

## Year 5 Home Learning Pack

RE Signs and symbols in the Catholic Faith The Trinity & Ichthus

### English

Grammar Week 1 fronted adverbials worksheet

Create your own sentences using fronted adverbials

Week 2 Using a comma for parenthesis (adding extra information)

Create your own sentences where a comma is needed for parenthesis

Spelling Year 5 & 6 Statutory spellings

accommodate	ancient	communicate	convenience	criticise	dictionary	exaggerate
forty	identity	individual	marvellous	occupy	prejudice	recognise
recommend	relevant	soldier	suggest	variety		

Learn to spell the words

Create complex sentences that use the words correctly

Reading Comprehension

Week 1

Dragons

Week 2

Dinosaurs

Writing Week 1

Dragons Non-narrative (non-fiction)

Create a poster or information writing about any mythical dragon you research (ideas: Yam, Sawa, Chinese fireball, Horntail)

Create a dragon poster with your own dragon creation and explain information about the dragon

OR

Write your own narrative story that involves a dragon

Week 2

Dinosaurs

Create a fact file about any dinosaur

OR

Write your own narrative story that involves dinosaurs

REMEMBER

Your writing should include fronted adverbials, commas for parenthesis and paragraphs

Maths

Week 1 Place value sheets & multiplication tables

Week 2 Multi-step problems

PSHE

Identifying important things about myself

What is in my mind drawing

What symbol is this?

Give three reasons why a fish a good symbol for followers of Christ

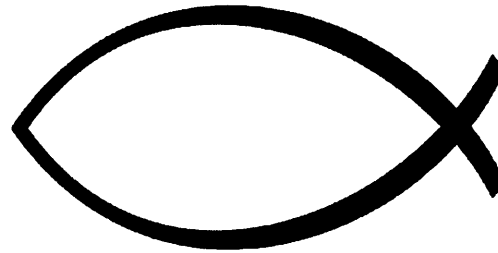
- 1.
- 2.
- 3.

Explain the bible quote Mark 1:17-18

<sup>17</sup> Jesus said to them, "Come with me, and I will teach you to catch people." <sup>18</sup> At once they left their nets and went with him.

Y5/6

ΙΧΘΥΣ



Greek	English	Translation
Ι	I	Jesus
Χ	CH	Christ
Θ	TH	God
Υ	U	Son
Σ	S	Saviour

Design your own ICHTHUS with added symbols associated with Christ



Identify three times when 'fish' or 'fishers of men' occurs in the gospels

- 1.
- 2.
- 3.

Matthew 13:47-48

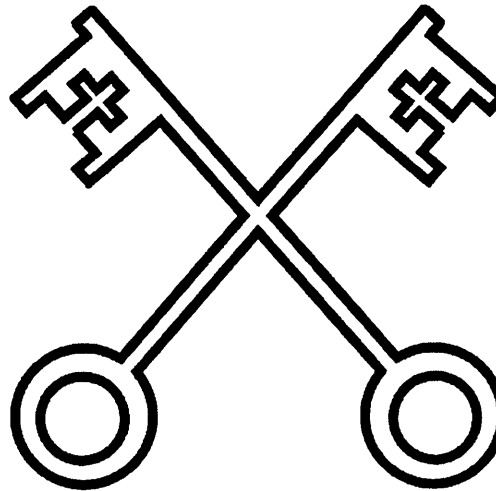
Explain the message Jesus was teaching with the Parable of the net

<sup>47</sup> "Also, the Kingdom of heaven is like this. Some fishermen throw their net out in the lake and catch all kinds of fish. <sup>48</sup> When the net is full, they pull it to shore and sit down to divide the fish: the good ones go into the buckets, the worthless ones are thrown away.

What symbol is this?

**Matthew 19:18-19**

**18** And so I tell you, Peter: you are a rock, and on this rock foundation I will build my church, and not even death will ever be able to overcome it. **19** I will give you the keys of the Kingdom of heaven; what you prohibit on earth will be prohibited in heaven, and what you permit on earth will be permitted in heaven."



Peter did not always get everything right, give an example of when you think Peter made a mistake and explain what this teaches Catholics about Peter and Jesus

Give three reasons why Peter was chosen by Christ to build the church

- 1.
- 2.
- 3.

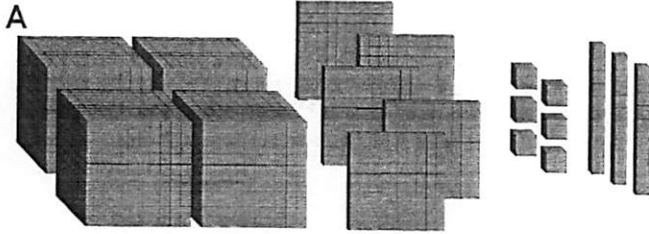
Suggest three ways Peter tried to build the faith of Christianity around the world

- 1.
- 2.
- 3.

Create a symbol or crest for Peter

## Numbers to 10,000

1a. Eddie has represented 4,563 in different ways.



B

4,563			
4,000	500	60	3

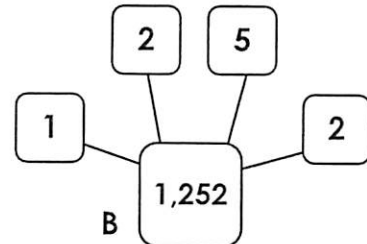
★ D Is he correct? How do you know? R

## Numbers to 10,000

1b. Wren represents 1,252 in different ways.

A

Th	H	T	O
●	● ●	● ● ●	● ●



★ D Is she correct? How do you know? R

2a. Ahmed says,



When I add 100 to 2,847 my answer is 2,857.

★ D Explain his mistake. R

2b. Sadie says,



When I add 1,000 to 3,651 my answer is 4,000.

★ D Explain her mistake. R

3a. Use the clues to find the number. Draw counters and write the number in digits.

Th	H	T	O
	● ●		

- The thousands column has three more counters than the hundreds column.
- $4,735 - 10$  has the same number of tens as this number.
- The sum of the counters in the tens and ones columns is 8.

★ D

3b. Use the clues to find the number. Draw counters and write the number in digits.

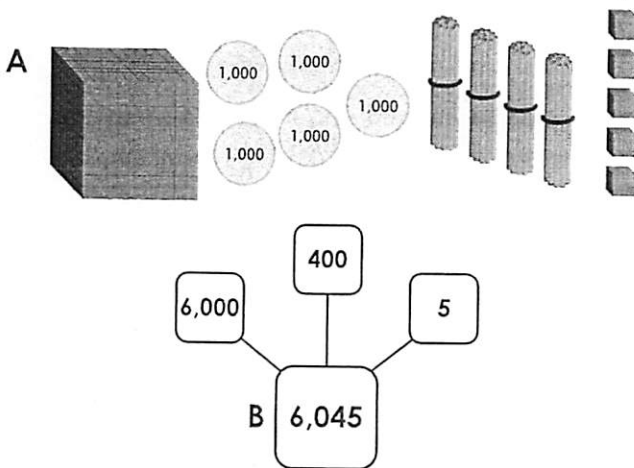
Th	H	T	O
			● ● ● ● ●

- There are five fewer counters in the thousands column than the ones.
- The sum of the counters in the hundreds and ones columns is 8.
- $4,834 - 10$  has the same number of tens as this number.

★ D

## Numbers to 10,000

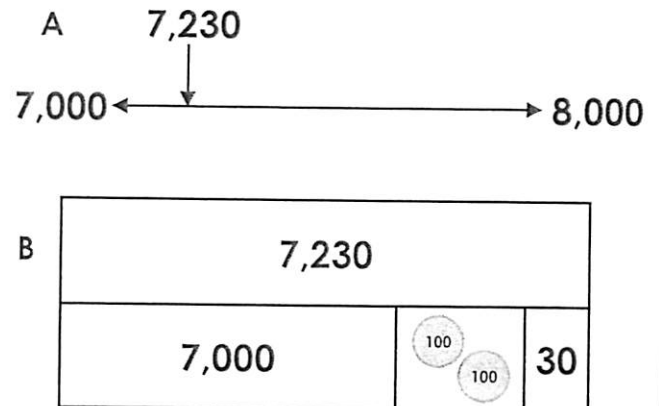
4a. Arlo represents 6,045 in different ways.



★ Is he correct? How do you know?

## Numbers to 10,000

4b. Libby represents 7,230 in different ways.



★ Is she correct? How do you know?

5a. Hugo says,



When I add 10 to 3,095 my answer is 3,015.

★ Explain his mistake.

5b. Charlotte says,



When I subtract 100 from 5,049 my answer is 5,949.

★ Explain her mistake.

