

YEAR 4 HOMEWORK - Pack 7

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.



Home Learning



OAK
NATIONAL
ACADEMY

Oak National Academy is an online classroom and resource hub created by teachers that has been created in light of the current situation regarding schools..

The hub can be used to support children with home learning and help them learn new skills that may not have been taught to date. They provide a high-quality plan of video lessons and learning resources that cover a range of subjects including maths, English, art and languages.

From home, you can access all their resources to support home learning, The free video lessons are based around the National Curriculum and will be extremely beneficial to the children.
















Every lesson is free to use.

If you are able to access this platform, please use it as much as you can. The lessons are well planned and informative. Furthermore, there is no age limitations so children can access content from previous year groups or even challenge themselves with something from the year/s above.

Use this link to find out more <https://www.thenational.academy/>

YEAR 4 Maths - Skill 1

Task: Check that the shopkeeper has given you the correct change from £10.

You buy	You pay	Your change	Correct or incorrect?	Correct change required
 £8.99				
 £9.75				
 £9.10				
 £8.50				
 £7.50				

YEAR 4 Maths - Skill 1 Reasoning

- 1) Compare these amounts using $<$, $>$ or $=$.



a) 1385p 1835p

b) 4500p £45

c) £23.09 £23.90

- 2) Compare these amounts using $<$, $>$ or $=$. You could turn both amounts into pounds or into pence first to help you.

a) 1350p £13.50

b) £0.62 26p

c) 702p £7.20

- 3) Put each set of amounts in descending order.

a) 701p, 107p, 710p, 71p

b) £12.76, £16.72, £12.67, £16.27

c) 2030p, £20.03, 2300p, £23.03

- 4) Put each set of amounts in ascending order.

a) £16.83, £13.68, 1638p, 1836p

b) £50.09, 509p, £5.90, 905p

c) 17p, 717p, £17, £1.70

YEAR 4 Maths - Skill 2








Rounding -

Find your place then look next door,

Five or greater, Add one more!

The digits in front stay the same,

The digits behind, Zero's the name.

 rounds down to		 rounds up to								
0	1	2	3	4	5	6	7	8	9	10
10	11	12	13	14	15	16	17	18	19	20
20	21	22	23	24	25	26	27	28	29	30
30	31	32	33	34	35	36	37	38	39	40
40	41	42	43	44	45	46	47	48	49	50
50	51	52	53	54	55	56	57	58	59	60
60	61	62	63	64	65	66	67	68	69	70
70	71	72	73	74	75	76	77	78	79	80
80	81	82	83	84	85	86	87	88	89	90
90	91	92	93	94	95	96	97	98	99	100
 rounds down to		 rounds up to								

Task: Round each number in the table below to the nearest 10, 100 and 1000.

<u>Number</u>	<u>Nearest 10</u>	<u>Nearest 100</u>	<u>Nearest 1000</u>
5621	5620	5600	6000
8356			
1290			
4639			
9812			

YEAR 4 Maths - Skill 2 Reasoning

1. I round a number to the nearest 10. My new number is **5620**. List the numbers I could have started with.
2. I round a number to the nearest 10. My new number is **7260**. List the numbers I could have started with.
3. I round a number to the nearest 10. My new number is **6530**. List the numbers I could have started with.
4. I round a number to the nearest 10. My new number is **8910**. List the numbers I could have started with.
5. I round a number to the nearest 10. My new number is **9770**. List the numbers I could have started with.

Rounding can be useful to help us work out the rough cost of a shopping trip. Try rounding the following amounts to the nearest pound then add them up. Next, add up the real amounts - how close were the two totals?

$$£3.99 + £4.60 + £10.99 + £2.10 =$$

$$£2.99 + £8.99 + £3.49 + £12.80 =$$

$$67p + £3.30 + £2.99 + 75p + £4.67 =$$

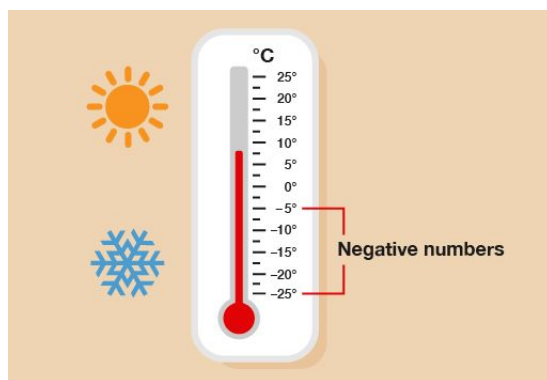


YEAR 4 Maths - Skill 3

Positive Number - Positive numbers are more than zero.

Negative Number - Negative numbers are less than zero.

Positive and Negative Numbers



Task: Complete the calculations below using the number line to help.
Find your start number and count back in jumps to get the answer



$$6 - 12 =$$

$$11 - 20 =$$

$$-6 - 12 =$$

$$5 - 10 =$$

$$1 - 7 =$$

$$-5 - 10 =$$

$$7 - 15 =$$

$$6 - 11 =$$

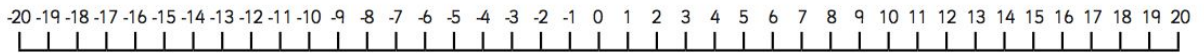
$$-7 + 15 =$$

$$16 - 17 =$$

$$19 - 30 =$$

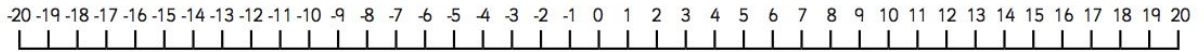
$$-16 + 17 =$$

YEAR 4 Maths - Skill 3 Reasoning



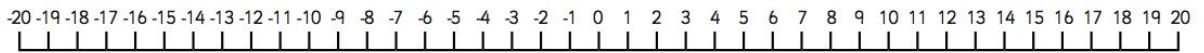
A. Use the number lines to help you count backwards through 0. Start on the number given and draw the right number of jumps backwards until you have your answer.

1. From 5, count back 7.



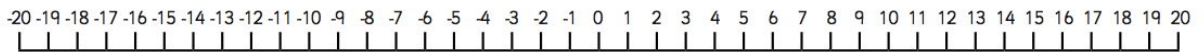
Answer =

2. From 8, count back 12.



Answer =

3. From 7, count back 15.



Answer =

4. From 2, count back 9.



Answer =

5. From 12, count back 22.



Answer =

twinkl.co.uk

Challenge

Without using a numberline, can you find the answer?

Start at 17 and count back 25?

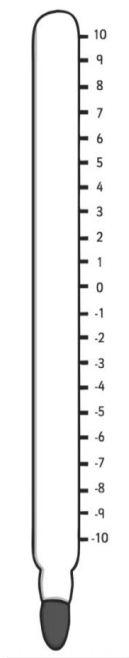
Start at 23 and count back 38?

Start at -12 and count forwards 32?

Start at -18 and count forwards 56?

YEAR 4 Maths - Skill 3 Reasoning

When the temperature drops, you can count backwards on your number line/thermometer and calculate the new temperature.



1. The temperature is 7°C then it falls by 9°C . What is the new temperature?
2. At six o'clock in the evening the temperature is 11°C . It falls by 14°C at night. What is the new temperature?
3. During the day the temperature is 1°C , by the evening it has fallen by 5°C . What is the new temperature?
4. The temperature is 3°C then it falls by 12°C the next day. What is the new temperature?
5. At nine o'clock in the morning the temperature is 5°C . It falls by 9°C at night. What is the new temperature?

Start at any of the 3 aliens.

Begin with the number on the alien, and draw a trail of negative numbers to their planet using the rule they have given you.

-68

-63	-58	-45	-65	-85	-90	-80	-32	-33
-55	-53	-48	-90	-80	-75	-27	-25	-31
-43	-35	-25	-43	-45	-25	-65	-29	-30
-10	-15	-23	-38	-21	-23	-55	-40	-45
-5	-13	-17	-19	-33	-25	-45	-35	-30
-7	-15	-12	-25	-28	-23	-20	-25	-10
-13	-9	-5	-15	-18	-20	-25	-20	-15

-95

-35

Look for negative
numbers decreasing
by 2s

-11

Look for negative
numbers decreasing
by 5s

-13

Look for negative
numbers decreasing
by 10s

-5

YEAR 4 Maths - Arithmetic

1 $173 - 100 =$



7 $7216 - 707 =$



2 $409 + 300 =$



8 $4 \times 12 =$



3 $23 \times 8 =$



9 $48 \times 1 =$



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



10 $825 \times 5 =$



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



11 $5.72 - 0.06 =$



6 $4274 + 5029 =$



12 $79 \div 100 =$



YEAR 4 Reading - Inference

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. **Explain your answer by referencing the text.**

Ryan was looking forward to sleeping over at his friend Robert's house. Though they had been classmates for a while, the two had only recently become good friends. Ryan packed up his sleeping bag, a pillow, and a few of his favorite toys and games, and then his mom dropped him off at Robert's. Robert met Ryan on the porch and the two did their secret handshake and started playing right away. First they played pirates in Robert's tree fort. Next they played ninjas in the driveway. Then it started getting dark and they went inside of Robert's house. As soon as they walked in the house, Ryan's eyes started getting red and itchy. He saw a big orange cat sitting on the couch. Then he started sneezing uncontrollably. "I'm sorry, Robert. It's been a lot of fun, but I have to call my mom."

