PHASE 3

Hampton Vale
Primary Academy

Curiosity Confidence Courage Constancy

YEAR 4 HOMEWORK - Answers

YEAR 4 Maths - Answers

$\dfrac{2}{4}$ $\dfrac{3}{4}$ $\dfrac{6}{12}$ $\dfrac{5}{20}$

$\dfrac{20}{40}$ $\dfrac{2}{8}$ $\dfrac{4}{10}$ $\dfrac{3}{12}$

$\dfrac{4}{10}$

$\dfrac{2}{6}$ $\dfrac{8}{12}$ $\dfrac{2}{5}$ $\dfrac{3}{6}$

$\dfrac{9}{18}$

$\dfrac{10}{40}$

$\dfrac{4}{8}$ $\dfrac{2}{3}$

$\dfrac{8}{16}$ $\dfrac{10}{20}$ $\dfrac{5}{10}$ $\dfrac{4}{16}$
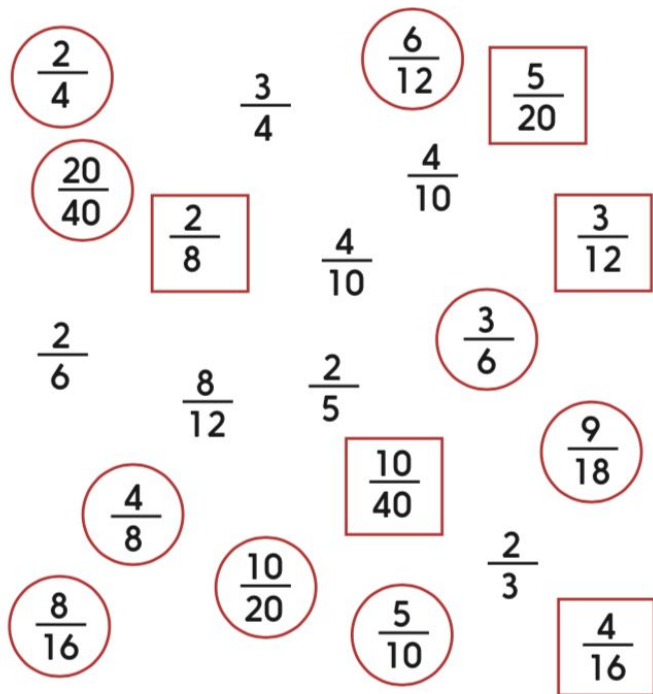
Challenge

Other fractions equivalent to $\frac{1}{2}$ are $\frac{6}{12}$, $\frac{7}{14}$, $\frac{8}{16}$, $\frac{11}{22}$, etc.

Other fractions equivalent to $\frac{1}{4}$ are $\frac{6}{24}$, $\frac{7}{28}$, $\frac{8}{32}$, $\frac{9}{36}$, etc.

$$\frac{2}{8} = \frac{1}{4}$$
$$\frac{2}{12} = \frac{1}{6}$$
$$\frac{4}{12} = \frac{2}{6}$$

$$\frac{6}{8} = \frac{3}{4}$$
$$\frac{3}{12} = \frac{1}{4}$$
$$\frac{10}{12} = \frac{5}{6}$$

$$\frac{3}{9} = \frac{1}{3}$$
$$\frac{4}{12} = \frac{1}{3}$$
$$\frac{8}{12} = \frac{2}{3}$$

$$\frac{6}{9} = \frac{2}{3}$$
$$\frac{6}{12} = \frac{1}{2}$$
$$\frac{9}{12} = \frac{3}{4}$$

YEAR 4 Maths - Answers

1. Square

2. Regular hexagon
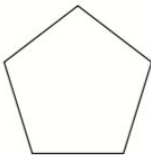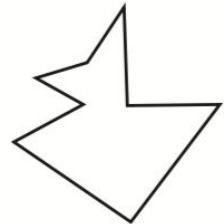
3. Irregular pentagon
    e.g.

