## Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

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

E PS

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

A. 4,620

1,000 1,000 100 10 10 1

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

1,000 100 10 10 10 1

C. Five thousand, five hundred and three

Explain your reasoning.

E R

3a. Chuan is thinking of a number.

He says,

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

Is he correct?

Explain your reasoning.

E R

## Round to the Nearest 1,000

1b. Match the descriptions to the numbers.

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

E PS

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

A. 4,209

1,000 100 100 10 1 1

B. 1,000 100 10 1 1

1,000 100 10 1 1

C. Three thousand, six hundred and eighty-one

Explain your reasoning.

E R

3b. Isabel is thinking of a number.

She says,

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

Is she correct?

Explain your reasoning.

E R

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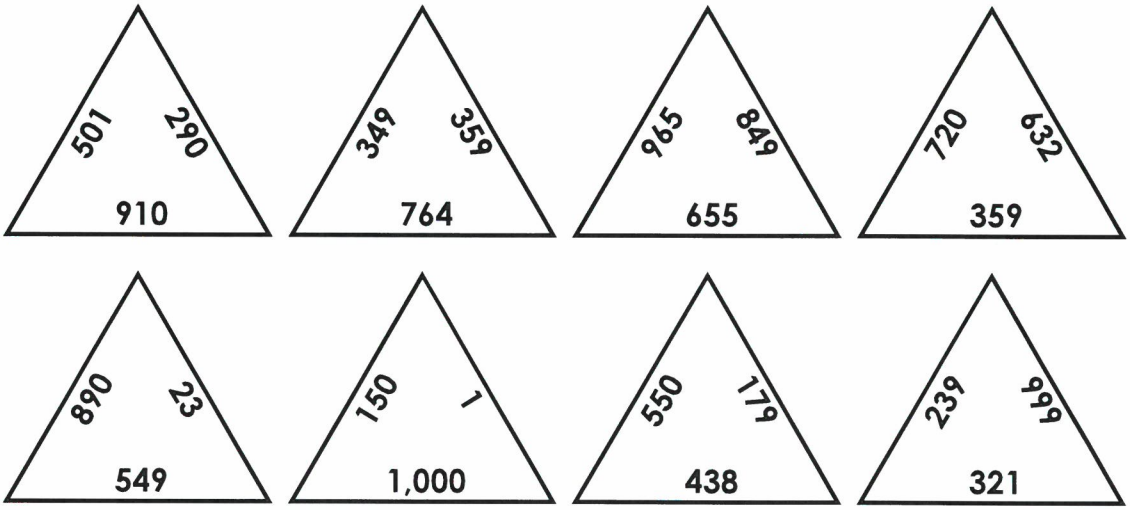
# Round to the Nearest 100

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

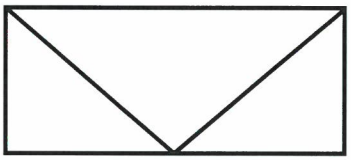
He needs to join all of the triangles together, but each pair of numbers that touch need to round to the same 100.



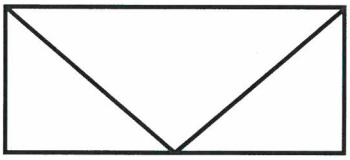

Investigate how he could join the triangles together to solve the puzzle.

DP

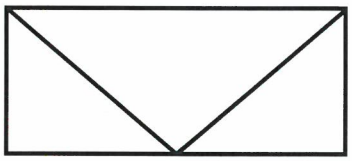
2. Zeebo the alien is trying to deposit some money he has saved up. He fills three envelopes with different amounts of money, and each envelope is then rounded to the nearest 10 or 100 due to a special offer at the bank.



Envelope 1



Envelope 2



Envelope 3

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

DP

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# Coordinates Picture Instructions

Follow the instructions carefully to discover the hidden pictures.

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

When drawing lines, use a ruler.

