



*Cotsford Primary  
School  
Home learning*

*Year 5  
Summer 2*

## Week 1 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9 – 9.30	PE – up to 30 minutes				
9.30 – 10.30	English film unit - Day 1 - The windmill farmer <a href="#">(Click here)</a>	English film unit - Day 2 - The windmill farmer <a href="#">(Click here)</a>	English film unit - Day 3 - The windmill farmer <a href="#">(Click here)</a>	English film unit - Day 4 - The windmill farmer <a href="#">(Click here)</a>	English film unit - Day 5 - The windmill farmer <a href="#">(Click here)</a>
10.30 - 11	Break	Break	Break	Break	Break
11 – 12	Maths Day 1 - Measure perimeter <a href="#">(Click here)</a>	Maths Day 2 - Perimeter on a grid <a href="#">(Click here)</a>	Maths Day 3 - Perimeter of rectangles <a href="#">(Click here)</a>	Maths Day 4 - Perimeter of rectilinear shapes <a href="#">(Click here)</a>	Maths Day 5 - Calculate perimeter <a href="#">(Click here)</a>
12 – 1.00	Dinnertime				
1.00 – 1.30	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				
9.30 – 10.30	English film unit - Day 1 - The windmill farmer <a href="#">(Click here)</a>	English film unit - Day 2 - The windmill farmer <a href="#">(Click here)</a>	English film unit - Day 3 - The windmill farmer <a href="#">(Click here)</a>	English film unit - Day 4 - The windmill farmer <a href="#">(Click here)</a>	English film unit - Day 5 - The windmill farmer <a href="#">(Click here)</a>
10.30 - 11	Break	Break	Break	Break	Break
11 – 12	Maths Day 6 - Counting squares <a href="#">(Click here)</a>	Maths Day 7 - Area of rectangles <a href="#">(Click here)</a>	Maths Day 8 - Area of compound shapes <a href="#">(Click here)</a>	Maths Day 9 - Area of irregular shapes <a href="#">(Click here)</a>	Times table rockstars
12 – 1.00	Dinnertime				
1.00 – 1.30	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 dance kids for some lovely dance videos to join in.

Gonoodle -

[https://uk.video.search.yahoo.com/yhs/search; ylt=AwrEzelTYgBfdloAKBwc3oIQ; ylu=X3oDMITBncGdyMzQQ0BHNIYwnzZWfYy2gEdhRpZAM-.y/c=X1MDMTM1MTIXMjcwMARfcgMyBGfIdG4DY2xrBGNzcmNwdmIkAzhkcWpPakV3TGpIRihoITWVXaGhrSFfCZU9ERXVPUPFBQUFDalIh5TIAEZnlDeWHzLWRvbWfPbmRldi1zdf9IbWVhBGZyMgNzYS1ncARncHJpZAM3LiRLNmZiV1RMCvNWbHZlbprrWmYBBG5fcnSdAM2MARuX3N1Z2cDMITAEb3JpZ2luA3VrLnZpZGVvLnNlYXJjaC55YWVhvbV5Ib20EcG9zAZAECHfzdHIDBHBxc3RybAMEcXN0cmwDOARxdwVyeQNNb25vb2RszQR0X3N0bXADMTU5MzR2MDRlMQ--?p=gonoodle&ei=UTF-8&fr2=p%3As%2Cv%3Av%2Cm%3Aa&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](https://uk.video.search.yahoo.com/yhs/search; ylt=AwrEzelTYgBfdloAKBwc3oIQ; ylu=X3oDMITBncGdyMzQQ0BHNIYwnzZWfYy2gEdhRpZAM-.y/c=X1MDMTM1MTIXMjcwMARfcgMyBGfIdG4DY2xrBGNzcmNwdmIkAzhkcWpPakV3TGpIRihoITWVXaGhrSFfCZU9ERXVPUPFBQUFDalIh5TIAEZnlDeWHzLWRvbWfPbmRldi1zdf9IbWVhBGZyMgNzYS1ncARncHJpZAM3LiRLNmZiV1RMCvNWbHZlbprrWmYBBG5fcnSdAM2MARuX3N1Z2cDMITAEb3JpZ2luA3VrLnZpZGVvLnNlYXJjaC55YWVhvbV5Ib20EcG9zAZAECHfzdHIDBHBxc3RybAMEcXN0cmwDOARxdwVyeQNNb25vb2RszQR0X3N0bXADMTU5MzR2MDRlMQ--?p=gonoodle&ei=UTF-8&fr2=p%3As%2Cv%3Av%2Cm%3Aa&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:

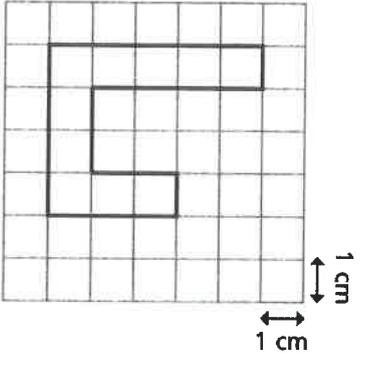
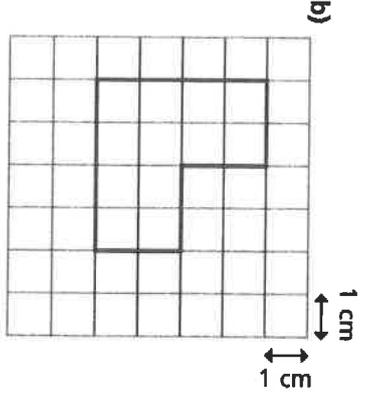
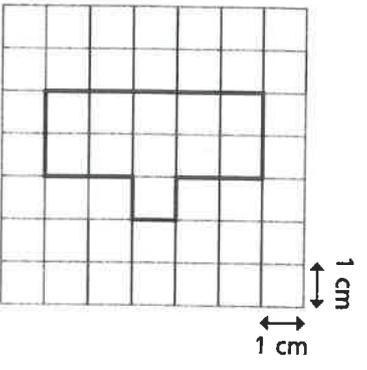
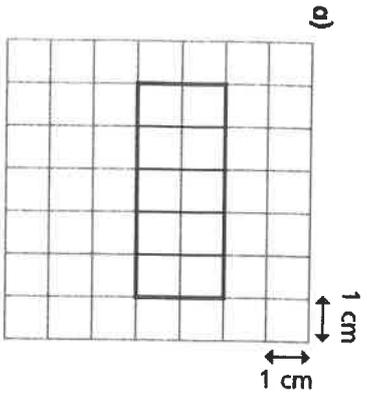
Cbeebies bedtime stories: <https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories>

Top marks website: good for different games – particularly maths:

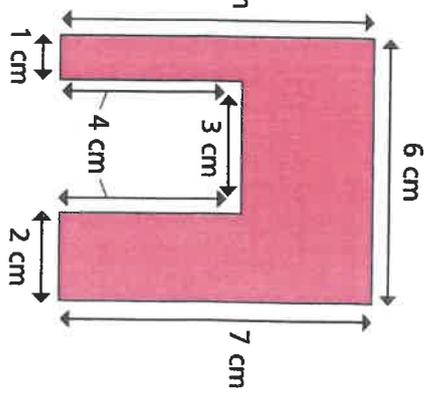
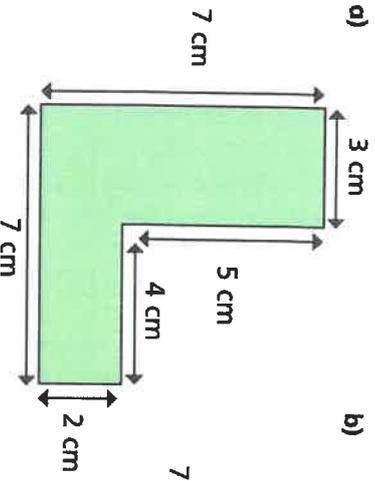
<https://www.topmarks.co.uk/>

# Calculate perimeter

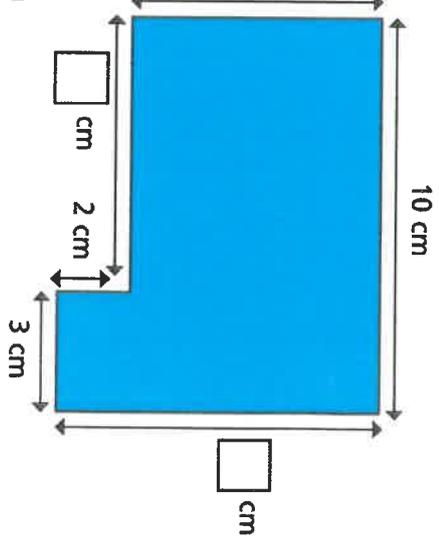
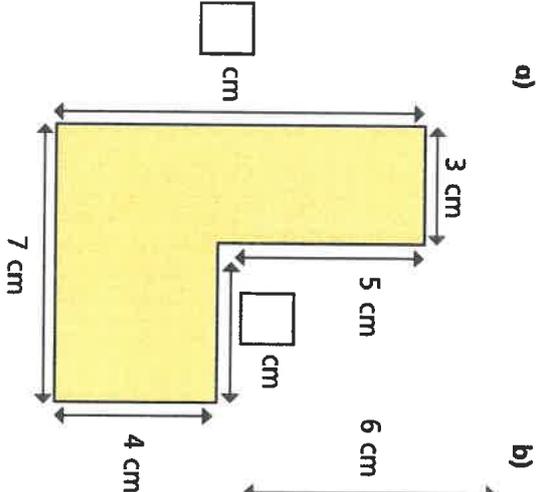
1 Calculate the perimeter of each shape.



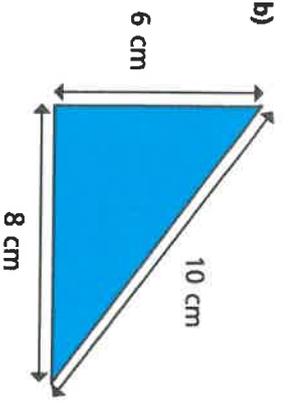
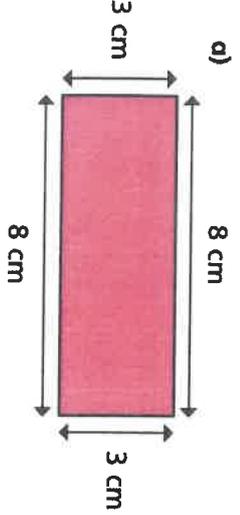
3 Calculate the perimeter of these shapes.



4 Work out the missing lengths on these shapes.



2 Calculate the perimeter of these shapes.

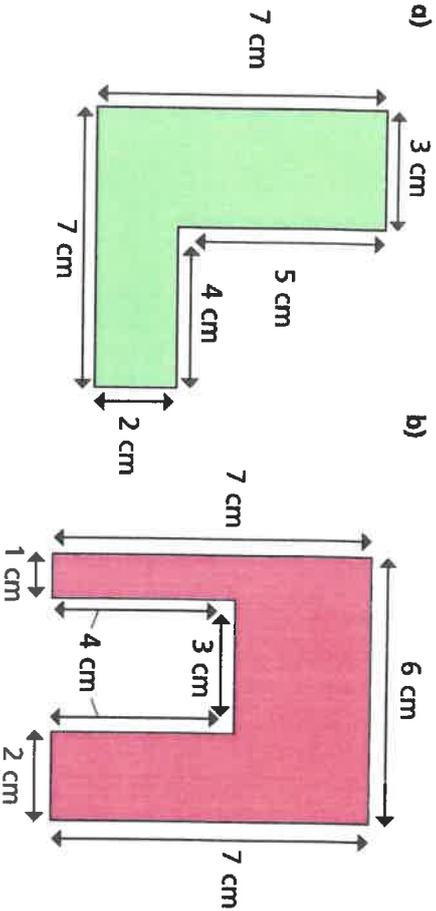


Discuss with a partner how you worked them out.