1. Why do Ryan's eyes get red and itchy when he walks into Robert's house? _____

How do you know this?

2. Why does Ryan want to call his mother? _____

How do you know this?

"William, don't forget your towel!" Mom shouted as she applied sunblock on the baby. William threw the folding chairs in the back of the minivan and shouted through the garage door, "OK Mom!" He then ran up and grabbed his towel. "Georgie!" William shouted. There was no response. Mom packed the baby up into the car seat. "William, can you help me with his umbrella?" William ran down the stairs, almost tripping over a chew toy, and then he helped his mother load the large umbrella in the minivan. "Mom, I can't find Georgie," William said. His mother shrugged and replied, "That's OK, William. He probably shouldn't come with us anyway."

3. Where are Mom and William going? _____

How do you know this?

4. Who is Georgie? _____

How do you know this?

YEAR 4 Reading - Inference

As the teacher brought the class back from the washroom, he noticed that Alvin and Elijah were nowhere to be seen. He asked the class, "Has anyone seen Alvin or Elijah?" Most of the students confirmed that they had not seen them, except for Rodney, who remained silent while tapping his foot on the floor anxiously. The teacher noticed this. "Rodney, do you happen to know where your best buddies Alvin and Elijah went?" Rodney looked away and said, "Nah, I haven't seen them." The teacher notified the office of the missing students. An announcement was made over the PA system and a few minutes later, Alvin and Elijah returned to class. Both of them were very sweaty and Elijah was carrying a basketball. "Sorry we took so long. We had to use the bathroom," said Elijah. "Yeah," chimed in Alvin, "it took longer than we thought."

5. What were Alvin and Elijah doing while they were gone? _____

How do you know this?

6. Why was Rodney acting so strangely? _____

How do you know this?

7. Will the teacher believe Alvin and Elijah's story? _____

How do you know this?

Tony walked out of the shopping mall with his arms full of bags and the sun shining on him. As he approached his car, he started awkwardly feeling around his pockets with his arm full of bags. He did not find what he was looking for so he transferred the bags on one arm to the other arm, which already had bags. Tony had a lot of bags on one arm. He still couldn't find what he was looking for. Now he dropped the bags and plunged both hands desperately into all of the pockets on his jeans. With a look of despair, Tony ran to his car. He tried to open the door, but it was locked. Then he saw something on the passenger seat of the car. He stopped looking and pulled his phone out of his pocket.

8. Why does Tony get so frantic? _____

How do you know this?

9. What does Tony see on the passenger seat? _____

How do you know this?

10. Why is Tony getting on the phone? _____

How do you know this?

YEAR 4 Reading - Prediction

Directions: Read the following passages. Determine what event is likely to occur next. Explain your answer using textual evidence.

Vince Thunder waved to the crowd one more time before he put on his motorcycle helmet. The crowd cheered uproariously. Vince looked down the ramp and across the 17 school busses that he was about to attempt to jump. It was a difficult trick and everything would need to go right for him to nail it. His cape blew in the wind. As Vince hopped on his motorcycle and started down the ramp, he noticed something that he had not seen before. There was large oil slick at the end of the ramp. He attempted to stop the bike, but it was too late. He had already built up too much momentum...

1. What event is most likely to occur next? _____

2. What evidence from the text supports your prediction?

"Don't forget to lock the barn behind you, so the animals don't get out." Farmer Green told his new farmhand, Danny. Danny nodded and went to work. He fed all of the animals, and then he cleaned the stables. It was hard work, but Danny was happy to have a job. At first Farmer Green watched him carefully, but gradually he gave Danny some distance, showing him his trust. Danny was exhausted from a hard day's work. He wiped the sweat from his brow and proceeded to exit the barn. He left the lock in a pile of hay by the shovels and shut the door behind himself, walking away from the unlocked door. Danny was off to see Farmer Green to find out his next task...

5. What event is most likely to occur next? _____

6. What evidence from the text supports your prediction?

YEAR 4 Reading - Text 2 Prediction

"You have to water the tomatoes in the morning, not a midday or night," Veronica told her brother A.J. He nodded, but it didn't really look like he was paying attention. "They need to aspirate water all day, so please water them in the morning," she continued. "Yeah, yeah, water the plants," A.J. said with frustration. Veronica was travelling out of the country to Spain for two weeks. She was counting on her brother A.J. to water her plants. He had been irresponsible in the past, but she was giving him another chance. She had heard that gardening was therapeutic and A.J. needed therapy. She hugged and kissed

him goodbye and then went to the airport. While she was gone, A.J. stopped by the garden once or twice at the start of the first week, and then he lost interest. Veronica wanted to call her brother to remind him to water the plants, but she was having so much fun in Spain that she forgot. When Veronica finally returned, the first thing she did was check out her garden. She walked up to the patch and...

5. What event is most likely to occur next? _____

6. What evidence from the text supports your prediction?

Ding! The timer rang. Cassandra pulled the oven door open and the fragrance of hot cherry pie filled the room. Steam was emanating from the surface of the pastry. Cassandra took a deep whiff and said, "Mm..." She then put the pie on the kitchen table to cool and went off to knit a hat for her grandson. Her dog Champ must have smelled the pie too. He wandered into the kitchen, put his forelegs on the table, licked his lips...

7. What event is most likely to occur next? _____

8. What evidence from the text supports your prediction?

YEAR 4 Writing - Formal Letter

Formal and Informal Language

Formal language is used for more official and serious purposes. The correct grammar should always be used.

uses specific vocabulary for the subject

uses the correct grammar and punctuation

has a more serious tone

often uses complex sentence structures

In **informal** situations and informal writing, a more relaxed casual and chatty style can be used. Slang words and abbreviations are more acceptable.

use more contractions and abbreviations (e.g. it's or TV)

is clear and to the point

has a more 'chatty' tone

uses clichés (e.g. raining cats and dogs)

uses text-style words (lol)

Some vocabulary is more formal, whereas other is more informal in tone. Can you match these formal and informal words with the same meanings (synonyms)?

Formal

profession

injustice

sufficient

opportunity

sacrifice

immediately

Informal

now

chance

enough

job

give up

not fair

YEAR 4 Writing - Formal Letter

Hampton Vale Primary Academy
West Lake Avenue
Hampton Vale
Peterborough
PE7 8LS
Friday 8th May 2020

Introduction
Who is the
letter for?

23 Your House Road
Hampton Vale
Peterborough
PE7 8HI

Dear Year Four Pupils,

1-Why
are you
writing?

It has been many weeks since we have looked upon you all. As a result, we are writing to inform you of some of the tasks and activities we have taken part in throughout your absence.

2- What has
happened.

We have been extremely busy while you have been away: creating home learning packs, writing reports and designing an exciting, yet informative curriculum. However, it has not all been school work. Mr Knightley has used his spare time to develop his fort building skills. Excitingly, Mrs Buckman has decorated her baby girl's new bedroom! Both Mrs Polson and Miss Gallagher have relished in long walks with their dogs.

3- Opinion

Forlornly, we await your return. Walking through the deserted corridors and glancing inside the abandoned classrooms is causing our hearts to ache as we miss you considerably.

4 - what would
you like to
happen?

Therefore, we are requesting that you write a reply letter informing us of learning that has taken place and fun activities you have been involved in, while safely at home. We feel that this information will brighten our spirits and we greatly anticipate your response.

Yours sincerely

Mrs Polson, Mrs Buckman, Miss Gallagher and Mr Knightley

YEAR 4 Writing - Formal Letter

Introduction Who is the letter for? Do we know them?	Paragraph 1 Why are we writing the letter?	Paragraph 2 Details about what has happened	Paragraph 3 Opinions	Paragraph 4 Concluding paragraph- what you would like to happen

Here is a
PING grid to
help you
plan your
letter.

YEAR 4 Writing - Formal Letter

Now you have planned your response, write your **formal** letter! A template is on the next page if needed.

FOR SAFETY REASONS PLEASE DO NOT USE YOUR REAL ADDRESS!

Use the checklist to ensure you have included all the features of a formal letter.