6a. Use the clues to find the number. Draw counters and write the number in digits.

Th	H	T	O
● ● ● ● ● ● ● ● ● ●			

- The ones column has 3 fewer counters than the tens column.
- 22 counters are used in total.
- $1,602 - 10$  has the same number of tens as this number.

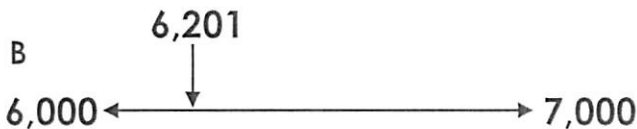
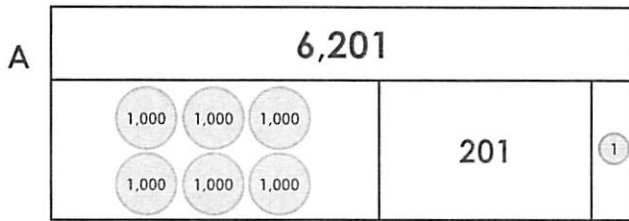
6b. Use the clues to find the number. Draw counters and write the number in digits.

Th	H	T	O
		● ● ● ● ● ● ● ● ● ●	

- The hundreds column has the same number of counters as the ones.
- 12 counters are used in total.
- $7,980 + 100$  has the same number of thousands as this number.

## Numbers to 10,000

7a. Umar represents 6,201 in different ways.

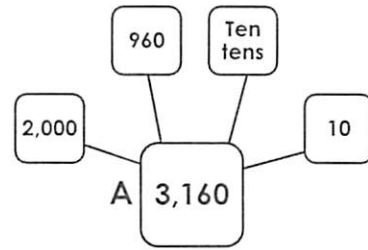


★ Is he correct? How do you know?

R

## Numbers to 10,000

7b. Paula represents 3,160 in different ways.



B Two thousands, eleven hundreds, six tens

★ Is she correct? How do you know?

R

8a. Roman says,



When I subtract 100 from 8,096 then add 10 my answer is 7,906

★ Explain his mistake.



PS

8b. Alannah says,



When I subtract 10 from 9,002 then add 100 my answer is 8,092

★ Explain her mistake.



PS

9a. Use the clues below to fill in the missing digits.

Th	H	T	O
			2

- The four digits total 13.
- The thousands digit is five more than the tens digit.
- $3,391 + 10$  has the same number of tens as this number.



PS

9b. Use the clues below to fill in the missing digits.

Th	H	T	O
4			

- The four digits total 15.
- $8,920 + 100$  has the same number of hundreds as this number.
- The tens digit is three more than the thousands digit.



PS

# Numbers to 10,000

1. Draw arrows to match the calculation. One has been done for you.

<p>A. <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr><td>Th</td><td>H</td><td>T</td><td>O</td></tr> <tr><td>●</td><td>●●</td><td>●●</td><td>●●</td></tr> </table></p> <p>B. <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr><td>Th</td><td>H</td><td>T</td><td>O</td></tr> <tr><td>●●</td><td>●●●</td><td>●</td><td>●●●</td></tr> </table></p> <p>C. <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;">2,233</div></p>	Th	H	T	O	●	●●	●●	●●	Th	H	T	O	●●	●●●	●	●●●	<div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px;">- 1,000</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px;">+ 100</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; margin: 5px;">- 10</div>	<p>D. <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;">1,213</div></p> <p>E. <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr><td>Th</td><td>H</td><td>T</td><td>O</td></tr> <tr><td>●</td><td>●●</td><td>●</td><td>●●●</td></tr> </table></p> <p>F. <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr><td>Th</td><td>H</td><td>T</td><td>O</td></tr> <tr><td>●</td><td>●●</td><td>●●</td><td>●●</td></tr> </table></p>	Th	H	T	O	●	●●	●	●●●	Th	H	T	O	●	●●	●●	●●
Th	H	T	O																															
●	●●	●●	●●																															
Th	H	T	O																															
●●	●●●	●	●●●																															
Th	H	T	O																															
●	●●	●	●●●																															
Th	H	T	O																															
●	●●	●●	●●																															



VF  
HW/Ext

2. Use the digit cards to complete the statements below.

1
5
9

9, 2 6 1 - 1 0 > 9,  4 8

8, 4 8 5 + 1, 0 0 0 > , 6 2 7

5, 4 1 8 - 1 0 0 < 5, 3  2



VF  
HW/Ext

3. Chiara has represented the numbers A, B and C below. She says that the numbers will be equal if she subtracts 10 from A, adds 1,000 to B and adds 100 to C.

<div style="border: 1px solid gray; border-radius: 15px; padding: 10px;"> <p style="font-size: 1.5em; margin-top: 10px;">A</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> </div>	<div style="border: 1px solid gray; border-radius: 15px; padding: 10px;"> <p style="font-size: 1.5em; margin-top: 10px;">B</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> </div>	<div style="border: 1px solid gray; border-radius: 15px; padding: 10px;"> <p style="font-size: 1.5em; margin-top: 10px;">C</p> <div style="border: 1px solid black; width: 60px; height: 30px; margin: 0 auto;"></div> </div>
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Is she correct? Explain your answer.

RFS  
HW/Ext

## Numbers to 10,000

4. Draw arrows to match the calculation. One has been done for you.

A. 2,093

B. 

1,000	1,000	10
1,000	1,000	

C. 

?			
3,000	100	10	3

+ 1,000

- 100

+ 10

D. 

Th	H	T	O
●●●●	●	●	●●●

E. 

1,000	1	1
1,000	100	1

F. 3,910



VF  
HW/Ext

5. Use the digit cards to complete the statements below.

2
8
9

3 , 1    2 > 3 , 0 8 6 + 1 0 0

7 , 0 7 5 - 1 0 0 > 6 ,    5 3

8 , 3 9 3 + 1 0 > 8 , 4 0   



VF  
HW/Ext

6. Sam has represented the numbers A, B and C below. He says that the numbers will be equal if he adds 10 to A, subtracts 100 from B and adds 1,000 to C.

A

Th	H	T	O
●	●●●		●●

B

?

300

3

C



Is he correct? Explain your answer.

EPS  
HW/Ext



## Numbers to 10,000

7. Draw arrows to match the calculation. One has been done for you.

<p>A. <span style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; width: 150px; height: 40px;">Eight thousand and three</span></p>	<span style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; width: 80px; height: 40px;">+ 100</span>	<p>D. <span style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; width: 150px; height: 40px;">6,405</span></p>								
<p>B. <span style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; width: 150px; height: 40px;">Six thousands, fourteen hundreds and five ones</span></p>	<span style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; width: 80px; height: 40px;">- 10</span>	<p>E. <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr><td colspan="4">?</td></tr> <tr><td>5,000</td><td>1,000</td><td>60</td><td>13</td></tr> </table></p>	?				5,000	1,000	60	13
?										
5,000	1,000	60	13							
<p>C. <span style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; width: 150px; height: 40px;">5,973</span></p>	<span style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; width: 80px; height: 40px;">- 1,000</span>	<p>F. <span style="border: 1px solid black; border-radius: 10px; padding: 5px; display: inline-block; width: 150px; height: 40px;">Seven thousands, eight hundreds, nineteen tens and three ones</span></p>								



VF  
HW/Ext

8. Use the digit cards to complete the statements below.

0   
 7   
 9

9 5 < One thousand and eighty - 1 0 0

Eight thousand, three hundred and thirty + 1 , 0 0 0 > 9 , 3  0

Six thousand, four hundred and two - 1 0 < 6 , 3  3



VF  
HW/Ext

9. Rastislav has represented the numbers A, B and C below. He says that the numbers will be equal if he subtracts 10 from A, subtracts 100 from B and subtracts 1,000 from C.

<p style="margin-top: 10px;">A <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<p style="font-size: 1.2em;">Five thousands, two hundreds, nineteen tens and four ones.</p> <p style="margin-top: 10px;">B <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	<table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr><td colspan="4">?</td></tr> <tr><td>5,000</td><td>1,200</td><td>80</td><td>14</td></tr> </table> <p style="margin-top: 10px;">C <span style="border: 1px solid black; display: inline-block; width: 40px; height: 20px; vertical-align: middle;"></span></p>	?				5,000	1,200	80	14
?										
5,000	1,200	80	14							

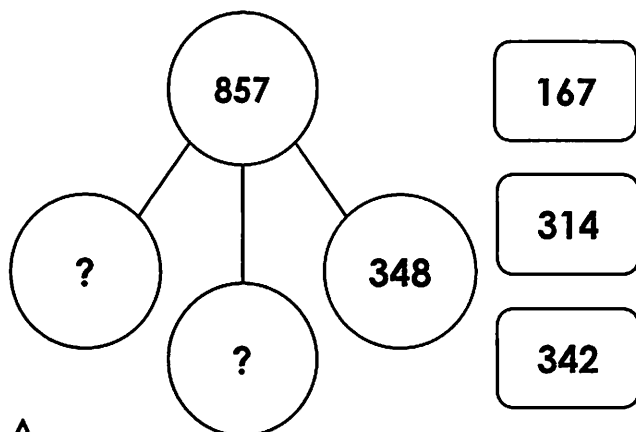


Is he correct? Explain your answer.

