

Home Learning Pack Year 3

Guidance and Answers

Classroom
secrets★

KIDS

Answers – Developing Ordering Numbers

Varied Fluency

1a. A = 240, B = 250 and C = 290

2a. 570, 590 and 730


3a. 280 (A), 290 (C) and 320 (B)


4a. False because 380 is less than 410.

Lewis' sequence should read: 380, 410 and 430.

Reasoning and Problem Solving

1a. Various answers, for example:

240	250	→ 
220	230	260
210	290	240

240	250	
220	230	↑ 260
210	290	240

2a. Gavin is correct because his numbers are all in ascending order. Luke is incorrect because 410 is greater than 380.

3a. Various answers, for example: 340, 460 and 520 or 210, 430 and 550.

Answers – Developing Ordering Numbers

Varied Fluency

1b. A = 450, B = 480 and C = 530


2b. 310, 380 and 930


3b. 340 (C), 430 (A) and 480 (B)

4b. True.

Reasoning and Problem Solving

1b. Various answers, for example:

470	500	480
490	570	540
530	→ 	520

470	500	480
490	570	540
530	↓ 	520

2b. Evie is correct because her numbers are all in ascending order. Leila is incorrect because 950 is less than 960.

3b. Various answers, for example: 130, 320 and 450 or 330, 340 and 420.

Answers – Greater Depth

Ordering Numbers

Varied Fluency

1a. A = 879, B = 885, C = 891 and D = 894

2a. 384, 483, 741, 809 and 834

3a. 519 (D), 507 (A), 490 (C) and 448 (B)

4a. False because 989 is more than 988 and 988 is less than 989. Callum's sequence should read like this: 973, 976, 981, 984, 988 and 989.

Reasoning and Problem Solving

1a. Various answers, for example:

↓ 806	813	839	868
812	831	838	864
854	920	917	903
921	917	939	↓ 903 🍌

2a. Toria is correct as her numbers are all descending. Leon's final number is incorrect because 391 is greater than 390.

3a. Various answers, for example: 227, 319, 423, 436, 526 and 538 or 333, 425, 432, 615, 817 and 924.

Answers – Greater Depth

Ordering Numbers

Varied Fluency

1b. A = 326, B = 335, C = 338 and D = 347

2b. 712, 621, 602, 596 and 491

3b. 794 (A), 809 (C), 823 (D) and 831 (B)

4b. True.

Reasoning and Problem Solving

1b. Various answers, for example:

322	315	330	371
385	363	340	325
371	368	352	↓ 🍌
→ 386	372	319	308

2b. Kieran is correct as his numbers are all in ascending order (173, 300, 581, 692, 710 and 949). Alessia is incorrect because 579 is less than 582.

3b. Various answers, for example: 364, 252, 241, 224, 181 and 173 or 331, 282, 231, 173, 142 and 114.

Answers – Expected Ordering Numbers

Varied Fluency

1a. A = 652, B = 656, C = 658, D = 662 and E = 664

2a. 329, 381, 426, 677 and 894

3a. 364 (A), 346 (C) and 308 (B)

4a. False because 767 is greater than 676. Lucie's sequence should read: 670, 676, 767, 776 and 777.

Reasoning and Problem Solving

1a. Various answers, for example:

715	716	718	721	715	716	718	721
719	721	724	730	719	721	724	730
716	720	722	727	716	720	722	727
715	716	718	719	715	716	718	719

2a. Pete is correct because his numbers are all in descending order. Nuha has counted backwards in hundreds first and then fifties.

3a. Various answers, for example: 134, 312, 425 and 641 or 241, 333, 522 and 714.

Answers – Expected Ordering Numbers

Varied Fluency

1b. A = 235, B = 250, C = 255, D = 270 and E = 275

2b. 903, 799, 652, 576 and 567

3b. 682 (C), 687 (A) and 696 (B)

4b. False because 685 is greater than 658. Fiona's sequence should read: 882, 849, 797, 685 and 658.

Reasoning and Problem Solving

1b. Various answers, for example:

323	319	318	311	323	319	318	311
330	335	329	309	330	335	329	309
336	332	330	352	336	332	330	352
341	368	355	310	341	368	355	310

2b. Willow is correct because her numbers are all in ascending order. Hunter is incorrect because 200 is less than 250.

3b. Various answers, for example: 531, 526, 314 and 243 or 444, 353, 325 and 138.

