Year 4 Home Learning Pack

Wednesday 18th March 2020

Dear Parents and Carers,

I have provided a work pack for your child to use for home learning, in the event of self-isolation or school closure, to complete during the day while they are not at school. This will help them to keep up their learning and ensure a smoother transition back to school. We are obviously not able to print resources for everyone but, if needed, Mrs Pygall will print these for individuals. Please contact her at the admin email address to request this.

I do not expect everything to be complete (!) – this is a very large selection. Some children will want to focus on particular areas more than others due to their particular strengths and weaknesses – I would ask for *either* a Maths or English focus. However, the most important thing to do are the first two – **TTRS and daily reading!**

Name	Subject	Further information
Times Table Rockstars	Maths	This time off is a prime time to ensure readiness for the times table check coming up in June. I recently ensured all children could log in in school. Please could children go on this **daily** and work through all times tables. If there are log in issues, I can reissue username and passwords via email.
Daily Reading!	English	If there is one positive to time away from school, it's more time to read! **Reading at home is proven by research to be the most powerful thing families can do to aid children's development.** Reading critically everything from books to online news like Newsround to leaflets posted through your letterbox are all worthy uses of time. Children are free to write about it too. I would love to hear about the many different things children read!
White Rose Hub – Money	Maths	This is a future unit coming up which involves looking at the use of money. Children should learn to use their multiplication knowledge to convert between pounds and pence. They will use their decimal knowledge and rounding knowledge too. If your child is finding it difficult, consult the homework book for units like rounding and decimals. This should take a considerable amount of time – please don't rush through it!
Year 3/4 and 1/2 Common Exception Words	English – Spelling	This is a list of all common exception words children should know how to spell. The majority of Year 3/4 ones have been covered in spelling tests thus far. Year 1 and 2 is still worth a look as there are many here that are worth checking in on. Daily testing on a small selection will come in handy!
Home Learning Pack	English and Maths / Practical	This is an excellent small selection of questions from across a range of different areas. It has answers contained on a separate document. Please also note the '**Practical Ideas**' pack – this has a lovely set of

	pack for all subjects	tasks that are related to the curriculum but are fun and perfect for families.
Evaporation Investigation	Science	This is a lesson from a website – it has slides and then a pack to aid an investigation. You don't necessarily need all the equipment, but it is a fun way for children to experiment with what they know about states of matter – it is an experiment around whether how warm it is affects how quickly a towel dries.
Ancient Olympics	History	This is a print out from a website plus other suggested resources for the children to research about the Ancient Olympics. This topic has been about why do we remember the Ancient Greeks in the first place. I would encourage children to think about the grand ideas around the Olympics (i.e. bringing different people together for sport) and how this is an idea that was brought back when the modern Olympics was formed in 1896.

I have also included a bank of online resources which you may choose to access if you have the means to do so. Many websites aimed at teachers are kindly making their resources free and I have provided links for websites you may be interested in accessing.

I would recommend consulting the topic web sent out at the start of term for a full run-through of subjects we were due to be undertaking this term if you would like to give anything in particular a go.

Name	Subject	Further information
Twinkl	All	www.twinkl.co.uk Twinkl is a resource website for teachers that is very widely used. Normally a paid for website, it is temporarily free for all, including families. You can create an account and use the code UKTWINKLCARES for full access. Worksheets, PowerPoints and other related resources are plentiful. Simply typing in any subject followed by Year 4 (e.g. Ancient Greece Year 4, Times tables Year 4, Decimals Year 4) will result in lots of useful material.
Classroom Secrets	All	https://kids.classroomsecrets.co.uk/ This is a child-friendly version of a website similar to Twinkl. Temporary free access is available and it has a range of games for children.
Pobble365	English	http://www.pobble365.com This website has a different picture every day. It has a selection of suggested activities, including written and non-written.
Khan Academy	All	This website is free and uses the US grade system (i.e. Year 4 is third grade). Children can watch videos and learn lots, but it's especially useful in Maths and Computing.

I will also be available via email between 9am-5pm on weekdays (jonathan.booth@archbishop.newcastle.sch.uk) for any academic queries and on Seesaw also. If I have further resources to share with you, I will do so via ParentMail.

I hope that you and your families stay safe and well over the coming weeks.

Yours sincerely,

Jonathan Booth

White Rose Maths

Summer - Block 5

Properties of Shapes

Overview

Small Steps

1. Identify angles
2. Compare and order angles
3. Triangles
4. Quadrilaterals
5. Lines of symmetry
6. Complete a symmetric figure

NC Objectives

Identify acute and obtuse angles and compare and order angles up to two right angles by size.

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

Identify lines of symmetry in 2-D shapes presented in different orientations.

Complete a simple symmetric figure with respect to a specific line of symmetry.

Identify Angles

Notes and Guidance

Children develop their understanding of obtuse and acute angles by comparing with a right angle. They use an angle tester to check whether angles are larger or smaller than a right angle.

Children learn that an acute angle is more than 0 degrees and less than 90 degrees, a right angle is exactly 90 degrees and an obtuse angle is more than 90 degrees but less than 180 degrees.

Mathematical Talk

How many degrees are there in a right angle?

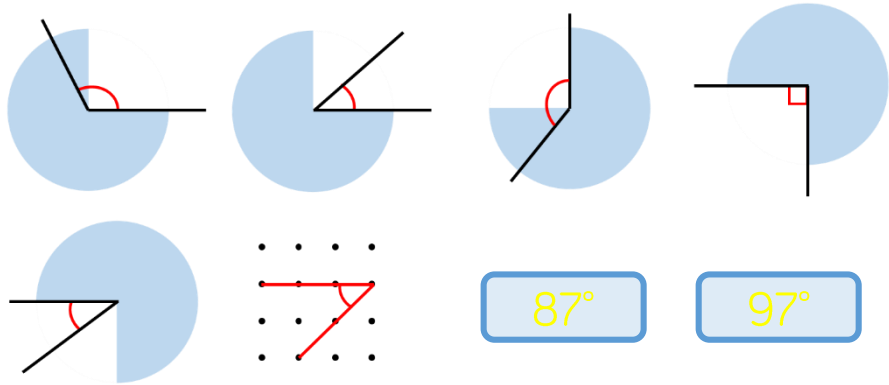
Draw an acute/obtuse angle.

Estimate the size of the angle.

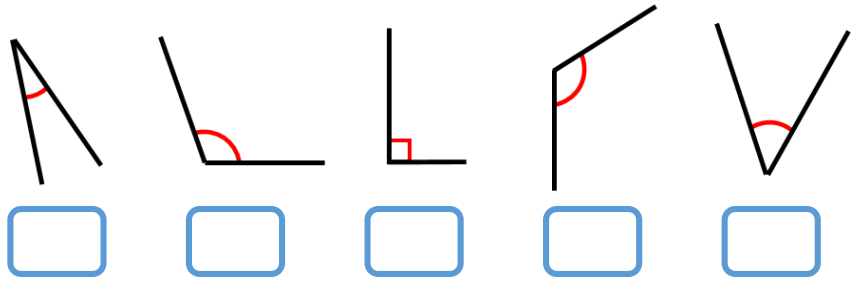
Varied Fluency

A right angle is _____ degrees.
Acute angles are _____ than a right angle.
Obtuse angles are _____ than a right angle.

Sort the angles into acute, obtuse and right angles.

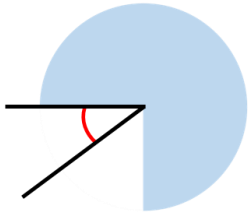


Label the angles. O for obtuse, A for acute and R for right angle.



Identify Angles

Reasoning and Problem Solving



I know the angle is not obtuse.

Teddy

Alex

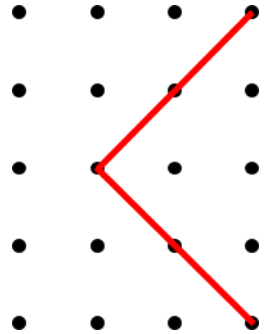
I know the angle is acute.

Whitney

I think the angle is roughly 45°.

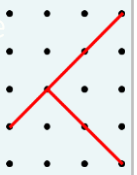
Who is correct?
Explain your reasons.

All are correct. Children may reason about how Whitney has come to her answer and discuss that the angle is about half a right angle. Half of 90 degrees is 45 degrees.



Is the angle acute, obtuse or a right angle?
Can you explain why?

The angle is a right angle. Children may use an angle tester to demonstrate it, or children may extend the line to show that it is a quarter turn which is the same as a right angle.



Find the sum of the largest acute angle and the smallest obtuse angle in this list:

12°	98°	87°	179°	90°	5°

87° + 98° = 185°

Compare & Order Angles

Notes and Guidance

Children compare and order angles in ascending and descending order.

They use an angle tester to continue to help them to decide if angles are acute or obtuse.

Children identify and order angles in different representations including in shapes and on a grid.

Mathematical Talk

How can you use an angle tester to help you order the angles?

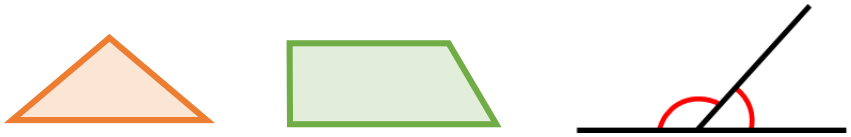
How many obtuse/acute/right angles are there in the diagrams?

Compare the angles to a right angle. Does it help you to start to order them?

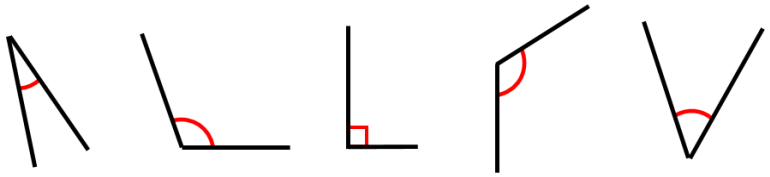
Rotate the angles so one of the lines is horizontal. Does this help you to compare them more efficiently?

Varied Fluency

- Circle the largest angle in each shape or diagram.

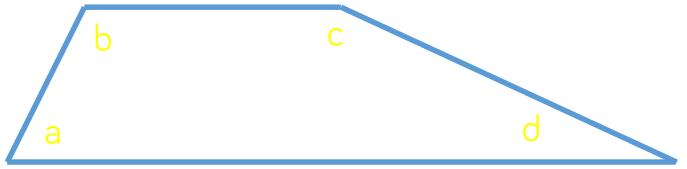


- Order the angles from largest to smallest.



Can you draw a larger obtuse angle?
Can you draw a smaller acute angle?

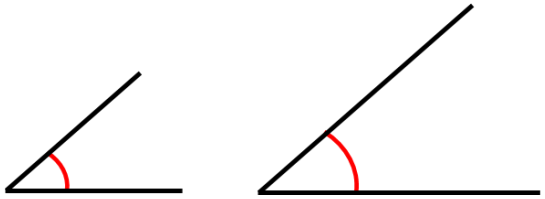
- Order the angles in the shape from smallest to largest.
Complete the sentences.



Angle _____ is smaller than angle _____.
Angle _____ is larger than angle _____.

Compare & Order Angles

Reasoning and Problem Solving



Angle A Angle B

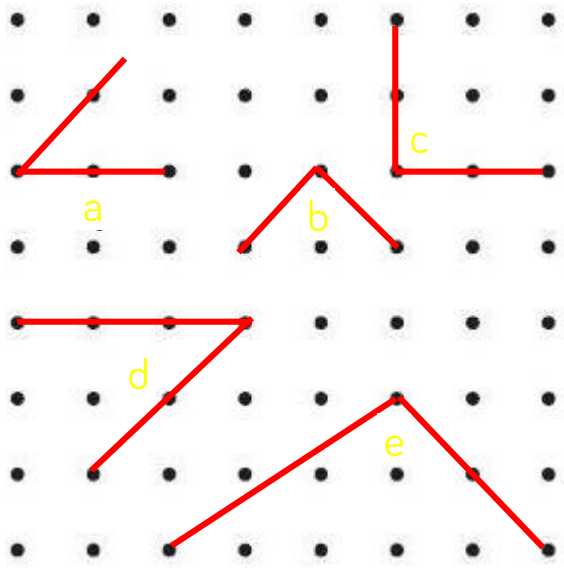
Ron

Angle B is bigger than Angle A because it has longer sides.

Do you agree with Ron? Explain your thinking.

Angle A and Angle B are the same size. Ron has mixed up the lengths of the lines with the size of the angles.

Here are five angles.
There are two pairs of identically sized angles and one odd one out.
Which angle is the odd one out?
Explain your reason.



Angle e is the odd one out.

Angle b and c are both right angles.

Angle a and d are both half of a right angle or 45 degrees.

Angle e is an obtuse angle.

Triangles

Notes and Guidance

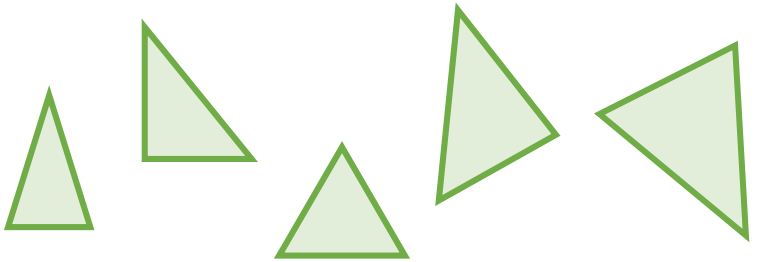
Teachers might start this small step by recapping the definition of a polygon. An activity might be to sort shapes into examples and non-examples of polygons.
Children will classify triangles for the first time using the names 'isosceles', 'scalene' and 'equilateral'. Children will use rulers to measure the sides in order to classify them correctly.
Children will compare the similarities and differences between triangles and use these to help them identify, sort and draw.

Mathematical Talk

What is a polygon? What isn't a polygon?
What are the names of the different types of triangles?
What are the properties of an isosceles triangles?
What are the properties of a scalene triangle?
What are the properties of an equilateral triangle?
Which types of triangle can also be right-angled?
How are the triangles different?
Do any of the sides need to be the same length?

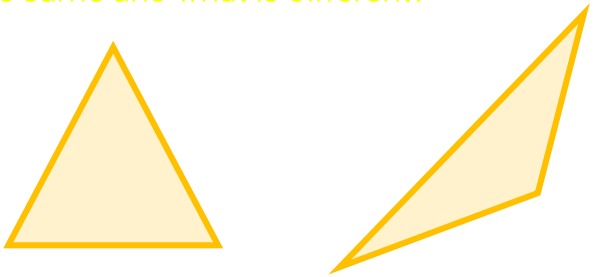
Varied Fluency

- Label each of these triangles: isosceles, scalene or equilateral.



Are any of these triangles also right-angled?

- Look at these triangles.
What is the same and what is different?

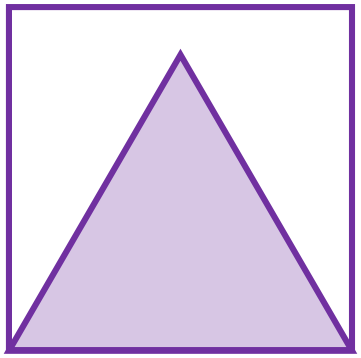


- Using a ruler, draw:
  - An isosceles triangle
  - A scalene triangle

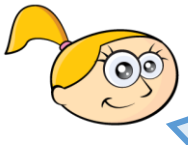
Triangles

Reasoning and Problem Solving

Here is a square.
Inside the square is an equilateral triangle.
The perimeter of the square is 60 cm.
Find the perimeter of the triangle.



The perimeter of the triangle is 45 cm.



Eva

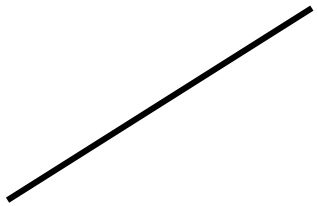
If I use 6 straws to make a triangle, I can only make an equilateral triangle.

Investigate whether Eva is correct.

Eva is correct.
2, 2, 2 is the only possible construction. 1, 1, 4 and 1, 2, 3 are not possible.

Draw two more sides to create:

- An equilateral triangle
- A scalene triangle
- An isosceles triangle



Which is the hardest to draw?

Children will draw a range of triangles. Get them to use a ruler to check their answers.
Equilateral will be difficult to draw accurately because the angle between the first two sides drawn, must be 60°

Quadrilaterals

Notes and Guidance

Children name quadrilaterals including a square, rectangle, rhombus, parallelogram and trapezium. They describe their properties and highlight the similarities and differences between different quadrilaterals.
Children draw quadrilaterals accurately using knowledge of their properties.
Teachers could use a Frayer Model with the children to explore the concept of quadrilaterals further.

Mathematical Talk

What's the same about the quadrilaterals?

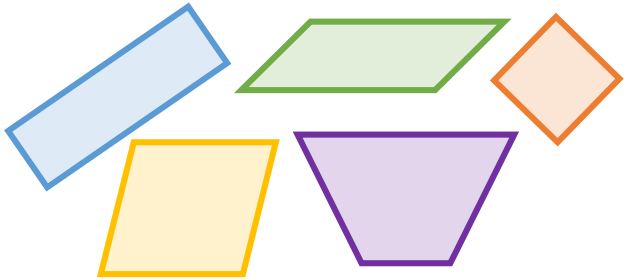
What's different about the quadrilaterals?

Why is a square a special type of rectangle?

Why is a rhombus a special type of parallelogram?

Varied Fluency

- Label the quadrilaterals using the word bank.



trapezium
square
rhombus
rectangle
parallelogram

- Use the criteria to describe the shapes.

four sides	2 pairs of parallel sides	four equal sides
polygon	1 pair of parallel sides	4 right angles

Which criteria can be used more than once?
Which shapes share the same criteria?

- Draw and label:
  - a rhombus.
  - a parallelogram.
  - 3 different trapeziums

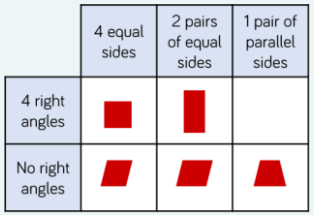
Quadrilaterals

Reasoning and Problem Solving

Complete each of the boxes in the table with a different quadrilateral.

	4 equal sides	2 pairs of equal sides	1 pair of parallel sides
4 right angles			
No right angles			

Which box cannot be completed? Explain why.



	4 equal sides	2 pairs of equal sides	1 pair of parallel sides
4 right angles			
No right angles			

Children can discuss if there are any shapes that can go in the top right corner. Some children may justify it could be a square or a rectangle however these have 2 pairs of parallel sides.

You will need:

Some 4 centimetre straws
Some 6 centimetre straws

How many different quadrilaterals can you make using the straws?

Calculate the perimeter of each shape.

Square: Four 4 cm - perimeter is 16 cm or four 6 cm- perimeter is 24 cm
Rectangle: Two 4 cm and two 6 cm- perimeter is 20 cm
Rhombus: Four 4 cm - perimeter is 16 cm
Four 6 cm straws- perimeter is 24 cm
Parallelogram: Two 4 cm and two 6 cm - perimeter is 20 cm
Trapezium: Three 4 cm and one 6 cm- perimeter is 18 cm

Lines of Symmetry

Notes and Guidance

Children find and identify lines of symmetry within 2-D shapes. Children explore symmetry in shapes of different sizes and orientations. To help find lines of symmetry children may use mirrors and tracing paper.

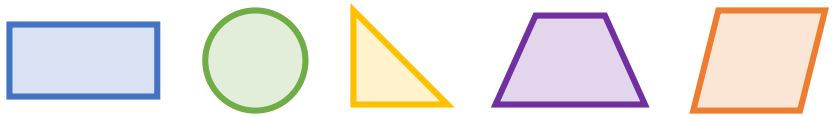
The key aspect of symmetry can be taught through paper folding activities. It is important for children to understand that a shape may be symmetrical, but if the pattern on the shape isn't symmetrical, then the diagram isn't symmetrical.

Mathematical Talk

Explain what you understand by the term 'symmetrical'.
Can you give any real-life examples?
How can you tell if something is symmetrical?
Are lines of symmetry always vertical?
Does the orientation of the shape affect the lines of symmetry?
What equipment could you use to help you find and identify lines of symmetry?
What would the rest of the shape look like?

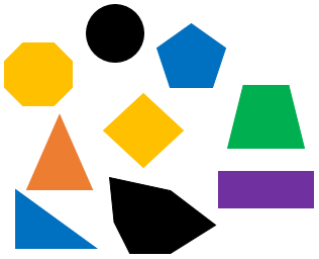
Varied Fluency

- Using folding, find the lines of symmetry in these shapes.

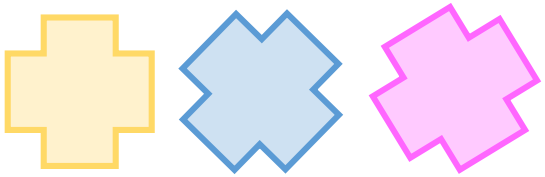


- Sort the shapes into the table.

	1 line of symmetry	More than 1 line of symmetry
Up to 4 sides		
More than 4 sides		



- Draw the lines of symmetry in these shapes (you could use folding to help you).

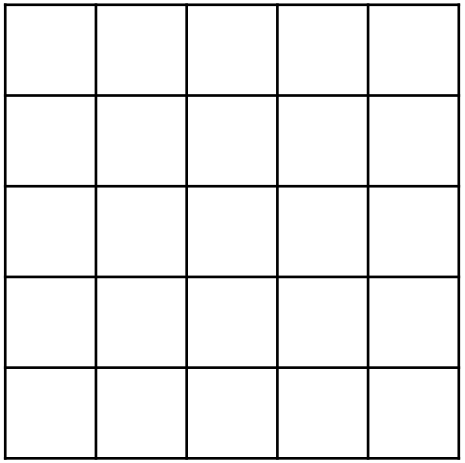


What do you notice?

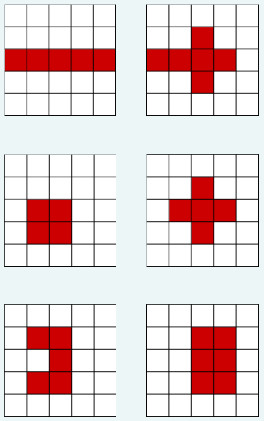
Lines of Symmetry

Reasoning and Problem Solving

How many symmetrical shapes can you make by colouring in a maximum of 6 squares?



There are a variety of options. Some examples include:



Jack

A triangle has 1 line of symmetry unless you change the orientation.

Is Jack correct? Prove it.

Jack is incorrect. Changing the orientation does not change the lines of symmetry. Children should prove this by drawing shapes in different orientations and identifying the same number of lines of symmetry.

Always, Sometimes, Never.

A four-sided shape has four lines of symmetry.

Sometimes, provided the shape is a square.

Symmetric Figures

Notes and Guidance

Children use their knowledge of symmetry to complete 2-D shapes and patterns.

Children could use squared paper, mirrors or tracing paper to help them accurately complete figures.

Mathematical Talk

What will the rest of the shape look like?

How can you check?

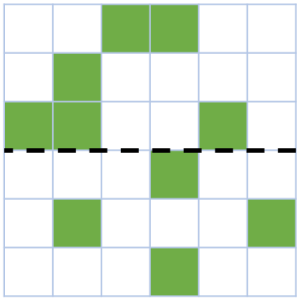
How can you use the squares to help you?

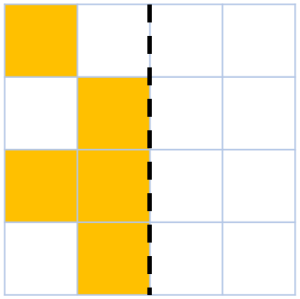
Does each side need to be the same or different?

Which lines need to be extended?

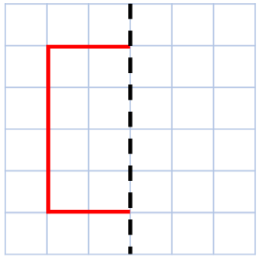
Varied Fluency

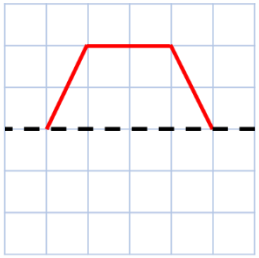
- Colour the squares to make the patterns symmetrical.

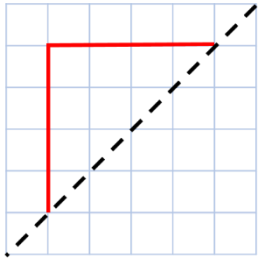




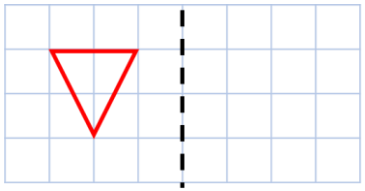
- Complete the shapes according to the line of symmetry.

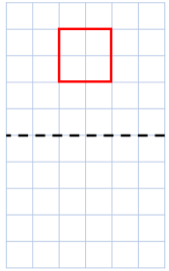






- Reflect the shapes in the mirror line.





