Cotsford Primary School

Home learning
Year 5
Summer 1

Week 1 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 9.30	PE – up to 30 minutes	PE – up to 30 minutes	PE – up to 30 minutes	PE – up to 30 minutes	PE – up to 30 minutes
9.30 – 10.30	English film unit - Day 1 - Alma (Click here)	English film unit - Day 2 - Alma (Click here)	English film unit - Day 3 - Alma (Click here)	English film unit - Day 4 - Alma (Click here)	English film unit - Day 5 - Alma (Click here)
10.30 - 11	Break	Break	Break	Break	Break
11 – 12	Maths Day 1 - Place Value - 1000s, 100s, 10s and 1s (Click here)	Maths Day 2 - Place Value - Numbers to 10000 (Click here)	Maths Day 3 - Place Value - Round to the nearest 10 (Click here)	Maths Day 4 - Place Value - Round toi the nearest 100 (Click here)	Maths Day 5 - Place Value - Round to the nearest 10, 100 and 1000 (Click here)
12 – 1.00	Dinnertime				
1.00 – 1.30	Reading activity	Reading activity	Reading activity	Reading activity	Reading activity
1.30 - 3	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.

Week 2 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 9.30	PE – up to 30 minutes	PE – up to 30 minutes	PE – up to 30 minutes	PE – up to 30 minutes	PE – up to 30 minutes
9.30 – 10.30	English film unit - Day 1 - Alma (Click here)	English film unit - Day 2 - Alma (Click here)	English film unit - Day 3 - Alma (Click here)	English film unit - Day 4 - Alma (Click here)	English film unit - Day 5 - Alma (Click here)
10.30 - 11	Break	Break	Break	Break	Break
11 – 12	Maths Day 6 - Numbers to 100000 (Click here)	Maths Day 7 - Compare and order numbers to 100000 (Click here)	Maths Day 8 - Round numbers within 100000 (Click here)	Maths Day 9 - Numbers to a million (Click here)	Maths Day 10 - Counting in 10s 100s 1000s 10000s and 100000s (Click here)
12 – 1.00	Dinnertime				
1.00 – 1.30	Reading activity	Reading activity	Reading activity	Reading activity	Reading activity
1.30 - 3	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.	There are 10 tasks on the topic home learning sheet - choose 1 to complete each afternoon until you have completed all 10.

PE

links to use:

Joe Wicks videos - https://www.youtube.com/user/thebodycoach1

https://www.bbc.co.uk/teach/supermovers/ks2-collection/zr4ky9q

https://imoves.com/ sign up for free access to different videos

Google just dace kids for some lovely dance videos to join in.

Gonoodle -
https://uk.video.search.yahoo.com/yhs/search;_ylt=AwrEzeLTYgBfdIoAkBWc3oIQ;_ylu=X3oDMTBncGdyMzQ0BHNlYwNzZWFyY2gEdnRpZAM-;_ylc=X1MDMTM1MTIxMjcwMARfcgMyBGFjdG4MjBGFjdG4DY2xrBGNzcmNwdmlkkAzhkcWpPakV3TGpIRjhoTWVXaGrSFFCZU9ERXVPUUFBQUFDDaih5TIAEZnIDeWhzLWRvbWFpbmRii1zdF9lbWVhBGZyMgNzY1ncARncHJpZAM3LjlRLNmZiV1RMcVNWbHZIbmprWmVBBG5fcnNdAM2MARuX3N1Z2cDMTAEb3JpZZ2luA3VrLnZpZGVVvLnNIYXJjaC55YWhvby5ib20EcG9yAzAEcHFzdHIDBHBxc3RybAMEcXN0cmwDBHF1ZXJ5A3FvbWNvbmQAFRub25nb29kbGUmdHlwZT1kaG0gQQ1MQ--?p=gonoodle&ei=UTF-8&fr2=p%3As%2Cv%3Av%2Cm%3Asa&fr=yhs-domaindev-st_emea&hsimp=yhs-st_emea&hspart=domaindev&type=dhm_A0PK4_set_bfr__alt__ddc_srch_searchpulse_net#id=&vid=&action=close

Additional resources:

Cbeebies bedtime stories: https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories

Top marks website: good for different games – particularly maths: https://www.topmarks.co.uk/

What will you choose to do?

- Find out about health and medicine in Victorian times, including ghastly and deadly diseases like typhoid, smallpox, influenza and cholera. It was pretty grim!

- Research significant Victorian battles such as the famous Battle of Oltenita in 1853, the Battle of Isandlwana in 1879, or Rorke's Drift in 1879. Produce maps or plans to explain battle strategies.

- Find out about significant women of the Victorian era, such as Mary Seacole, Florence Nightingale, Elizabeth Garrett Anderson (the first English woman to qualify as a doctor), Charlotte Brontë, George Eliot (whose real name was Mary Ann Evans) and Mrs Beeton.

- Read some abridged Charles Dickens, such as *Oliver Twist and Other Great Dickens Stories* by Marcia Williams, or watch film versions of his stories and create your own 'Junior Guide to the Greatest Novelist of the Victorian Period'. Include with reviews of films and books to appeal to other children and give them a thumbs-up or star rating.

- Make some simple Victorian recipes, such as Apple Charlotte, Banbury cakes and custard patties. Create a recipe book using photos of your creations.

- Find out about Victorian railways using Bradshaw's Guide (bradshawsguide.org). Read the town descriptions in the original guides and find out how much these places have changed using modern information sources.

- Write a newspaper article about the London matchgirls' strike of 1888. Find out about the gruesome side effects of phosphorous on the health of the girls in the factory. Create campaign posters to help advertise the strike.

- Find out about life as a child worker in factories and coal mines or as chimney sweeps and scullery maids. Write a 'Day in the Life of a...' diary entry and add illustrations.

- Research the Victorian Empire and create annotated maps showing the extent of British rule. How does this link to today's Commonwealth? Perhaps choose a single area to focus on, such as Britain in India.

What will you choose to do?

- Create a timeline of important events in coal mining history.

- Visit a mining museum or pit to find out more about mining.

- Use *Minecraft* to explore the Lady Victoria Colliery (National Mining Museum Scotland).

- Research the great inventions of the Industrial Revolution. What can you find out about the Davy safety lamp? Who were Humphry Davy and George Stephenson?

- Discuss child labour. Is it ever acceptable for children to work before they have finished school? Why were people concerned about children working in coal mines?

- Read and listen to a selection of folk songs and poems about coal mining. There is a great selection on the National Coal Mining Museum for England's website.

Firedamp and Davy Lamps

Alma
English – Monday – Week 1

Watch the video Alma -
https://www.literacyshed.com/alma.html
Write a summary to match the video

	Beginning
	Middle
	Ending

alma

Alma
English – Tuesday – Week 1

Watch the video Alma -
https://www.literacyshed.com/alma.html

Look at the screen shot below of the shop front.
Write as many words and phrases to describe the shop.

Alma
English – Wednesday – Week 1

Watch the video Alma -
https://www.literacyshed.com/alma.html

Complete the table below with words and phrases to describe the inside of the shop. Then write three sentences to show how imagery can be used to describe the setting.

see	hear	smell	touch

Alma
English – Thursday – Week 1

Watch the video Alma -
https://www.literacyshed.com/alma.html

Identify an emotion for each of the stages in the video and then create an emotions graph to match.

Task

Can you use the sentence prompts to create an opening paragraph to describe a setting?

_____

_____

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Setting Description

	Each of your sentences must follow these rules
1	Must begin with a verb
2	Must contain a simile or a metaphor
3	Must have 3 adjectives
4	Must start with an adverb

Handy Hints

Verb = an action often ending with –ing or -ed

Simile = Describing something by comparing it to another
Often uses 'as' or 'like'
E.g. The stars sparkled like diamonds.

Metaphor = Making a comparison by stating that something IS something else.
E.g. The stars were diamonds.

Adjective= Describes a noun

Adverb= Describes a verb. It may say when, where or how the verb is taking place

The Literacy Shed © 2021   DG Resource 1a

Setting Description

Each of your sentences must follow these rules	
1	Must begin with a fronted adverbial (comma)
2	Must describe the colour or mood
3	Must contain a developed simile
4	Must have an expanded noun phrase
5	Must describe sounds or smells

Handy Hints

Verb = an action often ending with –ing or -ed

Simile = Describing something by comparing it to another
Often uses 'as' or 'like'
E.g. The stars sparkled like diamonds.

Metaphor = Making a comparison by stating that something IS something else.
E.g. The stars were diamonds.

Expanded noun phrase = Adds detail to the noun

Adverb = Describes a verb. It may say when, where or how the verb is taking place

Fronted Adverbial = an adverb or adverbial phrase at the start of the sentence.

DG Resource 12j

Alma
English – Friday – Week 1

Watch the video Alma –
https://www.literacyshed.com/alma.html

Identify an emotion for each of the stages in the video and then create an emotions graph to match.