VF  
HW/Ext

## Multi-Step Problems

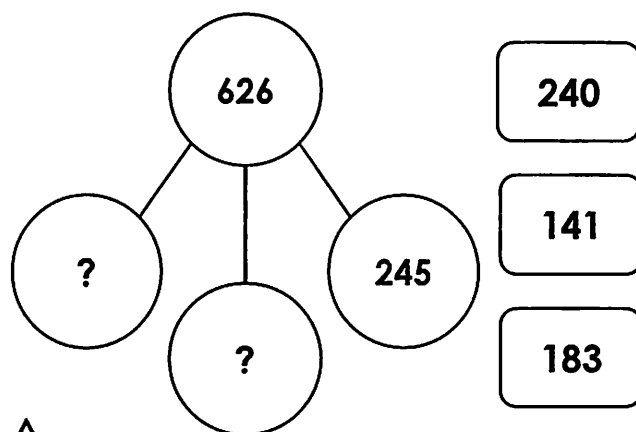
1a. Use the cards to complete the part whole model.



VF

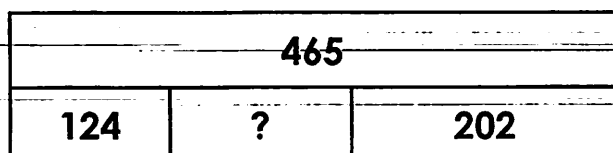
## Multi-Step Problems

1b. Use the cards to complete the part whole model.



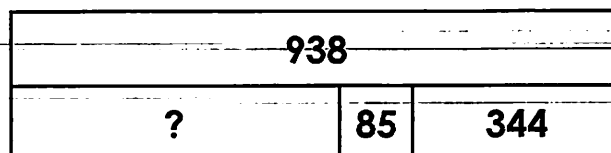
VF

2a. Complete the bar model.



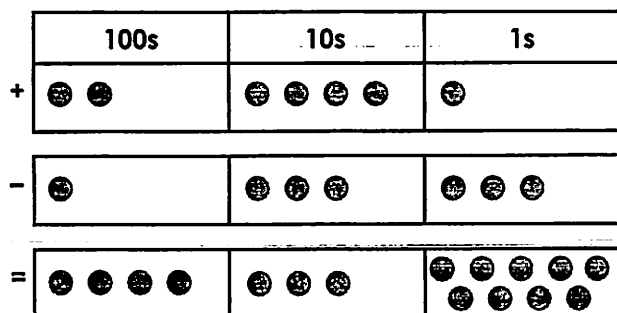
VF

2b. Complete the bar model.



VF

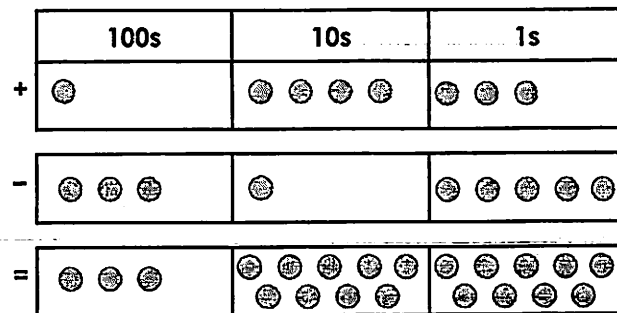
3a. Ben thinks of a number. He adds and subtracts the following numbers:



What number did he start with?

VF

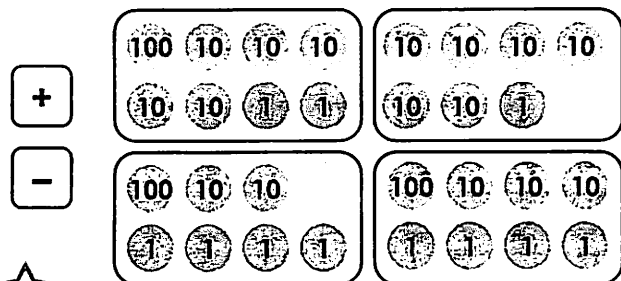
3b. Kate thinks of a number. She adds and subtracts the following numbers:



What number did she start with?

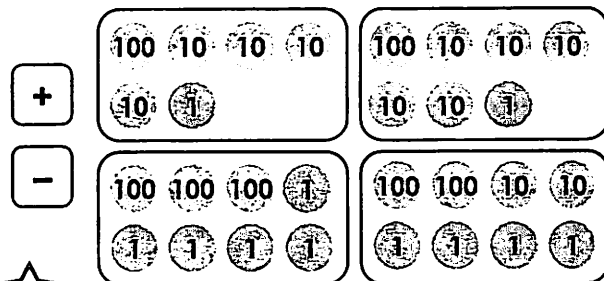
VF

4a. Which of the following cards create a two-step calculation that gives 89 as the answer?



VF

4b. Which of the following cards create a two-step calculation that gives 222 as the answer?



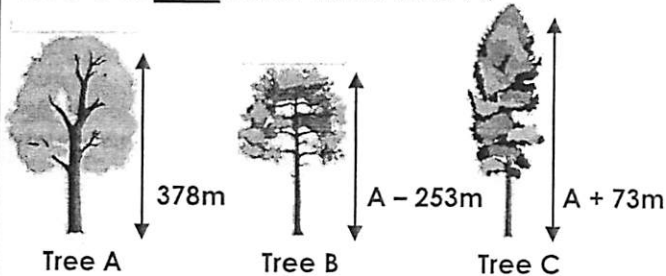
VF

## Multi-Step Problems

1a. Tree A is 378m tall.

Tree B is 253m shorter than tree A.

Tree C is 73m taller than tree A.



What is the total height of the trees?



PS

## Multi-Step Problems

1b. A school orders 455 maths books.

They order 258 fewer English books than maths books, and 86 more art books than English books.



Maths  
455



English  
Maths - 258



Art  
English + 86

How many books are ordered in total?

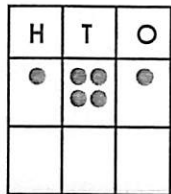


PS

2a. There are 500 marbles in a pack.

100 100 100 100 100

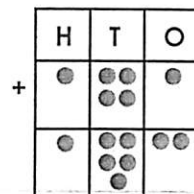
Box A has 141 marbles. Box C has 152 more than box A.



Box A



Box B



Box C

How many marbles are in box B?

Convince me.

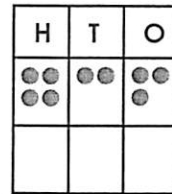


R

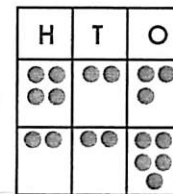
2b. Eric has 723 stamps in his collection

100 100 100 100 100 100 100 10 10 1 1 1

Book A has 423 stamps in. Book B has 225 fewer than book A.



Book A



Book B



Book C

How many stamps are in book C?

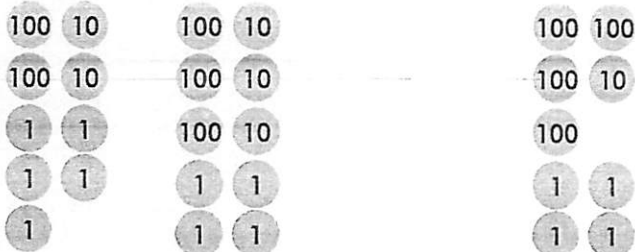
Convince me.



R

3a. Write a word problem to go with the following calculation.

$$225g + 334g - \boxed{\phantom{000}} = 414g$$



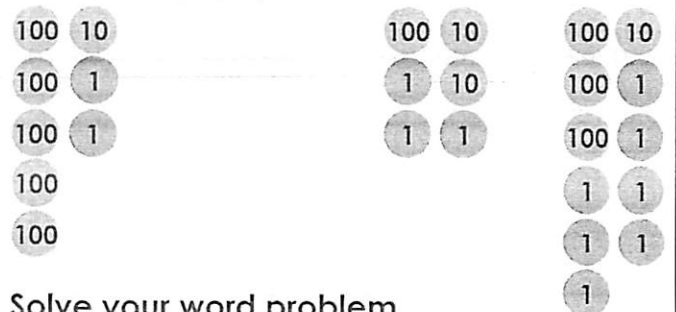
Solve your word problem.



