

**LEARN FROM HOME
WORKBOOK 6**

FOR PARENTS

**NOTES
AND
ANSWERS**

PRIM-ED PUBLISHING

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The pages in the *Learn from Home Workbook* series have been taken from a variety of Prim-Ed Publishing's teacher copymasters. These copymasters are hugely popular with teachers and contain a lot of extra material and pages for a teacher's use. This extra material is not needed for the purposes of this workbook series. Therefore, there may be page number references on the workbook pages which do not correspond to the pages within the workbook. Owing to the tight timeline in which we had to get this book to print, we did not have the opportunity to edit these page numbers. Rest assured that these page number references do not affect the activities that your child has to do.

Suggestions for Parents – Week 1

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, narrative writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – a report and some postcards. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about alliteration, root words, prefixes, suffixes, synonyms, homophones, syllables, definitions and evaluative language. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on nouns and verbs. Examples are given on each page, though you should encourage your child to find other examples of these types of nouns for objects and people.

Writing

The genre (style) of writing that the three pages focus on is narrative writing. The three pages here will guide your child step-by-step in writing their own narrative passage. The first page is a text written in the narrative style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'examining narrative', so that your child understands that they are now going to look at the way the text is written. There are five parts to analyse here: Title; Orientation; Complication and Events; Resolution; and Conclusion. By discussing and answering the questions on each of the five parts, your child will begin to see the text structure. The third page then encourages your child to plan out their own narrative. Your child is then taken through the five parts again, so that he/she can apply what he/she has learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 1

MATHS

The maths work for this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on numbers to 10,000,000 and long multiplication. Your child could check their answers to the multiplication activity using a calculator, then go back and recalculate any incorrect answers. Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on length and mass. The focus of the length activity is on measuring in millimetres and converting measures. A ruler will be needed. The focus of the mass activity is on converting measures from grams to kilograms and vice versa. A lot of practical activity can be done on this around the home; for example, measuring objects using millimetres and converting the masses on food packets from grams to kilograms. It is always a good idea to encourage your child to make connections to real-world examples.

Geometry

Work on 2-D shapes and prisms is covered here. For the first activity, your child will need to use a ruler to draw 2-D shapes with given side lengths. For the second activity, your child will name and describe prisms. Again, use real-world examples, both in the home and in the local environment; for example, your child could hunt for different prisms in their home.

SCIENCE

The themes for this week's science activities are heat, and magnetism and electricity. For the first activity, your child will need to record the weather for a week onto a weather chart. The second activity requires your child to think about the weather conditions in Antarctica and design a home using appropriate materials. Your child will need a magnet for the third activity, as they are challenged to solve two problems. The final activity asks your child to look at static electricity and lightning, then complete an experiment using household items. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

Suggestions for Parents – Week 2

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, recount writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different reports. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about root words, antonyms, phrases, plurals, syllables, alphabetical order, suffixes, word definitions and homographs. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on command verbs and adjectives. Examples are given on each page, though you should encourage your child to think of other command verbs they could use if they were instructing someone to complete a task; for example, brush their teeth or make some toast.

Writing

The genre (style) of writing that the three pages focus on is recount writing. The three pages here will guide your child step-by-step in writing their own recount passage. The first page is a text written in the recount style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'examining recount', so that your child understands that they are now going to look at the way the text is written. There are four parts to analyse here: Title; Orientation; Events; and Conclusion. By discussing and answering the questions on each of the four parts, your child will begin to see the text structure. The third page then encourages your child to plan out their own recount. Your child is then taken through the four parts again, so that he/she can apply what he/she has learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 2

MATHS

The maths work for this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on positive and negative numbers, and division. For the first activity, if you have a thermometer, your child could leave it in various locations and check the temperature in each location after a few hours. Your child could check their answers to the division activities using a calculator, then go back and recalculate any incorrect answers. Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on converting metric units of measure, and area and perimeter. A ruler will be needed for the second activity. A lot of practical activity can be done on this around the home; for example, your child could calculate the perimeter and area of the faces of square- and rectangular-shaped objects. It is always a good idea to encourage your child to make connections to real-world examples.

Geometry

Work on pyramids and nets is covered here. The first activity asks your child to name and describe different pyramids. The second activity asks your child to match nets to the 3-D shape they will construct. The challenge asks children to make a net of a prism. The nets of many shapes could be made by your child to provide additional activities. Again, use real-world examples, both in the home and in the local environment; for example, How many types of pyramids can you find?; and Take apart a cereal box to examine the net.

SCIENCE

The theme for this week's science activities is forces. Your child will need to design a vehicle that can move, complete friction experiments using household objects, and complete activities to learn about levers. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

Suggestions for Parents – Week 3

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, procedure writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – a persuasive argument and a narrative. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about definitions, root words, homophones, synonyms, antonyms, parts of speech, morphemes, suffixes and compound words. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on comparatives and superlatives, and adverbs. Examples are given on each page, though you should encourage your child to think of other comparatives and superlatives to describe household objects or family members.

Writing

The genre (style) of writing that the three pages focus on is procedure writing. The three pages here will guide your child step-by-step in writing their own procedure passage. The first page is a text written in the procedure style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'examining procedure', so that your child understands that they are now going to look at the way the text is written. There are five parts to analyse here: Title; Goal; Ingredients; Method; and Test. By discussing and answering the questions on each of the five parts, your child will begin to see the text structure. The third page then encourages your child to plan out their own procedure. Your child is then taken through the five parts again, so that he/she can apply what he/she has learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 3

MATHS

The maths work for this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on number puzzles, factors and multiples. Your child could check their answers to the activities using a calculator, then go back and recalculate any incorrect answers. Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on perimeter and area. A ruler will be needed for both the activities. A lot of practical activity can be done on this around the home; for example, your child could calculate the perimeter and area of the faces of square- and rectangular-shaped objects. It is always a good idea to encourage your child to make connections to real-world examples.

Geometry

Work on quadrilaterals and angles is covered here. The first activity asks your child to identify quadrilaterals in drawings and in their environment. The second activity involves angles in 2-D shapes. Your child should identify right, acute and obtuse angles in shapes and draw shapes with specified amounts of different angles. Again, use real-world examples, both in the home and in the local environment; for example, your child could write a list of acute, right and obtuse angles to be found in their bedroom.

SCIENCE

The theme for this week's science activities is materials. For the first activity, your child will need to examine and list the properties and characteristics of four materials. The second activity asks your child to identify solids, liquids and gases. The final activity involves practical work in the kitchen as your child will investigate foods and powders and how they dissolve in hot and cold water. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

Suggestions for Parents – Week 4

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, report writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – a narrative and a play script. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about definitions of words, morphemes, root words, phrases and evaluative language. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on adverbial phrases and clauses, and pronouns. Examples are given on each page, though you should encourage your child to think of other pronouns. Your child could write a short narrative with several characters, then circle and sort the pronouns they used.

Writing

The genre (style) of writing that the three pages focus on is report writing. The three pages here will guide your child step-by-step in writing their own report passage. The first page is a text written in the report style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'examining report', so that your child understands that they are now going to look at the way the text is written. There are four parts to analyse here: Title; Classification; Description; and Conclusion. By discussing and answering the questions on each of the four parts, your child will begin to see the text structure. The third page then encourages your child to plan out their own report. Your child is then taken through the four parts again, so that he/she can apply what he/she has learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These three areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 4

MATHS

The maths work for this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on prime numbers, number sentences with brackets and checking calculations. Your child could check their answers to the activities using a calculator, then go back and recalculate any incorrect answers. Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on area of triangles and volumes of shapes. The first activity shows your child how to calculate the area of isosceles, scalene and equilateral triangles. The second activity asks your child to calculate the volume of cubes and rectangular prisms. Your child could also calculate the volume of cube- or cuboid-shaped food packaging. It is always a good idea to encourage your child to make connections to real-world examples.

Geometry

Work on circles and coordinates is covered here. The first activity asks your child to label the parts of a circle and calculate the radius and diameter of circles. A compass will be needed to complete the challenge activity. The second activity asks your child to plot coordinates onto grids. Your child could draw their own treasure map and write instructions, with coordinates, to explain where to find the buried treasure.

