



Slaley First School

HOME LEARNING ANSWERS

SECTION A

1 $32 + 41$ 73	2 $406 + 322$ 728	3 $647 + 322$ 969
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SECTION B

1 $634 + 75$ 709	2 $504 + 378$ 882	3 $318 + 664$ 982
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SECTION C

1 $724 + 197$ 921	2 $786 + 195$ 981	3 $532 + 683$ 1215
4 $458 + 889$ 1347	5 $845 + 375$ 1220	6 $42 + 46 + 987$ 1075

SECTION A

1 $56 - 23$ 33	2 $438 - 21$ 417	3 $657 - 200$ 457
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SECTION B

1 $526 - 42$ 484	2 $734 - 517$ 217	3 $800 - 256$ 544
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SECTION C

1 $885 - 287$ 598	2 $423 - 165$ 258	3 $802 - 586$ 216
4 $923 - 487$ 436	5 $742 - 186$ 556	6 $834 - 386$ 448

SECTION A

1 $16 + \square = 19$ 3	2 $\square - 12 = 3$ 15
3 $\square - 201 = 538$ 739	4 $\square + 235 = 589$ 354

SECTION B

1 $\square - 6 = 86$ 92	2 $\square + 8 + 9 = 37$ 20
3 $438 + \square = 781$ 343	4 $\square - 3824 = 2345$ 6169

SECTION C

1 $348 + \square = 362$ 14	2 $\square - 605 = 208$ 813
3 $\square - 3058 = 4267$ 7325	4 $\square + 186 + 375 = 2848$ 2287

SECTION A

1 $3 \times \square = 12$ 4	2 $\square \times 37 = 37$ 1
3 $\square \div 5 = 7$ 35	4 $64 \div \square = 8$ 8

SECTION B

1 $2 = \square \div 16$ 32	2 $7 \times 20 = \square$ 140
3 $4 \times 3 \times 7 = \square$ 84	4 $64 \div 4 = \square$ 16

SECTION C

1 $\square \div 13 = 9$ 117	2 $14 \times 21 = \square$ 294
3 $\square = 25 \times 16$ 400	4 $\square \times 8 \times 14 = 224$ 2

SECTION A

1 11×8 88	2 43×2 86	3 33×3 99
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SECTION B

1 41×9 369	2 23×4 92	3 38×3 114
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SECTION C

1 $6 \times 4 \times 7$ 168	2 42×8 336	3 23×9 207
4 64×7 448	5 78×5 390	6 86×6 516

SECTION A

1 $86 \div 2$ 43	2 $88 \div 8$ 11	3 $44 \div 2$ 22
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SECTION B

1 $74 \div 2$ 37	2 $54 \div 3$ 18	3 $91 \div 7$ 13
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SECTION C - For these, first work out the calculation in brackets, and then divide your answer by the number shown

1 $(40 + 52) \div 2$ 46	2 $(35 \times 2) \div 5$ 14	3 $(60 + 12) \div 3$ 24
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SECTION A - Where you can, try to write your answers as whole or mixed numbers

1 $\frac{1}{10} \times 3$ $\frac{3}{10}$	2 $1\frac{1}{5} \times 2$ $2\frac{2}{5}$
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SECTION B - Where you can, try to write your answers as whole or mixed numbers

1 $\frac{4}{9} \times 2$ $\frac{8}{9}$	2 $\frac{3}{100} \times 7$ $\frac{21}{100}$
3 $2\frac{3}{10} \times 3$ $6\frac{9}{10}$	4 $6\frac{2}{7} \times 2$ $12\frac{4}{7}$

SECTION C - Where you can, try to write your answers as whole or mixed numbers. If you can, write your answer to question 4 in its lowest terms

1 $\frac{4}{33} \times 7$ $\frac{28}{33}$	2 $\frac{3}{7} \times 6$ $2\frac{4}{7}$
3 $6\frac{4}{10} \times 5$ 32	4 $1\frac{3}{4} \times 6$ $10\frac{1}{2}$

SECTION A

1 $\frac{1}{2}$ of 16 8	2 $\frac{1}{4}$ of 28 7	3 $\frac{1}{6}$ of 36 6
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SECTION B

1 $\frac{1}{6}$ of 54 9	2 $\frac{1}{7}$ of 84 12	3 $\frac{2}{5}$ of 25 10
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SECTION C

1 $\frac{1}{3}$ of 42 14	2 $\frac{1}{5}$ of 80 16	3 $\frac{3}{8}$ of 48 18
4 $\frac{7}{10}$ of 110 77	5 $\frac{5}{6}$ of 72 60	6 $\frac{2}{7}$ of 42 12

SECTION A

1 $30 \div 10 = 3$ 2 $400 \div 10 = 40$

3 $530 \div 10 = 53$ 4 $100 \div 100 = 1$

SECTION B - Write your answers as decimal fractions

1 $2 \div 10 = 0.2$ 2 $0.9 = 9 \div 10$

3 $0.36 = 36 \div 100$ 4 $57 \div 100 = 0.57$

SECTION C - Write your answers as decimal fractions

1 $2.3 = 23 \div 10$ 2 $46 \div 10 = 4.6$

3 $34 \div 100 = 0.34$ 4 $1 \div 100 = 0.01$

SECTION A

1 $50 \div 10 = 5$ 2 $300 \div 10 = 30$

3 $570 \div 10 = 57$ 4 $600 \div 100 = 6$

SECTION B - Write your answers as decimal fractions

1 $1 \div 10 = 0.1$ 2 $0.5 = 5 \div 10$

3 $78 \div 100 = 0.78$ 4 $0.88 = 88 \div 100$

SECTION C - Write your answers as decimal fractions

1 $71 \div 10 = 7.1$ 2 $99 \div 100 = 0.99$

3 $0.05 = 5 \div 100$ 4 $130 \div 100 = 1.3$

Count in multiples of 6

1 Write the missing numbers by counting on 6 each time. Some are completed for you.

a $1, 7, 13, \quad, \quad, 25, 31$

b $15, \quad, 27, 19, \quad, 25, 31$


c $92, \quad, \quad, 33, \quad, 39, 45$

d $993, \quad, 98, \quad, 104, \quad, 110, 116$
 $999, 1005, 1011$

2 Write the missing numbers on the number lines below.

a $33, 39, 45, 51$ (arrows +6)

b $213, 207, 201, 195$ (arrows -6)