PS

3b. Write a word problem to go with the following calculation.

$$512cm - \boxed{\phantom{000}} + 123cm = 317cm$$



Solve your word problem.

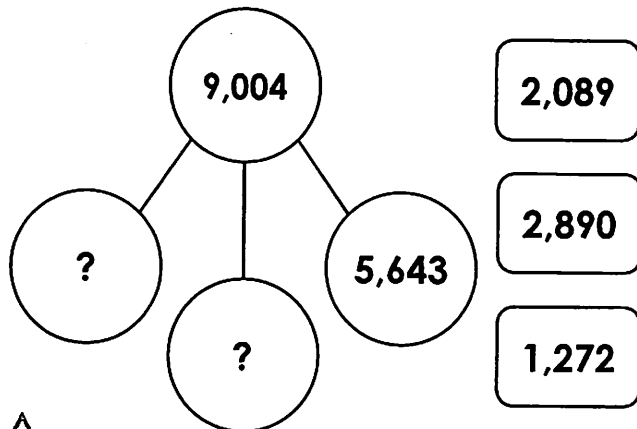


PS

## Multi-Step Problems

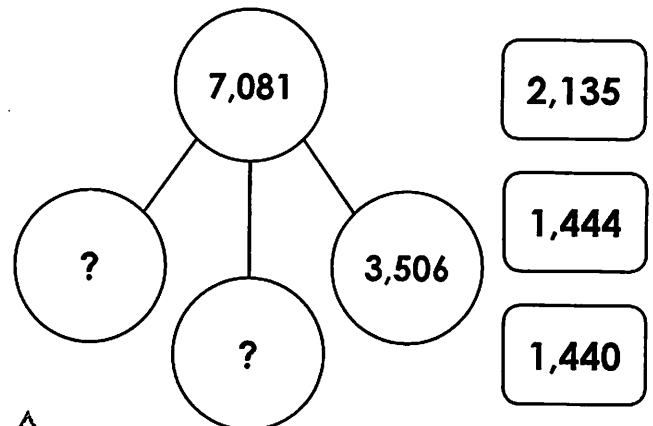
## Multi-Step Problems

1a. Use the cards to complete the part whole model.



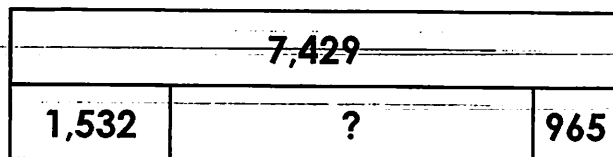
VF

1b. Use the cards to complete the part whole model.



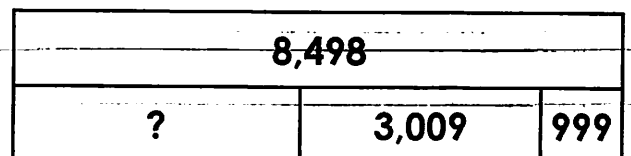
VF

2a. Complete the bar model.



VF

2b. Complete the bar model.



VF

3a. Tony thinks of a number.

After he adds 6,424 and subtracts 2,825, his number is 5,095.



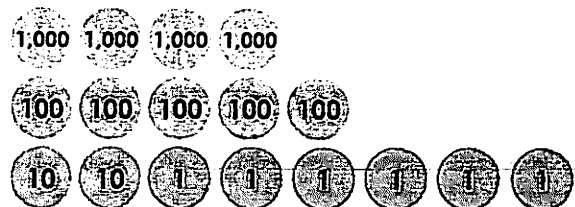
What number did he start with?



VF

3b. Alycia thinks of a number.

After she subtracts 3,724 and adds 2,999, her number is 4,526.

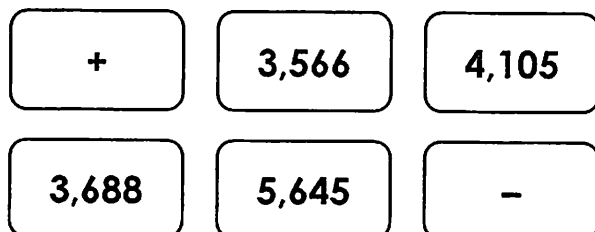


What number did she start with?



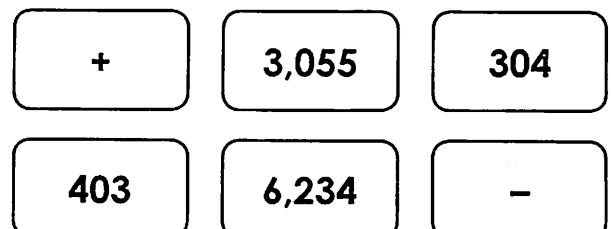
VF

4a. Which of the following cards create a two-step calculation that gives 6,184 as the answer?



VF

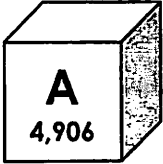
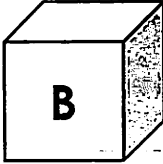
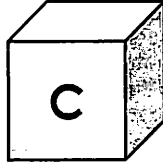
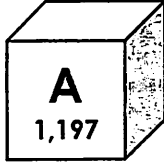
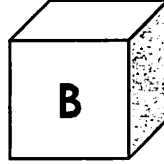
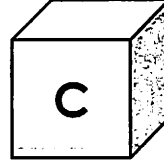
4b. Which of the following cards create a two-step calculation that gives 2,875 as the answer?



VF

## Multi-Step Problems

## Multi-Step Problems

<p>1a. A charity want to raise £9,559.</p> <p>They raise £4,522 in the first month.</p> <p>They raise two thousand, six hundred and twenty-five pounds less in the second month.</p> <p>In the third month, they raise £1,540 more than what they raised in the second month.</p> <p>Does the charity reach their goal?</p> <p style="text-align: right;">★ <span style="float: right;">PS</span></p>	<p>1b. A warehouse is receiving a bulk shipment of pet food.</p> <p>6,016 of the tins are dog food.</p> <p>They receive 4,634 fewer tins of cat food than dog food.</p> <p>They receive 1,020 more tins of fish food than cat food.</p> <p>How many tins of pet food do they receive in total?</p> <p style="text-align: right;">★ <span style="float: right;">PS</span></p>
<p>2a. Jack is organising his sticker collection. He has <u>9,292</u> stickers in total.</p> <p>Box A has 4,906 stickers. Box C has 1,208 fewer stickers than box A.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="text-align: center;">  <p><b>A</b> 4,906</p> </div> <div style="text-align: center;">  <p><b>B</b></p> </div> <div style="text-align: center;">  <p><b>C</b></p> </div> </div> <p>How many stickers are in box B? Convince me.</p> <p style="text-align: right;">★ <span style="float: right;">R</span></p>	<p>3b. There are <u>4,498</u> counters in one bulk bag.</p> <p>Box A holds 1,197 counters. Box B holds 586 more counters than box A.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;"> <div style="text-align: center;">  <p><b>A</b> 1,197</p> </div> <div style="text-align: center;">  <p><b>B</b></p> </div> <div style="text-align: center;">  <p><b>C</b></p> </div> </div> <p>How many counters are in box C? Convince me.</p> <p style="text-align: right;">★ <span style="float: right;">R</span></p>
<p>3a. Write a word problem to go with the following calculation.</p> $7,886\text{ml} - 4,392\text{ml} + \boxed{\phantom{000}}\text{ml} = 6,399\text{ml}$ <p>Solve your word problem.</p> <p style="text-align: right;">★ <span style="float: right;">S</span></p>	<p>3b. Write a word problem to go with the following calculation.</p> $£6,688 + £2,501 - £\boxed{\phantom{000}} = £7,626$ <p>Solve your word problem.</p> <p style="text-align: right;">★ <span style="float: right;">PS</span></p>

## Fronted Adverbials

## Fronted Adverbials

<p>1a. Circle the sentence below which has used a fronted adverbial.</p> <p>A. We all went into the cinema before it rained.</p> <p>B. Finally, we all went to the cinema.</p> <p>C. We all went to the cinema quickly.</p>	<p>1b. Circle the sentence below which has used a fronted adverbial.</p> <p>A. Firstly, you should visit the museum.</p> <p>B. You should visit the museum before you do anything else.</p> <p>C. We will certainly visit the new exhibition.</p>
<p>★</p> <p>VF</p>	<p>★</p> <p>VF</p>
<p>2a. Insert a comma after the fronted adverbial in the sentence below.</p> <p>Eventually we all made it to Harriet's birthday party.</p>	<p>2b. Insert a comma after the fronted adverbial in the sentence below.</p> <p>Sadly Emma lost her dog at the beach.</p>
<p>★</p> <p>VF</p>	<p>★</p> <p>VF</p>
<p>3a. True or false? The adverbial used in the sentence below is an adverbial of place and can be moved to the front of the sentence.</p> <p>I bought an expensive chocolate bar from the corner shop.</p>	<p>3b. True or false? The adverbial used in the sentence below is an adverbial of time and can be moved to the front of the sentence.</p> <p>You will find many tasty snacks in the top cupboard.</p>
<p>★</p> <p>VF</p>	<p>★</p> <p>VF</p>
<p>4a. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.</p> <p>I parked my car under the bridge this morning.</p>	<p>4b. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.</p> <p>The ladies were still dancing in high heels at midnight.</p>
<p>★</p> <p>VF</p>	<p>★</p> <p>VF</p>

## Fronted Adverbials

1a. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.