SCIENCE

The theme for this week's science activities is environmental awareness. Your child will need to identify natural and built features of their environment, show awareness of how activities can affect the environment, understand the difference between renewable and non-renewable resources, and suggest ways to help to conserve the environment. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

The Lake District

Comprehension

- B
 - Teacher check. Answers may include:
Introduction, paragraph 1; Physical Features, paragraphs 2 and 3; Economy, paragraph 4; Outdoor Activities, paragraphs 5 and 6; History, paragraphs 7 and 8; Links with Literature, paragraph 9; Conclusion, paragraph 10
 - Teacher check. Answers may include:
most stunning scenery, majestic, brooding fells, magnificent corner of England, spectacular scenery, its awesome beauty; The author has a high opinion of the beauty of the Lake District.
- Teacher check. Underlined points may include:
evidence of early Roman Britain, often missed by the hordes of tourists, stone-axe factory, very hard volcanic rock, used in trading.
Summary: Evidence suggests the Lake District has been inhabited by humans since the Stone Age. Local volcanic rock was quarried to make durable stone axes which were traded. The arrival of the Romans whose army was stationed in the area would have helped to develop trade further.
- The stunning location of the Lake District is a mecca for outdoor enthusiasts, those interested in literature and history, and those who simply enjoy its beautiful scenery. It is accessible from many large cities. With so many potential visitors with a range of budgets, the area has developed a vast array of business opportunities, including accommodation and dining, and facilities for accessing the many activities on offer.
- The effect of the foot and mouth outbreak would have been devastating as the economy relies on visitors having free access to the lakes and fells.

Word Reading

- The final sentence of paragraph 1 says the Lake District National Park is one of superlatives. In paragraph 2, superlative adjectives are used to describe physical features of the National Park.
- silently surveying the spectacular scenery
 - Teacher check. Should include language to describe the sense of remoteness from the familiar scenes and sounds at ground level, having a far-reaching bird's-eye-view, and the scenery.
- mention-ed
 - spoke-s
 - travel-ing
 - wet-est
 - ion, suggestion
 - ation, alteration
 - ion, radiation
 - ation, exploration
- crowds
 - Teacher check. For example, The squirrel hoarded its acorns, away from the horde of other squirrels.
- Teacher check. For example, The manager saw the cashier having a row with a customer.
- doubtful
 - fort
- ev-i-dence
 - ge-o-log-i-cal
 - com-pan-ion
 - hos-pi-tal-i-ty
- geology – the study of rocks and the earth beneath our feet
 - topography – the study of the natural and constructed physical features of a place

Postcards from Provence

Comprehension

1. Teacher check.
For example, They all enjoy going to France for their holidays. Kate: I could stay here forever. We come here every year. George: I'm having a great time. Will: Cycling's a great way to explore the area.
2. Teacher check.
Kate: Fact – The converted cowshed ... has all the original features.
Opinion – in this lovely corner of France;
George: Fact – Some towns don't allow any cars.
Opinion – old towns ... they're pretty interesting;
Will: Fact – I go for a bike ride early each day.
Opinion – medieval towns ... they are so amazing.
3. **Will:** He enjoys being active but also enjoys relaxing. He is interested in history and cooking.
Kate: Enjoys the slower pace of life while on holiday. Likes to read for relaxation. Would like to own a property in France.
George: Is an active boy who enjoys sport. Also interested in history and cooking. Gets on well with his parents.
4. Early morning: Cycling – Will; Bakery run – Kate and George
Mid-morning: Visit to local markets – Will, Kate and George
Early afternoon: Relax at river beach – Will, Kate and George; Play football – George
Late afternoon: Visit old towns – Will, Kate and George
Early evening: Stroll along lanes – Kate; Prepare dinner – Will and George
Late evening: Clear up kitchen – Kate
5. It is so hot that people move very slowly or not at all. Provence must therefore be in the south of the country, closer to the equator.
6. Teacher check

Word Reading

1. collection of cosmopolitan comrades: a group of friends of different nationalities
2. traditional French food
3. enduring
4. (a) (i) settle-ed (ii) give-ing
(iii) beach-es (iv) occasion-al-ly
(b) (i) en-courage (ii) re-fresh
5. amble, stroll
6. Teacher check
7. (a) fa-vour-ite (b) de-li-cious
(c) me-di-e-val (d) cob-bled
8. Teacher check.
For example, Will: I enjoy a snooze; Kate: inhale the delicious scent of wild lavender; George: Having fun jumping into the water ... is the same in any language!
9. (a) informal
(b) The greeting and signing off in all three use informal language. The use of exclamation marks. Language, content and sentence structure are informal.

Week 1

Nouns

- (a) Teacher check
(b) Teacher check. The proper nouns in need of capitalisation are Dawn, Sandy, Riverville, Dad, Mum, Saturday, Sunday, Wednesday, Dakota's.
- Possible answers include: bush, shot, bosun, hound, bond, stub, bout, bonus, doubt, dust, bust, knot (a collective term for a number of frogs or toads), hunt, host (a collective term for a number of sparrows), sound, snot, snob, snout, tusk, knob, husk (a collective term for a number of hares), bunk, hunk, dusk, stud (collective term for a number of horses), bunt.

Narrative

- Teacher check
- Teacher check
- (a) Estelle pretended to watch her grandfather play boules.
She watched and waited for her chance to go, unnoticed to the path.
She played 'throw and catch' with a dog.
She was stopped by the soldier.
(b) Teacher check
- Teacher check
- Answers may include: To tie up the loose end. To show how clever Estelle was and how much danger she faced.

Verbs

- Teacher check; crept, floated, carried, increased, approached, became, tied, playing, had taken, was, should have remembered, wonder, will read, acted, learnt
- (a) 15
(b) Answers will vary but will include four of the following: crept, floated, carried, increased, approached, became, tied, playing, was, wonder, acted, learnt
(c) had taken, will read
(d) should have remembered
(e) (i) had (ii) will (iii) have
- Teacher check

Be Healthy, Be Happy

We need to improve our lifestyles.
The car, TV and fast foods are turning us into a nation *of* unhealthy, unfit people.
More *people* suffer from diet-related illnesses than ever *before*, as a result of regularly eating meals high in fat and sugar. Young people need to learn the importance of eating *healthy* food to prevent medical problems.
TV, DVDs and computer games are becoming the most popular *leisure* activities for many young people. **M**ore time needs to be spent enjoying physical activities that *raise* the heart rate and make the body work harder.
We are relying *too* much on the car for transport.
There must be times when we can walk instead.
If we look after our bodies they will work well for us.
Let's do it!

Capital letter _____
Comma _____
of _____
people _____
before _____
Full stop _____
learn _____
healthy _____
Comma _____
leisure _____
Capital letter _____
raise _____
Full stop _____
too _____
Capital letter _____
bodies _____
Apostrophe _____

- (a) Missing punctuation is in **bold type**.
(a) (i) fast foods (ii) medical problems (iii) popular activities
(iv) physical activities
- (a) Spelling errors are in *italic type*.
of, people, before, learn, healthy, leisure, raise, too, bodies
(b) Plural nouns are underlined.
's' – lifestyles, foods, meals, problems, DVDs, games, times
'es' – illnesses
'ies' – activities, bodies

- (a) Possible answers include:
(i) unpopular (ii) work
(iii) irregularly, sometimes

The Ballad of Ned Kelly

A Irish lad named **Ned Kelly**
Was born in 1854.
His parents worked from dawn to dusk
But still were very poor.
But still were very poor.

When **Ned** was twelve his father died
And life got even worse.
At sixteen years he went to gaol
For *receiving* a stolen horse.
For *receiving* a stolen horse.

An argument with a policeman
(Fitzpatrick was his name)
Sent **Mrs Kelly** away for three years
And then **Ned** rose to fame.
Then **Ned** rose to fame.

The bush became his second home
And when one day, by chance,
He came upon some policemen,
He finally took a stance.
He finally took a stance.

The **Kelly Gang** shot them dead
And robbery became their trade.
No rich man's bank was safe from them
And a legend had been made.
A legend had been made.

June 1880 will be remembered
As **Ned Kelly's** last stand,
Dressed in armour made of steel
With shotgun in his hand.
Shotgun in his hand.

His comrades fell and still he fought,
Relentless to the last.
More than twenty-eight bullets *pierced* his skin
And so the die was cast.
So the die was cast.

In **November** 1880, at twenty-eight,
Ned's life came to an end.
A hangman's rope sealed the fate
Of our bushranger legend.
Our bushranger legend.