Time	What happens	Suggested emotion
0:24	Alma skips down snowy street.	
0:57	Writes her name amongst other names on chalk wall.	
1:20	Spots doll that looks like herself in window.	
1:37	Doll disappears from window.	
1:55	Tries to enter shop but door is locked. Throws snowball at it then walks away.	
2:15	Door creaks open and Alma enters the shop, noticing hundreds of other dolls lining the shelves.	
2:43	Alma sees the doll that looks like her.	
2:54	Steps on another doll as she approaches which then begins to move (cycle), banging repeatedly into the shop door.	
3:13	Her doll has disappeared again.	
3:29	Alma climbs shelves to reach it whilst bicycle doll continues to bang against door.	
3:46	She touches doll and has strange visions.	
3:52	A view of inside the shop from high up, through glass eyes. Sound of heavy breathing.	
4:01	Doll's eyes move back and forth. Alma nowhere to be seen.	
4:30	A different doll appears on the table in the window.	

Alma
English – Friday – Week 1

Watch the video Alma -
https://www.literacyshed.com/alma.html

Identify an emotion for each of the stages in the video and then create an emotions graph to match.

Positive emotion

Negative emotion

Emotion Graph

Alma
English – Monday – Week 2

Watch the video Alma –
https://www.literacyshed.com/alma.html

Read the account below. Rewrite it making improvements to vocabulary and sentences starters.

I was pushed onto the moving table by another doll. It made a wheeling sound then rose up so that I could see out of the window. I could see a little girl across the road who looked like me, but the snow was fogging up the window a bit so I couldn't see very well. She saw me and walked over to look. I wanted to tell her to run the other way.

Alma tried to open the door but it had been locked from inside. She threw a snowball, angrily, then walked away. She had been saved. But then the door creaked open and she came back, so the doll hid at the back of the shop hoping she wouldn't see her and that she might leave again. But it was too late. She was already inside and the doll knew she would never leave...

Alma
English – Monday – Week 2

Watch the video Alma -
https://www.literacyshed.com/alma.html

Alma
English – Tuesday – Week 2

Watch the video Alma -
https://www.literacyshed.com/alma.html

Using DADWAVERS to vary sentence openers.

-Description

-Action

-Dialogue

-Where things are

-Adverb

-Verb

-Estimation of time

-Rhetorical Questions

-Simile or Metaphors

DADWAVERS- Do you know what they stand for/what they mean?

Alma
English – Tuesday – Week 2

Watch the video Alma -
https://www.literacyshed.com/alma.html

Using DADWAVERS to improve sentence openers

In front of me, in the near darkness, was a small wooden plinth which seemed to rise up and down, and before I knew it, I was shoved forwards, onto it. It made a loud wheeling sound then rose up so that I could see out into the street through a large window. No...not another one, I screamed in my head. Across the road, staring at the graffiti wall, I could see a little girl who looked exactly like me, and I knew only too well that her fate was now sealed. Warily, she spun on her heels to turn and face the shop: she saw me and her mouth dropped open. Attempting to communicate the danger she was in, I stared at her through empty glass eyes. Momentarily, we looked at each other, though she could not hear me urging her to step no closer. Did she not see the danger she was in?

Alma tried to open the door to the shop but it was stuck fast- like something was holding it from the inside. She threw a snowball in frustration, then walked away. However, the creak of the door alerted her to the fact that, somehow, the shop was no longer closed and she turned back quickly to peer into where the door stood ajar. *Oh my!* she thought. On every wall, and on every surface, were hundreds of dolls of all shapes and sizes. Eagerly, Alma made her way to the table upon which her doll sat but was immediately distracted by a sound at her feet. Pedaling a miniature toy tricycle, rather furiously, she found a small pale-faced doll, in a black suit, which had fallen on its side. Within seconds, she had picked him up and propped him back upon three wheels and turned back to face her doll...but there was no doll. Where had she gone?

Alma
English – Wednesday – Week 2

Re-watch the video Alma – look at the fact that there is no dialogue https://www.literacyshed.com/alma.html

What might Alma's doll say to her?
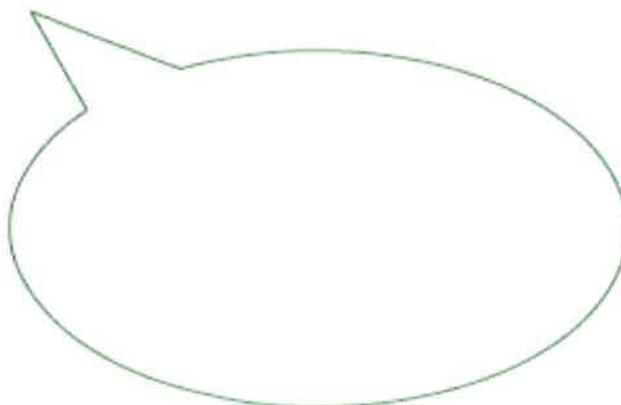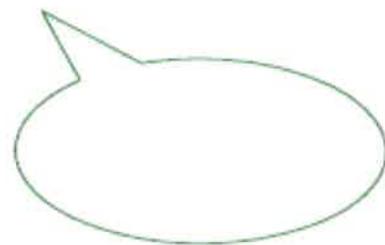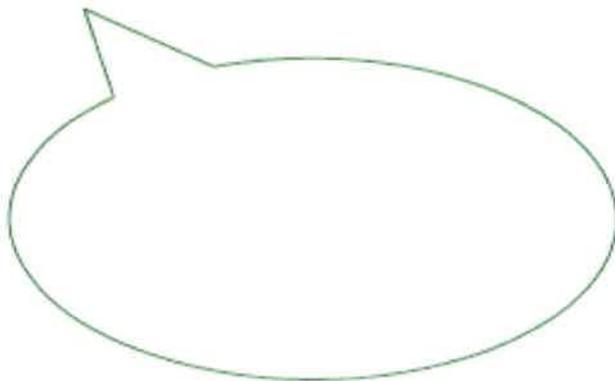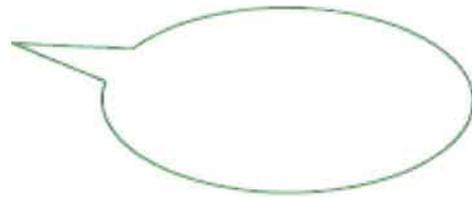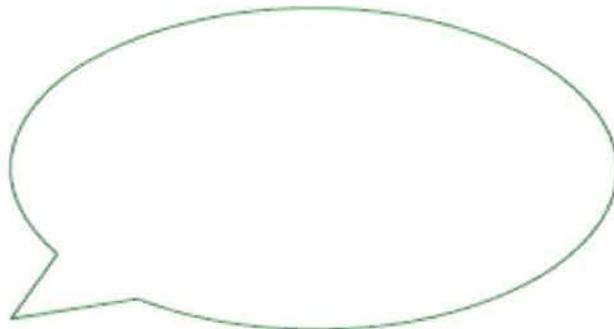
Alma
English – Thursday – Week 2

Watch the video Alma -
https://www.literacyshed.com/alma.html

Re-watch the video and create a set of bare bones.

The Bare Bones

1.

2.
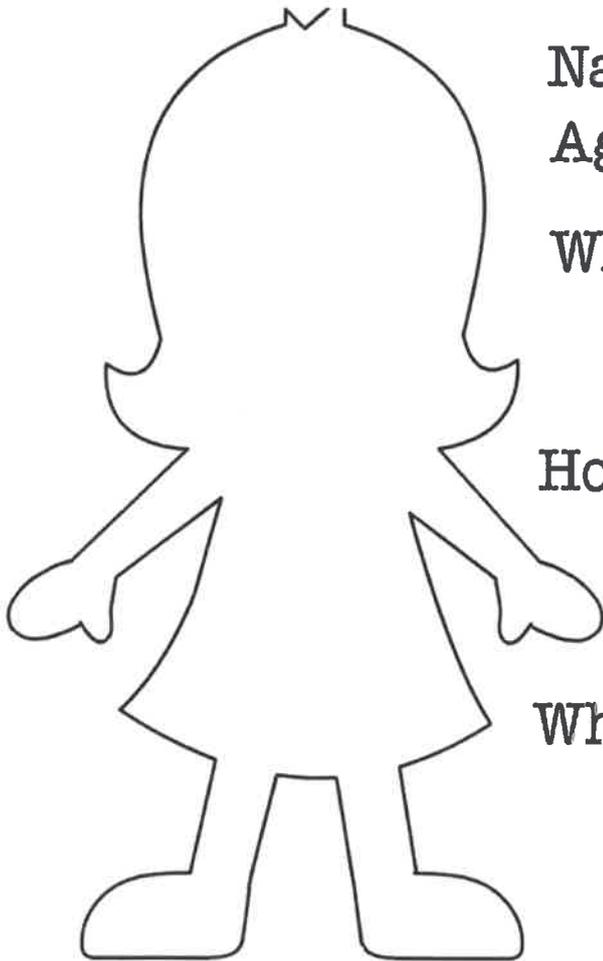
3.

4.

5.

6.

Use this space to note
any key vocabulary

Alma
English – Friday – Week 2

Watch the video Alma -
https://www.literacyshed.com/alma.html

MAKE YOUR OWN DOLL

Create you own doll and your own backstory!

Name:

Age:

Where did they come from?:

How did they become a doll?:

Who is looking for them?:

3 Complete the calculations.

a) 2,865 + 1

b) 1,256 – 1

2,865 + 10

1,256 – 10

2,865 + 100

1,256 – 100

2,865 + 1,000

1,256 – 1,000

4 Complete the table.

	1 more	10 more	100 more	1,000 more
3,000				
7,213				
	4,511			
		1,291		
			6,059	2,899

5 **a)** Draw an arrow to 3,009 on the number line.