Symmetric Figures

Reasoning and Problem Solving

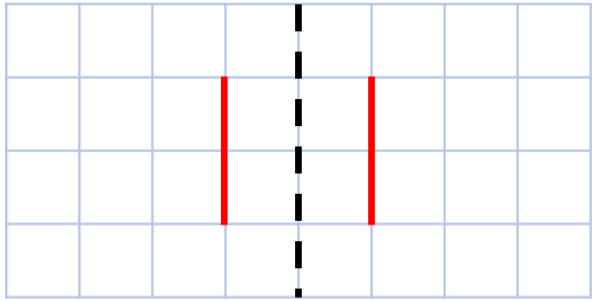
Dora

When given half of a symmetrical shape I know the original shape will have double the amount of sides.

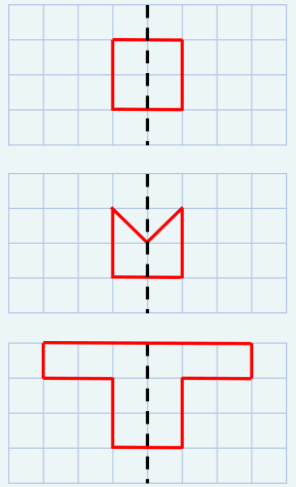
Do you agree with Dora?
Convince me.

Dora is sometimes correct. This depends on where the mirror line is. Encourage children to draw examples of times where Dora is correct, and to draw examples of times when Dora isn't correct.

How many different symmetrical shapes can you create using the given sides?



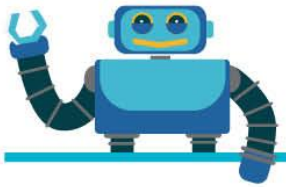
Children will find a variety of shapes. For example:



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	

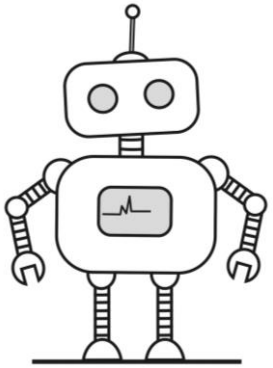
Home
Learning
Pack
Year 4



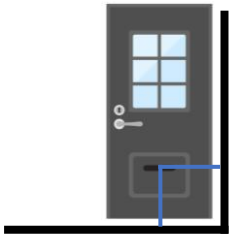
Practical Ideas

Classroom secrets KIDS

Practical Ideas

Interview an adult. Ask them about their life.  **Write their autobiography.**	**Create a robot using empty boxes and bottles.** 	**Bake a cake with an adult.**  **Cut into eighths and create equivalent fractions.**
Encourage children to ask good questions, identifying the key information and recording notes using bullet points.	Encourage children to see if their robot can include any moveable parts, using mechanisms they may have learnt.	Once baked, cut into eight equal pieces. Create and describe different fractions. Discuss how different fractions can show the same quantity.

Practical Ideas

Write a review based on your favourite book. 	**Measure the perimeter of each room**  **Which room has the greatest perimeter?**	**Go on a hunt for right angles.**  **How many can you find?**
Encourage children to write a powerful review, using emotive language that would persuade somebody to read the book.	Encourage children to walk around the house and predict which room has the greatest perimeter. Then, measure all sides of each room. Was their prediction correct?	Children to explore the house and find different right angles. Children could record their findings by taking photographs or writing a list.

Practical Ideas

Find objects in the house.

Create alliterative sentences.

Children to write a sentence about each object, starting as many words as they can with the same letter. For example: *Dad delays doing dirty dishes.*

Look at prices on a receipt.

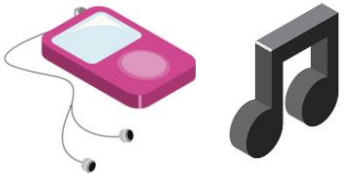
Find different combinations of coins you could use to pay.

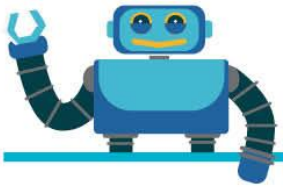
Find the different coins that could be used to pay for each item on its own. Discuss the change from a £5, £10 or £20 note. Explore how the change could be given.

Write a review of your favourite movie.

After watching their favourite movie, write a review to encourage other children to watch it. Think about the plot and the best points.

Practical Ideas

Design a video game.  **Create a story board to describe what happens.**	**Listen to your favourite songs.**  **Identify the instruments you can hear.**	**Write a poem about today's weather.**  **Use similes and personification.**
Discuss what the objective of the game is and what the main character has to do along the way. What type of game will it be? Will there be different levels?	Encourage children to concentrate on the music and the sounds made by different instruments. Use effective adjectives to describe the sounds. Discuss the tempo/rhythm.	Look outside the window and discuss what the weather is like. Compare it to other things using ***as*** and ***like***. Try to use similes that give the weather human characteristics.



Home Learning Pack

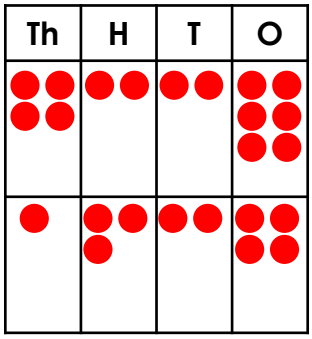
Year 4

Classroom secrets KIDS

Add Two 4-Digit Numbers 2

Add Two 4-Digit Numbers 2

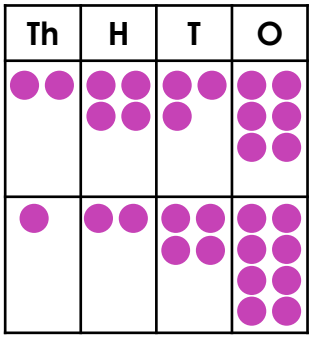
1a. Match the addition calculation to the correct answer.



A	1,000 1,000 1,000 1 100 1
B	Five thousand, five hundred and fifty
C	5,555

D VF

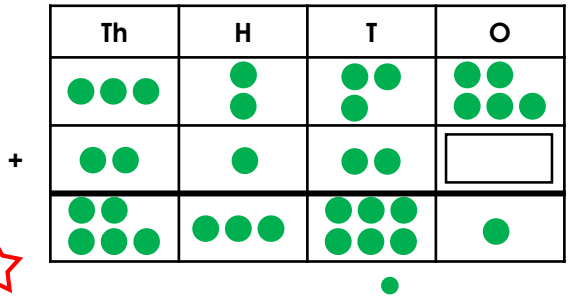
1b. Match the addition calculation to the correct answer.



A	1,000 1,000 1,000 100 100 100 100 100 100
B	3,648
C	Three thousand six hundred and eighty-four

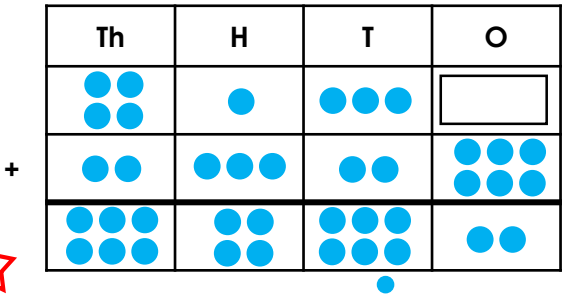
D VF

2a. What number is missing from the calculation?



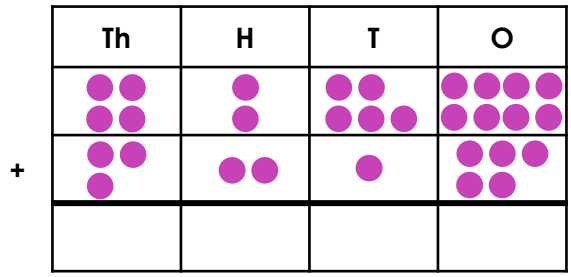
D VF

2b. What number is missing from the calculation?



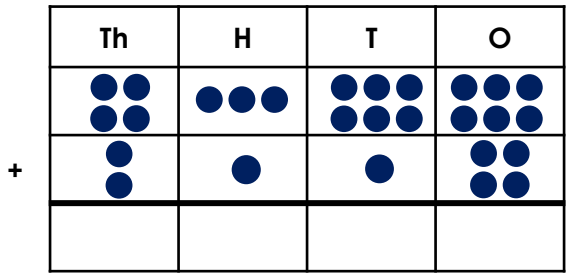
D VF

3a. Complete the calculation.



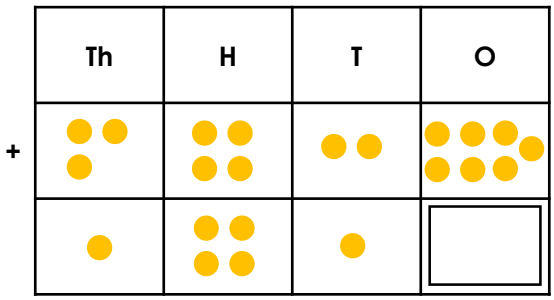
D VF

3b. Complete the calculation.



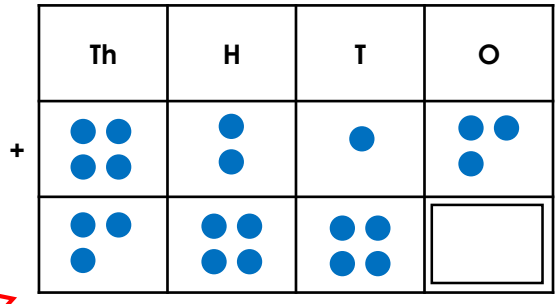
D VF

4a. Complete the calculation so that the missing digit leads to an exchange.



D VF

4b. Complete the calculation so that the missing digit leads to an exchange.

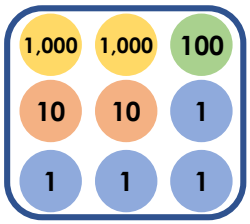


D VF

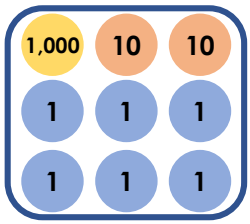
Add Two 4-Digit Numbers 2

1a. Which two numbers add together to make the answer 3,150?

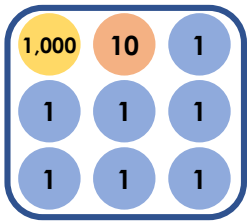
A



B



C

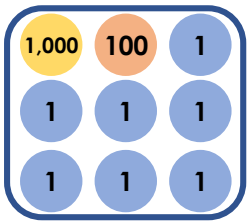


D

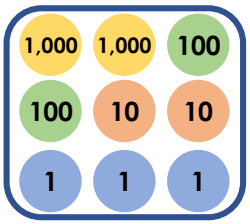
PS

1b. Which two numbers add together to make the answer 3,221?

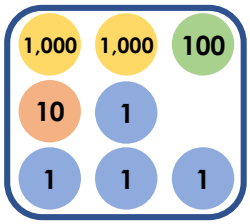
A



B



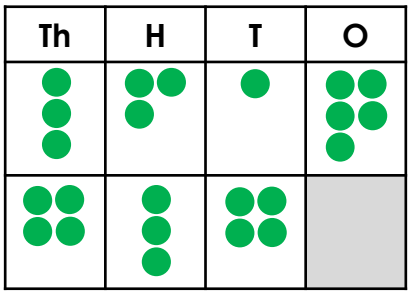
C



D

PS

2a. Louise is adding two 4-digit numbers together.

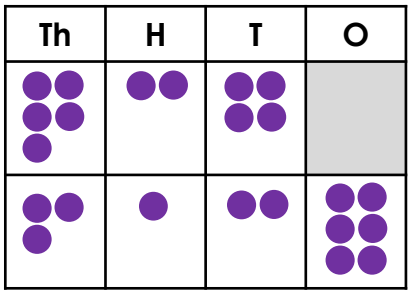


What digit could be in the ones column so that an exchange takes place?

D

PS

2b. Cassie is adding two 4-digit numbers together.

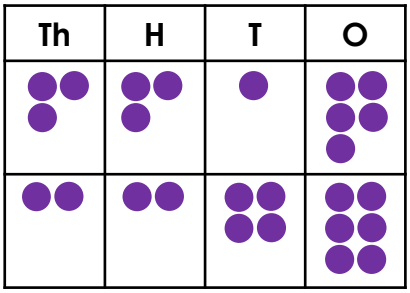


What digits could be in the ones column so that an exchange takes place?

D

PS

3a. Josh thinks that an exchange takes place from the ones column in the calculation below.

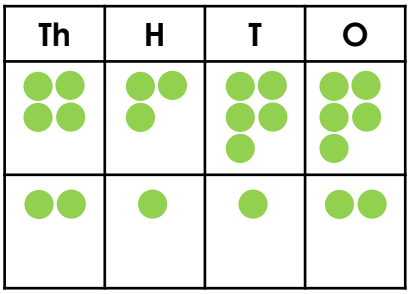


Is he correct?
Prove it.

D

R

3b. David thinks that an exchange takes place from the ones column in the calculation below.



Is he correct?
Prove it.

D

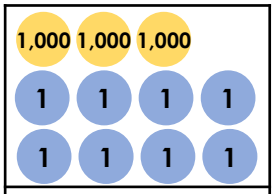
R

Add Two 4-Digit Numbers 2

Add Two 4-Digit Numbers 2

1a. Match the calculation to the correct answer.

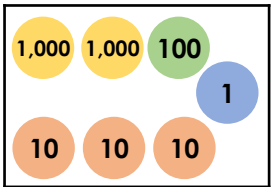
	2	0	3	5
+	1	0	7	3

A	
B	Three thousand and eighteen
C	3,108

VF

1b. Match the calculation to the correct answer.

	5	6	2	4
+	3	7	5	3

A	
B	9,377
C	Nine thousand and seventy-seven

VF

2a. What number is missing from the calculation?

	5	4	3	□
+	1	5	5	1
	6	9	9	0
			1	

VF

2b. What number is missing from the calculation?

	3	7	3	8
+	1	□	5	0
	5	6	8	8
	1			

VF

3a. Complete the calculation.

	4	2	3	6
+	3	6	2	7

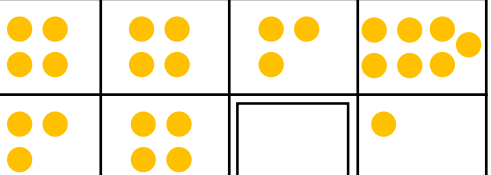
VF

3b. Complete the calculation.

	5	8	6	2
+	2	8	2	1

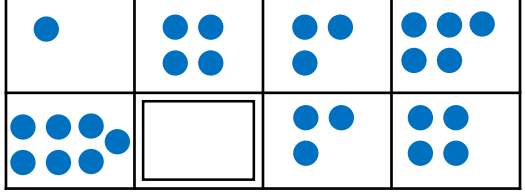
VF

4a. Complete the calculation so that the missing digit leads to an exchange.

	Th	H	T	O
+				
			□	

VF

4b. Complete the calculation so that the missing digit leads to an exchange.

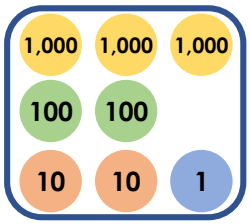
	Th	H	T	O
+				
			□	

VF

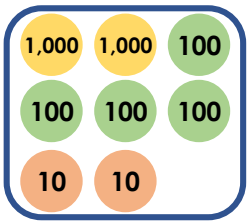
Add Two 4-Digit Numbers 2

1a. Which two numbers add together to make the answer 4,031?

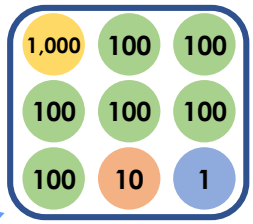
A



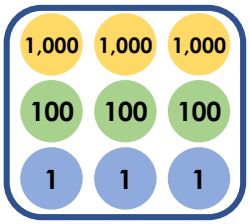
B



C



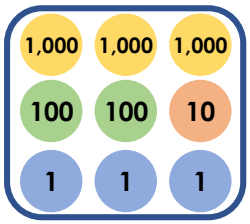
D



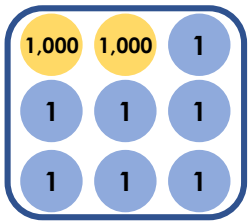
E PS

1b. Which two numbers add together to make the answer 5,220?

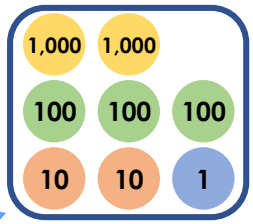
A



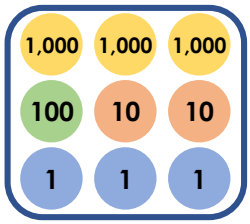
B



C



D



E PS

2a. Frankie is adding two 4-digit numbers together.

	4	□	3	4
+	3	□	8	1
		5		

What digits could be in the hundreds column so that no exchange takes place?

E PS

2b. Ashante is adding two 4-digit numbers together.

	3	4	□	7
+	2	3	□	1
			4	

What digits could be in the tens column so that an exchange takes place?

E PS

3a. Terri thinks that an exchange takes place from the tens column in the calculation below.

	8	3	2	1
+	1	3	5	9

Is she correct?
Prove it.

E R

3b. Delilah thinks that an exchange takes place from the hundreds column in the calculation below.

	5	3	1	1
+	3	8	1	2

Is she correct?
Prove it.

E R

Add Two 4-Digit Numbers 2

1a. Match the calculation to the correct answer.

6,961 add one thousand, two hundred and twenty-five

A	Eight thousand 100 LXXXVI
B	Eight thousand 100 100 86
C	100 8,000 seventy-six

GD VF

1b. Match the calculation to the correct answer.

Five thousand, four hundred and eighty-two add 3,497

A	9,000 100 nine
B	Eight thousand 900 LXXIX
C	9,000 Seventy-nine

GD VF

2a. What number is missing from the calculation?

9,□67 + 381 = 9948

GD VF

2b. What number is missing from the calculation?

4,258 + 5,5□1 = 9,839

GD VF

3a. Complete the calculation.

9,369 + 425 =

GD VF

3b. Complete the calculation.

6,366 + 2,273 =

GD VF

4a. Complete the calculations with the same number so that the missing digit leads to an exchange.

A 2,3□5 + 1,454 =

B 3,926 + 2,□43 =

GD VF

4b. Complete the calculations with the same number so that the missing digit leads to an exchange.

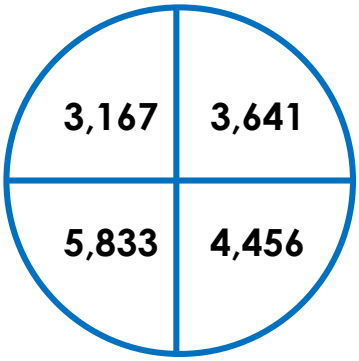
A 4,628 + 2,1□1 =

B 6,3□5 + 3,413 =

GD VF

Add Two 4-Digit Numbers 2

1a. Which two numbers add together to make the answer 8,097?



GD PS

2a. Eva is adding two 4-digit numbers together.

The answer has a five in the tens column where an exchange has taken place.

What digits could be in the tens column of the two numbers being added together?

GD PS

3a. Meg thinks that an exchange takes place from the tens column in the calculation below.

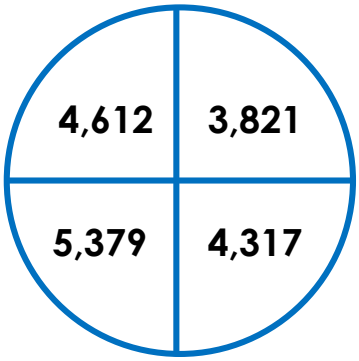
1,732 + 7,353

Is she correct?
Prove it.

GD R

Add Two 4-Digit Numbers 2

1b. Which two numbers add together to make the answer 8,433?



GD PS

2b. Laura is adding two 4-digit numbers together.

The answer has a seven in the hundreds column and an exchange has taken place from the tens to the hundreds.

What digits could be in the hundreds column of the two numbers being added together?

GD PS

3b. Jack thinks that an exchange takes place from the hundreds column in the calculation below.

6,744 + 2,165

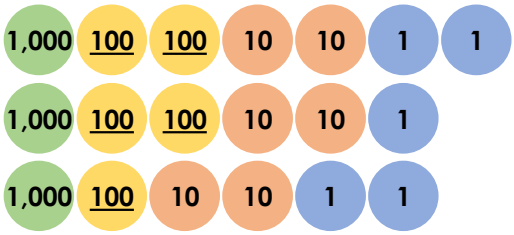
Is he correct?
Prove it.

GD R

Round to the Nearest 1,000

1a. Tick the numbers below that round up to 4,000.

A. 3,395 ☐

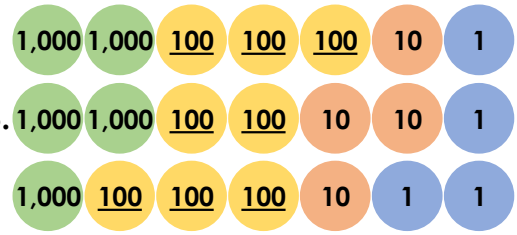


C. 3,621 ☐

D VF

1b. Tick the number below that rounds down to 6,000.

A. 6,407 ☐



C. 6,694 ☐

D VF

2a. Which thousand does the number below round to?

2,198

D VF

2b. Which thousand does the number below round to?

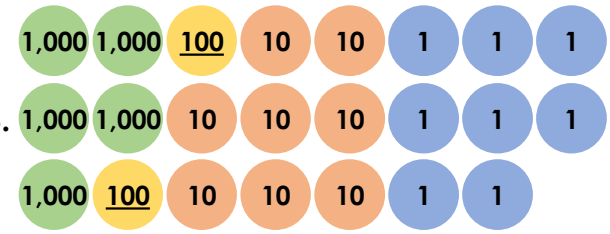
1,472

D VF

3a. True or false?

All of the numbers round to 5,000.

A. 7,324



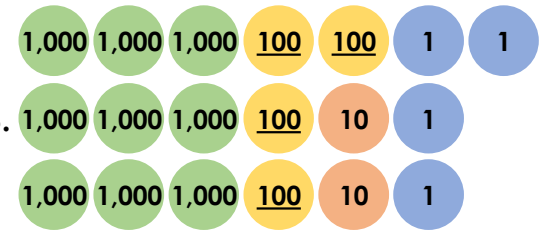
C. 4,881

D VF

3b. True or false?

All of the numbers round to 9,000.

A. 8,730



C. 2,245

D VF

4a. Change one value in the number below so that it rounds down to 3,000.

3,507

D VF

4b. Change one value in the number below so that it rounds up to 8,000.

7,274

D VF

Round to the Nearest 1,000

Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds up to 3,000	1,000 100 10 10 1,000 100 10 1
B. Rounds up to 2,000	2,714
C. Rounds down to 2,000	1,875

D PS

1b. Match the descriptions to the numbers.

A. Rounds up to 3,000	3,608
B. Rounds up to 4,000	1,000 1,000 100 10 1,000 100 10 1
C. Rounds down to 3,000	2,961

D PS

2a. When rounded to the nearest thousand, which is the odd one out?

A. 5,264

1,000 1,000 100 10 1

B. 1,000 100 10 10 1

1,000 100 10 10

C. 4,985

Explain your reasoning.

D R

2b. When rounded to the nearest thousand, which is the odd one out?

A. 4,519

1,000 1,000 100 10 1

B. 1,000 1,000 10 10 1

1,000 100 10 1 1

C. 4,471

Explain your reasoning.

D R

3a. Max is thinking of a number.

He says,

My number is 3,148 and it rounds up to 4,000 to the nearest thousand.

Is he correct?

Explain your reasoning.

D R

3b. Saskia is thinking of a number.

She says,

My number is 5,962 and it rounds up to 6,000 to the nearest thousand.

Is she correct?

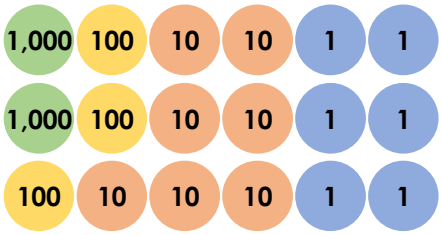
Explain your reasoning.

D R

Round to the Nearest 1,000

1a. Tick the number below that rounds up to 3,000.

A. 2,513 ☐

B. 

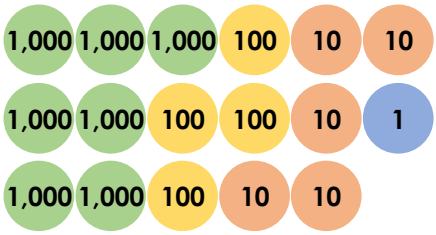
☐

C. Three thousand, four hundred and sixty-two ☐

VF

1b. Tick the numbers below that round down to 7,000.

A. 7,823 ☐

B. 

☐

C. Seven thousand, one hundred and twenty-nine ☐

VF

2a. Which thousand does the number below round to?

Eight thousand, five hundred and forty-seven

VF

2b. Which thousand does the number below round to?

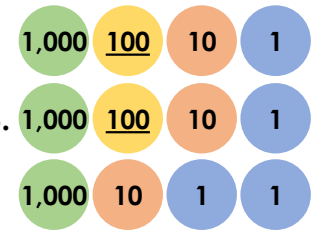
Four thousand, nine hundred and thirty-eight

VF

3a. True or false?