Add and Subtract Multiples of 100**Varied Fluency****1a.** A: 200, B: 700**2a.** $300 - 200 = 100$ or $100 = 300 - 200$ **3a.** A: –, B: +**4a.** True because both calculations = 400**Reasoning and Problem Solving****1a.** Various answers, for example: $100 + 200 = 300$; $200 + 100 = 300$; $300 = 100 + 200$; $100 + 300 = 400$ **2a.** A = 100, B = 300; A = 200, B = 200; A = 300, B = 100**3a.** Kira is correct because $200 + 300 = 500$ **Add and Subtract Multiples of 100****Varied Fluency****1b.** A: 300, B: 600**2b.** $200 - 100 = 100$ or $100 = 200 - 100$ **3b.** A: –, B: –**4b.** False. The symbol should be >**Reasoning and Problem Solving****1b.** Various answers, for example: $500 - 100 = 400$; $500 - 400 = 100$; $100 = 500 - 400$; $600 - 100 = 500$ **2b.** A = 100, B = 500; A = 200, B = 400; A = 300, B = 300; A = 400, B = 200; A = 500, B = 100**3b.** Cole is correct because $600 - 400 = 200$

Add and Subtract Multiples of 100**Varied Fluency**

1a. A: 900, B: 400

2a. $800 - 400 = 400$ or $400 = 800 - 400$

3a. A: -, B: -

4a. False. The symbol should be >

Reasoning and Problem Solving

1a. Various answers, for example: $500 + 300 = 800$, $800 = 500 + 300$, $100 + 200 = 300$, $200 + 100 = 300$, $100 + 300 = 400$, $800 = 100 + 300 + 400$

2a. A = 400, B = 100; A = 500, B = 200; A = 600, B = 300; A = 700, B = 400

3a. Jane is correct because $700 - 100 = 600$

Add and Subtract Multiples of 100**Varied Fluency**

1b. A: 500, B: 200

2b. $400 - 100 = 300$ or $300 = 400 - 100$

3b. A: +, B: -

4b. True because both calculations = 400

Reasoning and Problem Solving

1b. Various answers, for example: $700 - 400 = 300$, $700 - 500 = 200$, $400 = 700 - 300$, $100 = 700 - 400 - 200$, $500 - 400 = 100$

2b. A = 900, B = 400; A = 800, B = 300; A = 700, B = 200; A = 600, B = 100

3b. Peter is correct because $500 + 300 = 800$

Add and Subtract Multiples of 100Varied Fluency

1a. A: 300, B: 900

2a. $600 - 500 = 100$ or $100 = 600 - 500$

3a. A: +, B: -

4a. True because both calculations = 800

Reasoning and Problem Solving

1a. Various answers, for example: $900 - 700 = 200$; $500 - 200 - 100 = 200$; $200 = 900 - 200 - 500$; $700 - 200 = 500$

2a. Various answers, for example: A = 900, B = 1,000, C = 300; A = 900, B = 900, C = 200; A = 900, B = 800, C = 100; A = 800, B = 900, C = 300

3a. Kendal is correct because $600 + 400 = 1,000$

Add and Subtract Multiples of 100Varied Fluency

1b. A: 700, B: 200

2b. One thousand – five hundreds = five hundreds or five hundreds = one thousand – five hundreds