3,000 ———————————————— 3,010

b) Draw an arrow to 2,500 on the number line.

0 ———————————————— 10,000

6 Complete the part-whole models.

a)

2,607 — 2,000

b)

4,009 — 9
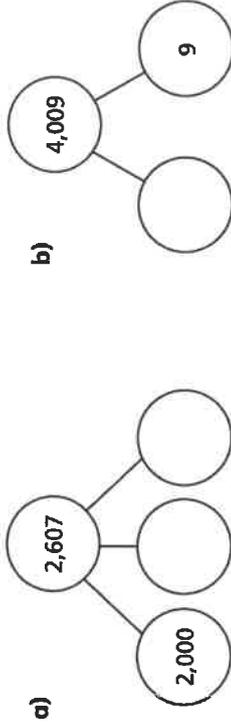
7 What is the value of the 7 in each number?

a) 3,071   **b)** 307   **c)** 7,004   **d)** 5,711

8 **a)** Alex makes a number on a place value chart.

- Her number has a digit total of 17
- There are 2 more counters in the hundreds column than the thousands column.

What numbers could Alex have made?

b) Make a number and write a list of clues to describe it.

Numbers to 10,000

1 What numbers are represented?

a)

b)

c)

TTh	Th	H	T	O
	1,000 1,000 1,000 1,000		10	1 1

d)

1,000 1,000   100 100   100 100   1

2 a) Circle 412

b) Draw counters in a place value chart to represent 5,321

3 Complete the calculations.

a) 2,865 + 1

   2,865 + 10

   2,865 + 100

   2,865 + 1,000

b) 1,256 – 1

   1,256 – 10

   1,256 – 100

   1,256 – 1,000

4 Complete the table.

	1 more	10 more	100 more	1,000 more
3,000				
7,213				
	4,511			
		1,291		
			6,059	
				2,899

5 a) Draw an arrow to 3,009 on the number line.

3,000 ———————————————— 3,010

b) Draw an arrow to 2,500 on the number line.

0 ———————————————— 10,000

3 Mo is trying to make the number 3,250

He represents it on a place value chart.

Th	H	T	O

Is Mo correct?
How do you know?

4 Use base 10 or place value counters to make these numbers.

a) 2,391   b) 1,050   c) 3,303

5 What number is represented?

Th	H	T	O

Write your answer in numerals and words.

6 Circle the base 10 or counters to show each number.

a) 2,053
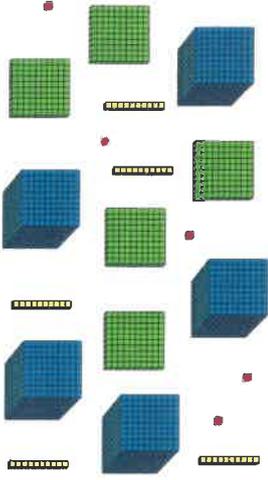
b) 5,124
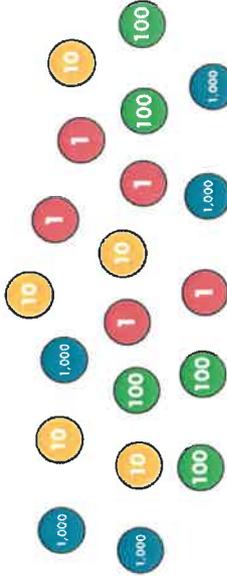
7 Write the value of the digit in bold.

a) **7**,120   b) 3,9**1**5   c) 2,00**4**   d) 6**7**1   e) 5,9**1**8

8 Write a 4-digit number with 7 tens.

Write a 3-digit number with 7 tens.

Write a 2-digit number with 7 tens.

9 Here are some clues to a 4-digit number.

- There are 6 hundreds.
- There are more tens than ones.
- The sum of the digits is 12

What could the number be? How many possible numbers can you find?

1,000s, 100s, 10s and 1s

1 How many nails are there?
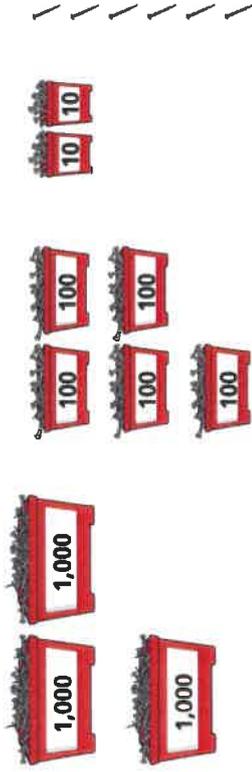
2 What numbers are represented?
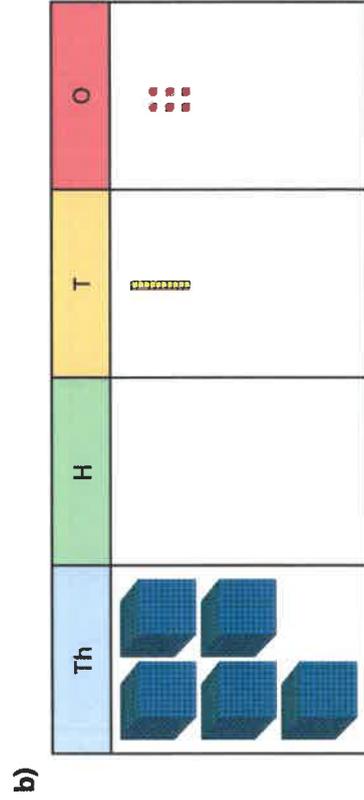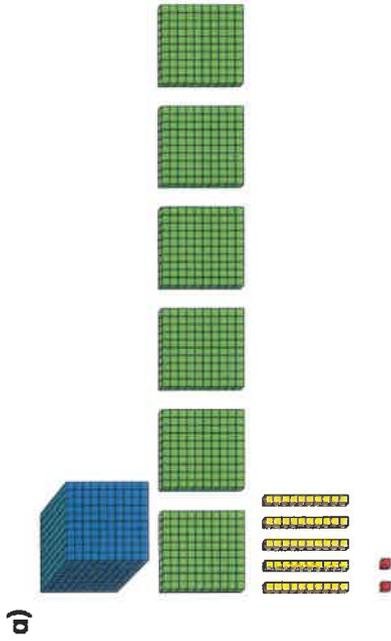
a)

b)

Th	H	T	O

3 Mo is trying to make the number 3,250
He represents it on a place value chart.

Th	H	T	O

Is Mo correct?
How do you know?

4 Use base 10 or place value counters to make these numbers.

a) 2,391   b) 1,050   c) 3,303

5 What number is represented?

Th	H	T	O

Write your answer in numerals and words.

Round to the nearest 10

1

a) Which multiples of 10 do the numbers sit between?

Complete the number line.

```
|----|----|----|----|----|----|----|----|----|
21   22   23   24   25   26   27   28   29
```

b) Circle the number 27

Which multiple of 10 is 27 closest to? ☐

27 rounded to the nearest 10 is ☐

c) Circle the number 23

Which multiple of 10 is 23 closest to? ☐

23 rounded to the nearest 10 is ☐

2 Here is a number line.

```
|----|----|----|----|----|----|----|----|----|----|
40   41   42   43   44   45   46   47   48   49   50
```

a) Which numbers round to 40?

b) Which numbers round to 50?

3 Round each number to the nearest 10

a) 41   **d)** 79   **g)** 33

b) 19   **e)** 9   **h)** 71

c) 25   **f)** 4   **i)** 99

4

```
|----|----|----|----|----|----|----|
120  121      124  125  127      130
```

a) Are these numbers closer to 120 or 130?

Use the number line to help you complete the sentences.

121 is closer to ☐ than ☐

124 is closer to ☐ than ☐

127 is closer to ☐ than ☐

125 is the same distance from ☐ as it is from ☐

b) Round each number to the nearest 10

121   124   127   125

5 Round each number to the nearest 10

a) (100)(100)(10)(1)(1)(1)   **d)** XXIX

b) 712   **e)**

c)

H	T	O
●● ●●		●● ●●●

f) CXVIII

4

120 121 124 125 127 130

a) Are these numbers closer to 120 or 130?
Use the number line to help you complete the sentences.

121 is closer to [ ] than [ ]

124 is closer to [ ] than [ ]

127 is closer to [ ] than [ ]

125 is the same distance from [ ] as it is from [ ]

b) Round each number to the nearest 10

121   124   127   125

5 Round each number to the nearest 10

a) (100)(100)(100)(10)(1)(1)(1)

b) 712

c)

H	T	O
••••		•••••

d) XXIX

e)
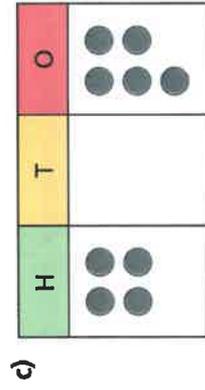
f) CXVIII

6 Circle the numbers that round to 380 to the nearest 10

389   379   371   381   375   385

7 Circle the numbers that round to 200 to the nearest 10

150   207   196   193   209   195

8

> To round to the nearest 10, I only need to look at the ones column.

Do you agree with Ron? Explain your answer.

9 There are 450 children in a school, to the nearest 10

How many children could there be in the school?

