and hook. Fishing originated as a means of providing food for survival. In its most basic form, fishing is throwing out a fishing line and pulling in the fish when it goes for your baited fishing hook or fishing lure.

Types of Fishing

There are three types of fishing: coarse, game and sea. Coarse angling is fishing for any species of fish other than those that live in the sea or trout and salmon. When coarse fishing you can catch chub, carp, roach, perch, bream and many more species. Game fishing relates to the pursuit of trout and salmon. Sea fishing, as its name suggests, is fishing for species that inhabit the sea such as cod, pollock and bass. An off-shoot of coarse angling is carp fishing. Carp is the common name for the fish belonging to the family 'cyprinidae'. These fish can grow to really big weights and over the last decade or so anglers have specifically targeted these specimen fish. Hence the birth of carp fishing and the 'specimen angler'.



Rod Licence

Any angler aged 12 years or over, fishing for salmon, trout, freshwater fish or eels in England (except the River Tweed), Wales or the Border Esk and its tributaries in Scotland must have an Environment Agency rod licence. You can buy your rod licence at Post Offices, by telephone or online. Be warned! It is an offence to fish for freshwater fish and eels without a valid rod licence - if you do you are looking at a fine of up to £2,500. If you're serious about taking up fishing then it is cheaper to buy a 12 month licence. If you are unsure then I would suggest buying a 1 day or 8 day licence.

Close Season

Close season means no fishing (you are not allowed to fish in certain areas during a specified period). Coarse fish close season - 15th March to 15th June inclusive. The coarse fish close season applies to all rivers, streams and drains in England and Wales, but does not apply to most still waters or canals following recent byelaw changes. Fishery owners and angling clubs are also free to introduce a close season through club or fishery rules if they wish to.

YEAR 5 Reading - Text 1

A Beginner's Guide to Coarse Fishing

Fish welfare

The welfare of the fish is vital to the future of fishing and all fish that are caught must be returned to the water without injury. It is preferable to use barbless hooks as these do less damage to fish - they are a lot easier to remove as well.

Handling fish

All fish are covered with a protective layer of slime that acts as the first line of defence against parasitic infections, bacteria and other diseases that a fish may contract. When you catch a fish, you must make sure that you don't remove too much of this protective coating so always wet your hands before handling fish and never use a cloth. Always unhook fish quickly but carefully and return them to the water as quickly as possible. If the fish is too large to hold, use an unhooking mat (padded cushion to protect fish from being injured on the ground). With a smaller fish, hold it tightly so that it doesn't flap about and slip out of your hands but don't hold it too tight or you may damage its internal organs.

Unhooking a fish

Never pull on the line to remove a hook from a fish - this will not work without seriously injuring the fish. If the fish is lip-hooked, you may be able to remove it using your fingers. If the fish is hooked inside its mouth, and you can see the hook, use a disgorging (a thin rod with a slot in the end). Hold the line tight, put the slot of the disgorging over the line and slide it along until you reach the hook. Push the hook in the opposite direction to the way it went in until it is free to be carefully removed. If the fish is deeply hooked, it is better to cut the line as close to the hook as possible. The hook will dislodge itself or will eventually rust away. Using barbless hooks make removal a lot easier!

Returning fish to the water

Never throw a fish back into the water! Always get down close to the water to release a fish and let the fish swim away. If it is a large fish, especially Barbel, it may have tired itself out while you were catching it. In this case, hold the fish in the water facing the current until it is ready to swim away. Moving the fish backwards and forwards sometimes aids its recovery.



YEAR 5 Reading - Text 1

A Beginner's Guide to Coarse Fishing

Poster 1



Poster 2



YEAR 5 Reading - Text 1 Questions

Year 5 Reading Assessment: **Non-Fiction**

Questions 17 to 26 are about 'A Beginner's Guide to Coarse Fishing'

17. What type of fishing is the information mainly about?

18. Draw lines to match the correct information.

game

perch and bream

sea

trout and salmon

coarse

pollock and bass

19. 'Game fishing relates to the pursuit of trout and salmon'

Give another word with the same meaning as **pursuit** that could have been used instead.

20. How/where can you buy your rod licence?

21. 'The welfare of the fish is vital to the future of fishing and all fish that are caught must be returned to the water without injury'

Explain why you think this is.