Features of Formal Letters Checklist

Does your formal letter include...	✓
the sender's address?	
the address of the recipient?	
the greeting 'Dear Sir/Madam' if you don't know the recipient or 'Dear Mr/Mrs/Miss (surname) If you know the recipient?	
an introduction?	
formal sentence starters such as 'I am writing to inform you' or 'I would like to express'?	
details organised into paragraphs?	
a conclusion saying what needs to happen next?	
'yours faithfully' if you don't know the recipient or 'Yours sincerely' if you do know the recipient when you have finished the letter?	
your name at the end?	

You do not have to, but if you would like to post your letter to your teacher, please send it to school.

Hampton Vale Primary Academy
West Lake Avenue
Hampton Vale
Peterborough
PE7 8LS

Do not forget to write on the envelope which teacher the letter is for.

[illegible]

YEAR 4 Grammar - Skill 1

Modal Verb- A modal verb is an auxiliary verb that expresses necessity or possibility.

Choose a modal verb to complete the sentences below.

can

might

will

should

would

can't

may

must

shouldn't

couldn't

- a) Pasha _____ complete her homework.
- b) He was so tired he _____ keep his eyes open.
- c) Tom is a great footballer. He _____ even play in goal!
- d) If she keeps trying hard, she _____ just have a chance.
- e) He is still learning. He _____ do his shoe laces up just yet.
- f) You _____ hurt people or steal things.
- g) When you have finished, you _____ leave the table.
- h) It has been ordered, so when they get there, they _____ find it waiting for them.
- i) The bitter cold makes it certain there _____ be icy roads tomorrow.
- j) I _____ happily swap places with a millionaire.

Challenge- Write five of your own sentences and underline the modal verb you have used.

YEAR 4 Grammar - Skill 2

Parentheses- Parenthesis is an additional phrase marked by commas, brackets, or hyphens.

For each of these sentences, add an extra information clause (parenthesis) in the spaces. Remember to mark the start and end of your parenthesis with **brackets**, **commas** or **dashes**. Vary your punctuation; don't use just one!

e.g. My brother never brushes his hair!

My brother, who thinks he's really cool, never brushes his hair! OR

My brother - Jason - never brushes his hair OR

My brother (the scruffiest boy in history) never brushes his hair!

1. I watched a horror film _____
and it really scared me!
2. Dinosaurs _____
were a type of reptile.
3. We're not allowed peanut butter _____
in school because there's a girl who's allergic to nuts.
4. The bats _____
sleep in our attic during the day.
5. I lost my phone _____
when we went on the Thunder Roller ride.
6. We made popcorn _____
for my birthday party.
7. Simone _____
doesn't speak much English yet.
8. We were helping the caretaker _____
to carry all the chairs into the hall.
9. There aren't many apples left _____
because we used them to make a pie.

YEAR 4 Grammar - Random Questions

Year 4 English Grammar and Punctuation Test 6

1. Which sentence uses **plural -s** accurately? **Tick one.**

The trees in the orchard are full of fruit.

☐

The tree's in the orchard are full of fruit.

☐

2. **Circle the inverted commas** in the sentence below.

"Charlie!" shouted Mum, holding tight onto my sister's buggy,

"Come back here now!"

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

Despite the excellent conditions my dad's team came last in the sailing competition.

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

Since I was very young, we have lived between the church and the canal.

adjective

☐

preposition

☐

adverb

☐

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

Don't tell the teacher I done that. It's not true!

6. Read the sentences below. **Underline** each fronted adverbial.

After being visited by her fairy Godmother, Cinderella finally went to the ball.

Even though the music was loud, she heard the bells strike midnight.

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

Every year, we have a Teddy Bear's picnic on the school field.

8. **Tick** the words which show **plural possession**.

Word	Plural Possession?
children's	<input type="checkbox"/>
tables	<input type="checkbox"/>
horses	<input type="checkbox"/>
horses'	<input type="checkbox"/>

9. **Circle the pronoun** which could be used instead of the underlined nouns.

George looks after our school building. George mends things that are broken and George polishes the floor. George is always happy and smiling and George knows all of our names.

she

they

he

I

10. Which of these sentences makes it clear that the mugs belong to a group of teachers? **Tick one box.**

The teachers mugs were all dirty so they couldn't have their tea at break time.

☐

The teacher's mugs were all dirty so they couldn't have their tea at break time.

☐

The teachers' mugs were all dirty so they couldn't have their tea at break time.

☐

YEAR 4 Grammar - Random Questions

Year 4 English Grammar and Punctuation Test 3

1. Which sentence uses an **expanded noun phrase**? **Tick one.**

I like the swimming teacher. ☐

I like the funny swimming teacher with the blue shorts. ☐

2. What does the word 'it' refer to in the passage below? **Circle one option.**

I bought a hat in town last week. Unfortunately, I had to take **it** back because **it** was too small.

me town the hat

3. Rewrite the reported speech in the sentence below as **direct speech**.

Mum said we have got to wash our hands before dinner.

4. **Circle the possessive pronoun** in the sentence below.

Harry's sister has borrowed some of his books.

5. Do the words in the table indicate possession or plural? **Tick one box for each word.**

Word	Possession?	Plural?
houses	<input type="checkbox"/>	<input type="checkbox"/>
Grandma's	<input type="checkbox"/>	<input type="checkbox"/>
children's	<input type="checkbox"/>	<input type="checkbox"/>
cakes	<input type="checkbox"/>	<input type="checkbox"/>

6. Which punctuation mark is missing from the sentence below? **Circle one.**

Even though Matilda was very tired she was finding it difficult to go to sleep.

! , . ?

7. **Tick the sentence or sentences** which do **not** use Standard English correctly.

Why were you late? ☐

Why was you late? ☐

Why was they late? ☐

8. **Tick the sentence** which opens with a **fronted adverbial**.

If it keeps snowing, we are going to be stuck here for hours. ☐

You can read a magazine while you wait. ☐

We went to the cinema, then we went bowling. ☐

9. **Add an apostrophe** to the sentence below to show that Chloe owns the teddy.

'This shouldn't be on the toy stall! This is Chloes teddy!' exclaimed Mum.

10. Where is a **comma** needed in this sentence? **Tick one box.**

As soon as he could Tom jumped off the train.

☐☐☐

YEAR 4 Spelling Rule - Suffix -ous

Rule 1 - If the root word does not change, just add 'ous'.

For example:

root word		suffix		
joy	+	-ous	→	joyous
poison	+	-ous	→	poisonous
mountain	+	-ous	→	mountainous

What happens to the root word when the suffix -ous is added to it in these words?

Nothing! The suffix -ous is added straight onto these root words.

<u>Root Word</u>		<u>Suffix</u>		<u>New Word</u>
Danger	+	ous	=	
Poison	+	ous	=	
Mountain	+	ous	=	
Peril	+	ous	=	
Moment	+	ous	=	
Scandal	+	ous	=	
Hazard	+	ous	=	

YEAR 4 Spelling Rule - Suffix -ous

Words with the Suffix '-ous'

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

dangerous
poisonous
mountainous
joyous
synonymous

hazardous
riotous
perilous
momentous
scandalous

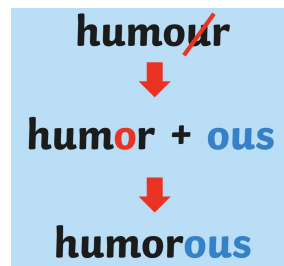
YEAR 4 Spelling Rule - Suffix -ous

Rule 2 - If the root word ends in 'y', change it to 'i'



<u>Root Word</u>	<u>Suffix</u>	<u>New Word</u>
Fury	ous	
Victory	ous	
Pity	ous	

Rule 3 - If the root word ends in 'our', drop the 'u'



<u>Root Word</u>	<u>Suffix</u>	<u>New Word</u>
Vigour	ous	
Glamour	ous	
Humour	ous	

YEAR 4 Spelling Rule - Suffix -ous

Can you match the correct word into the correct sentence?

various	furious	glorious	victorious	mysterious
humorous	glamorous	vigorous	odorous	rigorous

1. The rowing team were _____ at the Olympics and showed off their gold medals proudly.
2. This curry is particularly delicious due to the _____ spices we add to it.
3. Under the cover of darkness, the _____ stranger made his way out of the shadows towards the hotel.
4. Chuckles, the _____ circus clown has a problem. He has lost his red nose and he is the next act to perform in the Big Top.
5. The Whoopsville Annual Ball was one of the most _____ events of the year and the chance for the ladies to show off their finery and for the men to dust of their bowties.
6. This new aerobics class offers a _____ work out. It is suitable for all abilities.
7. _____ at losing out on the title of "Grand Master of Rock, Paper, Scissors", Helga stomped off the stage at the Championships vowing never to play again.
8. The weather was _____ as Stefan and Ginnie walked down the mountain path back to the sun-drenched valley.
9. After a period of _____ testing, the new Twinkl Tone 4.1 was finally ready to go on sale.
10. The collection of shoes and boots by the back door were particularly _____ after a hot and sweaty game of tig in the garden.