10 Two different 2-digit numbers round to 70 to the nearest 10

The sum of the two numbers is 136

What could the two numbers be?

1

a) Which multiples of 100 do the numbers sit between?

Complete the number line.

```
├───┼───┼───┼───┼───┼───┼───┼───┼───┤
 210 220 230 240 250 260 270 280 290
```

b) Circle the number 270 on the number line.

Which multiple of 100 is 270 closest to?

270 rounded to the nearest 100 is ☐

c) Circle the number 230 on the number line.

Which multiple of 100 is 230 closest to?

230 rounded to the nearest 100 is ☐

2

a) Which multiples of 100 do the numbers sit between?

Complete the number line.

```
├───┼───┼───┼───┼───┼───┼───┼───┼───┤
 710 720 730 740 750 760 770 780 790
```

b) Draw an arrow and label 713 on the number line.

c) Which multiple of 100 is 713 closest to?

713 rounded to the nearest 100 is ☐

d) Round each number to the nearest 100

725   779   701   751   749   750

3 Round each number to the nearest 100

a) 401   **d)** 190   **g)** 250

b) 789   **e)** 89   **h)** 44

c) 330   **f)** 708   **i)** 99

4 Round each number to the nearest 100

a) 100 100 10 1 1 1

b) 712

c)

H	T	O
●● ●●		●●● ●●●

d) XXIX

e)
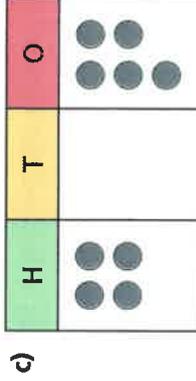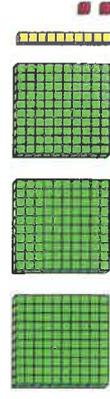
f) CXVIII

5 Circle the numbers that round to 300 to the nearest 100

359   279   271   341   350   250

6 Circle the numbers that round to 200 to the nearest 100

150   207   196   249   250   190

Round to the nearest 100

3 Round each number to the nearest 100

a) 401   d) 190   g) 250

b) 789   e) 89   h) 44

c) 330   f) 708   i) 99

4 Round each number to the nearest 100

a) (100) (100) (10) (1) (1) (1) (1)

b) 712

c)

H	T	O
●●		●●●
●●		●●●

d) XXIX

e)

f) CXVIII

5 Circle the numbers that round to 300 to the nearest 100

359   279   271   341   350   250

6 Circle the numbers that round to 200 to the nearest 100

150   207   196   249   250   190

7 Complete the table.

Number	624	371	289	750	38
Rounded to the nearest 10					
Rounded to the nearest 100					

8 There are 400 children in a school, to the nearest 100

What is the least number of children in the school?

What is the greatest number of children in the school?

9 Annie is thinking of a number.

> My number rounds to 300 to the nearest 10 and to the nearest 100

What number could Annie be thinking of?

Is this the only answer? Talk about it with a partner.

Rounding to 10, 100 and 1,000

1 Use the number line to help you round each number to the nearest 10

```
60    65    70    75    80
|--|--|--|--|--|--|--|--|--|
```

63   74   67   78

2 Round each number to the nearest 10

a) 48   248   548   1,748

b) What do you notice about your answers in part a)?

3 Round each number to the nearest 100

a) 1,532   1,542   1,552   1,562

b) What do you notice about your answers in part a)?

4 Round the numbers to the correct values.

a) 743

to the nearest 10 is ☐

to the nearest 100 is ☐

to the nearest 1,000 is ☐

b) 9,867

to the nearest 10 is ☐

to the nearest 100 is ☐

to the nearest 1,000 is ☐

5 a) Circle the numbers that round to 650 when rounded to the nearest 10

653   655   645   545   648   641

b) Circle the numbers that round to 5,400 when rounded to the nearest 100

5,430   5,450   5,380   5,340   5,425   5,325

c) Circle the numbers that round to 12,000 when rounded to the nearest 1,000

12,475   11,780   12,399   12,111   11,999   11,501

6 I'm thinking of an integer that is 370 when rounded to the nearest 10

Complete the sentences.

It cannot be less than . . .

It cannot be more than . . .

It must be between . . . and . . .

It might be . . . .

7 Complete the table.

Number	3,561	9,730	21,075	903
Rounded to the nearest 10				
Rounded to the nearest 100				
Rounded to the nearest 1,000				

8

1	9	9	1

a) Mo makes a 4-digit number using the digit cards.
His number rounds to 9,100 to the nearest 100
What number does Mo make?

b) Kim makes a different 4-digit number using the digit cards.
Her number rounds to 10,000 to the nearest 1,000
What does Kim's number round to, to the nearest 10?

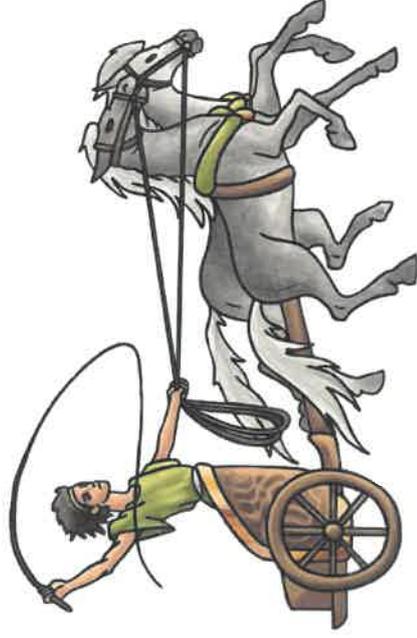**9** 37 rounded to the nearest 100 is zero.

Is Dexter correct?
Draw a number line to represent your answer.

Quick Questions

1. What is 'pankration'?
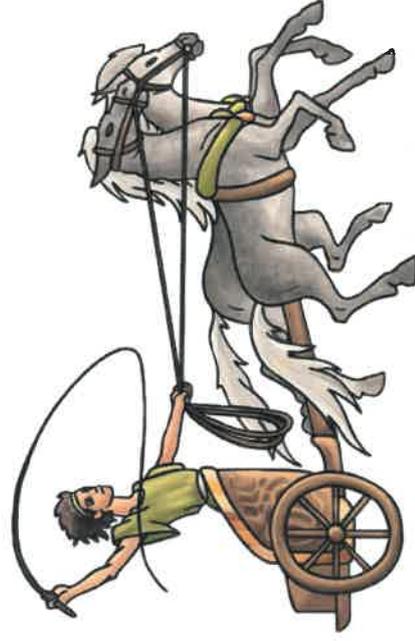
2. Find two words that are synonyms of each other.

3. Why does the author include a sentence in the subjunctive mood following the initial question?

4. Why do you think the advert ends with the phrase 'Women need not apply'?

The Outstanding Olympics

11 Do you believe that you have the power needed to compete
21 against men with Heraclean strength? Yes? Well, if I were
30 you, I would apply for this outstanding opportunity to
41 be a part of the Spartan Olympic team and honour Zeus
46 (the King of the Gods).

55 You will have the chance to choose between javelin,
62 discus, jumping, pankration (a combination of boxing
70 and wrestling), chariot racing or running. Strength of
80 mind and body are required for all events but especially
89 the marathon, when you will be required to run
97 bare-footed in memory of Phidippides, who helped win
105 the Battle of Marathon with his epic running.

109 Women need not apply.

The Outstanding Olympics

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21 against men with Heraclean strength? Yes? Well, if I were
30 you, I would apply for this outstanding opportunity to
41 be a part of the Spartan Olympic team and honour Zeus
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62 discus, jumping, pankration (a combination of boxing
70 and wrestling), chariot racing or running. Strength of
80 mind and body are required for all events but especially
89 the marathon, when you will be required to run bare-
97 footed in memory of Phidippides, who helped win the
105 Battle of Marathon with his epic running.

109 Women need not apply.

Answer

1. What is 'pankration'?

    A combination of boxing and wrestling

2. Find two words that are synonyms of each other.

    Accept 'power' and 'strength'

3. Why does the author include a sentence in the subjunctive mood following the initial question?

    Accept a reasonable explanation focusing on the effect of this being to give advice to the reader to apply for the Olympics / to persuade.

4. Why do you think the advert ends with the phrase 'Women need not apply'?

    Accept a reasonable explanation that focuses on the fact that 'men' are mentioned at the beginning of the advert, so these Olympics must be only for men/ women were not allowed to compete.

Quick Questions

1. Where was the treasure found?

_____

2. Which two words mean the same as 'found'?

_____

_____

3. How does the layout help the reader?

_____

_____

4. Do you think this treasure proves the existence of Troy? Why?

_____

_____

Treasure Hunting

7 In 1873, an archaeologist called Heinrich Schliemann
16 discovered a large collection of gold and other artefacts.
26 He unearthed them in a place where he believed the
36 ancient city of Troy was located. The collection is called
43 Priam's Treasure after a famous king, Priam.