4. Irregular heptagon
    e.g.
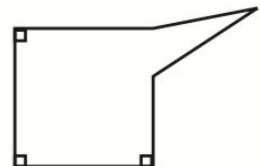
5. Regular pentagon
    e.g.

6. Irregular octagon
    e.g.

7. Regular heptagon
    e.g.

8. Irregular hexagon
    e.g.

YEAR 4 Maths - Answers

1. 120	2. 240	3. 800	4. 1200
5. 150	6. 120	7. 1800	8. 2100
9. 200	10. 300	11. 1500	12. 3500
13. 180	14. 360	15. 2400	16. 4800
17. 210	18. 420	19. 2800	20. 5600
21. 400	22. 640	23. 7200	24. 5600
25. 180	26. 450	27. 5400	28. 8100

Challenge

480 = 1 x 480, 2 x 240, 3 x 160, 4 x 120, 5 x 96, 6 x 80, 8 x 60, 10 x 48, 12 x 40, 15 x 32, 16 x 30, 20 x 24

2400 = e.g. 6 x 400, 4 x 600, 3 x 800, 8 x 300, 2 x 1200, 12 x 200, 60 x 40, 40 x 60, 30 x 80, 80 x 30, 20 x 120

YEAR 4 Maths - Arithmetic

Set 1

1	31
2	0
3	4/5
4	15
5	47
6	1191
7	24
8	40
9	1477
10	6995

Set 2

1	13
2	19
3	379
4	28
5	476
6	85
7	12
8	5/6
9	64
10	8

Set 3

1	557
2	84
3	22
4	6/7
5	4/8
6	7825
7	5807
8	42
9	105
10	3696
11	4.3
12	4.5

YEAR 4 Reading - Answers Text 1

An Extract from George Taylor's Diary **Answers**

Q1a: Which of these places have been mentioned in the text? Tick **three**.

◯ Marie Byrd Land   ✓ **Victoria Land**   ✓ **Ross Ice Shelf**

✓ **Beardmore Glacier**   ◯ Ross Island   ◯ Wilkes Land

Q1b: Complete the following sentences about this diary entry. **Circle** your answers.

1) The explorer was writing by the light of a

torch   (candle)   lamp   lantern

2) The group leader is called

Beardmore   Ross   Victoria   (Scott)

3) The journey across the Beardmore Glacier was

easy and enjoyable   cold and snowy   (long and difficult)   short and annoying

Q2: Why did the explorers 'not dare to think of what would happen' to them?

Accept any reasonable answer which suggests that the explorers knew that they would not survive without food / in such a harsh and inhospitable climate and it is not something that they wished to think about.

Q3: Find and copy two verbs which show that the journey across the Ross Ice Shelf was difficult.

Accept the verbs 'toiled' and 'struggled' only

**Q4:** Which two items did the explorers use as their fishing rod and bait?

· **Accept the following answers only, in any order:**

· **a shoe lace**

· **a lump of beef (coated in fat)**

YEAR 4 Reading - Answers Text 1

Q5: Why did it 'seem like hours' before something tugged on the lace?

Accept any reasonable answer which makes reference to the explorers' hunger whilst they waited for the fish, e.g. 'It could have seemed like hours because the explorers were so hungry that time dragged on whilst they waited for a fish to bite.'

Q6: Match the adjectives to the noun they describe in the text.

murky ●   ● ration pack

delicious ●   ● fingers

measly ●   ● water

frostbitten ●   ● fish
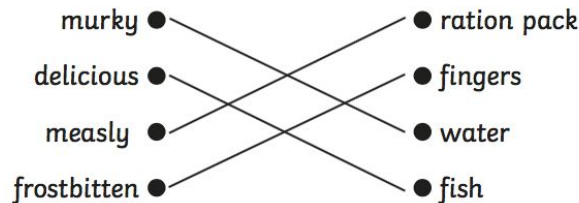
Q7: What creature do you think the explorers had discovered? Give **one** reason.