22. 'All fish are covered with a protective layer of slime and this acts as the first line defence against parasitic infections, bacteria, and other diseases that a fish may contract.'

In this sentence, what is the word **defence** closest in meaning to? Tick **one** box.

attack

☐

guard

☐

argument

☐

Look at the posters...

23. 'Get Hooked'

Explain the meaning of the words in this context.

24. According to the posters, what are the three key things you must **not** do when fishing?

1. _____
2. _____
3. _____

25. Why is the poster an effective way of explaining the rules about fishing?

26. How does the information in the posters link to the information in the text?

YEAR 5 Reading - Text 2

How the Leaves Came Down

I'll tell you how the leaves came down.
The great Tree to his children said,
"You're getting sleepy, Yellow and Brown,
Yes, very sleepy, little Red;
It is quite time you went to bed."

"Ah!" begged each silly, pouting leaf,
"Let us a little longer May;
Dear Father Tree, behold our grief,
'Tis such a very pleasant day
We do not want to go away."

So, just for one more merry day
To the great Tree the leaflets clung,
Frolicked and danced and had their way,
Upon the autumn breezes swung,
Whispering all their sports among,

"Perhaps the great Tree will forget
And let us stay until the spring
If we all beg and coax and fret."
But the great Tree did no such thing;
He smiled to hear their whispering.

"Come, children all, to bed," he cried;
And ere the leaves could urge their prayer
He shook his head, and far and wide,
Fluttering and rustling everywhere,
Down sped the leaflets through the air.

I saw them; on the ground they lay,
Golden and red, a huddled swarm,
Waiting till one from far away,
White bed-clothes heaped upon her arm,
Should come to wrap them safe and warm.
The great bare Tree looked down and smiled.
"Good-night, dear little leaves" he said;
And from below each sleepy child
Replied "Good-night," and murmured,
"It is so nice to go to bed."

By Susan Coolidge

YEAR 5 Reading - Text 2 Questions

Year 5 Reading Assessment: Poetry

Questions 27 to 32 are about '*How the Leaves Came Down*'

27. What season is the poem about? Tick **one** box.

spring

☐

autumn

☐

summer

☐

winter

☐

28. In line 29 the author uses 'white bedclothes' to refer to what? Tick **one** box.

sheets

☐

leaves

☐

snow

☐

hail

☐

29. The poet uses the words 'frolicked' and 'danced' to describe the leaves.

What do these words tell you about the way the leaves moved?

30. Find and copy **two** sentences from the poem that show the relationship of the tree to the leaves to be similar to a parent and child relationship.

1. _____

2. _____

Year 5 Reading Assessment: Poetry

31. The poet uses personification to make the leaves seem alive.

Find and copy **two** sentences from the poem that show this.

1. _____

2. _____

32. '*It is so nice to go to bed.*'

How does this compare to the way the leaves felt at the beginning of the poem?
Explain your answer in full using **evidence** from the poem.

YEAR 5 Writing

Writing dialogue

The **general rules of direct speech** are:

- Each new character's speech starts on a new line.
- Speech is opened with speech marks.
- Each line of speech starts with a capital.
- The line of speech ends with a comma, exclamation mark or question mark.
- A reporting clause is used at the end (said Jane, shouted Paul, replied Mum).
- A full stop goes after the reporting clause.
- If the direct speech in the sentence is broken up by information about who is speaking, add in a comma or question mark or exclamation mark to end the first piece of speech and a full stop or another comma before the second piece (before the speech marks), for example: "It's lovely," she sighed, "but I can't afford it right now." / "I agree!" said Kate. "Let's go!"



Below are some sentences describing dialogue.

Can you create accurate dialogue to match the sentences?

Example: I asked my mum if we could go to the shop.

"Mum, can we go to the shop?" I asked

1. My mum wanted to know why I needed to go to the shop.
2. I told her that I needed to buy some flowers.
3. My mum said we could go, but she wondered whom the flowers were for.
4. I excitedly explained that they were for my teacher because her birthday is tomorrow.
5. My mum told me that this was a very nice idea.

YEAR 5 Writing



Choose your favourite scene from a film you love.

Can you turn the scene into a piece of writing that includes dialogue between the characters.

Have a look at the example.