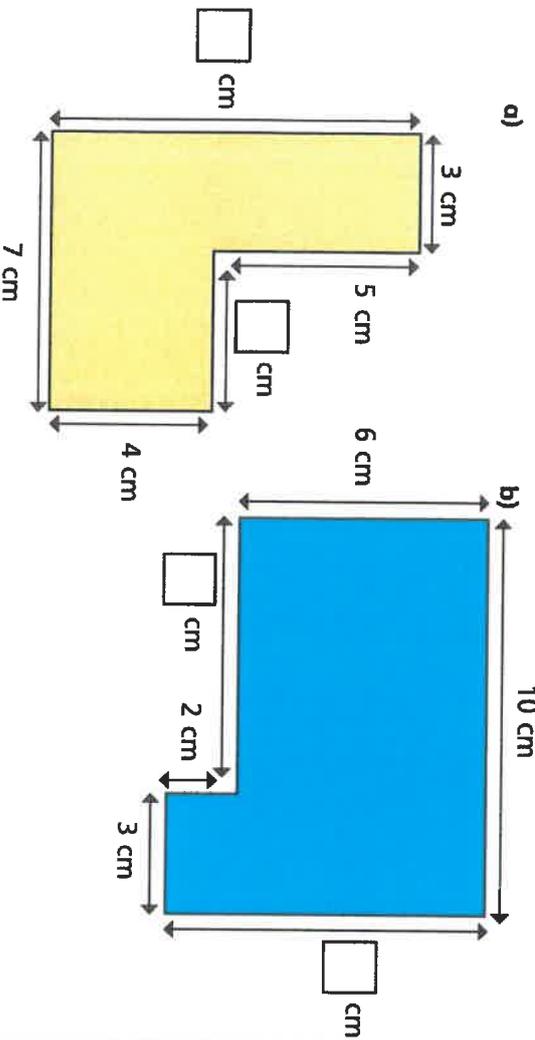


# Calculate perimeter

3 Calculate the perimeter of these shapes.

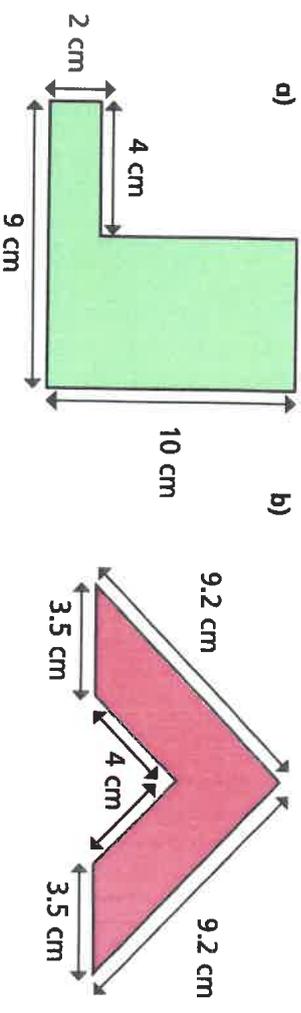


4 Work out the missing lengths on these shapes.

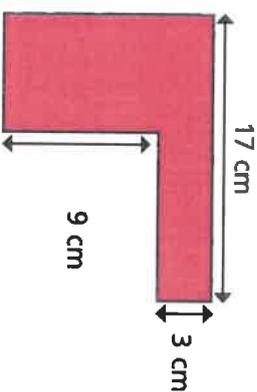


Discuss with a partner how you worked them out.

5 Calculate the perimeter of these shapes.



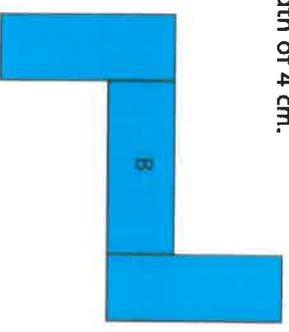
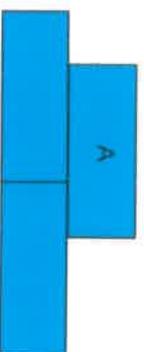
6 Mo thinks that there is not enough information to calculate the perimeter of the shape.



Is he correct? How do you know?

7 Rosie is making shapes made up of 3 rectangles.

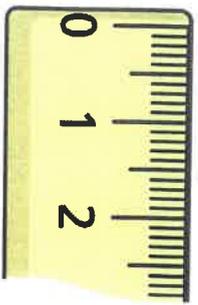
Each rectangle has a length of 10 cm and a width of 4 cm. She makes these 2 shapes.



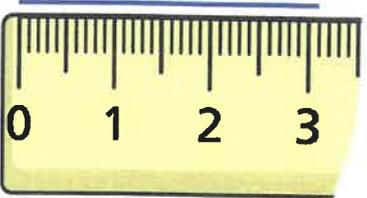
- Which shape has the greatest perimeter?
- What other shapes can you make with 3 rectangles? What is the perimeter of the shapes?

1 What is the length of each line?

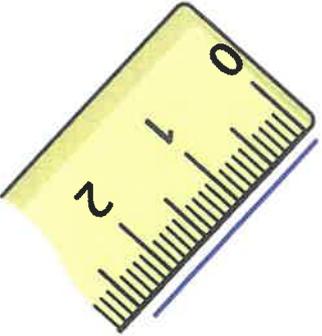
a)



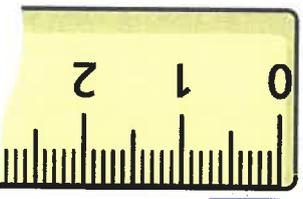
a)



b)



d)



2 How long is the pencil?



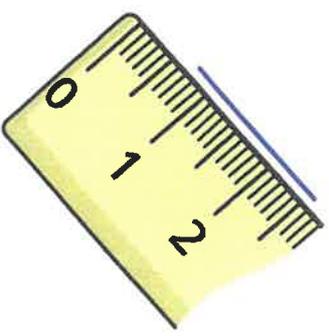
3 Dexter is measuring the length of a line.



I think that the line is 2.6 cm long.

Do you agree with Dexter?

Explain why.

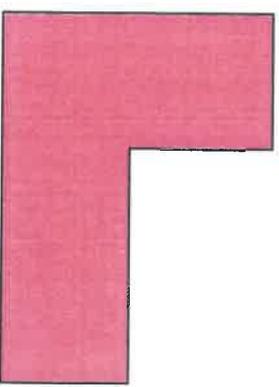


4 Measure the sides of the shape to work out the perimeter.

a)



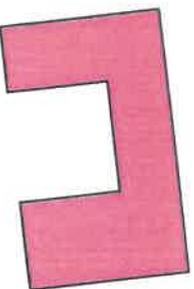
b)



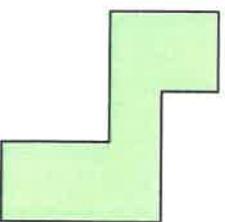
How many sides did you have to measure for each shape?

5 By measuring, work out the perimeter of these shapes.

a)



b)



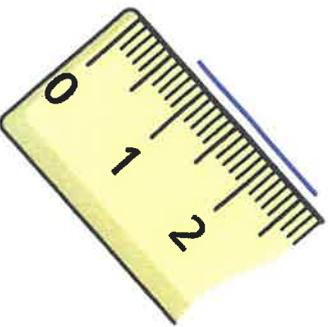
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Do you agree with Dexter?

Explain why.

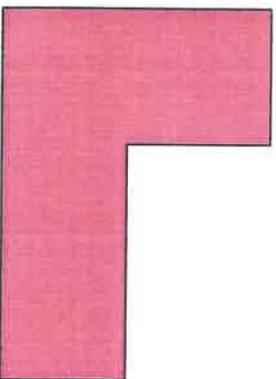


4 Measure the sides of the shape to work out the perimeter.

a)



b)



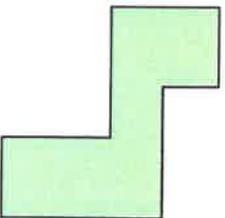
How many sides did you have to measure for each shape?

5 By measuring, work out the perimeter of these shapes.

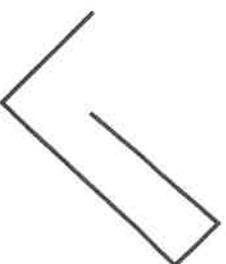
a)



b)

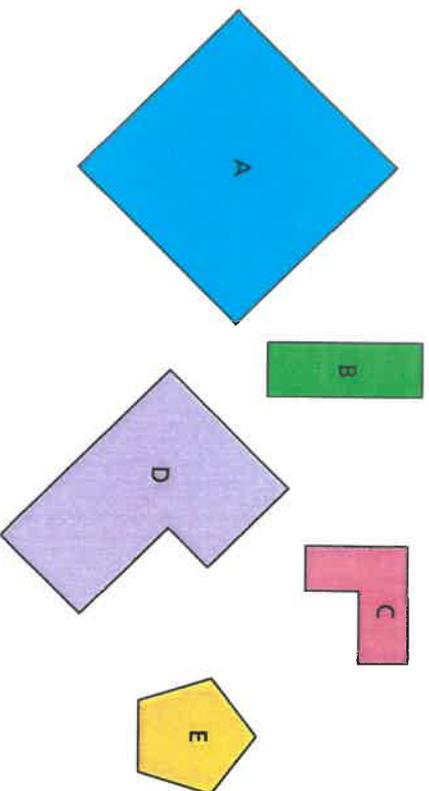


6 Complete the shape so that it has a perimeter of 15.6 cm.



7 Draw a quadrilateral and pentagon with a perimeter of 10 cm.

8 Sort the shapes into the correct categories.

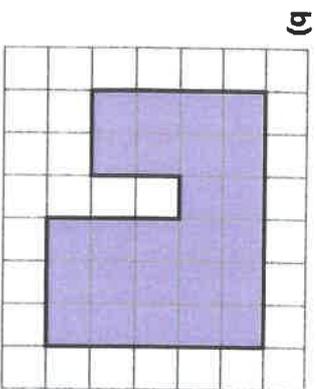
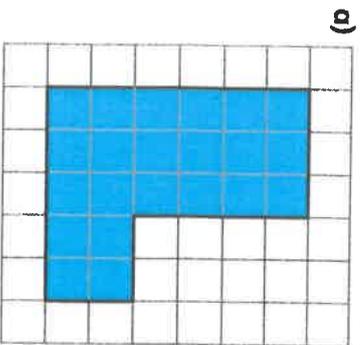


	Regular	Irregular
Perimeter less than 10 cm		
Perimeter greater than 10 cm		

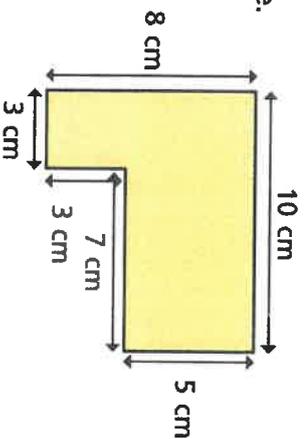
# Perimeter of rectilinear shapes

- 1 The length of each square on the grid is 1 cm.

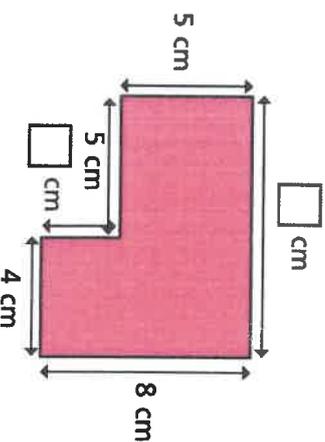
Work out the perimeter of the shapes.



- 2 Work out the perimeter of the shape.

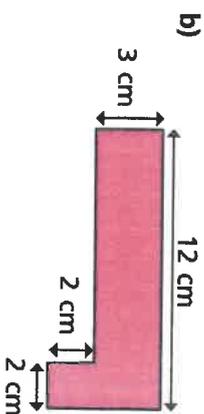
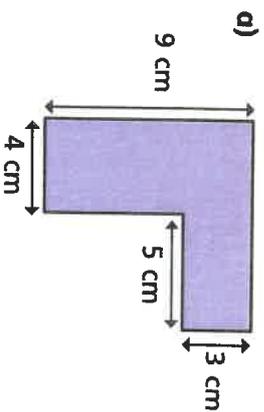


- 3 a) Work out the missing lengths.

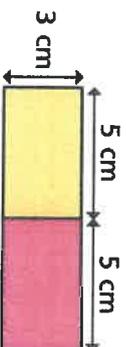


- b) What is the perimeter of the shape?

- 4 Work out the perimeter of each shape.



- 5 Mo puts two 5 cm by 3 cm rectangles next to each other.