Accept any reasonable prediction about the nature of the creature, provided that one valid reason is given which is deduced from the text, e.g.

- **I think that the creature is an eel because the text says that its body was snake-like, long and thin.**

- **The creature could be a fish because it says in the text that it is covered in scales.**

It could be some sort of undiscovered sea lizard because its eyes were big and bulging from its head.

Q8: How do you think the explorers were feeling as they headed back to camp? Use evidence from the text to support your answer.

Accept any answer stating that the explorers felt hungry, disappointed, annoyed, sad or despondent, as long as it is accompanied by a reasonable justification from the text, such as:

- **The explorers felt disappointed because the text says that Scott had thrown the fish back into the water and they were hoping to eat it.**

- **The explorers felt hungry because it says in the text that their stomachs were growling.**

- **The explorers could have felt despondent because they walked back to their camp 'without a word' to each other. This shows they were feeling down.**

YEAR 4 Reading - Answers Text 1

Q9: Explain why you think that the explorers 'didn't dare' to eat their catch.
Use evidence from the text to support your answer.

Accept any answer which discusses the unusual appearance of the creature or the fact that it was previously undiscovered, such as:

- **The explorers didn't dare to eat it because the text says that its body was 'snake-like' and humans do not eat snakes.**

- **They didn't dare to eat it because of its unusual appearance. It might not have been appetising because they could see the 'bright red blood rushing through its veins'.**

- **In the text, George says 'what had we discovered?' They would not want to eat something if they were not sure what it was.**

- **The explorers might have thought that it looked disgusting because its eyes were 'bulging from its head'.**

Q10: Explain how George's feelings change throughout the story.

Accept answers which show George's feelings peak and trough, from negative, to somewhat positive and back to negative at the end, e.g.

- **At first George feels low because the journey is difficult. When he thinks he will be getting food, his mood changes and becomes positive and hopeful, but when he realises that he will not be eating, George becomes downhearted and disappointed again.**

Q11: Summarise the main points of this text in 20 words or less.

Accept any reasonable summary which mentions the key parts of the text within twenty words, e.g.

- **The explorers were hungry. They fished for supper. They could not eat what they caught and trekked back to camp.**

- **Explorers in Antarctica found an undiscovered creature when fishing for supper but did not eat it and went hungry.**

YEAR 4 Reading - Answers Text 2

My Pet Polar Bear **Answers**

Q1: What two things did Gordon smuggle into his backpack at the zoo?

Accept the following two answers only:

- **(an unsuspecting) bear cub**

- **a (small) fish**

Q2: Find and copy **one** adjective that tells you that the bear cub did not know what was about to happen.

Accept the answer 'unsuspecting' only.

Q3: Why do you think Gordon was unhappy with a goldfish as a pet?
Use evidence from the text to support your answer.

Accept answers which state the Gordon was unhappy with his goldfish because it did not do all of the things he wanted a pet to do, providing that the answer is supported by evidence from the text, such as:

- **Gordon was unhappy with a goldfish because he said he wanted a pet he could 'take to the park' and you cannot talk a goldfish to the park.**

- **Gordon wanted an 'interactive' and 'responsive' pet and goldfish do not really answer or play with you.**

- **Gordon wanted a pet that would eat his sprouts on Christmas Day and he said that 'Goldfish don't eat sprouts.'**

Q4: What is the name of Gordon's science teacher?

Accept the answer 'Mrs Riaz' only.

Q5: Why do you think that this text is written from Gordon's perspective?

Accept answers which pertain to Gordon's thoughts, the events happening to Gordon and him having sole knowledge of what had happened, such as:

- **It is written from Gordon's point of view because only Gordon knows about the polar bear in his bedroom.**

- **It is from Gordon's perspective because this text is all about Gordon's thoughts and only Gordon would be able to write about those.**

YEAR 4 Reading - Answers Text 2

Q6: Why was the polar bear's howling 'inconsiderate'?

