

YEAR 4 HOMEWORK - Pack 8

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 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.

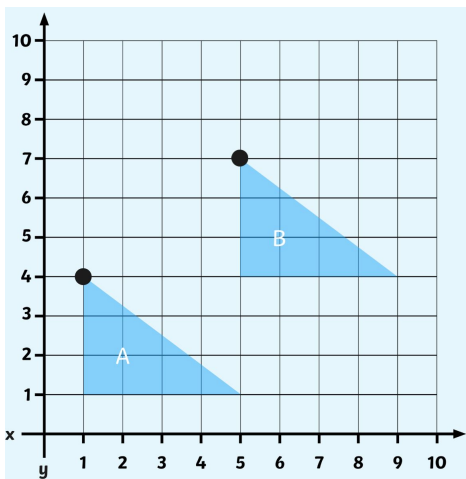
Every lesson is free to use.

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/>

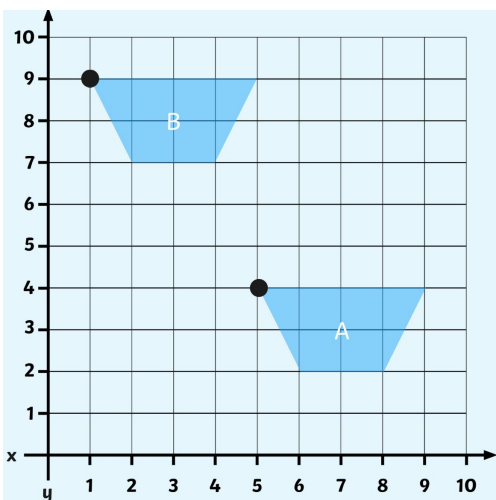
YEAR 4 Maths - Skill 1

Translation means to move a shape from one position to another. To do this, we firstly move along the x axis (horizontally), then vertically along the y axis.



The shape has been translated **4 squares to the right**. Then **3 squares up**.

The coordinates of the black point on shape A are (1,4).



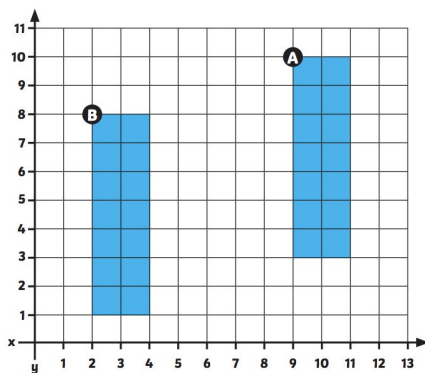
The shape has been translated **4 squares to the left**. Then **5 squares up**.

The coordinates of the black point on shape A are (5,4).
What are the coordinates of the point shown on shape B?

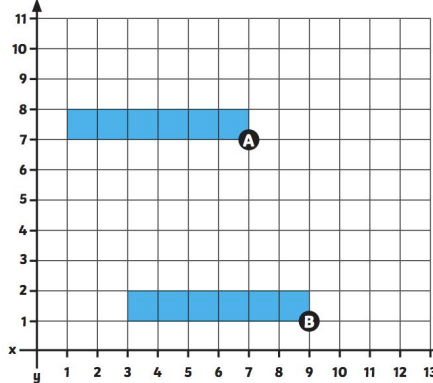
YEAR 4 Maths - Skill 1

Describe how these shapes have been translated from shape A to shape B. Then write the coordinates of shape B

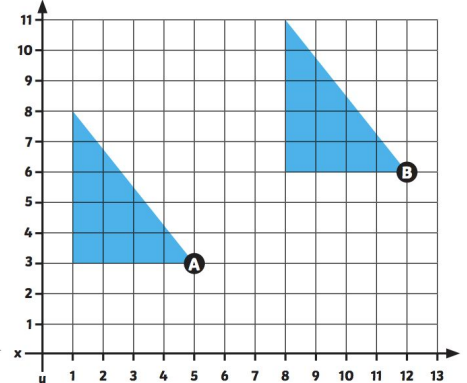
1.



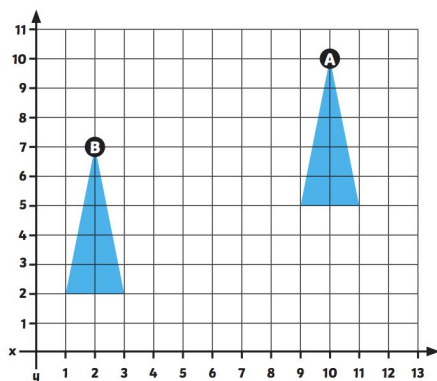
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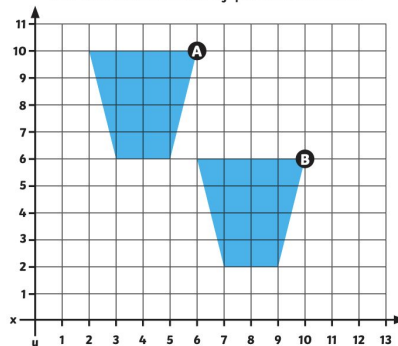
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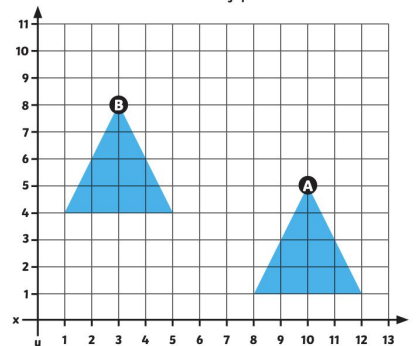
4.



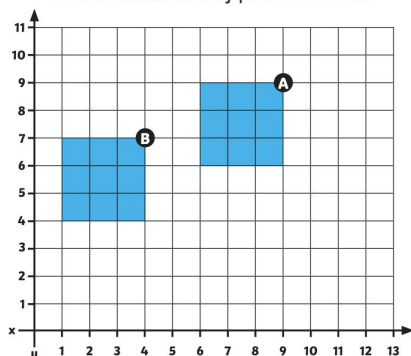
5. How has the shape been translated? What are the coordinates of points A and B?



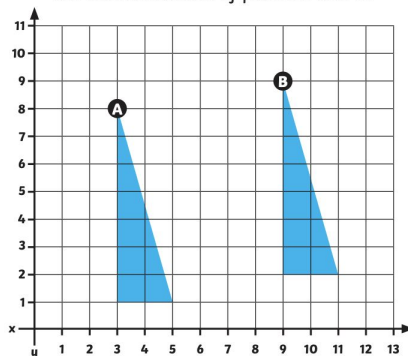
6. How has the shape been translated? What are the coordinates of points A and B?



7. How has the shape been translated? What are the coordinates of points A and B?



8. How has the shape been translated? What are the coordinates of points A and B?

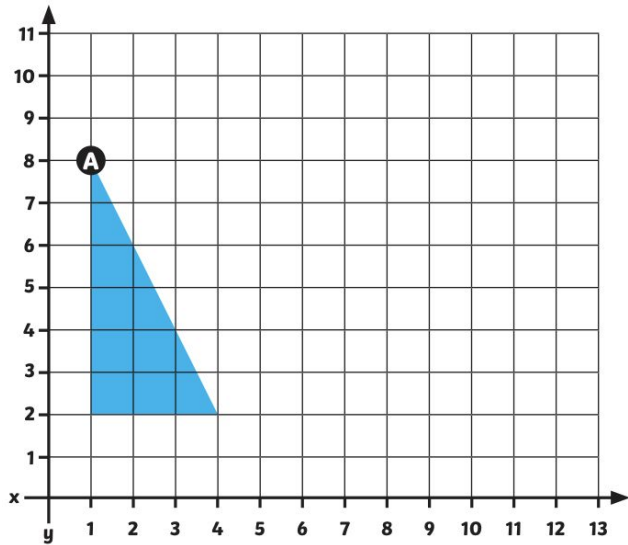


YEAR 4 Maths - Reasoning Skill 1

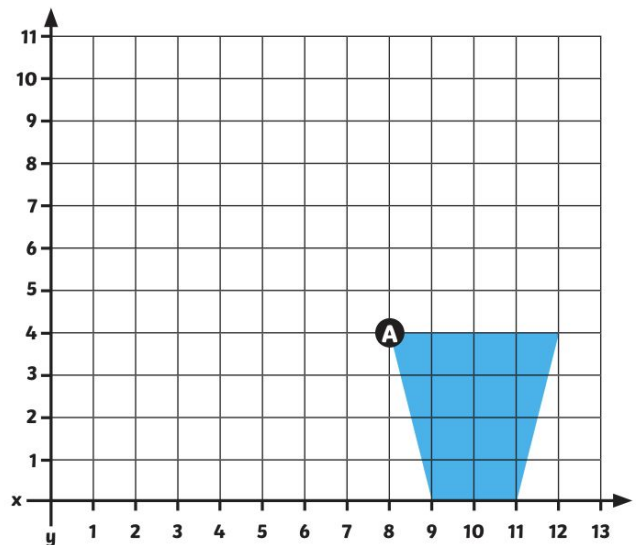
Section B

Name these shapes and draw their new position on the grid after they have been translated. Write the coordinates of the translated shape.

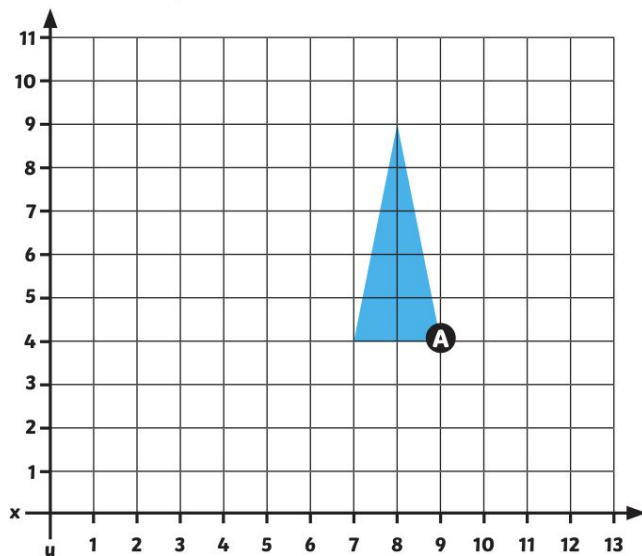
3. Shape A has been translated 5 squares right and 2 squares down.



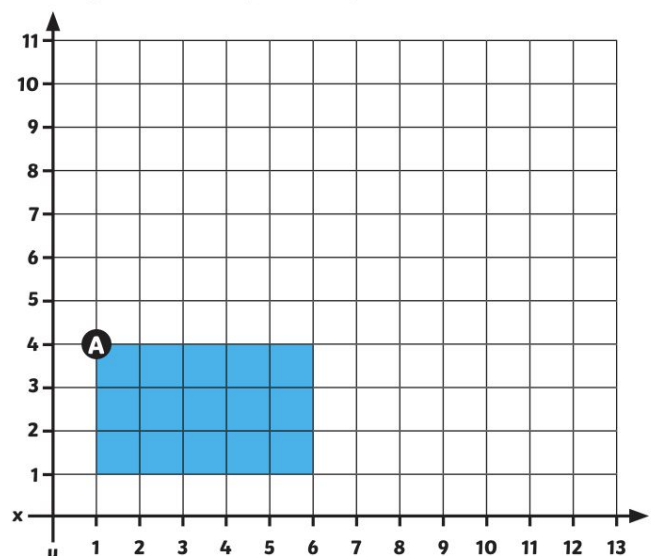
4. Shape A has been translated 3 squares left and 7 squares up.



5. Shape A has been translated 6 squares left and 4 squares down.



6. Shape A has been translated 7 squares right and 5 squares up.



YEAR 4 Maths - Skill 2

Use these time facts to help you.

60 seconds = 1 minute
30 minutes = Half an hour
60 minutes = 1 hour
12 hours = half a day
24 hours = 1 day
7 days = 1 week
52 weeks = 1 year
365 days = 1 year

How many minutes are there in 2 and half hours?

$$60 \text{ minutes} \times 2 = 120$$

$$120 \text{ mins} + 30 \text{ minutes} = 150 \text{ minutes}$$



Can you answer the following Questions?

1. How many seconds are there in 3 minutes?
2. How many minutes are there in 5 hours?
3. How many minutes are the same as 360 seconds?
4. How many seconds are the same as 10 minutes?
5. How many days are there in a fortnight?
6. How many days are there in 4 weeks?
7. How many weeks are there in 2 years?
8. How many days are there in 2 years?
9. How many hours in 3 and a half days?
10. How many minutes are there in 6 and half hours

YEAR 4 Maths - Skill 2

1) Write the correct number in each space to complete the sentences. One number will not be needed.



a) There are months in a year.

b) There are days in March.

52

51

12

c) There are weeks in a year.

30

31

d) There are days in September.

2) Put these in order from shortest to longest length of time.

6 weeks

45 days

48 hours

The number of days
altogether in April and May

shortest

longest

--	--	--	--

3) Harry's birthday is in February. His brother's birthday is 5 months before his. What month is his brother's birthday? Show how you know.



4) Who is the eldest? Prove it!

Jamie – 6 years and 4 months

Franco – 78 months

Joy – 312 weeks

YEAR 4 Maths - Skill 2 Reasoning

- 1) Today is the 23rd June. Summer holidays start in 4 weeks time. What date will this be?



- 2) Three children are talking about when their birthdays are. If today is 14th August, work out when each birthday is. Show how you know.

		Date of Birthday
Jack	My birthday is 6 weeks after Siannise.	
Pablo	My birthday is in 20 days time.	
Siannise	My birthday was 3 weeks ago.	

- 3) Today is 24th February. Amara's birthday is on 1st March.