- Missing punctuation is in **bold type**.
 - Proper nouns are underlined.
Irish, Ned, Kelly, Ned,
Fitzpatrick, Mrs, Kelly, Ned, Ned,
Kelly, Gang, June, Ned, Kelly,
November, Ned's
- stolen horse
 - poor parents or Irish parents
 - hangman's rope
 - bushranger legend
- Spelling errors are in *italic type*.
 - receiving
 - pierced
 - * 'i' before 'e' except after 'c', is the spelling rule.

Art Thief Arrest

Art *thief* Winston Rose has *finally* been arrested after having been chased by the world's police for more than 10 years. The details of **his** amazing *escapes* can be found in William Green's book, *Artful dodging*. The infamous criminal has stolen *priceless* paintings from *museums* and art galleries in 12 countries. Rose's method was to cut a painting out of **its** frame and replace it with a picture of a red rose.

Rose is *known* as an expert at avoiding security alarms, but yesterday he set one off as **he** entered the Franklin Gallery in **London**.

'I think Rose is as *surprised* as we are about the alarm', said a *police* spokesperson yesterday. '**He** is now in custody but is not saying anything about what he has done with all the *stolen* art.'

1. Missing punctuation is in **bold type**.

2. (a) Verbs are underlined.

Answers will vary, but should include four of the following:

been arrested, having been chased, has stolen, was to cut, was set (off), entered, has done

(b) Pronouns are shaded **grey**.

him – his (line 2), their – its (line 6), she – he (line 8), Him – He (line 10)

3. Spelling errors are in *italic type*.

thief, finally, escapes, priceless, museums, known, one, surprised, police, stolen

4. (a) One way of correcting the double negative has been underlined in bold.

'...is not saying nothing' should read '...is not saying anything' or '...is saying nothing'.

Week 1

Reading and Writing Numbers

- (a) 612 519 (b) 855 240
(c) 762 426 (d) 985 399
(e) 2 615 150 (f) 5 264 604
(g) 8 307 815 (h) 10 116 982
- (a) One hundred and twenty-three thousand, three hundred and eighteen
(b) One million, four hundred and seventy-three thousand, two hundred and fifty-four
(c) Three million, eight hundred and fifty-nine thousand, five hundred and sixty-two
(d) Four million, four hundred and eighty-three thousand, seven hundred and nineteen
(e) Five million, eight hundred and sixteen thousand, two hundred and seventy-six
(f) Seven million, nine hundred and fifty-two thousand, six hundred and five
(g) Eight million, two hundred and three thousand, nine hundred and fifty-five
(h) Nine million, eight hundred and twenty-four thousand, seven hundred and nine

- (a) 800 000 (b) 3 000
(c) 30 (d) 400 000
(e) 90 000 (f) 9
(g) 9 000 (h) 60 000
(i) 600 (j) 400 000

Challenge: 293 719, 845 602, 3 402 985, 3 509 821, 4 815, 239, 6 421 893, 7 698 216, 8 204 631, 9 215 738, 10 160 341

Ordering and Comparing Numbers

- (a) 54 275, 54 277
(b) 63 708, 63 710
(c) 203 650, 203 652
(d) 179 819, 179 821
(e) 3 567 904, 3 567 906
(f) 4 924 683, 4 924 685
(g) 9 860 200, 9 860 202
(h) 6 762 499, 6 762 501
(i) 7 640 782, 7 640 784
(j) 10 851 798, 10 851 800
- (a) > (b) > (c) < (d) <
(e) < (f) < (g) < (h) >

(i) > (j) >

- (a) 1 246 789 (b) 3 455 689
(c) 1 345 679 (d) 1 224 459
(e) 1 155 678 (f) 1 236 789
(g) 1 234 789 (h) 1 234 578
(i) 1 234 688
- (a) 9 876 421 (b) 9 865 543
(c) 9 765 430 (d) 9 544 210
(e) 8 765 511 (f) 8 763 210
(g) 6 543 210 (h) 9 876 432
(i) 9 754 321

Challenge: Teacher check

Long Multiplication

- (a) 14 596 (b) 4950 (c) 11 609 (d) 7644
(e) 4114 (f) 5624 (g) 40 828 (h) 22 192
(i) 26 312 (j) 24 053 (k) 31 208 (l) 8883
(m) 53 218 (n) 103 707 (o) 148 968 (p) 259 160
(q) 37 920 (r) 48 780 (s) 189 210 (t) 270 180
(u) 441 270 (v) 214 890 (w) 134 373 (x) 170 100

Challenge: 4500 paper plates

Measures - Length

- 10, 1000
- (a) 30 (b) 52 (c) 7 (d) 49
(e) 13 (f) 21
- (a) 30 (b) 92 (c) 63.5 (d) 105.4
(e) 159.8 (f) 410.5 (g) 1 (h) 5.4
(i) 8.3 (j) 12.7 (k) 23.6 (l) 46.9
- Teacher check
- (a) 5.86 m (b) 2.95 m (c) 45.67 m (d) 63.22 m
(e) 256.16 m (f) 951.23 m (g) 527.15 m (h) 740.46 m
(i) 815.07 m

Challenge: Teacher check

Measures - Mass

- (a) g (b) kg
- (a) 1000, 500 (b) 1000
- Teacher check
- (a) 3 (b) 9 (c) 0.75 (d) 6.25
(e) 500 (f) 1500 (g) 7250 (h) 12 390
(i) 0.55
- (a) 1050 g, 1.05 kg (b) 1295 g, 1.295 kg
(c) 8075 g, 8.075 kg
- (a) 1500 g (b) 1.5 kg

Challenge: (a) 10 420 g (b) 10.42 kg

Week 1

Drawing 2-D Shapes

1. Teacher check
2. Teacher check

Challenge: Teacher check

Prisms

1. (a) square prism/cube (b) pentagonal prism
(c) rectangular prism (d) triangular prism
(e) hexagonal prism (f) octagonal prism
2. (a) 6 faces, 12 edges, 8 vertices
(b) 6 faces, 12 edges, 8 vertices
(c) 5 faces, 9 edges, 6 vertices
(d) 7 faces, 15 edges, 10 vertices
(e) 8 faces, 18 edges, 12 vertices
(f) 10 faces, 24 edges, 16 vertices
3. Square and rectangular prism
4. (a) parallel and perpendicular (b) parallel
(c) parallel and perpendicular (d) parallel
(e) parallel (f) parallel

Challenge: Teacher check

Weather Chart

1. Answers will vary.
2. See Background information.

Design an Explorer's Hut

Teacher check

Magnetic Problems

- **Problem 1** – Pupils will discover that the magnet will attract the paperclip through the glass. This will allow them to remove it from the water.
- **Problem 2** – Pupils need to secure the magnet to the bottom of the small bowl. Float the small bowl in the larger bowl that is filled with water. Pupils use the marker pen to mark where the ends of the magnet are when the smaller bowl stops. Pupils place the cardboard in the small bowl so that the 'N' is over the north end of the magnet. When the magnet has stopped moving, all the arrows will be pointing in the correct directions to make a compass.

Making Lightning

1. Teacher check
2. Answers will vary.
3. (a) A spark jump from the tray to the lid/coin.
(b) Teacher check

The Legacy of the Great Iron Horse

Comprehension

1. Teacher check
2. Teacher check. May include: The railway brought great change to the British way of life. People could move about the country and so became less insular. News from home and abroad reached most corners of the country. The country began to prosper as the railways increased trade potential.
3. The network of railway tracks spread very quickly across the country./The huge trains travelled around the country.
4. It was a new way to earn money, providing accommodation for travellers from afar: the start of the tourist industry.
5. So the reader can more easily identify the content of each section.
6. (a) Fact (b) Opinion
(c) Opinion (d) Opinion
7. Teacher check. May include: There were many ways for people to earn a regular living on the railways. The development of the railways demanded productivity in other industries. Towns developed close to rail links as this was where offices and factories were established. Migration from the country to towns increased as people looked for employment. Fishing industry developed as the fresh produce could be delivered quickly around the country.

Word Reading

1. (a) (i) standard-ise-ed (ii) short-est (iii) noise-ly (iv) in-just-ice-s
(b) bring
2. (a) revolution (b) representatives
(c) governed, government (d) industrial
3. retreats
4. the great iron horse; great, rumbling, steaming monsters
5. (a) major influence
(b) further afield
(c) current national news
6. (a) factories (b) countries
(c) industries (d) technologies
7. (a) ef-fi-cient (b) fre-quent
(c) de-liv-ered (d) ec-o-nom-ic
8. (a) efficient, 3 (b) economic, 1
(c) efficiently, 4 (d) economy, 2
9. Teacher check

Classified!