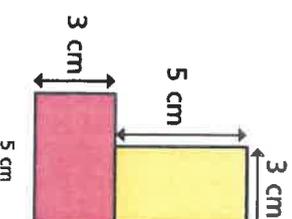
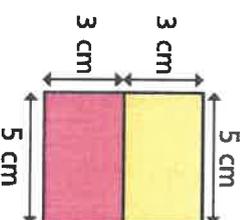
- a) Is Mo correct?

Work out the perimeter of the larger rectangle to check your answer.

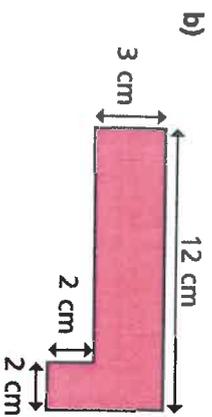
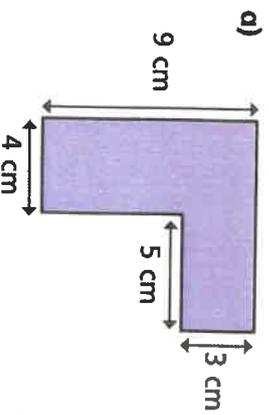


The perimeter of each small rectangle is 16 cm, so the perimeter of my larger rectangle must be  $2 \times 16 \text{ cm} = 32 \text{ cm}$ .

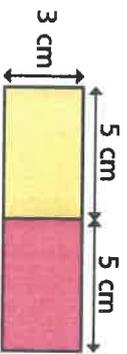
- b) Mo puts the rectangles together in different ways. Work out the perimeter of each large shape.



- 4 Work out the perimeter of each shape.



- 5 Mo puts two 5 cm by 3 cm rectangles next to each other.



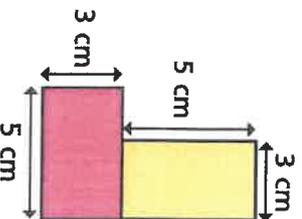
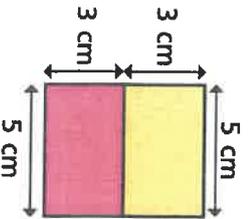
The perimeter of each small rectangle is 16 cm, so the perimeter of my larger rectangle must be  $2 \times 16 \text{ cm} = 32 \text{ cm}$ .

- a) Is Mo correct?

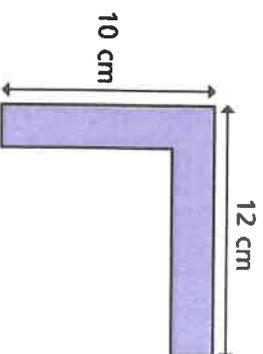
Work out the perimeter of the larger rectangle to check your answer.

- b) Mo puts the rectangles together in different ways.

Work out the perimeter of each large shape.



- 6 Dani thinks there isn't enough information to work out the perimeter of the shape.



Is Dani correct?

Explain your answer.

- 7 A rectangular flower bed is 5 m long and 3 m wide.

The path around the flower bed is 1 m wide.

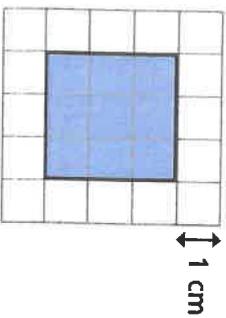


- a) What is the perimeter of the flower bed?

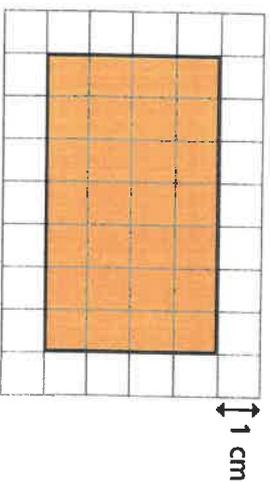
- b) What is the perimeter of the outside of the path?

1 Work out the perimeter of each rectangle.

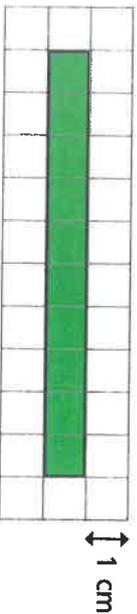
a)



c)

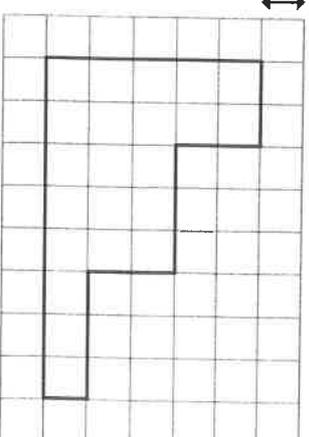


b)



4 Work out the perimeter of the shape.

1 cm

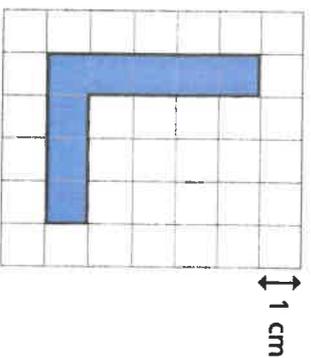


5 Draw two shapes with a perimeter of 20 cm. Your shapes should not be rectangles.

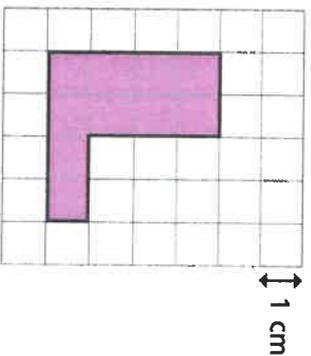


2 Which of the hexagons has the greatest perimeter? Show all your workings.

A

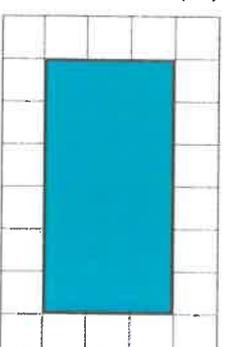


B



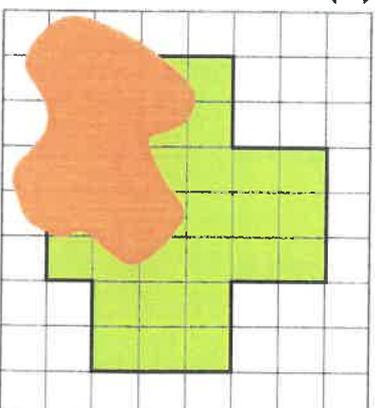
6 Work out the perimeter of the rectangle.

1 cm



3 Draw two different rectangles with a perimeter of 14 cm.

7 1 cm



A shape is drawn on a square grid.

Part of the shape is hidden.

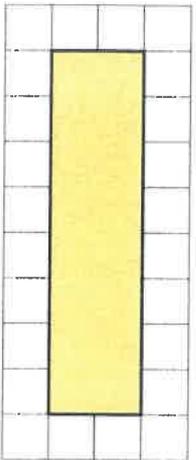
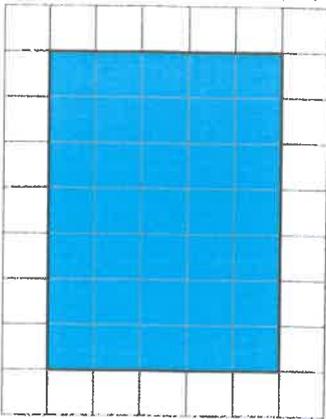
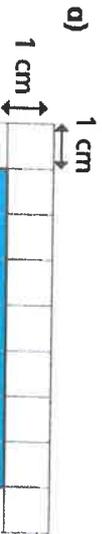
What could the perimeter of the shape be?

Is there more than one answer?

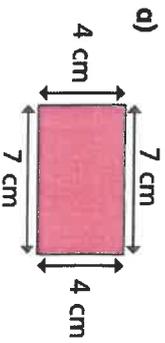


# Perimeter of a rectangle

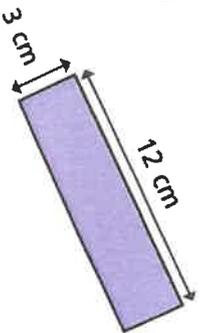
1 Work out the perimeter of each rectangle.



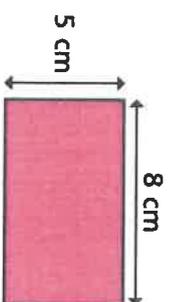
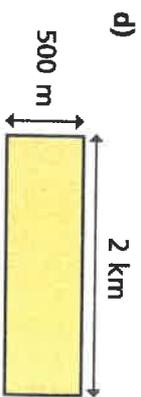
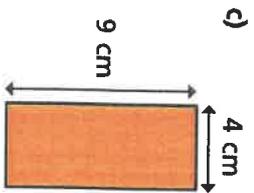
2 Work out the perimeter of the rectangles.



b)



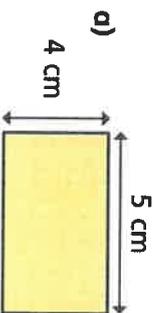
3 Tommy is working out the perimeter of some rectangles.



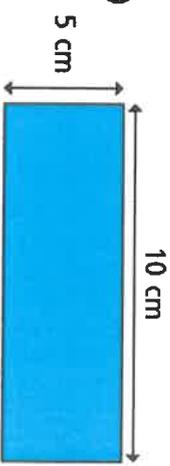
$$8 \text{ cm} + 5 \text{ cm} = 13 \text{ cm}$$

$$13 \text{ cm} \times 2 = 26 \text{ cm}$$

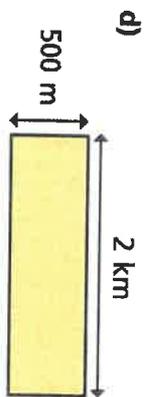
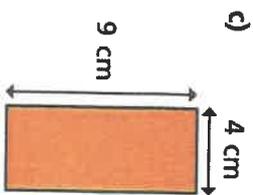
Use Tommy's method to find the perimeter of these rectangles.



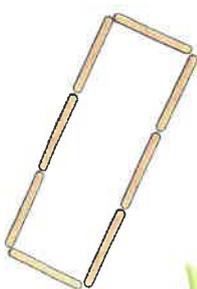
b)



# Perimeter of a rectangle

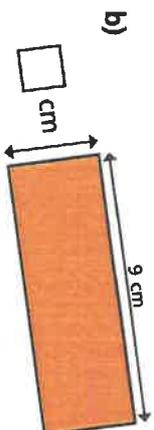
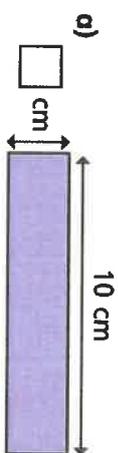


- 4 Each lolly stick is 8 cm long.  
Find the perimeter of the shape.

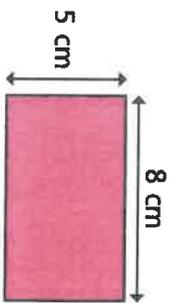


- 5 Each of these rectangles has a perimeter of 24 cm.

Work out the missing lengths and label the diagrams.



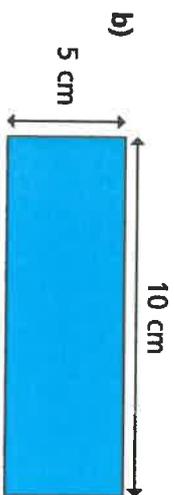
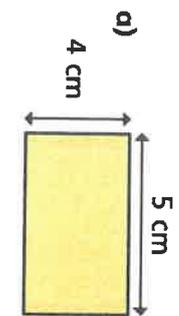
- 3 Tommy is working out the perimeter of some rectangles.



$$8 \text{ cm} + 5 \text{ cm} = 13 \text{ cm}$$

$$13 \text{ cm} \times 2 = 26 \text{ cm}$$

Use Tommy's method to find the perimeter of these rectangles.

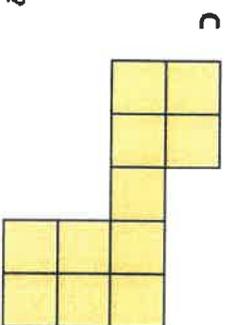
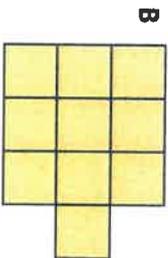
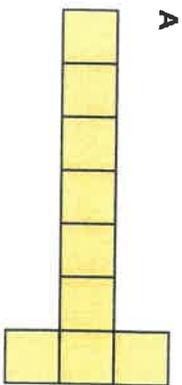


What do you notice?

