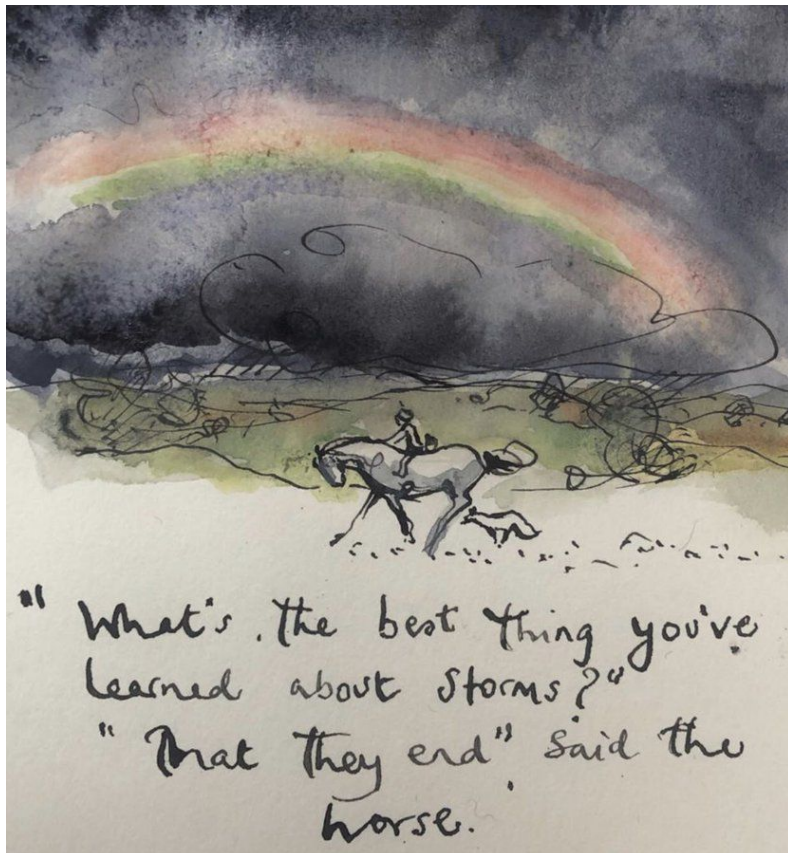
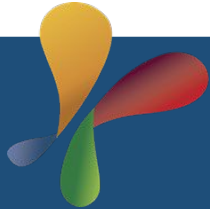


TRANSFORM HOME LEARNING





Foreword to Families

Welcome to your Transform home learning booklet

What are these for?

These booklets have been designed to keep your child connected with their school community, with learning, and to have some fun in the event of any Covid-related school closures or periods of self-isolation.

Why now?

All of our Trust staff are working incredibly hard to ensure schools remain open so that our children can continue their education in the best way. However, in some instances, this may not always be possible. Therefore, we have worked to put a Transform offer together to enable your child to continue their learning and connection to school from home. This book is aimed at supporting your child's emotional, cognitive and physical wellbeing in the run up to their return. It will give them some ways to check in with their feelings as well as some fun ways to keep active and keep learning.

Why reading, writing and maths?

We know that learning is most effective when children are given opportunities for regular practise. By keeping these opportunities going at home – we hope that your child will be able to both practise what they have learnt and embed this learning.

These books will be used in school when you return so please keep hold of them. Your child's class teacher will have regular contact to support your child during any out-of-school periods.

Page	Subject
4	Acknowledgements
5	Reading Overview
4	Maths Activities
15	Wellbeing activity
16	Reading Activities
27	Writing Activities
38	Writing Activities
39	Grammar, punctuation and spelling activities
49	Wellbeing activities
50	Physical Activities

Icon Key



Questions to consider



Make notes



Think for yourself



Look ahead



Look closer



This links to...