All of the numbers round to 6,000.

A. 5,701

B. 

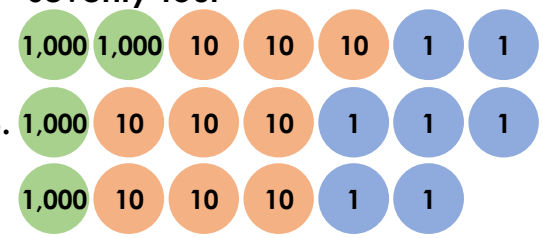
C. Six thousand, two hundred and thirteen

VF

3b. True or false?

All of the numbers round to 4,000.

A. Two thousand, six hundred and seventy-four

B. 

C. 3,912

VF

4a. Change one value in the number below so that it rounds down to 8,000.

Eight thousand, six hundred and fifty-eight

VF

4b. Change one value in the number below so that it rounds up to 2,000.

One thousand, three hundred and seventy-four

VF

Round to the Nearest 1,000

Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds up to 7,000	1,000 1,000 1,000 100 / 1,000 1,000 1,000 1
B. Rounds up to 6,000	6,524
C. Rounds down to 6,000	Five thousand, six hundred and one

PS

1b. Match the descriptions to the numbers.

A. Rounds up to 6,000	Five thousand, six hundred and four
B. Rounds down to 6,000	1,000 1,000 1,000 10 / 1,000 1,000 100 1
C. Rounds down to 5,000	6,418

PS

2a. When rounded to the nearest thousand, which is the odd one out?

A. 4,620

B. 1,000 1,000 100 10 10 1 / 1,000 1,000 100 10 10 1 / 1,000 100 10 10 10 1

C. Five thousand, five hundred and three

Explain your reasoning.

R

2b. When rounded to the nearest thousand, which is the odd one out?

A. 4,209

B. 1,000 100 100 10 1 1 / 1,000 100 10 1 1 / 1,000 100 10 1 1

C. Three thousand, six hundred and eighty-one

Explain your reasoning.

R

3a. Chuan is thinking of a number.

He says,

My number is eight thousand, five hundred and five and it rounds down to 8,000 to the nearest thousand.

Is he correct?

Explain your reasoning.

R

3b. Isabel is thinking of a number.

She says,

My number is six thousand, seven hundred and eleven and it rounds up to 7,000 to the nearest thousand.

Is she correct?

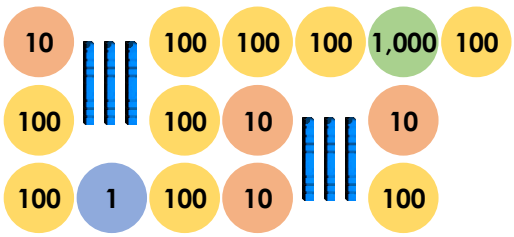
Explain your reasoning.

R

Round to the Nearest 1,000

1a. Tick the numbers below that round up to 2,000.

A. 1,799 ☐

B. 

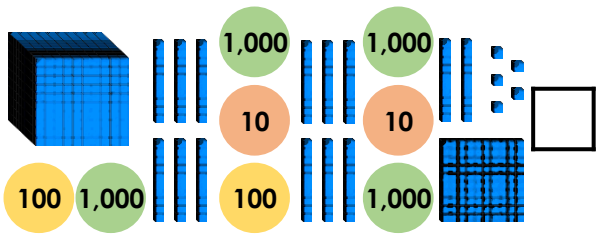
☐

C. Sixteen hundreds, twelve tens and four ones ☐

GD VF

1b. Tick the numbers below that round down to 5,000.

A. 4,524 ☐

B. 

☐

C. Four thousands, ten hundreds, one ten and twenty-two ones ☐

GD VF

2a. Which thousand does the number below round to?

Five thousands, nineteen hundreds, fourteen tens and eleven ones

GD VF

2b. Which thousand does the number below round to?

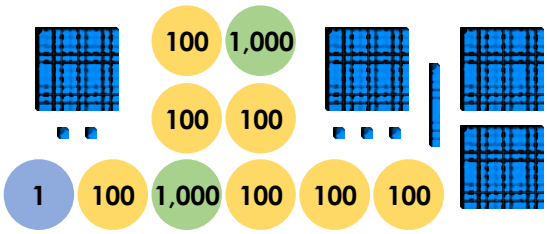
Three thousands, four hundreds, nine tens and fourteen ones

GD VF

3a. True or false?

All of the numbers round to 4,000.

A. 3,529

B. 

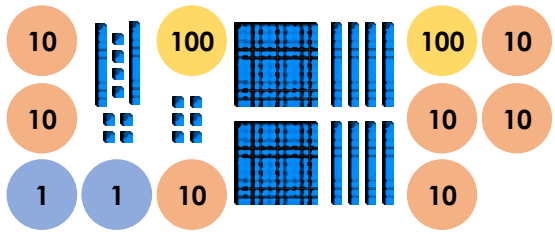
C. Two thousands, nineteen hundreds, seventeen tens and zero ones

GD VF

3b. True or false?

All of the numbers round to 1,000.

A. 1,063

B. 

C. One thousand, three hundreds, twenty-one tens and fourteen ones

GD VF

4a. Change one value in the number below so that it rounds down to 9,000.

Seven thousands, twenty-six hundreds, ten tens and three ones

GD VF

4b. Change one value in the number below so that it rounds up to 6,000.

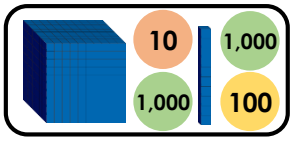
Four thousands, fourteen hundreds, three tens and twelve ones

GD VF

Round to the Nearest 1,000

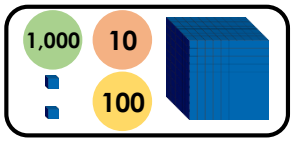
Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds down to 3,000	
B. Rounds up to 4,000	Three thousand, six hundred and eighteen
C. Rounds down to 4,000	Three thousands and fourteen hundreds

GD PS

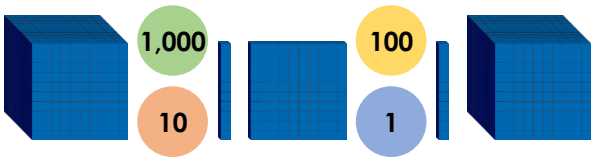
1b. Match the descriptions to the numbers.

A. Rounds up to 3,000	Three thousand, four hundred and ninety-nine
B. Rounds down to 3,000	
C. Rounds down to 2,000	Two thousands and fifty-six tens

GD PS

2a. When rounded to the nearest thousand, which is the odd one out?

A. Two thousand, nine hundred and seventy-six

B. 

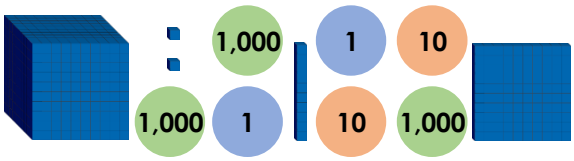
C. Thirty-five hundreds and forty ones

Explain your reasoning.

GD R

2b. When rounded to the nearest thousand, which is the odd one out?

A. Three thousand, two hundred and seventy-eight

B. 

C. Twenty-nine hundreds, six tens and twelve ones

Explain your reasoning.

GD R

3a. Josh is thinking of a number.

He says,

My number has seven thousands, fifteen hundreds and eleven ones, and it rounds up to eight thousand.

Is he correct?

Explain your reasoning.

GD R

3b. Sophie is thinking of a number.

She says,

My number has twenty-four hundreds, twelve tens and thirteen ones, and it rounds down to two thousand.

Is she correct?

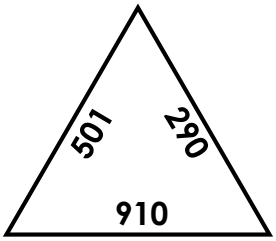
Explain your reasoning.

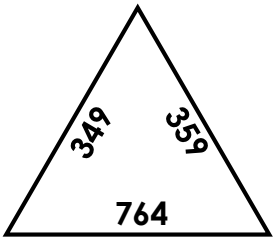
GD R

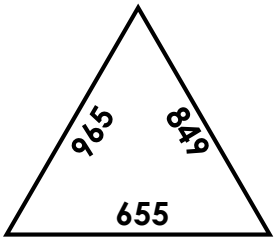
Round to the Nearest 100

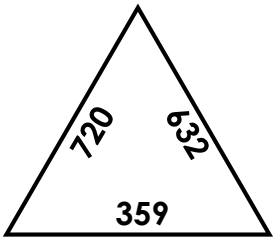
1. Hiro the ninja is trying to solve an ancient puzzle.

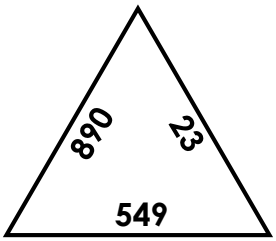
He needs to join all of the triangles together, but each pair of numbers that touch need to round to the same 100.

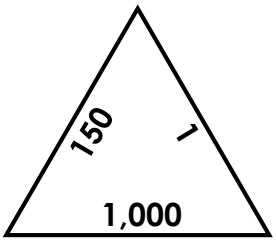


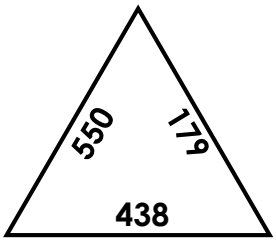


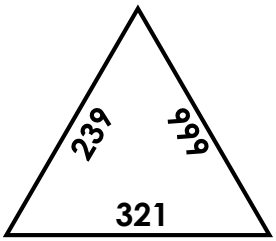








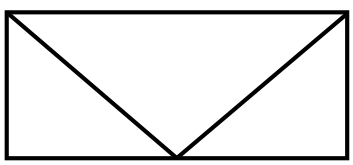




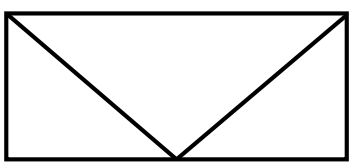
Investigate how he could join the triangles together to solve the puzzle.

DP

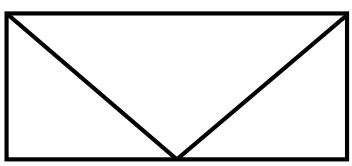
2. Zeebo the alien is trying to deposit some money he has saved up. He fills three envelopes with different amounts of money, and each envelope is then rounded to the nearest 10 or 100 due to a special offer at the bank.



Envelope 1



Envelope 2



Envelope 3

If Zeebo deposits 1,000 Zog Dollars, explore the different combinations of money that he could have put in the three envelopes.

DP

Coordinates Picture Instructions

Follow the instructions carefully to discover the hidden pictures.

Remember, when plotting coordinates, go along first and then up.

When drawing lines, use a ruler.

1. Write numbers 0 to 13 on the axis going up, starting from the bottom.
2. Write numbers 0 to 12 on the axis going across, starting from the left.
3. Plot the coordinate (1, 1) and label it A.
4. Plot the coordinate (1, 3) and label it B.
5. Plot the coordinate (3, 3) and label it C.
6. Plot the coordinate (3, 1) and label it D.
7. Draw a straight line between A and B.
8. Draw a straight line between B and C.
9. Draw a straight line between C and D.
10. Draw a straight line between D and A.
11. Plot the coordinate (2, 4) and label it E.
12. Plot the coordinate (4, 4) and label it F.
13. Plot the coordinate (4, 2) and label it G.
14. Draw a straight line between B and E.
15. Draw a straight line between C and F.
16. Draw a straight line between D and G.
17. Draw a straight line between E and F.
18. Draw a straight line between F and G.

19. Plot the coordinate (6, 4) and label it H.
20. Plot the coordinate (6, 3) and label it I.
21. Plot the coordinate (8, 3) and label it J.
22. Plot the coordinate (8, 4) and label it K.
23. Draw a straight line between H and I.
24. Draw a straight line between I and J.
25. Draw a straight line between J and K.
26. Draw a straight line between K and H.
27. Plot the coordinate (10, 6) and label it L.
28. Plot the coordinate (12, 6) and label it M.
29. Plot the coordinate (12, 5) and label it N.
30. Draw a straight line between L and M.
31. Draw a straight line between M and N.
32. Draw a straight line between H and L.
33. Draw a straight line between K and M.
34. Draw a straight line between J and N.

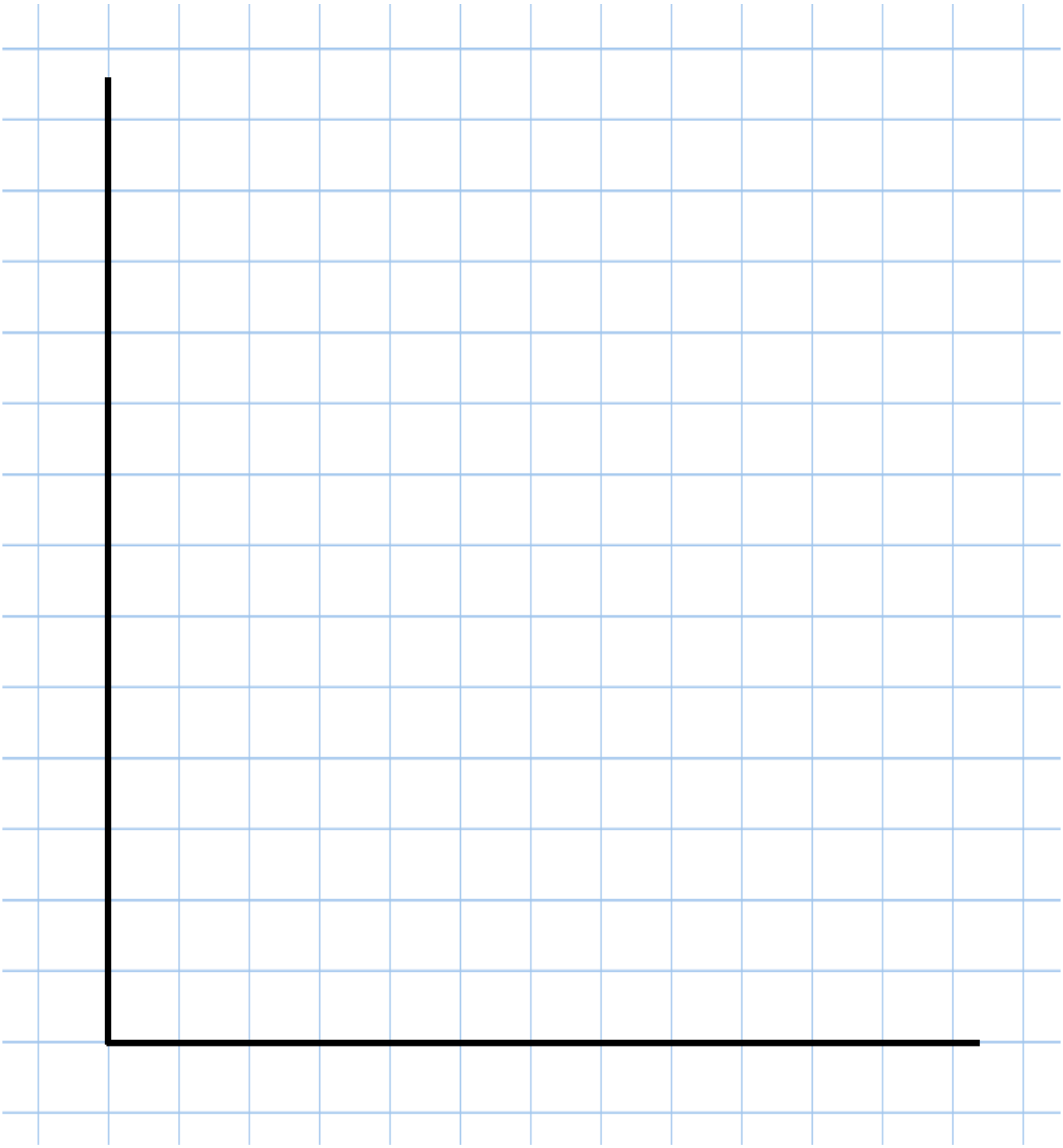
Coordinates Picture Instructions

35. Plot the coordinate (6, 10) and label it O.
36. Plot the coordinate (7, 10) and label it P.
37. Plot the coordinate (8, 9) and label it Q.
38. Plot the coordinate (8, 8) and label it R.
39. Plot the coordinate (7, 7) and label it S.
40. Plot the coordinate (3, 6) and label it T.
41. Plot the coordinate (4, 7) and label it U.
42. Plot the coordinate (4, 8) and label it V.
43. Plot the coordinate (3, 9) and label it W.
44. Plot the coordinate (2, 9) and label it X.
45. Draw a straight line between X and O.
46. Draw a straight line between W and P.
47. Draw a straight line between V and Q.
48. Draw a straight line between U and R.
49. Draw a straight line between T and S.
50. Plot the coordinate (1, 8) and label it Y.
51. Plot the coordinate (1, 7) and label it Z.
52. Plot the coordinate (2, 6) and label it AB.
53. Draw a straight line between O and P.
54. Draw a straight line between P and Q.
55. Draw a straight line between Q and R.
56. Draw a straight line between R and S.
57. Draw a straight line between T and U.
58. Draw a straight line between U and V.
59. Draw a straight line between V and W.
60. Draw a straight line between W and X.
61. Draw a straight line between X and Y.
62. Draw a straight line between Y and Z.
63. Draw a straight line between Z and AB.
64. Draw a straight line between AB and T.

65. Plot the coordinate (10, 13) and label it CD.
66. Plot the coordinate (9, 11) and label it EF.
67. Plot the coordinate (11, 11) and label it GH.
68. Plot the coordinate (12, 12) and label it IJ.
69. Draw a straight line between CD and EF.
70. Draw a straight line between CD and GH.
71. Draw a straight line between CD and IJ.
72. Draw a straight line between EF and GH.
73. Draw a straight line between GH and IJ.

Coordinates Picture

Number each axis before following the instructions to make a picture.



Bus Timetable Trail Chaser

Start at any shape. Calculate how long that particular journey takes. Find the answer and join them together with a line. Continue doing this until you have connected all of the journeys and times together.

Destination	Bus A	Bus B	Bus C
Newtown	12:05		15:25
Oldtown	12:23	13:50	15:43
Oakley	12:56	14:09	
Parkside	13:04		16:02
Puddleton		14:38	16:23
Whitecross	13:48	14:42	
Creswell	14:12	15:09	17:11
Hilltop	14:36	15:36	17:34
Riverway	15:09	16:14	18:12

Oldtown to Whitecross (Bus A)

2,640 seconds

Newtown to Riverway (Bus A)

1,860 seconds

Creswell to Hilltop (Bus A)

2 hours 24 minutes

1,260 seconds

Oldtown to Riverway (Bus B)

Parkside to Whitecross (Bus A)

2 hours 47 minutes

Oakley to Whitecross (Bus B)

1 hour 25 minutes

33 minutes

Parkside to Puddleton (Bus C)

Puddleton to Creswell (Bus B)

2 hours 7 minutes

Oldtown to Oakley (Bus B)

184 minutes

Newtown to Riverway (Bus C)

1,140 seconds

Newtown to Creswell (Bus A)

1 hour 51 minutes

Oldtown to Hilltop (Bus C)

1,440 seconds

Direct Speech

1a. Underline the spoken words in the sentence below:

Go and wash your hands, the teacher said.

D VF

2a. Tick the sentence that uses inverted commas correctly.

A. “It’s my birthday,” Annie said.	
B. “Can I come to your party? asked Eli.	

D VF

3a. Circle the inverted commas that are incorrect.

“It is a lovely sunny day,” Julia said.”

D VF

4a. Rewrite the sentence below using the correct punctuation.

We could play this game said Albie

D VF

Direct Speech

1b. Underline the spoken words in the sentence below:

Can you shut the door? asked Dan.

D VF

2b. Tick the sentence that uses inverted commas correctly.

A. “Where are you going? asked Sam.”	
B. “You can come too,” said Julian.	

D VF

3b. Circle the inverted commas that are incorrect.

“Hurry up!” Why aren’t you ready yet?” asked Dad.

D VF

4b. Rewrite the sentence below using the correct punctuation.

Would you like to go swimming he asked

D VF

Direct Speech

1a. Change the indirect speech in the sentence below into direct speech.

Tiana asked if she could watch television.

D

A

Direct Speech

1b. Change the indirect speech in the sentence below into direct speech.

Lukas said that he was going to catch the bus.

D

A

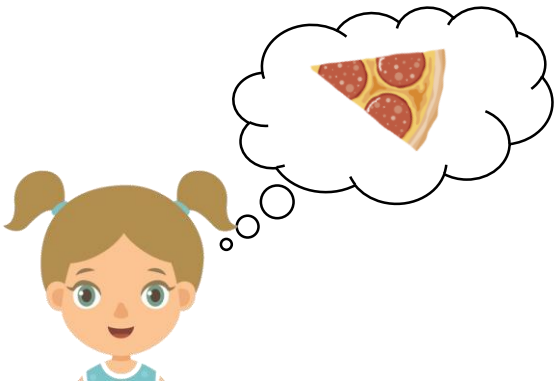
2a. When Tom is playing football, his ball smashes a plant pot.

Use direct speech to write what Tom might say to his mum.

D

A

2b. Kirsten would like pizza for her dinner.



Use direct speech to write what Kirsten might say to the school cook.

D

A

3a. Suzie has punctuated the direct speech in the sentence below.

"I love apple crumble," Said Lucy.

Is she correct? Explain your answer.

D

R

3b. Viktor has punctuated the direct speech in the sentence below.

"Do you want to play out? asked Troy."

Is he correct? Explain your answer.

D

R

Direct Speech

1a. Underline the spoken words in the sentence below:

Mum asked, What would you like to drink?

E VF

2a. Tick the sentence that uses inverted commas correctly.

A. Alice screeched "We are going on holiday!"	
B. "Where shall we eat?" I asked.	
C. "Come over here! ordered Otto."	

E VF

3a. Circle any inverted commas that are incorrect.

"How are you feeling today?" the doctor asked "sympathetically."

E VF

4a. Rewrite the sentence below using the correct punctuation.

Sally said I think we should take our bikes with us

E VF

Direct Speech

1b. Underline the spoken words in the sentence below:

I would like lemonade, replied the girl.

E VF

2b. Tick the sentence that uses inverted commas correctly.

A. "We have missed the bus, cried" Suzie.	
B. "Is this the correct way? enquired the child."	
C. Julian shouted, "Sit down!"	

E VF

3b. Circle any inverted commas that are incorrect.

"It's raining," but it's going to brighten up later," reported Faye."

E VF

4b. Rewrite the sentence below using the correct punctuation.

The receptionist bellowed next please

E VF

Direct Speech

1a. Change the indirect speech in the sentence below into direct speech.

The old lady asked the shopkeeper for two scones and a loaf of bread.

E

A

Direct Speech

1b. Change the indirect speech in the sentence below into direct speech.

Samuel whispered to Florence that she was his best friend.

E

A

2a. Carl is playing his drums very loudly in his bedroom.

Use direct speech to write what Carl's mum might say to Carl.

E

A

2b. Joe and Laurel are running. Joe boasts that he is the fastest runner.

Use direct speech to write what Joe might say to Laurel.

E

A

3a. Dennis has punctuated the direct speech in the sentence below.

Coach Carter bellowed at the basketball team, "get in line quickly!" and so they all jumped to attention.

Is he correct? Explain your answer.

E

R

3b. Fiona has punctuated the direct speech in the sentence below.

"Are we nearly there yet?" Emma moaned impatiently in the back seat of the car.

Is she correct? Explain your answer.

E

R

Direct Speech

1a. Underline the spoken words in the sentences below:

Seb asked, Shall we take the bus?

Not today, replied Ally.

GD VF

2a. Tick the sentence that is punctuated correctly.

A. Josh asked, "can I play."	
B. "Harry, come in for tea please," called Dad.	
C. "I don't want to go to bed yet", moaned Sophia.	

GD VF

3a. Circle any inverted commas that are incorrect.

"Please can I come too?" asked Demi."

"No," answered Hallie, "not today."

GD VF

4a. Rewrite the conversation below using the correct punctuation.

I am going to the market said Adrian would you like anything no thanks answered his brother

GD VF

Direct Speech

1b. Underline the spoken words in the sentences below:

I love theme parks, declared Joe.

Me too, agreed his sister.

GD VF

2b. Tick the sentence that is punctuated correctly.

A. "It was not offside," protested the footballer	
B. "The train has been delayed" he explained.	
C. He gasped when he entered the sea, "it's cold!"	

GD VF

3b. Circle any inverted commas that are incorrect.

"Sit down"! ordered the headteacher, "Now!"

"Yes sir," replied the student."

GD VF

4b. Rewrite the conversation below using the correct punctuation.

Imran shouted to his sister can you get me a drink please I will she answered but wait a minute.

GD VF

Direct Speech

1a. Change the indirect speech in the sentence below into direct speech.

Daniel told Jacob that he could be the goalkeeper first but Jacob said that he would rather not.