Find any other rectangles that have the same perimeter.

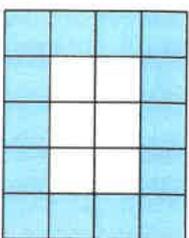


1 Count the squares in each shape to find the area.

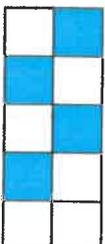


Which shape has the greatest area?

2 What is the area of the shaded part of the shape?

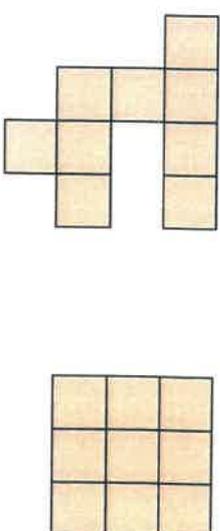


3 Here is a kitchen tile.



- What area of the tile is blue?
- What area of the tile is white?
- What is the total area of the tile?

4 These two shapes are made up of squares of the same size.



Jack

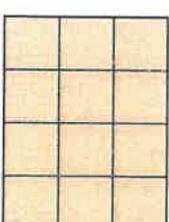
These two shapes have the same area.

Rosie

The first shape is bigger as it takes up more space.

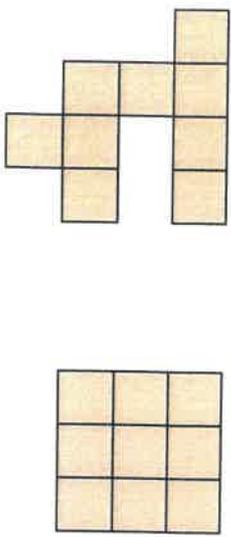
Who is correct?  
Explain how you know.

5 Here is a rectangle.



- The rectangle has  rows and  columns.
- What is the area of the rectangle?
- How did you work out the area?

4 These two shapes are made up of squares of the same size.



These two shapes have the same area.



Jack

The first shape is bigger as it takes up more space.

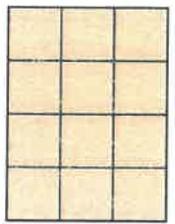


Rosie

Who is correct?

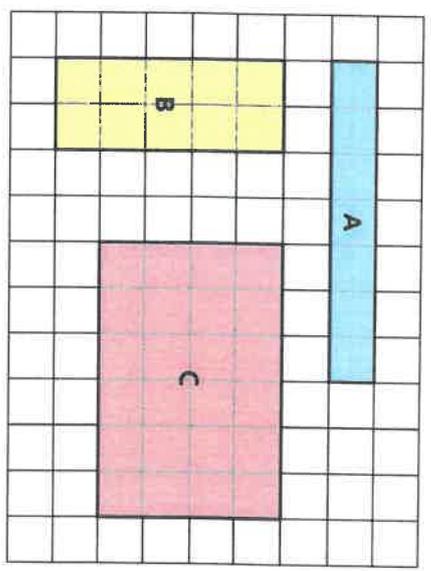
Explain how you know.

5 Here is a rectangle.



- a) The rectangle has  rows and  columns.
- b) What is the area of the rectangle?
- c) How did you work out the area?

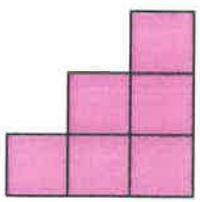
6 Find the area of each rectangle.



7 Nijah and Eva are making shapes. They each use 6 squares.



Nijah's shape

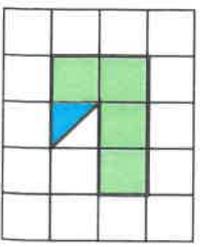
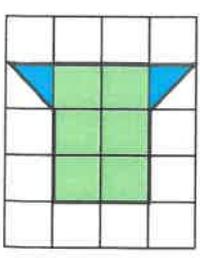


Eva's shape

The area of Nijah's shape is equal to the area of Eva's shape.

Is this true or false?  
How do you know?

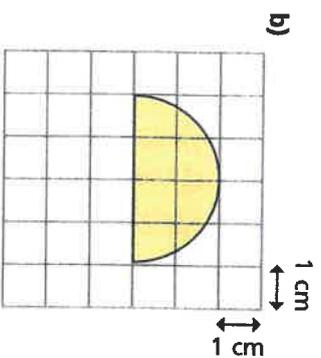
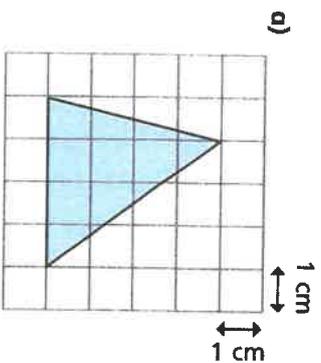
8 What is the area of each shape?



# Area of irregular shapes

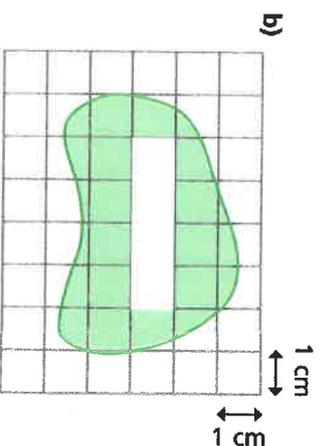
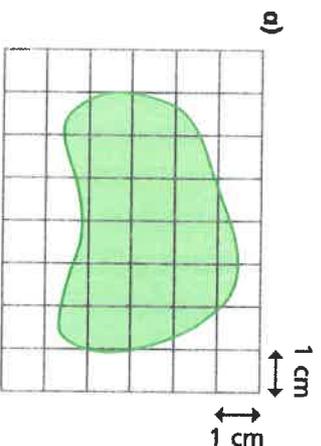
- 1 On the grid, the area of each square is  $1 \text{ cm}^2$

Estimate the area of each shape.



- 2 Mo draws two shapes on a  $\text{cm}^2$  grid.

Estimate the area of each shape.



How did you estimate the area of b)?  
Talk about it with your partner.

- 3 a) On a square grid, draw around your closed hand and estimate the area.



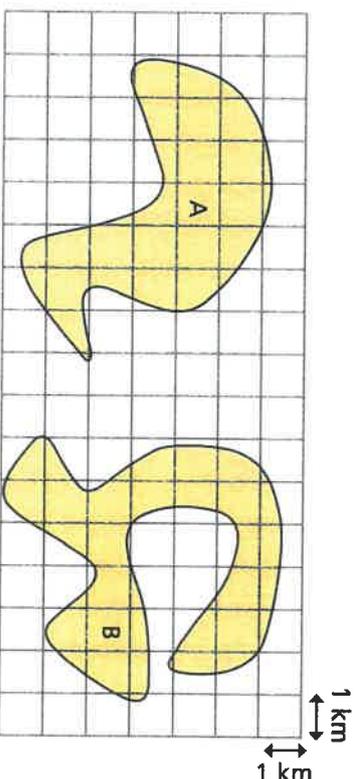
- b) On a square grid, draw around your open hand and estimate the area.



- c) Compare your estimates for a) and b). Do you notice anything?

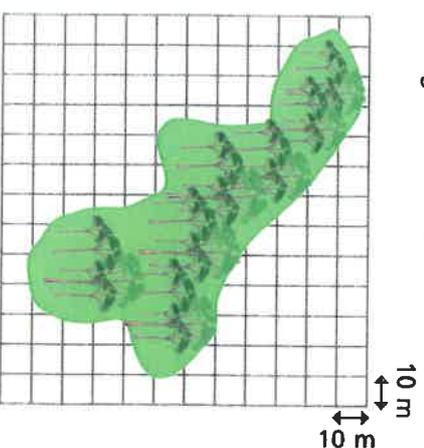
- 4 Here is the outline of two islands.

Each square represents  $1 \text{ km}^2$  of land.



Which island has the greater area and how much greater is it?

- 5 This is the outline of a large forest area.

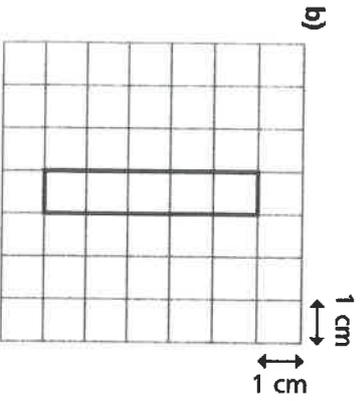
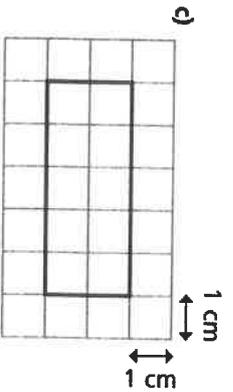
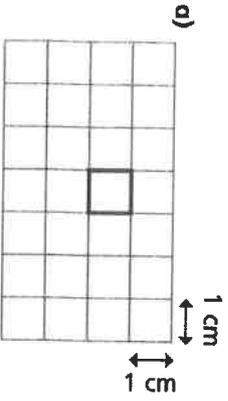


Estimate the area of the forest.

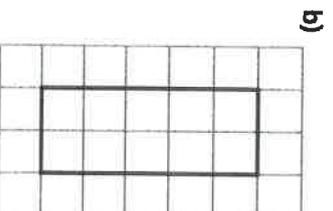
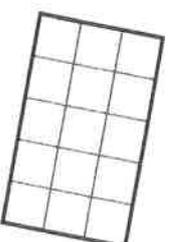
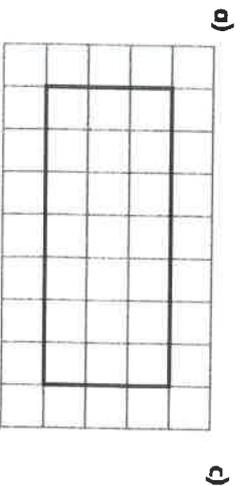


# Area of rectangles

- 1 On the grid, the area of each square is  $1 \text{ cm}^2$ . Calculate the area of each rectangle.



- 3 The area of each square is  $1 \text{ cm}^2$ . Work out the area of each rectangle.



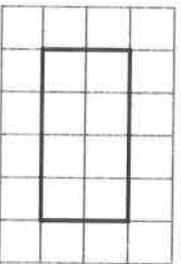
- 2 Complete the sentences to describe the rectangle.

There are  rows.

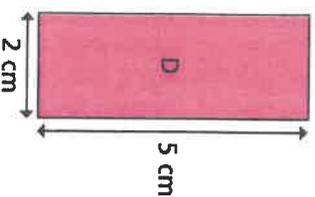
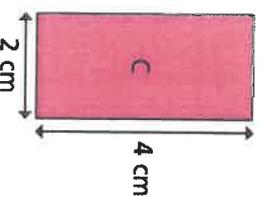
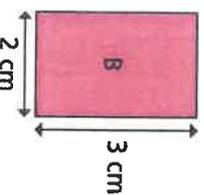
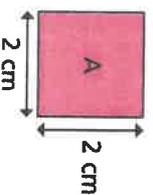
Each row has  squares.

There are  squares altogether.

$\times$   =



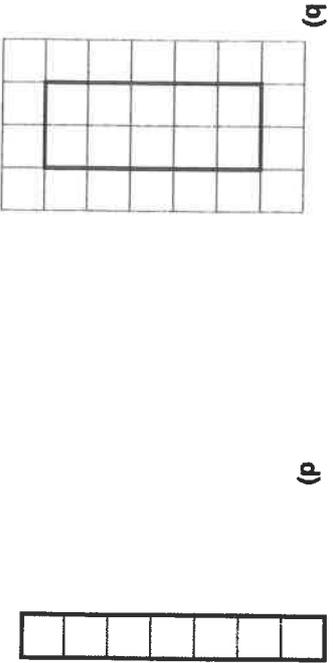
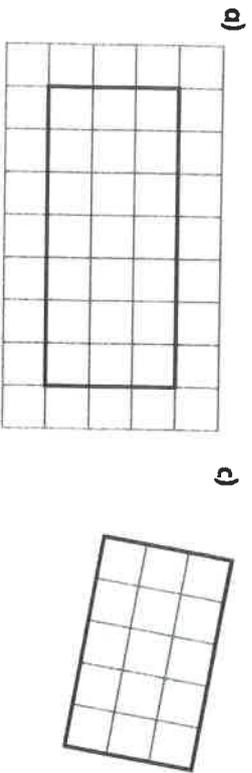
- 4 Calculate the area of the rectangles.