Accept reasonable answers which discuss that the polar bear's howling ruined Gordon's plan to keep him in the wardrobe, such as:

- **The howling was inconsiderate because Gordon would now have to find somewhere new to hide the polar bear.**

- **Gordon thought it was inconsiderate because it was loud and would attract his mum's attention – something he did not want.**

Q7: 'Not a conventional pet, I'll admit it...'

In this sentence, what does 'conventional' mean?

Accept definitions which relate to normal, usual, regular, standard, ordinary, typical or common.

Q8: What is the first sign that Gordon is beginning to have doubts about his choice of pet?

Accept any answer which explains Gordon beginning to have doubts, from within this section of the text, provided that relevant evidence is given from the text in support, such as:

- **Gordon starts to have doubts in the second paragraph of this section when he starts to say it was his mum's fault and he 'only really wants a dog'.**

- **Gordon starts to have doubts when he says 'if I can't smuggle a pack of fish fingers upstairs now, how will I feed him when he's bigger than me and Mum combined?' It shows he is thinking about the fact he won't be able to look after the bear.**

Q9: 'I put him under my bed. He seems to like it there.'
Why might Gordon think that the polar bear is happier underneath his bed?

Accept answers which relate to the polar bear's howling earlier in the text and its absence, such as:

- **Gordon might think the polar bear likes it now because he is not howling like he was when he was in the wardrobe.**

YEAR 4 Reading - Answers Text 2

Q10: *'Oh, it's no use.'*
What does this sentence imply about how Gordon is feeling?
Explain your answer.

Accept reasonably explained answers which relate to Gordon giving up and feeling downhearted, despondent or defeated, such as:

- **It implies that Gordon is going to give up trying to keep the polar bear because he has realised it is too hard.**

- **I think it implies that Gordon is feeling defeated because it is too difficult to keep the polar bear in his bedroom like he had planned.**

Q11: Do you think that Gordon will keep Frank? Explain your answer.

Accept answers which relate to Gordon not keeping Frank, provided that an explanation is given, such as:

- **No because Gordon is thinking about coming clean and admitting it to his mum.**

- **No because Gordon is planning to make his mum get him a dog after they've dropped Frank off at the zoo.**

- **He won't keep him because he is too hard work and Gordon is hinting about telling his mum in the final paragraph.**

Q12: Summarise the key points of the story in 20 words or less.

Accept any reasonable summary of the story, which include Gordon smuggling a polar bear cub home from the zoo and struggling to look after it, in twenty words or less, such as:

'Gordon snuck a polar bear cub home from the zoo but could not look after it in his bedroom.'

YEAR 4 Grammar - Answers

1   I did my homework last night. [x]
    I done my homework last night. [ ]
    1 mark

2   [adjectival phrase]
    [adverbial phrase]
    [noun phrase x]
    1 mark

3   "Come in and sit down quietly," said the teacher.
    1 mark

4   the / an [ ]
    one / the [ ]
    the / every [x]
    1 mark

5   [Panting with exhaustion, I finished the race in last place.]
    1 mark

6   I am going to my aunties house later. [ ]
    I am going to my auntie's house later. [x]
    I am going to my aunties' house later. [ ]
    1 mark

7   on top of the icy mountain [ ]
    behind the sofa [ ]
    under this nice warm blanket [x]
    1 mark

8   "Will you come to my party?" Sophie asked me. [x]
    "Will you come to my party"? Sophie asked me. [ ]
    "Will you come to my party? Sophie asked me." [ ]
    1 mark

9   [their   his   (our)   ours]
    1 mark

10 He hammered **noisily and violently on the door**.
    1 mark

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YEAR 4 Spellings - Answers

wonderful + ly = **Wonderfully** general + ly = **Generally** lethal + ly = **Lethally**	necessary - **Necessarily** shabby - **Shabbily** steady - **Steadily** greedy - **Greedily** *sly + ly = Slyly*
immediate + ly = **Immediately** separate + ly = **Separately** sincere + ly = **Sincerely** fortunate + ly = **Fortunately** *due + ly = Duly*	possible - **Possibly** incredible - **Incredibly** probable - **Probably** responsible - **Responsibly**