GD

A

Direct Speech

1b. Change the indirect speech in the sentences below into direct speech.

Samira asked her grandma if she would like a cup of tea. Her grandma replied that she would and asked for a biscuit too.

GD

A

2a. Mr and Mrs Hill are decorating. Mr Hill wants to paint the walls red but Mrs Hill would prefer white.

Use direct speech to write a short conversation between Mr and Mrs Hill.

GD

A

2b. Tom, Lewis and Becky are playing hide and seek.

Use direct speech to write a short conversation between the children.

GD

A

3a. Hamid has punctuated the direct speech in the sentences below.

Simon called out of the window
"Don't forget to take your coat with you."
"I already have it," his sister called back.

Is he correct? Explain your answer.

GD

R

3b. Louisa has punctuated the direct speech in the sentences below.

"Shall we go to the park to feed the ducks"? asked Krystle.
"Yes, but let's take our bikes too," replied Kat.

Is she correct? Explain your answer.

GD

R

Using Fronted Adverbials

1a. Match the adverbials to the most suitable main clause.

A.	Just then,	1.	we went home.
B.	Finally,	2.	I will be eight years old.
C.	Next year,	3.	there was a knock at the door.

D VF

2a. Fill in the gaps with a fronted adverbial that shows where the main clause happened.

_____,
the creature slept.

_____,
the chef cooked.

D VF

3a. Choose the most appropriate fronted adverbial to complete the sentence below.

…I pushed the secret door.

A. Sadly,
B. Tomorrow,
C. Carefully,

D VF

4a. Write a main clause that could follow each of the fronted adverbials.

Silently, _____

_____

Mysteriously, _____

_____

D VF

Using Fronted Adverbials

1b. Match the adverbials to the most suitable main clause.

A.	Outside,	1.	the siren sounded.
B.	Upstairs,	2.	the children played on the swing.
C.	Far away,	3.	mum was running a bath.

D VF

2b. Fill in the gaps with a fronted adverbial that shows how the main clause happened.

_____,
the man ran.

_____,
they all cheered.

D VF

3b. Choose the most appropriate fronted adverbial to complete the sentence below.

…Jay packed his bag and ran.

A. Usually,
B. Frantically,
C. Soon,

D VF

4b. Write a main clause that could follow each of the fronted adverbials.

Sometimes, _____

_____

Gently, _____

_____

D VF

Using Fronted Adverbials

1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. The machine would not work once again.

B. The lion roared angrily.

D A

Using Fronted Adverbials

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. I went on a nature walk yesterday.

B. Emma had lots of friends at school.

D A

2a. Using the word bank below, write a sentence with a fronted adverbial.

the	later	tired
returned	bear	on

Remember to use the correct punctuation.

D A

2b. Using the word bank below, write a sentence with a fronted adverbial.

we	supper	have
before	usually	bedtime

Remember to use the correct punctuation.

D A

3a. Which fronted adverbial has been used correctly? Explain your answer.

A. Sadly we won the trophy.

B. Often, we won the trophy.

C. Last weekend, we won the trophy.

D R

3b. Which fronted adverbial has been used correctly? Explain your answer.

A. Echoing loudly, the bell rang out.

B. Next week, the bell rang out.

C. Joyfully the bell rang out.

D R

Using Fronted Adverbials

1a. Match the adverbials to the most suitable main clause.

A.	In the blink of an eye,	1.	the footballer scored his first goal.
B.	As the sun set over the mountains,	2.	we were inspired by the beautiful landscape.
C.	In the final minute of the game,	3.	the eagle shot across the sky.

VF

Using Fronted Adverbials

1b. Match the adverbials to the most suitable main clause.

A.	Deep under the murky sea,	1.	the submarine headed for its target.
B.	On the other side of the street,	2.	the man thought about the adventure ahead.
C.	Leaning out of the window,	3.	the new supermarket was being built.

VF

2a. Fill in the gaps with a fronted adverbial that shows where the main clause happened.

_____,
the courageous soldiers were ready.

_____,
the wicked witch cackled loudly.

VF

2b. Fill in the gaps with a fronted adverbial that shows how the main clause happened.

_____,
the magician cast his clever spell.

_____, the
intercity train sped through the station.

VF

3a. Choose the most appropriate fronted adverbial to complete the sentence below.

…I listened at the door.

A. Without a sound,
B. With my jacket zipped tightly,
C. Like a bullet from a gun,

VF

3b. Choose the most appropriate fronted adverbial to complete the sentence below.

…we opened the golden treasure chest.

A. Wherever we went,
B. With our hearts beating like drums,
C. As we dug deeper and deeper,

VF

4a. Write a main clause that could follow each of the fronted adverbials.

In the early morning mist, _____

_____

Without looking, _____

_____

VF

4b. Write a main clause that could follow each of the fronted adverbials.

Trembling with fear and confusion, _____

_____

On the edge of the cliff, _____

_____

VF

Using Fronted Adverbials

1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. They formed their secret plan as carefully as possible and didn't tell a soul.

B. The children and their friends were lost deep in the dark forest.

E A

Using Fronted Adverbials

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. Bob cycled to school as quickly as he possibly could but he was still late.

B. She accepted her gold medal for the 100m swim and was glowing with pride.

E A

2a. Using the word bank below, write a sentence with a fronted adverbial.

awoke	deep	its	wolf
within	the	hungry	lair

Remember to use the correct punctuation.

E A

2b. Using the word bank below, write a sentence with a fronted adverbial.

crept	when	they	nobody
was	all	looking	forwards

Remember to use the correct punctuation.

E A

3a. Which fronted adverbial has been used correctly? Explain your answer.

A. Late yesterday evening I walked steadily along the tightrope.

B. Early tomorrow morning, I walked steadily along the tightrope.

C. With arms out wide, I walked steadily along the tightrope.

E R

3b. Which fronted adverbial has been used correctly? Explain your answer.

A. Sometime next week, the children knew they were in trouble.

B. Standing in the head teacher's office, the children knew they were in trouble.

C. Somewhere near here the children knew they were in trouble.

E R

Using Fronted Adverbials

1a. Match two suitable adverbials to each main clause to make sentences.

A.	At the crack of dawn,	D.	determined and full of hope,	1.	the scientist mixed his potions.
B.	Although exhausted,	E.	deep within his secret laboratory,	2.	the hungry monster emerged.
C.	As the clock struck midnight,	F.	from out of the shadows,	3.	the boy crept on.

GD VF

2a. Fill in the gaps with two fronted adverbials that show where and when the main clause happened.

_____,
the hideous beast roared.

_____,
he drank the poisonous mixture.

GD VF

3a. Choose two adverbials which are most appropriate to use at the start of the sentence below.

…the young boy tiptoed forward.

A. In the dead of night,
B. In the blink of an eye,
C. Not wanting to wake his grandma,

GD VF

4a. Write an extended main clause that could follow each of the fronted adverbials below.

As the clock struck midnight, glancing anxiously at the door…

Unfazed by the danger ahead, valiantly and purposefully…

GD VF

Using Fronted Adverbials

1b. Match two suitable adverbials to each main clause to make sentences.

A.	As the seconds ticked by,	D.	among a blanket of stars,	1.	Tia turned the handle.
B.	On the horizon,	E.	desperate for his autograph,	2.	Rex reached his idol.
C.	Pushing through the crowds,	F.	with great trepidation,	3.	the moon shone brilliantly.

GD VF

2b. Fill in the gaps with two fronted adverbials that show where and how the main clause happened.

_____,
the musicians played and the choir sang.

_____, the
eagle soared through the evening sky.

GD VF

3b. Choose the most appropriate fronted adverbial to complete the sentence below.

…the knight guarded the enormous castle.

A. Standing nobly like a statue,
B. With tremendous courage,
C. Right at that very second,

GD VF

4b. Write an extended main clause that could follow each of the fronted adverbials below.

Disobeying his mother and deciding not to wait any longer…

In the ancient city on the horizon, beyond the mysterious pyramids…

GD VF

Using Fronted Adverbials

1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. He hesitantly made his confession with the light shining in his face, all the while he was under intense pressure from the police.

B. The pirate ship sailed across the wild ocean, it swayed violently in the wind with its canons at the ready.

GD

A

2a. Using the picture below, write a sentence with two fronted adverbials.

Remember to use the correct punctuation.

GD

A

3a. Which fronted adverbial has been used correctly? Explain your answer.

A. Long ago, when the world was full of mythical creatures, there stood an old cottage beside a trickling stream.

B. Positioned perfectly on the horizon with the sun glinting all around there stood an old cottage beside a trickling stream.

C. In a land faraway on a distant hillside there stood an old cottage beside a trickling stream.

GD

R

Using Fronted Adverbials

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. The brave knights fought in the castle grounds, they jousted ferociously against the enemy, the king watched from afar.

B. They frantically searched the beach beneath the cliffs, they were under the mask of darkness, all the while feeling complete desperation.

GD

A

2b. Using the picture below, write a sentence with two fronted adverbials.

Remember to use the correct punctuation.

GD

A

3b. Which fronted adverbial has been used correctly? Explain your answer.

A. Reaching the safety of home just before dawn the boy unlocked the door tiptoed upstairs and climbed back into bed.

B. The boy unlocked the door, tiptoed upstairs and climbed back into bed exhausted by his efforts and his heart beating like a drum.

C. Before anyone could realise, with only seconds to spare, the boy unlocked the door, tiptoed upstairs and climbed back into bed.

GD

R

Where Does Our Food Come From?

A survey by the British Nutrition Foundation questioned children about where our food comes from.

"Cheese comes from plants, tomatoes grow underground and fish fingers are made of chicken," according to many young children quizzed on where our food comes from.

Where does cheese come from?

Some of the children thought that cheese came from a plant. Cheese is a food commonly made from cow's milk. But, did you know it's not just cow's milk that can make cheese? Milk from buffalo, goats or sheep can be used too. Mozzarella cheese (often used on pizzas) is made from the milk of buffalos.

Where does pasta come from?

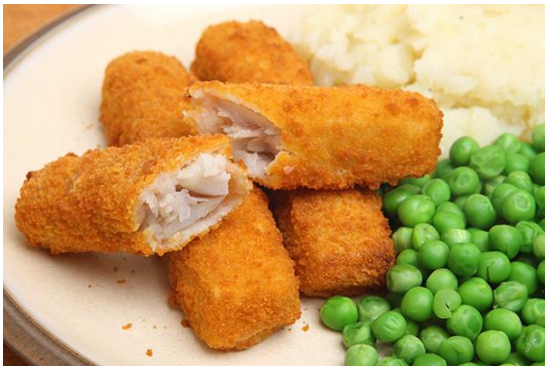
When questioned, some children thought pasta comes from animals. Pasta is made from flour mixed with water or eggs. It is kneaded into a dough (a bit like bread) and then made into sheets, twists, tubes or other shapes. It is cooked by either boiling or baking.

Where do tomatoes come from?

Some children thought that tomatoes grow underground – a bit like carrots. They do, in fact, grow above the ground on a plant. The tomato plant can grow to be very tall. When they first grow, they are green but as they ripen, they turn red.

Where do fish fingers come from?

The clue for the ingredients of a fish finger is in the title. No, it doesn't mean they are made from fingers! They are made from fish. Shockingly though, some children thought they were made from chicken. Fish fingers are usually made from haddock or cod, which are types of fish.



Where does milk come from?

Do you ever stop to think where your food and drink comes from? Some children have no idea that milk comes from cows, research has revealed. Lots of children live in cities and so have never seen a cow, or even heard one 'moo'. Some children said they thought milk comes straight from the fridge or supermarket, but how did it get there? The research also revealed that some city-living children believe that a cow is the size of a double decker bus, and some think they're as small as cats.

What counts as one of your five-a-day?

Some children thought that Fruit Pastilles and strawberry jam counted as part of their daily fruit and veg. There are lots of health benefits to getting five portions of fruit and vegetables every day.

Many children say they know lots about healthy eating, but do not follow it. Why do you think that is?

Roy Ballam, Managing Director of British Nutrition Foundation, believes schools and families should work together to educate children and motivate them to make healthier choices.

Next time you're in the supermarket, stop and think about where your food and drinks have come from.

The survey by the British Nutrition Foundation questioned 5,040 UK children.

Where Does Our Food Come From? – Challenge Activity

Section A

Use the information from the text to determine whether the statement is true or false.

	True	False
The survey was carried out by the British Nutrition Foundation.	☐	☐
Cheese comes from a plant	☐	☐
Pasta is made from dough, a bit like bread.	☐	☐
Tomatoes grow on a plant.	☐	☐
Fish fingers are usually made from trout or swordfish.	☐	☐
Some city-living children believe that a cow is the size of a double decker bus.	☐	☐
Many children say they don't know very much about healthy eating.	☐	☐

Where Does Our Food Come From? – Challenge Activity

Section B

Use the information from the text to answer the questions.

1. Who did the British Nutrition Foundation question about where our food comes from?

2. What is the cheese made from buffalo's milk called?

3. What did some of the children that were questioned think pasta was made from?

4. Tomatoes grow above the ground, on a plant. Name a vegetable that grows under the ground.

5. What are the two most common fish that are used in fish fingers?

6. Why haven't some children ever seen a cow?

7. Many children say they know lots about healthy eating but do not follow it. Why do you think that is?

A Refugee Camp

A Refugee Camp – Follow-Up Work

Why might people be living in a camp like this?

Describe the photo in your own words.

What have the tents been made from?

State TWO facts and TWO opinions about this photo.

List 5 nouns that you can see in this photo.

How does this photo make you feel?

What do you think it is like living in this camp?

What might this photo be used for?

This photo was taken on a sunny day. Describe what you think it would be like in the camp if it had been raining.

Using only the resources they have available, how could this camp be improved?

A Refugee Camp – Vocab 1

Write the definitions for each of these words.

refugee	
camp	
immigrant	
persecution	
migration	
politics	
population	
asylum	
aid	
flee	
crisis	
shelter	

My Autobiography

An autobiography is a piece of writing that is all about you. Answer the questions below in full sentences with information about you and your life.

What is your name? When is your birthday? Where were you born?

Where do you live? Who do you live with?

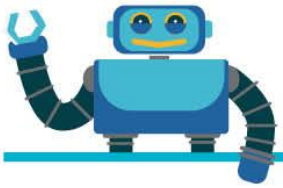
What do you like to do to have fun?

What is your happiest memory? Why?

What do you want to be when you grow up? Why?

Now put all your sentences together to create your own autobiography.

My Autobiography



Home Learning Pack

Year 4

Guidance and Answers

Classroom secrets KIDS

Answers – Developing
Add Two 4-Digit Numbers 2

Varied Fluency
1a. B: 5,550
2a. 6
3a. 7,473
4a. Inserting numbers from 3 to 9 will lead to an exchange. If 5 is used, the answer is 4,842.

Reasoning and Problem Solving
1a. 2,124 + 1,026 = 3,150 (A and B)
2a. Any number between 5 and 9.
3a. He is correct. An exchange will take place when a 2-digit number is created, so 5 + 6 = 11 needs an exchange.

Answers – Developing
Add Two 4-Digit Numbers 2

Varied Fluency
1b. C: 3,684
2b. 6
3b. 6,480
4b. Inserting numbers from 7 to 9 will lead to an exchange. If 8 is used, the answer is 7,661.

Reasoning and Problem Solving
1b. 1,107 + 2,114 = 3,221 (A and C)
2b. Any number between 4 and 9.
3b. He is incorrect. An exchange will take place when a 2-digit number is created, so 5 + 2 = 7 does not need an exchange.

Answers – Expected
Add Two 4-Digit Numbers 2

Varied Fluency

1a. C: 3,108

2a. 9

3a. 7,863

4a. Inserting numbers from 7 to 9 will lead to an exchange. If 7 is used, the answer is 7,908.

Reasoning and Problem Solving

1a. 2,420 + 1,611 = 4,031 (C and B)

2a. Pupils must recognise there will be 1 from the previous exchange, so the numbers could be 4 and 0; 3 and 1; 2 and 2.

3a. She is incorrect. The exchange takes place from the ones to the tens (9 + 1 = 10).

Answers – Expected
Add Two 4-Digit Numbers 2

Varied Fluency

1b. B: 9,377

2b. 9

3b. 8,683

4b. Inserting numbers from 6 to 9 will lead to an exchange. If 6 is used, the answer is 9,069.

Reasoning and Problem Solving

1b. 2,007 + 3213 = 5,220 (A and B)

2b. Pupils must recognise they will need to make 14 in order for there to be an exchange, so the answers could be 9 and 5; 8 and 6; 7 and 7.

3b. She is correct. An exchange will take place because 300 + 800 = 1,100.

Answers – Greater Depth
Add Two 4-Digit Numbers 2

Varied Fluency

1a. A: 8,186

2a. 5

3a. 9,794

4a. For both calculations to need an exchange, the numbers 5 to 9 must be inserted. If 5 is used, A totals 3,809 and B totals 6,469.

Reasoning and Problem Solving

1a. 3,641 + 4,456 = 8,097

2a. Pupils must recognise that the two numbers will need to make 15. Various answers, for example: 9 and 6; 8 and 7.

3a. She is incorrect. The exchange takes place from the hundreds to the thousands (700 + 300 = 1,000).

Answers – Greater Depth
Add Two 4-Digit Numbers 2

Varied Fluency

1b. B: 8,979

2b. 8

3b. 8,639

4b. For both calculations to need an exchange, the number 9 must be inserted. If 9 is used, A totals 6,819 and B totals 9,808.

Reasoning and Problem Solving

1b. 4,612 + 3,821 = 8,433

2b. Pupils must recognise there will be a 1 from the exchange, so the numbers could be 6 and 0; 5 and 1; 4 and 2; 3 and 3.

3b. He is incorrect. The exchange takes place from the tens to the hundreds (60 + 40 = 100)

Answers – Developing
Round to the Nearest 1,000

Varied Fluency

1a. B, C
2a. 2,000
3a. False, A rounds to 7,000.
4a. Various answers, for example: 3,207

Reasoning and Problem Solving

1a. A – 2,714, B – 1,875, C – counters (2,231)
2a. B is the odd one out because it rounds to 4,000. A and C round to 5,000.
3a. Max is incorrect because 3,148 rounds down to 3,000 as it has a hundreds value of less than 500.

Answers – Developing
Round to the Nearest 1,000

Varied Fluency

1b. A
2b. 1,000
3b. False, C rounds to 2,000.
4b. Various answers, for example: 7,674

Reasoning and Problem Solving

1b. A – 2,961, B – 3,608, C – counters (3,221)
2b. C is the odd one out because it rounds to 4,000. A and B round to 5,000.
3b. Saskia is correct because 5,962 rounds up to 6,000 as it has a hundreds value of more than 500.

Answers – Expected
Round to the Nearest 1,000

Varied Fluency

1a. A
2a. 9,000
3a. False, B rounds to 3,000.
4a. Various answers, for example: Eight thousand, three hundred and fifty-eight

Reasoning and Problem Solving

1a. A – 6,524, B – five thousand, six hundred and one, C – counters (6,101)
2a. C is the odd one out because it rounds to 6,000. A and B round to 5,000.
3a. Chuan is incorrect, because eight thousand, five hundred and five rounds up to 9,000 as it has a hundreds value of 500.

Answers – Expected
Round to the Nearest 1,000

Varied Fluency

1b. B, C
2b. 5,000
3b. False, A rounds to 3,000.
4b. Various answers, for example: One thousand, five hundred and seventy-four

Reasoning and Problem Solving

1b. A – five thousand, six hundred and four, B – 6,418, C – counters (5,111)
2b. B is the odd one out because it rounds to 3,000. A and C round to 4,000.
3b. Isabel is correct, because six thousand, seven hundred and eleven rounds up to 7,000 as it has a hundreds value of more than 500.

Answers – Greater Depth
Round to the Nearest 1,000

Varied Fluency

1a. A, C
2a. 7,000
3a. False, B rounds to 3,000.
4a. Various answers, for example: Seven thousands, twenty-one hundreds, ten tens and three ones

Reasoning and Problem Solving

1a. A – base 10 and counters (3,120), B – three thousand, six hundred and eighteen, C – three thousands and fourteen hundreds
2a. C is the odd one out because it rounds to 4,000. A and B round to 3,000.
3a. Josh is incorrect because his number is 8,511 which rounds up to 9,000 as it has a hundreds value of 500.

Answers – Greater Depth
Round to the Nearest 1,000

Varied Fluency

1b. B, C
2b. 4,000
3b. False, C rounds to 2,000.
4b. Various answers, for example: Four thousands, fifteen hundreds, three tens and twelve ones

Reasoning and Problem Solving

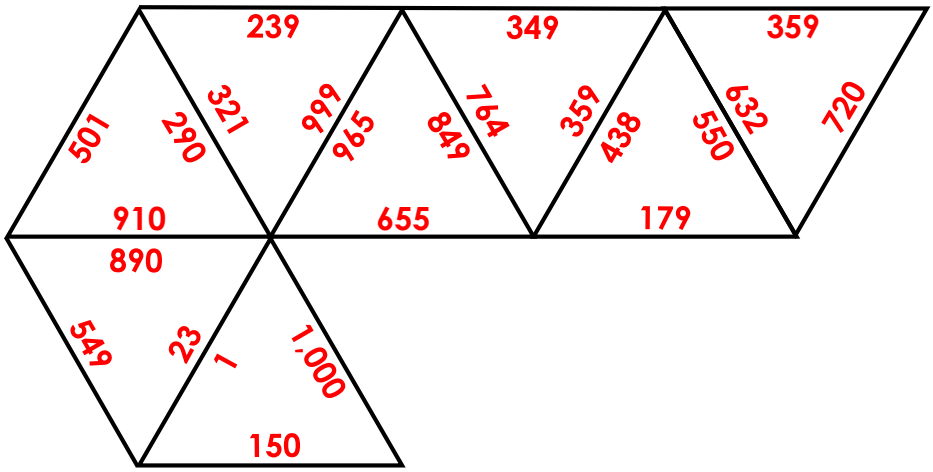
1b. A – two thousands and fifty six tens, B – three thousand, four hundred and ninety nine, C – base 10 and counters (2,112)
2b. B is the odd one out because it rounds to 4,000. A and C round to 3,000.
3b. Sophie is incorrect because her number is 2,533 which rounds up to 3,000 as it has a hundreds value of 500.

Round to the Nearest 100

1. Hiro the ninja is trying to solve an ancient puzzle.

He needs to join all of the triangles together, but each pair of numbers that touch need to round to the same 100.

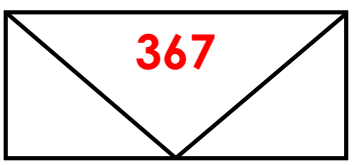
Various answers, for example:



Investigate how he could join the triangles together to solve the puzzle.

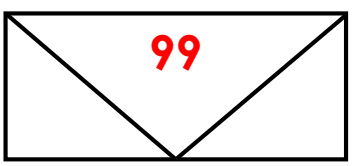
DP

2. Zeebo the alien is trying to deposit some money he has saved up. He fills three envelopes with different amounts of money, and each envelope is then rounded to the nearest 10 or 100 due to a special offer at the bank.



Envelope 1

Envelope 2



Envelope 3

If Zeebo deposits 1,000 Zog Dollars, explore the different combinations of money that he could have put in the three envelopes.