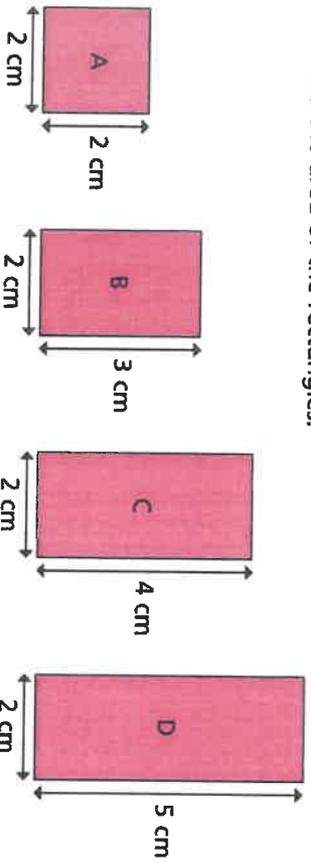
# Area of rectangles

3 The area of each square is  $1 \text{ cm}^2$

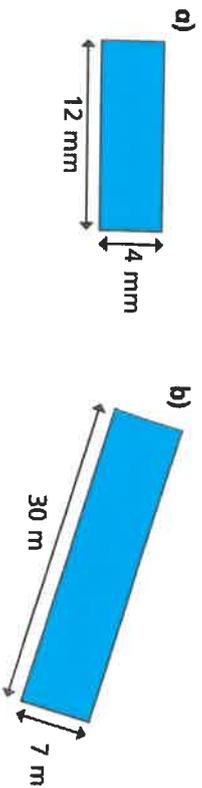
Work out the area of each rectangle.



4 Calculate the area of the rectangles.

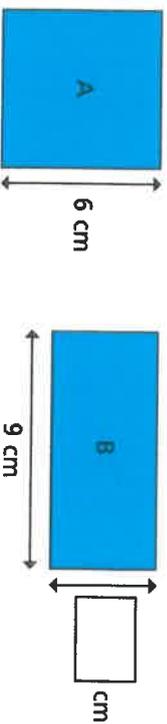


5 Work out the area of these rectangles.



6 How many rectangles can you draw that have an area of  $24 \text{ cm}^2$ ?  
Label the lengths. Your drawings do not have to be exact.  
Compare your answers with a partner.

7 These shapes all have the same area. Shape A is a square.  
Work out the missing lengths.

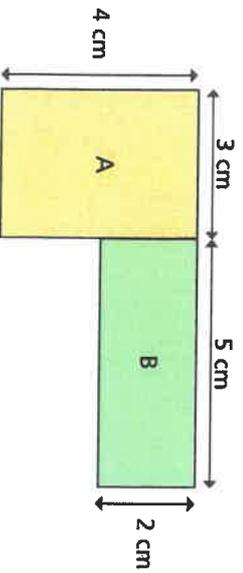
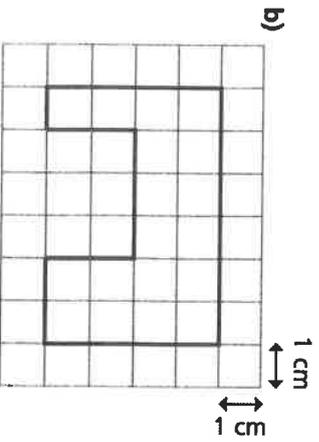
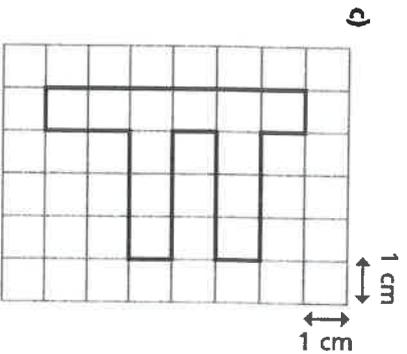
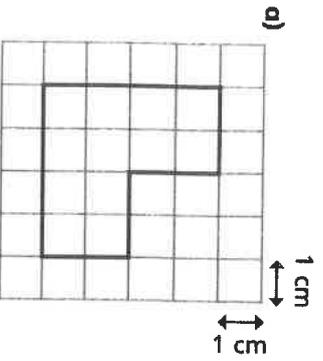


8 A rectangle has an area of  $96 \text{ cm}^2$

The length of the rectangle is 4 cm longer than the width.  
Work out the length and width of the rectangle.

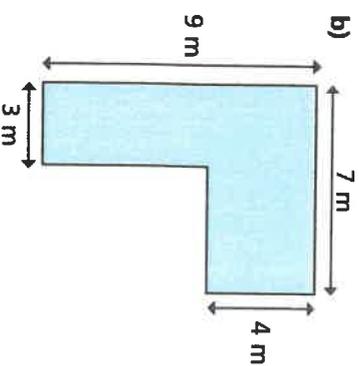
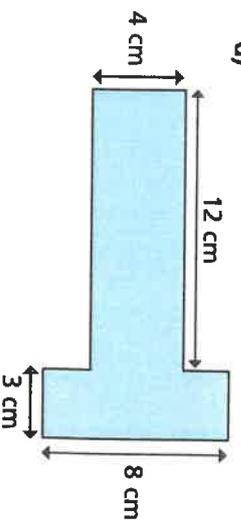


- 1 On the grid, the area of each square is  $1 \text{ cm}^2$ . Calculate the area of each shape.



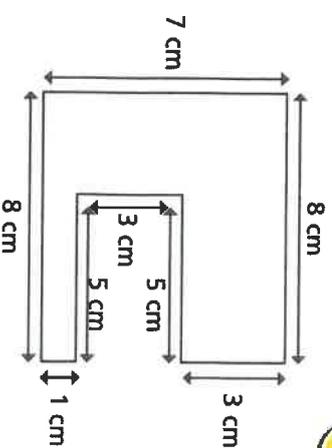
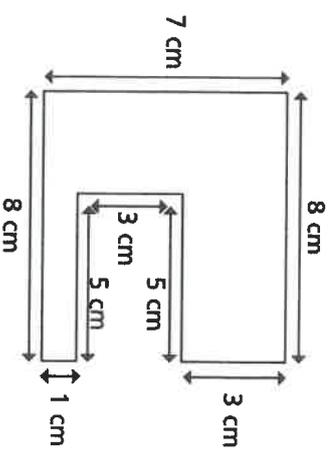
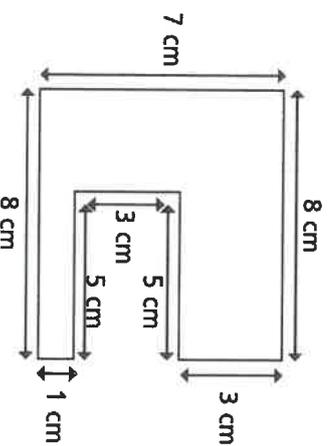
- a) Work out the area of rectangle A  
 b) Work out the area of rectangle B  
 c) Work out the area of the compound shape.  
 Talk about it with your partner.

- 3 Work out the area of each of the following shapes. Show all your working.



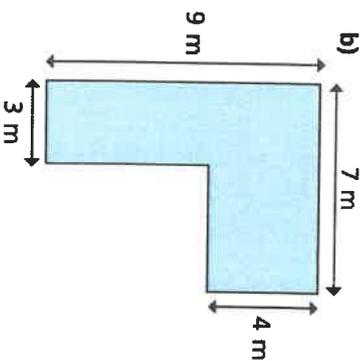
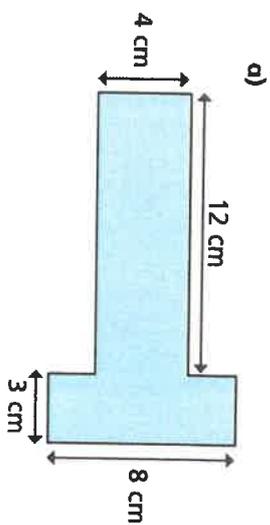
- 4 Calculate the area of the compound shapes.

- a) Mark on the shape how you partitioned it.



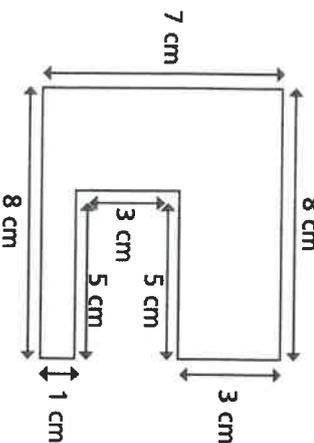
# Area of compound shapes

3 Work out the area of each of the following shapes. Show all your working.

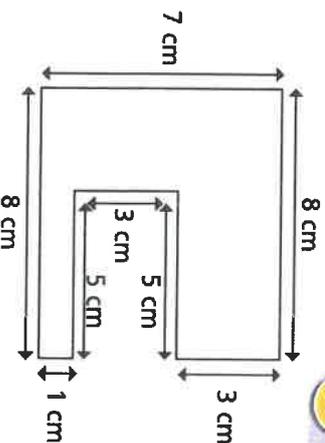
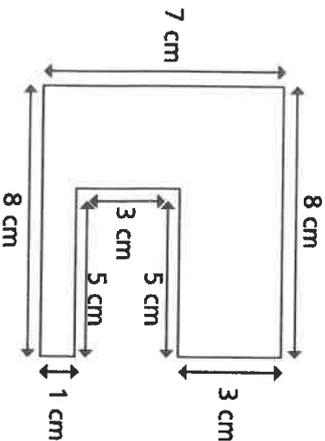


4 Calculate the area of the compound shapes.

a) Mark on the shape how you partitioned it.



b) Show how you can partition the shape in two other ways.



c) Alex has calculated the area of the same shape below.

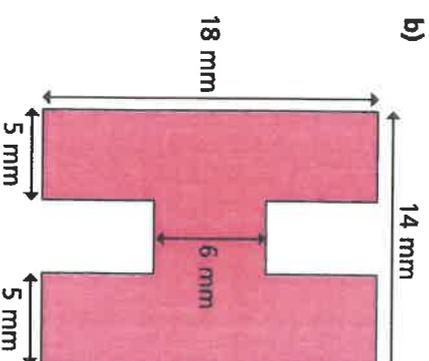
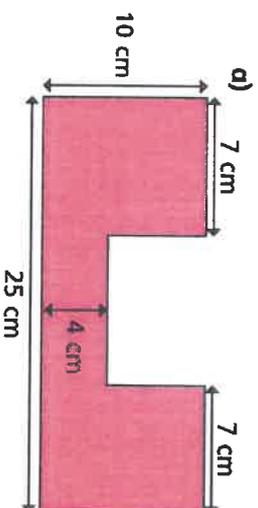
$$8 \times 7 = 56$$

$$5 \times 3 = 15$$

$$56 - 15 = 41 \text{ cm}^2$$

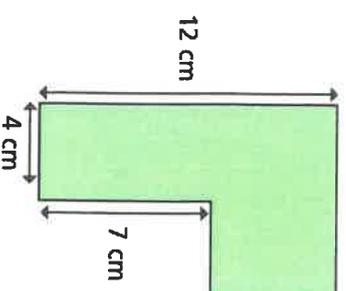
Explain the method Alex has used.

5 Calculate the area of these compound shapes.



6 The area of this shape is  $83 \text{ cm}^2$ .

Work out the perimeter of the shape.