Is Amara correct? Explain your thinking.

- 4) Jasmine, Darren and Leon are friends. Their ages are somewhere between 2 and 14 years old. Use the clues to work out their ages.

Leon's age and Darren's age added together is 10 years.

Jasmine's age and Leon's age added together is 15 years.

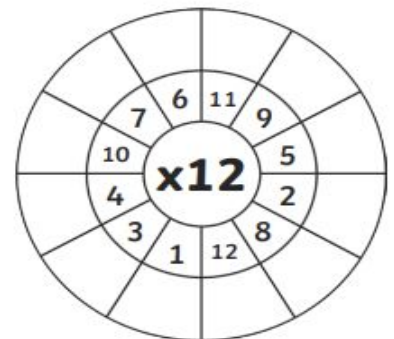
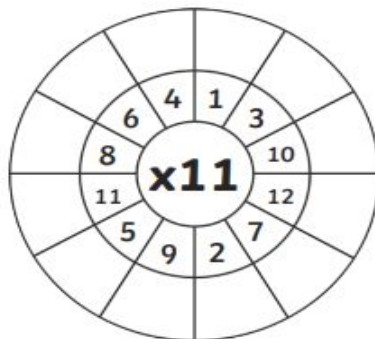
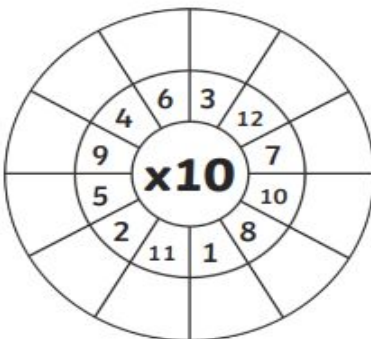
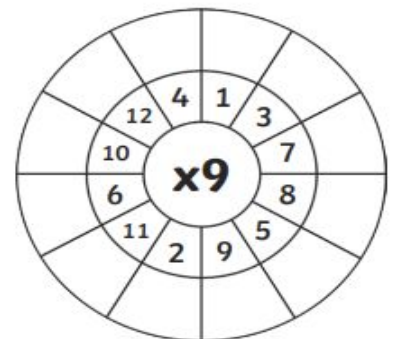
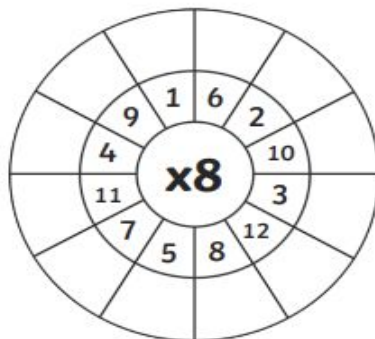
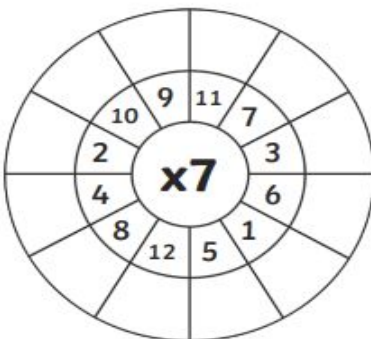
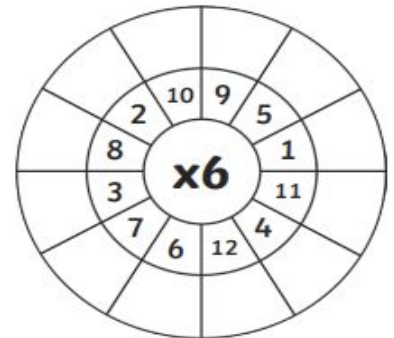
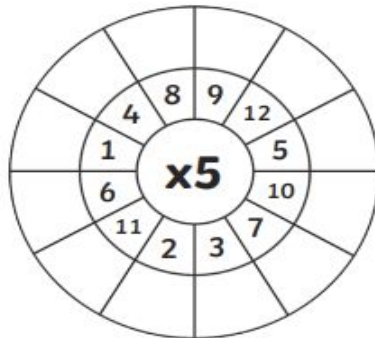
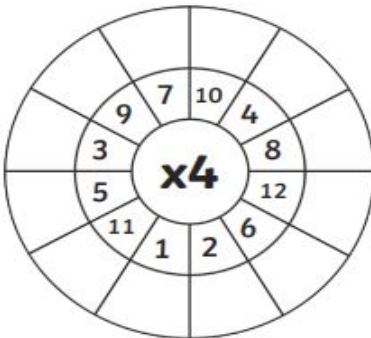
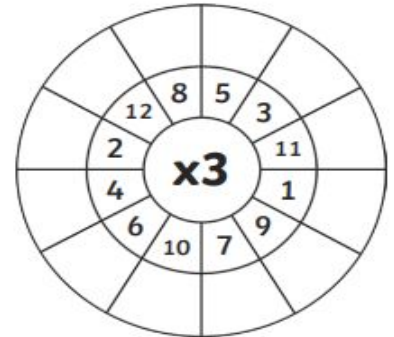
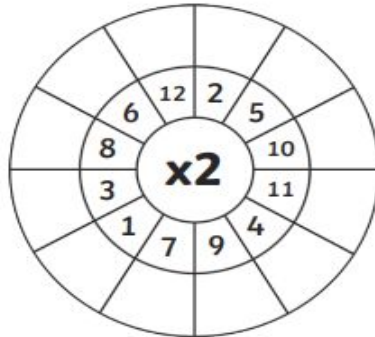
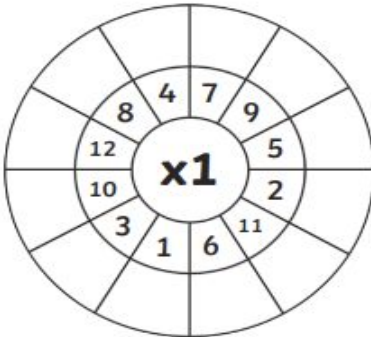
Darren's age and Jasmine's age added together is 19 years.

Leon = _____

Darren = _____

Jasmine = _____

YEAR 4 Maths - Skill 3



YEAR 4 Maths - Skill 3 Reasoning

1. A school manager orders 12 boxes of A4 paper. Each box contains 5 reams, with each ream containing 500 sheets of paper. How many sheets of paper are ordered?
2. Apples are cut into 8 pieces to be shared among some children. Twenty-two bags of seven apples are used. How many pieces of apple are cut?
3. A squad of 20 footballers are each given three new pairs of boots. Each pair has 16 studs. How many studs are there altogether?
4. In a dance competition, there are 32 teams. Each team has 8 dancers. Each dancer has five pairs of dancing shoes. How many pairs of shoes will there be at the competition?
5. Each car leaving a factory has 4 new tyres. 29 car transporters leave with 11 cars on each transporter. How many tyres are needed for all the cars?
6. Satsumas are sold in bags of 15. A box of satsumas contains 9 bags, and they are shipped in crates of 28 boxes. How many satsumas are in one crate?

YEAR 4 Maths - Arithmetic

1 $93 + 100 =$



2 $225 - 40 =$



3 $46 \times 5 =$



4 $\frac{2}{5} + \frac{1}{5} =$



5 $6278 - 1000 =$



6 $4872 + 3761 =$



7 $6 \times 9 =$



8 $672 \times 6 =$



9 $\frac{7}{8} - \frac{1}{8} =$



10 $4.6 + 0.5 =$



11 $34 \div 10 =$



12 $2.3 - 1.07 =$



YEAR 4 Maths - Arithmetic

1 $168 - 100 =$

1 mark

7 $4 \times 6 \times 2 =$

1 mark

2 $67 + 50 =$

1 mark

8 $627 \times 5 =$

1 mark

3 $68 \div 4 =$

1 mark

9 $\frac{7}{8} + \frac{3}{8} =$

1 mark

4 $\frac{5}{8} - \frac{3}{8} =$

1 mark

10 $7.8 - 0.9 =$

1 mark

5 $5882 + 1000 =$

1 mark

11 $45 \div 100 =$

1 mark

6 $5723 - 746 =$

1 mark

12 $\frac{2}{3}$ of $15 =$

1 mark

YEAR 4 Reading - Text 1

Rocket Balloon

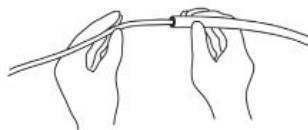
Make a balloon that flies like a rocket

You will need:

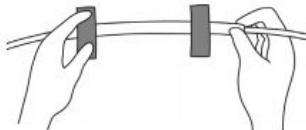
- piece of string (about 2 to 3 metres long)
- balloon
- 2 chairs
- drinking straw
- tape
- scissors



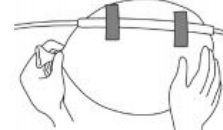
- 1 Tie one end of the string to the back of the chair.



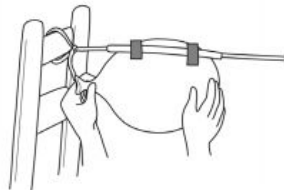
- 2 Thread the straw onto the string and tie the other end of the string to the other chair.



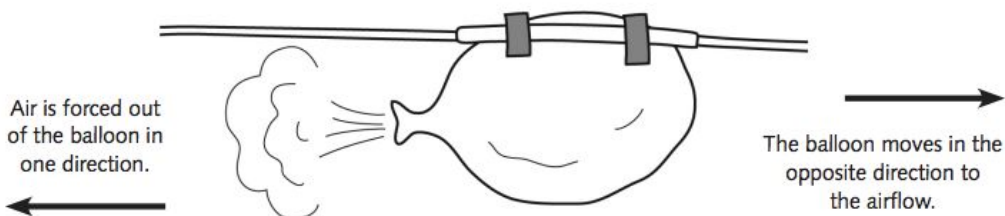
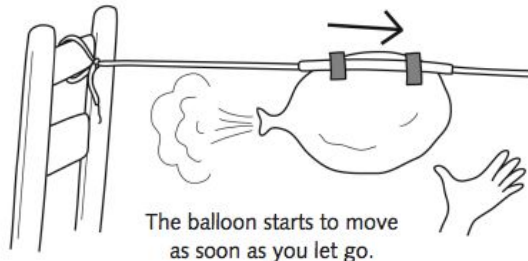
- 3 Attach the pieces of tape to the straw as shown.



- 4 Inflate the balloon, hold the opening and attach it to the straw with the tape.



- 5 Pull the balloon to one end of the string and let go. What happens?



Action and reaction

To make something move one way, a force has to work in the opposite direction – this is known as “action and reaction”. The air inside the inflated balloon is pushing in all directions. When you let go of the balloon, air rushes out the hole, creating a pushing force in the opposite direction. This makes the balloon move.

Rockets

Real rockets work in a similar way to your rocket balloon. A rocket engine works by exploding fuel inside a chamber that is open at the bottom. The force of the exploding fuel coming out of the rocket creates an opposite force that pushes the rocket up and on into space.



YEAR 4 Reading - Text 1 Questions

1. What items do you need to make a rocket balloon? Tick all that apply.

A stool ☐ A straw ☐ A piece of string ☐ A rocket ☐ A balloon ☐

2. Look at steps 1 to 5. Find and copy **one** word that tells us that we need to blow up the balloon.

3. Number these instructions 1 to 5 in the order they occur in the text.

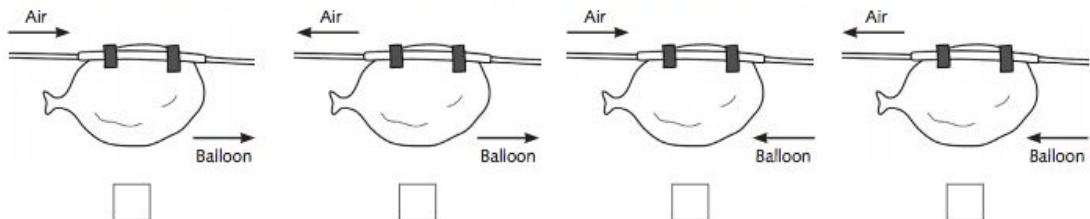
Let go of the balloon. ☐ Tie the string onto a chair. ☐

Collect all the equipment that you need. ☐ The balloon starts to move. ☐

Blow up the balloon. ☐

4. Once you have followed instructions 1 to 5, what happens to the balloon when you let it go?

5. Tick the picture that shows the correct movement of the balloon and air.



6. What phrase from the text is used to describe the movement of an object when a force is working in the opposite direction?

7. Why is there a section about rockets in these instructions?

8. What do you think would happen if you used a bigger balloon for this experiment? Explain your answer using evidence from the text.

YEAR 4 Reading - Text 2

A Dream of Elephants by Tony Mitton

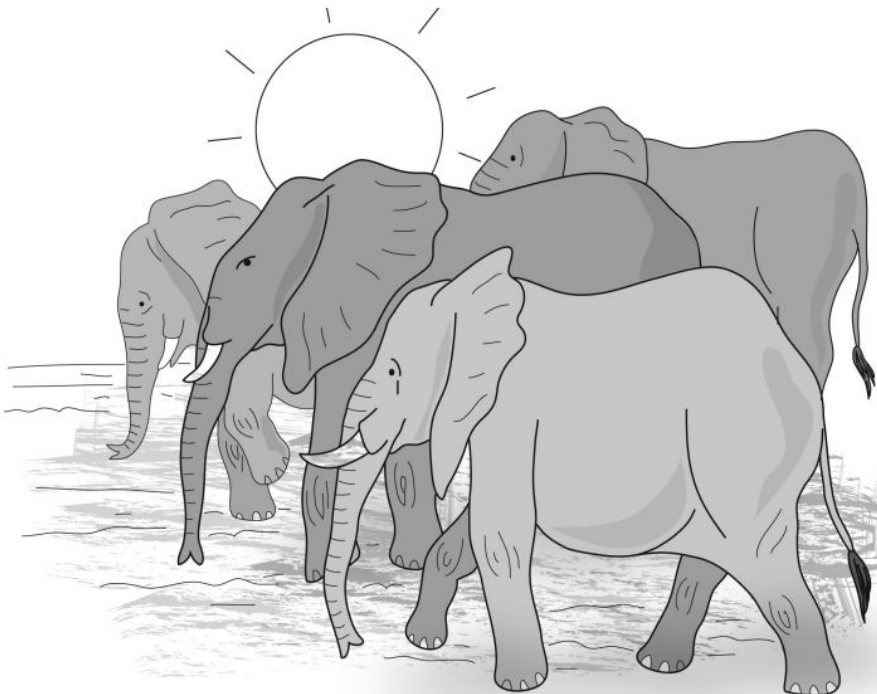
I dreamed a dream of elephants.
I cannot tell you why.
But in my dream I saw the herd
go slowly walking by.