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

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

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# Coordinates Picture Instructions

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

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

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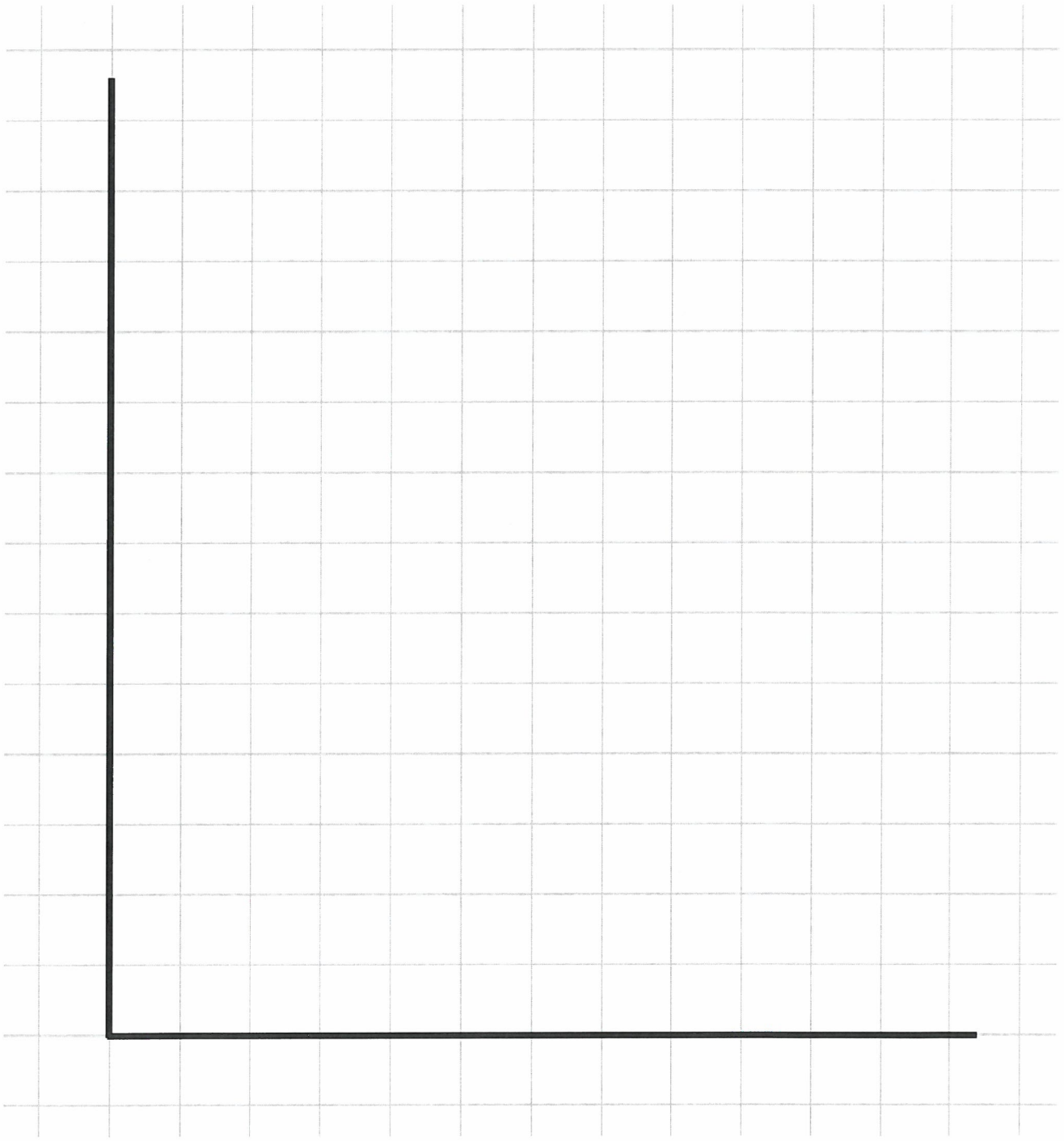
# Coordinates Picture

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



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# Bus Timetable Trail Chaser

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

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

| | | | |
|---|---|---|---|
| Oldtown to Whitecross (Bus A) | Newtown to Riverway (Bus A) | Creswell to Hilltop (Bus A) | 1,260 seconds |
| 2,640 seconds | 1,860 seconds | 2 hours 24 minutes | Oldtown to Riverway (Bus B) |
| Parkside to Whitecross (Bus A) | Oakley to Whitecross (Bus B) | 33 minutes | Puddleton to Creswell (Bus B) |
| 2 hours 47 minutes | 1 hour 25 minutes | Parkside to Puddleton (Bus C) | 2 hours 7 minutes |
| Oldtown to Oakley (Bus B) | Newtown to Riverway (Bus C) | Newtown to Creswell (Bus A) | Oldtown to Hilltop (Bus C) |
| 184 minutes | 1,140 seconds | 1 hour 51 minutes | 1,440 seconds |

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## Direct Speech

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

**Mum asked, What would you like to drink?**

VF

## Direct Speech

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

**I would like lemonade, replied the girl.**

VF

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

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

VF

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

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

VF

3a. Circle any inverted commas that are incorrect.