3b. A: -, B: +

4b. False. The symbol should be =

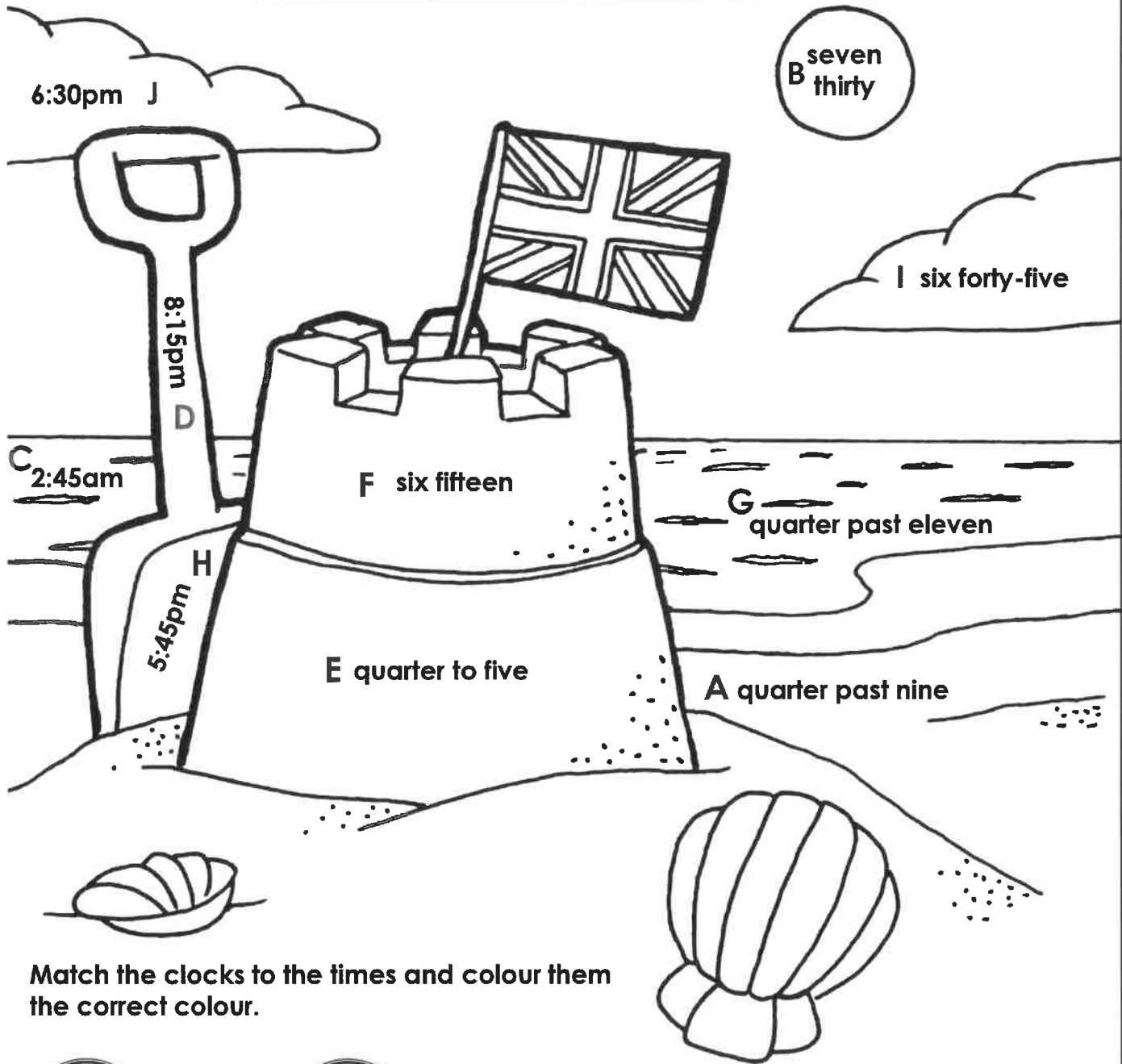
Reasoning and Problem Solving

1b. Various answers, for example: $600 + 400 = 1,000$; $400 = 200 + 200$; $200 + 200 = 400$; $1,000 = 200 + 200 + 600$

2b. Various answers; for example: A = 700, B = 100, C = 300; A = 700, B = 200, C = 200; A = 700, B = 300, C = 100; A = 600, B = 100, C = 200

3b. Alan is correct because $1,000 - 100 = 900$

Converting Time Colour by Numbers



Match the clocks to the times and colour them the correct colour.



yellow A



red D



blue G



pink I



orange B



yellow E



red H



purple J



blue C



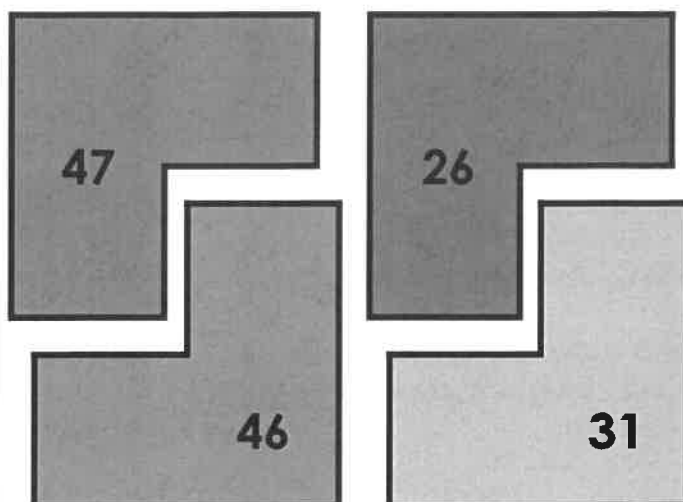
yellow F

Now colour the rest of the picture.

The 3 Times Table

1. The grid displays different calculations from the 3 times tables. The sum of three different calculations will equal one of the numbers on the shapes.