Harry Potter and The Sorcerer's Stone

The Dursleys often spoke about Harry like this, as though he wasn't there - or rather, as though he was something very nasty that couldn't understand them, like a slug.

"What about what's-her-name, your friend - Yvonne?"

"On vacation in Majorca," snapped Aunt Petunia.

"You could just leave me here," Harry put in hopefully (he'd be able to watch what he wanted on television for a change and maybe even have a go on Dudley's computer).

Aunt Petunia looked as though she'd just swallowed a lemon.

"And come back and find the house in ruins?" she snarled.

"I won't blow up the house," said Harry, but they weren't listening.

"I suppose we could take him to the zoo," said Aunt Petunia slowly, "and leave him in the car."

"That car's new, he's not sitting in it alone..."

Dudley began to cry loudly. In fact, he wasn't really crying - it had been years since he'd really cried - but he knew that if he screwed up his face and wailed, his mother would give him anything he wanted.

YEAR 5 Grammar - Skill 1

Apostrophes for possession.

An apostrophe can be used to show that one thing **belongs** to or is **connected** to something. This is called a **possessive apostrophe**. Look at the examples.

The cats tail was fluffy becomes **The cat's tail was fluffy.**

Cat is a singular noun so you need to add an apostrophe and "s" to show that the tail belongs to the cat.

Charles cat was naughty. becomes **Charles' cat was naughty.**

Charles is a singular noun that ends in an "s", so you need to add an apostrophe to show that the cat belongs to Charles.

The brothers' feet were muddy. becomes **The brothers' feet were muddy.**

Brothers is a plural noun that ends in an "s" so you don't add another "s" after your apostrophe. You can just add an apostrophe to show the feet belongs to the brothers.

The childrens toys were broken becomes **The children's toys were broken**

Children is a plural noun but it doesn't end with an "s" so you need to add an apostrophe and "s" to show that the toys belong to the children.

Rewrite the sentences below and add apostrophes in the correct place.

The dogs lead was incredibly long.

After dinner Bens alarm clock started ringing.

His sisters favourite toy got broken in the fight.

This is Jess hat.

She hung Amys pictures on the wall.

I went on holiday with Paris sister.

That is Mr Hastings pen.

YEAR 5 Grammar - Skill 2

Apostrophes for contraction / omission.

You can use apostrophes to show that you have **omitted** (left out) some letters when you are joining words together.

For example, you can join the words 'you' and 'are' together. You + are = you're. The apostrophe takes the place of the removed letters. In this example, the letter a.

Sometimes, however, you need to **rearrange** the letters a bit when you contract the words. For example: will + not = won't.

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zcyv4qt> - Use this link for more information.

Should have = should've Do not = don't Must have = must've You will = you'll

Can you rewrite these sentences adding in contractions for omission.

Today was not a good day.

You must not touch the artefacts.

I would have gone if he had asked me properly.

Next year you should not get involved in silly behaviour.

If I had known, I would not have got involved.

He will regret saying that.

I will come and she will come too.

They are such lovely people; I would love to see them again.

I shall not go there to eat again.

Ext: Can you correct write a short paragraph including as many contractions as you can.

YEAR 5 Grammar - Random Questions

Year 5 English Grammar and Punctuation Test 1

1. Which verb is created when these suffixes are added to the noun? **Write the correct verb** for each example.

class + -ify

advert + -ise

assassin + -ate

2. **Circle the modal verbs** in the sentence below.

'We should leave,' he whispered. 'They could come back at any time.'

3. **Underline the relative clause** in the sentence below.

We are going to go back to Devon this year, which is where I first learnt to surf.

4. Read this sentence. What type of word is underlined? **Tick one.**

That's the lady who teaches me to play the drums.

possessive pronoun ☐

relative pronoun ☐

personal pronoun ☐

5. The passage below has an error in it. **Underline the error** and **write the correction** in the box.

That behaviour is disrespectful.

6. Read the sentences below. **Circle** the word which links the sentences together to create cohesion.

It's important to follow a recipe when making a cake. , you need to make sure you have the ingredients to hand.

Then After that Firstly This

7. **Underline the parenthesis** in the sentence below.

Every morning I catch the bus (which stops outside the library) to travel to school.