They moved beneath a blazing sun,
through rising dust and heat.
They made their solemn journey
on strong and silent feet.

And as I watched, the steady herd
walked slowly, sadly by,
until I stood, amazed, alone,
beneath a silent sky.

I watched them as they moved
away.
I watched as they walked on.
They merged into the heat and dust
till all of them were gone.

I dreamed a dream of elephants.
I cannot tell you why.
But in my dream I saw the herd
go slowly walking by.



YEAR 4 Reading - Text 2 Questions

1. What do we know about the writer's dream from the first verse? Tick all that apply.

He dreamed of elephants. ☐ The elephants were in a large group. ☐
There were baby elephants in the group. ☐ They walked slowly. ☐

2. Write **two** things that verse 2 tells us about the weather in the poem.

(a) _____

(b) _____

3. Find and copy **one** word from verse 2 that tells us the elephants were serious.

4. Find and copy **one** other word from verse 3 that is also used to describe the elephants' character?

5. How do you think the writer felt watching the elephants? Explain how you know, using evidence from the text.

6. What do you think the writer means by the line "*They merged into the heat and dust*"?

7. Using information from the poem, tick one box in each row to show whether each statement is **true** or **false**.

	True	False
The author dreamed of elephants because he likes them.		
The elephants' feet were quiet.		
The herd kept walking without stopping.		
The author was scared by the elephants.		

8. What did the elephants think of the writer in the poem? Explain how you know.

YEAR 4 Writing- Creative Writing

Have you ever wanted to explore a story? Perhaps you would like to visit the Chocolate Factory with Charlie, ride a polar bear in the frozen North with Lyra or travel to Middle-earth's Lonely Mountain with Bilbo Baggins?

Start by reading a favourite story aloud. When you finish, write down or talk about what you enjoyed about it and what they liked in particular about the setting. Then think about all the settings you have visited through stories. You can choose any kind of story – a picture book, chapter book or graphic novel.

With so many to choose from, you might find it difficult to choose a story setting to focus on! Think about what makes a good story setting. What is it about certain stories that make you want to go there? The characters? The things you could do there? Or the setting; is it scary, magical, funny or historical? Maybe they would like to visit the Gruffalo's deep dark wood, hide with Mr Stink in the garden shed or go to school with Greg Heffley? Record your ideas about what makes a good story world on the sheet provided.

Story worlds are full of exciting places to go, things to do and people (or maybe magical creatures!) to see. Using the template provided, write down anything you know about their chosen story setting.

Your Task is to write a visitors guide (information text) about your chosen setting, you can include a map or other images to help tell a reader about your chosen place. Map the story Every story deserves a good map! Maps help us explore and when it comes to a good story we don't want to miss anything. Think about the maps you remember from children's books - The Hobbit, Lord of the Rings, Narnia, The Marauder's Map in Harry Potter or The Isle of Berk in How to Train Your Dragon. Maps can be really creative and show more than just locations and geographical features - they can bring all the elements of the story to life and show us what it might be like to explore them!

Use the information on the following page to help support your writing.

YEAR 4 Writing



- **Location** What kind of atmosphere does the place have? Scary, funny, exciting? Is the setting a 'real' place or fantasy, or a combination of both? Or is the setting historical?
- **Climate** Is it a hot or cold place? Will they need to wear special clothes? They might need a costume! What will the weather be like? Maybe the story is set in space!
- **Transport** How will visitors get there? If it's a different place in time, they might need a time machine. If the story is set in space, they might need a rocket. Or maybe they'll travel by horse and cart! Is there a special way to explore the world they're visiting? Maybe they'll have to travel by umbrella!
- **Attractions** Are there different attractions that could be visited? For example, if you went to Hogwarts you might like to visit Hogsmeade and the Shrieking Shack. Or if you went to Dream Country you might want to see the dream jars. Is there anywhere that should be avoided if it's dangerous?
- **Things to do** What can they do while they're there? Ride a dragon with Horrendous Hiccup or go on a motorbike with Gangsta Granny? Or maybe race through the jungle with Mowgli and Baloo the Bear?
- **Food** What food can they expect to eat when they get there? Are there places to eat? Will they be able to eat the food or is it dangerous? Maybe they could try Willy Wonka's everlasting gobstoppers or have a picnic with The Famous Five?
- **People** Who might they see when they are there? Maybe they'll meet some hobbits, or Tom Gates or Mabel Jones! This is a great opportunity to talk about the characters in the book and think about what kinds of people or creatures live in the story world they're focusing on.

YEAR 4 Writing

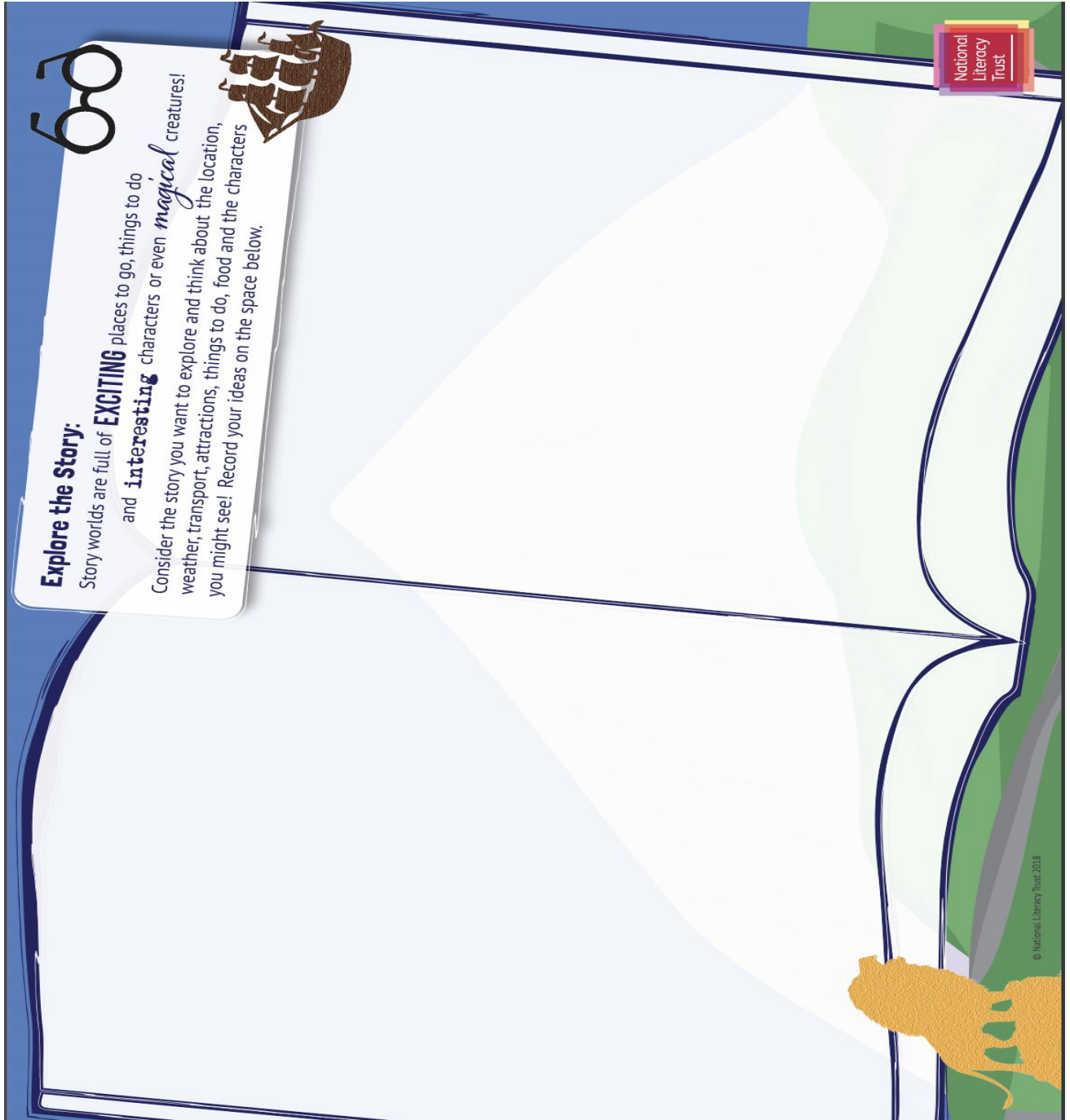
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What makes a good story setting?
What is it about certain stories that make you want to go there? Or the setting; is it the characters? The things you could do there? Or the setting; is it **SCARY, magical, funny** or **HISTORICAL**?
Think of all the elements that make up a good story setting and write or draw them in the space provided.



YEAR 4 Writing



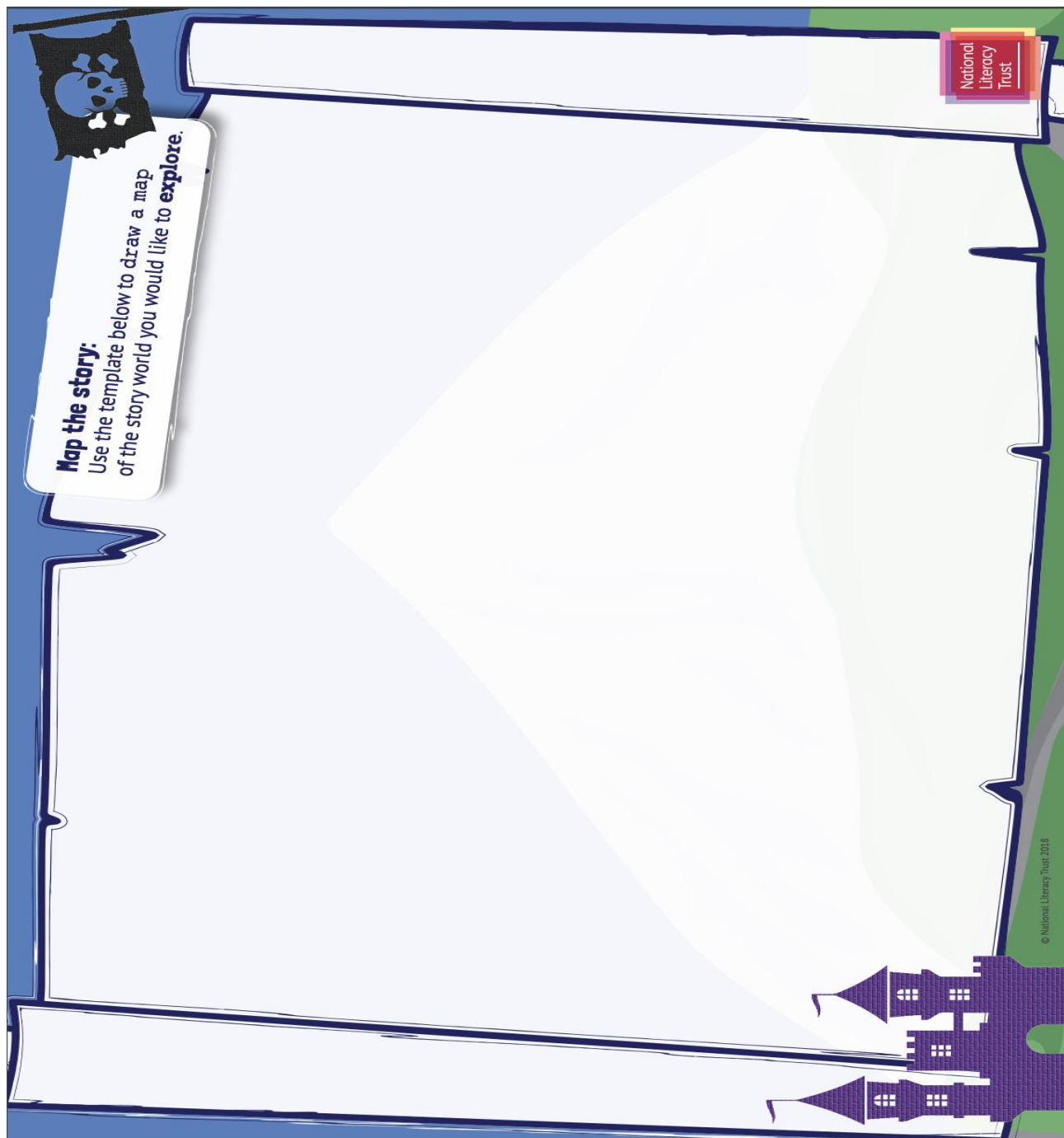
Explore the Story:
Story worlds are full of **EXCITING** places to go, things to do and **interesting** characters or even *magical* creatures!

Consider the story you want to explore and think about the location, weather, transport, attractions, things to do, food and the characters you might see! Record your ideas on the space below.