Put into action/trial



Talk to colleagues



Downloadable resource



Watch video clip

Resource acknowledgements

- Activities and Resources created by Transform Trust Year 6 Teachers and Associate Team
- The Boy, The Mole, The Fox and The Horse by Charlie Mackesy
- Easter Practice Maths Booklet by Nyima Drayang
- PiXL Easter Revision Reading Pack
- PiXL Easter Revision Writing Pack
- PiXL Easter GPS Revision Pack
- GLT Primary Year 6 Transition Programme

MATHEMATICS



In the following pages, there is a short arithmetic and problem solving page for you to complete.

This will help you to know what you can do and what you still need to work on.



Arithmetic – Task 1

1	1016 - 200 =	<div></div> <div></div>	<div></div> <div>1 mark</div>
---	--------------	-------------------------	-------------------------------

2	423 x 2	<div></div> <div></div>	<div></div> <div>1 mark</div>
---	---------	-------------------------	-------------------------------

3	960 ÷ 12 =	<div></div> <div></div>	<div></div> <div>1 mark</div>
---	------------	-------------------------	-------------------------------

4	30% x 2,300 =	<div></div> <div></div>	<div></div> <div>1 mark</div>
---	---------------	-------------------------	-------------------------------

5	<div>1 3 2 0 5 4</div>	<div></div> <div></div>	<div></div> <div>Show your method</div> <div>2 marks</div>
---	--------------------------	-------------------------	--

6	80,000 - 1,600 =	<div></div> <div></div>	<div></div> <div>1 mark</div>
---	------------------	-------------------------	-------------------------------

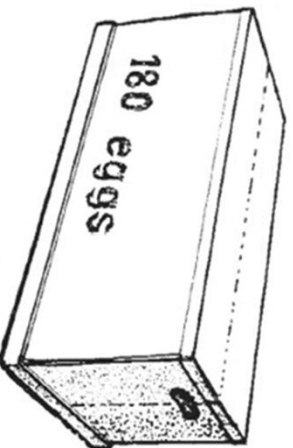
Problem Solving – Task 2

97	98	99
107	108	109
117	118	119

2 Eggs are put in trays of 12



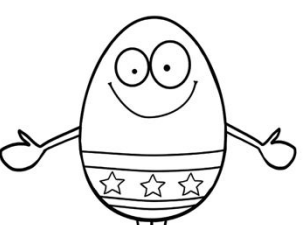
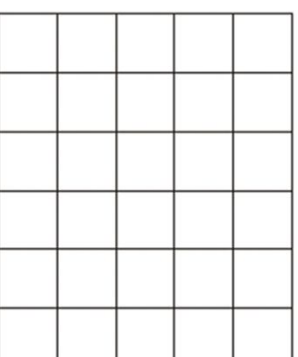
The trays are packed in boxes.
Each **box** contains **180 eggs**.
How many **trays** are in each **box**?



Show
your
method

3 Here is a grid made of squares.

Shade **10%** of this grid.



4 Tick (✓) **two** cards that give a **total of 5**



$\frac{1}{4}$

21

4/3

ω
N|→

$$\frac{\omega}{4|\omega|}$$

$4\frac{1}{4}$

5 Mark with arrows the points -1.5 and 0.45 on the number line.



Arithmetic – Task 3

1

$$7.4 + 0.3 =$$

1 mark

2

$$73 \times 3$$

1 mark

3

$$\boxed{} = 2.65 \times 6$$

1 mark

4

$$\frac{3}{6} + \frac{1}{6} =$$

1 mark

5

$$85\% \text{ of } 480 =$$

1 mark

6

$$7,609 \times 44 =$$

1 mark

Problem Solving – Task 4

1 Write the correct sign $>$, $<$ or $=$ in each of the following.

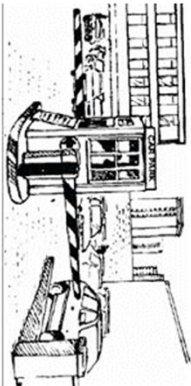


$$(10 + 5) - 9 \quad \square \quad (10 + 9) - 5$$

$$3 \times (4 + 5) \quad \square \quad (3 \times 4) + 5$$

$$(10 \times 4) \div 2 \quad \square \quad 10 \times (4 \div 2)$$

2



Car Park charges	
Time	Charge
up to 1 hour	20p
1 to 2 hours	50p
2 to 3 hours	£1.00
3 to 4 hours	£1.70
over 4 hours	£5.00

Emma parks her car at 9.30 am.