YEAR 4 Extras - Answers

Morse Code **Answers**

1. SAM IS FROM LONDON

2. FILEY IS IN YORKSHIRE

3. ALBERT IS A GERMAN SPY

●—●●	●●	●—●●	—●——	
L	I	L	Y	

●●	●●●	
I	S	

—	●	—●	
T	E	N	

—●——	●	●—	●—●	●●●
Y	E	A	R	S

———	●—●●	—●●	
O	L	D	

PHASE 3

YEAR 5 HOMEWORK - Answers

PHASE 3

YEAR 5 Maths - Skill 1 Answers

1 2 and 3

×1	×2	×3	×4	×5	×6
2	4	6			
3	6				

2 3 and 4

×1	×2	×3	×4	×5	×6
3	6	9	12		
4	8	12			

3 2 and 10

×1	×2	×3	×4	×5	×6
2	4	6	8	10	
10					

4 8 and 10

×1	×2	×3	×4	×5	×6
8	16	24	32	40	
10	20	30	40		

5 4 and 5

×1	×2	×3	×4	×5	×6
4	8	12	16	20	
5	10	15	20		

6 4 and 6

×1	×2	×3	×4	×5	×6
4	8	12			
6	12				

7 6 and 8

×1	×2	×3	×4	×5	×6
6	12	18	24		
8	16	24			

8 3 and 5

×1	×2	×3	×4	×5	×6
3	6	9	12	15	
5	10	15			

9 12 and 15

×1	×2	×3	×4	×5	×6
12	24	36	48	60	
15	30	45	60		

10 6 and 21

×1	×2	×3	×4	×5	×6	×7
6	12	18	24	30	36	42
21	42					

PHASE 3

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YEAR 5 Maths - Skill 1 Answers

Instructions: Change these 'un-like' fractions into 'like' fractions using the LCD method. Use the multiples table to help find the LCM of the bottom numbers.

1

$$\frac{3}{4} \qquad \frac{1}{6} \qquad \text{4 and 6}$$

$$\frac{3}{3} \times \frac{3}{4} \qquad \frac{1}{6} \times \frac{2}{2}$$

$$\frac{9}{12} \qquad \frac{2}{12}$$

	×1	×2	×3	×4	×5	×6
	4	8	⑫			
	6	⑫				

LCM becomes the LCD

2

$$\frac{1}{2} \qquad \frac{7}{10} \qquad \text{2 and 10}$$

$$\frac{5}{5} \times \frac{1}{2} \qquad \frac{7}{10} \times \frac{1}{1}$$

$$\frac{5}{10} \qquad \frac{7}{10}$$

	×1	×2	×3	×4	×5	×6
	2	4	6	8	⑩	
	⑩					

3

$$\frac{5}{6} \qquad \frac{3}{8} \qquad \text{6 and 8}$$

$$\frac{4}{4} \times \frac{5}{6} \qquad \frac{3}{8} \times \frac{3}{3}$$

$$\frac{20}{24} \qquad \frac{9}{24}$$

	×1	×2	×3	×4	×5	×6
	6	12	18	㉔		
	8	16	㉔			

4

$$\frac{3}{10} \qquad \frac{3}{8} \qquad \text{10 and 8}$$

$$\frac{4}{4} \times \frac{3}{10} \qquad \frac{3}{8} \times \frac{5}{5}$$

$$\frac{12}{40} \qquad \frac{15}{40}$$

	×1	×2	×3	×4	×5	×6
	10	20	30	㊵		
	8	16	24	32	㊵	

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Curiosity Confidence Courage Constancy

YEAR 5 Maths - Skill 2 Answers

1) $\dfrac{2}{4} + \dfrac{1}{3} = \quad \dfrac{6}{12} + \dfrac{4}{12} = \quad \dfrac{10}{12} = \quad \dfrac{5}{6}$