3 For the following, find the missing numbers by counting back 6. An example is shown.

a $54, 48, \quad, \quad, 36, \quad, 30, 24$

b $97, \quad, \quad, 42, \quad, 36, \quad, 30$

c $217, \quad, 91, \quad, 85, \quad, 79, \quad, 73, \quad, 67$

d $2008, \quad, 211, \quad, 205, \quad, 199, \quad, 193$
 $2002, 1996, 1990$

Use the value of known and derived facts to multiply and divide mentally, including by 0 and 1

1 Complete the following.

a $73 \times 6 = 438$, so $73 \times 60 = 4380$ and $73 \times 600 = 43,800$

b $84 \times 80 = 6720$, so $84 \times 8 = 672$ and $84 \times 800 = 67,200$

c $4 \times 8 = 32$, so $320 \div 80 = 4$ and $3200 \div 40 = 80$

d $6 \times 9 = 54$, so $90 \times 60 = 5400$ and $5400 \div 9 = 600$

2 Look at the clues to help solve these calculations.


CLUES: To multiply by 4, double and double again.
 To multiply by 5, multiply by 10 and halve.
 To divide by 20, divide by 10 and halve.

a $16 \times 4 = 64$ $41 \times 4 = 164$

b $42 \times 5 = 210$ $72 \times 5 = 360$

c $740 \div 20 = 37$ $2420 \div 20 = 121$

d $104 \div 4 = 26$ $2420 \div 5 = 484$ $14 \times 20 = 280$



3 Solve the following.

a $3852 \div 1 = 3852$ $83 \times 1 \times 5 = 415$ $26 \times 8 \times 1 = 208$

b $4753 \times 1 \times 0 = 0$ $3976 \div 1 = 3976$

c $470 \times 2 \times 1 = 940$ $7856 \times 2 \times 0 = 0$

Recall multiplication and division facts for tables up to 12×12

1 Complete the following, as quickly as you can.

- a $4 \times 7 = 28$ $4 \times 12 = 48$
- b $6 \times 8 = 48$ $9 \times 6 = 54$
- c $9 \times 3 = 27$ $54 \div 9 = 6$
- d $12 \times 8 = 96$ $7 \times 8 = 56$
- e $11 \times 11 = 121$ $12 \times 12 = 144$



2 Complete the missing numbers in the multiplication table, as quickly as you can.



\times	4	6	7	8	11	12
5	20	30	35	40	55	60
11	44	66	77	88	121	132
12	48	72	84	96	132	144

3 Complete the calculations below.

- a $6 \times 6 = 36$ $4 \times 9 = 36$ $12 \times 3 = 36$ $6 \times 12 = 72$ $8 \times 3 \times 3 = 72$
- b $4 \times 12 = 48$ $6 \times 8 = 48$ $2 \times 24 = 48$ $1 \times 12 \times 8 = 96$ $12 \times 8 = 96$ $3 \times 4 \times 8 = 96$ $2 \times 4 \times 12 = 96$

Recognise and show, using diagrams, families of common equivalent fractions

1 For each of the following, put a circle around the shapes which have the equivalent fraction shaded. An example is shown.

- a $\frac{1}{2}$ (Example: 1/2 shaded in a 2x4 grid)
- b $\frac{3}{4}$ (Example: 3/4 shaded in a 4x4 grid)
- c $\frac{1}{6}$ (Example: 1/6 shaded in a 6x6 grid)

2 Shade the equivalent fraction in each shape. An example is shown.

- a $\frac{1}{4}$ (Example: 1/4 shaded in a circle)
- b $\frac{2}{5}$ (Example: 2/5 shaded in a 5x2 grid)

3 For the following draw around the equivalent fraction. An example is shown.

- a $\frac{2}{3}$ (Example: 2/3 shaded in a group of 6 circles)
- b $\frac{1}{5}$ (Example: 1/5 shaded in a group of 5 cubes)

Convert between different units of measure – capacity

1 Convert the units of measure below.

- a 1 litre = 1000 millilitres
- b 4.6 litres = 4600 millilitres
- c 8.24 litres = 8240 millilitres
- d 500 ml = 0.5 l
- e 1750 ml = 1.75 l
- f 2472 ml = 2.472 l

2 What measurement is shown on each scale?

- a 250 ml or 0.251 l
- b 1200 ml or 1.2 l
- c 15 ml or 0.015 l

- 3 A fish bowl contained 572 ml of water. How many litres of water were in the fish bowl? 0.572 l
- 4 In one week, Dwayne drank 5.04 litres of milk. How many millilitres did he drink? 5040 ml
- 5 Year 4 were measuring rainfall. The rain filled 3 one-litre containers and it reached 326 millilitres in the fourth. How much rain fell altogether? Give your answer in millilitres and litres. 3326 ml or 3.326 l

Identify acute and obtuse angles

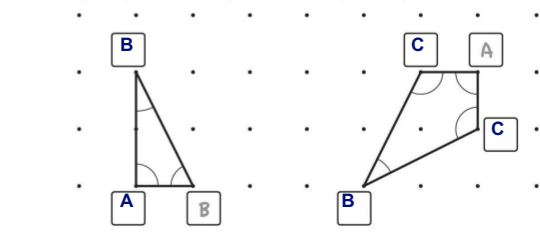
1 Write the name of each type of angle, choosing one of the following: straight angle, obtuse angle, right angle, acute angle.