Niamh ran home excitedly to see her birthday cake.



A

## Fronted Adverbials

1b. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.

The team captain jumped up happily when they scored a goal.



A

2a. The children are discussing which adverbials are best to use in a sentence.



Nearby

Bill

Outside



Libby

\_\_\_\_\_ it was sunny but not particularly warm.

Whose adverbial would fit best?



A

2b. The children are discussing which adverbials are best to use in a sentence.



This morning

Finn

Already



Ava

\_\_\_\_\_ his cat came home with a mouse he had found.

Whose adverbial would fit best?



A

3a. Jenny thinks that the phrase '*in the morning*' can be moved to the beginning of the sentence and used as a fronted adverbial.

The postman will deliver our letters  
in the morning.

Is she correct? Explain your answer.



R

3b. Riley thinks that the phrase '*into his mum's car*' can be moved to the beginning of the sentence and used as a fronted adverbial.

Shaun finds it hard to get into his  
mum's car.

Is he correct? Explain your answer.



R

## Fronted Adverbials

## Fronted Adverbials

<p>1a. Circle the sentence below which has used a fronted adverbial.</p> <p>A. Suzie walked past the beach after she had finished shopping.</p> <p>B. After finishing her shopping, Suzie went for a walk along the beach.</p> <p>C. Suzie liked to collect shells when she went walking on the beach.</p> <p style="text-align: right;">VF</p>	<p>1b. Circle the sentence below which has used a fronted adverbial.</p> <p>A. We always sit next to the window above the wing.</p> <p>B. Children usually choose the window seat so that they get the best view during the flight.</p> <p>C. A few rows behind, there are some seats with extra legroom.</p> <p style="text-align: right;">VF</p>
<p>2a. Insert a comma after the fronted adverbial in the sentence below.</p> <p>On a Monday evening my children</p>	<p>2b. Insert a comma after the fronted adverbial in the sentence below.</p> <p>Before long the lost dog returned</p>
<p>both have dancing lessons with different teachers.</p> <p style="text-align: right;">VF</p>	<p>unharmed to his relieved owner.</p> <p style="text-align: right;">VF</p>
<p>3a. True or false? The adverbial used in the sentence below is an adverbial of frequency and can be moved to the front of the sentence.</p> <p>The mouse was frequently seen running around in the kitchen, avoiding the cat.</p> <p style="text-align: right;">VF</p>	<p>3b. True or false? The adverbial used in the sentence below is an adverbial of frequency and can be moved to the front of the sentence.</p> <p>My sister is usually in trouble when she sulks in her bedroom and ignores everyone.</p> <p style="text-align: right;">VF</p>
<p>4a. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.</p> <p>The driver pulled over somewhere near here, and frantically ran out of the car towards the river.</p> <p style="text-align: right;">VF</p>	<p>4b. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.</p> <p>He left the party earlier than planned so he could rest before his important cricket match the following day.</p> <p style="text-align: right;">VF</p>



## Fronted Adverbials

1a. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.

The children in Miss. Treacle's class could barely see the luxurious cruise ship in the distance.



A

## Fronted Adverbials

1b. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.

Michael had been living in his grandmother's house with his labrador since 2010.



A

2a. The children are discussing which adverbials are best to use in a sentence.



Always

Will

As soon as they were told



Beth

The children returned to their seats without a sound.

Whose adverbial would fit best?



A

2b. The children are discussing which adverbials are best to use in a sentence.



Below the sea

Simon

Overseas



Isla

The deep sea divers discovered an old, ruined pirate ship.

Whose adverbial would fit best?



A

3a. Linda thinks that the words '*went to the local park*' can be moved to the beginning of the sentence and used as a fronted adverbial.

Every Friday afternoon, Charlie went to the local park to play rounders with his friends until late.

Is she correct? Explain your answer.



R

3b. Kieran thinks that the words '*with her cousin*' can be moved to the beginning of the sentence and used as a fronted adverbial.

Laurie runs to the ice cream van with her cousin and buys them both a tasty treat.

Is he correct? Explain your answer.



R

## Recognising Parenthesis

## Recognising Parenthesis

<p>1a. Name the punctuation used for parenthesis in the following sentences.</p> <p>A. My neighbour, who is ninety-two years old, was a soldier during the War.</p> <p>B. My cousins – who live in Edinburgh – are visiting next weekend.</p> <p>★ VF</p>	<p>1b. Name the punctuation used for parenthesis in the following sentences.</p> <p>A. Dinosaurs (which are now extinct) lived millions of years ago.</p> <p>B. The park, which has a petting farm, is open to the public everyday.</p> <p>★ VF</p>																		
<p>2a. Circle the punctuation used for parenthesis in the sentence below.</p> <p>The children – who were going to the zoo on a school trip – had to be in school for half past eight.</p> <p>★ VF</p>	<p>2b. Circle the punctuation used for parenthesis in the sentence below.</p> <p>The spotty dog, which lives at the end of our street, chases after the postman.</p> <p>★ VF</p>																		
<p>3a. Underline the parenthesis in the sentence below.</p> <p>The trim-trail, which had been recently installed in our playground, was enjoyed by all the children.</p> <p>★ VF</p>	<p>3b. Underline the parenthesis in the sentence below.</p> <p>The alien – which was green with yellow eyes – had three heads.</p> <p>★ VF</p>																		
<p>4a. True or false? Commas are used correctly for parenthesis in the sentences below.</p> <table border="1" data-bbox="156 1653 783 1960"> <thead> <tr> <th></th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>A. I went to the museum (with my dad) at the weekend.</td> <td></td> <td></td> </tr> <tr> <td>B. My brother, who is three years older than me, has just left college.</td> <td></td> <td></td> </tr> </tbody> </table> <p>★ VF</p>		T	F	A. I went to the museum (with my dad) at the weekend.			B. My brother, who is three years older than me, has just left college.			<p>4b. True or false? Commas are used correctly for parenthesis in the sentences below.</p> <table border="1" data-bbox="837 1617 1469 1960"> <thead> <tr> <th></th> <th>T</th> <th>F</th> </tr> </thead> <tbody> <tr> <td>A. The football team, who had just lost a game, were downcast.</td> <td></td> <td></td> </tr> <tr> <td>B. Last week, I went to my friend's house for a sleepover.</td> <td></td> <td></td> </tr> </tbody> </table> <p>★ VF</p>		T	F	A. The football team, who had just lost a game, were downcast.			B. Last week, I went to my friend's house for a sleepover.		
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## Recognising Parenthesis

## Recognising Parenthesis

1a. Which of the following sentences use correct punctuation to show parenthesis?

- A. Gabriel, who had been off ill for a few days, returned to school on Monday.
- B. Gabriel who had been off ill for a few days returned to school on Monday.
- C. Gabriel, who had been off ill for a few days returned to school on Monday.



A

1b. Which of the following sentences use correct punctuation to show parenthesis?

- A. Wednesday's football match was cancelled.
- B. The football match, due to take place on Wednesday, was cancelled.
- C. On Wednesday, the football match was cancelled.



A

2a. Hafsa and Cian are using commas to show parenthesis. Who has used punctuation correctly? Explain how you know.



Hafsa

The rain which had been falling heavily all day, finally stopped.



Cian

The rain, which had been falling heavily all day, finally stopped.



R

2b. Sean and Chuan are using dashes to show parenthesis. Who has used punctuation correctly? Explain how you know.



Sean

The sun – which had been beating down all day – began to set.



Chuan

The sun – which had been beating down all day began to set.



R

3a. Which sentence does not use punctuation for parenthesis? Tick one.

A. The ferry – which was due to set sail at noon – was delayed by two hours.

B. The large, blue ferry finally set off from the port of Dover.

Explain how you know.