## What will you choose to do?

- Present a list of the environmental advantages and disadvantages of using local land for allotments.
- Find out how many people in school grow their own fruit or vegetables. Design a graph or chart to show your findings.
- Write a letter to local businesses persuading them to sponsor your school allotment or contribute items to help you develop it.
- Collect images from magazines to make a great visual background for displaying an allotment poem.
- Design your own growing area in your garden. Make a detailed, labelled plan, showing what you would grow.
- Create a sensory trail! Find flowers or leaves with a fragrant scent, or plants with interesting textures. Take an adult on your trail, perhaps blindfold them to test their sensory perception!
- Make a flower arrangement using florist foam blocks and found foliage. Decide on a theme or colour scheme for your arrangement. Photograph your finished piece to show others at school.
- Attract birds to your garden by making them a delicious bird cake. Combine melted lard with seeds, nuts and dried fruit. You'll find lots of recipes online.
- Plan a 'rainbow garden' using a different fruit or vegetable for each colour in the rainbow. List the names and colours of each plant or vegetable and how they can be used.
- Find out the food miles travelled by the ingredients of your evening meal.
- Grow 'mystery' wildflower seeds (provided by your teacher) at home. When the seeds have germinated and start showing their features, try identifying your plant by comparing it to those you see growing in the wild.



# The windmill farmer

## English – Monday – Week 1



Watch the video –

<https://www.youtube.com/watch?v=0nd9OuX7Bd4&t=1s>

Write a summary to match the video

	<b>Beginning</b>
	<b>Middle</b>
	<b>Ending</b>

# The windmill farmer

## English – Tuesday – Week 1



Watch the video -

<https://www.youtube.com/watch?v=0nd9OuX7Bd4&t=1s>

Watch the video and describe the storm.



### Resource sheet 1b Describing the storm



What you might see

What you might hear

What you might smell

What you might feel

What you might taste

Extra ideas:

The windmill farmer  
English – Wednesday – Week 1



Watch the video -

<https://www.youtube.com/watch?v=0nd9OuX7Bd4&t=1s>

Look at the poem below and the structure on the next page. See if you can use the structure to write a metaphor poem.

Resource sheet 1c

**The Storm**

*The storm is a stampeding rhino,  
Dangerous and destructive.  
It charges and hurtles across the  
landscape,  
Like a gigantic, crumpled, grey bulldozer.  
The air rumbles with the sound of its  
stamping feet,  
It slashes the air and rips down trees  
with its razor-sharp horn.  
With its giant hooves, it tramples over  
buildings ,  
Completely untameable, it will stop for  
nobody.  
Crashing, snorting and raging,  
Clumsy, wild and furious.*

**The windmill farmer**  
**English – Wednesday – Week 1**



Watch the video -

<https://www.youtube.com/watch?v=0nd9OuX7Bd4&t=1s>

**Resource sheet 1f**  
**Metaphor poem writing frame**



**The Storm**

**Line 1: what animal it is**

*The storm is a stampeding rhino,*

**Line 2: adjectives**

*Dangerous and destructive.*

**Line 3: how it moves**

*It charges and hurtles across the landscape,*

**Line 4: describe its colour**

*Like a gigantic, crumpled, grey bulldozer.*

**Line 5: describe the noise**

*The air rumbles with the sound of its stamping  
feet,*

**Line 6: describe what it is doing**

*It slashes the air and rips down trees with its  
razor-sharp horn.*

**Line 7: describe the landscape**

*With its giant hooves, it tramples over  
buildings,*

**Line 8: describe the animal's personality**

*Completely untameable, it will stop for  
nobody.*

**Line 9: verbs**

*Crashing, snorting and raging,*

**Line 10: adjectives**

*Clumsy, wild and furious.*



**The windmill farmer**  
**English – Thursday – Week 1**



Watch the video -

<https://www.youtube.com/watch?v=0nd9OuX7Bd4&t=1s>

Imagine you are writing a newspaper – write headline to match each picture.

**Resource sheet 2b**  
**Headline practice**



	HEADLINE IDEAS:
	HEADLINE IDEAS:
	HEADLINE IDEAS:
	HEADLINE IDEAS:
	HEADLINE IDEAS:

**The windmill farmer**  
**English – Thursday – Week 1**



Watch the video -

<https://www.youtube.com/watch?v=0nd9OuX7Bd4&t=1s>

Imagine you are interviewing the farmer – answer the questions.



**Resource sheet 2e**  
**Hot-seat pre-written questions**



Q1: Farmer, how did you feel when you saw what the storm had done?

A:

Q2: Weather reporter, did you expect the storm to be as bad as it was?

A:

Q3: Neighbour, how did the storm affect where you live?

A:

Q4: Policeman, how have people in the town reacted to news about the farm?

A:

Q5: Farmer, do you think you will try to grow your windmills again?

A:

The windmill farmer  
English – Friday – Week 1



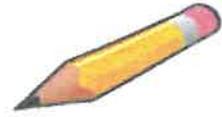
Watch the video -

<https://www.youtube.com/watch?v=0nd9OuX7Bd4&t=1s>

Plan a newspaper report about the storm in the video.



**Resource sheet 2c**  
**Newspaper report planning sheet**



<b>HEADLINE</b>	
<b>Introduction summary</b>	
<b>What happened?</b>	
<b>When it happened?</b>	
<b>Where it happened?</b>	
<b>Who was involved?</b>	
<b>Why it happened?</b>	
<b>Quotations</b>	
<b>What will happen now?</b>	

The windmill farmer  
English – Friday – Week 1



Newspaper report help sheet:



**Resource sheet 3a**  
**Newspaper checklist and challenges**



**Things to include**



Short, snappy headline

An introduction that summarises what happened

Who

Where

What

Why

When

Quotations

A conclusion that says what will happen next

**CHALLENGE 1**



Use a range of conjunctions to start paragraphs and join sentences in your article.

**CHALLENGE 2**



Include quotations using **both** direct and indirect speech.

**CHALLENGE 3**



Try to use commas, question marks and exclamation marks accurately in your writing.

**CHALLENGE 4**



Use interesting adjectives and verbs to describe the storm.





## Newspaper cheat sheet – Key vocabulary:

occurred	witness	bystander	
emergency	broken	destroyed	
smashed	wreckage	catastrophe	
shock	police	terrifying	disastrous
insurance	incident	damage	
confirmed	heartbroken	destruction	

a member of the public  
shocked by the news  
visibly distraught  
further information  
nothing like this has occurred...  
a similar incident occurred...

He told our reporter...  
She commented...  
An eye-witness described...

after	although	as soon as	because
before	even though	if	if only
just as	now	since	so that
then	until	when	whether

The windmill farmer  
English – Tuesday – Week 2



Watch the video -

<https://www.youtube.com/watch?v=0nd9OuX7Bd4&t=1s>

– Plot how the windmill farmer was feeling with a reason why.

A graph to show the windmill farmer's emotions over time



**The windmill farmer**  
**English – Wednesday – Week 2**



Watch the video -

<https://www.youtube.com/watch?v=0nd9OuX7Bd4&t=1s>

Create a story map for the video:

Alma  
English – Thursday – Week 2



Watch the video -

<https://www.youtube.com/watch?v=0nd9OuX7Bd4&t=1s>

Re-watch the video and create a set of bare bones to match the video. The bare bones are the main story structure – without any major details.

# The Bare Bones

1.

2.

3.

4.

5.

6.

Use this space to note  
any key vocabulary

The windmill farmer  
English – Friday – Week 2



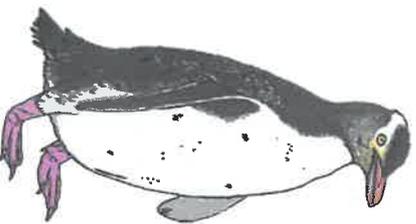
Watch the video -

<https://www.youtube.com/watch?v=0nd9OuX7Bd4&t=1s>

Create a comic strip/ story board with illustrations to show what happened.


# Life Cycle of a Yellow-Eyed Penguin

- 9 Two greenish-white eggs are laid and are incubated by
- 19 both parents for about 43 days. When the eggs hatch,
- 30 the parents guard the chicks, day and night, for forty to
- 41 fifty days. One parent will stay with the chicks while the
- 44 other collects food.
- 54 After the chick moults and loses their soft, brown down,
- 63 they develop waterproof plumage and are ready to fledge
- 73 (leave the nest). The juvenile penguins head out to sea
- 83 cautiously to collect their own food: not all return. When
- 93 they are adults and ready to breed, most penguins return
- 103 to the safe place where they were born – their built-in
- 109 satellite navigation systems get them there!



# Quick Questions



1. Which word means the same as young?

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2. How long do the parent penguins guard the chicks?

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3. Why do you think the penguins return to the place they were born when they are ready to breed?

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4. Why does the author use the word 'cautiously' to describe how the juveniles head out to sea?

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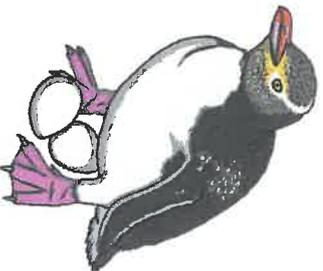
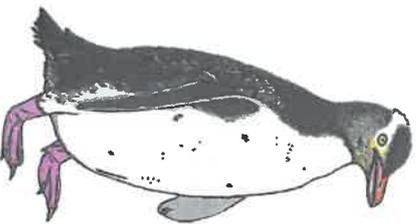
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83 cautiously to collect their own food: not all return. When  
93 they are adults and ready to breed, most penguins return  
103 to the safe place where they were born – their built-in  
109 satellite navigation systems get them there!



# Answers



1. Which word means the same as young?

**Accept: juvenile.**



2. How long do the parent penguins guard the chicks?

**Accept: day and night for forty to fifty days.**



3. Why do you think the penguins return to the place they were born when they are ready to breed?

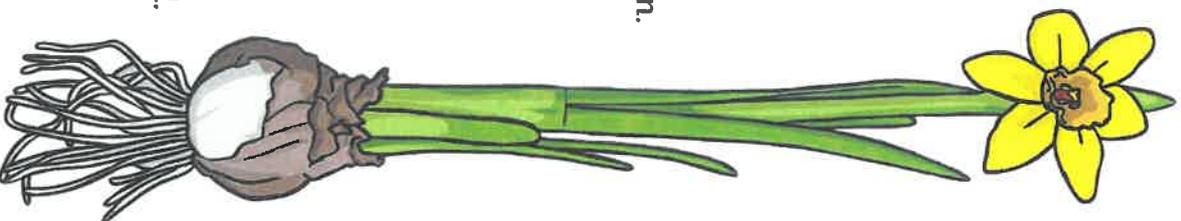
**Accept any reasonable explanation describing the need to return to a safe place where they will find the same species.**



4. Why does the author use the word 'cautiously' to describe how the juveniles head out to sea?  
**Accept any explanation linking the need to be careful with the fact that 'not all return' meaning the sea must be dangerous. Also accept that they are young so may not have much experience at sea.**

# The Life Cycle of a Flower

- 11 In the beginning all you need,  
Is a simple, unsuspecting seed.
- 23 Giving the plant the ideal condition,  
To germinate must be your mission.
- 36 Within no time, you will see a shoot,  
Followed by a searching root.
- 50 The root will anchor to the ground,  
The sprout reaches and light is found.
- 64 The plant grows taller; grows a stem,  
Growing thicker and thicker, again and again.
- 75 Leaves appear as if overnight,  
Spreading out to catch the light.
- 88 Once fully grown, a flower is spotted,  
With seeds inside and petals dotted.
- 101 Flowers - pink, blue and red,  
Now have seeds they need to spread.
- 118 Blown by the wind; carried by a bird,  
Caught on fur; this is how they are dispersed.
- 130 No matter how, no matter when,  
The cycle will now start again.



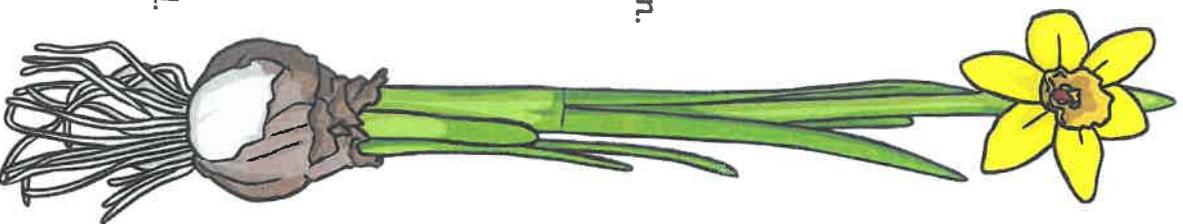
## Quick Questions

1. Which phrase tells the reader that the life cycle is continuous?  
\_\_\_\_\_
2. List all of the ways that seeds are dispersed?  
\_\_\_\_\_  
\_\_\_\_\_
3. Summarise the main points of this text in 20 words or less.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. How does the word 'searching' help you to understand the job of the root?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# The Life Cycle of a Flower

- 11 In the beginning all you need,  
Is a simple, unsuspecting seed.
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Caught on fur; this is how they are dispersed.
- 130 No matter how, no matter when,  
The cycle will now start again.