48 **What is in the collection?**

59 There is a shield, a cauldron, a vase, two diadems,
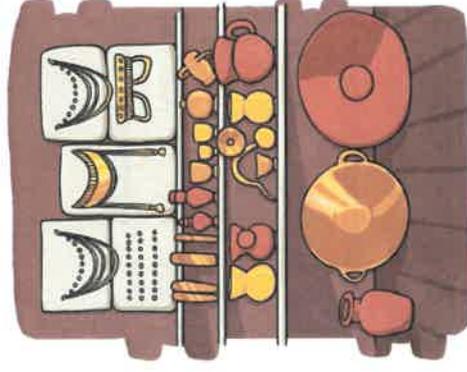67 rings, buttons, bracelets, goblets, a bottle, gold cups and
69 silver knives.

77 **When would it have been made and used?**

79 2600-2300 BC

83 **Where was it found?**

88 It was found in Hissarlik,
93 which is believed to be
95 Ancient Troy.

99 There is still some
102 controversy with many
105 archaeologists claiming that
110 this treasure does nothing to
115 prove the existence of Troy.

Answers

1. Where was the treasure found?

   Hissarlik

2. Which two words mean the same as 'found'?

   Accept 'discovered' and 'unearthed'

3. How does the layout help the reader?

   Accept a reasonable explanation that the bold subheadings make it easier for the reader to find the information they need.
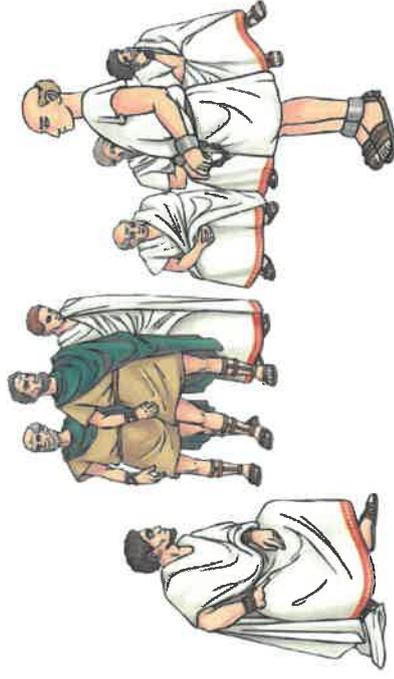
4. Do you think this treasure proves the existence of Troy? Why?

   Accept a reasonable explanation, e.g. Yes, because this treasure dates from the time of Ancient Greek history or no, because it just proves there was a settlement there but not necessarily Troy.

Treasure Hunting

7 In 1873, an archaeologist called Heinrich Schliemann
16 discovered a large collection of gold and other artefacts.
26 He unearthed them in a place where he believed the
36 ancient city of Troy was located. The collection is called
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95 Ancient Troy.

99 There is still some
102 controversy with many
105 archaeologists claiming that
110 this treasure does nothing to
115 prove the existence of Troy.

Quick Questions

1. How many men were on the jury?

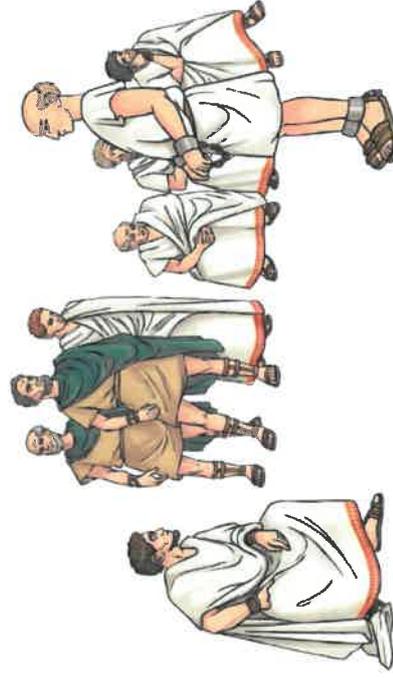2. Which two words mean the same as 'recommended'?

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

4. What do you think happened to Socrates in the end?

Trial by Jury

10 Today I witnessed the trial of a fine man, Socrates –
19 a philosopher who questioned the existence of the gods
29 as recognised by the state. Socrates knew how the court
40 system worked but when he was found guilty by a vote
52 of 280 to 220 men, he was angry. His accusers suggested
61 that the punishment should be the death penalty. Socrates
69 found the charges against him ridiculous so initially
78 responded with the sarcastic remark that he should be
86 rewarded! He eventually suggested his fine should be
96 one piece of silver. If Socrates had proposed a stronger
104 punishment (for example, exile from Athens), the jury
110 probably would have voted for it.
120 But he left them little choice by not treating the
122 trial seriously...

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86 rewarded! He eventually suggested his fine should be
96 one piece of silver. If Socrates had proposed a stronger
104 punishment (for example, exile from Athens), the jury
110 probably would have voted for it.
120 But he left them little choice by not treating the
122 trial seriously…

Quick Questions

1. How many men were on the jury?

   Accept: 500

2. Which two words mean the same as 'recommended'?

   Accept 'suggested' and 'proposed'

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

   Accept any reasonable summary which is 20 words or less in length.

4. What do you think happened to Socrates in the end?

   Accept a reasonable explanation that focuses on him probably dying / receiving the death penalty due to being found guilty and leaving the jury 'little choice' when he failed to give a stronger alternative punishment.

Quick Questions

1. What was the true name of Ancient Greece?

_____

2. Which word tells us that the Ancient Greeks were spread out?

_____

3. Name four things the Ancient Greeks were talented in.

_____
_____

4. How were the Ancient Greeks influential?

_____
_____
_____

Who Were the Ancient Greeks?

11 Greece was one of the most important places in the ancient
20 world – there is evidence of settlers from around 40,000BC,
28 but the influential period was around 2,500BC onwards.
36 These ancient Greeks were fantastic thinkers, writers, actors,
42 artists, athletes, warriors, architects and politicians.

51 The Greeks called themselves 'Hellenes' and their land was
62 'Hellas'. The name 'Greeks' was given to the people of Greece
72 later by the Romans. They lived in mainland Greece (which
80 was split into city-states including: Athens, Sparta, Corinth
90 and Olympia) and the Greek islands, but also in colonies
97 scattered around the Mediterranean Sea, including: Italy,
104 Sicily, Turkey, North Africa, and even France.

109 They sailed the sea to trade and
113 find new lands, spreading
116 their   knowledge   and
119 ideas around the world.
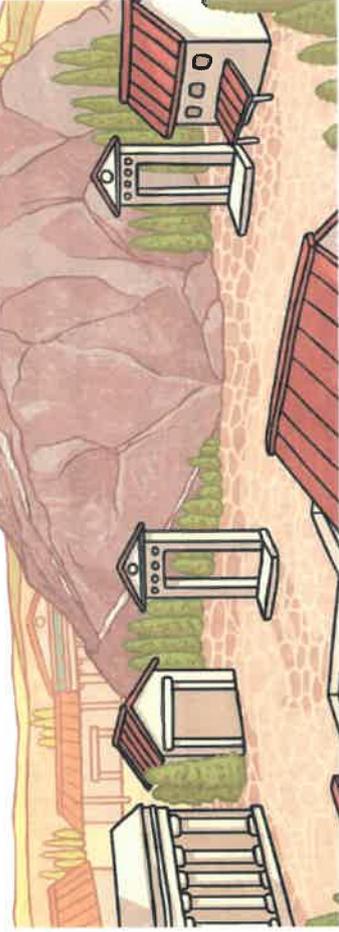
Answers

1. What was the true name of Ancient Greece?

   Hellas

2. Which word tells us that the Ancient Greeks were spread out?

   Accept 'scattered'

3. Name four things the Ancient Greeks were talented in.

   Accept any of the following: thinkers, writers, actors, artists, athletes, warriors, architects and politicians

4. How were the Ancient Greeks influential?

   Accept a reasonable explanation that focuses on the fact that they travelled, spreading their knowledge and ideas around the world.

Who Were the Ancient Greeks?

11 Greece was one of the most important places in the ancient
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113 find new lands, spreading
116 their knowledge and
119 ideas around the world.

Quick Questions

1. Which ingredient must be added to the potion first?

2. Find and copy a modal verb.

3. Why are food colouring and glitter 'optional'?

4. How does the layout help the reader?

5. In the final step, why does the author use inverted commas around the word 'magic'?

Magic Potion

12 Imagine you are a witch or wizard making a magic potion with
15 this fun activity.

16 **Materials:**

20 • Small containers (test-tubes / pots)

23 • Pipettes or spoons

25 • Bicarbonate Soda

26 • Vinegar

30 • Food colouring / glitter (optional)

31 **Method:**

39 1. If you are using food colouring or glitter,
44 add it into the container.

51 2. Pour in the vinegar, approximately filling to
57 the half-way point of the container.

65 3. Using a spoon, sprinkle in the bicarbonate soda.

73 4. Watch the 'magic' potion fizz, pop and bubble.

75 **The Science:**

83 Fizzing will happen because a neutralisation reaction occurs
93 between the acidic vinegar and the alkaline bicarbonate of soda,
96 releasing carbon dioxide.

97 **Extension Ideas:**

109 Try adding a little washing up liquid as this should thicken the
118 bubbles, or experiment with different colours and amounts of
123 bicarbonate of soda and vinegar.

Answers

1. Which ingredient must be added to the potion first?

   Accept: Vinegar.

2. Find and copy a modal verb.

   Accept 'will' or 'should'.

3. Why are food colouring and glitter 'optional'?

   Accept an explanation that the glitter and colouring are not needed for the reaction to occur (as explained in 'The Science' section, so it is your choice whether you use them to enhance the look of the 'potion'.