R

3b. Which sentence does not use punctuation for parenthesis? Tick one.

A. The sleek, red sports car was broken into late on Monday night.

B. The car (which had a smashed windscreen) had been broken into on Monday night.

Explain how you know.



R

## Recognising Parenthesis

## Recognising Parenthesis

1a. Name the punctuation used for parenthesis in the following sentences.

- A. The passenger smiled through gritted teeth and said nothing (she wasn't very happy about the plane's delay).
- B. The Amazon rainforest – which is in Brazil – is the world's largest tropical rainforest and covers an area of over 5 million square kilometres.



VF

1b. Name the punctuation used for parenthesis in the following sentences.

- A. The sea appeared to be calm and still when viewed from the beach (underneath however there was a strong current).
- B. The baby giraffe, which had just been born, struggled to stand on his weak spindly legs and had to be helped by his mother.



VF

2a. Circle the punctuation used for parenthesis in the sentence below.

The old decrepit castle, which sat on top of the hill, had been abandoned for hundreds of years and nobody dared to enter it.



VF

2b. Circle the punctuation used for parenthesis in the sentence below.

The old brown box, which had been sat in the corner of the attic for many years, was covered with dust and cobwebs but the key was surprisingly clean.



VF

3a. Underline the parenthesis in the sentence below.

The vegetable patch – which sat in the allotment – was looked after by my grandad and I used to help him with it during the summer holidays.



VF

3b. Underline the parenthesis in the sentence below.

The elegant ballerina – who was about to star in her own stage show – had been training for many years and now her dream had come true.



VF

4a. True or false? Commas are used correctly for parenthesis in the sentences below

	T	F
A. I went to the cinema to see Trolls with my dad, and we had a giant bucket of popcorn.		
B. My dad, who is seventy, signed up to take part in a marathon because he loves running.		



VF

4b. True or false? Commas are used correctly for parenthesis in the sentences below

	T	F
A. My brother likes to travel and is currently in Madagascar, an island south east of Africa.		
B. We will be visiting my cousins in London, and we will see the Christmas lights.		



VF

## Recognising Parenthesis

## Recognising Parenthesis

1a. Which of the following sentences use correct punctuation to show parenthesis?

- A. The sofa bed in the corner of my bedroom is used – when my friends stay – and when granny comes to visit
- B. The sofa bed – in the corner of my bedroom is used when my friends stay and – when granny comes to visit.
- C. The sofa bed – in the corner of my bedroom – is used when my friends stay and when granny comes to visit.



A

1b. Which of the following sentences use correct punctuation to show parenthesis?

- A. The school fayre, which takes place on Sunday, has a range of different stalls though the tombola is the best.
- B. The school fayre, is on Sunday, and there will a range of different stalls although the tombola is the best.
- C. The school fayre (which is an annual event) has a range of different stalls and the tombola is the best.



A

2a. Hannah and Sean are using commas to show parenthesis. Who has used punctuation correctly? Explain how you know.



Hannah

She was afraid of heights, but she faced her fears and attempted the high ropes in her gymnastics lesson.



Sean

She attempted the high ropes, even though she was afraid of heights, and faced her fears.



R

2b. Steph and Gabriel are using commas to show parenthesis. Who has used punctuation correctly? Explain how you know.



Steph

The children had to stay inside at breaktime, because it was a snowy day and they didn't all have coats.



Gabriel

It was a snowy day, which meant that the children had to stay inside at breaktime, and the school closed early.



R

3a. Which sentence does not use punctuation for parenthesis? Tick one.

A. Our class went on a school trip to Chester Zoo as part of our Science topic, and I bought a toy tiger for my little sister.

B. Our class went on a trip to Chester Zoo last week, which was linked to our Science topic.

Explain how you know.



R

3b. Which sentence does not use punctuation for parenthesis? Tick one.

A. It was my mum's birthday so we went to see a show at the Opera House – which was amazing.

B. We went to see an amazing show at the Opera House, because it was my mum's birthday.

Explain how you know.



R

# Finding similarities and differences – 1

To help you understand what you read in text, you sometimes need to think about how things are alike or how they are different and to make comparisons.

Read the description.

## Dragons

1. Dragons are mythical creatures that appear in legends and folktales from all over the world. There are two major types of dragons—eastern dragons (those that appear in Asian legends) and western dragons (those that appear in European legends).

### Eastern dragons

2. Eastern dragons are symbols of wisdom and beauty in Japan, Korea and China. They are seen as kind and friendly to humans and normally bring good luck and wealth. However, if they are not respected they become angry and can use their magical powers to cause terrible natural disasters, particularly floods. Such powers are said to come from a pearl that the dragons carry.



3. Eastern dragons are four-legged, snake-like creatures that hatch from an egg. They have a scaly body, a spiked tail, a head like a camel, claws, large eyes, paws like a tiger, the ears of a bull and often a mane like a lion around their elbows, neck and chin. They don't normally have wings, but they can still fly. They have the ability to breathe fire, but do so rarely. Eastern dragons are said to live in watery places, like caves near the beach or around lakes. An eastern dragon's favourite food is said to be a small bird called a swallow. They do not eat humans.

### Western dragons

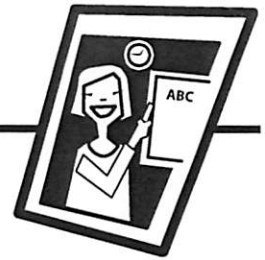


Western dragons are dinosaur-like fire-breathing animals. They may have two or four legs, scaly bodies and a spiked tail. They hatch from eggs. Western dragons have claws and large eyes. They can fly by flapping their bat-like wings. They are ferocious and bad-tempered and many legends tell of them being in battle with brave knights. They eat any type of meat, but their favourites seem to be sheep, cattle and human flesh.

Western dragons have various magical powers. It was believed that eating a dragon's heart would give someone the power to understand birdsong and dragon's blood could protect against wounds.

Western dragons live on land, often hidden away in caves, mountains or in forests. Because they often hoard treasure in a lair or den, they are a symbol of greed in Western culture.

# Finding similarities and differences



## Learning about the skill

Learn how you can organise information to make it easier to answer questions about similarities and differences.

- Make sure you understand the question and underline the keywords.
- Sometimes it is easy to see how things are different or the same if you are comparing two things. However, if there are three or more things to compare, it can be helpful to organise the information in a chart. Two examples are shown below.
- Always check all the possible answers before making a decision.

1. Which two things do both types of dragons have in common?

- They have scaly bodies and a mane.
- They have a mane and they are ferocious.
- They have magical powers and they are ferocious.
- They have scaly bodies and magical powers.

	Eastern dragon	Western dragon
Scaly body		
Mane		
Ferocious		
Magical powers		

### Choosing the best answer

You will find it useful to use the tick chart above to find the best answer.

- Both dragons have scaly bodies, but only Eastern dragons have a mane, so this is not the best answer.
- Only the Eastern dragon has a mane and only the Western dragon is ferocious, so this cannot be the best answer.
- Both dragons have magical powers, but only the Western dragon is ferocious, so this is not the best answer.
- Both dragons have scaly bodies and magical powers, so this is the best answer.

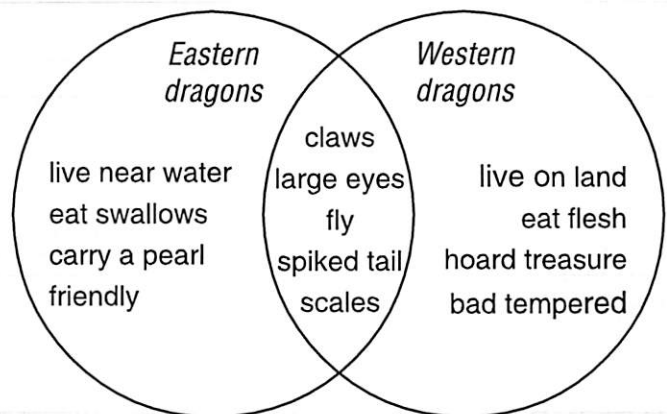
2. Use the Venn diagram to help you complete the sentence.

Western dragons ...

- have scales and are friendly.
- live on land and eat swallows.
- have spiked tails and eat flesh.
- fly and carry a pearl.

### Choosing the best answer

- If you look at the Venn diagram you can see that Western and Eastern dragons both have scales but only the Eastern dragons are friendly, so this is not a good answer.
- Western dragons do live on land, but they do not eat swallows, so this can't be the best answer.
- Both dragons have spiked tails. The Western dragons also eat flesh, so this is a very good answer, but check all answers.
- Both dragons fly, but only Eastern dragons carry a pearl, so this is not a good answer.