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YEAR 4 Writing



YEAR 4 Writing

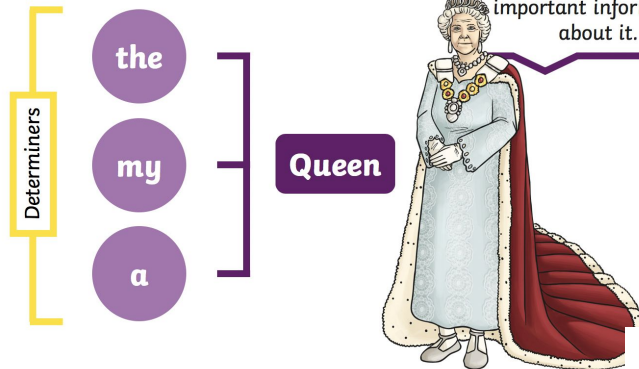


YEAR 4 Grammar - Skill 1

Determiner - A determiner is a word that clarifies a noun phrase.

Determiners are words that come before a noun.

They introduce the noun and can give the reader important information about it.

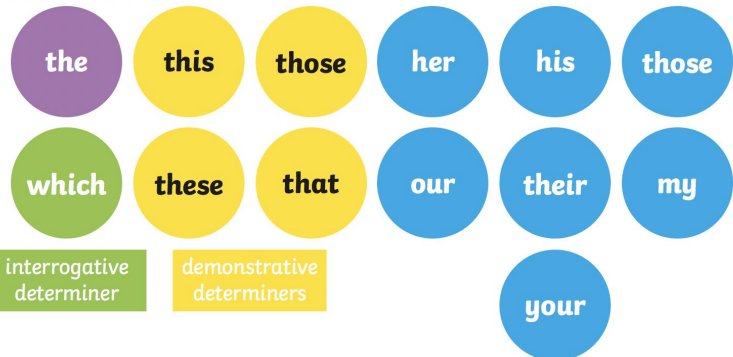


Specific Determiners

These refer to a specific noun. Use specific determiners when the reader knows exactly what noun you are referring to.

definite article

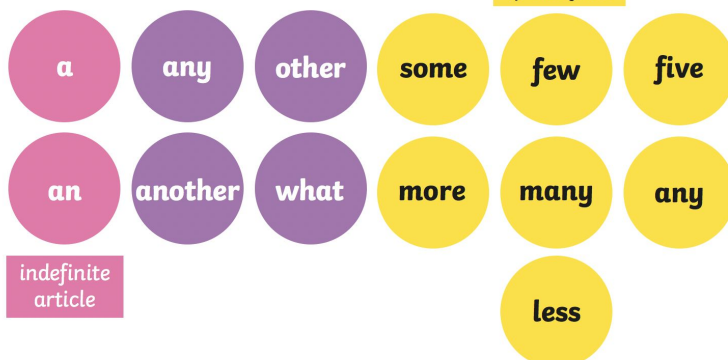
possessive determiners



General Determiners

These refer to general nouns or nouns that the reader does not know. **General determiners** can also tell the reader how many nouns you are talking about, these are called **quantifiers**.

quantifiers



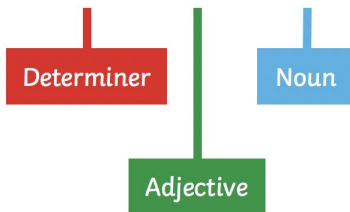
YEAR 4 Grammar - Skill 1

Determiner - A determiner is a word that clarifies a noun phrase.

Determiners and Adjectives

Adjectives (describing words) can be used after determiners to describe the noun further.

That cute kitten is so tiny.



What adjectives could you use to complete these sentences?

Many talented children go to the after-school club.

The last house belongs to my friend.

Determiners and Pronouns

A pronoun replaces a noun. This avoids repeating the noun over and over again. Some pronouns are also determiners because they give extra information about a noun.

The boy took off his coat because he was too hot.

Some pronouns are close but not exactly the same as determiners.

This is my sandwich.

Determiner

That is your car.

That sandwich is mine.

Pronoun

That car is yours.

YEAR 4 Grammar - Skill 1

Determiner - A determiner is a word that clarifies a noun phrase.

Challenge

Complete this sentence using a **specific determiner**:

_____ Olympic medal was really hard to obtain.



Complete this sentence using a **general determiner**:

_____ ice cream costs two pounds.



Identify the determiners by circling them.

1. There were a few sweets left afterwards.
2. I would like to see more people cycling to school.
3. We could fit another person in my car.
4. You should camp by those trees.
5. My house is a long way away.
6. Which sandwich should I buy?
7. There are eleven players on the football pitch.
8. Another car sped past on the road.

Challenge Questions

9. Unexpectedly, he took another piece of pizza.
10. Sit at any chair; there are more places than we need.

YEAR 4 Grammar - Skill 2

Relative Clause - A relative clause is a clause in the middle of a sentence beginning with who, which or where.

Let's start with a simple sentence.

- ✓ A simple sentence has one main clause = **subject** + **verb**.
- ✓ A simple sentence must make sense on its own.

Example: John was playing the piano.

The simple sentence isn't very interesting, is it?
Why don't we add some extra information?



John was **playing** the piano. He was in the hall.

OK, still rather simple. How could we improve it?

Let's make it a multi-clause sentence.

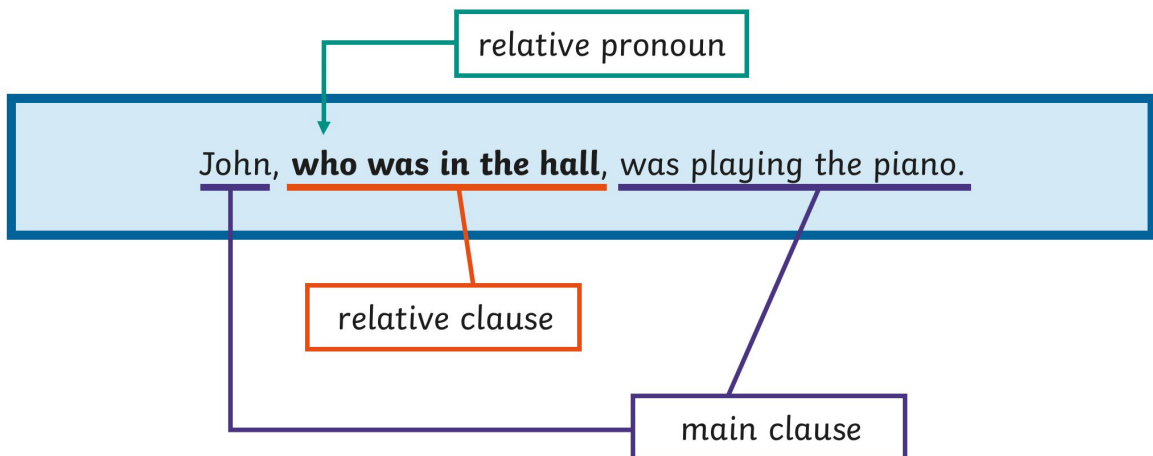
We can add a subordinate clause to the main clause. This is also known as a complex sentence.

The subordinate clause must have its own subject and verb. The subordinate clause does not make sense on its own.



YEAR 4 Grammar - Skill 2

John was playing the piano. **He** was in the hall.

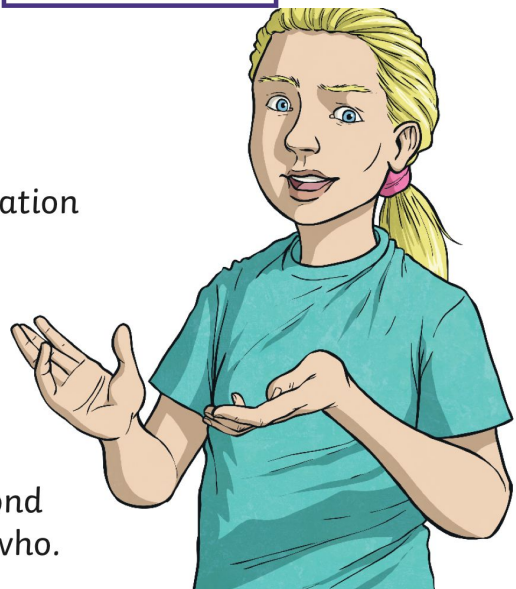


We've dropped in a relative clause!

A **relative clause** gives us extra information about the noun in the main clause.

It is connected to the main clause by a **relative pronoun**.

We've replaced the pronoun in the second sentence with the **relative pronoun** – who.



Here are some other relative clauses you could add to this sentence:

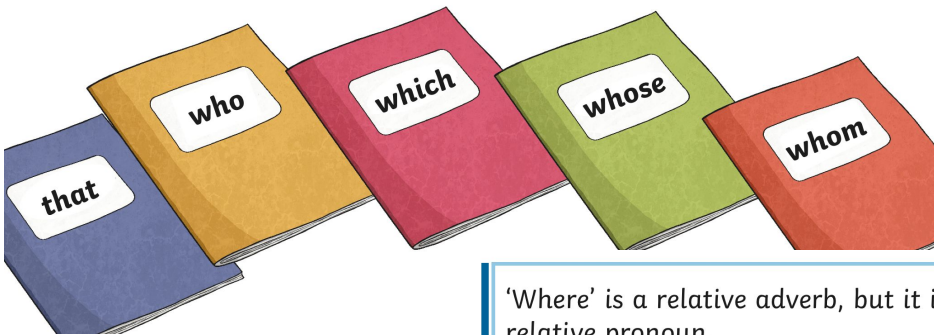
John, **whose hair flopped as he moved his arms**, was playing the piano.

John, **who had just eaten a light lunch**, was playing the piano.

YEAR 4 Grammar - Skill 2

Relative clauses often start with relative pronouns.

These words are relative pronouns:



'Where' is a relative adverb, but it is used in exactly the same way as a relative pronoun.



A relative clause (a clause which gives you extra information about a noun) might be at the end of a sentence or within the sentence.

I ran quickly towards the oak tree, **which had stood in that spot for hundreds of years.**

My grandmother, **whose shiny hair sparkled in the morning sunshine,** stood looking over the bay.

YEAR 4 Grammar - Skill 2

Sentences which have two or more clauses are called multi-clause sentences. A main clause makes sense by itself but a subordinate clause does not make sense by itself. The subordinate clauses in these sentences are relative clauses. They start with relative pronouns.

Highlight the clauses in each sentence. Choose two colours and use one to highlight main clauses and the other colour to highlight the relative clauses.

Look at these examples:

- My dog's fur, **which** is hard to brush, is very curly.
- Go and get a sticker from Mr Brown, **who** is standing at the finish line.
- Oranges, **which** contain lots of vitamins, are really good for you.

Now, have a go at the sentences.

- a. Alana, who has very shiny hair, always looks smart for school.
- b. My cousins live in Canada, which is a long way to go to visit!
- c. These three girls, who have worked very hard on their maths project, can have a prize each.
- d. The Peak District, which is an excellent place for walking, climbing and biking, is a national park in Derbyshire.
- e. The dog, who always jumps up at people, is called Spot.
- f. The film, which had me on the edge of my seat, was tremendously exciting!
- g. Look for the spelling in the dictionary, which is over there on the shelf.
- h. My brother, who has won many medals for his gymnastics, is competing in an event tomorrow.

Challenge

Improve these simple sentences by adding a relative clause.

1. Mrs Polson created some home learning packs.
2. The sunflowers grew taller than expected.
3. The children were missing their friends and teachers.

YEAR 4 Grammar - Random Questions

Grammar and Punctuation

Which word in the following sentence is an **adverb**?

She carefully balanced the cup on the saucer.



1

Grammar and Punctuation

Which words below make a **compound word** when combined?

- box • park • bird • board
- water • skate • jump • black



2

Grammar and Punctuation

How would you **correct** these sentences?

We was going to the airport.

If we was not at school, I'd go to the park.

Lily were with her friends.

I were at Noah's house.



3

Grammar and Punctuation

Put **brackets** into these sentences.

My favourite book The Hobbit is a fantasy story.

The girls who were called Molly and Ella sat next to each other in class.

The parcel which was wrapped in brown paper was sitting on the doorstep.



4

Grammar and Punctuation

Which **conjunction** would you use in this sentence?

The squirrel hurtled up the tree _____ the dog barked at the bottom.

- while
- before
- so
- when



5

Grammar and Punctuation

Why do we start a new **paragraph**?

1. To indicate a new subject or theme.
2. To break up the page.
3. To change the time or place in our story.
4. To make our story look longer.
5. To group relevant information together.



6

Grammar and Punctuation

Where should the **apostrophe** be in these sentences?

Hannahs mum worked at the hospital.

Barry, my sisters rabbit, was grey and white.

Im going to the skatepark to see my friends.

Mum hasnt got time to go to the hairdressers.



7

Grammar and Punctuation

Which **fronted adverbial** would make sense?

... the atmosphere changed and everyone began to feel rather sleepy.

- Without a sound,
- Sometime earlier,
- As the clouds parted,
- Later that evening,



8

YEAR 4 Grammar - Random Questions

Grammar and Punctuation

What is the rule for adding these **suffixes** to the words below?

- | | | |
|--------------|---------------|---------------|
| • ed | • ing | • en |
| begin | forgot | prefer |

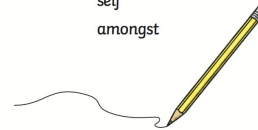


9

Grammar and Punctuation

What do these **prefixes** mean? Match them up.

- | | |
|-------|---------|
| sub | against |
| auto | under |
| inter | self |
| anti | amongst |



10

Grammar and Punctuation

What is the correct **spelling** of the missing words in these sentences?

- I _____ you're going on holiday soon. **here/hear**
 We _____ you at school today. **missed/mist**
 The hamster died so we had to _____ **berry/bury**
 it. **piece/peace**
 Mum needed some _____ and quiet. **piece/peace**



11

Grammar and Punctuation

In the following sentences the **apostrophe** is used to make one word instead of two. Which two words would these be?