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

VF

3b. Circle any inverted commas that are incorrect.

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

VF

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

**Sally said I think we should take our bikes with us**

VF

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

**The receptionist bellowed next please**

VF

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## Direct Speech

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

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

E A

## Direct Speech

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

**Samuel whispered to Florence that she was his best friend.**

E A

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

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

E A

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

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

E A

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

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

Is he correct? Explain your answer.

E R

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

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

Is she correct? Explain your answer.

E R

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## Using Fronted Adverbials

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

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

VF

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

_____,
the courageous soldiers were ready.

_____,
the wicked witch cackled loudly.

VF

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

...I listened at the door.

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

VF

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

In the early morning mist, _____

_____

Without looking, _____

_____

VF

## Using Fronted Adverbials

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

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

VF

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

_____,
the magician cast his clever spell.

_____, the
intercity train sped through the station.

VF

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

...we opened the golden treasure chest.

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

VF

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

Trembling with fear and confusion, _____

_____

On the edge of the cliff, _____

_____

VF

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## Using Fronted Adverbials

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

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

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

E

A

## Using Fronted Adverbials

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

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

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

E

A

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

| | | | |
|---|---|---|---|
| awoke | deep | its | wolf |
| within | the | hungry | lair |

Remember to use the correct punctuation.

E

A

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

| | | | |
|---|---|---|---|
| crept | when | they | nobody |
| was | all | looking | forwards |

Remember to use the correct punctuation.

E

A

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

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

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

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

E

R

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

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

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

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

E

R

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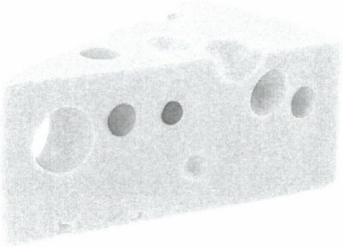
# Where Does Our Food Come From?

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

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

### Where does cheese come from?



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

### Where does pasta come from?

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

### Where do tomatoes come from?

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

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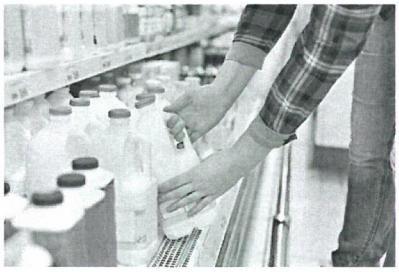
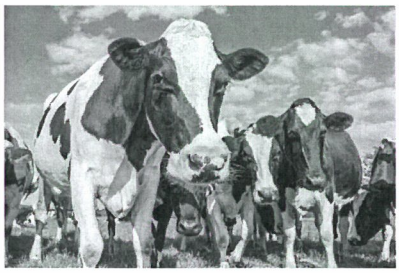
## Where do fish fingers come from?

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





## Where does milk come from?

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

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

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

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

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

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

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

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# Where Does Our Food Come From? – Challenge Activity

## Section A

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

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

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# Where Does Our Food Come From? – Challenge Activity