4. How does the layout help the reader?

   Accept any explanation that this is an experiment so the instructions make it clear to the reader what is needed first, followed by the numbered steps to complete it.

5. In the final step, why does the author use inverted commas around the word 'magic'?

   Accept any answer that refers to the use of sarcasm or the facts that the author is showing that the potion is not really magic.

Magic Potion

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118 bubbles, or experiment with different colours and amounts of
123 bicarbonate of soda and vinegar.

Numbers to 100,000

1 What is the number represented on this place value chart?

TTh	Th	H	T	O
🟣🟣🟣 🟣🟣🟣	🔵	🟢🟢 🟢	🟡🟡 🟡🟡	🔴🔴

a) Write the number in numerals and words.

b)

I added 2 counters in the tens column.

What number has Teddy made?

2 Nijah has made this number on a place value chart.

TTh	Th	H	T	O
🟣	🔵🔵🔵🔵🔵 🔵🔵🔵🔵	🟢🟢🟢 🟢🟢	🟡🟡🟡🟡 🟡🟡🟡🟡	🔴

a) Write the number in numerals and words.

b) Nijah adds 2 counters to the thousands column, and 1 counter to the tens column.

Write Nijah's new number in numerals.

3 Draw counters on a place value chart to represent each number.

a) 416   b) 22,305

4 Complete the bar models.

a)

67,611
67,000

b)

50,000	470

c)

78,319
8,000

d)

93,406	400
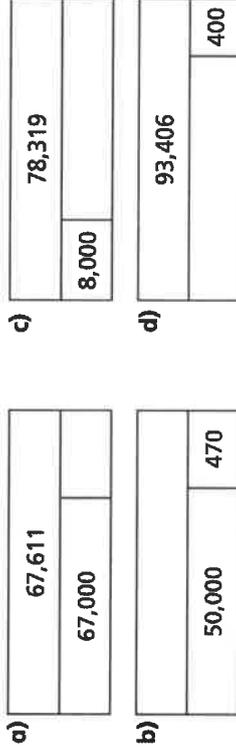
5 Complete the number sentences.

a) 42,000 = [ ] + 2,000

b) 17,250 = 10,000 + [ ] + [ ] + 50

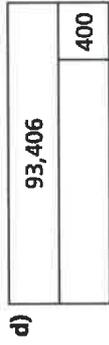c) 20,455 = [ ] + [ ] + [ ] + [ ]

d) 70,090 = [ ] + 10,000 + [ ]
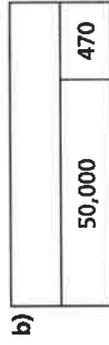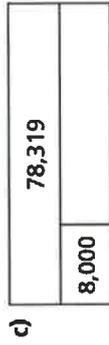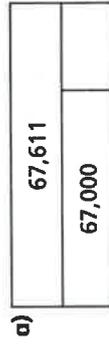
e) 50,641 = 40,000 + [ ] + [ ] + 341

6 a) Write two 5-digit numbers that have a 6 in the thousands place.

b) Write two 4-digit numbers that have a 6 in the thousands place.

3   Draw counters on a place value chart to represent each number.

a) 416   b) 22,305

4   Complete the bar models.

a)
| 67,611 |
| 67,000 | |

b)
| 50,000 | |
| | 470 |

c)
| 78,319 |
| | 8,000 |

d)
| 93,406 |
| | 400 |

5   Complete the number sentences.

a) 42,000 = [ ] + 2,000

b) 17,250 = 10,000 + [ ] + [ ] + 50

c) 20,455 = [ ] + [ ] + [ ] + [ ]

d) 70,090 = [ ] + 10,000 + [ ]

e) 50,641 = 40,000 + [ ] + [ ] + 341

6   a) Write two 5-digit numbers that have a 6 in the thousands place.
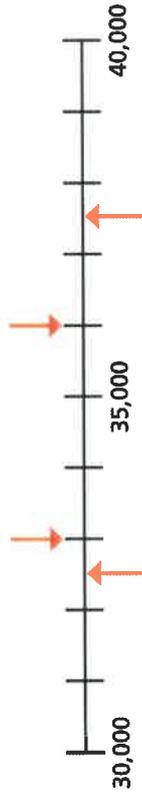
b) Write two 4-digit numbers that have a 6 in the thousands place.

7   a) Use these numbers to add labels to the number line.

33,000   36,000   32,500   37,500

30,000 ————————————————— 40,000
              35,000

b) Write these numbers on the number line.

58,000   41,500   52,000   59,500

40,000 ————————————————— 60,000
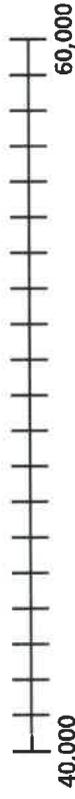
c) Draw an arrow to estimate where the number 2,360 will be on the number line.

2,000 ——————— 3,000

Compare and order numbers to 100,000

1 Rosie and Jack have each made a number.

Rosie's number

TTh	Th	H	T	O
●●●● ●●●●	● ●	●●● ●●●	● ●	●●●● ●●●●

Jack's number

TTh	Th	H	T	O
●●●● ●●●●	●●● ●●●	●●● ●●●	●	●●●● ●●●●
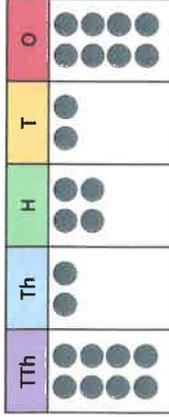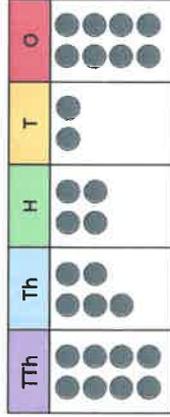
a) Who has made the greater number? How do you know?

b) Draw counters on a place value chart to show a number that is greater than both Rosie's and Jack's.

2 Use 5 counters to make four different numbers on a place value chart.

a) Write your numbers.

b) Write your numbers in order from smallest to greatest.

3 Circle the greater number in each pair.

a) 10,000   1,000

b) 2,300   3,200

c) 34,975   9,345

d) 5,400   4,500

e) 56,000   6,500

f) 9,999   99,999

4 Write the numbers in order starting with the smallest.

a) 9,000   908   972   99   90,000

b) 700   72   576   907   27

5 Write <, > or = to compare the numbers.

a) 908 ◯ 909

b) 81,227 ◯ 80,999

c) 7,163 ◯ 7,262

d) 982 + 1 ◯ 984 – 1

e) 200 ◯ 29

f) 300 + 27 ◯ 200 + 127

g) 4,000 + 10,000 ◯ 13,000

h) 19,000 + 70 + 200 ◯ 19,270

6 Here are 5 digit cards.

| 8 | 5 | 7 | 4 | 9 |

a) How many different 5-digit numbers can you make between 50,000 and 55,000 using the digit cards?

b) Write your answers in descending order.

7 Write <, > or = to compare the numbers.

a) (●10 ●10 ●1 ●1 ●1 ●1 ●1) ◯ XXVII

b) (●10 ●1 ●1 ●1 ●1 ●1 ●1 ●1 ●1 ●1) ◯ XCI

Compare and order numbers to 100,000

5 Write <, > or = to compare the numbers.

a) 908 ◯ 909

b) 81,227 ◯ 80,999

c) 7,163 ◯ 7,262

d) 982 + 1 ◯ 984 − 1

e) 200 ◯ 29

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g) 4,000 + 10,000 ◯ 13,000

h) 19,000 + 70 + 200 ◯ 19,270

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a) How many different 5-digit numbers can you make between 50,000 and 55,000 using the digit cards?

b) Write your answers in descending order.

7 Write <, > or = to compare the numbers.

a) XXVII ◯ (10)(10)(1)(1)(1)(1)(1)

b) (10)(1)(1)(1)(1)(1)(1)(1)(1) ◯ XCI

8 Use these numbers to label the number line.

67,550   63,570   64,450   61,800

60,000 |———————————————| 70,000

9 Write all the possible digits that could make each statement correct.

a) 9,751 < 9,_83

b) 9,751 < 9,_15

c) 9,751 < 9,7_6

Round numbers within 100,000

1 Use the number line to round the numbers to the nearest 10,000

```
20,000   22,000   25,000   28,000   30,000
```
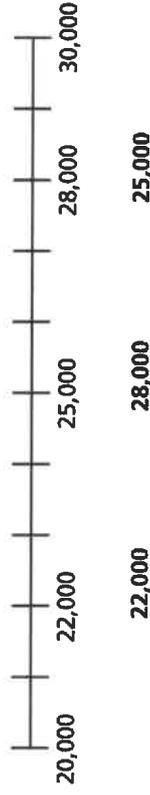
2 Round each number to the nearest 10,000

a) 32,442   d) 7,906

b) 78,675   e) 15,000

c) 50,031   f) 4,999

3 Round the attendance numbers at these famous sporting events to the nearest 1,000

Sporting event	Attendance	Attendance to the nearest 1,000
American Football Super Bowl	70,081	
FA Cup Final	87,647	
Baseball World Series	54,367	
Rugby Super League Final	72,827	
Australian Rules Football Grand Final	100,022	

4 Complete the table.

Rounded to the nearest	72,315	12,998	15,555
10			
100			
1,000			
10,000			

5 Mo rounds a number to the nearest 1,000

My answer is 40,000

a) Write three numbers Mo could have started with.