## Answers

1. Which phrase tells the reader that the life cycle is continuous?  
**Accept: 'No matter (how or when)', 'now start again' or the use of repetition with 'again and again'.**
2. List all of the ways that seeds are dispersed?  
**Blown by the wind, carried by a bird or caught on fur – all three required**
3. Summarise the main points of this text in 20 words or less.  
**Accept any reasonable summary which includes the main stages of the flower life cycle and is 20 words or less in length.**
4. How does the word 'searching' help you to understand the job of the root?  
**Accept any description that describes how the root must find water and / or a strong place to hold the flower in place.**



# Archimedes

- 10 Archimedes lived from 287BC to 212BC in Sicily. He was  
19 a Greek mathematician who devoted his life to research.  
27 His most famous discovery possibly happened in the  
35 bath! He discovered the law of buoyancy (Archimedes'  
47 Principle). If the weight of an object in water is less than  
58 the water, then the object rises. If the object is heavier  
70 than the displaced water, it will sink. If it is equal then  
84 it will neither sink nor rise; it will float, like a boat. It is  
93 said (although not actually written in his journal) that  
104 he was so excited, he jumped out of the bath shouting  
113 "Eureka!" (meaning, "I have found it!"), a common phrase  
119 used today when discovering an answer.



## Quick Questions



1. Which word means the same as 'loyal'?

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---

---



2. In which year did he die? How old was Archimedes when he died?

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---

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3. Find two phrases that tell you how committed Archimedes was to his work, explaining your choices.

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4. Why does the author use the phrases 'possibly' and 'It is said...'?

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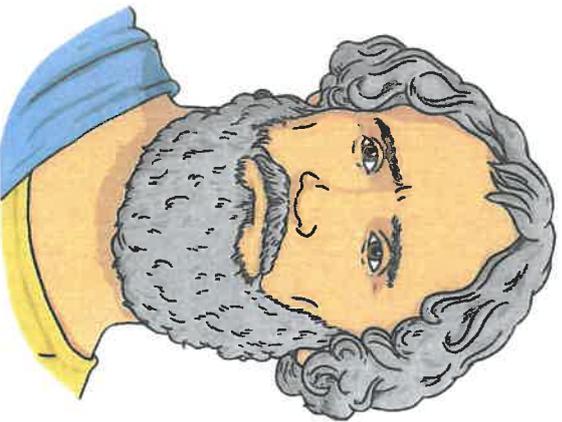
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# Archimedes

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- 19 a Greek mathematician who devoted his life to research.
- 27 His most famous discovery possibly happened in the
- 35 bath! He discovered the law of buoyancy (Archimedes' Principle). If the weight of an object in water is less than
- 47 the water, then the object rises. If the object is heavier
- 70 than the displaced water, it will sink. If it is equal then
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- 104 he was so excited, he jumped out of the bath shouting
- 113 "Eureka!" (meaning, "I have found it!"), a common phrase
- 119 used today when discovering an answer.



# Answers

-  1. Which word means the same as 'loyal'?  
**Accept: devoted.**
-  2. In which year did he die? How old was Archimedes when he died?  
**Accept: 212BC and 75 years old.**
-  3. Find two phrases that tell you how committed Archimedes was to his work, explaining your choices.  
**Accept reference to 'devoted his life' and 'in the bath' with explanation of how this shows he worked all the time.**
-  4. Why does the author use the phrases 'possibly' and 'It is said...'?  
**Accept any explanation stating that this happened a long time ago and this gives the impression that we don't know for sure / it was not actually recorded in his writings.**

# Water Safety in Open Water

- 7 In 2014, Australian swimmer Chloe McCardel completed
- 17 what is believed to be the longest continuous open water
- 24 swim ever. She endured seventy-eight miles between
- 34 two islands in the Bahamas in a time of forty-two
- 37 and half hours.
- 47 Staying safe is crucial when you are swimming in the
- 55 open water. So how can we stay safe?
- 61
- Swim at lifeguard patrolled beaches only;
- 69
- Only swim between the red and yellow striped

79 flags - never swim when a red flag is flying;
- 83
- Stay near an adult;
- 91
- Keep an eye on the weather – if it's

100 very windy or the sea is rough, do not

107 swim or use inflatables in the sea.
- 113 It is essential to stay safe!



# Quick Questions

1. Which two words mean the same as 'important'?  
\_\_\_\_\_
2. How long did it take Chloe McCardel to swim between the two islands?  
\_\_\_\_\_
3. What does the word 'endured' tell us about Chloe McCardel?  
\_\_\_\_\_  
\_\_\_\_\_



4. Why does the author use a question in the text?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Water Safety in Open Water

- 7 In 2014, Australian swimmer Chloe McCardel completed
- 17 what is believed to be the longest continuous open water
- 24 swim ever. She endured seventy-eight miles between
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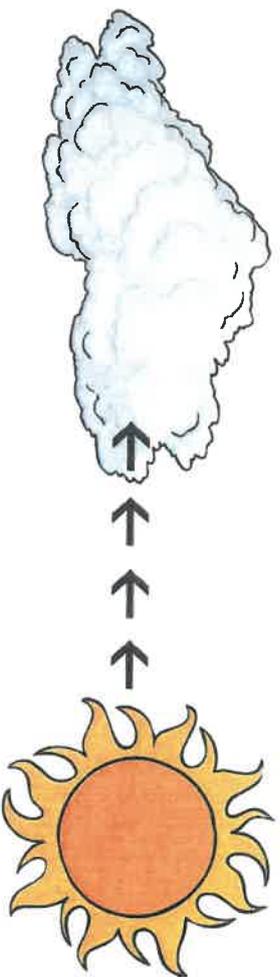
# Answers

1. Which two words mean the same as 'important'?  
**Accept: crucial and essential.**
2. How long did it take Chloe McCardel to swim between the two islands?  
**Accept: forty-two and a half hours.**
3. What does the word 'endured' tell us about Chloe McCardel?  
**Accept an explanation which focuses on her ability to persevere in difficult situations. Also links to endurance sports can be accepted.**
4. Why does the author use a question in the text?  
**Accept any explanation of how this prompts the reader to think about the topic more personally.**



# The Water Cycle

- 10 More than three quarters of the Earth's surface is water.
- 20 Heat from the Sun causes water to evaporate from seas, lakes, rivers and streams. Water also evaporates from puddles and ponds. It doesn't even need to be hot for this to happen! When the water has evaporated, it is in the form of water vapour, which rises in the air, clumps together and cools down (condenses) to form clouds. As more water vapour condenses, more water droplets are formed in the clouds. Eventually, the water droplets are large and heavy enough to fall back to the surface of the Earth as precipitation (rain, sleet, hail or snow).



## Quick Questions



1. Find and copy two words that mean the same as 'ground'
- 



2. In which four ways can precipitation fall?
- 



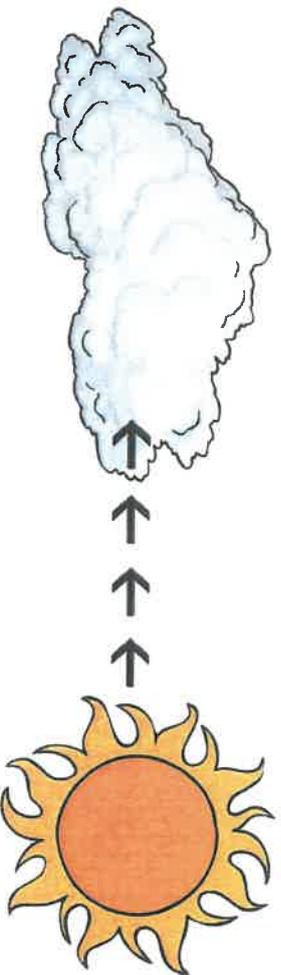
3. Summarise the main points of this text in 20 words or less.
- 
- 
- 



4. List all of the places where water is found on Earth.
- 
- 
- 
-

# The Water Cycle

- 10 More than three quarters of the Earth's surface is water.
- 20 Heat from the Sun causes water to evaporate from seas, lakes, rivers and streams. Water also evaporates from puddles and ponds. It doesn't even need to be hot for this to happen! When the water has evaporated, it is in the form of water vapour, which rises in the air, clumps together and cools down (condenses) to form clouds. As more water vapour condenses, more water droplets are formed in the clouds. Eventually, the water droplets are large and heavy enough to fall back to the surface of the Earth as precipitation (rain, sleet, hail or snow).

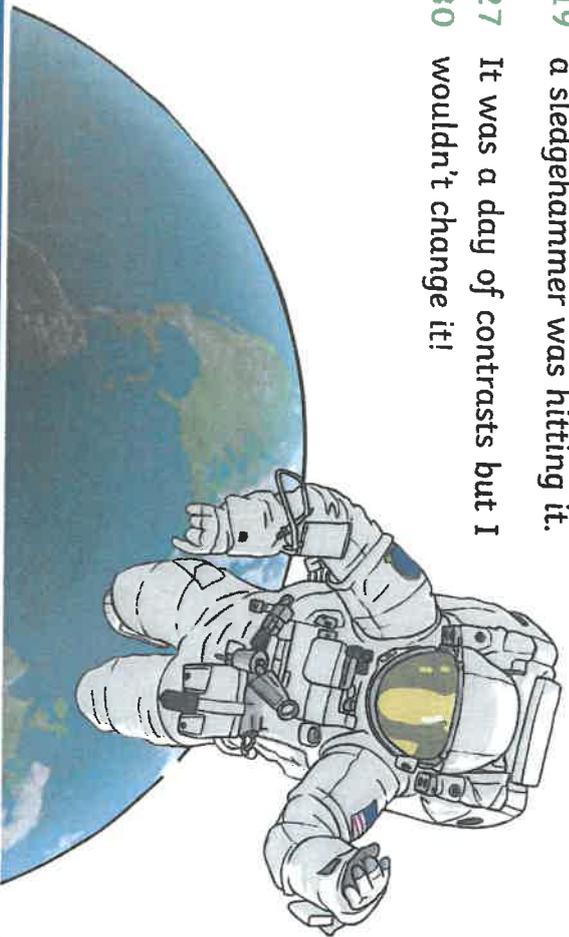


# Answers

-  1. Find and copy two words that mean the same as 'ground'  
**Accept: surface and land.**
-  2. In which four ways can precipitation fall?  
**Accept: rain, sleet, hail or snow.**
-  3. Summarise the main points of this text in 20 words or less.  
**Accept any reasonable summary which includes the main stages of the water cycle and is 20 words or less in length.**
-  4. List all of the places where water is found on Earth.  
**Accept 'seas, lakes, rivers and streams, puddles and ponds'. All six required. Clouds could be mentioned too.**

# My Space Journey

- 12 Today was the most exciting day of my life! I was finally  
21 able to fulfil my ambition of travelling into space.
- 32 Despite having dreamed of this since I was a young girl,  
39 and having completed extensive training, the actual  
48 journey was much more arduous and taxing than I'd  
50 ever expected.
- 63 The 4G force pushing on my chest as we took off felt like  
74 ten elephants were sitting on me, and the wave of nausea  
84 was a tsunami! I managed to distract myself with the  
95 view out of the window and suddenly we were in orbit;  
106 my body felt like a feather floating gently on the breeze  
114 but the pressure in my head felt like  
119 a sledgehammer was hitting it.
- 127 It was a day of contrasts but I  
130 wouldn't change it!