YEAR 4 Spelling Rule - Suffix -ous

Rule 4 - If the root word ends in 'e', drop the 'e' and add 'ous' unless the word ends in 'ge'

Fame~~e~~ + ous
↓
Famous

Advantage~~ge~~ + ous
↓
Adventurous

<u>Root Word</u>	<u>Suffix</u>	<u>New Word</u>
Fame	ous	
Nerve	ous	
Ridicule	ous	
	ous	Adventurous
	ous	Courageous
	ous	Outrageous

YEAR 4 Spelling Rule - Suffix -ous

Copy the letters in the numbered cells to the other cells with the same number in the code word.
If you complete the puzzle correctly, the code word should make another word with the same spelling pattern from this week.

mufaso	13					1				
ciusilrodu			7			12				16
vorsohebrui										11
sotraudunev						2				
sporuo	4					3				
taouesorgu							5			
nosruve	6	15								
eogusracuo								9		
sagevdatuano									8	
voiruncasro					14					10

code words:

1	2	3	4	5	6	7	8	9	10	11	12	13	13	14	x	15	16	!
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	---	----	----	---

YEAR 4 Spelling Rule - Suffix -ous

Rule 5 - Adding -ous when there is no definitive root word

Tremend is not a proper word!

➔ **tremendous**

Sort the below -ous words into words with a definitive root word (where the root word is a word on its own) and words with no definitive root word (where the root word is not a proper word).

Definitive root word -ous

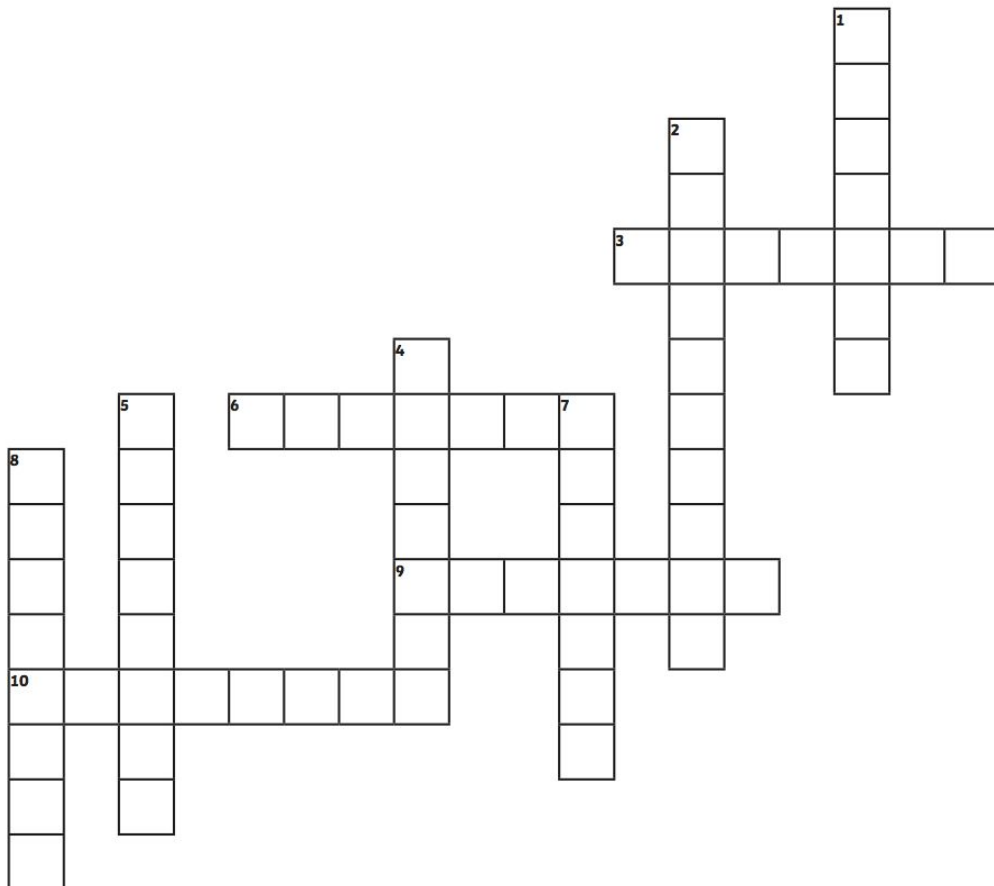
Obvious
Curious
Joyous
Hazardous
Gorgeous
Fabulous
Anxious
Scandalous

No definitive root word
-ous

YEAR 4 Spelling Rule - Suffix -ous

Spelling Crossword

Can you solve the clues to complete the crossword?



Across:

3. A strong feeling of envy of somebody else's possessions or achievements. (7)
6. A feeling of worry and uncertainty. (7)
9. A three syllable adjective meaning clear, without doubt. (7)
10. Used to describe things that are vast in size and structure. (8)

Down:

1. An adjective that means extremely interested or eager to learn something. (7)
2. Great in amount or size, or extremely good. (10)
4. Revolting, extremely ugly. (7)
5. A synonym for excellent. (8)
7. Without humour: solemn or thoughtful. (7)
8. An antonym for 4 Down (8)

YEAR 4 Science

Dry Erase

Materials:

- ★ A glass plate, bowl, or picture frame
- ★ Dry erase marker
- ★ Water



Instructions:

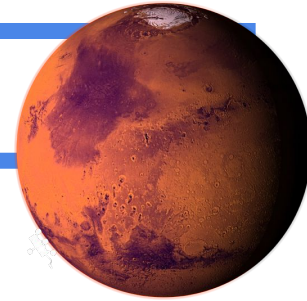
1. Draw a simple picture on the glass. A stick figure is a good one to start with
2. Pour water onto the plate or into the bowl slowly to lift up the drawing
3. Swirl the water around to make the picture dance and move

How does it work?

The marker leaves behind mixture of pigments and a type of alcohol mixed together. The alcohol dissolves and the pigments are left behind as a solid. Glass is so smooth that the solid slides right off when it gets wet!

- Is there a colour of ink that works best?
- Does it depend how thick the layer of ink is?
- Do solid shapes float better than stick figures or letters?
- Can you pick up your floating shapes?
- Does the temperature of the water make a difference?

YEAR 4 Place and Time



Mars fact file

Named after the Roman God of war, Mars is the fourth planet from the sun in our solar system.

Mars is also known as the 'Red Planet' because, well, it's red! This signature colour comes from the large amount of a chemical called iron oxide (or 'rust' as you might know it) in its rocks and soil.

Mars is the second smallest planet in the solar system after Mercury. With a diameter (distance through the middle) of 6,791 kilometres, it's roughly half the size of Earth.

It can get pretty cold on Mars -- much colder than our own planet, since it's further away from the sun. At the equator, temperatures can reach 20°C, but at its poles they can plummet to as low as -140°C. Brr!

Mars is home to the highest mountain in our solar system -- a volcano called Olympus Mons. Standing a whopping 24 kilometres high, it's about three times the height of Mount Everest!

Task

Create your own geographical fact file about a planet of your choice.

You could include facts about the planets temperature, size, distance from other planets or the sun. Any geographical features such as mountains, craters or rivers.

YEAR 4 French

- | | | | |
|-----|--------|------|-------|
| • 1 | un | • 7 | sept |
| • 2 | deux | • 8 | huit |
| • 3 | trois | • 9 | neuf |
| • 4 | quatre | • 10 | dix |
| • 5 | cinq | • 11 | onze |
| • 6 | six | • 12 | douze |



C'est combien?

= égale

+ plus

× multiplié par

- moins

÷ divisé par



deux plus trois
 $2 + 3$

égale cinq
 $= 5$



1. Douze moins six égale
2. Trois multiplié par trois égale
3. Douze divisé par deux égale
4. Cinq moins quatre égale
5. Neuf plus trois égale

EXT: Create your own calculations and answer.

YEAR 4 - Extras - Riddles

A **riddle** is a type of poem that works like a puzzle. They describe something and sometimes use words with a double meaning.

<u>Riddle</u>	<u>Answer</u>
I am tall when I'm young and I'm short when I'm old. What am I?	
Where can you find cities, towns, shops and streets but no people?	
What five letter word becomes shorter when you add two letters to it?	
What is so fragile that saying its name breaks it?	
What has a face and two hands but no arms or legs?	
How many months have 28 days?	
What is black and white and read all over?	
What gets wetter as it dries?	
Mary has four daughters, and each of her daughters has a brother - how many children does Mary have?	
What has 88 keys but cannot open a single door?	