## Section B

**Use the information from the text to answer the questions.**

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

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

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

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

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

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

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

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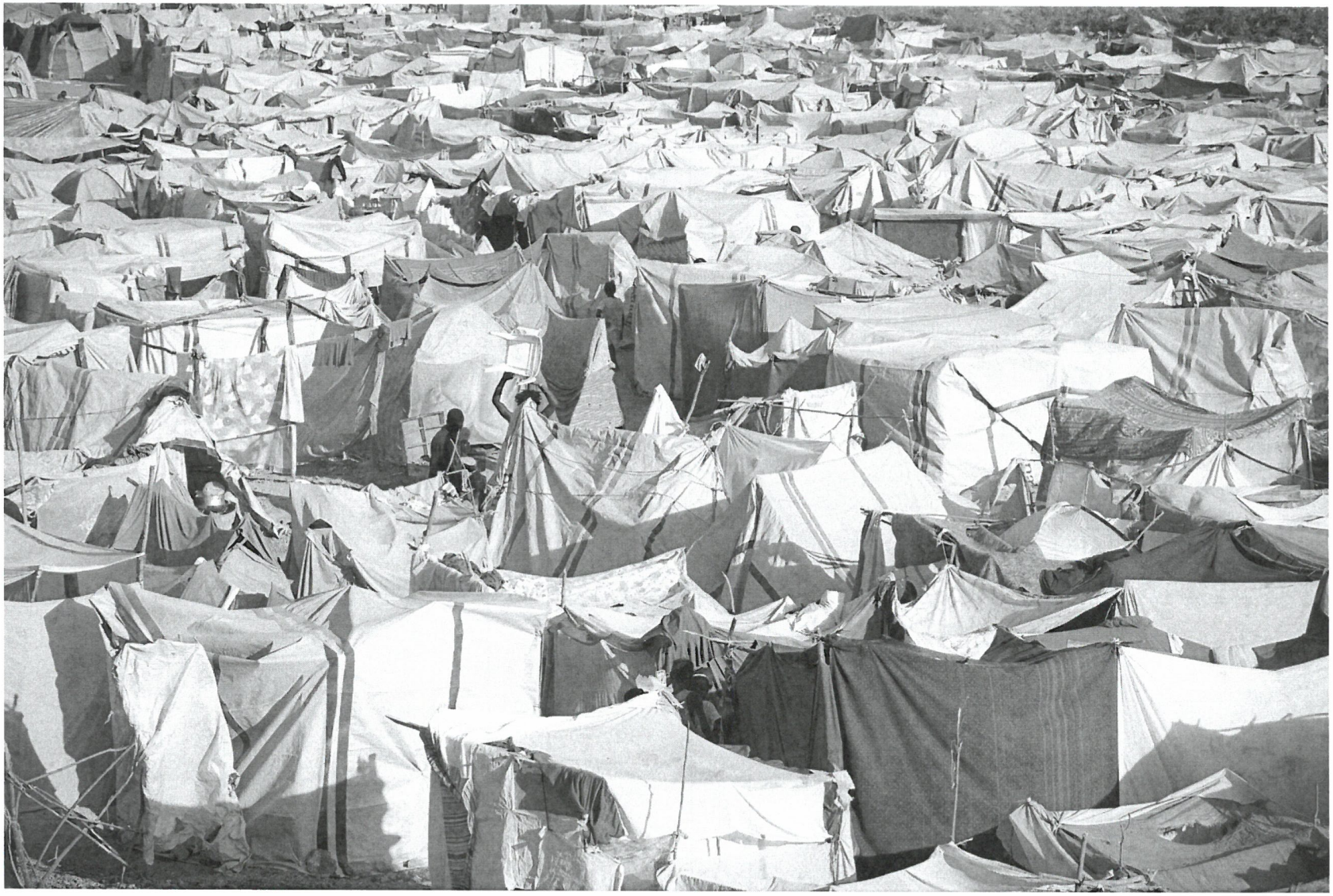
# A Refugee Camp



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# A Refugee Camp – Follow-Up Work

## Why might people be living in a camp like this?

## Describe the photo in your own words.

## What have the tents been made from?

## State TWO facts and TWO opinions about this photo.

## List 5 nouns that you can see in this photo.

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**How does this photo make you feel?**

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

**What might this photo be used for?**

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

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

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# A Refugee Camp – Vocab 1

**Write the definitions for each of these words.**

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

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# My Autobiography

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

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

**Where do you live? Who do you live with?**

**What do you like to do to have fun?**

**What is your happiest memory? Why?**

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



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

My Autobiography

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## Answers – Expected
## Add Two 4-Digit Numbers 2

### Varied Fluency

**1a.** C: 3,108

**2a.** 9

**3a.** 7,863

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

### Reasoning and Problem Solving

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

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

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


## Answers – Expected
## Add Two 4-Digit Numbers 2


### Varied Fluency

**1b.** B: 9,377

**2b.** 9

**3b.** 8,683

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

### Reasoning and Problem Solving

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

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

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


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## Answers – Expected
## Round to the Nearest 1,000