- a obtuse angle
- b straight angle
- c right angle
- d acute angle

2 Now identify the type of angle for each of the following.

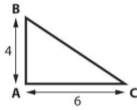
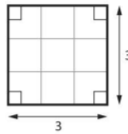
- a 23° acute angle
- b 174° obtuse angle
- c 90° right angle
- d 180° straight angle
- e 89° acute angle
- f 98° obtuse angle

3 In each of the following shapes, write a letter by each vertex to show the type of angle. A = right angle; B = acute angle; C = obtuse angle. Examples are shown.



Draw a pair of axes in one quadrant, with equal scales and integer labels

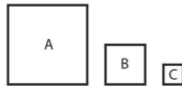
- 1 Use squared paper and follow the instructions below. (Squared paper can be downloaded from the internet.)
 - a Draw an x-axis (horizontal) with a scale from 0 – 10, increasing in ones.
 - b Draw a y-axis (vertical) with a scale from 0 – 8, increasing in ones.
 - c Write the scale on each axis.
 - d Now draw a square, with sides 3 units.
 - e Write the co-ordinates for each point on your square.
- f Next, draw a right-angled triangle. The right angle should be at point A, side AB should be 4 units and side AC should be 6 units.



- g Write the co-ordinates for each point on your triangle. **all questions completed appropriately**

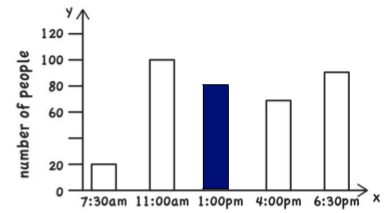
2 Now try the following on squared paper.

- a Draw an x-axis with scale, increasing in fives, from 0 – 60.
- b Draw a y-axis with a scale, increasing in fives from 0 – 80.
- c Write the scale on each axis.
- d Draw 3 squares. Make the sides of square A twice the length of the sides of square B, and the sides of square B twice the length of the sides of square C.
- e Write the co-ordinates for each point on your squares. **all questions completed appropriately**



Interpret and represent data in a bar chart

Joe drew the bar chart to show the number of people who attended the carol services.



- 1 Joe forgot to write the label for the x-axis. What do you think it should say?
times of services
- 2 He also missed out one of the numbers on the y-axis.
What is the missing number? **40**
- 3 How many people went to the 7:30 am service? **20**
- 4 How many people went to the 6:30 pm service? **90**
- 5 **80** people went to the 1:00 pm service.
On the chart, draw in the bar for the 1:00 pm service.
- 6 Why do you think that the 7:30 am service had the fewest people attending?
any appropriate answer with reference to early morning

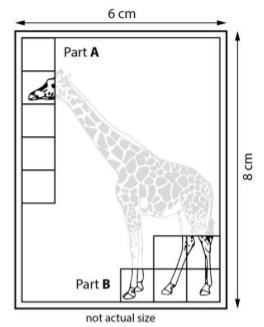
Further mastery – number and place value

- 1 How many felt tips altogether?
 - a **36**
 - b **75**
- 2
 - a Write in the missing numbers on the number line.
 - b Some children count backwards in 7s. 23 is the first number they say.
What is the ninth number they say? **-33**
- 3 Use the digits: 5, 8, 0, 4 to make 4-digit numbers. Make each number with the digit 8 in the thousands place.
Write your numbers in order from largest to smallest.
8540, 8504, 8450, 8405, 8054, 8045

Further mastery – measurement

- 1 The picture shows some pieces of a jigsaw, in its box. Each jigsaw piece is a 1 cm square.
 - a How many jigsaw pieces are there, in the whole jigsaw? **48**
 - Part A and B are completed.
 - b What is the perimeter of each part?
Part A **12** cm Part B **10** cm
 - c What is the area of each part?
Part A **5** cm² Part B **5** cm²
 - d Try to explain the similarities and differences between the area and perimeter for Part A and B.
appropriate explanation given
- 2 Complete the following, so that the calculations are correct. For some, there may be more than one possible answer.
 - a $2\frac{1}{2}$ kg + **250** g + **250** g = 3 kg
 - b 2.6 km + 1500 m + **100** m = 4.2 km
 - c 0.5 l + $\frac{3}{4}$ l + **750** ml = 2 l
- 3 Put the amounts in order, starting with the smallest.

$\frac{3}{4}$ of 2 kg	$\frac{1}{2}$ of 2900 g	$\frac{2}{3}$ of 2.4 kg	295 g × 5
1450g	1475g	1500g	1600g
smallest			largest



CAPTAIN NELL AND FISHFACE FREDDIE

Here are some sentences with key words.



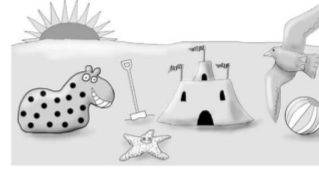
Not only did Captain Nell have lots of experience at sea, she was also a courageous pirate. Unfortunately, her crew included Fishface Freddie, who accidentally dropped a heavy cannonball on his big, clumsy feet.