Now try writing some of your own riddles!

YEAR 5 HOMEWORK - Pack 7

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 Pp parliament persuade physical prejudice privilege profession programme pronunciation Qq queue	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			

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.



Home Learning



OAK
NATIONAL
ACADEMY

Oak National Academy is an online classroom and resource hub created by teachers that has been created in light of the current situation regarding schools..

The hub can be used to support children with home learning and help them learn new skills that may not have been taught to date. They provide a high-quality plan of video lessons and learning resources that cover a range of subjects including maths, English, art and languages.

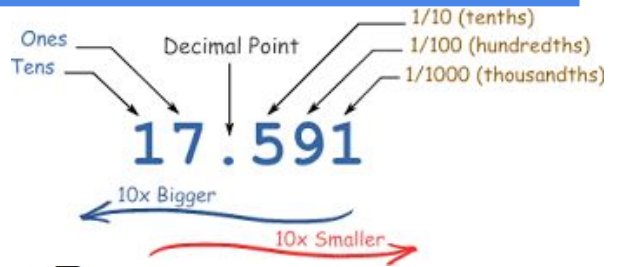
From home, you can access all their resources to support home learning, The free video lessons are based around the National Curriculum and will be extremely beneficial to the children.

Every lesson is free to use.

If you are able to access this platform, please use it as much as you can. The lessons are well planned and informative. Furthermore, there is no age limitations so children can access content from previous year groups or even challenge themselves with something from the year/s above.

Use this link to find out more <https://www.thenational.academy/>

YEAR 5 Maths - Skill 1



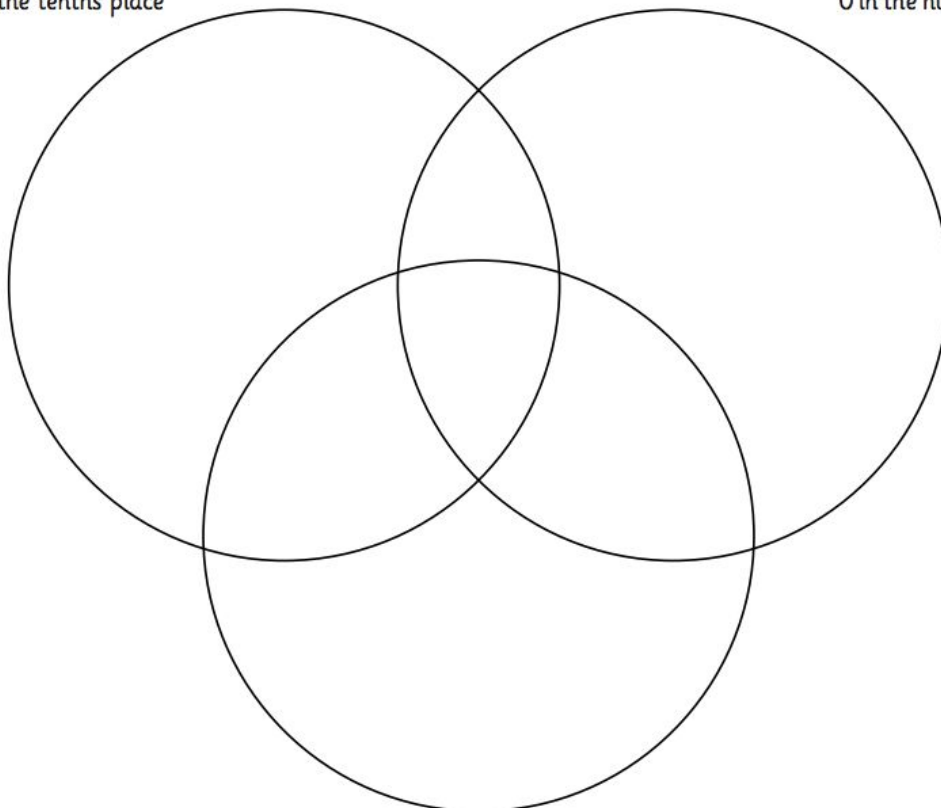
Recognising the value of digits in numbers up to 3 decimal places.

Place the following digits in the Venn Diagram.

0.529	0.651	0.8	0.646	0.099	0.062	0.549	0.898
0.983	0.32	0.019	0.305	0.804	0.101	0.377	0.388
0.663	0.207	0.797	0.532	0.24	0.596	0.332	0.376
0.018	0.848	0.08	0.486	0.104	0.754	0.117	0.142
0.405	0.27	0.788	0.527	0.818	0.447	0.027	0.141
0.669	0.428	0.833	0.763	0.874	0.374	0.49	0.132

8 in the tenths place

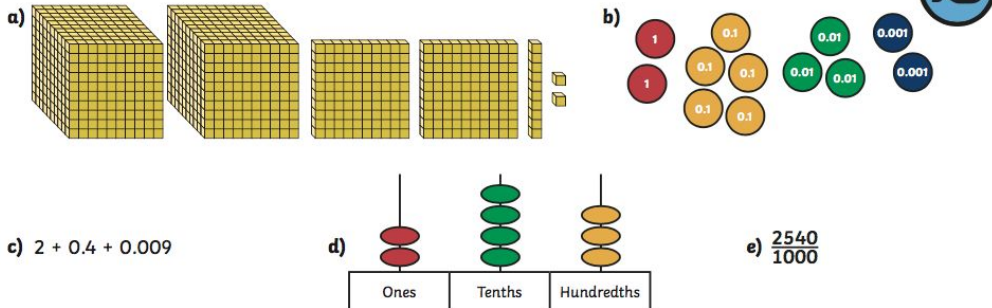
0 in the hundredths place



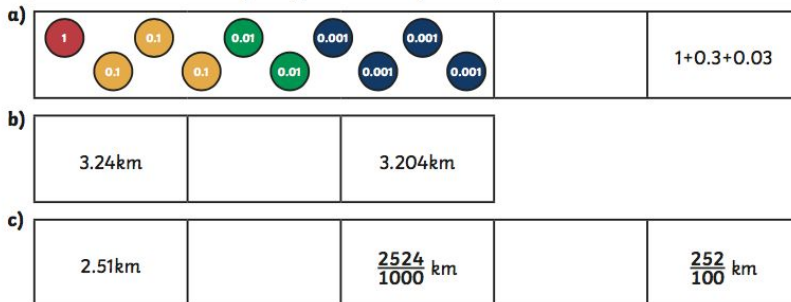
4 in the thousandths place

YEAR 5 Maths - Skill 1 Reasoning

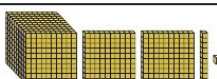

1) Put these decimals in ascending order.



2) Complete these statements by using the correct symbol: $<$, $>$ or $=$.



3) These decimals have been ordered smallest to largest. Write decimal numbers with up to 3 decimal places and draw representations to fill the gaps.

Visual Representation	Number
Smallest	1.199
	
	
Largest	

YEAR 5 Maths - Skill 2

Recognising the value of digits in numbers up to 3 decimal places.

0.28	0.6	0.62	0.772	0.989	0.095	0.139	0.774
0.453	0.223	0.919	0.397	0.343	0.005	0.107	0.216
0.54	0.694	0.716	0.27	0.564	0.539	0.805	0.229
0.635	0.61	0.316	0.169	0.416	0.614	0.873	0.655
0.82	0.822	0.786	0.601	0.916	0.428	0.189	0.874
0.449	0.746	0.636	0.772	0.663	0.666	0.525	0.991
0.65	0.485	0.015	0.969	0.083	0.063	0.558	0.005
0.639	0.053	0.169	0.766	0.148	0.5	0.74	0.129
0.288	0.818	0.859	0.792	0.299	0.852	0.213	0.984
0.915	0.378	0.303	0.167	0.364	0.552	0.557	0.838
0.775	0.223	0.205	0.572	0.376	0.736	0.01	0.503
0.047	0.732	0.592	0.907	0.643	0.987	0.423	0.048

Find all the numbers above that have the following:

5 in the tenths place	
2 in the hundredths place	
1 in the thousandths place	
8 in the tenths place	
4 in the hundredths place	
9 in the thousandths place	
7 in the tenths place and 3 in the hundredth place	
3 in the hundredths place and 2 in the thousandths place	
2 in the tenths place and 9 in the thousandths place	
1 in the tenths place, 4 in the hundredths place and 8 in the thousandths place	

YEAR 5 Maths - Skill 2 Reasoning

- 1) Ian says 2.345 is greater than 2.4.
Ian is incorrect. Explain why.