Comprehension

1. classification
2. Teacher check, answers may include:
similarity: Each system is used to classify every new specimen (non-fiction literature or living thing) with like specimens, in a place where it can be easily found.
difference: In classifying a new specimen, the Linnaean system also gives it a unique name.
3. Teacher check
4. Teacher check
5. The Linnaean system is a wonderful gift from a bygone age.
6. Melvil Dewey: USA, 19th century, librarian, Dewey Decimal Classification System
Carl Linnaeus: Sweden, 18th century, botanist, Linnaean system of classifying all living things
7. Dewey system: Easy to locate non-fiction literature on library shelves
Linnaean system: Easy to identify new species based on physical characteristics
8. (a) 535 (b) 539
(c) 534 (d) 530

Word Reading

1. (a) (i) publication (ii) classification (iii) identification (iv) continuation
(b) Teacher check, answers may include: to make them easier to say.
2. (a) libraries (b) shelves
(c) resources (d) subjects
3. rank, rate
4. Chordata: with a spine, Mammalia: a mammal, Carnivora: a meat eater, Felidae: member of the cat family
5. (a) clas-si-fi-ca-tion (b) dic-tion-ar-y
(c) e-quip-ment (d) sim-i-lar-i-ties
6. (a) u-ni-ver-si-ty (b) his-to-ry
(c) char-ac-ter-is-tic (d) phy-si-cal
(e) con-tin-ued (f) min-er-al
7. (a) Botany: the study of plants
(b) Geology: the study of rocks
(c) Zoology: the study of animals
8. (a) The areas of study
(b) Teacher check, answers may include: a person involved in a medical trial

Week 2

Command Verbs

1. Many people feel self-conscious when they go to a dance or party because they don't think they can dance. If you are one of these people, the ideas below may help.

Move your body with the rhythm and beat of the music. **Keep** it simple. Just **listen** to the music. **Click** your fingers or **clap** your hands occasionally. **Sway** your body from side to side.

Join in dances such as the macarena, a conga line, 'The Time Warp', or 'YMCA', where the steps are well known and everyone does the same thing. Since you will know what moves to do, you can just enjoy yourself.

Find a friend and **drag** him or her onto the dance floor. **Hold** hands if you like and **do** the same steps that they do. Then you can experiment by making a few changes.

If someone asks you to dance, **say** 'Yes' and **have** a go anyway. **Keep** your partner talking to distract him or her from your dancing. That way you won't have to move very much. If the music is too loud for talking, **sing** along to the music.

When it comes to dancing, **do** fewer movements rather than more. You won't look like you are trying to show off and you won't look silly. **Have** a go and **have** fun!

2. Answers will vary but may include:

- | | |
|------------------|------------|
| (a) Move | (b) Turn |
| (c) Remember | (d) Keep |
| (e) Look | (f) Keep |
| (g) listen | (h) Finish |
| (i) Slice, saute | (j) Stop |

Adjectives

1. (a) Enjoy a **fluffy omelette** filled with **tasty cheese**, served with **crunchy bacon** and a **thick slice of toasted Italian bread**. Afterwards, sip on a mug of **frothy, hot chocolate** which is **delicious!**

- (b) Teacher check

2. Adjectives from menu: Possible answers:

Quality – fluffy, tasty, crunchy, toasted, frothy, hot, delicious

Size – thick

Origin – Italian

Teacher check other adjectives

Recount

- 1-2. Teacher check

3. (a) Teacher check

(b) Answers will vary but the capture of the monkey is given in great detail.

(c) Answers will include 'propped', 'climbed', 'was seated', 'attached', 'passed', 'manoeuvred', 'was', 'brought', 'slipped', 'handed', 'pushed' and 'released'.

4. The conclusion tells us that he thinks that the creatures are 'sweet'.

The 'Titanic' Should Be Left Alone

The 'Titanic' was a large, luxurious ship that sank in 1912, taking 1513 people with it. The wreck was found in 1985. Since that time, *thousands* of artefacts have been taken from the 'Titanic'. Some people think this is *wrong*. They say the 'Titanic' is really a graveyard and should be left alone.

I don't think that just anyone should be *allowed* to visit the shipwreck. But if *scientists* are careful, I can't see anything wrong with *removing* artefacts from the 'Titanic'. People can then go to see them in museums. This is a good way to pay our respects to the people who died in the disaster. If the artefacts are left underwater, they will *eventually* perish and no-one will ever see them. I think that's a shame. The people who died on the 'Titanic' must be *remembered*. Bringing the ship's artefacts to the surface is the best way to do this.

1. Missing punctuation is in **bold type**.

2. (a) Verbs are underlined.

will be – was (line 2), will die – died (line 8)

3. (a) Spelling errors are in *italic type*.

thousands, wrong, allowed, scientists, removing, eventually, remembered, surface

4. (a) Answers will vary, but may include the following:

(i) deteriorate, decompose

(ii) calamity, catastrophe

- (b) Compound words have been underlined in bold.

graveyard, shipwreck, underwater, no-one, alone, anyone, anything

- (c) Teacher check

Week 2

The Marine Turtle

The turtle is a reptile, a cold-blooded animal that breathes air *through* its lungs. The main feature of the turtle is its hard shell, which can be up to a *metre* in *length*.

There are seven types of marine turtle, most of them living in the warm tropical oceans where they feed on algae and sea grasses.

Turtles spend most of their time in the water but the female crawls on to the beach to lay her rubbery-shelled eggs. She digs a hole in the sand and lays as many as two hundred eggs. The eggs are covered with sand for protection from the *sun* and *predators*. After about *eight* weeks, they are ready to hatch.

Most young turtles fail to reach the ocean as the trip across the open sand is a dangerous one. *Young* turtles are easy *prey* for birds and other animals.

- (a) Missing punctuation is in **bold type**.
(b) Hyphenated words are underlined.
cold-blooded, rubbery-shelled
(c) (i) self-service (ii) mini-mart (iii) half-hearted (iv) sea-dog
- (a) Answers should include the following:
that, which, where, but, and, as
- (a) Spelling errors are in *italic type*.
through, metre, length, There, sun, predators, eight, Young, prey

Matthew's Story

My life: the story of Matthew Marsh

I was born in London in 1967. My family's main *interest* was sport and my parents actively *encouraged* me to play team sports from an *early* age. But I really didn't enjoy playing sport. I *preferred* to play my violin.

When I left school, I found a job as a baker's *assistant* and kept practising my violin. One day, I *heard* that a new music group was looking for a *violinist*. I rang and nervously auditioned for the group's lead *singer* the next day. To my delight, I got in.

I *enjoyed* the band's music and spent the next few years happily playing electric violin. When the band broke up in 1997, I started to *write* my own pop music. My songs have been *performed* by some of the world's most *famous* singers. I now live in Los Angeles where I *work* in my home studio.

_____ interest _____
_____ actively _____
_____ encouraged _____
_____ early _____
_____ preferred _____
_____ assistant _____
_____ heard _____
_____ violinist _____
_____ nervously _____
_____ singer _____
_____ enjoyed _____
_____ happily _____
_____ write _____
_____ performed _____
_____ famous _____
_____ work _____

- Missing punctuation is in **bold type**.
- (a) Adverbs are underlined.
actively, nervously, happily
(b) Answers should include three of the following:
main, team, early, baker's, new, music, lead, next, few, electric, own, pop, famous, home
- (a) Spelling errors are in *italic type*.
interest, encouraged, early, preferred, assistant, heard, violinist, singer, enjoyed, write, performed, famous, work

Week 2

Positive and Negative Numbers

- (a) -10, -7, 0, 4, 5 (b) -14, -8, -1, 5, 12
(c) -19, -11, -2, 3, 16 (d) -17, -12, -7, 6, 19
(e) -21, -5, 0, 3, 24 (f) -29, -15, -8, 9, 27
- (a) 9 °C (b) 15 °C (c) 23 °C (d) 7 °C
(e) 9 °C (f) 11 °C
- (a) -5 °C (b) 7 °C (c) -39 °C (d) -17 °C

Challenge: -19 °C, -15 °C, -9 °C, -8 °C, -7 °C, -6 °C, -4 °C, -3 °C, -2 °C, 5 °C, 12 °C, 16 °C

Long Division

- (a) 23 (b) 23 (c) 45 (d) 63
(e) 72
- (a) 42 (b) 42 (c) 42

Challenge: 26 pages

Long Division with Remainders

- (a) 18 r 20 (b) 20 r 8 (c) 44 r 11 (d) 78 r 11
(e) 73 r 11
- (a) 40 r 15 (b) 179 r 2 (c) 96 r 12

Challenge: 160 bottle tops each, 3 left over, the teacher may have collected the extra three.