- Which word or phrase tells you that Captain Nell knew how to sail her ship?
experience
- Which word tells you that Fishface Freddie didn't mean to drop the cannonball?
accidentally
- Was Captain Nell brave? Write down the word that tells you.
courageous
- Use some of the words in the box to make sense of this paragraph.
After weeks at sea, they **eventually** reached easily sandy the long-lost, treasure island, where they started digging now eventually basically tried **frantically**. Nell and Freddie dug and dug well frantically until their hands were **blistered** and sore, but blistered first by sundown they had uncovered the buried treasure chest.

HOW TO BE GOOD

The word **good** can mean all sorts of things. Here are some sentences that contain the word **good**. What does it mean in these sentences? Draw a line linking each one to its meaning. One has already been done for you.



- If you are **good**, I'll take you to the seaside. **safe**
- The baker's pies are really **good**. **useful**
- The team needs to find some **good** players. **well-behaved**
- Hammers are very **good** for banging in nails. **kind**
- It's important to have a **good** breakfast. **delicious**
- Is under the bed a **good** place to keep your money? **healthy**
- It's **good** of you to give money to charity. **large**
- Pudding is served with a **good** amount of cream. **talented**

PETS

Irena has come to the front of the class to talk about her pets. Some things she says are facts; some things are opinions. Write an **f** for fact or an **o** for opinion in the box under each speech bubble.

I have a cat, a dog and a tortoise. **F**

They're all very cute. **O**

Tortoises have a hard shell. **F**

My cat, Spangle, has the softest fur. **O**

Muggy, the dog, does tricks such as rolling over. **F**

My tortoise, Arthur, can keep you amused for hours. **O**

Grandad is going to buy me a chicken. **F**

Then I'll have four pets altogether. **F**

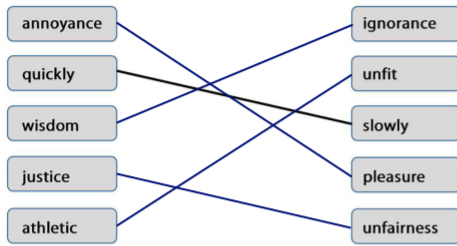
But I still won't have enough pets. **O**

THE GODS OF ANCIENT GREECE

<p>Zeus was the god of the sky and thunder. He was king of the gods, able to unleash his thunderbolt if he ever encountered a situation that angered or caused him annoyance.</p>	<p>Hephaestus was the god of blacksmiths, fire and volcanoes. He worked in his own palace on Mount Olympus, forging winged helmets, weapons, and chariots for other gods.</p>	<p>Athena was the goddess of wisdom, civilisation, art and justice. Because of her unique qualities, Greeks worshipped her as the protector of the ancient city of Athens.</p>
<p>Aphrodite was known as the goddess of love. But, fearing that her beauty might easily lead to war, Zeus had her married to Hephaestus, who was thought to be hideous.</p>	<p>Apollo, the son of Zeus, was the god of prophecy, music, poetry and truth, and was portrayed as an athletic youth. People turned to him for healing and protection from evil.</p>	<p>Hermes could fly quickly between the gods on Olympus and humans on Earth. Often sculpted with wings on his helmet or sandals, he was the messenger of the gods.</p>

Now go to the next page and answer the questions. Remember you can come back and check the text for clues at any time.

1 Match each word to one that means the opposite. One has been done for you.



2 In the descriptions of the Greek gods, find words that mean the following:

Meaning	Word
met or came across	encountered
only one of its kind	unique
creating something by heating and hammering	forging
very ugly	hideous
a prediction of a future event	prophecy

3 Can you think of other words for these?

- thunderbolt lightning
- ancient (very) old
- fearing scared / worried

DETECTIVE WORK



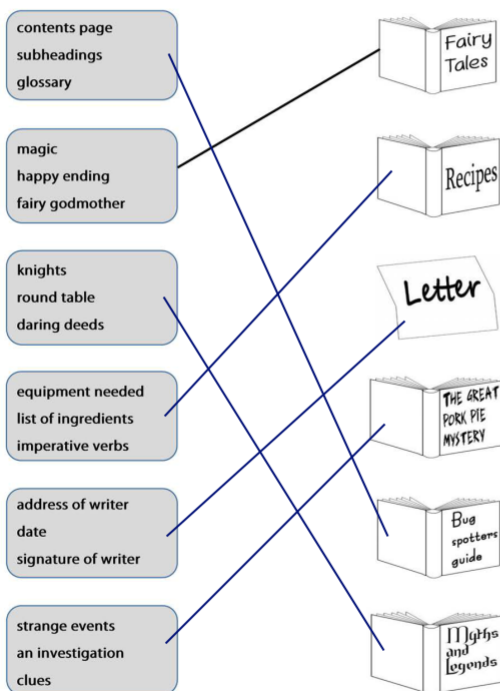
Look for the clues in this text and work on the answers:

Sam checked the calendar. "Tomorrow," she said, "it will be Monday 24th – my birthday. Hooray!" She clapped her hands. Opening the curtains, she grumbled. "I do hope the weather improves by then."

- 1 Is Sam a girl or a boy? girl
- 2 How do you know? Sam is referred to as 'she'.
- 3 What day is it? Sunday 23rd
- 4 How does Sam feel before the curtains are opened? happy / excited
- 5 How can you tell how Sam feels? She says "Hooray" and claps her hands.
- 6 How does Sam feel after the curtains are opened? disappointed / sad / unhappy etc.
- 7 What word tells you how Sam felt then? grumbled
- 8 What do you think the weather was like outside? wet / raining / stormy etc.