- 2) You will need a way to generate random numbers: dice, digit cards or spinners would work. Playing with a partner, generate a decimal number between 1 and 2. You can order the digits however you wish.

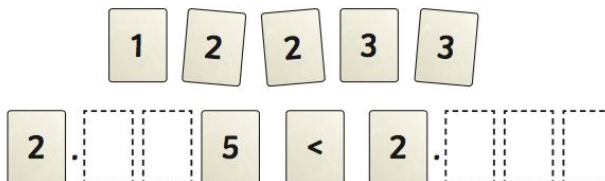


1.

Place this on the number line. The first to get three decimal numbers in a row wins!



Using each digit card only once, find 5 possible solutions that complete this statement.



- 1) These decimal numbers are in ascending order. Put digits in the empty boxes to make the order correct.

a) 0. 0.0 , 0.03 , 0.1 , 0. 6

b) Now complete the decimals, using the digits 0-8 once only so that the decimal numbers are in ascending order.

0. 0.0 , 0.03 , 0.1 , 0. 6

YEAR 5 Maths - Skill 3

Order the following decimal numbers from smallest to largest.

1.	0.009	0.002	0.005	0.008
2.	0.005	0.002	0.003	0.008
3.	0.009	0.002	0.003	0.001
4.	0.009	0.007	0.005	0.002

Order the following decimal numbers from smallest to largest.

1.	0.61	0.58	0.42	0.2	0.81
2.	0.57	0.29	0.14	0.48	0.26
3.	0.67	0.09	0.7	0.28	0.81
4.	0.03	0.86	0.49	0.71	0.94
5.	0.37	0.59	0.53	0.15	0.05

Order the following decimal numbers from smallest to largest.

1.	0.869	0.722	0.96	0.627	0.716	0.312
2.	0.131	0.354	0.531	0.392	0.733	0.149
3.	0.36	0.937	0.377	0.894	0.012	0.244
4.	0.245	0.174	0.825	0.746	0.352	0.609
5.	0.507	0.298	0.847	0.2	0.913	0.799

YEAR 5 Maths - Skill 3 Reasoning

- 1 Mrs Yeung writes the numbers **0.35** and **0.53** on the whiteboard. Which number is smaller?
- 2 In the shop, a chocolate bar is **£1.63**, a choc ice is **£1.82** and a toffee bar is **£1.75**. Put the items in order, starting with the most expensive.
- 3 It takes Ayesha **18.43 seconds** to run 100 metres. Tom's time is **18.438 seconds**. Who is faster? Explain your answer.
- 4 Which is longer: **4.635 m** or **4.653 m**?
- 5 In a long jump competition, Sadia jumps **3.56 m**, **3.562 m** and **3.089 m**. Rank her jumps, starting with the shortest.
- 6 Put these decimals in order of size starting with the smallest:

43.62**43.764****43.72****43.671**
- 7 Counting up in **thousandths**, what is the next number after **0.923**?
- 8 Which of these decimals is the smallest: **59.669**, **59.664**, **59.71** or **59.69**? Explain your answer.

YEAR 5 Maths - Arithmetic

1 $312 + 100 =$



2 $421 - 50 =$



3 $91 \div 7 =$



4 $\frac{5}{9} + \frac{2}{9} =$



5 $\frac{11}{15} - \frac{4}{15} =$



6 $3981 + 4062 =$



7 $3266 - 829 =$



8 $11 \times 11 =$



9 $8 \times 3 \times 5 =$



10 $528 \times 5 =$



11 $5.9 + 0.3 =$



12 $29 \div 10 =$



YEAR 5 Maths - Arithmetic

13 $\frac{5}{6}$ of 90 =

1 mark

19 $640 \div 8 =$

1 mark

14 $62\,871 + 5289 =$

1 mark

20 $5.6 \times 100 =$

1 mark

15 $60\,000 - 400 =$

1 mark

21 $\frac{7}{10} + \frac{4}{5} =$

1 mark

16 $55\,2896 - 71\,991 =$

1 mark

22 $\frac{2}{3} - \frac{2}{9} =$

1 mark

17 9^2

1 mark

23 $\frac{3}{4} \times 5 =$

1 mark

18 $7 \times 900 =$

1 mark

24 $7.2 + 2.81 =$

1 mark

YEAR 5 Maths - Arithmetic

25	$409 \times 12 =$
----	-------------------

A large rectangular grid with 20 columns and 10 rows, intended for drawing a rectangle.

2 marks

27	$518 \div 7 =$
----	----------------

A large grid of graph paper, approximately 30 units wide and 20 units high. A small rectangle is drawn in the bottom right corner, spanning from the 25th to the 30th horizontal unit and the 1st to the 3rd vertical unit from the bottom.

marks

26	$4823 \times 35 =$
----	--------------------

2 marks

28 $3876 \div 4 =$

A 20x20 grid with a small rectangle in the bottom right corner. The rectangle is 5 units wide and 3 units high, located in the bottom right corner of the grid.

marks

YEAR 5 Reading - Image 1



YEAR 5 Reading - Image 1 Questions

What sort of person might live in a place like this? Explain your answer with reference to the environment and living conditions.

How might people travel around in conditions like these? Look for clues in the picture.

Identify some ways in which the stream could be useful to the inhabitant of the cabin?

Identify ONE question you would like to ask about this scene.

Describe the cabin in your own words. Would you like to live there? Why/why not?

YEAR 5 Reading - Text 2

A Weekend in Pompeii

(Friday 22nd May)

Dear Diary,

Yes! Half term has arrived at last, and I can finally relax and have some fun for a change! The last few weeks at school have been **horrendous!** Tests, tests and more tests! Oh, and did I say we had tests to do? One whole week to kick back and chill! Bliss!

Even better news is that we touched down in Naples (Italy) just a few hours ago. Mom and Pops have whisked us off for the weekend to visit Pompeii and Mount Vesuvius. A-maz-ing! We have recently been learning about volcanoes in geography, so it will be awesome to see a real live one, and I do mean 'live'! According to my teacher, Mr Strict (yes, that is his real name), Mount Vesuvius is an active volcano, which last erupted in 1944. He said that, in the past, it had followed a twenty year **eruption** pattern. Even my poor maths skills can calculate that it is long overdue an eruption! I'm beginning to think I should be a little bit concerned about that!

So, the plan for tomorrow is to visit the remains of Pompeii; not sure what to expect really, but I will update you tomorrow night when I get back to the hotel. Finally! Room service has arrived and my stomach is telling me that it's time to eat. A delicious pepperoni pizza and a **humungous** bowl of ice cream is calling me – well I am in Italy, it would be rude not to indulge just a little bit!

YEAR 5 Reading - Text 2

(Saturday 23rd May)

Dear Diary,

Wow it was hot today! We took a half hour train ride from Naples to Pompeii. The train stopped just outside the rather grand gates to the town, which was handy. Mom slapped lots of sun cream on me, shoved a hat on my head, forced a bottle of water into my hand and gave me instructions on what to do if we became separated. I'm sure she still thinks I am five! Armed with a map of the town, we walked excitedly through the gates.

My word, we needed that map! The town was a maze of streets, lined with houses, shops, taverns, restaurants, temples and **amphitheatres**. Pompeii must have been a **bustling** town, full of noise and activity. Pops was hilarious (if not a little bit embarrassing), he kept tripping over the stone blocks that helped us cross from one high pavement to the other. Mom said that, as well as helping the townspeople avoid the waste water running down the street, they were also used to slow the carriages down, who would have thought the Romans needed traffic calming measures?

Pompeii is so well **preserved**. Mr Strict told us that this was because the town had been buried in metres of ash and **pumice**, instead of being blasted away by the eruption, it had helped to preserve the site. I hadn't realised that **archaeologists** were still **excavating** the site; 20 **hectares** are yet to be explored! Maybe I should pop back in a few years time to see how they are getting on?

As for Mount Vesuvius, it was impossible to miss! It **dominates** the skyline. The people of Pompeii would have lived happily in its shadow for years, believing it to be **dormant**. As I stared up at the **awe-inspiring** sight I shuddered at the thought of how unprepared the people of Pompeii were on that fateful day in AD 79. A deafening boom had signalled the start of the eruption. Magma blasted out of the top, and the ground had shook the people of Pompeii off their feet. Rocks the size of tennis balls had rained down and the sun had been blocked out by the deadly ash cloud and smoke. At least 2000 people died that day. I don't really mind that Mom and Pops fuss over me. I know how incredibly lucky I am, because we are happy, healthy, and together.

We rounded the trip off with a rather scrummy bowl of pasta at a restaurant just outside the gates of Pompeii, before catching our train back to the hotel. My trousers are beginning to feel tight, I think Mom may have shrunk them in the wash!