Division with Remainders

- (a) 5 r 2 (b) 4 r 1 (c) 22 r 1 (d) 9 r 3
(e) 9 r 1 (f) 9 r 3 (g) 51 r 8 (h) 111 r 1
(i) 33 r 6 (j) 31 r 1
- (a) 32 r 1 (b) 18 r 1 (c) 15 r 3 (d) 10 r 5
(e) 160 r 1 (f) 82 r 3 (g) 87 r 6 (h) 168 r 3
(i) 59 r 14 (j) 18 r 11 (k) 32 r 9 (l) 17 r 43
(m) 47 r 25 (n) 28 r 47 (o) 67 r 3 (p) 102 r 15
- (a) 129 r 1
(b) 51 r 23
(c) 198 books per class and 13 left over.
(d) 180 oranges per machine and 10 left over.

Challenge: 67 golf balls per shop and 14 left over.

Converting Metric Units

	1000	100	10	1	0.1	0.01	0.001
	km	m	m	m	m	cm	mm
(a) 5.697 km	5	6	9	7			
(b) 23.4 m			2	3	4		
(c) 58 cm					5	8	
(d) 61 mm					0	6	1
(e) 2.075 km	2	0	7	5			
(f) 196.85 m		1	9	6	8	5	
(g) 375 cm				3	7	5	
(h) 402 mm					4	0	2
(i) 89.3 cm					8	9	3
(j) 9753.01 m	9	7	5	3	0	1	

- (a) 7 (b) 8500 (c) 5.237 (d) 6257
(e) 1.254 (f) 478 (g) 6.089 (h) 8750
- (a) 785 m (b) 1523 mL (c) 604 g (d) 5.462 kg
(e) 7.203 L (f) 0.036 m
- (a) 7250 m (b) 2.35 kg (c) 389 mm (d) 6.25 L
(e) 8.95 L (f) 23 069 g

Challenge: (a) 4750 m (b) 4.895 km (c) Ethan
(d) 145 m (or 0.145 km)

Area and Perimeter

- (a) P = 14 cm, A = 12 cm²
(b) P = 16 cm, A = 12 cm²
(c) P = 16 cm, A = 12 cm²
(d) P = 26 cm, A = 12 cm²
(e) P = 16 cm, A = 12 cm²
(f) P = 20 cm, A = 12 cm²
- (a) P = 16 m, A = 16 m²
(b) P = 20 m, A = 16 m²
- The areas are the same.
(a) all 12 cm²
(b) all 16 m²
- No

Challenge: Teacher check

Pyramids

- (a) Square pyramid (b) Rectangular pyramid
(c) Hexagonal pyramid (d) Octagonal pyramid
(e) Triangular pyramid (f) Pentagonal pyramid
- (a) 4 faces, 6 edges, 4 vertices
(b) 5 faces, 8 edges, 5 vertices
(c) 5 faces, 8 edges, 5 vertices
(d) 6 faces, 10 edges, 6 vertices
(e) 7 faces, 12 edges, 7 vertices
(f) 9 faces, 16 edges, 9 vertices
- Square and rectangular pyramids
- (a) 2 (b) 2 (c) 3 (d) 4
(e) 0 (f) 0

Challenge: Teacher check

Week 2

Shape Nets

1. (a) and (v), (b) and (iv), (c) and (iii), (d) and (ii),
(e) and (i)
2. Teacher check
3. (a) triangular pyramid (b) hexagonal prism
(c) cone (d) octagonal prism

Challenge: Teacher check

Design a Vehicle

Answers will vary.

Friction

1. (a) The rubber ball should spin faster.
(b) The smooth surface of the rubber ball allows it to move faster than the tennis ball.
2. Teacher check
3. Teacher check

Levers

1. (a) The screwdriver should have been the best.
(b) Reasons include: length of the lever, more handle to grip, sharper end.
Picture should include arrows to show force direction.
2. (a) Teacher check
(b) Answers will vary.

Omnivore? Vegetarian? Vegan?

Comprehension

1. Teacher check
2. Teacher check
3. Omnivore: will eat all foods listed;
Vegetarian: cottage cheese, broccoli, lentils, baked beans, oatmeal, omelette, dried apricots (may also eat tuna);
Vegan: broccoli, lentils, baked beans, oatmeal, dried apricots.
4. (a) Omnivore: Meat is the best source of many essential nutrients and vitamins and their absorption is not affected by foods eaten with it.
Vegetarian: There are no essential nutrients and vitamins that cannot be provided by plants.
Vegan: Veganism is a way to avoid consuming chemicals that are given to animals by meat producers and found in contaminated environments.
(b) Teacher check
5. An unavoidable side-effect of eating too much meat.
6. Teacher check, answers may include: Help to identify a reasonable balance of consumption of different foods to maintain a healthy diet.

Word Reading

1. (a) The matter (stuff) from which all living things are made.
(b) against life
2. (a) animal-s (b) provide-ed
(c) health-y (d) grow-th
(e) connect-ive (f) injury-es
3. (a) muscles (b) affect
(c) mussels (d) source
(e) meat
4. protein, iron, fibre, vitamin C
5. (a) sufficient (b) inhibit
(c) discomfort (d) essential
6. (a) sufficient (b) essential
(c) range (d) provide
7. (a) plant – noun: a living thing that grows in the ground
(b) plays – verb: takes part in
(c) iron – noun: an element that is used by the body to make blood
(d) water – noun: a colourless liquid
(e) spills – noun: the accidental emptying from a container

Adam's Incredible Journey

Comprehension

1. (a) It came with the junk mail.
(b) As he held it, he felt a tingling sensation in his hand.
(c) He spent a long time researching places in the world he would like to visit. He then sketched a world map and marked their locations on it.
2. (a) His body rose up and he floated away.
(b) He was carried away in a spiralling vortex (of time travel).
(c) He experienced a sensation similar to travelling in a lift.
3. (a) He cannot be seen.
(b) At the staircase to the moon, a large kangaroo was bounding straight towards him, paying him no attention. At Angkor Wat, he was being buffeted by unseeing tourists.
4. The first and last places are ancient, constructed sites; the second is a natural wonder.
5. (a) Opinion (b) Fact (c) Opinion (d) Fact
6. Teacher check
7. Teacher check

Word Reading

1. (a) sense-ation (b) un-pleasant
(c) re-call (d) locate-ion
2. (a) collapsible, adjective (b) heavily, adverb
(c) visible, adjective (d) horizontal, adjective
3. (a) tingle-ing (b) interest-ed
(c) reflect-ion-s (d) boy-'s
4. (a) after-noon (b) stair-way
(c) moon-light (d) mud-flats
5. (a) staircase, 2 (b) toenail, 2
(c) marvelled, 1 (d) passport, 2
(e) towards, 1 (f) forward, 1
(g) outburst, 2 (h) another, 2
6. (a) rejected, discarded (b) amazing, incredible
7. (a) reality, illusion (b) tiny, massive

Week 3

Comparatives and Superlatives

1. The Sahara Desert in northern Africa is the **largest** hot desert in the world. The **largest** desert is actually Antarctica—a cold desert with minimal rainfall. It is **larger** in area than the Sahara. It has one of the **harshest** climates on Earth with temperatures ranging from 58 °C in summer to -6 °C in winter. The **most arid** part of the Sahara is in Libya. The **most common** features of the desert are the never-ending sand sheets and sand dunes. The majority of the people living there are nomads who move from place to place looking for **better** living conditions.

2. (a) spicier, spiciest
(b) narrower, narrowest
(c) more annoying, most annoying
(d) more spectacular, most spectacular
(e) clumsier, clumsiest
(f) lovelier, loveliest
(g) friendlier, friendliest
(h) more careless, most careless
(i) more fascinating, most fascinating

3. The blue whale is the **largest** animal to have ever lived on Earth. It is **bigger** than the **largest** dinosaurs. It is also the **loudest** living creature as its call can be heard up to 88 km away! The plankton and krill it eats are **tinier** than the fish sharks eat, even though sharks are **smaller** than the blue whale. **Fewer** blue whales live in the Southern Hemisphere than in the Northern Hemisphere.