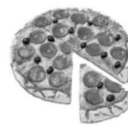
ON THE BOOK SHELVES

Here are some features of different types of writing. Draw lines linking the features to the book or pages you'd find them in. One has been done for you.



ON THE OTHER HAND

When we compare two different sports, pets, shops, bicycles or anything else, certain key words and phrases, such as both, the same as, different from, as well as others, make it clear what is similar and different about the two things. Underline those key words and phrases in the following texts.



Sometimes, Mum makes her own pizzas. They're different from take-away pizzas, although both are tasty. On the one hand, Mum's have fresh tomatoes, while the ones we buy from PizzaPup don't. What they have in common is me ready to eat them.

My friend, Charlie, has a cat, but I have a dog. I'd always have a dog instead of a cat. Both make excellent pets, but, unlike cats, dogs can learn to do what you tell them. The opposite is true for cats. They wander about doing what they feel like. Charlie says he likes that about them. That would drive me mad.



While the Pound In Your Pocket shop sells everything at £1, our local supermarket, on the other hand, has a bigger range of things to buy. Its size is similar to the supermarket, even though it doesn't display so much stuff on the shelves. Although Pound In Your Pocket is a lot cheaper, the supermarket is better quality.



While moths and butterflies both have six legs and powdery scales on their wings, usually, butterflies can be seen during the day, whereas, moths tend to come out at night. Unlike butterflies, moths don't have tiny club shapes on the end of their antennae. Another obvious difference is that butterflies are usually very colourful. The same cannot be said for moths, which are much duller. When they are resting, moths hold their wings flat. Butterflies, however, hold their wings together above the body.

DEAR DIARY

Diaries contain some reference to the date, are written in the 1st person (I and me not he or she) and are likely to be in an informal style – not perfect English. What writers write about can be their personal feelings, likes and dislikes, perhaps dreams they've remembered from the night before and hopes they might have for the future.

DRAGON'S DIARY



Thursday, 27th April 293 AD
Dear Diary,
Had the most awful dream last night. That pest, with the rusting, clanking suit – George something or other – crept up behind me and shouted BOO! Really gets on my nerves. I'm going to sort him out one of these days. You just can't trust knights nowadays. I haven't forgotten what he said when we first met. If I toasted his bagels for him, then he would put on a show for the villagers of chasing me off. No harm done. Huh! Then Mr Puffycheeks got himself a new lance. Had to show off. Oh, yeah. Couldn't help himself he said. It'll take ages for this tail to get better. I do hope they send someone else soon. Somebody prepared to negotiate, have a chinwag, share a muffin. That'd be nice.

Write down some words and phrases that tells you this is a diary entry:

date of diary entry Thursday 27th April 293 AD
written in 1st person behind me / my nerves / I'm going to sort him out / etc.
dreams had the most awful dream last night
personal feelings gets on my nerves / Mr Puffycheeks / that'd be
hopes for the future nice I do hope they send someone else soon.

MYSTERY

Mystery stories include strange events that need investigating, secrets, clues, witnesses who aren't believed at first, suspects and someone to sort it all out. Can you find any examples of these elements in the following investigation.

THE HUMMING SHED

Detective Sergeant Morris peered down at Harriet and Jake. They could see he wasn't writing anything in his notebook – more like doodling. What they didn't see was the new neighbour watching from an upstairs window.

"So, this is the shed, is it? The one that you said... what? It hums? Look, kids, I'm trying not to laugh, but really – a shed that hums!"

"Not just humming," insisted Harriet.

"Yesterday," said Jake, "it was at the bottom of the garden. Now it's here, next to the house. Grandad went in on Tuesday, then Dad, Gran and Mum, and they haven't been seen since."

Morris shook his head. "Kids! Too many computer games." He sighed. "Look, let's sort this out once and for all." He reached for the door handle.

"No!" yelled Harriet and Jake together as the weird humming started up and grew louder and louder. A twist of pain travelled across the policeman's face as he slowly disappeared.



Now write down examples of these themes:

strange event to be investigated The shed makes a humming noise and has moved closer to the house.
clues Members of the family haven't reappeared since going in on Tuesday.
witnesses Harriet and Jake
suspect the new neighbour watching from an upstairs window

Using capital letters, full stops and commas

New sentences start with a capital letter. He always wanted to be a squire.

Proper nouns always start with a capital letter.

He was the squire to Sir Lancelot, who was one of King Arthur's knights.

Full stops finish sentences. He held the sword for the knight.

Commas can go between items in a list.

The squire carried the knight's helmet, armour, shield and sword.

Commas can be used with a connective to join two sentences together.

The squire liked polishing the armour, but he didn't like mucking out the horses.

Write out these sentences with the appropriate punctuation.

The Squire

- the young king arthur served as sir kay's squire in the story of the sword in the stone
The young King Arthur served as Sir Kay's squire in the story of the Sword in the Stone.
- squires had to develop strength, speed, agility and leadership skills
Squires had to develop strength, speed, agility and leadership skills.
- it was also his duty to learn about courtly etiquette jousting music and dancing
It was also his duty to learn about courtly etiquette, jousting, music and dancing.
- music and dancing serve the knight in times of peace but he also had to follow him on to the battlefield in times of war
The squire not only had to serve the knight in times of peace, but he also had to follow him on to the battlefield in times of war.
- he also had to follow him on to the battlefield in times of war
Sir Lancelot, Sir Percival, Sir Galahad and Sir Kay were all Knights of the Round Table.