YEAR 5 Reading - Text 2

(Sunday 24th May)

Dear Diary,

I have to confess that I had felt a little nervous about today's trip to Mount Vesuvius, especially after seeing, first hand, the **devastation** it had caused yesterday.

We caught a colourful looking 4x4 bus, which took us most of the way to the top. At times I thought we had mistakenly **boarded** a theme park ride, as it twisted and turned its way up the side of the volcano! However, I was more than a little **disconcerted** when the driver stopped at a car park, just short of the **summit**, and told us that we had to walk the rest of the way ourselves! He obviously didn't **appreciate** that, as an eleven year old child, I never, ever do any unnecessary walking!

Once again I was **unceremoniously** grabbed by Mom and forced to **endure** the sun cream, sun hat, bottled water routine, with the addition this time of a jumper! Only a mother would hand you a jumper in 32 degree heat!

We set off together for the short, but steep, walk to the summit. There was lots of loose gravel and rocks underfoot and I was glad I had decided to wear my trainers instead of sandals. The view was breath-taking. We could see the Bay of Naples, snaking round the coastline, and the sun seemed to dance and twinkle off the calm, blue water which stretched for as far as the eye could see.

Once we had got our breath back, we made a last push for the top. A wooden post and rail fence stopped sightseers from **venturing** too close to the edge, however it was possible to appreciate the size of the crater. I do admit to feeling a little bit disappointed though when I peered into the crater; smoke, fire and magma had now been replaced by rocks, soil and plants! It was also remarkably cold at the summit – that jumper, which I had **begrudgingly** tied around my waist, was suddenly very useful at this high altitude. Moms can be very clever sometimes!

Well, that's it diary! We fly back to London tomorrow, but I will take some wonderful memories back with me. The hotel has been great, the sights have been **inspirational** and the food, well, the food has been to die for! Talking of which – room service has arrived! I will catch up with you tomorrow!

YEAR 5 Reading - Text 2 Questions

1. Why do you think the writer was ready for a holiday?

2. Where is Naples?

3. Why was she a little concerned about visiting Mount Vesuvius?

4. Write down three other words which mean the same as 'humungous'.

5. How long did the train journey take from Naples to Pompeii?

6. Was the writer able to see all of Pompeii?

7. How did the writer feel about walking to the summit of Mount Vesuvius?

8. What was the purpose of the post and rail fence?

9. What are the features you would expect to find in a diary extract?

YEAR 5 Writing

Skill: Within a variety of genres, emotive language is often used. A range of sentences can be used for this but one example of this is Emotion First sentences.

Knowledge

When you state the emotion at the first this concludes how your feeling and the clause after the emotion should inform and reinforce the emotion.

For example

Suzie was feeling sad because she lost her favourite toy.

Emotion first: Distraught, Suzie had lost her favourite toy.

Activity



Below are some examples of sentences explaining why a character feels a certain way., Change them into Emotion First sentences.

1. The boy was nervous because it was his first day at school.

2. I am excited because my mum has told me I am going to Disneyland next year..

Emotion Synonyms:

For example:

Happy → Joyful and Good-humoured

Sad → Sorrowful and depressed,

Scared → Frightened and Agitated.

Top Tip:

For strong emotive language think about the synonyms for the emotions using a thesaurus (thesaurus's can be found online). .

YEAR 5 Writing

Task - Diary



On the following pages you are to write a diary entry. This can be a day which has taken place recently or alternatively a day which has taken place in the past. It may be an event such as a holiday, christmas day morning or even your birthday. If you really want too you can base it on an event you have seen in a film or read in a book. Below you will find a checklist of features which must be included.

Checklist:

- Past tense
- First person
- Date and time
- Events in chronological order
- Personal emotions and feelings
- Use paragraphs to organise my writing (including an introduction and conclusion)
- Informal style
- Time conjunctions and adverbials

Sentence types you might wish to include:

- Emotion First
- 2 pair sentences
- 2a sentence
- Relative clauses
- Embedded clauses
- Fronted adverbials

Punctuation you might wish to include:

- Brackets
- Semi-colon
- Dashes
- You must include capital letters and full stops.

Year 5 Statutory words:

Try to include at least 3 of the words:

Achieve, according, accommodate, excellent, opportunity, programme, necessary, persuade, recognise, disastrous, leisure, sacrifice and curiosity.

YEAR 5 Writing PING Grid

Introduction	<p>5 W'S</p> <p>Who? What? Where? When? Why?</p> <p>This should speak about what has happened in the day overall, how do you feel about it? How would you summarise the day?</p>
Paragraph One	<p>This paragraph should focus on the first event which took place in the day. As the diary must be in chronological order this might be the start of the day such as a car journey to the place where the main event took place. In paragraph 1 and paragraph 2 think about the senses to describe such as touch, smell, hear, sight and feel. This will help with the emotive language.</p>
Paragraph Two	<p>This paragraph should sum up the main event, ensuring that the events are listed in chronological order. Emotive language should be used as to what happened and you can include features such as brackets and rhetorical questions to address the diary. For example: We finally arrived at the dusty, haunted house (I wondered whether I would get out of there alive).</p>
Conclusion	<p>As this paragraph should act as a concluding paragraph. You should describe how the day felt overall, what did you enjoy about the day? What will you do now? Will you do anything about it tomorrow?</p>
Sign off.	<p>Ensuring you use informal language sign off. For example this could be... Catch you later or Speak soon. Remember this is an informal piece of writing so it does not require a formal sign off such as Yours Sincerely.</p>



YEAR 5 Writing

This page has been left blank to
write your diary entries.

Blank lined area for writing diary entries.



YEAR 5 Writing

This page has been left blank to
write your diary entries.

Blank lined area for writing diary entries.

YEAR 5 Grammar - Skill 1

Match the Clause

The sentences below all contain a main clause and a relative clause. A relative clause comes after the noun to which they add more information. They usually start with a relative pronoun (e.g. which, who, whose, when, where).

The sentences below have been mixed up! Please match the main clause to the relative clause that suits it best. For example:

My favourite food is pizza,	which originates from Italy.	✓
My favourite food is pizza,	which is made from snow.	✗

This makes sense

This doesn't make sense

Main Clauses
I go swimming at 7 a.m.,
Robert is a very hard-working boy,
I can't eat the sandwich because it has peanut butter inside it,
My sister looks like my mum,
We moved house in 2014,
Jaguars live in the rainforest,
The Egyptians were great architects,
I have to play inside the house,
The flying boy is called Peter Pan,

Relative Clauses
whose hair curls in the same way.
which I am allergic to.
when I was 8 years old.
who always does his homework.
where my mum can keep an eye on me.
who built many pyramids.
where it is hot and humid.
which means I don't have breakfast until 8:30 a.m.
whose home is in Neverland.

YEAR 5 Grammar - Skill 2

Two Become One

Emma likes to write songs and has written some sentences for her new song. However, she thinks the sentences are too short for the music and would like to combine them to make a longer, complex sentence. Help her to make two sentences become one by changing the pronoun in the second sentence into a **relative pronoun** and joining the two together (remember to add a comma before the relative pronoun). For example:

Mrs Smith was my teacher. She taught me in Year 2.
Mrs Smith was my teacher, who taught me in Year 2.



Use these relative pronouns to help you:

who	which	when	where	whose
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- I like to eat pizza. It's my favourite food.

- My alarm broke this morning. This meant I was late for school.

- My best friends are Mel and Victoria. They walk with me to school.

- I started school in reception class. I still had blonde hair.

- I have a friend called Geri. Her house is next door to mine.

- I eat in the hall. It's always very noisy.

- My headteacher is Mr Johnson. He has a friendly smile.

YEAR 5 Grammar - Random Questions

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

☐

YEAR 5 Grammar - Random Questions

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

That behaviour is unrespectful.

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.

YEAR 5 Grammar - Random Questions

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 6 English Grammar and Punctuation Test 1

1. Circle the object in this sentence.

I stroked the cat carefully.

2. Fill in the gaps in the sentence below using the passive form of the verb in the boxes.

After he his breakfast, the dog by his owner.

to give to walk

3. Add a comma to this sentence in the correct place.

Although she had left on time she was late for school.

4. Read this sentence. Which punctuation mark is missing from the box? Circle one.

It's very hot today you'd better put on some sunscreen.

colon semi colon comma question mark

5. Which sentence is punctuated correctly? Tick one.

I have two hobbies; painting and hockey. ☐

I have two hobbies painting and hockey. ☐

I have two hobbies: painting and hockey. ☐

6. What does the word 'swiftly' mean in this sentence? Tick one.

The owl flew **swiftly** towards its prey.

gradually ☐

quickly ☐

slowly ☐

casually ☐

7. Circle the subject in this sentence.

On Thursday, Millie played at her friend's house.