- We haven't had a spelling test for ages.
 "Don't shout!"
 "Who's your class teacher?" asked the secretary.
 "How's your Gran doing?" my neighbour asked me.



12

Grammar and Punctuation

Put the **comma** in the correct place.

- The policeman said "Where did you find that bag?"
 The flowers were bright yellow the brightest yellow Jasmine had ever seen.
 It was later that night when the sirens started.



13

Grammar and Punctuation

What does this sentence need? **Rewrite** the sentence correctly.

Carrie went to the pizza shop. Carrie liked the pepperoni pizza. Carrie's brother didn't like pepperoni. Carrie's brother preferred chicken.

- nouns
- adjectives
- pronouns



14

Grammar and Punctuation

Improve these sentences using **adverbs**.

The dog barked throughout the night, waking everyone up.
 The neighbours shouted from their windows. The owner was embarrassed.



15

Grammar and Punctuation

Put the **inverted commas** in these sentences.

- I can't find it! shouted my brother.
 Harry yelled Eureka! I have the answer!
 The vet said what seems to be the problem with Rover?
 Where are you going? asked the bus conductor.



16

YEAR 4 Grammar - Random Questions

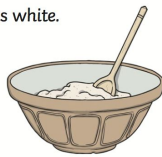
Grammar and Punctuation

Spot the **conjunctions** in the following sentences.

Kim was talking on her phone as she watched TV.

The cat ran into the house whilst carrying a mouse!

Mix the sugar and butter until it looks white.



17

Grammar and Punctuation

Use the **preposition** that makes sense in these sentences.

I went to the party _____ school.

The new girl sat _____ me on the bus.

after during beside before



18

Grammar and Punctuation

There is something wrong with these sentences.

Rewrite them correctly.

We was going to the concert.

I done a good piece of writing.

She seen the new shopping mall.



19

Grammar and Punctuation

Underline the **determiners**.

The boy rode his red bike home.

There were some girls from our school, on the bus.

The park wasn't far away.

It was a good hotel.

That girl won the race.



20

YEAR 4 Spelling Rule

Spelling Rule: Words with the /sh/ sound spelled ch.

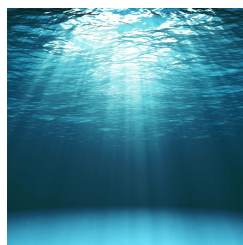
chalet ricochet chute



The /sh/ sound is actually spelt using 'ch'. Many of these type of words have a French origin*.

Task 1: Identify ch spelling

All of the images below have a sh sound, but can you identify which are spelt with a ch? Now try spelling these words.



This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

PHASE 3

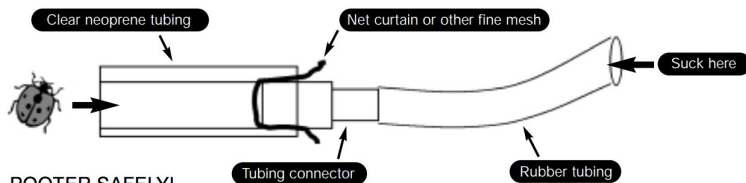
Speed write your word accurately ten times in 30 seconds.	Use your word in an exclamation sentence.	Write your word backwards.
Use your word in a question sentence.	Use your word in a sentence that contains direct speech.	
Use a dictionary to find a definition of your word.		

YEAR 4 Science- Animals

This week, collecting and counting different 'mini beats'. Below are a few ways you can safely collect, count and classify different minibeasts, alongside identification and information cards.

THE POOTER OR BUG ZAPPER

These help you to pick up delicate minibeasts without squashing them. There are different types of pooters. This pooter can be made quickly using a piece of transparent plastic (neoprene) tubing with an 8 mm inside diameter, connected to a length of soft rubber tubing with a 6 mm inside diameter, using a tubing adapter (available from most science equipment suppliers). A piece of fine mesh is placed between the tubing adapter and the transparent tubing. The rubber tubing is placed in your mouth and the minibeasts are sucked into the clear tubing with short sharp sucks. They cannot get into your mouth as they can not get past the mesh. Don't forget to place something over the end to stop the beasts escaping.



POOTER SAFELY!

Think about where you should look for minibeasts. It is best to pooter from vegetation. Do not pooter from dead things.

- Do not share pooters
- Do not pooter ants or wasps

YEAR 4 Science- Animals

BUG TUBES

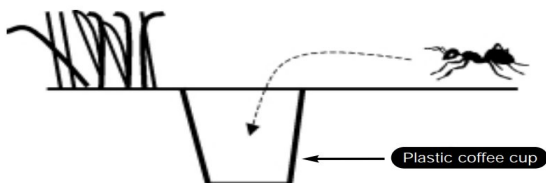
Once you have caught a minibeast you will need to place it in a container. Old film canisters are ideal for this and can often be obtained free of charge from most film processing shops. Remember, if you are keeping your minibeast overnight you must either provide some air-holes in the canister, or replace the top with a mesh cover. If you are only keeping your minibeast for a few hours, it will have plenty of air.

THE BUG BROLLY



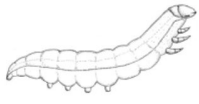
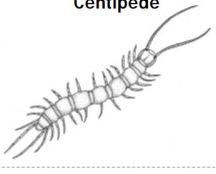
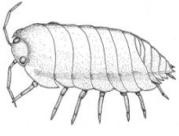
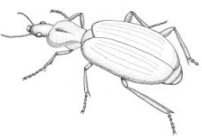


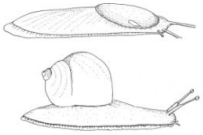
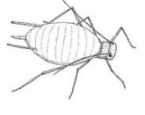
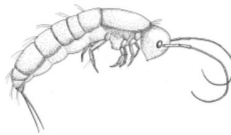

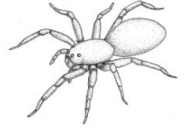
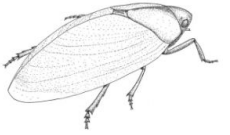


An old umbrella is ideal; a light colour is best as the minibeasts are easily seen against the light background. You will also need a stick about half a metre long. Open the umbrella and hold it under a tree or bush or alongside a patch of long grass. Tap the foliage sharply three or four times towards the bug brolly and the minibeasts that are living on the plants will fall into the umbrella. These can then be sucked up using the bug pooter and transferred into a tube to look at.

PITFALL TRAPS

Pitfall traps can be made easily using plastic coffee cups. These are buried in the ground so that the tops are level with the surface of the soil. It is important to make sure the rim of the cup is flush with the ground, as although it seems a small step for us it would be a giant step for the minibeasts. Minibeasts that are walking around near your pitfall trap will fall into it. It is important to check the traps at least three times a day otherwise the larger animals will eat the rest of your catch. You may also want to make a small hole in the bottom of your cup so that rainwater can escape (although it is better to catch your minibeasts on a dry day). Once you have finished using the pitfall trap, fill in the hole so that other minibeasts don't fall into it.



YEAR 4 Science- Animals

<p>MINIBEAST CARD ACTIVITIES</p> <p>Leaf Litter</p>  <p><small>SCISSOR CUT ALONG DOTTED LINES</small></p>	<p>MINIBEAST CARD ACTIVITIES</p> <p>Ant</p> 	<p>MINIBEAST CARD ACTIVITIES</p> <p>Caterpillars</p>  <p><small>SCISSOR CUT ALONG DOTTED LINES</small></p>	<p>MINIBEAST CARD ACTIVITIES</p> <p>Centipede</p> 
<p>MINIBEAST CARD ACTIVITIES</p> <p>Woodlouse</p> 	<p>MINIBEAST CARD ACTIVITIES</p> <p>Ground Beetles</p> 	<p>MINIBEAST CARD ACTIVITIES</p> <p>Millipede</p> 	<p>MINIBEAST CARD ACTIVITIES</p> <p>Butterfly</p> 
<p>MINIBEAST CARD ACTIVITIES</p> <p>Slugs and Snails</p> 	<p>MINIBEAST CARD ACTIVITIES</p> <p>Greenfly</p> 	<p>MINIBEAST CARD ACTIVITIES</p> <p>Springtails</p> 	<p>MINIBEAST CARD ACTIVITIES</p> <p>Birds</p> 
<p>MINIBEAST CARD ACTIVITIES</p> <p>Spider</p> 	<p>MINIBEAST CARD ACTIVITIES</p> <p>Froghoppers and Leafhoppers</p> 	<p>MINIBEAST CARD ACTIVITIES</p> <p>Shrews</p> 	<p>MINIBEAST CARD ACTIVITIES</p> <p>Living Plants</p> 

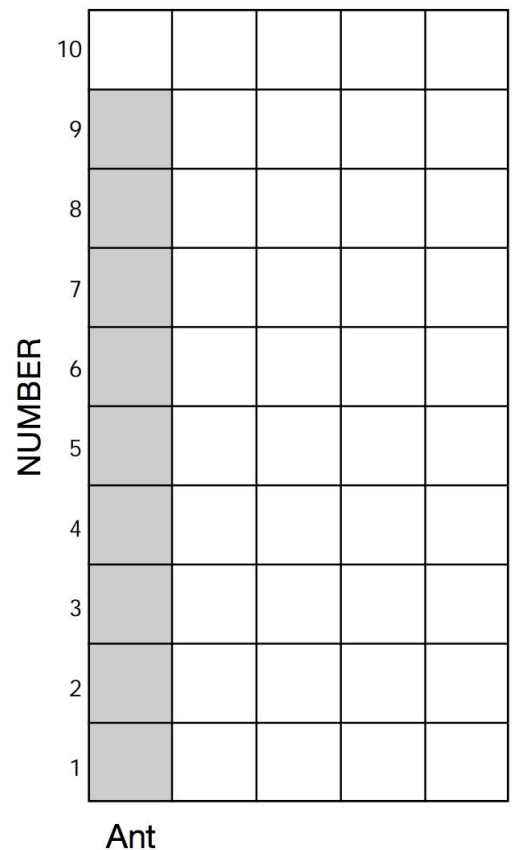
YEAR 4 Science- Animals

Complete the tally chart below adding your own minibeasts and habitats.

THE MINIBEASTS I CAUGHT

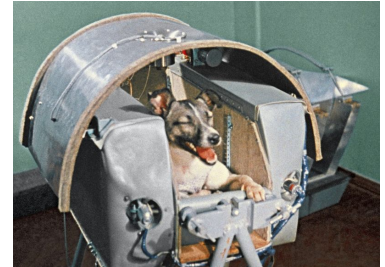
Ant					
WHERE I FOUND MY MINIBEAST	Soil				
	Leaves				
	Under Stones				
	Grass				
	Own Choice				
	Own Choice				
TOTAL NUMBER		9			

Complete the bar chart below using the total number from your tally chart



YEAR 4 Place and Time

On 3rd November 1957 a stray dog named Laika was sent into space. During the space race the Soviet Union sent dogs into space to see if they would survive in weightlessness. Then they wanted to see if dogs would survive orbiting the Earth. Laika's journey was relatively successful and she was never meant to return to Earth. She orbited Earth 4-9 times before her spacecraft overheated. Her flight proved that living beings could survive the G-force of a rocket launch and orbiting the Earth.



On May 28, 1959, two monkeys named Able and Baker became the first monkeys to go to space and make it back alive. Miss Able was a rhesus monkey from Kansas, and her crewmate Miss Baker was a squirrel monkey from Peru. They were tucked inside tight capsules, covered in various sensors and electrodes and situated inside the nose cone of the rocket. The two space monkeys lifted off on a Jupiter rocket from Cape Canaveral and reached an altitude of over 300 miles. The whole flight lasted 16 minutes, and they got to experience weightlessness for 9 minutes. The capsule reached a top speed of 10,000 miles per hour. It traveled about 1,700 miles downrange before splashing down in the Atlantic Ocean near Puerto Rico. Both monkeys survived the trip to space and back.



YEAR 4 Place and Time

Task: Create an advert for a daring animal to go on a new NASA space mission to visit the International Space Station (ISS).

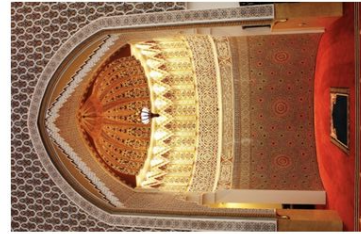
What type of animal must it be?

What characteristics must it have? (size, healthy, like travelling, can eat pills, not too heavy...)



YEAR 4 Faith and Belief

The Mosque



Where the Imam
(religious leader) stands



Prayer mats



The Church



Font



Pulpit -
where the
reverend
(religious
leader)
stands



Alter



YEAR 4 Faith and Belief

What do people kneel on to pray?

Church

Mosque

Are they similar or different?

What are the important symbols?

Church

Mosque

Are they similar or different?

What colourful pictures or paintings are in the buildings?

Church

Mosque

Are they similar or different?

What are the religious leaders called?

Church

Mosque

Are they similar or different?

Identify any other similarities and differences between a Church and a Mosque?

Similarities
(what are the same?)

Differences
(what are different?)

YEAR 4 - Extras

Mental Health Awareness Week takes place from 18-24th May. Here are nine lovely activities to do with your child to help support their mental health.