8. Do the **adverbials** in the table below show time, place or frequency? **Tick one box** for each.

Adverbial	Time?	Place?	Frequency?
in January			
behind the garage			
near Cardiff			
always			

9. Read the sentences below. **Write how many** people went to the shop in the box after each sentence.

I went to the shop with my friend Simon and Terry.

I went to the shop with my friend, Simon and Terry.

10. Read the sentence below. **Circle** the word which indicates the degree of possibility within the sentence.

Samira is definitely a faster runner than James.

YEAR 5 Grammar - Random Questions

Year 5 English Grammar and Punctuation Test 2

1. Which sentence uses parenthesis accurately? **Tick one.**

Our teacher who (we like very much) is called Miss Fox.

☐

Our teacher (who we like very much) is called Miss Fox.

☐

2. What is underlined in the sentence below? **Tick inside one box.**

'I can come to your party after all!' shouted Jake.

modal verb

time adverbial

noun phrase

3. **Underline** the **adverbial of place** in the sentence below.

We walked quietly down the corridor to the head's office.

4. **Add a comma** to the sentence below to make it clear that the Scouts are not eating the rabbit.

As the Scouts sat around the fire eating the rabbit hid in the bushes.

5. **Rewrite** the sentences below as **one sentence** which includes a **relative clause**. Remember to use the correct punctuation.

The lady has grey hair and glasses. She lives next door to me.

6. The sentence below has a missing word. **Complete** the sentence by using the correct **relative pronoun**.

This is the book I told you about.

7. **Draw lines** to match the prefixes to the correct root words.

de

heat

dis

respect

mis

activate

over

treat

8. In the sentence below, which word uses the suffix **-ify** to create the **underlined verb** 'terrify'? **Tick one.**

I don't want to terrify you, but I think there might be a snake in your bed.

terrific

terror

terrible

9. Read the sentences below. Add the word which links the sentences together to create cohesion.

Tommy tiptoed up the path. , he slowly pushed open the gate.

Subsequently Therefore Although However

10. **Underline** the **adverbial phrase** in the sentence below.

During the afternoon, we enjoyed playing cricket outside.

••END OF TEST••

YEAR 5 Spelling Rule

The **shus** sound is often found in adjectives and can be spelt in two different ways: **cious** or **tious**. For example:

- delicious, precious, suspicious
- fictitious, infectious, nutritious

Sometimes the root word will give you a clue as to which spelling you need to use.

Often, words ending in “tion” will change to tious. Ambition becomes ambitious.

Often words ending with “ce” change to cious. Grace becomes gracious.

The best way to learn is to practice writing these words out so you become familiar with them.

cious as in 'a delici cious dessert'		tious as in 'an infecti ous illness'	
audacious	officious	ambitious	ostentatious
auspicious	perspicacious	bumptious	pretentious
atrocious	precious	cautious	repetitious
avaricious	precocious	conscientious	scrumptious
conscious	pugnacious	contentious	seditious
efficacious	salacious	facetious	superstitious
ferocious	spacious	fictitious	surreptitious
gracious	suspicious	flirtatious	vexatious
loquacious	vicious	fractious	
luscious	vivacious	nutritious	
judicious	voracious		
malicious			

Ask someone at home to test you on these words.

Challenge yourself to include some of these words in your writing

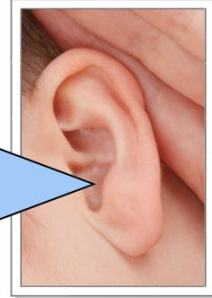
YEAR 5 Science

How sound is made

Sound is caused by **vibration**. Vibration means **wobbling** very quickly back and forth. When you pluck a guitar string, or hit a drumskin, you can see the material vibrate. This causes the **air** touching the string to vibrate, which causes air further away to vibrate, which causes the air near your **ear** to vibrate, which your brain experiences as **sound**. The moving vibration is called a **sound wave**.