2) $\dfrac{3}{4} + \dfrac{1}{2} = \quad \dfrac{3}{4} + \dfrac{2}{4} = \quad \dfrac{5}{4} = \quad\quad\quad 1\dfrac{1}{4}$

3) $\dfrac{6}{10} + \dfrac{1}{2} = \quad \dfrac{6}{10} + \dfrac{5}{10} = \quad \dfrac{11}{10} = \quad\quad\quad 1\dfrac{1}{10}$

4) $\dfrac{1}{3} + \dfrac{1}{4} = \quad \dfrac{4}{12} + \dfrac{3}{12} = \quad \dfrac{7}{12}$

5) $\dfrac{4}{5} + \dfrac{1}{10} = \quad \dfrac{8}{10} + \dfrac{1}{10} = \quad \dfrac{9}{10}$

6) $\dfrac{2}{3} + \dfrac{5}{10} = \quad \dfrac{20}{30} + \dfrac{15}{30} = \quad \dfrac{35}{30} = \quad \dfrac{7}{6} = \quad 1\dfrac{1}{6}$

7) $\dfrac{3}{4} + \dfrac{6}{10} = \quad \dfrac{15}{20} + \dfrac{12}{20} = \quad \dfrac{27}{20} = \quad\quad\quad 1\dfrac{7}{20}$

8) $\dfrac{2}{3} + \dfrac{4}{10} = \quad \dfrac{20}{30} + \dfrac{12}{30} = \quad \dfrac{32}{30} = \quad \dfrac{16}{15} = \quad 1\dfrac{1}{15}$

9) $\dfrac{2}{4} + \dfrac{2}{3} = \quad \dfrac{6}{12} + \dfrac{8}{12} = \quad \dfrac{14}{12} = \quad \dfrac{7}{6} = \quad 1\dfrac{1}{6}$

10) $\dfrac{1}{2} + \dfrac{1}{3} = \quad \dfrac{3}{6} + \dfrac{2}{6} = \quad \dfrac{5}{6}$

Bonus Questions

$$\dfrac{4}{5} + \dfrac{1}{2} + \dfrac{5}{10} = \dfrac{14}{10} \qquad \dfrac{4}{6} + \dfrac{2}{4} + \dfrac{2}{3} = \dfrac{22}{12}$$

YEAR 5 Maths - Skill 3 Answers

1) $\dfrac{4}{5} - \dfrac{2}{3} = \dfrac{12}{15} - \dfrac{10}{15} = \dfrac{2}{15}$

2) $\dfrac{2}{3} - \dfrac{1}{2} = \dfrac{4}{6} - \dfrac{3}{6} = \dfrac{1}{6}$

3) $\dfrac{1}{2} - \dfrac{2}{5} = \dfrac{5}{10} - \dfrac{4}{10} = \dfrac{1}{10}$

4) $\dfrac{1}{4} - \dfrac{2}{10} = \dfrac{5}{20} - \dfrac{4}{20} = \dfrac{1}{20}$

5) $\dfrac{9}{10} - \dfrac{4}{5} = \dfrac{9}{10} - \dfrac{8}{10} = \dfrac{1}{10}$

6) $\dfrac{5}{10} - \dfrac{2}{4} = \dfrac{10}{20} - \dfrac{10}{20} = 0$

7) $\dfrac{1}{2} - \dfrac{1}{3} = \dfrac{3}{6} - \dfrac{2}{6} = \dfrac{1}{6}$

8) $\dfrac{3}{5} - \dfrac{1}{2} = \dfrac{6}{10} - \dfrac{5}{10} = \dfrac{1}{10}$

9) $\dfrac{1}{4} - \dfrac{1}{10} = \dfrac{5}{20} - \dfrac{2}{20} = \dfrac{3}{20}$

10) $\dfrac{8}{10} - \dfrac{1}{4} = \dfrac{16}{20} - \dfrac{5}{20} = \dfrac{11}{20}$