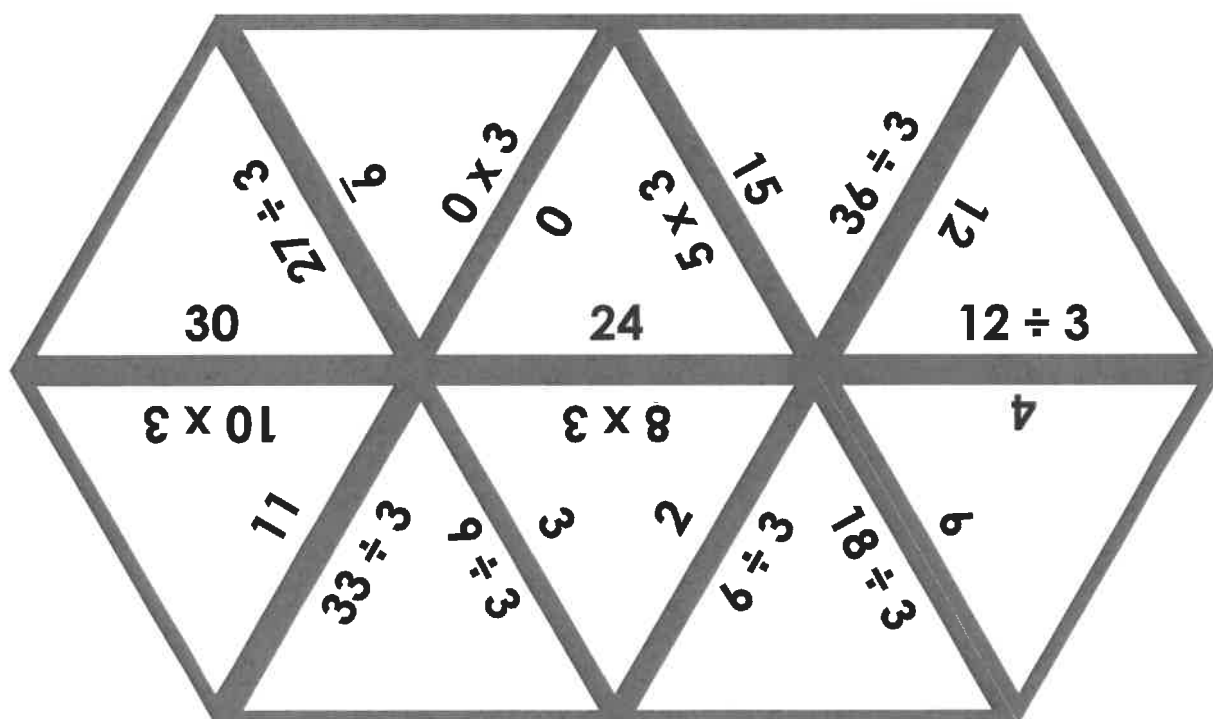
3×5 $= 15$	$21 \div 3$ $= 7$	$15 \div 3$ $= 5$	0×3 $= 0$
3×3 $= 9$	3×8 $= 24$	3×7 $= 21$	$3 \div 3$ $= 1$
$36 \div 3$ $= 12$	$33 \div 3$ $= 11$	3×9 $= 27$	3×6 $= 18$



Investigate how the shapes can be arranged on the grid by using your knowledge of the 3 times table and addition.

DP

2. Match the calculations to the correct answer.



DP

What is a Clause?

Varied Fluency

- 1a. Verb – hurt; nouns – Michael, knee, playground
2a. Linda read her favourite story.
3a. B
4a. True

Application and Reasoning

- 1a. Noun – restaurant; verb – ate
Various answers, for example: We sang at the theatre.
2a. A – made, B – swings, C – letter
3a. D as the verb 'laughed' does not make sense in this context.

What is a Clause?

Varied Fluency

- 1b. Verb – washed; nouns – Diane, hair, bathroom
2b. The car moved very slowly.
3b. A
4b. True

Application and Reasoning

- 1b. Noun – leg; verb – hopped
Various answers, for example: I counted on one hand.
2b. A – puppy, B – sweets, C – chose
3b. C as the noun 'parcel' does not make sense in this context.

What is a Clause?

Varied Fluency

1a. Verbs – ran, jumped, skipped; nouns – footballers, pitch

2a. Did the ginger cat climb over the wooden fence?

3a. A

4a. False

Application and Reasoning

1a. Nouns – robin, nest, hours; verbs – flew, return

Various answers, for example: The beetle scurried out of the forest and didn't eat for a few days.

2a. A – flowers, B – looked, room; C – does, seem

3a. C because if it was very frosty outside, you would expect the detective to wear his thick coat.

What is a Clause?

Varied Fluency

1b. Verbs – switched, ran; nouns – light, night, fox

2b. I can't believe that my teapot made twelve large cups of tea!

3b. C

4b. False

Application and Reasoning

1b. Nouns – Dean, car; verb – crashed, snowed

Various answers, for example: John wore his brand new wellies when it rained heavily.

2b. A – coin, B – sprayed, room, C – car

3b. B because if you were running late, you would expect the people to be rushing to school.

What is a Clause?

Varied Fluency

- 1a. Verbs – likes, take; nouns – boy, dog, walk, park, Sundays
2a. In the holidays, do you always go to the park with Sarah and Pete before it gets too dark?
3a. B
4a. False

Application and Reasoning

- 1a. Nouns – spider, plughole, soap; verb – crawled, sped
Various answers, for example: The huge, black fly flew out of the window hastily and zoomed toward the trees.
2a. A – cupboard, games, B – cheese corner, C – brushed
3a. C because mistakes can be erased easily if they have been written in pencil, rather than pen.