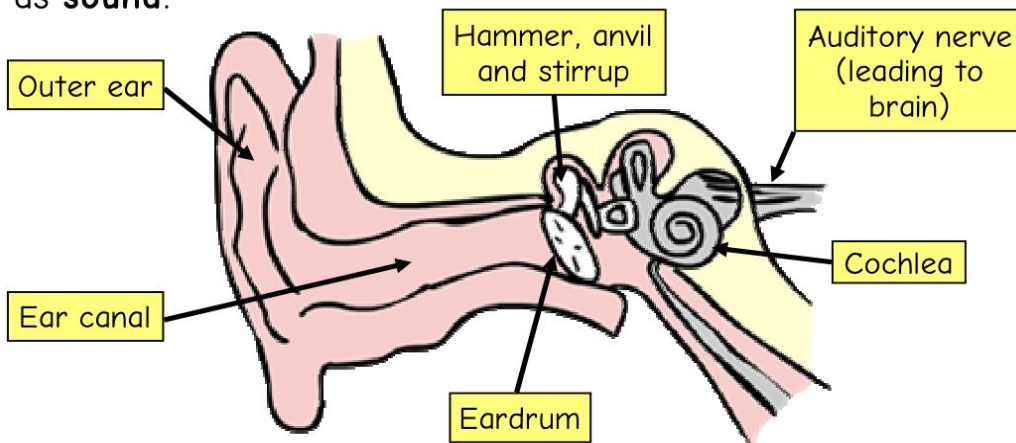


The vibrating **guitar** causes the **air** to vibrate. This vibrating air is called a **sound wave**. When the air near your **ears** vibrates, your brain experiences a **sound**.



How our ears work

When a sound wave reaches our ear, our **outer ear** (the part that we can see on the side of our heads) funnels the sound into our heads down the **ear canal**. At the end of the ear canal is the **eardrum**, which is waterproof and airtight. Past the ear canal is the **middle ear**. Inside the middle ear are the **hammer**, **anvil** and **stirrup** (the three smallest bones in the body) which vibrate and pass the sound waves to the **inner ear**, which contains the **cochlea**, which turns the vibrations into **electrical signals**. These signals travel down the **auditory nerve** to the **brain**, which experiences the signal as **sound**.



Challenge: Can you draw your own scientific illustration of an ear and label it. Once completed, can you use it to explain how we hear sound to someone else in your house.

YEAR 5 Place and Time



To mark the end of our time looking at the Tudor Dynasty, can you answer the following questions about this amazing period of history..

1. Which two famous houses fought in the War of the Roses?
2. Who did Henry VII, the first Tudor King, defeat at the Battle of Bosworth to take the throne?
3. In what year did the Tudor dynasty begin?
4. Name all six of Henry VIII's wives. A bonus point if you get them in the right order.
5. Which wife was Henry married to for the longest?
6. For how long was Lady Jane Gray queen?
7. What religion did Henry VIII follow?
8. Which of these would not be found on a Tudor dinner table: Spoon, knife or fork?
9. What were Tudor toilets called?
10. True or False: Rich Tudor people ate robins, badgers, otters, tortoises and seagulls?
11. What is the name of the man who led the British fleet in the Spanish Armada
12. What was the name of the ship the first Englishman used to sail around the world? Who was the captain?
13. What food item was Sir Walter Raleigh known for bringing to England?
14. Complete the name of this famous Shakespeare play' " A Midsummer Night's"
15. What is the name of the famous theatre in london associated with William Shakespeare?
16. Which famous play is hiding in these letters? AERLMEOTNDJUIO
17. In what year did Queen Elizabeth's reign end?
18. How many colours are used on the famous Tudor emblem, "The Tudor Rose"?

French - First conversations

The table below is a list of common French phrases.

Use these phrases to construct conversations for the characters in the comic strips, then ask someone to act out the conversations with you.

Don't worry about being perfect, just give it a go and have fun trying

English	French	Notes and Pronunciation
Hello	Salut	Sahlew
Good-bye	Au revoir	Oruh vwar
Good day	Bonjour	Bohnjoor
Good morning	Bonjour	Bohnjoor
Good evening	Bonsoir	Bohn swar
Pleased to meet you.	Enchanté(e)	Ahn shohn tay
What's your name?	Comment t'appelles-tu ?	Kohmont apell tew
My name is...	Je m'appelle...	Jhuh mapell
Welcome	Bienvenue	Bee envhuh new
How are you?	Comment ça va ?	Kohmon sah vah
Good thanks, and you?	Bien, merci, et toi ?	Bee-en mair-see ay twa
Have a nice day.	Bonne journée.	Bon joornay
Where do you come from?	D'où viens-tu ?	Doo vee-en tew
I come from...	Je viens de...	Jhuh vee-en duh