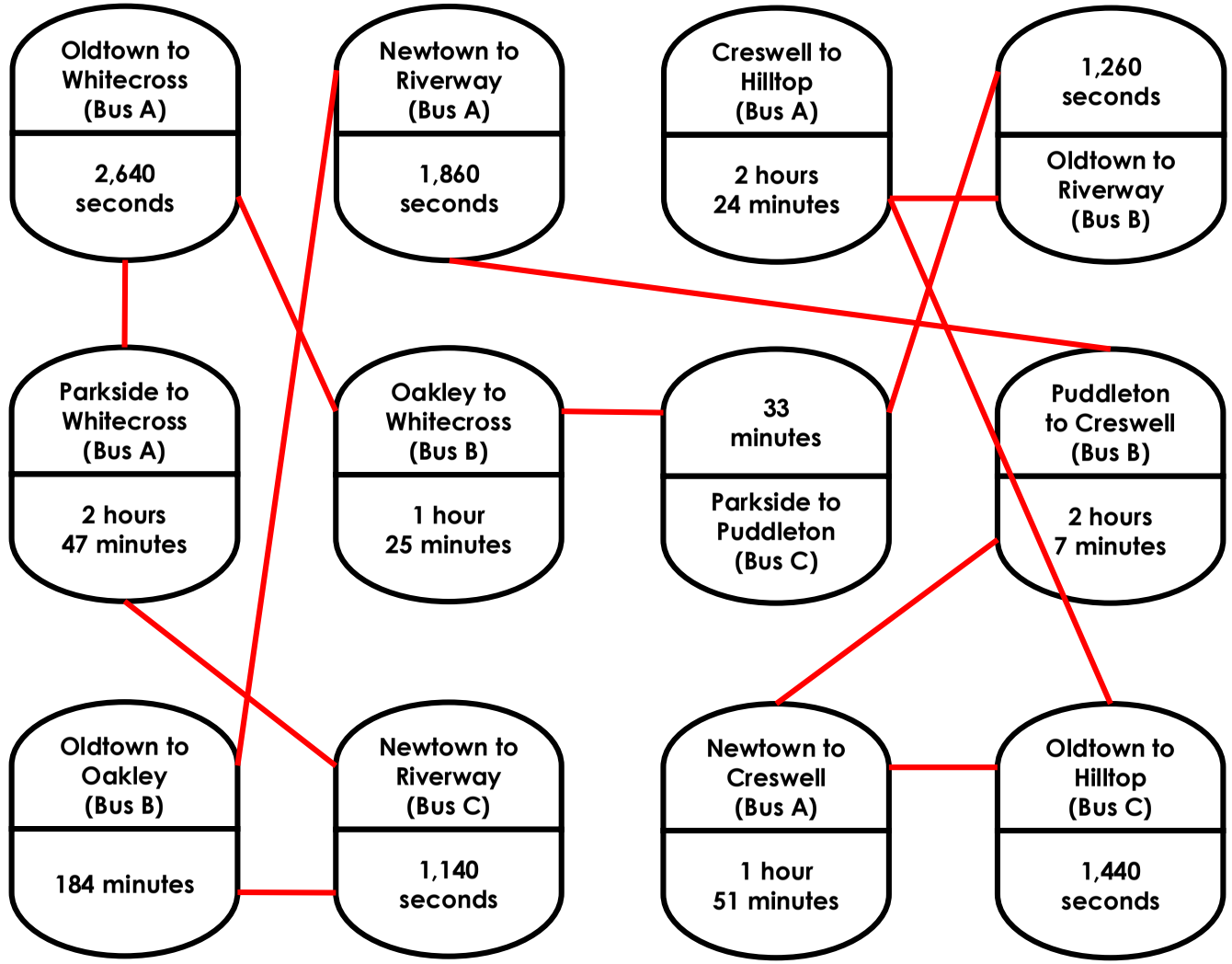
Various answers, for example:
Envelope 1 – 367 (rounds to 400); Envelope 2 – 459 (rounds to 500); Envelope 3 – 99 (rounds to 100).

DP

Bus Timetable Trail Chaser

Start at any shape. Calculate how long that particular journey takes. Find the answer and join them together with a line. Continue doing this until you have connected all of the journeys and times together.

Destination	Bus A	Bus B	Bus C
Newtown	12:05		15:25
Oldtown	12:23	13:50	15:43
Oakley	12:56	14:09	
Parkside	13:04		16:02
Puddleton		14:38	16:23
Whitecross	13:48	14:42	
Creswell	14:12	15:09	17:11
Hilltop	14:36	15:36	17:34
Riverway	15:09	16:14	18:12



Answers – Developing Direct Speech

Varied Fluency

1a. Go and wash your hands, the teacher said.
2a. A
3a. Inverted commas after 'said' circled.
4a. "We could play this game," said Albie.

Application and Reasoning

1a. Various answers, for example:
"Can I watch television?" asked Tiana.
2a. Various answers, for example:
"I'm really sorry," Tom said to his mum.
3a. Suzie is incorrect. 'Said' should not begin with a capital letter.

Answers – Developing Direct Speech

Varied Fluency

1b. Can you shut the door? asked Dan.
2b. B
3b. Inverted commas after 'up' circled.
4b. "Would you like to go swimming?" he asked.

Application and Reasoning

1b. Various answers, for example:
"I am going to catch the bus," Lucas said.
2b. Various answers, for example:
"Can I have pizza, please?" Kirsten asked.
3b. Viktor is incorrect. The second set of inverted commas should be after the question mark.

Answers – Expected
Direct Speech

Varied Fluency

1a. Mum asked, What would you like to drink?

2a. B

3a. The inverted commas before and after 'sympathetically' circled.

4a. Sally said, "I think we should take our bikes with us."

Application and Reasoning

1a. Various answers, for example:
"Can I have two scones and a loaf of bread?" the old lady asked the shopkeeper.

2a. Mum shouted up the stairs, "You'll have to stop playing soon or the neighbours will complain."

3a. Dennis is incorrect. 'Get' should begin with a capital letter.

Answers – Expected
Direct Speech

Varied Fluency

1b. I would like lemonade, replied the girl.

2b. C

3b. The inverted commas after 'raining' and 'Faye' circled.

4b. The receptionist bellowed, "Next please!"

Application and Reasoning

1b. Various answers, for example:
Samuel whispered to Florence, "You're my best friend."

2b. Various answers, for example:
"Come on slow coach, you'll need to speed up to keep up with me," Joe boasted.

3b. Fiona is correct. The direct speech is within inverted commas, it begins with a capital letter and ends with a question mark as it is a question.

Answers – Greater Depth
Direct Speech

Varied Fluency

1a. Seb asked, Shall we take the bus?
Not today, replied Ally.

2a. B

3a. Inverted commas after 'Demi' circled.

4a. "I am going to the market." said Adrian, "Would you like anything?"
"No thanks," answered his brother.

Application and Reasoning

1a. Various answers, for example:
"You can go in goal first," suggested Daniel.
"No, I don't want to go first," Jacob replied.

2a. Various answers, for example:
"I think we should use red paint," Mr Hill said to his wife.
"No, it would be too dark," she replied.

3a. Hamid is incorrect. There should be a comma after 'window'.

Answers – Greater Depth
Direct Speech

Varied Fluency

1b. I love theme parks, declared Joe.
Me too, agreed his sister.

2b. A

3b. Inverted commas after 'down' and 'student' circled.

4b. Imran shouted to his sister, "Can you bring me a drink, please?"
"I will," she answered, "but wait a minute."

Application and Reasoning

1b. Various answers, for example:
"Do you want a cup of tea?" Samira asked her grandma.
"Yes please," she replied, "and a biscuit."

2b. Various answers, for example:
"1, 2, 3," Tom started counting.
Becky whispered, "I'm going behind this rock."
Lewis giggled, "This is fun."

3b. Louisa is incorrect. The second set of inverted commas surrounding the first speech should be after the question mark, not before.

Answers – Developing Using Fronted Adverbials

Varied Fluency

1a. A – 3, B – 1, C – 2

2a. Various answers, for example: Under the tree, the creature slept; In the kitchen, the chef cooked.

3a. C

4a. Various answers, for example: Silently, he crept through the darkness; Mysteriously, the lights flickered.

Application and Reasoning

1a. A – Once again, the machine would not work. B – Angrily, the lion roared.

2a. Later on, the tired bear returned.

3a. C because the adverbial tell us when the trophy was won and the correct punctuation has been used.

Answers – Developing Using Fronted Adverbials

Varied Fluency

1b. A – 2, B – 3, C – 1

2b. Various answers, for example: Nervously, the man ran; Happily, they all cheered.

3b. B

4b. Various answers, for example: Sometimes, Raj visits his grandma; Gently, the wind blew the leaves.

Application and Reasoning

1b. A – Yesterday, I went on a nature walk. B – At school, Emma had lots of friends.

2b. Usually, we have supper before bedtime.

3b. A because the adverbial tells us how the bells are ringing out and the correct punctuation has been used.

Answers – Developing Using Fronted Adverbials

Varied Fluency

1a. A – 3, B – 2, C – 1

2a. Various answers, for example: On the battlefield, the courageous soldiers were ready; Deep within her mountain cavern, the witch cackled loudly.

3a. A

4a. Various answers, for example: In the early morning mist, the glassy lake sparkled; Without looking, Tanya entered the dragon's lair.

Application and Reasoning

1a. A – As carefully as possible, they formed their secret plan and didn't tell a soul. B – Deep in the dark forest, the children and their friends were lost.

2a. Deep within its lair, the hungry wolf awoke.

3a. C because it is in the correct tense, it describes how the person walked along the tightrope and the correct punctuation has been used.

Answers – Developing Using Fronted Adverbials

Varied Fluency

1b. A – 1, B – 3, C – 2

2b. Various answers, for example: Waving his wand vigorously, the magician cast his clever spell; Without stopping, the intercity train sped through the station.

3b. B

4b. Various answers, for example: Trembling with fear and confusion, we hid until the danger passed; On the edge of the cliff, the figure stood silent and still.

Application and Reasoning

1b. A – As quickly as he possibly could, Bob cycled to school but he was still late. B – Glowing with pride, she accepted her gold medal for the 100m swim.

2b. When nobody was looking, they all crept forwards.

3b. B because it is in the correct tense, it describes where the children are and the correct punctuation has been used.

Answers – Greater Depth Using Fronted Adverbials

Varied Fluency

1a. A – E – 1, B – D – 3, C – F – 2

2a. Various answers, for example: In the dead of night, from deep underground, the hideous beast broke free from its lair; As evening approached, in the darkened room, he drank the mixture.

3a. A, C

4a. Various answers, for example: As the clock struck midnight, glancing anxiously at the door, Jack waited for his friends to emerge from the room they had entered almost three hours ago; Unfazed by the danger ahead, valiantly and purposefully, Dexter jumped over the fence and ran straight towards the burning building.

Application and Reasoning

1a. Various answers, for example: A – While under intense pressure from the police, he hesitantly made his confession with the light shining in his face. B – With its canons at the ready, the pirate ship sailed across the wild ocean, swaying violently in the wind.

2a. Various answers, sentences must have at least two appropriate fronted adverbials which are punctuated correctly, for example: The next morning, full of excitement, the children visited the dinosaur museum in the next town.

3a. A because two fronted adverbials have been used with the correct punctation to describe when the cottage existed.

Answers – Greater Depth Using Fronted Adverbials

Varied Fluency

1b. A – F – 1, B – D – 3, C – E – 2

2b. Various answers, for example: From inside the great hall, with great gusto, the musicians played and the choir sang; Above the treetops, swooping and gliding, the eagle soared through the evening sky.

3b. A, B

4b. Various answers, for example: Disobeying his mother and deciding not to wait any longer, Fiaz unlocked his bedroom window and carefully made his way out of the garden; In the ancient city on the horizon, beyond the mysterious pyramids, the impossible task of unearthing the relics began.

Application and Reasoning

1b. Various answers, for example: A – Jousting ferociously against the enemy, with the king watching from afar, the brave knights fought in the castle grounds. B – Under the mask of darkness, feeling complete desperation, they frantically searched the beach beneath the cliffs.

2b. Various answers, sentences must have at least two appropriate fronted adverbials which are punctuated correctly, for example: Finally, after much anticipation, the circus was open and the children couldn't wait to visit.

3b. C because two fronted adverbials have been used with the correct punctation to describe when and how the boy unlocked the door.

Where Does Our Food Come From? – Challenge Activity – Answers

Section A

Use the information from the text to determine whether the statement is true or false.

	True	False
The survey was carried out by the British Nutrition Foundation.	✓	
Cheese comes from a plant		✓
Pasta is made from dough, a bit like bread.	✓	
Tomatoes grow on a plant.	✓	
Fish fingers are usually made from trout or swordfish.		✓
Some city-living children believe that a cow is the size of a double decker bus.	✓	
Many children say they don't know very much about healthy eating.		✓

Where Does Our Food Come From? – Challenge Activity – Answers

Section B

Use the information from the text to answer the questions.

1. Who did the British Nutrition Foundation question about where our food comes from?

children

2. What is the cheese made from buffalo's milk called?

mozzarella

3. What did some of the children that were questioned think pasta was made from?

animals

4. Tomatoes grow above the ground, on a plant. Name a vegetable that grows under the ground.

carrot (also allow other correct answers, such as potatoes)

5. What are the two most common fish that are used in fish fingers?

haddock and cod

6. Why haven't some children ever seen a cow?

They live in cities.

7. Many children say they know lots about healthy eating but do not follow it. Why do you think that is?

Personal answer

A Refugee Camp – Oral Teacher Questions – Answers

Why might people be living in a camp like this? Answers should include references to people fleeing war-torn countries.

Describe the photo in your own words. The image shows a refugee camp with a large quantity of make-shift tents which have been pitched close together. The tents are made from a range of materials. There are a small number of people, including children, who can be seen in and amongst the tents.

What have the tents been made from? Blankets, sheets and tarpaulin which has been propped up by wood and tied together.

State TWO facts and TWO opinions about this photo. Various responses – Fact: The majority of tents are made from sheets and wooden sticks. Opinion: It would be uncomfortable sleeping in those tents.

List 5 nouns that you can see in this photo. Various responses – could include: people, washing, plastic chair, wooden box, tents.

How does this photo make you feel? Various personal responses with explanations linked to the photo.

What do you think it is like living in this camp? Various responses which might include both negative and positive comments, i.e. It is very overcrowded and the children have no where to play so they may get bored. The children may feel safe as they are no longer living in a country that is at war.

What might this photo be used for? Various responses – might include: news/newspaper report about refugees; information text about the life of refugees; poster to help raise awareness and support for refugees.

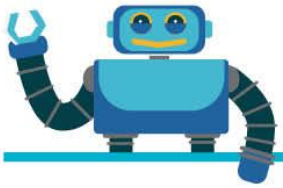
This photo was taken on a sunny day. Describe what you think it would be like in the camp if it had been raining. Various responses – might include: cold, muddy, depressing, etc.

Using only the resources they have available, how could this camp be improved? Various responses – might include: organising the tents into rows so that it is easier to move around the camp; having a central area to socialise, etc.

A Refugee Camp – Vocab 1 – Answers

Write the definitions for each of these words.

refugee	a person who flees a country for safety
camp	a place of temporary accommodation with tents/huts
immigrant	a person who comes to live permanently in a foreign country
persecution	hostility and ill-treatment
migration	movement of people from one area/country to another
politics	activities associated with the governments of a country
population	the number of people living in a particular place
asylum	giving someone shelter from danger or hardship
aid	money to support a worthy person or cause
flee	run away quickly
crisis	a crucial stage or turning point in the course of something
shelter	covering that provides protection from the weather



Home Learning Pack

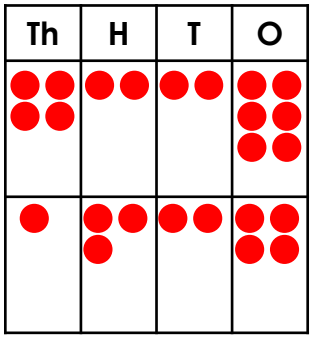
Year 4

Classroom secrets KIDS

Add Two 4-Digit Numbers 2

Add Two 4-Digit Numbers 2

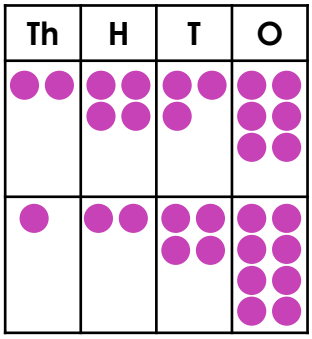
1a. Match the addition calculation to the correct answer.



A	1,000 1,000 1,000 1 100 1
B	Five thousand, five hundred and fifty
C	5,555

D VF

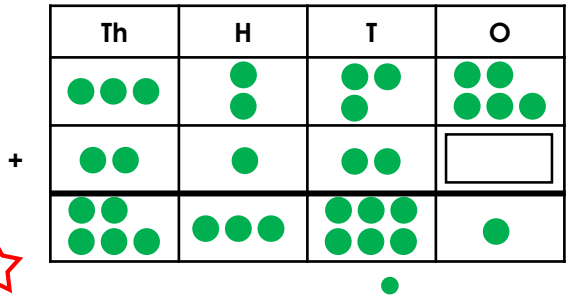
1b. Match the addition calculation to the correct answer.



A	1,000 1,000 1,000 100 100 100 100 100 100
B	3,648
C	Three thousand six hundred and eighty-four

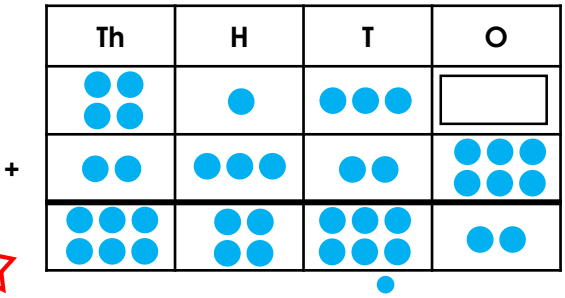
D VF

2a. What number is missing from the calculation?



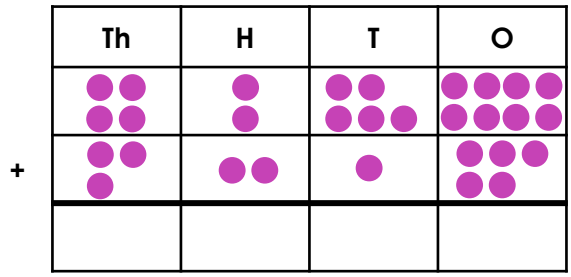
D VF

2b. What number is missing from the calculation?



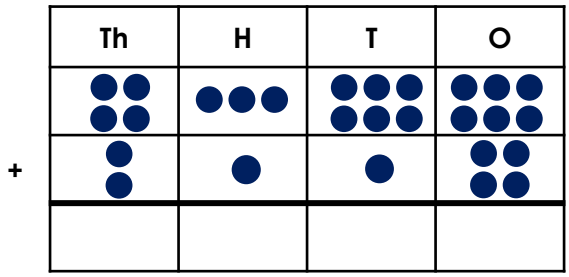
D VF

3a. Complete the calculation.



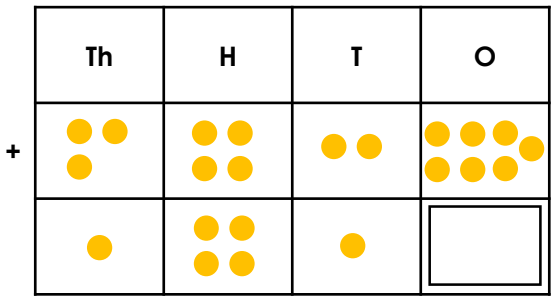
D VF

3b. Complete the calculation.



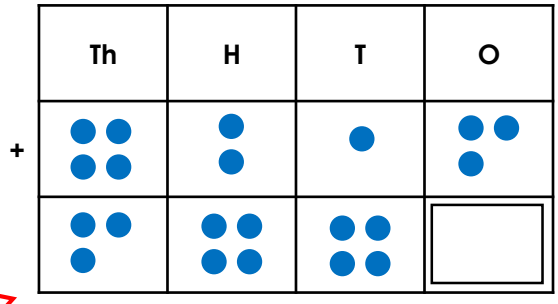
D VF

4a. Complete the calculation so that the missing digit leads to an exchange.



D VF

4b. Complete the calculation so that the missing digit leads to an exchange.

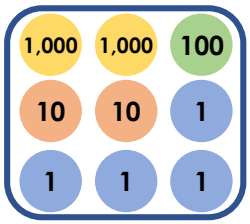


D VF

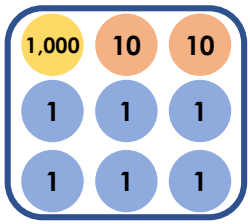
Add Two 4-Digit Numbers 2

1a. Which two numbers add together to make the answer 3,150?

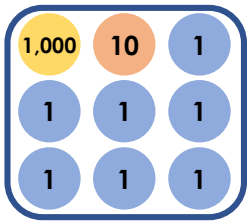
A



B



C

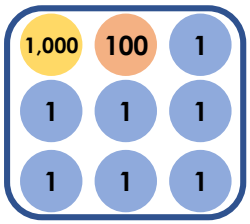


D

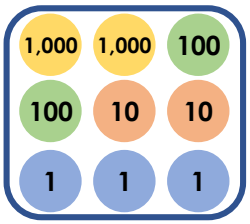
PS

1b. Which two numbers add together to make the answer 3,221?

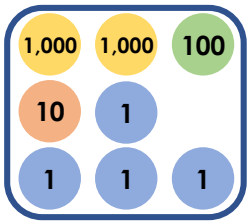
A



B



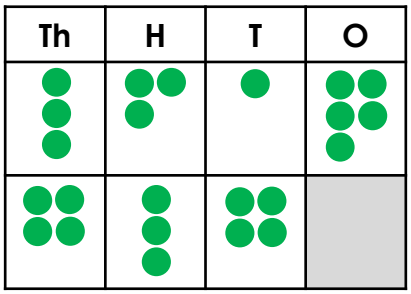
C



D

PS

2a. Louise is adding two 4-digit numbers together.

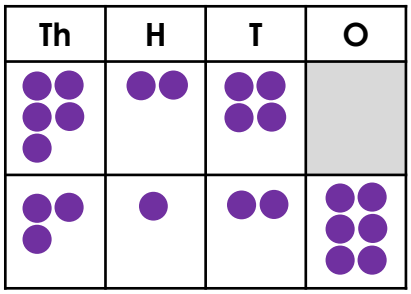


What digit could be in the ones column so that an exchange takes place?

D

PS

2b. Cassie is adding two 4-digit numbers together.

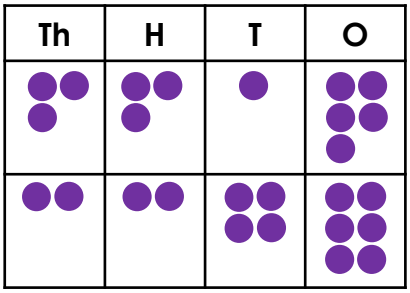


What digits could be in the ones column so that an exchange takes place?

D

PS

3a. Josh thinks that an exchange takes place from the ones column in the calculation below.

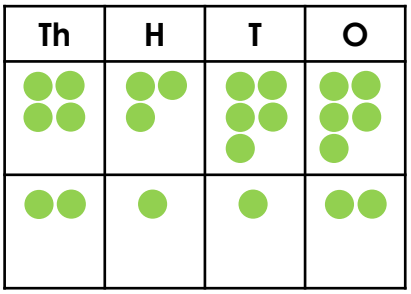


Is he correct?
Prove it.

D

R

3b. David thinks that an exchange takes place from the ones column in the calculation below.



Is he correct?
Prove it.

D

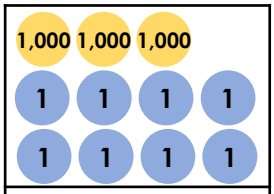
R

Add Two 4-Digit Numbers 2

Add Two 4-Digit Numbers 2

1a. Match the calculation to the correct answer.

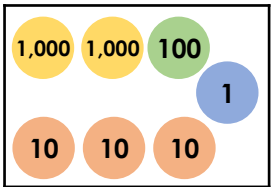
	2	0	3	5
+	1	0	7	3

A	
B	Three thousand and eighteen
C	3,108

VF

1b. Match the calculation to the correct answer.

	5	6	2	4
+	3	7	5	3

A	
B	9,377
C	Nine thousand and seventy-seven

VF

2a. What number is missing from the calculation?

	5	4	3	□
+	1	5	5	1
	6	9	9	0
			1	

VF

2b. What number is missing from the calculation?

	3	7	3	8
+	1	□	5	0
	5	6	8	8
	1			

VF

3a. Complete the calculation.

	4	2	3	6
+	3	6	2	7

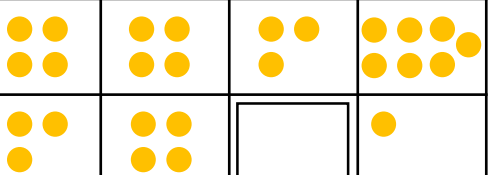
VF

3b. Complete the calculation.

	5	8	6	2
+	2	8	2	1

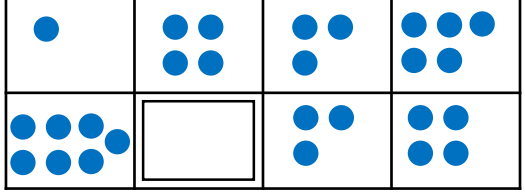
VF

4a. Complete the calculation so that the missing digit leads to an exchange.

	Th	H	T	O
+				
			□	

VF

4b. Complete the calculation so that the missing digit leads to an exchange.

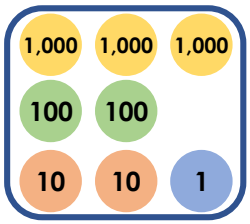
	Th	H	T	O
+				
			□	

VF

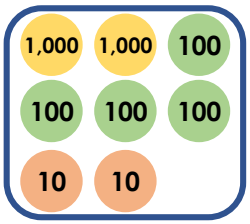
Add Two 4-Digit Numbers 2

1a. Which two numbers add together to make the answer 4,031?

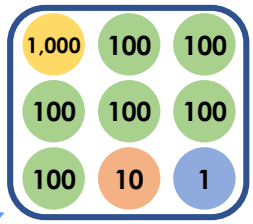
A



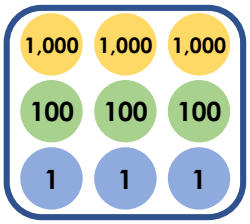
B



C



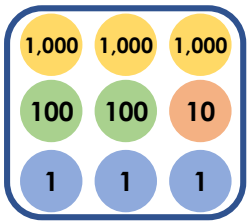
D



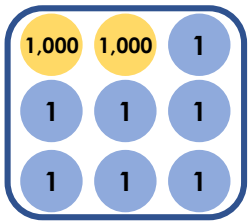
E PS

1b. Which two numbers add together to make the answer 5,220?