**Varied Fluency**

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

**Reasoning and Problem Solving**

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

## Answers – Expected
## Round to the Nearest 1,000

**Varied Fluency**

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

**Reasoning and Problem Solving**

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

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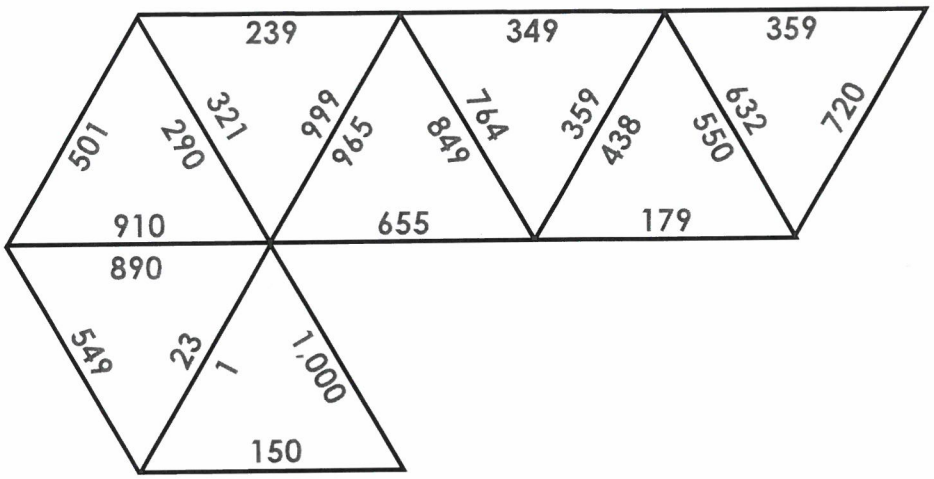
# Round to the Nearest 100

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

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

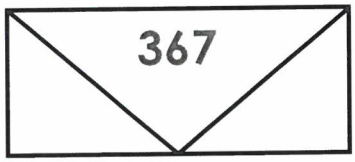
Various answers, for example:



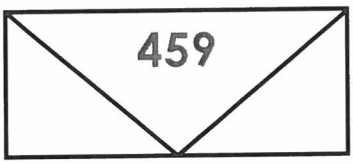

**Investigate how he could join the triangles together to solve the puzzle.**

DP

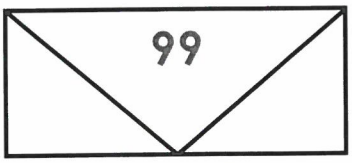
**2. Zeebo the alien is trying to deposit some money he has saved up. He fills three envelopes with different amounts of money, and each envelope is then rounded to the nearest 10 or 100 due to a special offer at the bank.**




**Envelope 1**




**Envelope 2**




**Envelope 3**

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

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

DP

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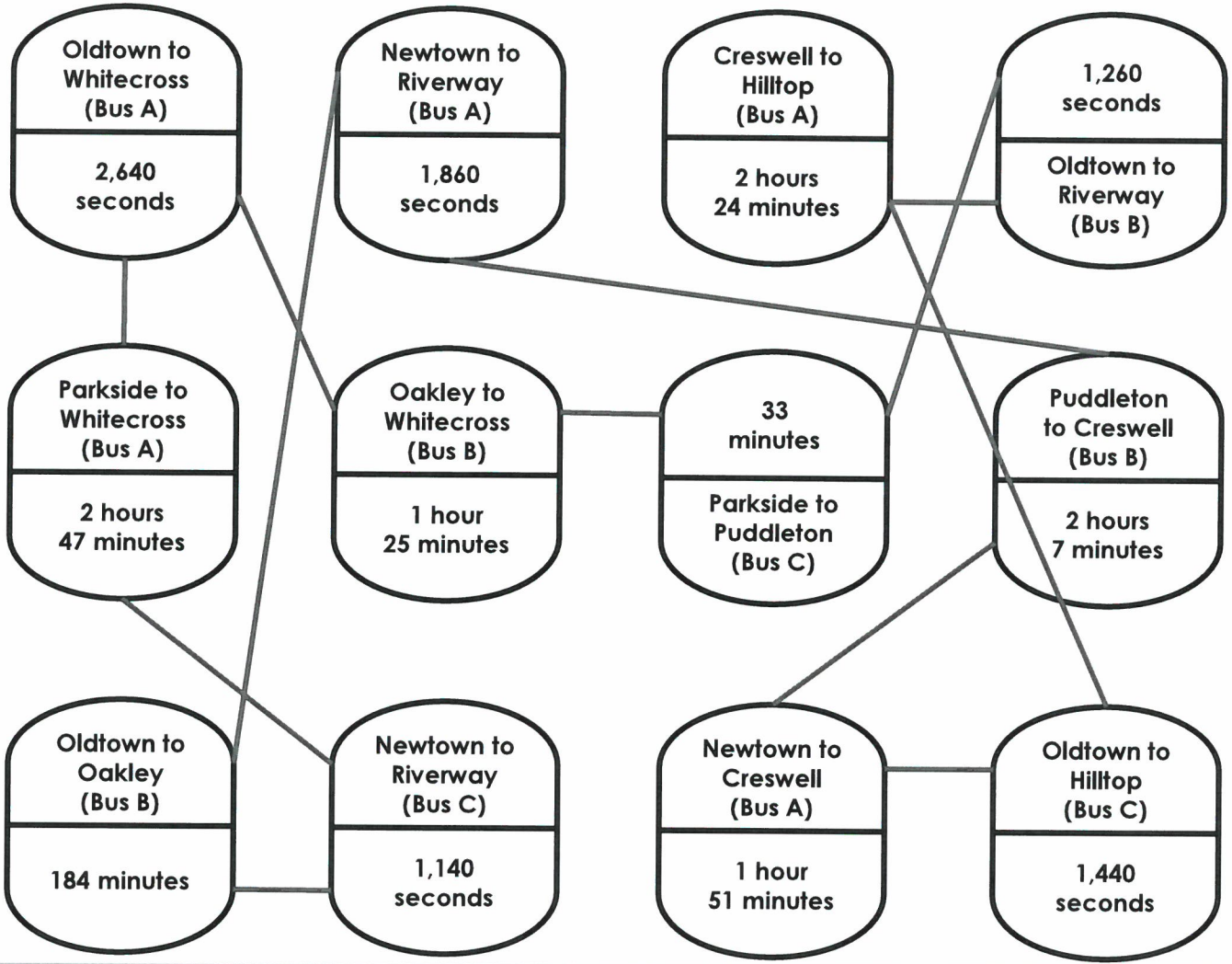
# Bus Timetable Trail Chaser