Bonus Questions

$\dfrac{3}{4} + \dfrac{1}{2} - \dfrac{2}{4} = \dfrac{3}{4}$

$\dfrac{9}{10} - \dfrac{2}{3} + \dfrac{4}{10} = \dfrac{19}{30}$

YEAR 5 Maths - Arithmetic Answers

1. 20   [1]

2. 0   [1]

3. 99   [1]

4. 24   [1]

5. 80   [1]

6. 549   [1]

7. 617   [1]

8. 215   [1]

9. $\dfrac{6}{7}$ [1]

10. 9   [1]

11. 5274   [1]

12. 767   [1]

13. 30   [1]

14. 360.5   [1]

15. 3%   [1]

16. 8.2   [1]

17. 9,890   [1]

18. 12   [1]

19. 800   [1]

20. 886   [1]

21. 169   [1]

22. 0.4671   [1]

23. For 2 marks: 1484   [2]

    Award only 1 mark if there is
    either *one error in the multiplication*
    steps, then added correctly,
    or *no error in the multiplication steps*
    but an error in the addition step.

24. 127.2   [1]

25. 12   [1]

26. $2\dfrac{2}{3}$ or equivalent   [1]

    e.g. $\dfrac{8}{3}$

27. $\dfrac{2}{10}$ [1]

28. 20.68   [1]

29. $\dfrac{1}{6}$ [1]

YEAR 5 Reading - Text 1 Answers

Fishing With Grandpa Leon

▶ Answer each question. Give details from the realistic story.

1 Which best describes what an **angler** does (paragraph 1).

▶ A Tell stories.　　　▶ C Draw angles.

▶ B Supply food.　　　▶ (D Fish with rods and reels.)

Sample answer: I picked D because it's the only answer that makes sense and I found a context clue in the first paragraph.

2 Which best describes Grandpa Leon?

▶ A He is confident and cheerful.　　▶ C He is very famous.

▶ B He is cranky and strict.　　　　▶ (D He doesn't like to joke around.)

Sample answer: I picked A because Grandpa Leon seems upbeat and hopeful about the fishing trip.

3 Summarise the fishing experience, as seen through Ronan's eyes.

Sample answer: I think Ronan would say that the trip had many long boring stretches because the fish weren't biting, but he was entertained by Grandpa Leon's stories and did enjoy making the first 'catch'.

4 What was surprising about Grandpa Leon's reaction to catching a suitcase?

Sample answer: He acted as if the suitcase itself was a prized catch and he didn't seem the least bit disappointed.

YEAR 5 Reading - Text 2 Answers

Operation Pied Piper, 1940

▶ Answer each question. Give details from the historical fiction.

1 Who is telling this story?

▶ A Vera ▶ B Eve ▶ C Mr Wilkinson ▶ **D the narrator**

What helped you answer?

Sample Answer: I picked D because I could tell that the story was in third person.

2 Which is a synonym for **evacuees**?

▶ A strangers ▶ **B refugees** ▶ C enemies ▶ D hosts

Sample Answer: I picked B because I understood in paragraph 1 that children were evacuated for their own safety and I know this is the same for refugees.

3 Make inferences using details from the story. What kind of person is Miss Burrows?

Sample Answer: I think Mrs Burrows is a kind, gentle and caring person, but also quite strict, I know this because in the text it says ''You'd better call me Auntie Joy' and from my own experience I know when I call somebody an aunty who is outside of my family they are of a kind nature .

4 What is the purpose of the opening paragraph?

Sample answer: The opening paragraph provides some historical background about the time and place where the story is set.

Questions About Earthquakes

Answers

1. On what do the tectonic plates float and how many are there?

The Mantle and there are about twenty.

2. What can plate boundaries do when they are near each other?

Any answer from:
- Crash into each other
- Rub against each other
- Move further apart
- Get caught and stuck
- One moves under the other

3. What is a 'fault'?

Any answer that suggests: The line/crack/gap between plates.