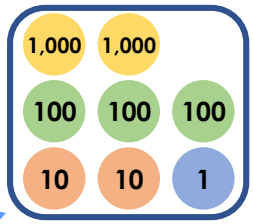
A



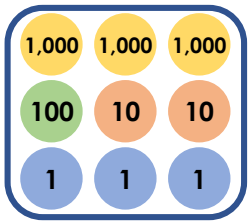
B



C



D



E PS

2a. Frankie is adding two 4-digit numbers together.

	4	□	3	4
+	3	□	8	1
		5		

What digits could be in the hundreds column so that no exchange takes place?

E PS

2b. Ashante is adding two 4-digit numbers together.

	3	4	□	7
+	2	3	□	1
			4	

What digits could be in the tens column so that an exchange takes place?

E PS

3a. Terri thinks that an exchange takes place from the tens column in the calculation below.

	8	3	2	1
+	1	3	5	9

Is she correct?
Prove it.

E R

3b. Delilah thinks that an exchange takes place from the hundreds column in the calculation below.

	5	3	1	1
+	3	8	1	2

Is she correct?
Prove it.

E R

Add Two 4-Digit Numbers 2

1a. Match the calculation to the correct answer.

6,961 add one thousand, two hundred and twenty-five

A	Eight thousand 100 LXXXVI
B	Eight thousand 100 100 86
C	100 8,000 seventy-six

GD VF

1b. Match the calculation to the correct answer.

Five thousand, four hundred and eighty-two add 3,497

A	9,000 100 nine
B	Eight thousand 900 LXXIX
C	9,000 Seventy-nine

GD VF

2a. What number is missing from the calculation?

9,□67 + 381 = 9948

GD VF

2b. What number is missing from the calculation?

4,258 + 5,5□1 = 9,839

GD VF

3a. Complete the calculation.

9,369 + 425 =

GD VF

3b. Complete the calculation.

6,366 + 2,273 =

GD VF

4a. Complete the calculations with the same number so that the missing digit leads to an exchange.

A 2,3□5 + 1,454 =

B 3,926 + 2,□43 =

GD VF

4b. Complete the calculations with the same number so that the missing digit leads to an exchange.

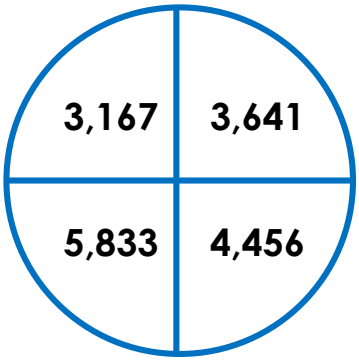
A 4,628 + 2,1□1 =

B 6,3□5 + 3,413 =

GD VF

Add Two 4-Digit Numbers 2

1a. Which two numbers add together to make the answer 8,097?



GD PS

2a. Eva is adding two 4-digit numbers together.

The answer has a five in the tens column where an exchange has taken place.

What digits could be in the tens column of the two numbers being added together?

GD PS

3a. Meg thinks that an exchange takes place from the tens column in the calculation below.

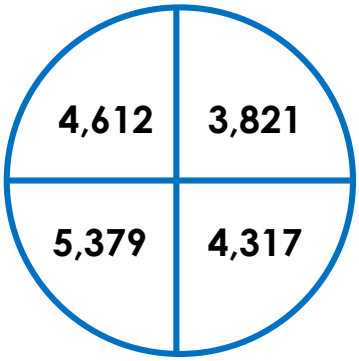
1,732 + 7,353

Is she correct?
Prove it.

GD R

Add Two 4-Digit Numbers 2

1b. Which two numbers add together to make the answer 8,433?



GD PS

2b. Laura is adding two 4-digit numbers together.

The answer has a seven in the hundreds column and an exchange has taken place from the tens to the hundreds.

What digits could be in the hundreds column of the two numbers being added together?

GD PS

3b. Jack thinks that an exchange takes place from the hundreds column in the calculation below.

6,744 + 2,165

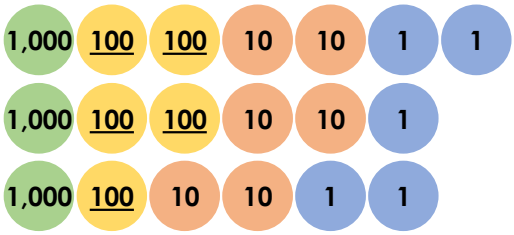
Is he correct?
Prove it.

GD R

Round to the Nearest 1,000

1a. Tick the numbers below that round up to 4,000.

A. 3,395 ☐

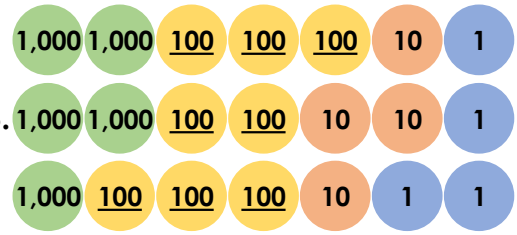


C. 3,621 ☐

D VF

1b. Tick the number below that rounds down to 6,000.

A. 6,407 ☐



C. 6,694 ☐

D VF

2a. Which thousand does the number below round to?

2,198

D VF

2b. Which thousand does the number below round to?

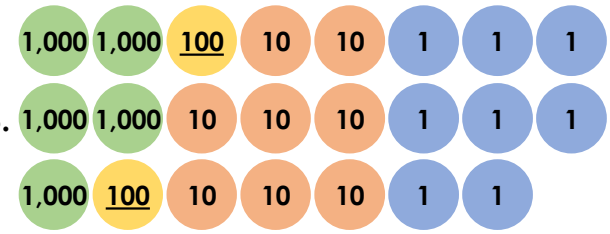
1,472

D VF

3a. True or false?

All of the numbers round to 5,000.

A. 7,324



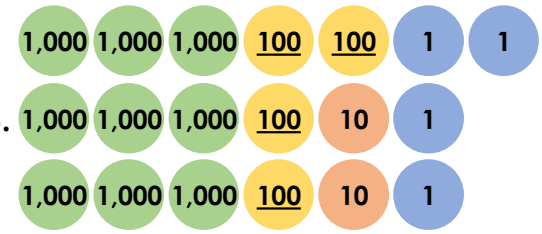
C. 4,881

D VF

3b. True or false?

All of the numbers round to 9,000.

A. 8,730



C. 2,245

D VF

4a. Change one value in the number below so that it rounds down to 3,000.

3,507

D VF

4b. Change one value in the number below so that it rounds up to 8,000.

7,274

D VF

Round to the Nearest 1,000

Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds up to 3,000	1,000 100 10 10 1,000 100 10 1
B. Rounds up to 2,000	2,714
C. Rounds down to 2,000	1,875

D PS

1b. Match the descriptions to the numbers.

A. Rounds up to 3,000	3,608
B. Rounds up to 4,000	1,000 1,000 100 10 1,000 100 10 1
C. Rounds down to 3,000	2,961

D PS

2a. When rounded to the nearest thousand, which is the odd one out?

A. 5,264

1,000 1,000 100 10 1

B. 1,000 100 10 10 1

1,000 100 10 10

C. 4,985

Explain your reasoning.

D R

2b. When rounded to the nearest thousand, which is the odd one out?

A. 4,519

1,000 1,000 100 10 1

B. 1,000 1,000 10 10 1

1,000 100 10 1 1

C. 4,471

Explain your reasoning.

D R

3a. Max is thinking of a number.

He says,

My number is 3,148 and it rounds up to 4,000 to the nearest thousand.

Is he correct?

Explain your reasoning.

D R

3b. Saskia is thinking of a number.

She says,

My number is 5,962 and it rounds up to 6,000 to the nearest thousand.

Is she correct?

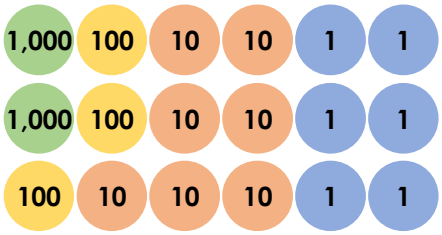
Explain your reasoning.

D R

Round to the Nearest 1,000

1a. Tick the number below that rounds up to 3,000.

A. 2,513 ☐

B. 

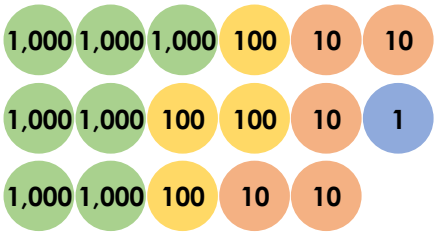
☐

C. Three thousand, four hundred and sixty-two ☐

VF

1b. Tick the numbers below that round down to 7,000.

A. 7,823 ☐

B. 

☐

C. Seven thousand, one hundred and twenty-nine ☐

VF

2a. Which thousand does the number below round to?

Eight thousand, five hundred and forty-seven

VF

2b. Which thousand does the number below round to?

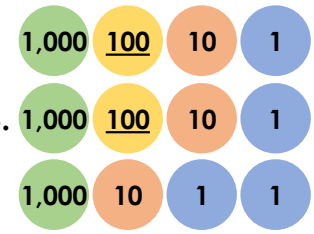
Four thousand, nine hundred and thirty-eight

VF

3a. True or false?

All of the numbers round to 6,000.

A. 5,701

B. 

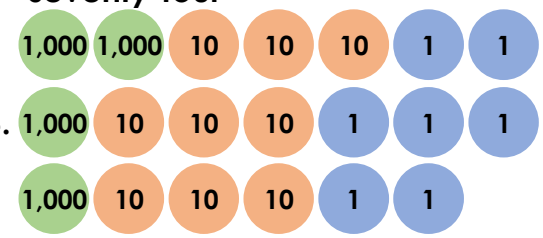
C. Six thousand, two hundred and thirteen

VF

3b. True or false?

All of the numbers round to 4,000.

A. Two thousand, six hundred and seventy-four

B. 

C. 3,912

VF

4a. Change one value in the number below so that it rounds down to 8,000.

Eight thousand, six hundred and fifty-eight

VF

4b. Change one value in the number below so that it rounds up to 2,000.

One thousand, three hundred and seventy-four

VF

Round to the Nearest 1,000

Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds up to 7,000	1,000 1,000 1,000 100 / 1,000 1,000 1,000 1
B. Rounds up to 6,000	6,524
C. Rounds down to 6,000	Five thousand, six hundred and one

PS

1b. Match the descriptions to the numbers.

A. Rounds up to 6,000	Five thousand, six hundred and four
B. Rounds down to 6,000	1,000 1,000 1,000 10 / 1,000 1,000 100 1
C. Rounds down to 5,000	6,418

PS

2a. When rounded to the nearest thousand, which is the odd one out?

A. 4,620

B. 1,000 1,000 100 10 10 1 / 1,000 1,000 100 10 10 1 / 1,000 100 10 10 10 1

C. Five thousand, five hundred and three

Explain your reasoning.

R

2b. When rounded to the nearest thousand, which is the odd one out?

A. 4,209

B. 1,000 100 100 10 1 1 / 1,000 100 10 1 1 / 1,000 100 10 1 1

C. Three thousand, six hundred and eighty-one

Explain your reasoning.

R

3a. Chuan is thinking of a number.

He says,

My number is eight thousand, five hundred and five and it rounds down to 8,000 to the nearest thousand.

Is he correct?

Explain your reasoning.

R

3b. Isabel is thinking of a number.

She says,

My number is six thousand, seven hundred and eleven and it rounds up to 7,000 to the nearest thousand.

Is she correct?

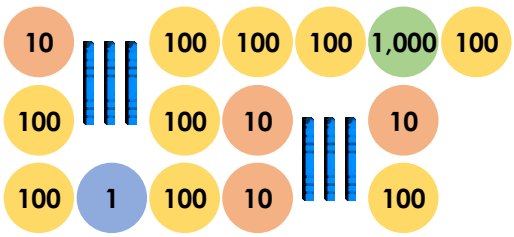
Explain your reasoning.

R

Round to the Nearest 1,000

1a. Tick the numbers below that round up to 2,000.

A. 1,799 ☐

B. 

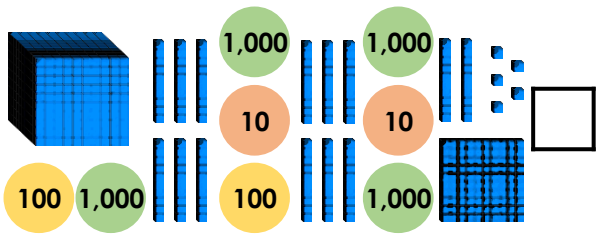
☐

C. Sixteen hundreds, twelve tens and four ones ☐

GD VF

1b. Tick the numbers below that round down to 5,000.

A. 4,524 ☐

B. 

☐

C. Four thousands, ten hundreds, one ten and twenty-two ones ☐

GD VF

2a. Which thousand does the number below round to?

Five thousands, nineteen hundreds, fourteen tens and eleven ones

GD VF

2b. Which thousand does the number below round to?

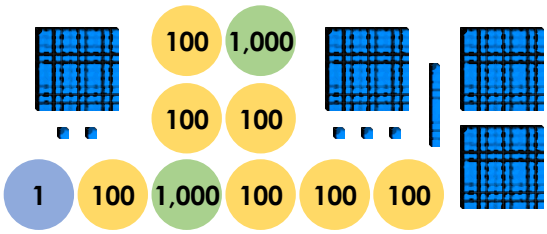
Three thousands, four hundreds, nine tens and fourteen ones

GD VF

3a. True or false?

All of the numbers round to 4,000.

A. 3,529

B. 

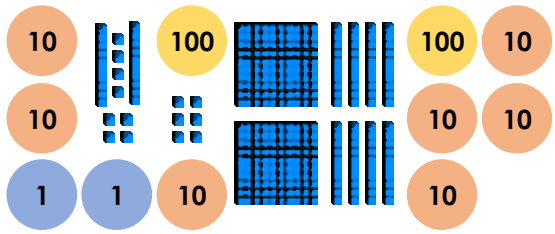
C. Two thousands, nineteen hundreds, seventeen tens and zero ones

GD VF

3b. True or false?

All of the numbers round to 1,000.

A. 1,063

B. 

C. One thousand, three hundreds, twenty-one tens and fourteen ones

GD VF

4a. Change one value in the number below so that it rounds down to 9,000.

Seven thousands, twenty-six hundreds, ten tens and three ones

GD VF

4b. Change one value in the number below so that it rounds up to 6,000.

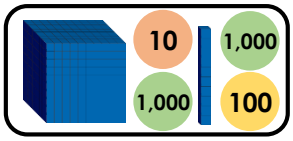
Four thousands, fourteen hundreds, three tens and twelve ones

GD VF

Round to the Nearest 1,000

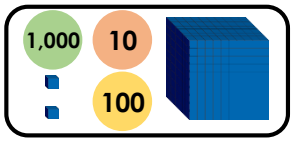
Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds down to 3,000	
B. Rounds up to 4,000	Three thousand, six hundred and eighteen
C. Rounds down to 4,000	Three thousands and fourteen hundreds

GD PS

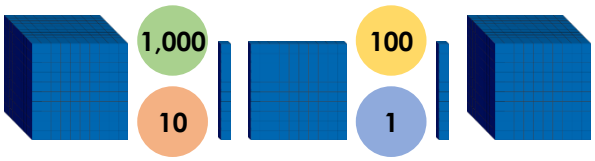
1b. Match the descriptions to the numbers.

A. Rounds up to 3,000	Three thousand, four hundred and ninety-nine
B. Rounds down to 3,000	
C. Rounds down to 2,000	Two thousands and fifty-six tens

GD PS

2a. When rounded to the nearest thousand, which is the odd one out?

A. Two thousand, nine hundred and seventy-six

B. 

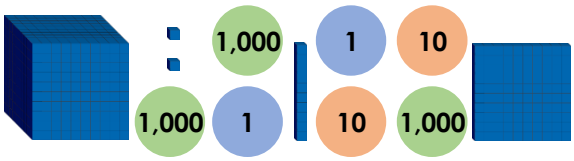
C. Thirty-five hundreds and forty ones

Explain your reasoning.

GD R

2b. When rounded to the nearest thousand, which is the odd one out?

A. Three thousand, two hundred and seventy-eight

B. 

C. Twenty-nine hundreds, six tens and twelve ones

Explain your reasoning.

GD R

3a. Josh is thinking of a number.

He says,

My number has seven thousands, fifteen hundreds and eleven ones, and it rounds up to eight thousand.

Is he correct?

Explain your reasoning.

GD R

3b. Sophie is thinking of a number.

She says,

My number has twenty-four hundreds, twelve tens and thirteen ones, and it rounds down to two thousand.

Is she correct?

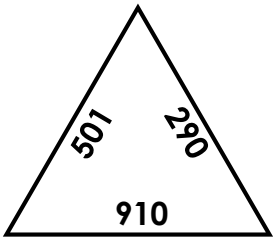
Explain your reasoning.

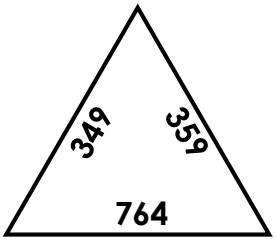
GD R

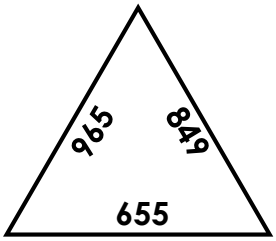
Round to the Nearest 100

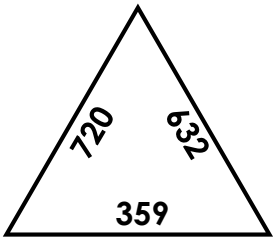
1. Hiro the ninja is trying to solve an ancient puzzle.

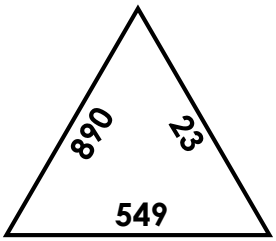
He needs to join all of the triangles together, but each pair of numbers that touch need to round to the same 100.

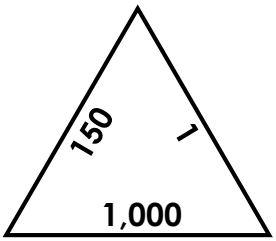


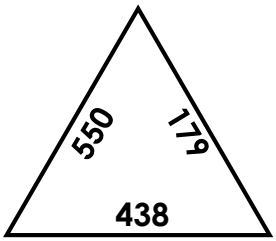


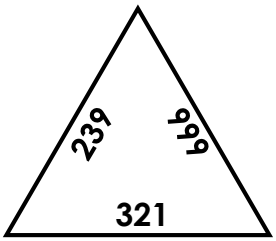








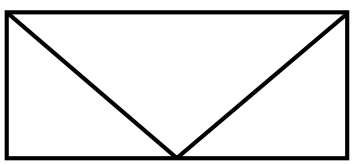




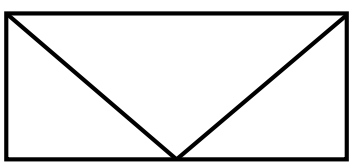
Investigate how he could join the triangles together to solve the puzzle.

DP

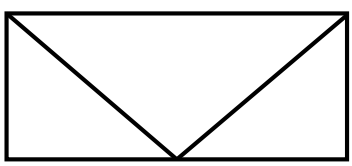
2. Zeebo the alien is trying to deposit some money he has saved up. He fills three envelopes with different amounts of money, and each envelope is then rounded to the nearest 10 or 100 due to a special offer at the bank.



Envelope 1



Envelope 2



Envelope 3

If Zeebo deposits 1,000 Zog Dollars, explore the different combinations of money that he could have put in the three envelopes.

DP

Coordinates Picture Instructions

Follow the instructions carefully to discover the hidden pictures.

Remember, when plotting coordinates, go along first and then up.

When drawing lines, use a ruler.

1. Write numbers 0 to 13 on the axis going up, starting from the bottom.
2. Write numbers 0 to 12 on the axis going across, starting from the left.
3. Plot the coordinate (1, 1) and label it A.
4. Plot the coordinate (1, 3) and label it B.
5. Plot the coordinate (3, 3) and label it C.
6. Plot the coordinate (3, 1) and label it D.
7. Draw a straight line between A and B.
8. Draw a straight line between B and C.
9. Draw a straight line between C and D.
10. Draw a straight line between D and A.
11. Plot the coordinate (2, 4) and label it E.
12. Plot the coordinate (4, 4) and label it F.
13. Plot the coordinate (4, 2) and label it G.
14. Draw a straight line between B and E.
15. Draw a straight line between C and F.
16. Draw a straight line between D and G.
17. Draw a straight line between E and F.
18. Draw a straight line between F and G.

19. Plot the coordinate (6, 4) and label it H.
20. Plot the coordinate (6, 3) and label it I.
21. Plot the coordinate (8, 3) and label it J.
22. Plot the coordinate (8, 4) and label it K.
23. Draw a straight line between H and I.
24. Draw a straight line between I and J.
25. Draw a straight line between J and K.
26. Draw a straight line between K and H.
27. Plot the coordinate (10, 6) and label it L.
28. Plot the coordinate (12, 6) and label it M.
29. Plot the coordinate (12, 5) and label it N.
30. Draw a straight line between L and M.
31. Draw a straight line between M and N.
32. Draw a straight line between H and L.
33. Draw a straight line between K and M.
34. Draw a straight line between J and N.

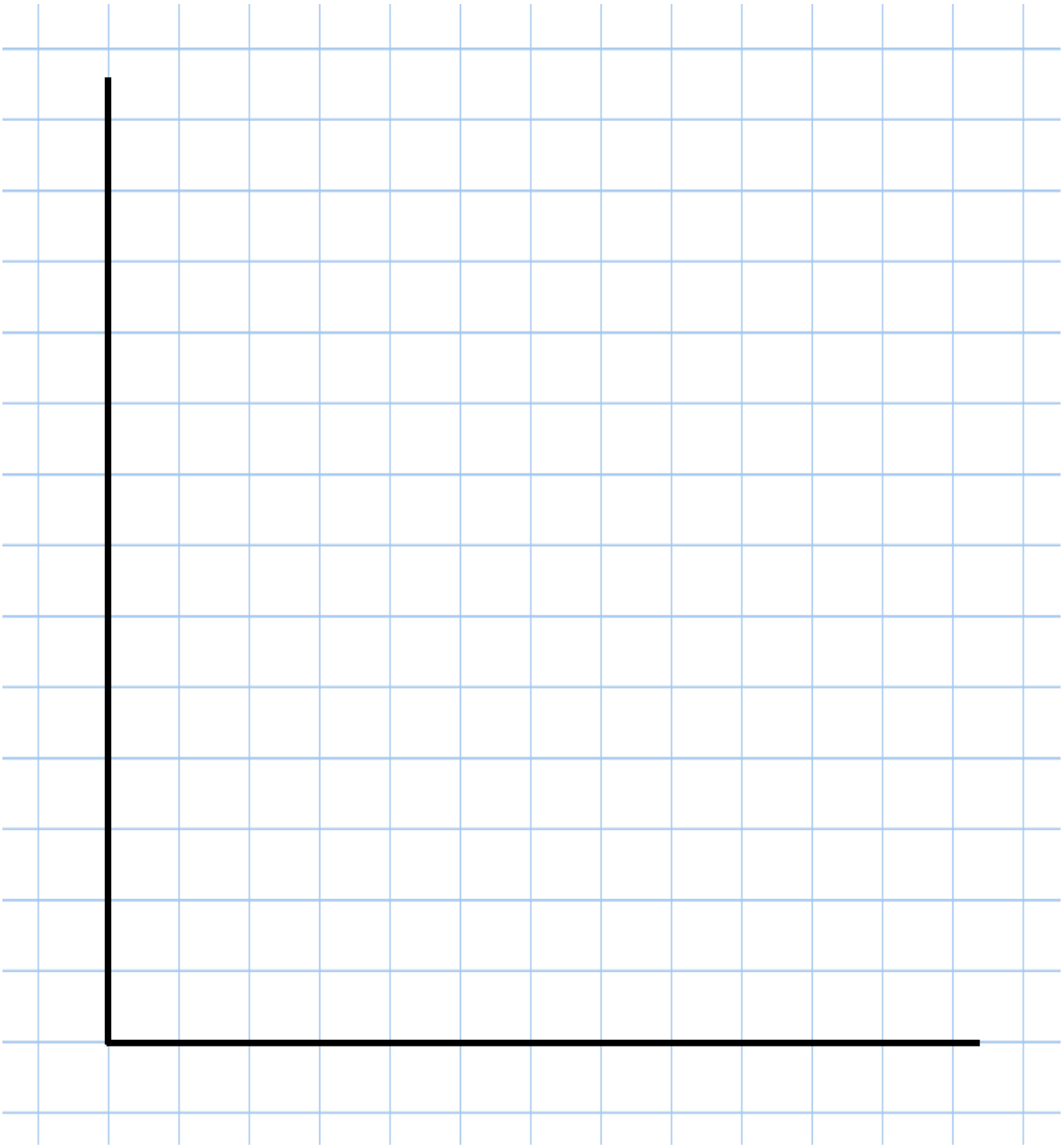
Coordinates Picture Instructions

35. Plot the coordinate (6, 10) and label it O.
36. Plot the coordinate (7, 10) and label it P.
37. Plot the coordinate (8, 9) and label it Q.
38. Plot the coordinate (8, 8) and label it R.
39. Plot the coordinate (7, 7) and label it S.
40. Plot the coordinate (3, 6) and label it T.
41. Plot the coordinate (4, 7) and label it U.
42. Plot the coordinate (4, 8) and label it V.
43. Plot the coordinate (3, 9) and label it W.
44. Plot the coordinate (2, 9) and label it X.
45. Draw a straight line between X and O.
46. Draw a straight line between W and P.
47. Draw a straight line between V and Q.
48. Draw a straight line between U and R.
49. Draw a straight line between T and S.
50. Plot the coordinate (1, 8) and label it Y.
51. Plot the coordinate (1, 7) and label it Z.
52. Plot the coordinate (2, 6) and label it AB.
53. Draw a straight line between O and P.
54. Draw a straight line between P and Q.
55. Draw a straight line between Q and R.
56. Draw a straight line between R and S.
57. Draw a straight line between T and U.
58. Draw a straight line between U and V.
59. Draw a straight line between V and W.
60. Draw a straight line between W and X.
61. Draw a straight line between X and Y.
62. Draw a straight line between Y and Z.
63. Draw a straight line between Z and AB.
64. Draw a straight line between AB and T.