What is a Clause?

Varied Fluency

- 1b. Verbs – travelled, arrived; nouns – night, coach, hotel, breakfast
2b. If you want to reach the top of the Eiffel Tower in Paris, don't sleep in because the queues are huge!
3b. B
4b. True

Application and Reasoning

- 1b. Nouns – elephant, water, crowd; verbs – turned, squirted
Various answers, for example: The cheeky child rolled around and kicked mud all over the walls because he felt bored.
2b. A – caused, serious, B – man, train, C – attendant, backpack
3b. D because the town centre mustn't have been empty if there were many elderly passengers waiting for the bus.

Using Conjunctions to Express Time,
Place and Cause

Varied Fluency

1a. Time – before, after; Place – where, wherever; Cause – because, so

2a. A

3a. Mohammed is upset because his best friend is moving away.

4a. I set the table while dad cooked; My friend was upset so I hugged him.

Application and Reasoning

1a. A – because, B – before

2a. Various answers, for example: We went to watch the circus act before we went on the rides.

3a. Sammy is incorrect because he has used the conjunction 'because' which is a causal conjunction.

Using Conjunctions to Express Time,
Place and Cause

Varied Fluency

1b. Time – while, when; Place – where, wherever; Cause – as, if

2b. B

3b. Julia enjoys watching TV when she gets home from school.

4b. I like carrots but I do not like peas; I will be tired if I stay up late.

Application and Reasoning

1b. A – wherever, B – so

2b. Various answers, for example: The ship sank to the sea bed because there was no one taking care of it.

3b. Josie is incorrect because she has used the conjunction 'after' which is a time conjunction.

Using Conjunctions to Express Time,
Place and Cause

Varied Fluency

1a. Time – while, once; Place – where, wherever; Cause – because, since

2a. C

3a. I played outside with my raincoat on today because of the pouring rain.

4a. I took some money in case I wanted to buy sweets; My best friend helps while I tidy up my bedroom.

Application and Reasoning

1a. Various answers, for example: A – because, B – after

2a. Various answers, for example: The enormous dinosaur roamed a land where nobody had set foot before.

3a. Waheed is correct because he has used the conjunction 'due to' which is a causal conjunction.

Using Conjunctions to Express Time,
Place and Cause

Varied Fluency

1b. Time – before, when; Place – where, wherever; Cause – in case, yet

2b. A

3b. I love going to my bedroom to change into my comfy clothes after I get home from school.

4b. I had some ice cream after I finished my dinner; My feet were sore yet I continued to play football.

Application and Reasoning

1b. Various answers, for example: A – whenever, B – while

2b. Various answers, for example: We had lots of fun playing in the park before we went home for our delicious tea.

3b. Theo is incorrect because he has used the conjunction 'where' which is a place conjunction.

Using Conjunctions to Express Time,
Place and Cause

Varied Fluency

1a. Time – as soon as, meanwhile; Place – where, wherever; Cause – since, therefore

2a. B

3a. Due to the terrible weather forecast, tomorrow's football match has been cancelled.

4a. The Vikings launched the attack until their enemies retreated; I need to take my mobile phone in case I need to get a lift back home.

Application and Reasoning

1a. Various answers, for example: A – therefore, B – Once

2a. Various answers, for example: As soon as the sun began to rise, the farmer set off across the field and went straight to work.

3a. Aliza is correct because she has used the conjunction 'therefore' which is a causal conjunction.

Using Conjunctions to Express Time,
Place and Cause

Varied Fluency

1b. Time – once, until; Place – where, wherever; Cause – consequently, unless

2b. C

3b. As she has badly broken her foot, my mum has not been able to walk properly.

4b. I drank the ice cold water but I still felt very thirsty; The ferocious lion roared while the birds took flight in fear.

Application and Reasoning

1b. Various answers, for example: A – As soon as, B – wherever

2b. Various answers, for example: Behind the Ferris Wheel, the speedy roller coaster whizzed by and the people screamed in excitement.

3b. Katie is correct because she has used the conjunction 'until' which is a time conjunction.

1. **How do you know the three female ladies are retired? (P5/2d)** The ladies look older so they might be retired.
2. **How do you know the female ladies are very good friends? (P5/2d)** By their expressions – they are laughing and smiling with each other which suggests that they know each other. It also says they are friends in the title.
3. **How do you know the setting for this picture is in Italy? (P5/2d)** The title of the picture says Italian ice-cream. Also, the buildings in the background of the image appear to be Italian.
4. **What season do you think this image was taken in? (P5/2d)** Summer as it's often the season which ice-cream is eaten, the flowers are in full bloom on the railings and the ladies are wearing summer clothes.
5. **Why are the ladies standing up to eat their ice-cream? (P5/2d)** The ladies are probably on a walk and there is no where for them to sit to eat their ice-cream.
6. **Have you ever eaten an ice-cream when you have been on holiday? (P1)** Personal response, ensure the answer is about eating ice-cream.