Use the number line to help you.

```
39,000        40,000        41,000
```

b) What is the smallest number Mo could have started with?

c) What is the greatest number Mo could have started with?

Round numbers within 100,000

4 Complete the table.

Rounded to the nearest	72,315	12,998	15,555
10			
100			
1,000			
10,000			

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a) Write three numbers Mo could have started with.

Use the number line to help you.

|———————|———————|
39,000   40,000   41,000

b) What is the smallest number Mo could have started with?

c) What is the greatest number Mo could have started with?
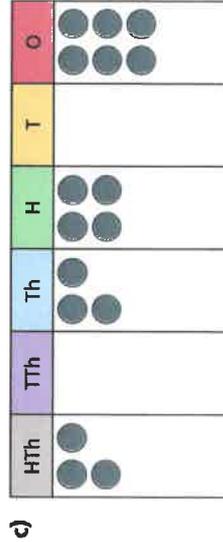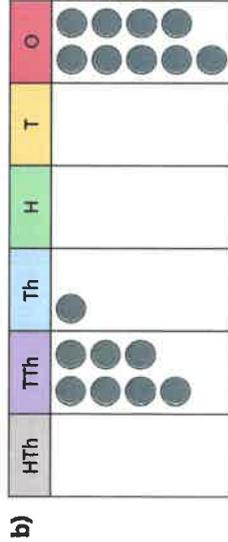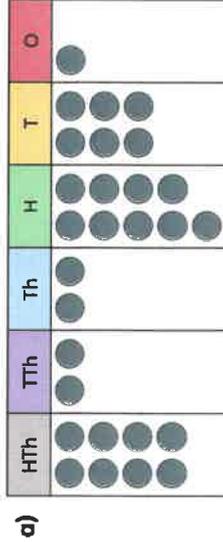
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6 Circle all the numbers that:

a) round to 23,000 when rounded to the nearest 1,000

23,587   23,399   22,980   22,675   22,003   23,033

b) round to 45,500 when rounded to the nearest 100

45,445   45,545   45,555   45,444   45,544   45,455

c) round to 70,000 when rounded to the nearest 10,000

65,970   73,675   72,900   66,780   69,650   74,999

7

SPORT

80,000 people attend White Rose FC match

a) What is the maximum number of people who attended the match if:

- the number in the report has been rounded to the nearest 10,000
- the number in the report has been rounded to the nearest 1,000
- the number in the report has been rounded to the nearest 100
- the number in the report has been rounded to the nearest 10?

b) Why do you think newspaper reports round attendance numbers?

Numbers to a million

1 What numbers are represented in the place value charts?

a)

HTh	TTh	Th	H	T	O
•••• ••	••	••	•••• ••••••	•••• •••	•

b)

HTh	TTh	Th	H	T	O
	••• ••••	•			•••• •••• ••••

c)

HTh	TTh	Th	H	T	O
•••		•••	•• ••		•••• •••

2 Make these numbers in a place value chart.

a) 104,379   b) 804,363   c) 92,715   d) 690,018

What is the same about all the numbers you have made?

---

3 Complete the table.

Numerals	550,000		850,000
Words	five hundred and fifty thousand	six hundred and twenty thousand	seven hundred and sixty-two thousand

4 **a)** Circle all the numbers that have 2 in the hundreds column.

295   2,095   19,216   200,000

b) Write three more numbers that have a 2 in the hundreds column. Each number should have a different number of digits.

5 Write the value of the 3 in each number.

a) 387   **d)** 307,612

b) 5,306   **e)** 531,476

c) 7,903   **f)** 603,956

6 Partition each number into its parts. The first one has been done for you.

a) 32,607 = $\underline{30,000 + 2,000 + 600 + 7}$

b) 2,915 = _____

c) 30,316 = _____

d) 438,390 = _____

e) 769,688 = _____

3 Complete the table.

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b) 2,915 = _____

c) 30,316 = _____

d) 438,390 = _____

e) 769,688 = _____

7 Complete the table.

10,000 less than	Number	10,000 more than
	270,875	
	679,455	
	395,600	
	805,950	

8 Complete the number sentences.

$\square$ + 76,480 = 376,480

$\square$ + 276,480 = 576,480

$\square$ − 76,480 = 300,000

576,480 − $\square$ = 76,480

9 Dora is thinking of a 6-digit number.

- It is an odd number.
- The smallest digit has the greatest value.
- The greatest digit has the smallest value.
- The first and last digit add up to 10
- The first three digits also add up to 10
- The last three digits add up to 20
- The two middle digits are the same.

What could Dora's number be?

Write another 6-digit number and clues to go with it.

Share the clues with a partner to see if they can find your number.

1 Complete the sequences and describe what is happening.

a) 7, 17, [ ] , [ ] , 37, 47, [ ] , 67

b) 109, [ ] , [ ] , 139, 149, [ ] , 169

c)

475	675		875		

d)

6,300	8,300	9,300			

e)

6,300	6,280	6,270			

2
a) Count up in 10s starting from 4

b) Count up in 100s starting from 4

c) Count up in 1,000s starting from 4

d) What is the same and what is different about all of your answers?

3 Here is part of a sequence.

… 7,450   7,550   7,650   7,750   7,850   7,950 …

Circle all the numbers below that will appear in the sequence.

7,505   9,150   6,050   7,591   16,500   155,250

Explain your answer.

Write three other numbers that will also appear in the sequence.

4 A number is represented on a Gattegno chart.

1	2	3	4	5	6	7	8	9
10	20	30	40	**50**	60	70	80	90
100	200	300	400	500	**600**	700	800	900
1,000	2,000	3,000	**4,000**	5,000	6,000	7,000	8,000	9,000
10,000	20,000	**30,000**	40,000	50,000	60,000	70,000	80,000	90,000
100,000	**200,000**	300,000	400,000	500,000	600,000	700,000	800,000	900,000

a) What number is represented?

b) If you add 100, which counter moves and in which direction?

c) If you subtract 10,000, which counter moves and in which direction?

d) What happens when a counter reaches the end of its row?

Counting in 10s, 100s, 1,000s, 10,000s and 100,000s

4 A number is represented on a Gattegno chart.

1	2	3	4	5	6	7	8	9
10	20	30	40	50	60	70	80	90
100	200	300	400	500	600	700	800	900
1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
10,000	20,000	30,000	40,000	50,000	60,000	70,000	80,000	90,000
100,000	200,000	300,000	400,000	500,000	600,000	700,000	800,000	900,000

a) What number is represented?

b) If you add 100, which counter moves and in which direction?

c) If you subtract 10,000, which counter moves and in which direction?

d) What happens when a counter reaches the end of its row?

5 Complete the table.

Number	10 more	100 more	1,000 more	10,000 more	100,000 more
25					
250					
2,500					
25,000					
250,000					

Look at your table. What patterns can you see?

Talk about it with a partner.

6 A number is represented on a place value chart.

HTh	TTh	Th	H	T	O

Brett adds 2 counters to the place value chart.

What numbers could Brett have made?

Why can't Brett add both of his counters to the hundreds column?

Talk about it with a partner.

Robot Revenge

11 The year is 2053. Robots are a part of everyday life –
17 they drive hover-trains, serve in holographic-restaurants
26 and even teach in virtual-schools. They are so realistic
38 that it can be hard to know whether you are talking to
50 a fellow human or a robot (in some cases the only clue
61 is the small light that can be seen faintly glowing from
65 behind the left ear).

73 In fact, robots are becoming increasingly infuriated with
83 their place in society. A group are plotting their revenge
94 on humans. They want to teach humans a lesson – it is
105 about time that humans started to be grateful for all the
114 wonderful opportunities they have in life. The robots will
117 make them realise...

Quick Questions

1. What jobs do robots do?

2. What does 'holographic-restaurant' and 'virtual-school' tell you about life in 2053?

3. Give two phrases which tell you that the robots have had enough of their position?

4. How do you think the robots will teach the humans a lesson?

Answers

1. What jobs do robots do?

   Accept: 'drive hover-trains, serve in restaurants and teach'.

2. What does 'holographic-restaurant' and 'virtual-school' tell you about life in 2053?

   Accept an explanation that many things are now computer-generated rather than real.

3. Give two phrases which tell you that the robots have had enough of their position?

   Accept any of 'increasingly infuriated', 'plotting their revenge', 'teach humans a lesson', 'make them realise'.

4. How do you think the robots will teach the humans a lesson?

   Accept any reasonable explanation that links to the text – they will stop doing all the jobs for humans, making humans realise how lucky they are.

Robot Revenge

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Quick Questions

1. When were superheroes first created?

_____

2. Find and copy two verbs which mean the same as 'fighting'.

_____

3. Why do you think that Anaconda is 'not immortal'?

_____

_____

4. Who do you think is more powerful: Lightning Girl or Anaconda? Explain your reasons why.

_____

_____

_____

Superhero Facts

9 Superheroes are fantasy characters who are dedicated to tackling
19 crime and battling villains. They were originally created as part
30 of comic book stories in the late 1930s. Superheroes have special
37 (superhuman) powers such as those described here:

39 **Lightning Girl**

51 Lightning Girl is one of the daughters of a native American tribal
62 princess, all of whom have auburn hair and the potential to
64 wield magic.