65. Plot the coordinate (10, 13) and label it CD.
66. Plot the coordinate (9, 11) and label it EF.
67. Plot the coordinate (11, 11) and label it GH.
68. Plot the coordinate (12, 12) and label it IJ.
69. Draw a straight line between CD and EF.
70. Draw a straight line between CD and GH.
71. Draw a straight line between CD and IJ.
72. Draw a straight line between EF and GH.
73. Draw a straight line between GH and IJ.

Coordinates Picture

Number each axis before following the instructions to make a picture.



Bus Timetable Trail Chaser

Start at any shape. Calculate how long that particular journey takes. Find the answer and join them together with a line. Continue doing this until you have connected all of the journeys and times together.

Destination	Bus A	Bus B	Bus C
Newtown	12:05		15:25
Oldtown	12:23	13:50	15:43
Oakley	12:56	14:09	
Parkside	13:04		16:02
Puddleton		14:38	16:23
Whitecross	13:48	14:42	
Creswell	14:12	15:09	17:11
Hilltop	14:36	15:36	17:34
Riverway	15:09	16:14	18:12

Oldtown to Whitecross (Bus A)

2,640 seconds

Newtown to Riverway (Bus A)

1,860 seconds

Creswell to Hilltop (Bus A)

2 hours 24 minutes

1,260 seconds

Oldtown to Riverway (Bus B)

Parkside to Whitecross (Bus A)

2 hours 47 minutes

Oakley to Whitecross (Bus B)

1 hour 25 minutes

33 minutes

Parkside to Puddleton (Bus C)

Puddleton to Creswell (Bus B)

2 hours 7 minutes

Oldtown to Oakley (Bus B)

184 minutes

Newtown to Riverway (Bus C)

1,140 seconds

Newtown to Creswell (Bus A)

1 hour 51 minutes

Oldtown to Hilltop (Bus C)

1,440 seconds

Direct Speech

1a. Underline the spoken words in the sentence below:

Go and wash your hands, the teacher said.

D VF

2a. Tick the sentence that uses inverted commas correctly.

A. “It’s my birthday,” Annie said.	
B. “Can I come to your party? asked Eli.	

D VF

3a. Circle the inverted commas that are incorrect.

“It is a lovely sunny day,” Julia said.”

D VF

4a. Rewrite the sentence below using the correct punctuation.

We could play this game said Albie

D VF

Direct Speech

1b. Underline the spoken words in the sentence below:

Can you shut the door? asked Dan.

D VF

2b. Tick the sentence that uses inverted commas correctly.

A. “Where are you going? asked Sam.”	
B. “You can come too,” said Julian.	

D VF

3b. Circle the inverted commas that are incorrect.

“Hurry up!” Why aren’t you ready yet?” asked Dad.

D VF

4b. Rewrite the sentence below using the correct punctuation.

Would you like to go swimming he asked

D VF

Direct Speech

1a. Change the indirect speech in the sentence below into direct speech.

Tiana asked if she could watch television.

D

A

Direct Speech

1b. Change the indirect speech in the sentence below into direct speech.

Lukas said that he was going to catch the bus.

D

A

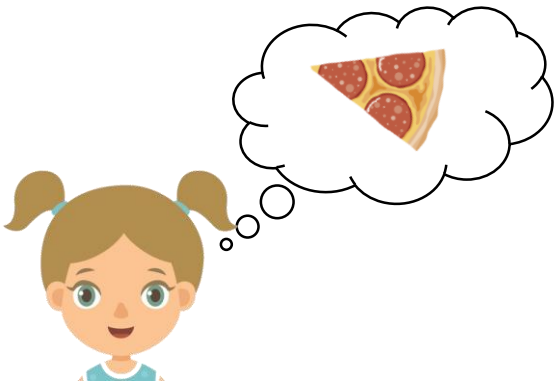
2a. When Tom is playing football, his ball smashes a plant pot.

Use direct speech to write what Tom might say to his mum.

D

A

2b. Kirsten would like pizza for her dinner.



Use direct speech to write what Kirsten might say to the school cook.

D

A

3a. Suzie has punctuated the direct speech in the sentence below.

"I love apple crumble," Said Lucy.

Is she correct? Explain your answer.

D

R

3b. Viktor has punctuated the direct speech in the sentence below.

"Do you want to play out? asked Troy."

Is he correct? Explain your answer.

D

R

Direct Speech

1a. Underline the spoken words in the sentence below:

Mum asked, What would you like to drink?

E VF

2a. Tick the sentence that uses inverted commas correctly.

A. Alice screeched "We are going on holiday!"	
B. "Where shall we eat?" I asked.	
C. "Come over here! ordered Otto."	

E VF

3a. Circle any inverted commas that are incorrect.

"How are you feeling today?" the doctor asked "sympathetically."

E VF

4a. Rewrite the sentence below using the correct punctuation.

Sally said I think we should take our bikes with us

E VF

Direct Speech

1b. Underline the spoken words in the sentence below:

I would like lemonade, replied the girl.

E VF

2b. Tick the sentence that uses inverted commas correctly.

A. "We have missed the bus, cried" Suzie.	
B. "Is this the correct way? enquired the child."	
C. Julian shouted, "Sit down!"	

E VF

3b. Circle any inverted commas that are incorrect.

"It's raining," but it's going to brighten up later," reported Faye."

E VF

4b. Rewrite the sentence below using the correct punctuation.

The receptionist bellowed next please

E VF

Direct Speech

1a. Change the indirect speech in the sentence below into direct speech.

The old lady asked the shopkeeper for two scones and a loaf of bread.

E

A

Direct Speech

1b. Change the indirect speech in the sentence below into direct speech.

Samuel whispered to Florence that she was his best friend.

E

A

2a. Carl is playing his drums very loudly in his bedroom.

Use direct speech to write what Carl's mum might say to Carl.

E

A

2b. Joe and Laurel are running. Joe boasts that he is the fastest runner.

Use direct speech to write what Joe might say to Laurel.

E

A

3a. Dennis has punctuated the direct speech in the sentence below.

Coach Carter bellowed at the basketball team, "get in line quickly!" and so they all jumped to attention.

Is he correct? Explain your answer.

E

R

3b. Fiona has punctuated the direct speech in the sentence below.

"Are we nearly there yet?" Emma moaned impatiently in the back seat of the car.

Is she correct? Explain your answer.

E

R

Direct Speech

1a. Underline the spoken words in the sentences below:

Seb asked, Shall we take the bus?

Not today, replied Ally.

GD VF

2a. Tick the sentence that is punctuated correctly.

A. Josh asked, "can I play."	
B. "Harry, come in for tea please," called Dad.	
C. "I don't want to go to bed yet", moaned Sophia.	

GD VF

3a. Circle any inverted commas that are incorrect.

"Please can I come too?" asked Demi."

"No," answered Hallie, "not today."

GD VF

4a. Rewrite the conversation below using the correct punctuation.

I am going to the market said Adrian would you like anything no thanks answered his brother

GD VF

Direct Speech

1b. Underline the spoken words in the sentences below:

I love theme parks, declared Joe.

Me too, agreed his sister.

GD VF

2b. Tick the sentence that is punctuated correctly.

A. "It was not offside," protested the footballer	
B. "The train has been delayed" he explained.	
C. He gasped when he entered the sea, "it's cold!"	

GD VF

3b. Circle any inverted commas that are incorrect.

"Sit down"! ordered the headteacher, "Now!"

"Yes sir," replied the student."

GD VF

4b. Rewrite the conversation below using the correct punctuation.

Imran shouted to his sister can you get me a drink please I will she answered but wait a minute.

GD VF

Direct Speech

1a. Change the indirect speech in the sentence below into direct speech.

Daniel told Jacob that he could be the goalkeeper first but Jacob said that he would rather not.

GD

A

Direct Speech

1b. Change the indirect speech in the sentences below into direct speech.

Samira asked her grandma if she would like a cup of tea. Her grandma replied that she would and asked for a biscuit too.

GD

A

2a. Mr and Mrs Hill are decorating. Mr Hill wants to paint the walls red but Mrs Hill would prefer white.

Use direct speech to write a short conversation between Mr and Mrs Hill.

GD

A

2b. Tom, Lewis and Becky are playing hide and seek.

Use direct speech to write a short conversation between the children.

GD

A

3a. Hamid has punctuated the direct speech in the sentences below.

Simon called out of the window
"Don't forget to take your coat with you."
"I already have it," his sister called back.

Is he correct? Explain your answer.

GD

R

3b. Louisa has punctuated the direct speech in the sentences below.

"Shall we go to the park to feed the ducks"? asked Krystle.
"Yes, but let's take our bikes too," replied Kat.

Is she correct? Explain your answer.

GD

R

Using Fronted Adverbials

1a. Match the adverbials to the most suitable main clause.

A.	Just then,	1.	we went home.
B.	Finally,	2.	I will be eight years old.
C.	Next year,	3.	there was a knock at the door.

D VF

2a. Fill in the gaps with a fronted adverbial that shows where the main clause happened.

_____,
the creature slept.

_____,
the chef cooked.

D VF

3a. Choose the most appropriate fronted adverbial to complete the sentence below.

…I pushed the secret door.

A. Sadly,
B. Tomorrow,
C. Carefully,

D VF

4a. Write a main clause that could follow each of the fronted adverbials.

Silently, _____

_____

Mysteriously, _____

_____

D VF

Using Fronted Adverbials

1b. Match the adverbials to the most suitable main clause.

A.	Outside,	1.	the siren sounded.
B.	Upstairs,	2.	the children played on the swing.
C.	Far away,	3.	mum was running a bath.

D VF

2b. Fill in the gaps with a fronted adverbial that shows how the main clause happened.

_____,
the man ran.

_____,
they all cheered.

D VF

3b. Choose the most appropriate fronted adverbial to complete the sentence below.

…Jay packed his bag and ran.

A. Usually,
B. Frantically,
C. Soon,

D VF

4b. Write a main clause that could follow each of the fronted adverbials.

Sometimes, _____

_____

Gently, _____

_____

D VF

Using Fronted Adverbials

1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. The machine would not work once again.

B. The lion roared angrily.

D A

Using Fronted Adverbials

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. I went on a nature walk yesterday.

B. Emma had lots of friends at school.

D A

2a. Using the word bank below, write a sentence with a fronted adverbial.

the	later	tired
returned	bear	on

Remember to use the correct punctuation.

D A

2b. Using the word bank below, write a sentence with a fronted adverbial.

we	supper	have
before	usually	bedtime

Remember to use the correct punctuation.

D A

3a. Which fronted adverbial has been used correctly? Explain your answer.

A. Sadly we won the trophy.

B. Often, we won the trophy.

C. Last weekend, we won the trophy.

D R

3b. Which fronted adverbial has been used correctly? Explain your answer.

A. Echoing loudly, the bell rang out.

B. Next week, the bell rang out.

C. Joyfully the bell rang out.

D R

Using Fronted Adverbials

1a. Match the adverbials to the most suitable main clause.

A.	In the blink of an eye,	1.	the footballer scored his first goal.
B.	As the sun set over the mountains,	2.	we were inspired by the beautiful landscape.
C.	In the final minute of the game,	3.	the eagle shot across the sky.

VF

Using Fronted Adverbials

1b. Match the adverbials to the most suitable main clause.

A.	Deep under the murky sea,	1.	the submarine headed for its target.
B.	On the other side of the street,	2.	the man thought about the adventure ahead.
C.	Leaning out of the window,	3.	the new supermarket was being built.

VF

2a. Fill in the gaps with a fronted adverbial that shows where the main clause happened.

_____,
the courageous soldiers were ready.

_____,
the wicked witch cackled loudly.

VF

2b. Fill in the gaps with a fronted adverbial that shows how the main clause happened.

_____,
the magician cast his clever spell.

_____, the
intercity train sped through the station.

VF

3a. Choose the most appropriate fronted adverbial to complete the sentence below.

…I listened at the door.

A. Without a sound,
B. With my jacket zipped tightly,
C. Like a bullet from a gun,

VF

3b. Choose the most appropriate fronted adverbial to complete the sentence below.

…we opened the golden treasure chest.

A. Wherever we went,
B. With our hearts beating like drums,
C. As we dug deeper and deeper,

VF

4a. Write a main clause that could follow each of the fronted adverbials.

In the early morning mist, _____

_____

Without looking, _____

_____

VF

4b. Write a main clause that could follow each of the fronted adverbials.

Trembling with fear and confusion, _____

_____

On the edge of the cliff, _____

_____

VF

Using Fronted Adverbials

1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. They formed their secret plan as carefully as possible and didn't tell a soul.

B. The children and their friends were lost deep in the dark forest.

E A

Using Fronted Adverbials

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. Bob cycled to school as quickly as he possibly could but he was still late.

B. She accepted her gold medal for the 100m swim and was glowing with pride.

E A

2a. Using the word bank below, write a sentence with a fronted adverbial.

awoke	deep	its	wolf
within	the	hungry	lair

Remember to use the correct punctuation.

E A

2b. Using the word bank below, write a sentence with a fronted adverbial.

crept	when	they	nobody
was	all	looking	forwards

Remember to use the correct punctuation.

E A

3a. Which fronted adverbial has been used correctly? Explain your answer.

A. Late yesterday evening I walked steadily along the tightrope.

B. Early tomorrow morning, I walked steadily along the tightrope.

C. With arms out wide, I walked steadily along the tightrope.

E R

3b. Which fronted adverbial has been used correctly? Explain your answer.

A. Sometime next week, the children knew they were in trouble.

B. Standing in the head teacher's office, the children knew they were in trouble.

C. Somewhere near here the children knew they were in trouble.

E R

Using Fronted Adverbials

1a. Match two suitable adverbials to each main clause to make sentences.

A.	At the crack of dawn,	D.	determined and full of hope,	1.	the scientist mixed his potions.
B.	Although exhausted,	E.	deep within his secret laboratory,	2.	the hungry monster emerged.
C.	As the clock struck midnight,	F.	from out of the shadows,	3.	the boy crept on.

GD VF

2a. Fill in the gaps with two fronted adverbials that show where and when the main clause happened.

_____,
the hideous beast roared.

_____,
he drank the poisonous mixture.

GD VF

3a. Choose two adverbials which are most appropriate to use at the start of the sentence below.

…the young boy tiptoed forward.

A. In the dead of night,
B. In the blink of an eye,
C. Not wanting to wake his grandma,

GD VF

4a. Write an extended main clause that could follow each of the fronted adverbials below.

As the clock struck midnight, glancing anxiously at the door…

Unfazed by the danger ahead, valiantly and purposefully…

GD VF

Using Fronted Adverbials

1b. Match two suitable adverbials to each main clause to make sentences.

A.	As the seconds ticked by,	D.	among a blanket of stars,	1.	Tia turned the handle.
B.	On the horizon,	E.	desperate for his autograph,	2.	Rex reached his idol.
C.	Pushing through the crowds,	F.	with great trepidation,	3.	the moon shone brilliantly.

GD VF

2b. Fill in the gaps with two fronted adverbials that show where and how the main clause happened.

_____,
the musicians played and the choir sang.

_____, the
eagle soared through the evening sky.

GD VF

3b. Choose the most appropriate fronted adverbial to complete the sentence below.

…the knight guarded the enormous castle.

A. Standing nobly like a statue,
B. With tremendous courage,
C. Right at that very second,

GD VF

4b. Write an extended main clause that could follow each of the fronted adverbials below.

Disobeying his mother and deciding not to wait any longer…

In the ancient city on the horizon, beyond the mysterious pyramids…

GD VF

Using Fronted Adverbials

1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. He hesitantly made his confession with the light shining in his face, all the while he was under intense pressure from the police.

B. The pirate ship sailed across the wild ocean, it swayed violently in the wind with its canons at the ready.

GD

A

2a. Using the picture below, write a sentence with two fronted adverbials.

Remember to use the correct punctuation.

GD

A

3a. Which fronted adverbial has been used correctly? Explain your answer.

A. Long ago, when the world was full of mythical creatures, there stood an old cottage beside a trickling stream.

B. Positioned perfectly on the horizon with the sun glinting all around there stood an old cottage beside a trickling stream.

C. In a land faraway on a distant hillside there stood an old cottage beside a trickling stream.

GD

R

Using Fronted Adverbials

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. The brave knights fought in the castle grounds, they jousted ferociously against the enemy, the king watched from afar.

B. They frantically searched the beach beneath the cliffs, they were under the mask of darkness, all the while feeling complete desperation.

GD

A

2b. Using the picture below, write a sentence with two fronted adverbials.

Remember to use the correct punctuation.

GD

A

3b. Which fronted adverbial has been used correctly? Explain your answer.

A. Reaching the safety of home just before dawn the boy unlocked the door tiptoed upstairs and climbed back into bed.

B. The boy unlocked the door, tiptoed upstairs and climbed back into bed exhausted by his efforts and his heart beating like a drum.

C. Before anyone could realise, with only seconds to spare, the boy unlocked the door, tiptoed upstairs and climbed back into bed.

GD

R

Where Does Our Food Come From?

A survey by the British Nutrition Foundation questioned children about where our food comes from.

"Cheese comes from plants, tomatoes grow underground and fish fingers are made of chicken," according to many young children quizzed on where our food comes from.

Where does cheese come from?

Some of the children thought that cheese came from a plant. Cheese is a food commonly made from cow's milk. But, did you know it's not just cow's milk that can make cheese? Milk from buffalo, goats or sheep can be used too. Mozzarella cheese (often used on pizzas) is made from the milk of buffalos.

Where does pasta come from?

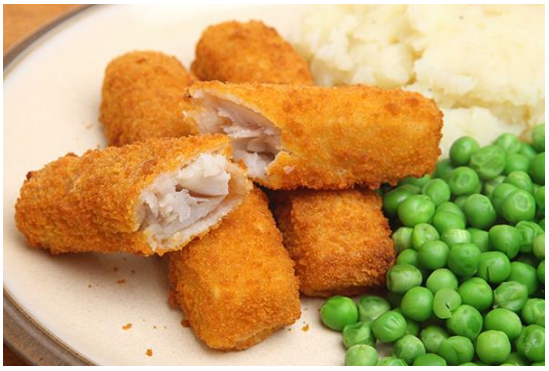
When questioned, some children thought pasta comes from animals. Pasta is made from flour mixed with water or eggs. It is kneaded into a dough (a bit like bread) and then made into sheets, twists, tubes or other shapes. It is cooked by either boiling or baking.

Where do tomatoes come from?

Some children thought that tomatoes grow underground – a bit like carrots. They do, in fact, grow above the ground on a plant. The tomato plant can grow to be very tall. When they first grow, they are green but as they ripen, they turn red.

Where do fish fingers come from?

The clue for the ingredients of a fish finger is in the title. No, it doesn't mean they are made from fingers! They are made from fish. Shockingly though, some children thought they were made from chicken. Fish fingers are usually made from haddock or cod, which are types of fish.



Where does milk come from?

Do you ever stop to think where your food and drink comes from? Some children have no idea that milk comes from cows, research has revealed. Lots of children live in cities and so have never seen a cow, or even heard one 'moo'. Some children said they thought milk comes straight from the fridge or supermarket, but how did it get there? The research also revealed that some city-living children believe that a cow is the size of a double decker bus, and some think they're as small as cats.

What counts as one of your five-a-day?

Some children thought that Fruit Pastilles and strawberry jam counted as part of their daily fruit and veg. There are lots of health benefits to getting five portions of fruit and vegetables every day.

Many children say they know lots about healthy eating, but do not follow it. Why do you think that is?

Roy Ballam, Managing Director of British Nutrition Foundation, believes schools and families should work together to educate children and motivate them to make healthier choices.

Next time you're in the supermarket, stop and think about where your food and drinks have come from.

The survey by the British Nutrition Foundation questioned 5,040 UK children.

Where Does Our Food Come From? – Challenge Activity

Section A

Use the information from the text to determine whether the statement is true or false.

	True	False
The survey was carried out by the British Nutrition Foundation.	☐	☐
Cheese comes from a plant	☐	☐
Pasta is made from dough, a bit like bread.	☐	☐
Tomatoes grow on a plant.	☐	☐
Fish fingers are usually made from trout or swordfish.	☐	☐
Some city-living children believe that a cow is the size of a double decker bus.	☐	☐
Many children say they don't know very much about healthy eating.	☐	☐

Where Does Our Food Come From? – Challenge Activity

Section B

Use the information from the text to answer the questions.

1. Who did the British Nutrition Foundation question about where our food comes from?

2. What is the cheese made from buffalo's milk called?

3. What did some of the children that were questioned think pasta was made from?

4. Tomatoes grow above the ground, on a plant. Name a vegetable that grows under the ground.

5. What are the two most common fish that are used in fish fingers?

6. Why haven't some children ever seen a cow?

7. Many children say they know lots about healthy eating but do not follow it. Why do you think that is?

A Refugee Camp

A Refugee Camp – Follow-Up Work

Why might people be living in a camp like this?

Describe the photo in your own words.

What have the tents been made from?

State TWO facts and TWO opinions about this photo.

List 5 nouns that you can see in this photo.

How does this photo make you feel?

What do you think it is like living in this camp?

What might this photo be used for?

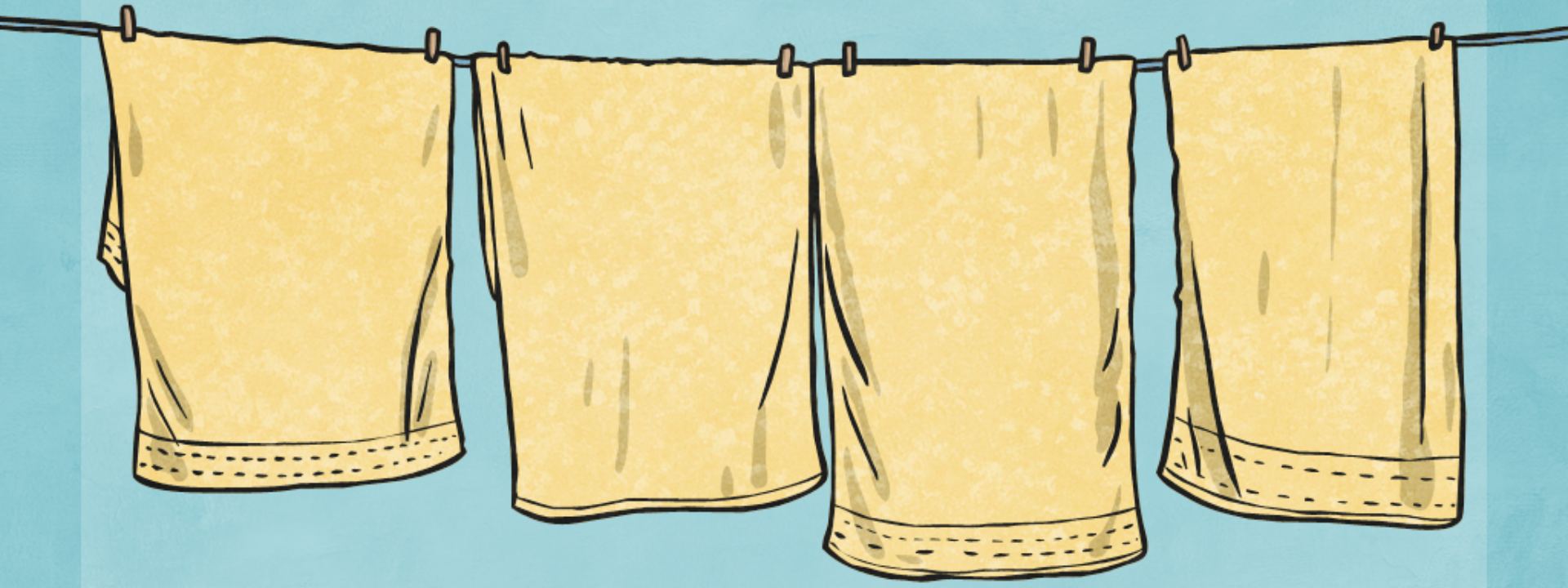
This photo was taken on a sunny day. Describe what you think it would be like in the camp if it had been raining.