Using full stops, question marks and exclamation marks

We use full stops to show where sentences end.

We use question marks to show the end of a question.

We use exclamation marks for commands, shouting, strong feelings.

Punctuate the following sentences:

 Where did you put my helmet?	 Saddle my horse now!	 Would you like me to accompany you to the feast?
 I've been hurt!	 Have you cleaned my armour?	 I am at your service, my lady.
 Forward into battle!	 This is my young squire.	 What have you done with my sword?

Identifying and using paired adjectives

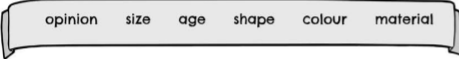
It is common to use more than one adjective before a noun.

When you use more than one adjective you have to put them in the right order.

It is correct to write: The page carried a **large red** flag. ✓

But it is not correct to write: The page carried a **red large** flag. ✗

Although there are some exceptions, the general order of adjectives in a pair is as follows:



So you would write:

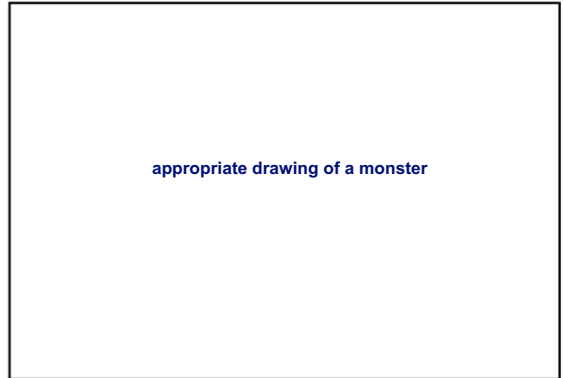
- A round metal shield.
- A small white feather.
- A lazy old donkey.

Draw a mythical monster of your own and then describe it using pairs of adjectives. Remember to put them in the right order according to type. Here is a list to get you started.

smooth	grey	scaly	fat	spotty	old
long	shiny	tiny		evil	red
hairy	skinny			gentle	young
	brown	large		frightening	
short	black			huge	sharp
wicked	grumpy			wild	scary
furry	leathery				pointy
round	vicious	wrinkly	fluffy	white	friendly
strong	glowing	enormous	skinny	green	rough

Identifying and using paired adjectives

1 Draw your mythical monster in the box.



appropriate drawing of a monster

2 Now describe your monster using paired adjectives.
paired adjectives used in the description

.....

.....

.....

.....

.....

.....

.....

.....

Using a range of prepositions

Prepositions tell you how things are related to one another.

Prepositions of place tell you where things are in relation to other things in the sentence.

The squire was found hiding **under** the bed.

The knight had to ride **on** Blaze the pony.

1 Underline the prepositions in the following sentences.

The court jester or fool could be found at court entertaining the king and queen.

He would wear brightly coloured clothes and a hat with bells upon it.

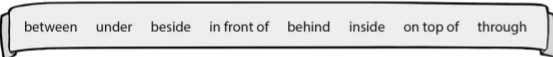
Queen Elizabeth I had a fool that often sat by her side.

Some would sing and play musical instruments. Others could juggle and walk on stilts.

As well as making jokes, they would often say things that came into their heads.

Henry VIII's fool would often give bad news to him, which no one else would dare.

2 Write the appropriate preposition in the box to show where the balls have landed.



Identifying and using adverbs that do not end in 'ly'

Confusingly, not all adverbs end in **ly**.

Late, hard, fast and always are examples of adverbs that do not end in **ly**.

Then there are some adjectives that do end in **ly**.

Elderly, friendly, lovely and ugly are examples of adjectives that end in **ly**.

Identify and underline the adverbs in these sentences.

(Tip: first find the verbs!)



- 1 People were punished hard for committing crimes in medieval times.
- 2 The accused didn't spend long in gaol.
- 3 They went straight to court and trial by jury.
- 4 For minor crimes, people were often placed in the stocks.
- 5 For more serious crimes, people would always end up losing a body part.
- 6 For very serious crimes, they would almost certainly end up losing their head.
- 7 The executioner had to strike the neck well.
- 8 Executioners often took several blows before the head was removed from the body.
- 9 Anne Boleyn decided she would rather die by the sword than the axe.
- 10 I imagine she slept little the night before her execution!



Using the apostrophe for contractions

Apostrophes join two words together.

The apostrophe shows where you have missed out letters. When you make a new word by joining two words together it is called a contraction.

Some common contractions (There are too many to list them all here!):

I'm I am	I'll I will	I'd I would	I've I have	I'd I had
he's he is	he'll he will	he'd he would	he's he has	he'd he had



Some common contractions negating a verb:

isn't is not	wasn't was not	hasn't has not	hadn't had not	don't do not	doesn't does not
-----------------	-------------------	-------------------	-------------------	-----------------	---------------------

Some contractions are a bit different:

won't doesn't quite fit the missing letters from **will not**

can't is a shorter version of just one word **cannot**

Rewrite the underlined words using the apostrophe for contraction.

I have not been so humiliated in all my life! I have been outside this castle all night in the rain. I shouted to the guard, but I could not make myself heard and he did not let down the drawbridge. It has rained non-stop and now I am chilled to the bone. I do not care that I am supposed to be rescuing the princess from the dragon. I will not be fighting any dragons today. In fact I will not be fighting any dragons ever again if you do not help me soon. Where is my squire? He is going to be for it when I get my hands on him! I had told him quite clearly my suit of armour needed oiling, but he was not listening. He could not have cared less. Now the rain has rusted the armour and I cannot move! Somebody fetch a tin opener! **haven't I've couldn't didn't it's I'm don't I'm I'll won't don't**

where's he's I'd wasn't couldn't can't

Identifying the different parts of a sentence

The **subject** of a sentence is a **noun** that **performs** the action.