9 MENTAL HEALTH ACTIVITIES TO DO WITH YOUR CHILDREN

@BELIEVEPHQ

WORRY TIME



- Set aside a time each day for your child worry. Discuss with your child how long the worry time will be for. In this time your child can write down their worries, discuss them with you or problem solve to overcome them

THOUGHT CHALLENGING

- Help your child to write down any unhelpful thoughts they that experience. Try to challenge them with your child and come up with more realistic and helpful ones

BEING PRESENT



- Help your child to be present and live in the moment. Go for a walk and see how many different things you can both take in with all your senses

ACTIVITY PLANNING



- Create an activity diary with your child and help them to schedule in some pleasurable and achievement related activities

TALKING ABOUT FEELINGS

- Why not create a time each week where your child can speak to you about their thoughts and feelings

3 GOOD THINGS



- Before bed spend some time with your child to identify and write down three good things they achieved from the day

WELLBEING



- Support your child to look after their wellbeing. Cook healthy meals with them, exercise or play sport with them and make sure they are getting enough sleep

IMAGERY

- Work with your child to imagine themselves in an imaginary future where everything has turned out in a positive way

THOUGHT TESTING

- Try setting out some simple activities to help your child test out the validity of a thought.



YEAR 5 HOMEWORK - Pack 8

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 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 - Adding Mixed Fractions

WE $5\frac{1}{2} + 4\frac{1}{5} =$

① $5\frac{1}{2} + 4\frac{1}{5} =$

$5 + 4 = 9$ (Add the whole numbers together)

② $5\frac{1}{2} + 4\frac{1}{5} =$

$5 + 4 = 9$

$\frac{1}{2} + \frac{1}{5} =$ (Convert the fractions so they have the same denominator)
 $\frac{1}{10} + \frac{2}{10}$ (2 and 5 are both factors of 10)

③ $5\frac{1}{2} + 4\frac{1}{5} =$

$5 + 4 = 9$

$\left(\begin{array}{c} \frac{1}{2} + \frac{1}{5} \\ \times 5 \quad \times 2 \\ \hline \frac{5}{10} + \frac{2}{10} \\ \times 5 \end{array} \right) \times 2$

(Now you need to convert the fractions)
 → You have already found the denominator. The same has to be applied to the top.

$(1 \times 5 = 5) \quad (1 \times 2 = 2)$

④ $5\frac{1}{2} + 4\frac{1}{5} =$

$5 + 4 = 9$

$\frac{5}{10} + \frac{2}{10} = \frac{7}{10}$
 $9 + \frac{7}{10} = 9\frac{7}{10}$

Can you simplify?
No.

If you feel unsure as to how to add mixed fractions you will find the steps to the left. Children can use this to help them answer the questions on the following page if required.



Can you write a rap or song for the instructions of how to add mixed fractions. Email your entry by the 8th June.

Email:
capetown.class@hvp.org.uk

YEAR 5 Maths - Adding Mixed Fractions

Adding Mixed Numbers

1) $1\frac{1}{2} + 9\frac{4}{10} =$

2) $1\frac{1}{2} + 4\frac{1}{5} =$

3) $5\frac{3}{4} + 8\frac{8}{10} =$

4) $5\frac{4}{5} + 4\frac{1}{4} =$

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

6) $5\frac{2}{4} + 6\frac{1}{5} =$

7) $6\frac{1}{3} + 5\frac{1}{4} =$

8) $1\frac{3}{4} + 5\frac{1}{2} =$

9) $4\frac{2}{5} + 9\frac{3}{4} =$

10) $5\frac{5}{10} + 5\frac{1}{3} =$

WE $5\frac{1}{2} + 4\frac{1}{5} =$

① $5\frac{1}{2} + 4\frac{1}{5} =$
 $5 + 4 = 9$ (Add the whole numbers together)

② $5\frac{1}{2} + 4\frac{1}{5} =$
 $5 + 4 = 9$
 $\frac{1}{2} + \frac{1}{5} =$ (Convert the fractions so they have the same denominator)
 $\frac{5}{10} + \frac{2}{10} = \frac{7}{10}$ (2 and 5 are both factors of 10).

③ $5\frac{1}{2} + 4\frac{1}{5} =$
 $5 + 4 = 9$
 $\left(\frac{1}{2} + \frac{1}{5}\right) \times 2$ (Now you need to convert the fractions)
 $\left(\frac{5}{10} + \frac{2}{10}\right) \times 2$ → You have already found the denominator. The same has to be applied to the top.
 $\times 5$
 $(1 \times 5 = 5) (1 \times 2 = 2)$

④ $5\frac{1}{2} + 4\frac{1}{5} =$
 $5 + 4 = 9$
 $\frac{5}{10} + \frac{2}{10} = \frac{7}{10}$
 $9\frac{7}{10}$ Can you simplify? No.

YEAR 5 Maths - Skill 1 Reasoning

Unit 9: Fractions (2), Lesson 5

Think together

- I** Jen drives along two roads, as shown on the map.

What is the total distance she drives?



Add the wholes: $1 + 1 = \boxed{}$

Add the parts: $\frac{2}{5} + \frac{3}{10}$

$$= \frac{\boxed{}}{10} + \frac{3}{10}$$
$$= \frac{\boxed{}}{10}$$



Jen drives $\square \frac{\square}{\square}$ km in total.

- 2** Jen uses $2\frac{3}{4}$ litres of petrol to drive to work.

She uses $\frac{5}{12}$ of a litre of petrol to drive for lunch.

How many litres of petrol does she use in total?



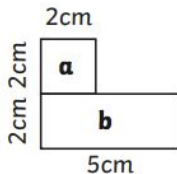
Jen uses $\frac{\square}{\square}$ litres of petrol in total.

YEAR 5 Maths - Area

Area - Area is the amount of space inside the perimeter
To work **out the area** of a square or rectangle, multiply its height by its width

Calculate the area of each rectangle, then calculate the area of the whole compound shape.

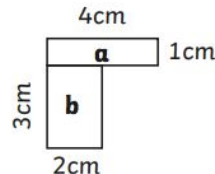
1.



Area a: _____ cm^2

Area b: _____ cm^2 Total: _____ cm^2

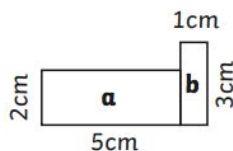
2.



Area a: _____ cm^2

Area b: _____ cm^2 Total: _____ cm^2

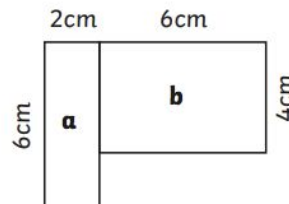
3.



Area a: _____ cm^2

Area b: _____ cm^2 Total: _____ cm^2

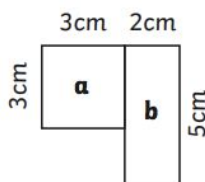
4.



Area a: _____ cm^2

Area b: _____ cm^2 Total: _____ cm^2

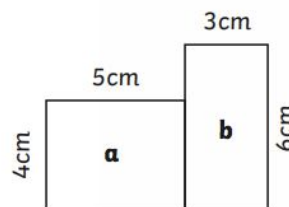
5.



Area a: _____ cm^2

Area b: _____ cm^2 Total: _____ cm^2

6.



Area a: _____ cm^2

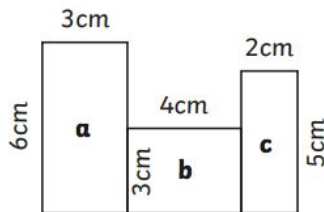
Area b: _____ cm^2 Total: _____ cm^2

Note: Compound shapes are not to scale.

YEAR 5 Maths - Area

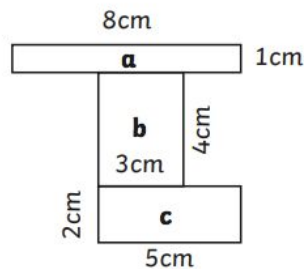
Area - Area is the amount of space inside the perimeter
To work **out the area** of a square or rectangle, multiply its height by its width

7.



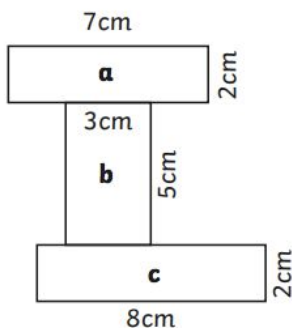
Area a: _____ cm^2 Area c: _____ cm^2
Area b: _____ cm^2 Total: _____ cm^2

8.



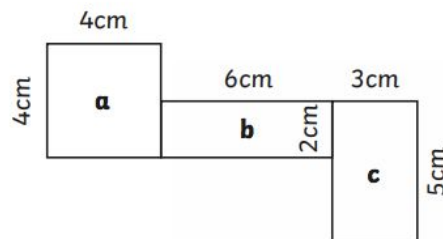
Area a: _____ cm^2 Area c: _____ cm^2
Area b: _____ cm^2 Total: _____ cm^2

9.



Area a: _____ cm^2 Area c: _____ cm^2
Area b: _____ cm^2 Total: _____ cm^2

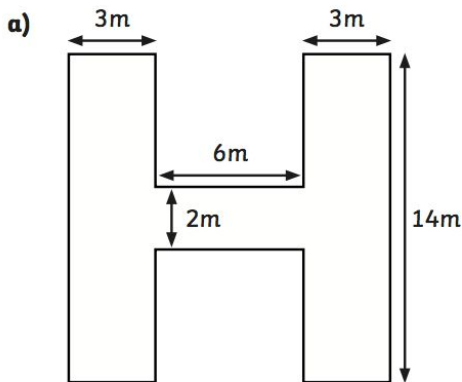
10.



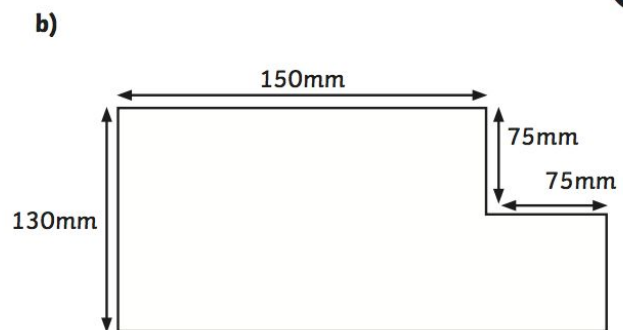
Area a: _____ cm^2 Area c: _____ cm^2
Area b: _____ cm^2 Total: _____ cm^2

YEAR 5 Maths - Area Reasoning

1) Find the area of the following shapes.



area = _____



area = _____

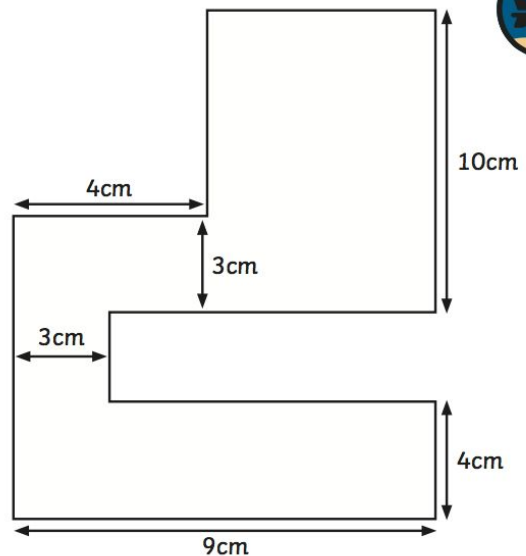
1) Ianto wants to calculate the area of this shape.

- a) He says, "It is impossible to work out the area of this shape without more measurements." Is he right?

Prove it!

- b) Investigate how many more measurements Ianto needs in order to find the area.

- c) If the total area is 107cm^2 , what could the missing lengths be?



YEAR 5 Maths - Multiplying 2 digit by 2 digit

WE

$$\begin{array}{r} 41 \\ \times 22 \\ \hline \end{array}$$

①

$$\begin{array}{r} 41 \\ \times 22 \\ \hline 82 \end{array}$$

→ Times the top number by the units of the second number

②

$$\begin{array}{r} 41 \\ \times 22 \\ \hline 82 \end{array}$$

0 → Put a 0 because you are timesing the tens column of the bottom number.

③

$$\begin{array}{r} 41 \\ \times 22 \\ \hline 82 \\ 820 \end{array}$$

($20 \times 1 = 20$ → put the 2 in the tens column)
($40 \times 20 = 800$)

④

$$\begin{array}{r} 41 \\ \times 22 \\ \hline 082 \\ 820 \\ \hline 902 \end{array}$$

If you feel unsure as to how to add mixed fractions you will find the steps to the left. Children can use this to help them answer the questions on the following page if required.



If you are going through the questions of 2 digit by 2 digit quickly, can you use the same process to work out 3 digit by 3 digit? Roll a dice to make some new questions.

YEAR 5 Maths - Multiplying 2 digit by 2 digit

$$\begin{array}{r} 32 \\ \times 39 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ \times 74 \\ \hline \end{array}$$

$$\begin{array}{r} 71 \\ \times 55 \\ \hline \end{array}$$

$$\begin{array}{r} 47 \\ \times 58 \\ \hline \end{array}$$

$$\begin{array}{r} 67 \\ \times 55 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ \times 84 \\ \hline \end{array}$$

$$\begin{array}{r} 52 \\ \times 93 \\ \hline \end{array}$$

$$\begin{array}{r} 41 \\ \times 89 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ \times 30 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ \times 67 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ \times 15 \\ \hline \end{array}$$

$$\begin{array}{r} 60 \\ \times 47 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ \times 43 \\ \hline \end{array}$$

$$\begin{array}{r} 97 \\ \times 13 \\ \hline \end{array}$$

$$\begin{array}{r} 98 \\ \times 40 \\ \hline \end{array}$$

$$\begin{array}{r} 83 \\ \times 97 \\ \hline \end{array}$$

YEAR 5 Maths - Multiplication Reasoning

1

Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.

Each necklace has **105** beads.

She makes **34** necklaces.



How many beads does Layla use **altogether**?