Italian Ice Cream with Friends – Vocab – Answers

Write the definitions for each of these words.

active	fit and well
culture	customs from certain places
edible	can be eaten
female	girls or ladies
gelato	Italian style ice-cream
horizontal	parallel to the horizon
indulgence	treating yourself
mature	older
produce	natural products
retirement	when you no longer work anymore
senior	older
sunlight	light from the sun
togetherness	being close to other people
tourism	organisation of holidays and places to visit
vacation	holiday
waist	part of the human body

Dream Holidays – Comprehension – Answers

Section A

These hotels are on the island of...

Britain

Bermuda

Barbados

Barra

Wilton Barbados Resort has got...

2 stars

3 stars

4 stars

5 stars

White Sands Beach Resort is in...

Christ Church

Fitts Village

Bridgetown

Bermuda

The Coconut Tree Hotel has a...

soft play area

snorkel centre

water slide

riding school

Barbados well-known for playing...

football

rugby

snooker

cricket

If you stay at the Wilton Barbados Resort, you can visit the...

airport

museum

riding stables

dive centre

Section B

Use the information in the text to decide whether these statements are true or false.

	True	False
Barbados is famous for its white, sandy beaches.	✓	
Barbados is the place to visit if you enjoy staying indoors.		✓
The Wilton Barbados Resort has 2 private beaches.	✓	
The Coconut Tree Hotel has 2 outdoor pools.		✓
White Sands Beach Resort has 4 restaurants.		✓
Barbados is well-known for eating afternoon tea.	✓	

Section C

Complete this chart using information from the text.

Hotel	Cost	Facilities	Offers
Wilton Barbados Resort	£82	2 beaches, 5 restaurants, 3 outdoor pools, 1 big water slide, kids club, WiFi	Breakfast is included
Coconut Tree Hotel	£56	1 beach, 2 restaurants, 1 outdoor pool, soft play area, games room, sea views, WiFi	Free bathrobes
White Sands Beach Resort	£72	1 beach, 3 restaurants, 2 outdoor pools, dive and snorkel centre, horse riding, car and bike hire, WiFi	Book now and get 2 nights free

Section D

Find and copy a word that means the same as 'famous'.

well-known

Find and copy a word in the text that means the same as 'beautiful'.

stunning

Find and copy a word in the text that means the same as 'not public'.

private

Find and copy a word in the text that means the same as 'old'.

historic

Statutory Spellings in Sentences Year 3/4 1 – Answers

Use this bank of words to complete the next 5 sentences.

forward thought bicycle often sentence

Terry thought the ballet was amazing.

Anette was asked to recall what the Doctor had said in one sentence.

It rains often in England.

Rob's robot moved forward with one push of the button.

The bicycle in the shop had a shiny bell and rubber handles.

Use this bank of words to complete the next 6 sentences.

history address answer forwards material ordinary

Thomas was just an ordinary boy with an extraordinary personality.

Sarah wrote the address on the envelope.

James thought carefully about his answer to the problem.

Mary chose some material for her dressmaking.

Paul's history book was all about the Tudors.

The swing swung forwards and backwards with just one push.

Answers for *Tourist Information*

Set A:

Vocabulary:

1. delighted
2. really want
3. the price will be low for what you get/you can get a lot for your money

Retrieval:

4. Darren Champion
5. 24th April
6. castles

Inference:

7. Birmingham is crowded/busy/noisy/there is no peace and quiet and Northumberland's open spaces will seem like a huge change.
8. You have to be experienced to cope with walking in these hills but it will be worth it for the views/they are very beautiful/you need to be an experienced walker to go there
9. cold but dry

Summarise:

10.

	True	False
Darren Champion is replying to a letter from Tina Wilkinson	✓	
Northumberland has many castles.	✓	
Northumberland is an expensive place to stay in.		✓

Predict:

11. Accept answers suggesting warm, practical, outdoor clothes, e.g. walking boots, jumpers, coats, tough trousers etc.

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Answers for *Tourist Information*

Set B:

Vocabulary:

1. consider
2. very big, huge, wide, etc.
3. thing of wonder

Retrieval:

4. Senior Tourism Officer
5. Birmingham
- 6.

- a. list of places to stay
- b. tourist guide

Inference:

7. because he thinks she lives a long way from the nearest shore/to explain to her what the coastline is like/to try to persuade her to come to Northumberland because of the sea
8. be very pleased and impressed by how much space there is/be amazed at the open spaces
9. where you live

Meaning as a whole:

10.