The **object** of a sentence is a **noun** that **receives** the action.

The **knight** fought the dragon. (subject) The knight fought the **dragon**. (object)

A **pronoun** (he, she it) can also serve as a subject or an object in a sentence.

He fought the dragon. (subject) The knight fought **it**. (object)

In other words the subject is the person or thing doing something, and the object is the person or thing having something done to them.

State whether the underlined words are the subject or the object of the sentence.

The Legend of Arthur



Arthur was the first born son of King Uther Pendragon. **subject**

He was heir to the throne. **subject**

Merlin was worried about the safety of the young prince. **object**

He took the baby to a safe place where he was raised in secret. **object**

When King Uther died, nobody could agree who would be the next king. **subject**

Merlin used his magic to set a sword into the stone. **subject**

He wrote on the stone in letters of gold. **object**

"Whoso pulleth out this sword of this stone is the rightwise born king of all England!" **subject**

Nobles came from far and wide to try to pull the sword from the stone. **object**

Not even the strongest men could do it. **subject**

When Arthur was fifteen, Merlin took him to a tournament. **subject**

Sir Kay had lost his sword. **object**

Arthur went to fetch him one. **object**

Arthur saw the sword in the stone and pulled it out. **object**

The crowd cheered for Arthur when he was crowned king. **subject**

Using the apostrophe correctly

Apostrophes used incorrectly are one of the most common punctuation mistakes.

There are two reasons to use the apostrophe.

1. For contractions.
2. For possession.

Don't get apostrophe happy and use it every time you write a plural or see an s at the end of a word.

Example: The knight's ride the horse's into battle. **X**

Does this make sense if this was a contraction? **The knight is ride the horse is into battle. NO!**

Does **ride** belong to the knight or **into** belong to the horse? **NO!** So it's not used for possession either.

Decide which words need apostrophes and which don't, and correct them accordingly.



- 1 There are many magical legends about Merlin the magician. **legends**
- 2 Its thought he came from a town in Wales called Caer Myrddin, which means Merlins town. **Wales**
- 3 He worked for four different king's including King Uther. **kings**
- 4 But he's best known as King Arthurs adviser. **Arthur's**
- 5 However, Merlin had many adventure's before working for King Arthur. **adventures**
- 6 There are many stories about King Arthur and Merlin. **stories**
- 7 Merlin was responsible for Arthurs education when he was a boy. **Arthur's**
- 8 If it wasn't Merlin's, the crown wouldnt have been put on Arthurs head. **wasn't Merlin's** **wouldn't**
- 9 There are several version's of Merlin's death. **versions** **uses Merlin's**
- 10 The most famous one is where the Lady of the Lake use's Merlins own magic to entomb him in a rock. **uses Merlin's**



Using regular and irregular adjectives to compare (Standard English)

Falconry

Falconry was a very popular sport in medieval times as well as now.



Peregrine Falcon

Fact File
Length: 15-21 inches
Wingspan: 42 inches
Weight: 2 lbs
Lifespan: 7-15 years
Speed: 200 mph
Clutch size: 3-4 eggs
Population: 1,400 pairs



Harris Hawk

Fact File
Length: 22 inches
Wingspan: 48 inches
Weight: 2½ lbs
Lifespan: 13-20 years
Speed: 150 mph
Clutch size: 2-4 eggs
Population: 430 pairs



Common Kestrel

Fact File
Length: 13-15 inches
Wingspan: 27-31 inches
Weight: ½ lb
Lifespan: 10 years
Speed: 100 mph
Clutch size: 3-6 eggs
Population: 38,600 pairs

Using your knowledge of adjectives to compare, write sentences about the various birds of prey that were used for falconry.

Adjectives you may want to use could include:

long short heavy light fast slow big small common rare

.....appropriate sentences written.....

.....

.....

.....

.....

.....

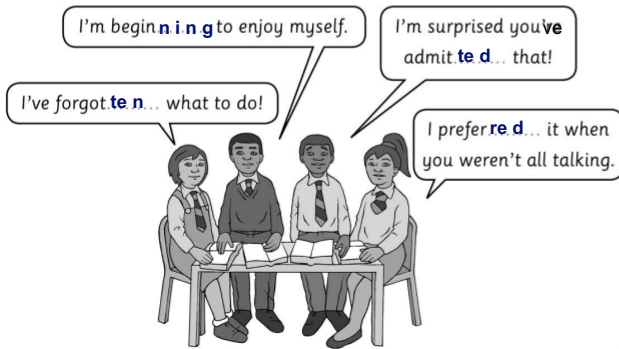
For most words of **two syllables** that have the stress on the last syllable, you need to **double the last letter** when you add a suffix.



Add the suffix **-ed, -ing, -er** or **-en** to the following words. Don't forget to double the last consonant.

- | | |
|-----------------------|-----------------------|
| regret te d | regret t i n g |
| commit te d | commit t i n g |
| begin n i n g | begin n e r |
| admit t i n g | admit te d |
| refer r i n g | refer re d |
| prefer r i n g | prefer re d |
| forgot te n | forget t i n g |
| forbid d e n | forbid d i n g |

Complete the words in the sentences below.