Show
your
method

beads

YEAR 5 Maths - Arithmetic

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

Race against the clock! Put a timer on and see how long it will take you to complete.

Time taken: _____ : _____

YEAR 5 Maths - Arithmetic

Colour by Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

0-10

light blue

11-20

purple

21-30

pink

31-40

yellow

41-50

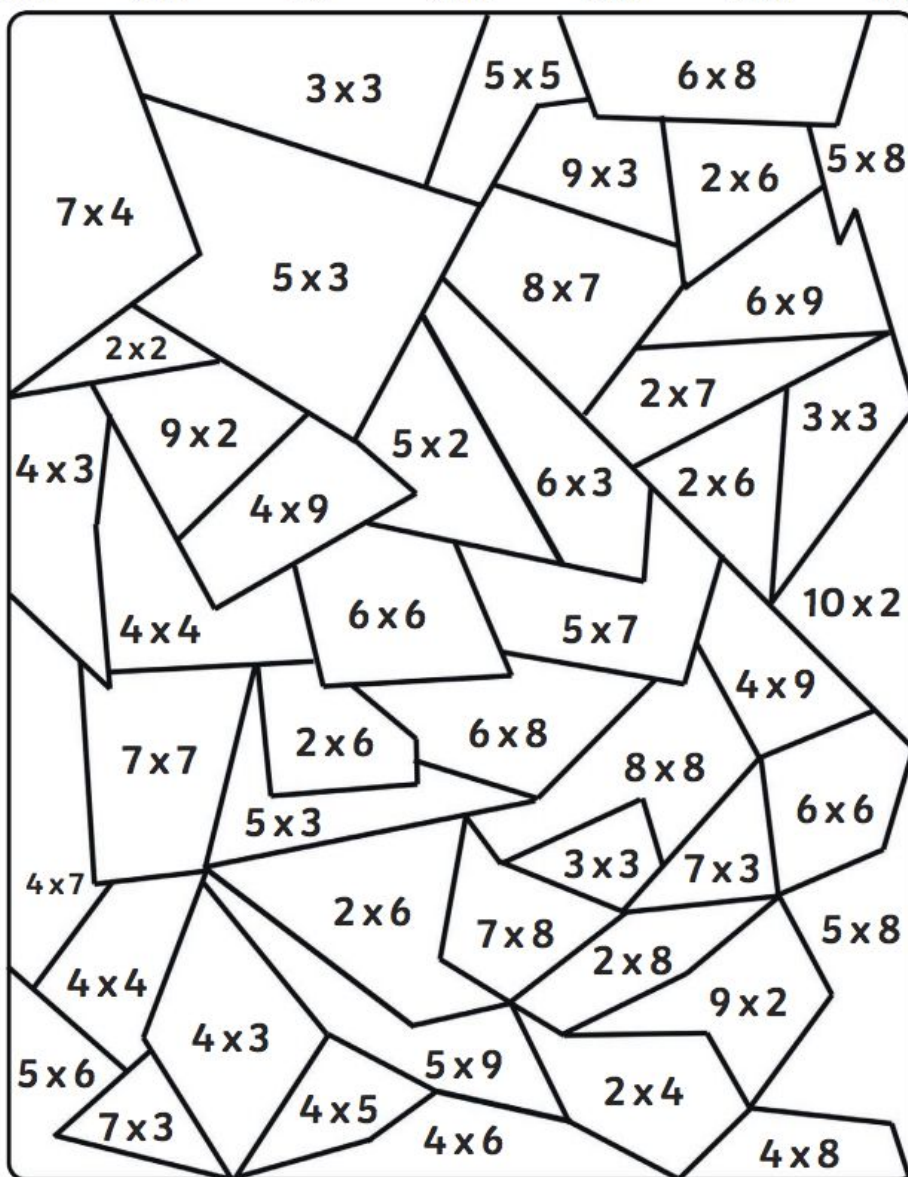
green

51-60

orange

61-70

dark blue



YEAR 5 Reading - Text 1

The Man Who Moved a Mountain:

A Remarkable True Story of One Man's Endeavour

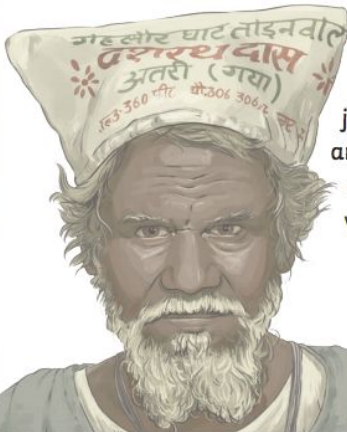
Dashrath Manjhi was a relatively poor man who worked as a labourer in a remote mountain village near Bihar in eastern India. After a tragic event, he dedicated his life to an incredible project which led to him becoming known as 'Mountain Man' or 'The Man Who Moved the Mountain'.

Living on a mountain just south of the Himalayas, Manjhi and his community were isolated from the nearest towns. When his wife accidentally fell one day, she was injured and in need of medical help. The journey to the nearest hospital or doctor was 55km and, sadly, Manjhi's wife died as a result of being unable to receive medical attention in time.

The labourer said that he never wanted anyone else to suffer the same fate as his wife. He spent the next 22 years single-handedly creating a passageway through the mountain with only a hammer and chisel. Before he ploughed the fields each morning, he spent hours of every day hammering the rock of the mountain. He would then return in the afternoon and into the evening to continue his quest. Manjhi had to sell the family's three goats to buy the hammer and chisel that he used.



When news spread about what the man was doing, many people thought that he had gone mad. His community worried that he would die before ever coming close to completing the mission. However, in honour of his wife, he continued for more than two decades, from 1960 to 1982, working day and night. By the time he had finished, he had carved a road through the side of the mountain. The village now has access to schools, hospitals and jobs for the first time, and Dashrath Manjhi became an inspiration to the whole society. Thanks to the efforts of this 'Mountain Man', the distance from the village to hospital was reduced from 55km to 15km.



YEAR 5 Reading - Text 1

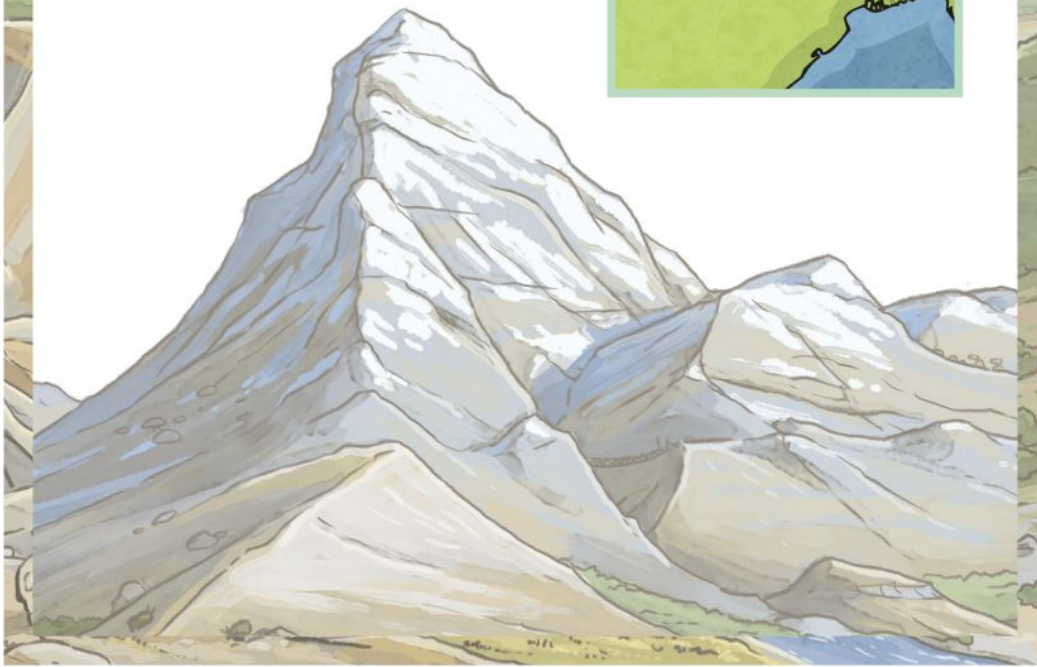
The Man Who Moved a Mountain

The road that he created is flanked by 7.5m high mountain walls on either side. It is 9m wide and 110m long.

In 2011, a documentary film was made about Dashrath Manjhi, called 'The Man Who Moved the Mountain'. Another film was made in 2015 called 'Manjhi – The Mountain Man'.

Location Fact File: Gehlaur is a village in the Gaya district of Bihar state in eastern India. To the north, it borders Nepal. The famous River Ganges flows right through Bihar from west to east. The Himalayan mountains begin a short distance over the border into Nepal.

Dashrath Manjhi died on 17th August 2007. He was given a state funeral by the government of Bihar, which is a type of public ceremony usually only held to honour very important or significant individuals.



YEAR 5 Reading - Text 1 Questions

Questions

1. How long did Dashrath Manjhi spend carving out the passageway through the mountain?

2. Which of these statements best describes other people's reaction to Manjhi's project when he first started? **Tick two.**

- ☐ They encouraged him to get started
- ☐ They thought he had gone mad
- ☐ They helped him to begin with
- ☐ They thought he would die before he completed it

3. The road which he created is flanked by 7.5m high mountain walls on either side. What is the meaning of the word **flanked**?

4. Which parts of the day did Manjhi spend on carving the passageway?

5. Dashrath Manjhi was given a state funeral. What does this suggest about the way the government felt about his actions?

6. The local people were happy when the project was finally complete. According to the text, what **three things** did they have access to that they previously did not?

7. One of the documentary films was called 'The Man Who Moved the Mountain'. Why do you think this was a good name for the film?

8. Look at the **Location Fact File**:
Which direction is Nepal from India? Circle **one**.

north

east

south

west

YEAR 5 Reading - Text 2

India

Living in India

India is a country whose population currently represents around one sixth of the world's total population. It is a bright and vibrant country with a mix of different cultures and people. However, despite the large numbers of people living in India, the country itself covers only 2% of the world's total surface area. This makes India a very crowded and busy place.

School

The number of children who can read and write has increased since compulsory school attendance for all children up to the age of 14 was introduced. However, only about 50% of all school children actually go to school, since enrolment in schools is checked but not attendance.

Children attend pre-primary school at the age of five. Pre-primary school is followed by primary school. At the age of eleven, students go to middle school. After four years, at the age of fourteen, they take exams. At this point, their ten years of compulsory education is finished. Students who want to continue their education go to a higher secondary school which prepares them for college. Students can also enrol in a university after college.

Work

The farming sector is the largest employer in India's economy. Due to the large English-speaking population, India provides lots of global services, such as IT support call centres. The IT industry is one of the largest employers in India. The Indian auto mobile industry is one of the largest in the world with an annual production of 21.48 million vehicles. It also employs many people in India. Unemployment is also a serious issue in India.

Transport

India's public transport systems are among the most heavily used in the world. Public transport is the main mode of transport for most of the population. Buses, cycle-rickshaws, auto-rickshaw taxis, boats and urban trains provide transport around India's cities.

The number of cars in India is low compared to other countries, with only 10.3 million cars on the nation's roads.

India's rail network is the fourth longest and the most heavily used system in the world. Indian Railways has 115 000 km of track and 7 112 stations. In

YEAR 5 Reading - Text 2

India

2014/15, IR carried more than 23 million passengers a day!

Sport

Across India many different sports are played. Cricket is the most popular sport, while football is also popular. The country has won eight Olympic gold medals in field hockey, another game enjoyed in India.

India has hosted and co-hosted several international sporting events, including the Asian Games, the Cricket World Cup, the Hockey World Cup and the Commonwealth Games. From 2011 to 2013, India hosted the Indian Grand Prix Formula 1 race. The National Games of India has been held in the country since 1924.

Food

Cooking styles vary from region to region across the country and curry is the dish commonly associated with India. Wheat, basmati rice and pulses like chick peas are important parts of the Indian diet. Indian food is rich with spices, including ginger, coriander, cardamom, turmeric, dried hot peppers and cinnamon. Chutneys made from fruits and vegetables such as tamarind, tomatoes, mint, coriander and other herbs, are used in Indian cooking. Many dishes are for vegetarians, but lamb and chicken are common in main dishes for non-vegetarians. Much of Indian food is eaten with your fingers or with bread to scoop it up. There is a wide array of bread served with meals, including naan (an oven-baked flatbread), poppadum (disc shaped, fried, crispy bread) and bhatoora (a fried, fluffy flatbread).

Bollywood

India is well known for its film industry, which is often referred to as Bollywood. The country's movie history began in 1896 in Mumbai. Today, the films are known for their elaborate singing and dancing. Indian dance, music and theatre traditions span back more than 2 000 years.

Traditional Dress

Indian clothing is closely identified with the colourful silk saris worn by many of the country's women. The traditional clothing for men is the dhoti, a piece of cloth that is tied around the waist and legs. Men also wear a kurta; a knee-length, loose shirt.

YEAR 5 Reading - Text 2

India

Religion

Religion has an important role in the life of many people in India. The most common religion is Hindu (approximately 80%), followed by Muslim (12%), Christian (2%) and other religions such as Sikh, Buddhist and Jain.

Festivals

The country celebrates Republic Day (26 January), Independence Day (15 August) and Mahatma Gandhi's Birthday (2 October). Diwali is the largest and most important holiday for India. It is a five-day festival known as the festival of lights because of the lights lit during the celebration to symbolize the inner light that protects people from spiritual darkness. Holi, the festival of colours, is celebrated in the spring.

Tourism

Tourism in India is important for the economy and is growing rapidly. It supports around 39.5 million jobs. About 22.57 million tourists arrived in India in 2014, compared to 19.95 million in 2013. In 2014, The Taj Mahal, Thar Desert, Himalayan Mountains and many beaches are just some of the attractions which draw people to visit India.