## Quick Questions

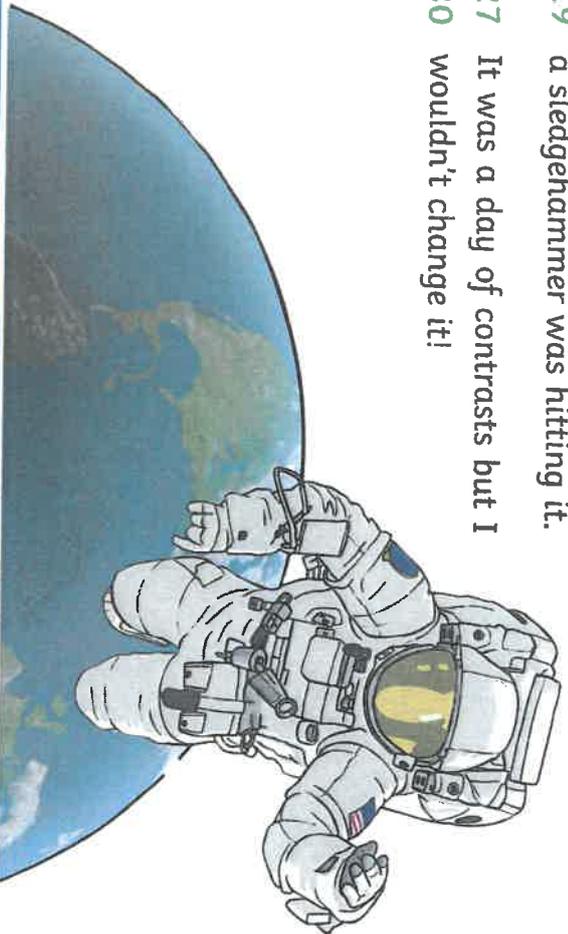
1. Which two words mean the same as 'difficult'?
- \_\_\_\_\_
2. Find a metaphor within the text.
- \_\_\_\_\_
3. Do you think the astronaut will enjoy her time in space? Explain why.
- \_\_\_\_\_
- \_\_\_\_\_



4. Why does the author say, 'It was a day of contrasts...'? Use the text to support your answer.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# My Space Journey

- 12 Today was the most exciting day of my life! I was finally  
21 able to fulfil my ambition of travelling into space.  
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114 but the pressure in my head felt like  
119 a sledgehammer was hitting it.  
127 It was a day of contrasts but I  
130 wouldn't change it!



# Answers

1. Which two words mean the same as 'difficult'?  
**Accept: arduous and taxing**
2. Find a metaphor within the text.  
**Accept 'the wave of nausea was a tsunami'.**
3. Do you think the astronaut will enjoy her time in space? Explain why.  
**Accept any reasonable answer that refers to the text, e.g. Yes because she has always wanted to do it but it is harder than she thought it would be.**
4. Why does the author say, 'It was a day of contrasts...'? Use the text to support your answer.  
**Accept description of the contrasts of emotions the character has experienced, with reference to the text, e.g. 'feather floating' and 'sledgehammer... hitting' or 'taxing' / 'arduous' and 'exciting'.**



# Nine Facts about Planet Nine

- 10 Even though no one has seen it yet, astronomers believe
- 20 they have discovered a ninth planet in our solar system.
- 25 **Nine facts about 'Planet Nine':**
- 32 • It is 10 times bigger than Earth.
- 41 • It might be 20 times further away than Neptune!
- 48 • Its orbit is 10,000 to 20,000 years.
- 55 • Its gravity seems to affect objects in
- 60 space that circle around Neptune.
- 71 • The discovery of a 'new' planet for the first time in
- 77 150 years could change scientists' understanding
- 84 of how the solar system was made.
- 89 • UFO enthusiasts have often written
- 93 about a mythical 'Planet X'.
- 104 • There's only a one in 15,000 chance that it doesn't exist.
- 112 • It is a 'real' planet, which replaces the
- 116 downgraded 'dwarf planet' Pluto.
- 122 • The race is on to prove
- 124 its existence!



# Quick Questions

1. Which word means the same as 'found'?  
\_\_\_\_\_
2. Find two adjectives that are antonyms of each other.  
\_\_\_\_\_
3. Do you think that the existence of Planet Nine will be proven? Explain why.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



4. What effects has Planet Nine had on us and our solar system?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Nine Facts about Planet Nine

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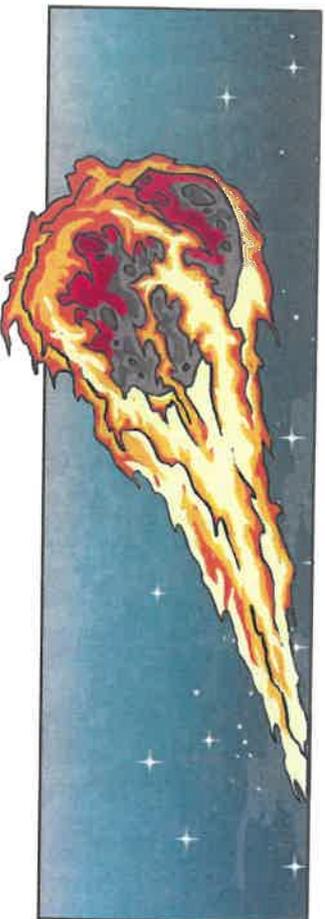


# Answers

1. Which word means the same as 'found'?  
**discovered**
2. Find two adjectives that are antonyms of each other.  
**'mythical' and 'real'**
3. Do you think that the existence of Planet Nine will be proven? Explain why.  
**Accept any reasonable explanation using the points from the text to support. E.g. Yes, because there is only a very small chance that it doesn't exist or No, because it is 20 times further away than Neptune so very difficult to actually see or get to.**
4. What effects has Planet Nine had on us and our solar system?  
**Accept description of the effect of its gravity on objects around Neptune AND the effect of changing scientists' thinking.**



# The Meteor Shower



- 10 We had been learning about space in school and our  
19 teacher had told us about the expected Perseid meteor  
29 shower. I managed to convince my mum that I 'needed'  
40 to stay up to watch it, so we converted my trampoline  
50 into a viewing station, with warm blankets, flasks of hot  
59 chocolate, my binoculars, a torch and notebook and pen  
63 (to record our sightings).
- 73 Although it had been drizzling most of the week, the  
80 sky cleared that evening! Excitement bubbled inside  
92 me like a lava lamp and I got cosy, lying back, staring  
104 at the vast, inky sky. As my eyes adjusted, I began to  
113 see more sparkling stars. Suddenly, I spotted my first  
123 meteor, closely followed by another. It was going to be  
126 an amazing evening...

## Quick Questions



1. Find three words that are linked to 'seeing something'?
- \_\_\_\_\_



2. Where does the child watch the meteor shower?
- \_\_\_\_\_

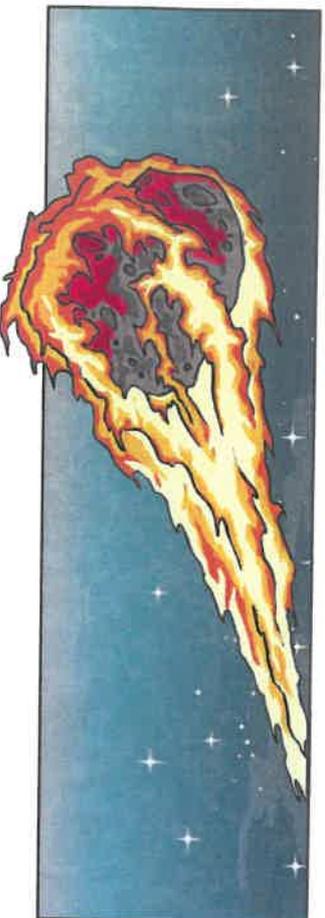


3. Will it be 'an amazing evening'? Why do you think this?
- \_\_\_\_\_
- \_\_\_\_\_



4. Why does the author put 'needed' in inverted commas?
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# The Meteor Shower



- 10 We had been learning about space in school and our  
19 teacher had told us about the expected Perseid meteor  
29 shower. I managed to convince my mum that I 'needed'  
40 to stay up to watch it, so we converted my trampoline  
50 into a viewing station, with warm blankets, flasks of hot  
59 chocolate, my binoculars, a torch and notebook and pen  
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123 meteor, closely followed by another. It was going to be  
126 an amazing evening...

# Answers



1. Find three words that are linked to 'seeing something'?  
**Accept any of: watch, viewing, sightings, staring, see, spotted**



2. Where does the child watch the meteor shower?  
**From their trampoline**



3. Will it be 'an amazing evening'? Why do you think this?  
**Accept any reasonable answer linking to the text, e.g. yes because they have already seen two meteors very quickly so will see lots more or no, because it was raining most of the week so the weather will change again.**



4. Why does the author put 'needed' in inverted commas?  
**Accept an explanation that describes their need due to their interest in space and having been learning about it in school. The inverted commas suggest that the child is pleading with their mum.**

# The Space Times

## Solar Eclipse at Eclipseville



- 3 People flocked to  
6 Hopkinsville, USA (now  
9 affectionately referred to  
13 as 'Eclipseville') on August  
18 21st 2017 to watch the  
22 first total solar eclipse  
27 observable from the USA in  
30 nearly 39 years.
- 33 The previously little-  
37 known town was declared  
43 by NASA to be the best  
47 place to see 'totality'  
52 (meaning the sun would be  
56 in complete shadow). They  
60 were right and totality  
65 lasted for an unrivalled 2  
68 mins 41.2 secs.
- 73 "I made a pinhole camera  
78 and was amazed by how
- 82 long the eclipse lasted,"  
85 said one visitor.
- 89 "It wasn't pitch black,  
94 but felt very gloomy and  
97 slightly spooky," said  
98 another.
- 103 You only have to wait  
107 another seven years until  
113 the next full solar eclipse in  
117 USA. But will Eclipseville  
122 be the best place to  
124 view again?

## Quick Questions

1. Which word means 'better than everything else'?
2. What does 'totality' mean?
3. Why were people so keen to go to Hopkinsville on 21st August 2017?

4. Why does the author use the word 'affectionately'?



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107 another seven years until  
113 the next full solar eclipse in  
117 USA. But will Eclipseville  
122 be the best place to  
124 view again?

## Answers

-  1. Which word means 'better than everything else'?  
**unrivalled**
-  2. What does 'totality' mean?  
**Accept an explanation that the sun will be in complete shadow.**
-  3. Why were people so keen to go to Hopkinsville on 21st August 2017?  
**Accept reference to the fact that it was where totality could be observed and how full solar eclipses do not occur very often.**
-  4. Why does the author use the word 'affectionately'?  
**Accept reference to the fact that it is not the real name and has been given due to the eclipse being best observed from here / affectionately gives the impression of fondness.**

# Help!

- 10 The trees were like inky giants menacingly looming over  
17 the house with twisted, reaching arms. Their decaying  
25 leaves rustled loudly and the air smelled damp.
- 35 Lucy arrived at the door. Her chest tightened. Her eyes  
44 widened. She lifted her shaking, clammy hand to knock  
55 on the door but before she could touch it, it creaked  
56 open...
- 61 They wouldn't find her here.
- 70 Slowly edging across the threshold, her heart began to  
78 pound. Thoughts were racing wildly around her head  
87 as she tentatively peered into the darkness, trying to  
98 see if the coast was clear. After moments of silence and  
107 stillness, she had reassured herself; judging by the state  
116 of the house, nobody had ventured there in years.
- 117 Relief.
- 126 Then, from the floors above, a small, almost inaudible  
130 voice called, "Help... me..."



# Quick Questions

1. Where did the voice come from?  
\_\_\_\_\_
2. Define: inaudible.  
\_\_\_\_\_
3. Why was her 'heart pounding'? Give two reasons.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. What do you predict Lucy will do next? Use the text to support your answer.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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17 the house with twisted, reaching arms. Their decaying  
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116 of the house, nobody had ventured there in years.
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- 126 Then, from the floors above, a small, almost inaudible  
130 voice called, "Help... me..."



# Answers

1. Where did the voice come from?  
**Accept: the floors above (her).**
2. Define: inaudible.  
**Accept very quiet, almost impossible to hear.**
3. Why was her 'heart pounding'? Give two reasons.  
**Accept an explanation focusing on the fact that she was trying to get away from somebody ('They wouldn't find her here') so her heart is pounding due to physical exertion and being scared.**
4. What do you predict Lucy will do next? Use the text to support your answer.  
**Accept any reasonable explanation linking to the text – she will go towards the noise because she was brave enough to go into the house; she will leave the house because she wanted to check that the coast was clear, so if somebody else is there she won't want to stay there.**