Using only the resources they have available, how could this camp be improved?

Science

States of Matter

Evaporation Investigation



Aim

- I can investigate how water evaporates.

Success Criteria

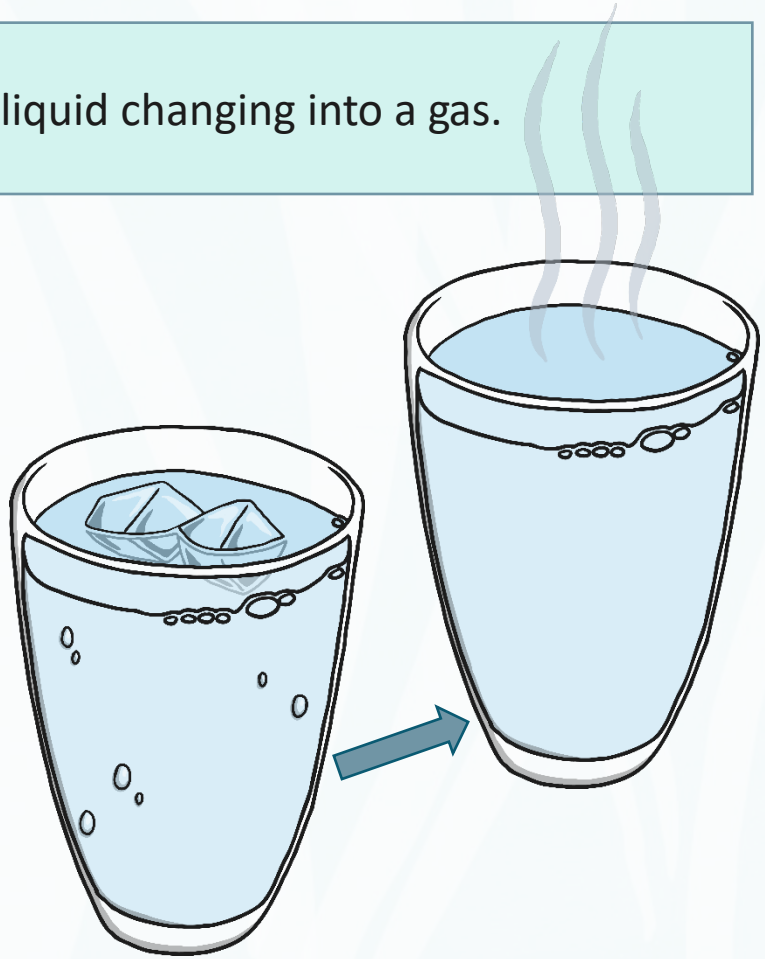
- I can explain the effect of temperature on the process of evaporation.
- I can plan and carry out a comparative test using equipment accurately and display my results.

How Do Wet Clothes Dry?

Evaporation is the process of a liquid changing into a gas.

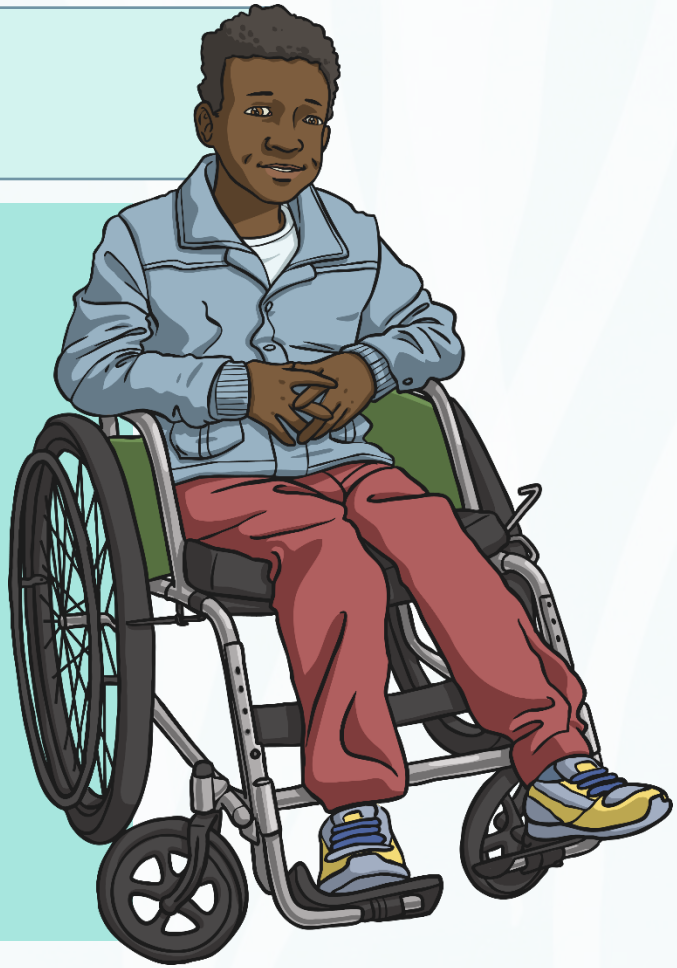
When clothes dry on the washing line, it is evaporation that causes the liquid on the wet clothes to turn into gas, leaving the clothes dry.

But how is the water evaporated from the wet clothes? Around the room are some children's ideas about what makes this happen. Have a look at each statement, think about whether you agree or disagree with it, and write your ideas around it.



How Do Wet Clothes Dry?

This boy has the answer!



The particles in a liquid have energy and are moving around each other quite fast. Some of the particles move so quickly that they turn into a gas and move away from the liquid.

This happens quickly if the liquid is boiling, but when clothes are drying it is not that hot so I think it just happens slower. Eventually all the particles will have changed into a gas and the clothes will be dry!

How Do Wet Clothes Dry?

When clothes are hung on a washing line to dry, they are exposed to heat. They are not boiling, but there is some heat.

The particles in the liquid water are moving around and over each other, and some particles move faster than others.

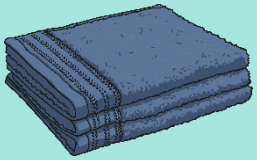
These particles move so fast that they change state, turning into water vapour. The particles of water vapour move away from the clothes, spreading out into the air. The particles don't turn into air!

Eventually, if the clothes are left on the washing line for long enough, all the particles of liquid water will change state into gaseous water vapour. The water will have evaporated and the clothes will be dry.

Does the Temperature Affect How Fast Towels Dry?

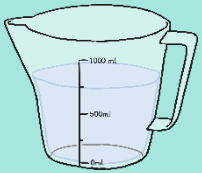
You are going to work in a group to plan and set up an investigation to find the answer to this question.

You will have access to the following equipment:

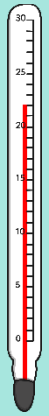


three tea towels

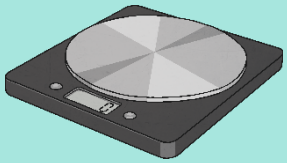
water



measuring jug



thermometer



scales

washing lines

a clock

Does the Temperature Affect How Fast Towels Dry?

You will need to decide how to use the equipment to answer this question.

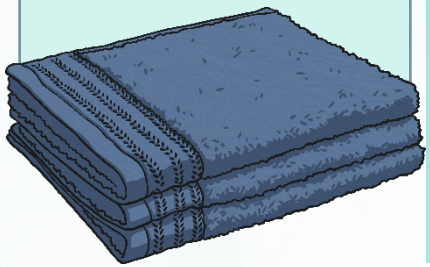
You will also make a prediction about what you think the answer will be.

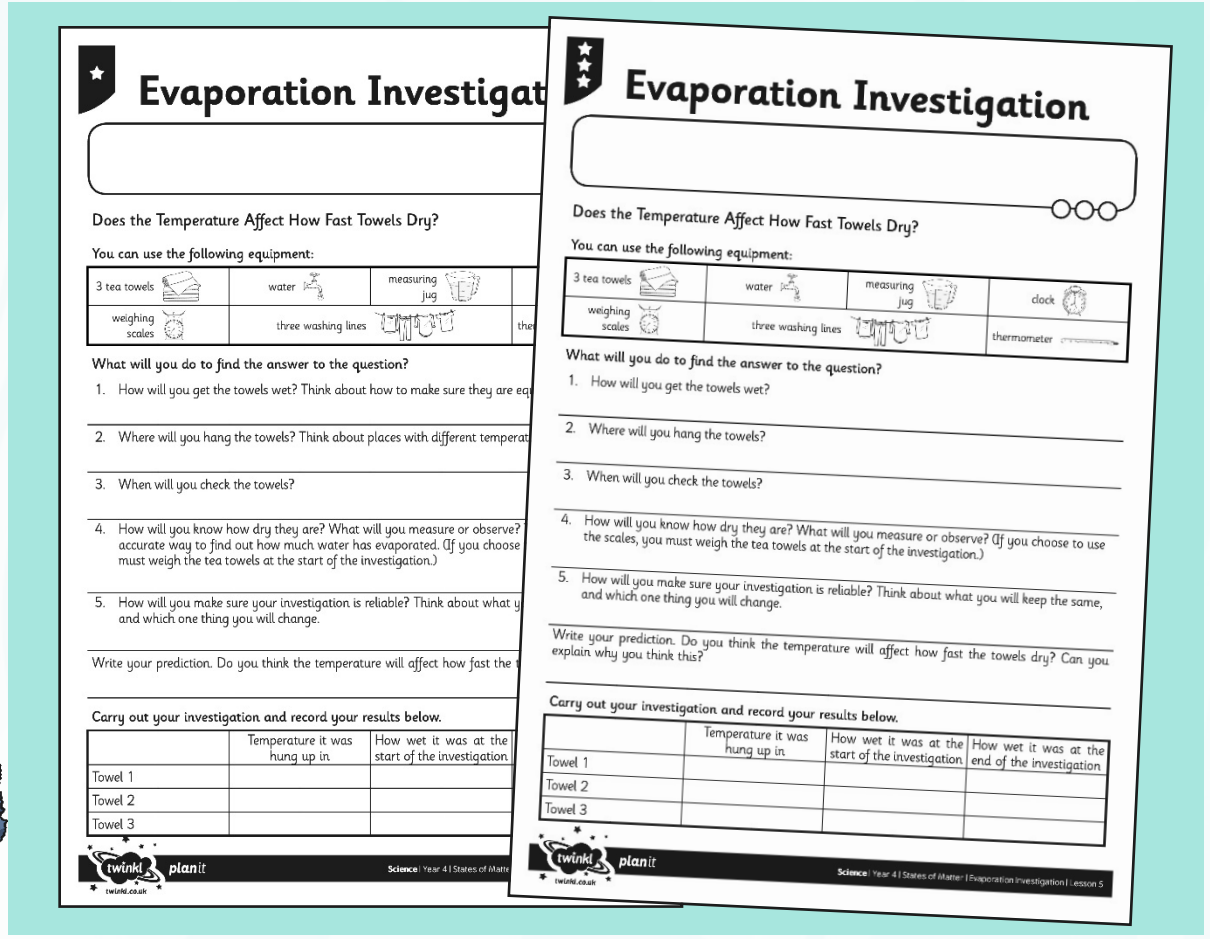
You must think about how you will make sure each towel is equally wet at the start of the investigation. If one towel is completely wet through but another is just damp then you won't get reliable results!

You should also think carefully about how you will be able to tell how dry the tea towels are after they have been hung up on the washing lines for some time. Will you feel them, observe them, measure their temperature, find their weight, or something else?

Does the Temperature Affect How Fast Towels Dry?

Plan your investigation on your Evaporation Investigation Activity Sheet.





Evaporation Investigation

Does the Temperature Affect How Fast Towels Dry?

You can use the following equipment:

3 tea towels	water	measuring jug	clock
weighing scales	three washing lines		thermometer

What will you do to find the answer to the question?

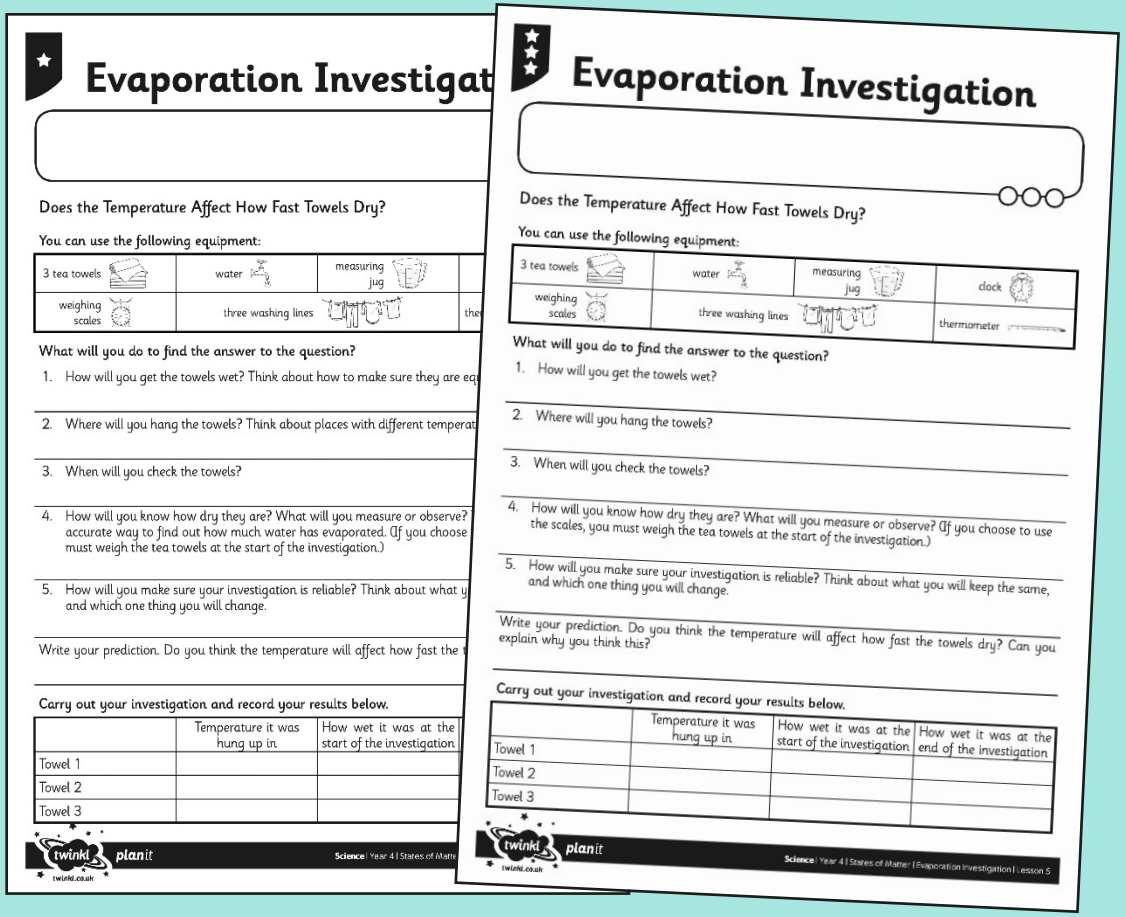
1. How will you get the towels wet?
2. Where will you hang the towels?
3. When will you check the towels?
4. How will you know how dry they are? What will you measure or observe? (If you choose to use the scales, you must weigh the tea towels at the start of the investigation.)
5. How will you make sure your investigation is reliable? Think about what you will keep the same, and which one thing you will change.

Write your prediction. Do you think the temperature will affect how fast the towels dry? Can you explain why you think this?

Carry out your investigation and record your results below.

	Temperature it was hung up in	How wet it was at the start of the investigation	How wet it was at the end of the investigation
Towel 1			
Towel 2			
Towel 3			

Finding the Answer



Evaporation Investigation

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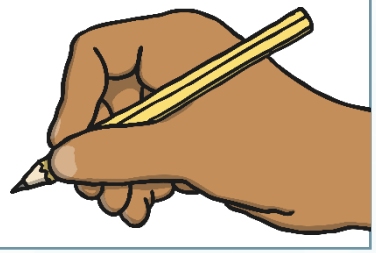
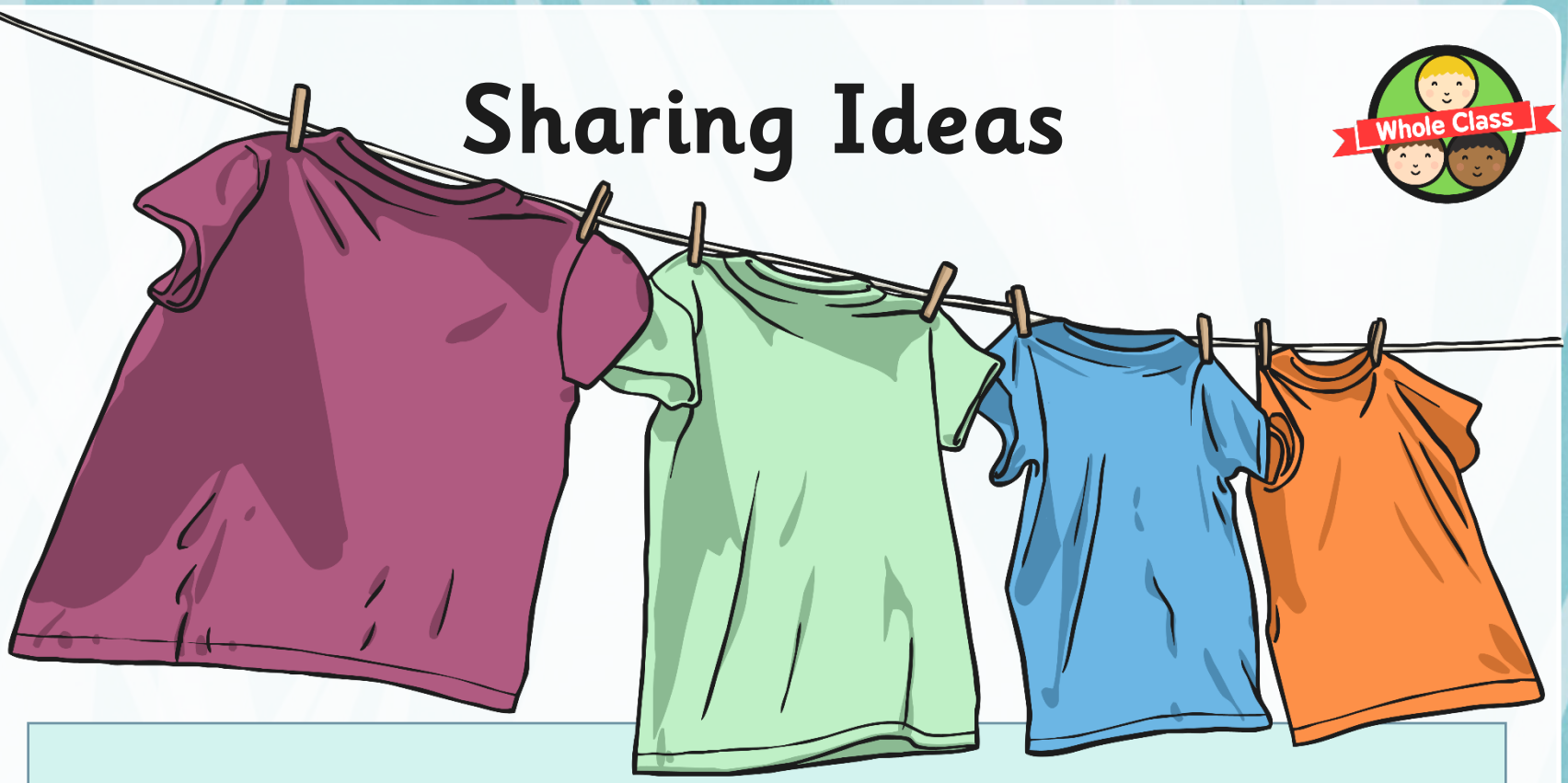
Towel 1			
Towel 2			
Towel 3			

When you are ready, carry out the investigation!

Record your results on the table on your Evaporation Investigation Activity Sheet.



Sharing Ideas



Whole Class

Display your results and conclusions so that others can see them.

Have a look at other children's results and conclusions.

Have your classmates found out whether temperature affects how fast towels dry? Do they agree with you?

Aim

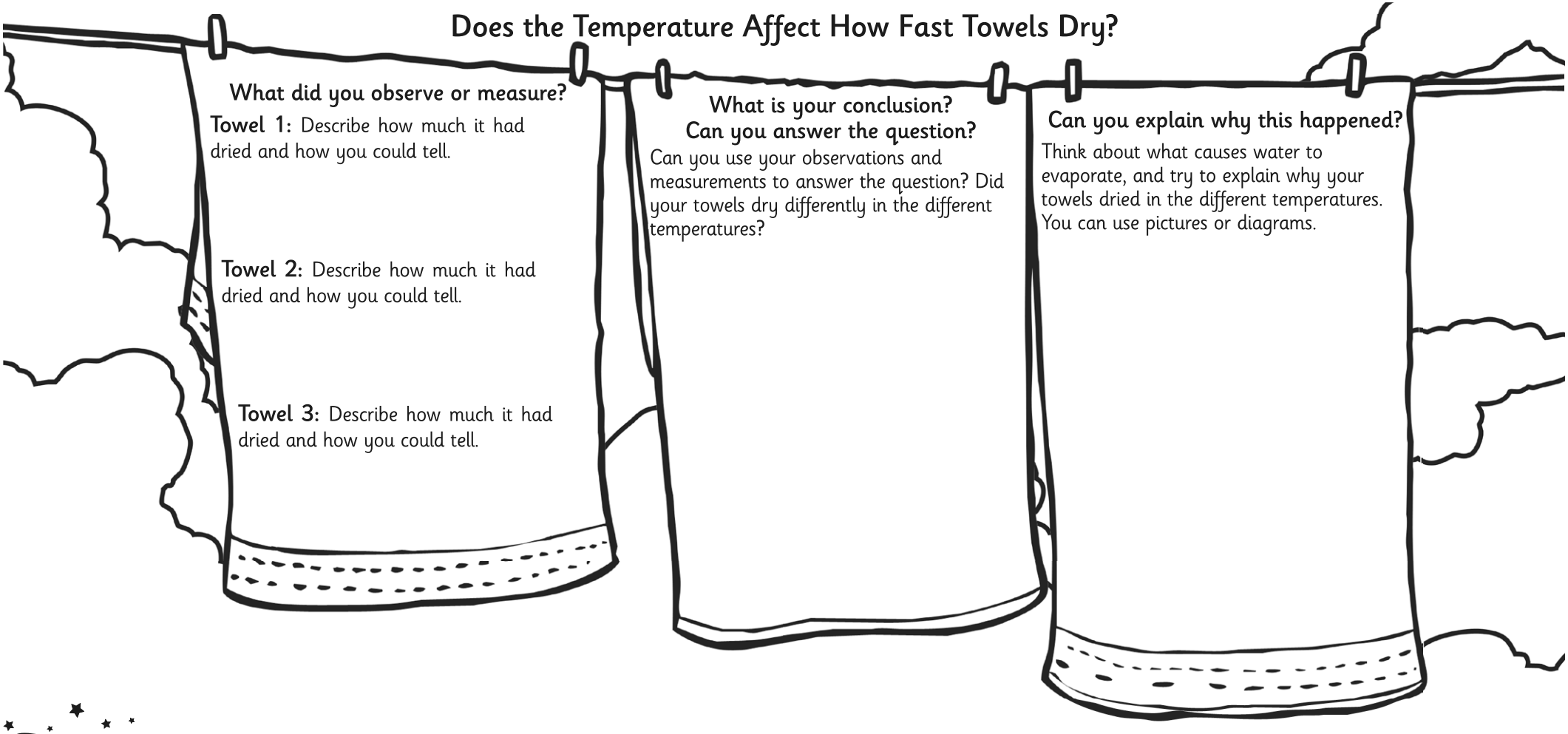
- I can investigate how water evaporates.

Success Criteria

- I can explain the effect of temperature on the process of evaporation.
- I can plan and carry out a comparative test using equipment accurately and display my results.

Washing Line Conclusions

Does the Temperature Affect How Fast Towels Dry?



What did you observe or measure?

Towel 1: Describe how much it had dried and how you could tell.

Towel 2: Describe how much it had dried and how you could tell.

Towel 3: Describe how much it had dried and how you could tell.

What is your conclusion? Can you answer the question?

Can you use your observations and measurements to answer the question? Did your towels dry differently in the different temperatures?

Can you explain why this happened?

Think about what causes water to evaporate, and try to explain why your towels dried in the different temperatures. You can use pictures or diagrams.

A Refugee Camp – Vocab 1

Write the definitions for each of these words.

refugee	
camp	
immigrant	
persecution	
migration	
politics	
population	
asylum	
aid	
flee	
crisis	
shelter	

My Autobiography

An autobiography is a piece of writing that is all about you. Answer the questions below in full sentences with information about you and your life.

What is your name? When is your birthday? Where were you born?

Where do you live? Who do you live with?

What do you like to do to have fun?

What is your happiest memory? Why?

What do you want to be when you grow up? Why?

Now put all your sentences together to create your own autobiography.

My Autobiography