YEAR 5 Reading - Text 2 Questions

Questions

1. Large numbers of people live in India, but the country itself covers only 2% of the world's total surface area; what does this tell you about life in India?

2. At what age does compulsory school attendance end in India?

3. Why are many global support call centres based in India?

4. How do you know that Indian Railways trains are very busy?

5. Why are breads often served with an Indian meal?

6. In which Indian city did the country's movie history begin?

7. What traditional clothing is often worn by men in India?

8. Why is the most common religion in India?

9. Why is the Hindu festival of Diwali known as the festival of lights?

10. What places do tourists visit in India?

YEAR 5 Writing

Task: To write an **information leaflet** (Non-Chronological Report) about **Hinduism**.

Purpose: To describe the way things are.

Audience: Year 4 children learning about Hinduism.

- Your information leaflet needs to include all of the information that you found out in your Faith and Belief research last week.
- It must have a relevant title and be split into at least four different sections (Introduction, Main Body, Conclusion, Fun Facts).
- The Main Body should contain **at least three** different paragraphs, each beginning with a **subheading** and discussing a different aspect of Hinduism.
- You may want to design your leaflet so there is space for a picture or a labelled diagram.
- You can either use the leaflet template provided or use plain paper if you prefer.

So What is a Non-Chronological Report?

Non-Chronological Reports

A title which tells the reader what your report is about.



An introduction giving the reader some very brief background information about the topic.



Main paragraphs should include interesting and detailed information about the topic.
Be clear and accurate.

End with a summary. Sum your report up with all the things that you want them to remember.

Keep it factual and fair when comparing two different things.



Writing Challenge 1

Have a read through the list of spellings below. Circle any that you think you may be able to include (correctly!) into your leaflet. Remember that if you are not 100% sure of what a word means then don't use it. See how many you are able to use within your information leaflet.

New Curriculum Spelling List Years 5 and 6



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

Writing Challenge 2

We would like to see you use extended sentences in your information leaflet. A set of really useful and effective conjunctions are the subordinating conjunctions. See how many of these you can use correctly in your leaflet.

EXTRA CHALLENGE: Can you open at least 5 sentences with a subordinating conjunction? (Don't forget to use a after your subordinate clause!)

E.g. While Hinduism is the most popular religion in India, other religions such as Islam are popular too.



I SAW A WABUB!

Try to remember these important subordinating conjunctions.



If Since As When Although
While After Before Until Because!

Use subordinating conjunctions in different positions within your sentences.

Although he made me jump, I was thrilled to see a wabub behind the tree.

I am going on a wabub hunt **after** I have eaten my dinner.



YEAR 5 Writing-PING Grid

Use the PING Grid below the plan your information leaflet. Use bullet point notes to decide which information will go in each section of your leaflet.


Main Title	
Introduction	
Main Body Topic 1	
Main Body Topic 2	
Main Body Topic 3	
Conclusion	
Fun Facts	



Information Leaflet Writing Template



Information Leaflet Writing Template

[illegible]

[illegible][illegible]

So How Good Is Your Information Leaflet?

	Topic title covers the whole subject.
	Brief introduction paragraph gives who/what/where overview.
	The information is organised into paragraphs .
	Each category has a sub-heading .
	Some information may be in fact boxes or bullet-point lists.
	Extra details support the main points.

YEAR 5 Grammar - Skill 1 - Expanded Noun Phrases

Knowledge: An expanded noun phrase uses 2 adjectives to describe a noun, separated by a comma

E.g. The mountainous, picturesque scene simply took my breath away.

1. Insert appropriate adjectives from the word bank below to complete the sentences.

A. The _____, _____ hurricane tore through the town, taking all the buildings in its path with it.

B. Whilst my _____, _____ grandma was sleeping, I tried to help by putting all of her shopping away.

C. After being over half an hour late, the _____, _____ delivery man arrived with our dinner.

kind	circular	busy	disorganised	dark
caring	unexpected	tired	frail	devastating

2. Circle the pair(s) of adjectives that could replace the adjectives used in the sentence below, without changing the meaning.

The boat made its way through the rough, treacherous waves across the sea, wondering what awaited them at their destination.

restless, frantic

beautiful, tranquil

calm, peaceful

raging, troubled

3. Write a multi-clause sentence including a noun phrase to describe the picture.

You must include two adjectives and a preposition.



YEAR 5 Grammar - Skill 2

1. Circle the correct verb tense to complete the sentences below.

A. The rain falling/fell from the sky as people ran/run for cover.

B. Pedro caught/catch the ball and racing/raced to the touch line.

C. The dog sleeps/slept as the fire roared/roaring.

2. Put and 'X' in the box next the sentences where only action verbs have been underlined.

A. The trees swayed as the strong wind blew.

☐

B. Asha scored the winning point and hugged her team mates.

☐

C. Toby knelt on the floor and fussed his dog.

☐

3. Replace the verbs in the sentences below with an alternative to change the meaning of the sentence.

A. Liza sprinted out of the door and stumbled over the dog.

B. Hassan smashed the mirror and slammed the door on his way out.

closed

leapt

strolled

mended

YEAR 5 Grammar - Random Questions

1. Circle **all three verbs** in sentence below.

I wanted to buy a puppy and call it Rosie.

1 mark

2. Which sentence below is a **statement**?

Tick **one**.

The keyboard is still working, isn't it?

☐

Where I go, my little sister goes.

☐

Fill everyone's cup with orange juice.

☐

Which puzzle took longest to finish?

☐

1 mark

3. Circle the **preposition** in the sentence below.

The children are always very polite around visitors.

1 mark

4. Which option uses **full stops** correctly?

Tick **one**.

There was food at the party. I liked the cake.

☐

The icing made the cake. Look and taste nice.

☐

The party games. Were fun at the start.

☐

I won the. Prize for the best costume.

☐

1 mark

YEAR 5 Grammar - Random Questions

5. Write a sentence using the word second as a **noun**.
Remember to punctuate your answer correctly.

1 mark

Write a sentence using the word second as an **adjective**.
Remember to punctuate your answer correctly.

1 mark

6. What **punctuation mark** should be used in the place indicated by the arrow?

After lots of long speeches the award ceremony started.



Tick **one**.

full stop

☐

inverted commas

☐

comma

☐

brackets

☐

1 mark

YEAR 5 Grammar - Random Questions

7. Which sentence below uses force as a **verb**?

Tick **one**.

We could not force Mum to tell us what was in the box.

☐

We had to use force to get the shed door open.

☐

We have learned that force is less effective than persuasion.

☐

We are finding out more about the role of the police force.

☐

1 mark

8. What is the underlined part of the sentence below?

We can buy our favourite cupcakes, since we are passing the shop.

Tick **one**.

preposition

☐

noun phrase

☐

subordinate clause

☐

determiner

☐

1 mark

YEAR 5 Spellings

Stage: 5	Words with 'silent' letters at the start.
List: 16	Name:



Spellings	1 st Attempt	2 nd Attempt	3 rd Attempt	4th Attempt	5 th Attempt
knight					
wreckage					
writer					
knowledge					
knuckle					
wreath					
pterodactyl					
mnemonic					
wrestler					
knife					

YEAR 5 Spelling Activity

What are these pictures?



_ s _ _ a m _



Spelling Shed

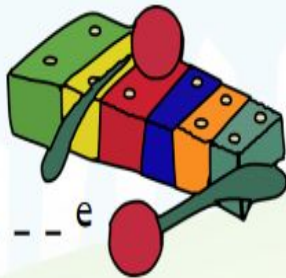
_ _ i _ k _



_ s _ c _ _ c



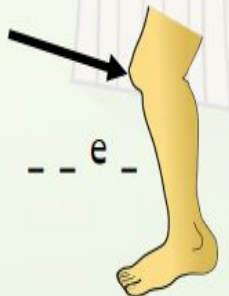
_ y _ _ p _ _ _ e



w _ e _ _ _ e



_ _ e _



_ a _ _ p _ ñ o



_ n _ t



_ _ o _ e



YEAR 5 Science

How is a part pollinated?

So that plants can make seeds, pollen grains usually have to be transferred from one plant to another. This process is called pollination. Most plants rely on receiving pollen from another plant of the same type, or species. This is called cross-pollination. Many flowering plants are brilliantly coloured to attract insects or other small animals. These animals pick up the pollen and carry it from one plant to another. Most plants use insects, especially bees and butterflies, as pollinators. Some flowering plants, such as grasses are pollinated by the wind, so they do not have to attract insects at all.



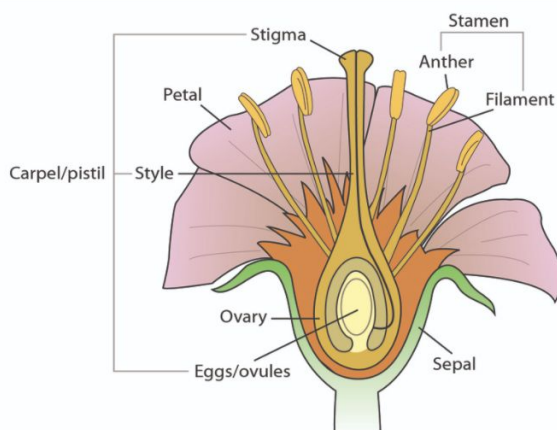
Username: cairo.class
Password: homelearning

Question to answer after the video:

1. What do you notice about insect and animal pollinated plants compared to wind pollinated plants

tigtag

Parts of a flower



EXT: Looking at the diagram to the left. Using DK Find out - research what the role of each part of the flower is for.

YEAR 5 Science - Poster

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



YEAR 5 Place and Time - India Knowledge

Bollywood is the name given to the Indian film industry. It is a play on the word Hollywood, the name given to the US film industry. The B comes from the Indian city of Bombay. Bollywood is a massive industry - they make 800 films a year! That's twice as many as the number of films made in Hollywood each year. About 14 million people visit the cinema each day in India.

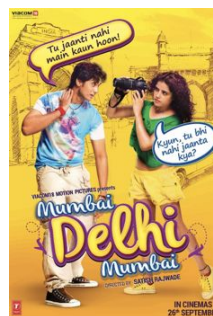
Did you know...?

Bombay is now known as Mumbai



Bhangra, the style of music used in Bollywood films, began to dominate the charts, as big names in the music industry sampled Indian music in their tracks. The highlight of Bollywood movies are the elaborate dance numbers and soundtracks, using traditional folk dances as well as modern styles such as jazz and hip-hop.

Bollywood films usually have similar basic storyline: boy meets girl; they fall madly in love; and they have to persuade their families to agree to marry. There is always a hero, a heroine and a comedy character.



One of the main problems for the Indian film industry is piracy. That is when films are recorded illegally and shown to others, or watched illegally via the internet or copied onto CDs. Piracy causes the Indian film companies to lose thousands of pounds, and not all of the films make enough money to pay for the cost of making them.

YEAR 5 Place and Time - India Tasks

Talking Point - Discuss with an adult.
Watch the clip from the Bollywood movie.
What do you notice?
What is the same as a movie you have seen?
What is different about this clip?
What is your favourite style of dance?
What is your favourite music to dance to?
Do you have any favourite dance moves?

Optional Task

Make a dance video alone or online in a group chat/google hangout/facetime. Record your Video and upload it to the google drive.
If you choose to do this please share with your Teacher on the drive.



https://www.youtube.com/watch?v=2bn9JloqY70&feature=emb_title



Create a painting, drawing or model of the Taj Mahal and email a picture to: mclements@hvp.org.uk
Don't forget to clearly name your picture. Entries must be in by 25th May

Questions

Use the knowledge page to answer.
What does the word Bollywood stand for?
How many people visit the cinema each day?
What is the style of music in Bollywood films?
What is the main problem that Bollywood movies face?

Retrieval

- What is the Taj Mahal made from?
- What is India's climate mostly?
- What is India's landscape like?
- What continent is India in?



Give these Bollywood moves a try!

<https://www.youtube.com/watch?v=nJ0malCKKEI>

YEAR 5 French

Match the French to the English words for food

le lait

le fromage



le poulet

la glace

le yaourt

le pain



le chocolat

les pâtes

le jus d'orange

le jambon

le poisson

le gâteau

chicken

orange juice

pasta

cheese

ice-cream

fish

milk

yoghurt

ham

cake

chocolate

bread



YEAR 5 - Extras

Mental Health Awareness Week takes place from 18-24th May. Here are nine lovely activities to do with your child to help support their mental health.

9 MENTAL HEALTH ACTIVITIES TO DO WITH YOUR CHILDREN

@BELIEVEPHQ

WORRY TIME



- Set aside a time each day for your child worry. Discuss with your child how long the worry time will be for. In this time your child can write down their worries, discuss them with you or problem solve to overcome them

THOUGHT CHALLENGING

- Help your child to write down any unhelpful thoughts they that experience. Try to challenge them with your child and come up with more realistic and helpful ones

BEING PRESENT



- Help your child to be present and live in the moment. Go for a walk and see how many different things you can both take in with all your senses

ACTIVITY PLANNING



- Create an activity diary with your child and help them to schedule in some pleasurable and achievement related activities

TALKING ABOUT FEELINGS

- Why not create a time each week where your child can speak to you about their thoughts and feelings

3 GOOD THINGS



- Before bed spend some time with your child to identify and write down three good things they achieved from the day

WELLBEING



- Support your child to look after their wellbeing. Cook healthy meals with them, exercise or play sport with them and make sure they are getting enough sleep

IMAGERY

- Work with your child to imagine themselves in an imaginary future where everything has turned out in a positive way

THOUGHT TESTING

- Try setting out some simple activities to help your child test out the validity of a thought.