# Finding similarities and differences

## Practice page



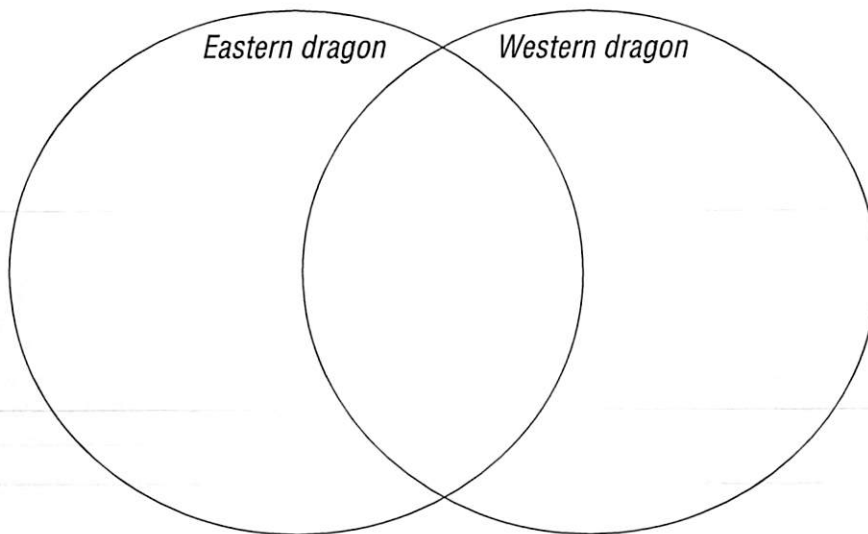
Use similar strategies to those on page 35 to practise finding similarities and differences. (Clues are given to help you.)

1. (a) Complete the tick chart showing similarities and differences.

**Think!**  
Find the information for each dragon in the text.

	<i>Eastern dragon</i>	<i>Western dragon</i>		<i>Eastern dragon</i>	<i>Western dragon</i>
<i>scales</i>			<i>wings</i>		
<i>large eyes</i>			<i>claws</i>		
<i>snake-like</i>			<i>kind</i>		
<i>ferocious</i>			<i>mane</i>		

- (b) Add the same information to the Venn diagram.



**Think!**  
The information with two ticks will go in the middle section.

- (c) Circle true or false after each sentence. Use the information from the Venn diagram to help you.

- |  |            |
|--|------------|
| (i) Western dragons have wings and are kind.           | True/False |
| (ii) Eastern and Western dragons have claws and manes. | True/False |
| (iii) Eastern dragons are snake-like and have scales.  | True/False |
| (iv) Western dragons have claws and large eyes.        | True/False |
| (v) No dragons have manes and wings.                   | True/False |



# Finding similarities and differences



## On your own

Think about the strategies you have been using to work out these answers. You could draw a chart or Venn diagram on a separate sheet of paper if you need to.

1. *What is one difference between Eastern and Western dragons?*

- (a) Western dragons can't flap their wings.
- (b) Eastern dragons don't need wings to fly.
- (c) Western dragons can't fly very high.
- (d) Eastern dragons can't fly at all.

The best answer is .

2. *What two things are true only of Western dragons?*

- (a) They can cause floods and their heart has a magical power.
- (b) They live in watery places and cause floods.
- (c) Their heart has a magical power and they battle knights.
- (d) They battle knights and live in watery places.

The best answer is .

3. *Compare what would be likely to happen if a person upset each type of dragon.*

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4. *What is different about the way that Western and Eastern dragons are symbolised and thought of in the cultures they belong to?*

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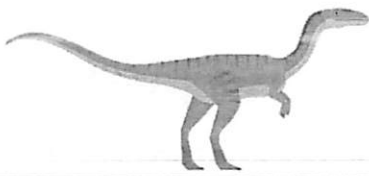
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# Dinosaurs

Hundreds of millions of years ago, in what is known as the Mesozoic Era, dinosaurs walked the earth. Some were gentle giants; others, ferocious beasts. The Mesozoic Era is divided into three periods: the Triassic period, Jurassic period, and Cretaceous period.

## Triassic Period (248 – 205 million years ago)

245 million years ago, the global temperature is believed to have averaged around 10 – 15 °C (50 – 60 °F). Towards the end of the Triassic period, evidence suggests that planet Earth became drier and hotter. Deserts covered most of the land, while forests of tree ferns flourished in the Northern hemisphere and conifers near the equator.



One of the earliest known dinosaurs was the Coelophysis, a carnivorous, bipedal predator who emerged around 200 million years ago. The first specimen was found in 1881 in New Mexico, USA. The Coelophysis is estimated to have weighed about 15 – 20kg, and measured approximately 3 metres in length. It was a fast and agile dinosaur with exceptional depth perception, and probably hunted small, lizard-like prey.

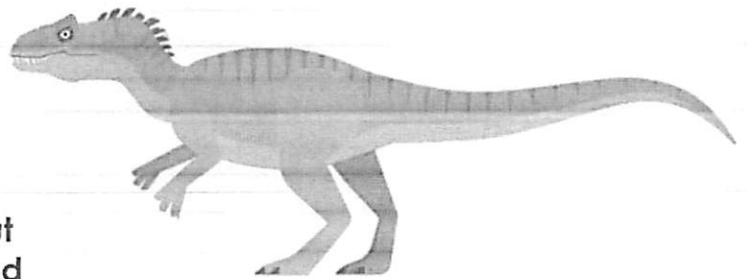
Towards the end of the Triassic period lived the Plateosaurus, a giant herbivore. It had a long, flexible neck, and flat but sharp plant crushing teeth. It is believed the Plateosaurus weighed between 600 and 4,000 kilograms, and grew to be anywhere between 4.8 and 10 metres long. Like the Coelophysis, the Plateosaurus was bipedal and stood on two legs; unlike the Coelophysis, it was strong and stocky, with powerful arms and hind legs.



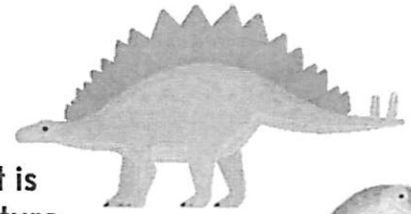
## Jurassic Period (205 – 142 million years ago)

During the Jurassic period, rainfall increased and the oceans rose. Vegetation became lush and plentiful, and giant forests and ferns replaced most of the desert areas that covered Earth's surface.

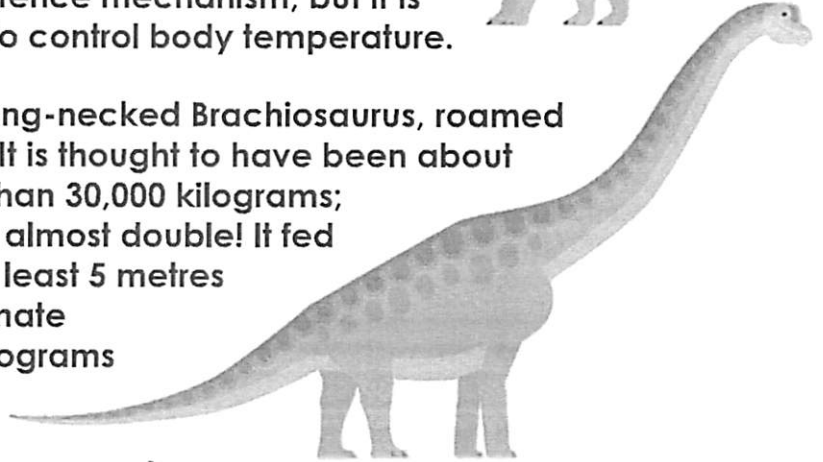
The Allosaurus reigned at the top of the food chain during the Jurassic period. It was a large bipedal predator; its massive jaw armed with dozens of saw-like serrated teeth. Averaging about 9 metres long and weighing an estimated 2300 kilograms, the Allosaurus had large, muscular hind legs, small arms, and a long, powerful tail. Some palaeontologists believe it was a social creature who hunted in packs; others believe it was extremely aggressive and kept to itself. Nevertheless, the Allosaurus was ferocious, and likely hunted large herbivores or even other carnivores.



About the size of a modern day bus, the Stegosaurus was a herbivore with short forelimbs which kept its small head close to the ground and its spiked tail high in the air. The Stegosaurus' trademark plates which ran along their back might have been used as a defence mechanism, but it is believed their primary function was to control body temperature.