- | | |
|---|---------------------------------------------|
| 2 | Northumberland has a lot of history. |
| 4 | There are good places to stay. |
| 3 | The weather is better than you might think. |
| 1 | Northumberland is not very crowded. |

Authorial intent:

11. Either:

- to suggest that he's not being completely serious or
- that it is a label that some people use even if it's not totally true

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Answers for *Duel of the Scrapbots*

Set A:

Vocabulary:

1. a. monster b. ghoul
2. mayhem
3. fight

Retrieval

4. any two from *school, mountain, hall*
5. crash (also accept: crashing / it crashes)
6. Accept answers that refer to there being a scrap metal mountain or enough scrap metal to build large creations; to have a space that feels like a hall; to be able to run around and hunt in it.

Inference

7.
The junkyard is a safe place – False
The scrap metal is stacked high – True
The scrapyard has a dangerous tall spike of metal – True
8.
a. verse 4
b. verse 3
c. dense metal haul
d. crack, whack and crash

Summarise

9. verse 5

Authorial Intent

10.
Pupils' answers should refer to the fact that a 'duel' is a fight, or battler, and that 'scrapbots' refers to robots either built of scrap metal or living/playing/fighting in a scrapyard.

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Answers for *Duel of the Scrapbots*

Set B:

Vocabulary

1. To pile pieces of scrap metal on top of each other.
To make a tall metal structure, like a chimney.

2. cruel

3. thrown

Retrieval

4. What do the robots fighting in the scrapyard do after the manhunt?

Answer: brawl

5. Use the table below to describe the pattern of this poem.

Pupils should note that there are five verses with three lines in each; scrap metal m_____ is a repeated first line, with _____ metal repeated throughout and each verse ending with a three-word phrase with 'metal' in the middle.

The 2nd and 3rd lines always end with a word rhyming with 'school', and there are other consecutive rhyming pairs such as 'tossed' and 'lost'.

6. **Find and copy** two words that describe the metal's appearance.

Answers: dark, black

Note: A pupil may explain that metal can look 'sharp', which is understandable. If a pupil writes 'rust' then this should be discussed with them to gauge their understanding – for example, this should be 'rusty' but the way the poem is written could make 'rust' correct here.

Inference

7. What impressions do you get of the scrapyard in the poem? Give two impressions, using evidence from the text to support your answer.

Pupils' impressions may include that the scrapyard was fun because of all the different activities you could do in it; scary because of the dangers presented and as they might interpret it as being home to a monster and a ghoul; dangerous because of falling metal, sharp spikes, people hitting each other with pieces of scrap metal etc.

8. What do you think the line ***Scrap metal meltdown*** means?

Answers could refer to the scrap metal being melted down, to someone getting very upset in the scrapyard or to people having a big argument.

9. Look at the thought bubbles showing what a robot involved in the manhunt and brawl in verse 4 might be thinking. **Tick the one that is most unlikely.**

Answer: Let's build a scrap metal mountain!

Meaning as a whole

10. Write a blurb, or description, of this poem for a friend in your class.

Pupils' responses should reveal insights into the structure of the poem, the language used and the activities that take place in the scrapyard.

Authorial intent

11. Why do you think the poet chose to use the word *school* in the first verse? Tick the statements that you agree with below.

Answers:

Robots play schools in the scrapyard.

Robots are learning lots about themselves and their friends in the scrapyard.

Compare

12. Look at verses 3 and 4. From the information in the poem, do you think it would be safer to:

a. Build a scrap metal wall?

or

b. Have a manhunt then brawl?

Circle one.

a

b

Explain your answer, referring to the poem.

Answer: a

Pupils' explanations should refer to the fact that the third verse (which refers to stacking, packing and hauling metal) does not sound as dangerous as the fourth verse, which ends with the line 'Crack metal, whack metal, crash metal fall'.

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Answers for Forces

Set A:

Vocabulary:

1. position
2. (breed of) dogs
3. pull towards it

Retrieval:

4. make an object move (from one position to another)
5. rolling a giant snowball
6. north and south

Inference:

7. whether it is acting in front of or behind the object as it moves
8. You can see its effects on other materials.
9. If that's not easy to understand ...

Summarise:

10.

- | | |
|---|---------------------------------------------------------|
| 3 | Some forces are invisible. |
| 4 | Magnetism is a force that only works on some materials. |
| 2 | Forces can push or pull. |
| 1 | Forces make things move. |

Predict:

11. It would pull you down to the ground./You would fall down.

Compare:

12.

- a. It can make objects move. It can be a pulling or a pushing force.
- b. It can't be seen. It doesn't work on all materials.

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Answers for Forces

Set B:

Vocabulary:

1. continue
2. moving and shifting
3. push away

Retrieval:

4. when another force acts in the opposite direction
5. huskies pulling a sledge
6. pick two from: nail/iron filings/other magnets

Inference:

7. You can't see them.
8. It looks like a trick./It seems amazing./You can't see how it's being done.
9. You won't know until you try.

Summarise:

10.