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

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





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## Answers – Expected Direct Speech

### Varied Fluency

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

**2a.** B

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

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

### Application and Reasoning

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

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

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

## Answers – Expected Direct Speech

### Varied Fluency

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

**2b.** C

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

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

### Application and Reasoning

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

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

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

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## Answers – Developing Using Fronted Adverbials

### Varied Fluency

**1a.** A – 3, B – 2, C – 1

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

**3a.** A

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

### Application and Reasoning

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

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

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

## Answers – Developing Using Fronted Adverbials

### Varied Fluency

**1b.** A – 1, B – 3, C – 2

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

**3b.** B

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

### Application and Reasoning

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

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

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

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

## Section A

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

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

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

## Section B

**Use the information from the text to answer the questions.**

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

children

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

mozzarella

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

animals

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

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

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

haddock and cod

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

They live in cities.

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

Personal answer

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## A Refugee Camp – Oral Teacher Questions – Answers

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

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

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

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

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

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

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

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

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

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

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# A Refugee Camp – Vocab 1 – Answers

**Write the definitions for each of these words.**

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

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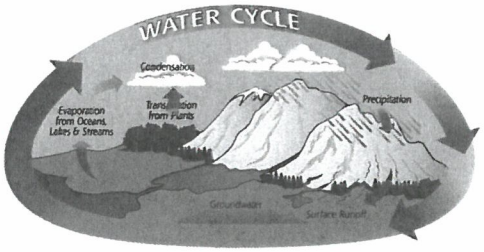
## Science

### The Water Cycle

Research what the Water Cycle is and why it is important for our planet. Make a model to show the process.

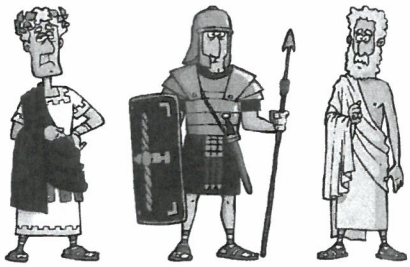



## History

### The Romans

Next term we will be studying the Romans. Research Roman Life and choose one aspect eg 'Homes' and present what you find out in one of the following ways:

- A non- fiction book including illustrations
- A power-point presentation with notes for the presenter
- A labelled model



## Reading

Read the remaining chapters of 'Secret of Platform 13'. Write a review of the book. Include:

- Summarise the story in one paragraph
- Favourite character and why
- Favourite part and why
- Evaluate Eva Ibbotson's writing style
- What did you think about the ending? Was it what you predicted ? Could it be improved?
- Design a new front cover.