4. Describe what causes earthquakes.

Any answer that suggests: The plates get stuck whilst they are trying to move and eventually as they are freed, they cause a jolt which shakes the earth around it.

5. What is a seismograph?

Any answer that suggests: A seismograph is a special piece of equipment that records earthquakes by drawing them.

6. How does a seismograph work?

Any answer that suggests: Seismometers are securely fastened to the Earth, so when the ground starts to shake, the instrument's case moves too. What doesn't move is a weight that hangs on a string inside the case. When there is an earthquake, the case shakes with the ground but the weight does not, and it draws a line to show how much the ground shook.

YEAR 5 Writing - Grammar Skill 1

1. Ben Nevis (the tallest mountain in the UK) is found in Scotland.

2. Elvis Presley (who was born in 1935) was a famous American singer and actor.

3. Prince William (who is a member of the royal family) helped open the new hospital.

4. Mary Berry (famous for her recipes) is a judge in a baking competition.

5. In school, Mia (a four-year-old girl) was sat eating chocolate cake.

6. The black rhino (an animal found in Africa) is an endangered species.

7. Neil Armstrong (an American astronaut) was the first man on the moon.

Spellings
appreciate
cemetery
conscious
convenience
environment
immediately
language
sufficient
thorough
vegetable

Choose one of your spellings to complete the sentence.
Only one of the pair is correct.

It was easy to _appreciate_ his slick BMX skills.

There was a _thorough_ investigation into what had happened.

The ghosts haunted the _cemetery_ every evening at midnight.

They had _sufficient_ food to last a number of days.

"Begin your work _immediately_!" instructed the teacher.

Chinese is the _language_ spoken by the most people in the world.

The chef chopped the _vegetable_ and added it to the dish.

An escalator was available for the shopper's _convenience_.

We have decided to ban plastic bottles to protect the _environment.

I wasn't even _conscious_ of what was happening beside me.

YEAR 5 Writing -Random Questions

1	dis — appoint over × visit re × compensate	1 mark
2	ate ise (ify)	1 mark
3	The fete - or at least the outdoor part - has been cancelled because of the weather.	1 mark
4	probably [ ] definitely [x] perhaps [ ]	1 mark
5	It's unlikely, that we will be able to visit Gran Auntie Jane and Tim all in one afternoon. [ ] It's unlikely that we will be able to visit Gran, Auntie Jane and Tim all in one afteroon. [x] It's unlikely that we will be able to visit Gran Auntie Jane, and Tim all in one afteroon. [ ]	1 mark
6	That is the lady (who) taught me to swim.	1 mark
7	Then After that (Firstly) Next	1 mark
8	should [ ] might [x] can [ ]	1 mark
9	Miss Fitzwilliam at least I think that's [,] her name is going to be taking us for [,] [ ] Science next year. [ ]	1 mark
10	sub-heading [ ] table [ ] bullet points [x] columns [ ]	1 mark

YEAR 5 Science - Answers

Friction

Friction is a force that resists two surfaces moving against each other. Air resistance and Water resistance are types of friction which often slows moving objects down. This can be useful and not useful in various scenarios. An example for friction being useful is seen in Air Resistance as without Air Resistance an aeroplane would automatically come down due to gravitational pull. In the table below write as many scenarios for both surfaces with high friction and low friction. You may wish to take into account the surface types as we learnt that when surfaces are more icy less friction is caused.

SCAN ME

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Friction - Advantages and Disadvantages **Answers**

Fidget spinner: **Friction would be a disadvantage as this would stop the fidget spinner spinning.**

Running shoes: **Friction would be an advantage because the shoes need to grip the pavement.**

Bicycle brakes: **Friction would be an advantage because it would allow the bicycle to stop.**

Slippery slide: **Friction would be a disadvantage because it would make it difficult to slide.**

Extension:

Can you plan an experiment to test the different types of friction?

There is a planning format and results table on the next 3 pages.