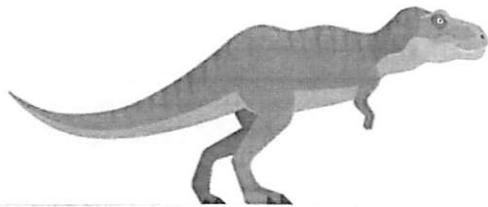


Another well known herbivore, the long-necked Brachiosaurus, roamed the earth during the Jurassic period. It is thought to have been about 26 metres long, and weighed more than 30,000 kilograms; some specimens suggest it weighed almost double! It fed mostly on foliage, or plant matter, at least 5 metres off the ground. Palaeontologists estimate the Brachiosaurus ate around 250 kilograms of plant matter daily.

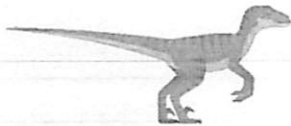


### Cretaceous Period (142 – 65 million years ago)

Around the middle of the Cretaceous period, the Earth began to cool. The giant forests of the Jurassic period started to decline and different vegetation, including flowering plants, began to develop.

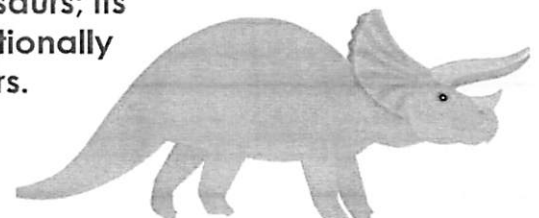
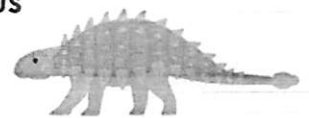


The Cretaceous period was ruled by none other than the 'Tyrant Lizard King': the Tyrannosaurus rex. Its skull measured 1.5 metres, and was balanced by a long, heavy tail. Its jaw was filled with massive serrated teeth that delivered a devastatingly strong bite. Likely an apex predator, the Tyrannosaurus rex preyed on herbivores and other carnivores alike.



Another well known carnivore from the Cretaceous period is the Velociraptor. Weighing about 15 kilograms and averaging about 1.8m long (not much bigger than a domestic turkey), the Velociraptor were bipedal, feathered dinosaurs with a large sickle shaped claw on each hind foot, which they used to take down prey.

Looking something like a prehistoric tank, the herbivore Ankylosaurus was covered in armoured plates and had a large club on the end of its tail to protect it from predators. While it was only about 1.7 metres high, it weighed about 6000 kilograms – it had short, strong legs to carry all that weight. Fellow herbivore, the Triceratops, had armour which makes it one of the most recognisable of all the dinosaurs; its trademark bony frill and three facial horns have traditionally been viewed as defensive weapons against predators.



## Extinction

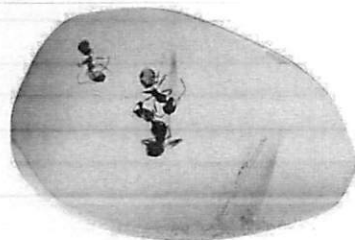
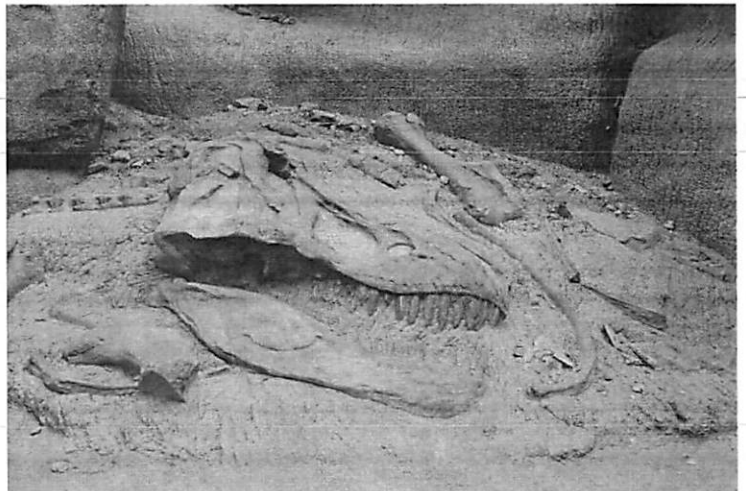
66 million years ago, after approximately 163 million years of existence, dinosaurs disappeared. Most experts believe a giant asteroid crashed into the Earth and wiped them all out. So how do we know so much about them?

### Dinosaur Remains

Palaeontologists from all over the world study fossils to learn about these great creatures. Fossils are preserved remains or traces of animals and plants, usually found in rock. There are many different methods of fossilisation. One type of fossil is formed if a dinosaur died near water. Its body was eventually covered in layers of sediment like ash, mud or sand. The soft parts of the body would rot away, leaving the hard bones of the skeleton behind. Over time, layers of sediment would continue to build up and become extremely heavy. The layers around the skeleton were under so much pressure that they are compacted and become rock. Eventually, minerals found in the groundwater seeped in to dissolve and replace the bones in the skeleton, and these minerals hardened to form a fossil.

Palaeontologists excavate a fossil by removing the rock and earth carefully from around the specimen. During the excavation, the fossil is repeatedly photographed and labelled. For small or fragile fossils, special hand tools are used, including trowels, brushes, and tiny picks (somewhat like dental tools). Bigger fossils might require larger tools, such as shovels or jack-hammers.

However a fossil is excavated, once it has been dug out of the ground, it is carefully packed up and moved to the lab. There, it will be cleaned, documented, and studied carefully by specialised scientists.



Some fossils formed in amber give us clues about insects, spiders, and plants from millions of years ago. Amber is formed when lumps of a sticky syrup-like resin seeps out of trees and traps small creatures. Eventually, this hardened resin is buried in sediment and fossilised. Amber is popular for its beautiful colouring, and is often used in jewellery.



Palaeontologists also study trace fossils, which show the marks left behind by a dinosaur while it was alive, including tracks, burrows, and droppings. These fossils give insight into the behaviour of dinosaurs. Studying fossils allows us to walk in the footsteps of dinosaurs millions of years after they died.

## Dinosaurs – Comprehension

### Section A

Which is not a period of the Mesozoic Era?

Jurassic	
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Cretaceous	
------------	--

Triassic	
----------	--

Prehistoric	
-------------	--

Which is considered to be one of the earliest known dinosaurs?

Stegosaurus	
-------------	--

Coelophysis	
-------------	--

Allosaurus	
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Ankylosaurus	
--------------	--

Which dinosaur appeared in the Jurassic period?

Triceratops	
-------------	--

Allosaurus	
------------	--

Plateosaurus	
--------------	--

T-Rex	
-------	--

According to their diets, which dinosaur does not belong in this group?

Ankylosaurus	
--------------	--

Velociraptor	
--------------	--

Allosaurus	
------------	--

Coelophysis	
-------------	--

Which of these dinosaurs had the biggest skull?

Coelophysis	
-------------	--

Stegosaurus	
-------------	--

T-Rex	
-------	--

Velociraptor	
--------------	--

Number the dinosaurs in the order they appeared in history.

Stegosaurus	
-------------	--

Coelophysis	
-------------	--

Plateosaurus	
--------------	--

T-Rex	
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### Section B

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

	True	False
The Tyrannosaurus rex and the Brachiosaurus roamed the Earth at the same time.		
An apex predator, like the Tyrannosaurus rex, is a predator at the top of its food chain.		
The Jurassic period of the Mesozoic Era was more than 250 million years ago.		
By the end of the Triassic period, rainfall increased and the oceans rose.		
The Triceratops is renowned for its trademark frill and three facial horns.		
Experts believe a giant asteroid caused the extinction of the dinosaurs.		

### Section C

Choose one dinosaur from each period to complete this fact chart.

Name	Period	Length	Weight	Diet	Notable feature

### Section D

Use a dictionary to find the meaning of the following words from the text.

apex predator	
bipedal	
conifer	
excavate	
foliage	
forelimbs	
palaeontology	
serrated	

<p>3</p> <p>THINGS I AM GLAD I KNOW</p>	1	2
	3	

<p>I HAVE NEVER DONE BUT WOULD LIKE TO TRY...</p>	1
	2
	3

<p><b>SOMETHING THAT OTHER PEOPLE ARE SCARED OF THAT I AM NOT</b></p>	<p><b>SOMETHING I WOULD SAY TO THAT PERSON</b></p>	<p><b>SOMETHING I WOULD SUGGEST TO THAT PERSON</b></p>
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TODAY I ...	TASTED	GAVE THANKS FOR
SAW	SMELT	APPRECIATED
TOUCHED	ENJOYED	HELPED

One day I would like to ...	See
Visit	Hold
Meet	Make

IN THE FUTURE I WOULD LIKE TO ...	1
	2
	3