8. Replace the verb in this sentence with the correct Standard English form.

I **were** first to arrive at the park.

9. Read the passage below. Tick the pair of pronouns which best completes the sentence.

My brother and I love ice-skating and both have a pair of skates.

are much better than the skates you hire from the ice-rink.

us / We ☐

me / It ☐

we / They ☐

me / Them ☐

10. Circle the relative pronoun in the sentence below.

It's too rainy for the picnic today, which is a shame.

••END OF TEST••

This is an example of a year 6 test.

Why not give it a go and see how you get on.

Don't worry if you don't understand, these things will be covered next year.

YEAR 5 Spelling Rule

Stage: 5	Words ending in '-ant'. '-ant' is used if there is an 'a' or 'ay' sound in the right place.
List: 7	Name:



Spellings
abundant
brilliant
constant
distant
dominant
elegant
fragrant
ignorant
tolerant
vacant

abun
brill
cons
dist
dom
ele
fra
ignora
tol
va

ant
iant
inant
grant
erant
dant
cant
tant
nt
gant

Your spellings have been split and scrambled.

Draw a straight line to match the two parts of each spelling or write them on your whiteboard.

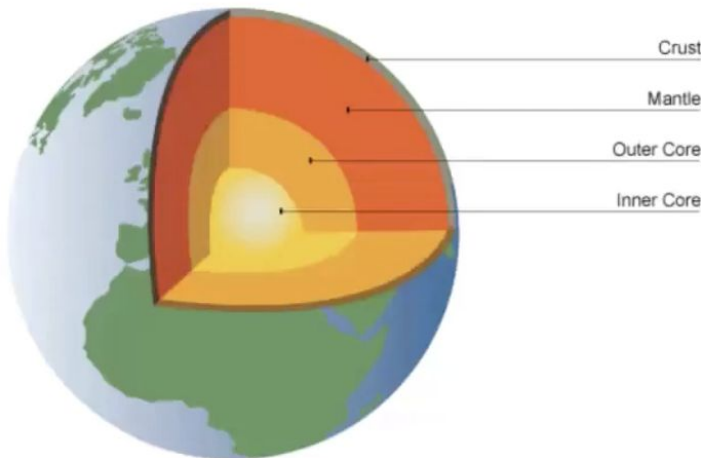
Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4th Attempt	5 th Attempt
abundant					
brilliant					
constant					
distant					
dominant					
elegant					
fragrant					
ignorant					
tolerant					
vacant					

YEAR 5 Science

Rocks form in the Earth's crust. Some people have a misconception that Rocks are always hard or heavy. This is not the case as Rocks vary considerably depending on the minerals they are made of and the process by which they are formed.



Structure of the Earth



The Earth is split into four layers. The layer on the inside is the called the Inner Core. It is the hottest part of the Earth and is made out of solid iron and nickel. The next layer is called the Outer Core, it is similar to the Inner Core as it is made out of iron and nickel however its state of matter is a liquid. Then, there is

the thickest layer which is called the Mantle. The Mantle is made out of something called Magma. Magma is molten rock, which is melted rock in a liquid form. Then, on the final layer there is The Crust, similar to what you get on your toast as it's on the outside. The crust is a solid layer that is on the outside. Sometimes, we get gaps on the crust of the Earth and when this happens some of the magma can escape through that gap and it can be form volcanoes. When Magma comes out of the Earth onto the surface we then call it Lava. When the Lava then cools it turns from a liquid to a solid and that is when it becomes Igneous rock.

YEAR 5 Science

In the boxes above, draw and write full sentences on the process of how Igneous Rock is formed.

Bonus Task: Create a demonstration of Igneous Rock with chocolate!
(Adult needed for supervision).

You will need:

- Metal Spoon
- 1 square of chocolate
- Ice cubes
- Tea light candle
- Matches
- Dish

Instructions:

1. Light the tea light candle with the matches (an adult will need to do this).
2. Break off a piece of chocolate from the chocolate slab (resist the urge to eat it!).
3. Place the chocolate on the metal spoon.
4. Hold the metal spoon over the candle so the candle can melt the chocolate.
5. When the chocolate melts it represents the Magma. When it has all melted pour it onto the ice cube to demonstrate what happens when the magma cools.
6. Give it a few seconds and see what has happened to the chocolate.

**EXT: Can you
write a
conclusion?**

YEAR 5 Place and Time - India Knowledge

The Taj Mahal is an extravagant tomb complex built in 1632. It is located on the south bank of the Yamuna River in Agra, India. In 2007, the Taj Mahal was named one of the seven wonders of the modern world



The Taj Mahal was commissioned by Mughal Emperor Shah Jahan to house the remains of his favourite wife Mumtaz Mahal. Mumtaz died while giving birth to the couple's 14th child and Shah was so heartbroken he immediately began planning the most elaborate tomb he could make for her.



The central building is made of white marble mined from Northern India and inlaid with 28 types of precious and semi precious jewels, such as jade from China, lapis lazuli from Afghanistan and sapphire from Sri Lanka. These glimmer when you shine a torch against them. The Taj Mahal took 12 years, 20,000 workers and 1,000 elephants to build.



Shah Jahan announced plans for a second, black Taj Mahal to mirror the white one and house his remains when he died. As the first Taj Mahal had bankrupted his empire, the people revolted and he was arrested. Shah Jahan spent the rest of his life in Agra's Red Fort in a cell that looked out to the Taj Mahal, the building that got him into so much trouble. When he died he was buried beside Mumtaz under the Taj Mahal.



YEAR 5 Place and Time - India Tasks

Talking Point - Discuss the questions
Then create a poster to show your thoughts.

Who might
visit it?

Is it natural
or man-made?

What is the
purpose of it?

How was
it made?

How does
it make
you feel?

What words
could you use
to describe it?



How did it
get there?

Where is it?

What makes
it wonderful?

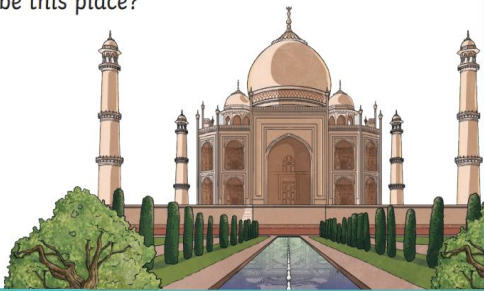
How large
is it?

What do you
like/dislike
about it?

What makes
it special?

Google Maps Challenge Cards

1. Find the Taj Mahal and virtually walk around it. What are some adjectives that you would use to describe this place?



Questions

Use the knowledge page to answer.

1. Who commissioned the Taj Mahal?
2. What year was the Taj Mahal completed?
3. Who built the Taj Mahal?
4. What material is the Taj Mahal made from?

Retrieval

- What colours are on India's flag?
- What Continent is India in?
- What is India's landscape like?
- What is the capital city of India?

**COMPETITION
-TIME-**

Create a painting, drawing or model of the Taj Mahal and email a picture to: mclements@hvp.org.uk
Your class teachers will decide the top 10 entries and they will be published for you to vote for your favourite in the next 2 weeks.
Don't forget to clearly name your picture. Entries must be in by 25th May



YEAR 5 Place and Time - Poster

You can use this page to create your poster or design your own



PHASE 3

**Hampton Vale
Primary Academy**



YEAR 5 Place and Time



You can use this page to create your competition entry or design your own

YEAR 5 Faith and Belief

Use the websites below to research Hinduism. Record any useful information that you find. Make sure that you are looking out for: their place of worship, their key beliefs, the God/Gods that they worship and any traditions or holidays that they celebrate. Also write down any fun facts if you find any! You will need to keep this information for next week's writing task.

<http://www.primaryhomeworkhelp.co.uk/religion/hinduism.htm>

<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zmpp92p>

<https://www.bbc.co.uk/bitesize/topics/zh86n39/resources/1>

<https://www.theschoolrun.com/homework-help/hinduism>

<https://kids.kiddle.co/Hinduism>

YEAR 5 - Extras - Riddles

A **riddle** is a type of poem that works like a puzzle. They describe something and sometimes use words with a double meaning.

<u>Riddle</u>	<u>Answer</u>
I am tall when I'm young and I'm short when I'm old. What am I?	
Where can you find cities, towns, shops and streets but no people?	
What five letter word becomes shorter when you add two letters to it?	
What is so fragile that saying its name breaks it?	
What has a face and two hands but no arms or legs?	
How many months have 28 days?	
What is black and white and read all over?	
What gets wetter as it dries?	
Mary has four daughters, and each of her daughters has a brother - how many children does Mary have?	
What has 88 keys but cannot open a single door?	

Now try writing some of your own riddles!