71 **Flight speed:** Subsonic (when propelled by winds)

77 **Fighting skills:** Excellent hand-to-hand combatant, trained
79 by Anaconda.

80 **Anaconda**

87 Anaconda was born with superhuman strength, the
95 ability to heal his own wounds (unless they
103 are severe) and the power of flight. He
109 was later given an invisible, strong
114 exoskeleton to protect him further.

119 **Age:** Over one-hundred years old
122 (but not immortal).

Answers

1. When were superheroes first created?
   Accept: late 1930s

2. Find and copy two verbs which mean the same as 'fighting'
   Accept 'tackling' and 'battling'

3. Why do you think that Anaconda is 'not immortal'?
   Accept an explanation that despite being able to heal his own wounds, if they are severe he is unable to, which would mean that he could die in this situation.

4. Who do you think is more powerful: Lightning Girl or Anaconda? Explain your reasons why.
   Accept any reasonable explanation that links to the text – Lightning Girl because she was trained by Anaconda and can use magic / Anaconda because he can heal his own wounds and has an invisible, strong exoskeleton.

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19 crime and battling villains. They were originally created as part
30 of comic book stories in the late 1930s. Superheroes have special
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114

119 **Age:** Over one-hundred years old
122 (but not immortal).

Quick Questions

1. What unusual event occurred at the beginning of the story?

_____

_____

2. Find and copy two adjectives which describe the setting.

_____

_____

3. What does the word 'astonishment' tell us about the way Zaina is feeling?

_____

_____

4. Will Zaina be able to help the unicorns? Why do you think this?

_____

_____

_____

Unicorn Valley

10 Without warning, Zaina woke to find herself floating up from
21 her bed towards a dazzling star which had appeared on her
27 ceiling; she was pulled through it.

36 Within seconds, Zaina found herself landing in a dazzling
45 land. She was standing in a supernatural meadow surrounded
54 by mystical wild flowers and towering willow trees. Zania
63 was awestruck by this enchanting setting, but was most
72 astonished by the majestic unicorns trotting towards her. She
81 gazed around in astonishment. She had always believed that
89 unicorns were real - her brother was clearly wrong.

101 Zaina could hear a voice in her head telling her that she
110 had been chosen to save the enchanted valley. Overhead,
117 ferocious dragons menacingly circled the dreamy wonderland
127 desperately trying to get close enough to attack. How would
132 she be able to help?

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117 ferocious dragons menacingly circled the dreamy wonderland
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132 she be able to help?

Answers

1. What unusual event occurred at the beginning of the story?
   Accept: Zaina woke to find herself floating towards a dazzling star on her ceiling and being pulled through it.

2. Find and copy two adjectives which describe the setting.
   Accept: dazzling, supernatural, mystical, enchanting and dreamy.

3. What does the word 'astonishment' tell us about the way Zaina is feeling?
   Accept a response that shows Zaina couldn't believe what she was seeing, that she was shocked and impressed.

4. Will Zaina be able to help the unicorns? Why do you think this?
   Accept any reasonable explanation that links to the text – yes because she had been chosen so must be able to help / no because the dragons were ferocious and ready to attack and she was just a girl.

Quick Questions

1. Find and copy one word in the text that means the same as 'become visible'.

_____

2. Explain what is meant by 'pupate'.

_____

3. How does the character's persona change through the story?

_____

4. Will the butterfly manage to get out of the chrysalis?

_____
_____

Help, I'm Stuck!

11	The week started well but it was all about to change.
20	I had been shedding my skin regularly whenever it
31	became too tight for me – after all, I had been eating
41	a lot of tasty cabbage leaves since I emerged from
50	my egg and I am now nearly one-hundred times
54	bigger than I was!
64	One day everything felt different. I knew it was time
72	to pupate, by forming a strong, hard chrysalis
79	to complete my transformation into a beautiful,
87	graceful butterfly. Everything went well and I had
97	been relaxing in a safe place under a large leaf.
104	However, today trouble struck! My chrysalis began
117	to split and I knew it was time to emerge but I was
128	stuck. I panicked as I tried to free myself from my
130	pupa prison...

Answers

1. Find and copy one word in the text that means the same as 'become visible'.

   Accept: emerge.

2. Explain what is meant by 'pupate'.

   Accept a description that mentions the formation of a chrysalis before transforming.

3. How does the character's persona change through the story?

   Accept reference to changing from being relaxed and calm at the start, to panicked and scared at the end.

4. Will the butterfly manage to get out of the chrysalis?

   Accept any prediction that assumes the butterfly will emerge after a struggle or will not manage to release itself from its prison.
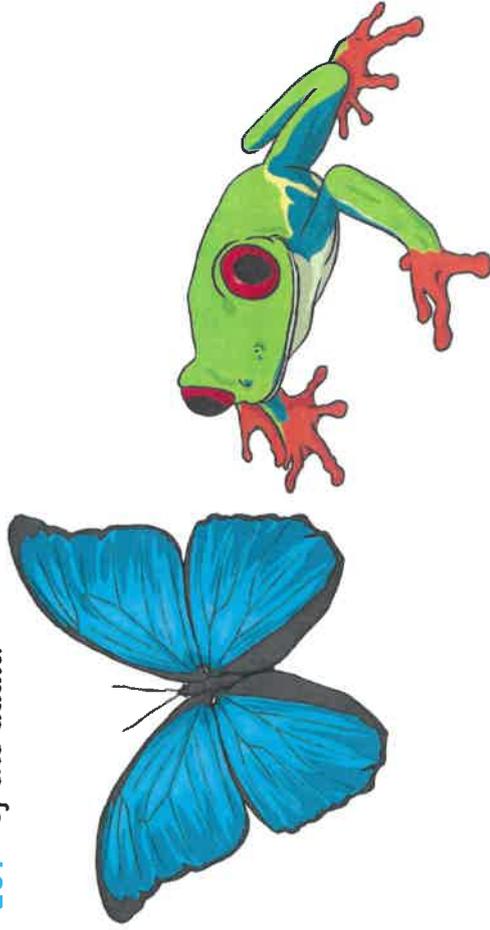

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130 pupa prison...

Quick Questions

1. Find and copy two words in the text that mean the same as 'change'.

_____

2. Name two animals from the text that go through complete metamorphosis.
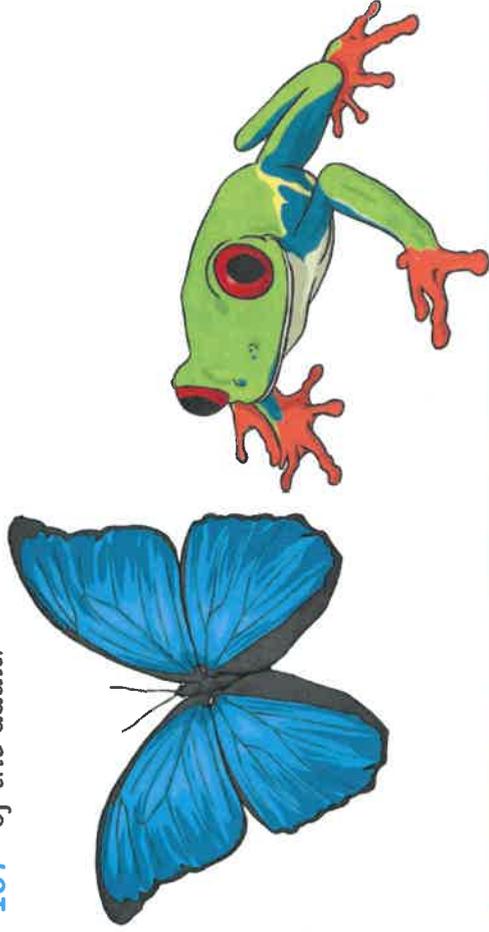
_____

3. Describe two ways in which complete and incomplete metamorphosis are different.

_____

4. Explain why the word 'abrupt' has been used to describe metamorphosis.

_____

Metamorphosis

9 Metamorphosis is a process by which animals undergo an
19 abrupt and obvious change in the structure of their body
26 and their behaviour. Some animals undergo complete
32 metamorphosis, in which they completely transform.
37 Other animals experience incomplete metamorphosis,
46 where they go through several different stages, with each
52 stage getting bigger than the last.

59 Complete metamorphosis has four distinct stages: egg,
70 larva, pupa and adult (for example a frog or butterfly) and
79 the animal looks very different at each stage. Incomplete
86 metamorphosis has three distinct stages: egg, nymph,
95 and adult (for example a dragonfly or grasshopper) and
104 the young animal (nymph) looks like a smaller version
107 of the adult.

Quick Questions

1. Find and copy two words in the text that mean the same as 'change'.
   Accept: transform and metamorphosis.

2. Name two animals from the text that go through complete metamorphosis.
   Accept: frog and butterfly.

3. Describe two ways in which complete and incomplete metamorphosis are different.
   Accept reference to amount of stages and how the young animal looks.

4. Explain why the word 'abrupt' has been used to describe metamorphosis.
   Accept any reference to metamorphosis being sudden or unexpected.

Metamorphosis

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19 abrupt and obvious change in the structure of their body
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32 metamorphosis, in which they completely transform.
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