	True	False
All forces are easy to see.		✓
Magnetism can be blocked by paper or card.		✓
The north pole of one magnet will pull towards the south pole of another.	✓	

Authorial intent:

11. Like a brush, the wind is passing through your hair./It is gentle like a hairbrush.

Compare:

12.
 - a. Gravity pulls things down, magnets can pull things in different directions
 - b. They can both pull things/have a pull force

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Answers for *Son of the Sea*

Set A:

Vocabulary

1. phantom
2. shabby
3. spend time with / hang around with / relax with / be with / play with

Retrieval

4. "Where are we?"
5. his hat
6. February

Inference

7. Pupils' answers should reference that it was really dark and windy outside.
8. Because Duncan 'found himself doing as he was told' / he went to her.
9. His mother – pupils should make reference to the figure calling Duncan her son. Some may reference Dad's comment about Duncan's culture and someone wanting to congratulate him on turning ten.

Summarise

10. Using the whole text, tick one box in each row to show whether each statement is true or false.

	True	False
Duncan wanted to go on a long drive for his birthday.		X
It was a wet, stormy night.	X	
Duncan usually loved spending time in the sea.	X	

Predict

11. Answers should link to the text, e.g. she belonged in the ocean / she was a water spirit / she needed her seal skin / she wanted to spend time in the sea / she missed the sea / she missed other seals / she couldn't survive on dry land.

Compare

12. He is less excited.

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Answers for *Son of the Sea*

Set B:

Vocabulary

1. Three from these or similar words: dark, wet, wild, cold, windy, stormy
2. shown him the way, led him to safety
3. She is pale. She is see-through

Retrieval

4. a hungry phantom
5. something special
6. a penguin

Inference

7. boring
8. Accept reasonable answers that refer to the magic and mystery in the story, e.g. the seal skin was just a disguise / the real spirit was inside / the skin opened and a spirit or figure came out / it was a magical seal skin and a mysterious figure came out of it.
- 9.

Tick one

	True	False
Dad looks after Duncan well.	X	

- Dad drives Duncan a long way on a stormy night to meet his mother.
- Dad reminds Duncan to wear his hat.
- Dad guides Duncan safely to the beach.
- Dad is excited for him to meet his mother.

Some pupils may feel that Dad does not look after Duncan well, which is acceptable

	True	False
Dad looks after Duncan well.		X

- Dad doesn't let Duncan spend time with his friends on his birthday.
- Dad makes Duncan go outside into the stormy night.
- Dad tells Duncan to paddle in the cold sea.
- Dad doesn't explain what is happening.

Meaning as a whole

10. Retellings should include all of the key elements and explain that Duncan meets his mother at the end of the story.

Authorial intent

11. Pupils should give two of the following reasons:
 1. (Because) Duncan's dad calls him 'Son of the Sea'
 2. Duncan enjoys spending time in the sea
 3. Duncan's mother is a magical sea creature / sea spirit

12. At the beginning Duncan is disappointed not to be spending his birthday with his friends and could be bored because of the long, silent car journey. In the middle he feels confused then surprised. At the end pupils may describe him as feeling scared because of the magical flash or fed up because of falling over then happy to see his mum.

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Qu.	Quiz 1 Answers	Notes
1	John walks to school with his dad. Tom and Emma join them.	
2	pencils	
3	Today I am <u>painting</u> a picture. Yesterday I <u>painted</u> a picture.	Also accept answers which have been underlined.
4	Any appropriate adverb. E.g. quickly, slowly, daily, yesterday	Answers must be spelt correctly and must not include capital letters.
5	Those are Sam's toys.	Apostrophes must be curved to the left.
6	Kim is drawing a picture. (Option 2)	
7	I went to the shop and I bought a pencil, a ruler and a rubber.	Commas must be the correct size and must be curved to the left.
8	<div> <div>Word</div> <div>act</div> <div>teach</div> </div> <div> <div>Suffix</div> <div>er</div> <div>or</div> <div>er</div> <div>or</div> </div>	

Qu.	Quiz 2 Answers	Notes
1	It was raining. Sarah and Jack put on their coats.	
2	sun	
3	Today, I am <u>playing</u> with my friends. Yesterday, I <u>played</u> with my friends.	Also accept answers which have been underlined.
4	Any appropriate adverb. E.g. carefully, quickly, noisily, earlier	Answers must be spelt correctly and must not include capital letters.
5	John's party was fun.	Apostrophes must be curved to the left.
6	Sana is at the museum. <i>(Option 3)</i>	
7	John, Sana and Abbas went to the cinema.	Commas must be the correct size and must be curved to the left.
8	<div> <div>Word</div> <div>Suffix</div> <div> <div>build</div> <div>er</div> </div> <div> <div>play</div> <div>er</div> </div> <div> <div></div> <div>or</div> </div> <div> <div></div> <div>or</div> </div> </div>	