Adverbs

1. (a) Teacher check
(b) (i) generously (ii) immediately
(iii) later (iv) traditionally
(v) across (vi) always
2. Teacher check
3. (a) crashed – often
(b) had been safe – certainly
(c) gave up – never
(d) has caused – rarely
(e) happen – occasionally
4. Adverbs will vary but answers should follow this pattern:
- (a) How, A bird/It can fly swiftly.
(b) Where, An aircraft/It could fly overseas.
(c) When, An aircraft/It could fly anytime.
(d) How often, I fly occasionally.

Procedures

1. Teacher check
2. to make baked lemon and ginger snapper
3. Teacher check
4. (a) Teacher check
(b) Answers will vary
(c) If the steps are not followed in the correct order, the procedure will not work.
5. The snapper will be cooked and tasty.

The Great Barrier Reef

The **G**reat **B**arrier **R**ef is the largest coral reef in the **w**orld. It is nearly two thousand kilometres long and stretches along most of the north-eastern coastline of **A**ustralia.

Although the reef is so large, it is actually made of very small coral polyps and algae.

The hard part of the reef is made from the **s**keletons of these small creatures.

Coral polyps are not, as they appear, members of the plant family, but are really small **a**nimals that have poisonous tentacles. **T**hese animals feed on **p**lankton and when they die **t**heir **s**keletons remain.

Answers

1. Missing punctuation is in **bold type**.
2. (a) Verbs are underlined.
stretch – stretches (line 2), are – is (line 3), is – are (line 5)
(b) (i) were (ii) want (iii) is (iv) has
(c) (i) in (ii) along (iii) from
3. (a) Spelling errors are in *italic type*.
world, Although, skeletons, animals, plankton, their, skeletons
4. (a) largest – most extensive, long – in length, large – vast, very small – tiny, hard – solid,
poisonous – venomous, feed – feast

Week 3

Hermes

Hermes was the son of the god **Zeus** and a mountain nymph. He was a very *special* child who, on his first day of life, found an empty tortoise shell and used it to make the first musical instrument, **a** lyre.

Hermes was known for his *helpfulness* to humanity. When Perseus was *ordered* by the king to bring him Medusa's head as a gift, Hermes provided him with a helmet to make him *invisible* and magic sandals so that he could fly swiftly. Perseus was able to complete his mission *successfully*, thanks to the *assistance* Hermes had given.

As the patron of *travellers*, it was Hermes's job to convey dead *souls* to the underworld.

Hermes was also the messenger of the gods. He carried a special staff and is often depicted wearing a straw hat.

_____ a
_____ special
_____ an
_____ a
_____ helpfulness
_____ ordered
_____ a
_____ invisible
_____ successfully
_____ assistance
_____ travellers
_____ souls
_____ a
_____ a

1. Missing punctuation is in **bold type**.

2. (a) A/An words are underlined.

a mountain, an empty, a lyre, a helmet, a special, a straw

- (b) (i) an urgent message (ii) a helpful hint
(iii) an original painting (iv) a useful appliance
(v) an honest mistake (vi) a one-hit wonder

(c) (i) by (ii) with

3. (a) Spelling errors are in *italic type*.

special, helpfulness, ordered, invisible, successfully, assistance, travellers, souls

School Vending Machine

I think it's a good idea that our school has *decided* to *buy* a food vending machine for the pupils to use. **It** will raise money for the school, *which* will directly benefit the pupils.

Also, there *isn't* a canteen or *tuckshop* at the school so pupils can't buy food from anywhere else.

This means that parents must prepare sandwiches or other food for *their* children every day.

In addition, the school board has *promised* that the vending machine will contain only *healthy* food.

Therefore, **I** can't understand why *some* parents don't want the vending machine. I *hope* it arrives soon.

_____ decided
_____ buy
_____ pupils
_____ which
_____ tuckshop
_____ so
_____ sandwiches
_____ their
_____ promised
_____ healthy
_____ some
_____ parents
_____ hope

1. Missing punctuation is in **bold type**.

2. (a) canteen **or** tuckshop
sandwiches **or** other food

3. (a) buy, which, so, their, some

(b) Spelling errors are in *italic type*.
decided, tuckshop, promised, healthy, hope

(c) Singular nouns are underlined in bold.
pupils (line 3), sandwiches (line 7), parents (line 12)

4. (a) One way of correcting the double negative has been underlined.

'...there isn't no canteen or tuckshop ...' should read '...there isn't a canteen or tuckshop ...' or '...there is no canteen or tuckshop ...'

Week 3

Guess the Number

1. (a) 117 (b) 22
 (c) 2999 (d) 46 550
 (e) 11 090 (f) 11 090
 (g) 90 351 (h) 1000
 (i) 1 000 000 (j) 1 700 000

2. (a) 33

20	3	10
1	11	21
12	19	2

(b) 27

13	8	6
2	9	16
12	10	5

(c) 12

3	8	1
2	4	6
7	0	5

(d) 24

5	12	7
10	8	6
9	4	11

(e) 18

8	4	6
4	6	8
6	8	4

(f) 48

19	12	17
14	16	18
15	20	13

3. (a) 30 (b) 4 (c) 0.7 (d) 0.5

4. Teacher check

Challenge: Teacher check

Factors of Numbers

1. Teacher check

2. (a) 1, 2, 3, 6, 9, 18 (b) 1, 5, 25
 (c) 1, 3, 9 (d) 1, 2, 3, 4, 6, 12
 (e) 1, 2, 4, 5, 8, 10, 20, 40 (f) 1, 3, 5, 15
 (g) 1, 2, 3, 4, 6, 8, 12, 24 (h) 1, 2, 5, 10, 25, 50

3. (a) 1, 3 (b) 1, 2, 5, 10
 (c) 1, 2, 4, 8, 16 (d) 1, 2
 (e) 1, 2, 4 (f) 1, 5
 (g) 1, 3 (h) 1, 7
 (i) 1, 2, 3, 6 (j) 1, 3, 9

4. (a) 36 (b) 343 (c) 64 (d) 6561
 (e) 64 (f) 1000

Challenge: 1, 2, 4, 5, 10, 20, 25, 50, 100

Multiples of Numbers

1. (a) 6, 12, 18, 24, 30, 36, 42, 48, 54, 60
 (b) 8, 16, 24, 32, 40, 48, 56, 64, 72, 80
 (c) 3, 6, 9, 12, 15, 18, 21, 24, 27, 30
 (d) 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
 (e) 7, 14, 21, 28, 35, 42, 49, 56, 63, 70
2. (a) 4 (b) 40 (c) 11 (d) 5
 (e) 13

3.

X	1	2	3	4	5	6	7	8	9	10
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

Time taken: Teacher check

4. (a) 15, 50, 75, 80
 (b) 18, 36, 42, 54, 72, 78
 (c) 24, 64, 96, 104
 (d) 36, 54, 81, 108, 216

Challenge: 14, 28, 42, 56, 70, 84, 98, 112, 126, 140

Common Facts and Multiples

1. (a) 1, 3, 9 (b) 1, 2, 4
 1, 2, 3, 6, 9, 18 (c) 1, 2, 3, 4, 6, 12
 HCF = 9 (d) 1, 2, 3, 6, 9, 18
 (c) 1, 2, 4, 8, 16 (d) 1, 2, 3, 5, 6, 10, 15, 30
 1, 2, 3, 4, 6, 8, 12, 24 (e) 1, 2, 3, 4, 6, 12
 HCF = 8 (f) 1, 2, 3, 6, 9, 18
 HCF = 6
2. (a) 2, 4, 6, 8, 10 (b) 3, 6, 9, 12, 15
 4, 8, 12, 16, 20 (c) 9, 18, 27, 36, 45
 LCM = 4 (d) 3, 6, 9, 12, 15, 20, 25
 (c) 2, 4, 6, 8, 10 (d) 5, 10, 15, 20, 25
 8, 16, 24, 32, 40 (e) 10, 20, 30, 40, 50
 LCM = 8 (f) 10, 20, 30, 40, 50
 LCM = 10

Challenge: (a) HCF = 2, LCM = 24
 (b) HCF = 3, LCM = 36

Perimeter and Area

1. (a) P = 12 cm, A = 9 cm²
 (b) P = 12 cm, A = 8 cm²
 (c) P = 12 cm, A = 5 cm²
 (d) P = 12 cm, A = 6 cm²
 (e) P = 12 cm, A = 5 cm²
 (f) P = 12 cm, A = 5 cm²
2. (a) P = 20 m, A = 25 m²
 (b) P = 20 m, A = 24 m²
 (c) P = 20 m, A = 21 m²
3. The perimeters are all the same:
 (a) all 12 cm
 (b) all 20 m.