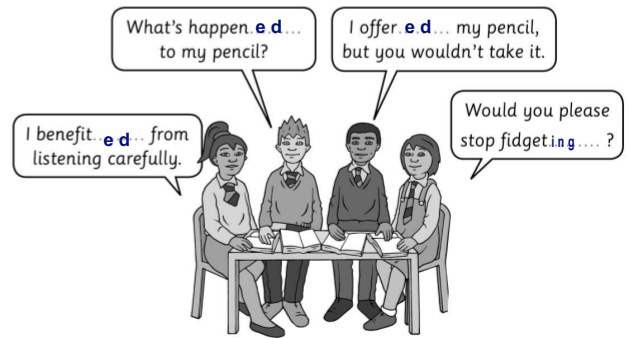
For words of **two syllables** where the last syllable is unstressed, you **don't double** the last consonant.



Add the suffix **-ed, -ing, -er** or **-en** to the following words.

- | | |
|---------------------|----------------------|
| limit e d | limit i n g |
| fidget i n g | fidget e d |
| fasten i n g | fasten e d |
| happen i n g | happen e d |
| offer i n g | offer e d |
| benefit e d | benefit i n g |
| budget e d | budget i n g |
| target e d | target i n g |

Complete the words in the sentences below.



Spud's Spelling Bingo

You will need a partner to play this game. Below is a list of the words you have been learning from Set 1.

- | | | | | |
|--------------|------------|----------|----------|-----------|
| regretted | committing | referred | admitted | forbidden |
| fidgeting | fastened | offered | limited | targeted |
| budgeted | forgotten | bicycle | actually | believe |
| accidentally | breathe | business | caught | century |

Choose **nine words** and write them in the grid below. (Your partner will write nine words in their grid.)

.....
.....
.....

Now try to guess which words your partner has written in their grid. Take it in turns. Remember to cross out the words you have said, so that you don't repeat them.

You get:

- 1 point for the first horizontal line.
- 1 point for the first vertical line.
- 1 point for the first diagonal line.
- 3 points for a full house.



Now test each other on the words in the grid. (Don't peek!)

You get **1 point** for each correct spelling. Who's got the most points?

You can give some words the opposite meaning by adding a prefix.

Add **il-** to my words.



Add **im-** to my words.



Add **ir-** to my words.



- | | | |
|---------------------------|--------------------------|-----------------------------|
|legal |mature |regular |
| i llogical | i mpossible | i rresponsible |
| i llegible | i mpatient | i rrelevant |
| i lliterate | i mpolite | i rreplaceable |
|legitimate | i mprobable |rational |
| i llimitable | i mprecise | i rrefutable |
| i l | i m | i r |

Complete the sentences below using the words above.



any appropriate answers

Add the correct prefixes to the words below.

legible patient replaceable mature literate rational
 possible legitimate regular responsible polite legal
 relevant logical probable refutable precise limitable

I'm collecting all words that use the prefix **il-**.



- ille gible
- ill ite rate
- ille git im ate
- ille gal
- illog ical
- ill im ita ble

I'm collecting all words that use the prefix **im-**.



- im pat ient
- im ma ture
- im pos sible
- im pol ite
- im prob able
- im pre cise

I'm collecting all words that use the prefix **ir-**.



- ir repla ceable
- ir rati onal
- ir regu lar
- ir respo nible
- ir rele vant
- ir re futa ble

Add the correct prefix to the words in the speech bubble.



Don't be **im**patient, children. You must not act in an **ir**rational or **ir**responsible manner. It is **il**logical to come to that conclusion based on the facts.

Match the words in the box to the children's definitions.



length library medicine natural
 occasion occasionally notice opposite

A drug for the treatment of disease is **medicine**.



To see or pay attention to something is to **notice**.



A building where books are kept is a **library**.



Something that is situated on the other side is **opposite**.

The measurement of the longest sides is the **length**.



A particular event can be called an **occasion**.

Anything not artificially made by man is **natural**.



When something happens now and then we say it happens **occasionally**.

What do you think the children would say if they had to use the words in the boxes?



impression

.....



omission

.....



submission

.....



situation

.....



expression

.....



confession

.....

any appropriate sentences with the words spelled correctly

Spud's Spelling Scrabble

veil beige reign sleigh eighteen
 neigh survey surveyor convey conveyer
 league plague rogue tongue catalogue
 antique unique cheque mosque plaque
 scientist scenery discipline muscle fascinate
 through though thought various variety

How many words can you make from the twelve letters below. You can use the letters twice. Try to fill the grid.



s r l n e t i o g u h q

example completed grid

ne igh	ro gue	thro ugh
sle igh	re ign	thou gh
tong ue	re in	uni que



Words spelt with a **ch** sometimes have a **k** sound or even a **sh** sound.

scheme chalet ache chemist
 chic choir charade chaos
 echo parachute mechanic quiche
 machete stomach champagne moustache
 monarch orchestra chauffeur chandelier



I'm collecting all **ch** words that sound like they have been spelt with a **k**.



scheme
 ache
 chemist
 choir
 chaos
 echo
 mechanic
 stomach
 monarch
 orchestra

I'm collecting all **ch** words that sound like they have been spelt with a **sh**.



chalet
 chic
 charade
 parachute
 quiche
 machete
 champagne
 moustache
 chauffeur
 chandelier



Some words have the **s** sound, but are spelt **sc**. Put **sc** into the words below to complete them, then match them to their dictionary definition.



.....ientist training people to obey rules

.....enery a young person who is developing from a child into an adult

di.....ipline a follower of Jesus

mu^c.....le someone who has expert knowledge about natural or physical sciences

adole^s.....ent the tissue in a human or animal body that produces movement

iso^s.....eles the natural features of a landscape

di^s.....iple to attract strong attention and interest

fa^s.....inate a triangle with two sides of equal length