4. No

Challenge: Teacher check

Week 3

Square Centimetres

- (a) 10 cm^2 (b) 12 cm^2 (c) 16 cm^2 (d) 27 cm^2
(e) 18 cm^2
- (a) $4 \times 3 = 12 \text{ cm}^2$ (b) $3 \times 3 = 9 \text{ cm}^2$
(c) $5 \times 3 = 15 \text{ cm}^2$ (d) $6 \times 3 = 18 \text{ cm}^2$
(e) $5 \times 4 = 20 + 2 \times 2 = 4 = 24 \text{ cm}^2$

Challenge: Teacher check

Quadrilaterals

- (a), (d), (e), (f) and (h) should be coloured.
- Teacher check
- (a) 4, 2, 4 (b) 4, 2, 2 (c) 2, 2, 4

Challenge: Teacher check

Angles in 2-D Shapes

- Red = square, rectangle. Blue = triangle. Yellow = octagon, pentagon, hexagon. Green = trapezium, parallelogram.
- (a) parallelogram (b) triangle
(c) square (d) hexagon
(e) rectangle (f) octagon

Challenge: Trapezium

Materials

Answers will vary.

Solids, Liquids and Gases

- Solids – pencil, marble, chair.
Liquids – tap water, cooking oil, honey.
Gases – steam, car exhaust fumes, air we breathe, air in a balloon.
- Teacher check
- (a) Solid – bottle, liquid – soft drink, gas – bubbles.
(b) Solid – glass, sand, shell, plant. Liquid – water. Gas – bubbles in water, bubbles breathed out by fish.

Kitchen Science

Teacher check

Week 4

The Lost Village of Llanwddyn

Comprehension

- present
- (a) The storyline is fiction but the information about Llanwddyn is non-fiction.
(b) Teacher check
- John and Megan Evans are the parents of Alice Evans who married Robert. Cerys and Huw are their children.
- 'I just love this place', sighed Huw wistfully. 'It's so peaceful and majestic.'
- (a) False (b) True (c) True
- (a) Fact (b) Opinion (c) Fact
- (a) The flooding of valleys to create an urban water supply.
(b) Teacher check
(c) Although a decision may be unpopular, the minority's preference may have to give way for the majority's benefit.

Word Reading

- twitchers
- (a) a special place to visit
(b) times past
(c) stop
(d) dreamlike state
- (a) binocular-s (b) bi-no-cu-lars
- (a) bi - two (b) ocular - eyes
- (a) re-house-ed (b) travel-ing
(c) peace-ful (d) majesty-ic
(e) dread-ed (f) re-built
- (a) the birdlife at the nature reserve
(b) against things that upset the current balance
(c) how life continued as the dam wall got bigger and neared completion
- Teacher check, answers may include: favourite places, magnificent woodland, many happy hours, I just love this place, peaceful and majestic, crystal clear water
- (a) a crinkled expression of confusion
(b) with indignation

The Digestive System

Comprehension

- (a) inside a person's body
(b) to indicate how things move and where they go.
- The person to whom the digestive system belongs.
- Teacher check
- Teacher check, for example: When a person eats something, different organs in the digestive system act to make the food easier to pass through each stage of the process. When the food is fully digested, the nutrients from it are passed into the bloodstream and the waste is collected. When enough waste has been collected, it passes out of the body.
- Teacher check

Word Reading

- the digestive system
- (a) duodenum, jejunum, ileum, caecum, rectum
(b) oesophagus, trachaea
- mutation
- (a) up
(b) across
(c) down
- (a) It occurs quickly and is churned along the way.
(b) As the muscles of the oesophagus contract and relax, they force the food down to the stomach.
- (a) smaller
(b) Micro is a prefix that means smaller.
- The words super-nutritious, juice and produce all have the 'oo' sound.
- (a) where the road splits in two; an implement used to transfer food from the plate to the mouth
(b) a part of the body that performs a function; a musical instrument
- (a) re-move-ed (b) obvious-ly
(c) break-down (d) mutata-ion

Week 4

Adverbial Phrases and Clauses

- (a) above the tall trees – place
(b) at exactly eight o'clock – time
(c) at the last minute – time
(d) like a rocket – manner
(e) on Mondays and Fridays – time
- Teacher check
- (a) as violent turbulence **threw** it around the sky
(b) when the aircraft **lost** height
(c) while the storm **continued**
(d) as he **was thrown** against the trolley
(e) as the attendant **struggled** for balance
(f) without **sustaining** any serious damage
- Teacher check
- (a) well, good (b) quickly, quick
(c) poorly, poor (d) easily, easy
(e) really, real

Pronouns

- (a) they (b) ours (c) Whose
(d) anyone (e) no-one (f) What
(g) it (h) them (i) yourselves
(j) What (k) me (l) What
(m) ours (n) anything (o) What
(p) yours (q) he

2.

PERSONAL PRONOUNS		
Subjective they (a), he (q)	Objective it (g), them (h), me (k)	Emphatic/Reflexive yourselves (i)
Possessive ours (b), ours (m), yours (p)	Indefinite pronouns anyone (d), no-one (e), anything (n)	Interrogative pronouns Whose (c), What (f), What (j), What (l), What (o)

Report

- (a) Problems with plastic
(b) Teacher check
- Teacher check
- (a) (i) high density polyethylene
(ii) liquefied petroleum gas
(b) Answers will vary but should reflect the following:
Paragraph 3 – The number of plastic bags continues to accumulate, as they decompose at a very slow rate.
Paragraph 5 – It describes the effects plastic bags have on marine life.
(c) block, stopping, resulting, threatening
(d) Birds are attracted to the bright colours of some plastics and if they eat them they can choke or be poisoned.
- Plastic bags put in bins will eventually end up in landfill, potentially at large in the environment.

Week 4

Annie the Witch

'You're crazy, **Mike!** Old **Annie's** a witch—everyone knows that!'

'Rubbish, **Ian!** My mum and dad say she's just a *lonely* old lady.'

'I'm telling you she's a witch!'

Ian shook his head, his eyes behind the thick lenses opened wide and round. He dropped his voice to a *whisper*.

'And she killed her husband—she served him *poisoned* cookies and milk. Homemade choc-chip cookies. And you want to go there by yourself—you're a nutcase!'

But nothing could shake **Mike**.

'I'm going to weed her garden for her—and she's going to pay me cash. And when I have that cash, I'll have saved *enough* for a new engine for my model aeroplane. And if you're very lucky, I might let you play with it sometimes.'

'Yeah, if you're alive, you mean ...'

1. Missing punctuation is in **bold type**.
 - (d) Teacher check
 - (f) you are, Annie is, she is, I am, I will
2. (a) Spelling errors are in *italic type*.

lonely, whisper, poisoned, enough
3. (a) (i) knows – present (ii) shook – past (iii) dropped – past
(iv) am going to weed – future

School Concert

Dear diary

Today was the big day! I felt so *nervous* about playing my guitar in front of the *whole* school.

There were twenty-two of us from different *classes* waiting offstage to perform, all with *different* instruments.

When my name was called, I slowly walked on. I had a heart-stopping moment *when* I almost dropped my *guitar*. But once I'd sat down and started playing, I felt much better. I made a few *mistakes* but I managed to keep going, so I *hope* no-one noticed! When I'd finished the audience began to applaud loudly. It felt great! I haven't stopped *smiling* yet. I can't wait to play again.

nervous
whole
classes
different
slowly
when
guitar
mistakes
hope
loudly
smiling

1. Missing punctuation is in **bold type**.
2. (a) Adverbs are underlined.

slowly, loudly

(b) Teacher check
3. Spelling errors are in *italic type*.
 - (a) classes, mistakes
 - (b) nervous, whole, different, when, guitar, hope, smiling
4. (a) Teacher check. Answers may include: piano, harp, violin, viola, cello, double bass, banjo, mandolin etc.

Glow-worm Grotto

The glow-worm *grotto* in the Te Ana-au caves in the South Island of **New Zealand** is well *worth* visiting. After you walk carefully into the caves, you are *asked* to get into a small boat to enter the grotto.

When you get there, it is absolutely *quiet* and pitch-black. The only light you can see is from the glow-worms, which are dotted above you. They look like tiny blue stars. It feels eerie to be silently gliding under them with no other *light* or sound. **Y**ou can't *even* see your own hand in front of your face. **B**y the time you leave the grotto, you feel disoriented—it is *difficult* to say which way is up or down!

_____ grotto _____
_____ worth _____
_____ carefully _____
_____ asked _____
_____ quiet _____
_____ see _____
_____ are _____
_____ silently _____
_____ light _____
_____ even _____
_____ leave _____
_____ difficult _____

Answers

- Missing punctuation is in **bold type**.
 - Answers should include two of the following: glow-worms, Te Ana-au, pitch-black
- Adverbs are underlined.
carefully, silently
 - Verbs are underlined in bold.
see (line 6), are (line 7), leave (line 11)
 - into
 - from
 - under
 - in
 - above
 - to
- Spelling errors are in *italic type*.
grotto, worth, asked, quiet, light, even, difficult

Week 4

Prime Numbers

- 7, 13, 41, 19, 5 and 23
- (a) 2, 3, 5 and 7
(b) 11, 13, 17 and 19
(c) 23, 29, 31 and 37
- (a) Teacher check
(b) 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43 and 47
- Composite
- Prime: 11, 97, 61, 47, 79, 31, 53, 83
Composite: 15, 56, 48, 24, 6, 77, 90, 39

Challenge: 101, 103, 107, 109 and 113

Number Sentences with Brackets

- (a) 8 (b) 20 (c) 10 (d) 6
(e) 30 (f) 6 (g) 31 (h) 41
(i) 130 (j) 26 (k) 24 (l) 40
- (a) 42 (b) 39 (c) 26 (d) 17
(e) 34 (f) 14 (g) 103 (h) 32
(i) 80 (j) 17
- (a) 2 (b) 9 (c) 4 (d) 4
(e) 4 (f) 6 (g) 6 (h) 12
- Teacher check

Challenge: $(10 \times 10) - 10 + 10 = 100$ or
 $(10 \times 10) + 10 - 10 = 100$

Checking Calculations

- (a) 460, $190 + 270 = 460$
(b) 227, $510 - 290 = 220$
(c) 477, $50 \times 10 = 500$
(d) 12, $100 \div 10 = 10$
(e) 999, $620 + 380 = 1000$
(f) 747, $960 - 210 = 750$
(g) 496, $60 \times 10 = 600$
(h) 14, $130 \div 10 = 13$
- (a) 1188, $300 + 900 = 1200$
(b) 756, $1000 - 200 = 800$
(c) 15 600, $200 \times 100 = 20 000$
(d) 7, 600 $\div 100 = 6$
(e) 1506, $700 + 800 = 1500$
(f) 1135, $2500 - 1400 = 1100$
(g) 10 915, $200 \times 100 = 20 000$
(h) 14, $1100 \div 100 = 11$
- (a) 13 011, $5000 + 8000 = 13 000$
(b) 13 213, $9000 + 4000 = 13 000$
(c) 11 096, $8000 + 3000 = 11 000$
(d) 23 431, $13 000 + 11 000 = 24 000$
(e) 2451, $9000 - 7000 = 2000$

- (f) $6017, 9000 - 3000 = 6000$
(g) $3722, 12 000 - 9000 = 3000$
(h) $2489, 15 000 - 13 000 = 2000$

4. (a) $9 + 6$ (b) $8 - 2$ (c) 9×4 (d) $10 \div 4$
(e) $3 + 12$ (f) $8 - 4$ (g) 5×7 (h) $7 \div 2$

Challenge: (a) even (b) even (c) odd
(d) odd (e) Teacher check

Area of Triangles

- (a) $8 \text{ cm}^2, 4 \text{ cm}^2$ (b) $6 \text{ cm}^2, 3 \text{ cm}^2$
(c) $4 \text{ cm}^2, 2 \text{ cm}^2$ (d) $9 \text{ cm}^2, 4.5 \text{ cm}^2$
(e) $6 \text{ cm}^2, 3 \text{ cm}^2$ (f) $15 \text{ cm}^2, 7.5 \text{ cm}^2$
- (a) $6 \text{ cm}^2, 3 \text{ cm}^2$ (b) $5 \text{ cm}^2, 2.5 \text{ cm}^2$
(c) $12 \text{ cm}^2, 6 \text{ cm}^2$

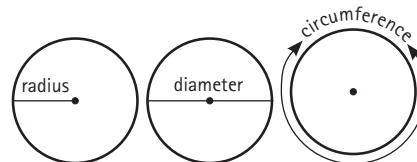
Challenge: Teacher check

Volume of Shapes

- (a) 8 cm^3 (b) 27 cm^3 (c) 64 cm^3
- (a) 48 cm^3 (b) 60 cm^3 (c) 60 cm^3 (d) 18 cm^3

Challenge: Teacher check

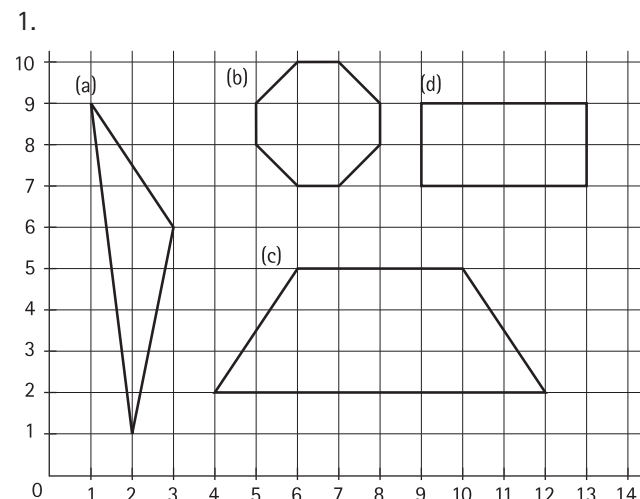
Circle



-
- (a) 2 cm (b) 1 cm (c) 3 cm
- (a) 4 cm (b) 2 cm (c) 6 cm
- (a) 2 cm (b) 7 cm (c) 4 cm
- (a) 1 cm (b) 3.5 cm (c) 2 cm

Challenge: Teacher check

Coordinates



Week 4

(d) (9, 9), (13, 9), (13, 7), (9, 7), (9, 9)

2. (a) Palm Tree Grove (b) Shark Bay
(c) Skull Rock (d) (8, 5)
(e) (2, 7) (f) (8, 8)
(g) (8, 6) (h) Teacher check

Challenge: Teacher check

Natural and Built Environment

- Teacher check

Our Environment

1. Teacher check
2. (a) Possible answers
 - rain: good effect – animals/plants will flourish, soil will hold together and not be blown away, bad effect – flooding, destroy crops and soil.
 - logging: good effect – we have furniture to sit on, paper to write on and houses to live in, bad effect – forests destroyed, land cleared and soil in bad condition.
 - fire: good effect – germinate seeds providing food for animals and plants to flourish, bad effect – destroys plants and animals, destroys their homes and our homes.
 - people: good effect – in the last twenty years, we have begun to consider the consequences of our actions. We now recycle, use less chlorofluorocarbons, car pool, conserve environments to prevent animal extinction and much more, bad effect – pollution, logging, mining, greenhouse effect, land-clearing, overpopulation, extinction of animals.

Conserving Our Resources

1. Renewable – sheep, forest, cereal. Non-renewable – diamond, oil.
2. (Possible answers)
 - (a) Sarah can turn off the tap while she is brushing her teeth.
 - (b) Simon can tell his mum to take the plastic shopping bags to the supermarket to use again; or to buy big calico bags that can be used for shopping over and over again.
 - (c) Nicola, Brad and Sally can car pool.
 - (d) Mrs Thompson can use the food scraps from her shopping to create compost. This will improve the condition of her soil and she will be able to make things grow in her garden.
3. Answers will vary.

Good or Bad?

1. Answers will vary.
2. Answers will vary.