She collects the car at 1.20 pm.

How much does she pay?

Dan and Mark both use the car park.

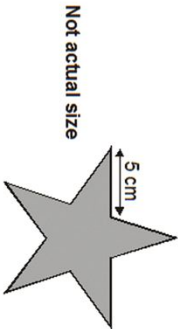
Dan says,

'I paid exactly twice as much as Mark but I only stayed 10 minutes longer'.

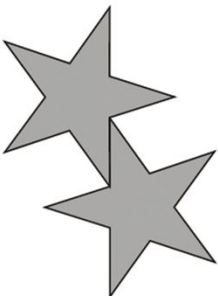
Explain how Dan could be correct.

3 Millie has some star-shaped tiles.

Each edge of a tile is 5 centimetres long.



She puts two tiles together to make this shape.



Work out the perimeter of Millie's shape.

cm

4 Write these numbers in order, starting with the **smallest**.

0.78 0.607 5.6 0.098 4.003

smallest

5 Complete this table by rounding the numbers to the **nearest hundred**.

	Rounded to the nearest hundred
20,906	
2,090.6	
209.06	

Page 10

$$1086 + 294 =$$

1 mark

1 mark

$$63 \div 9 =$$

1 mark

1 mark

$$8,648 + 7,947 =$$

1 mark

1 mark

$$9,924 \div 6 =$$

1

1 mark

$$9 \times 3\frac{1}{4}$$

1 mar

1 mark

$$\frac{6}{4} \times 130 =$$

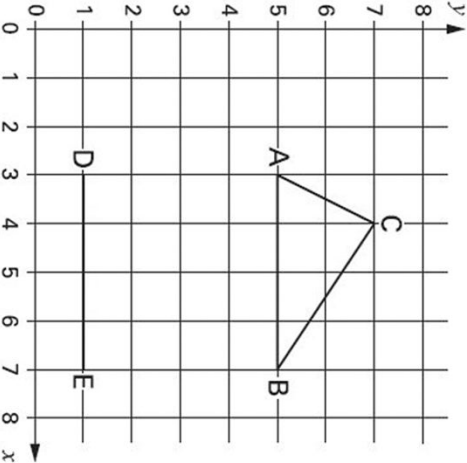
1 mark

1 mark



Problem Solving – Task 6

1 Kyle has drawn triangle **ABC** on this grid.

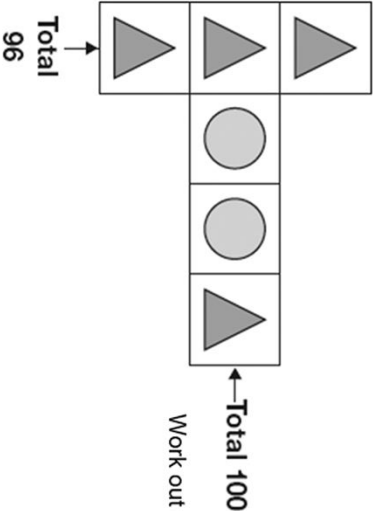


Holly has started to draw an **identical** triangle **DEF**.

What will be the coordinates of point **F** ?

(,)

2 Each shape stands for a number.



Work out the **value** of each shape.

=

=

3 Here are four digit cards.

7

5

2

1

Choose two cards each time to make the following two-digit numbers.

The first one is done for you.

an even number

5

2

a multiple of 9

a square number

a factor of 96

4 The first two numbers in this sequence are 2.1 and 2.2

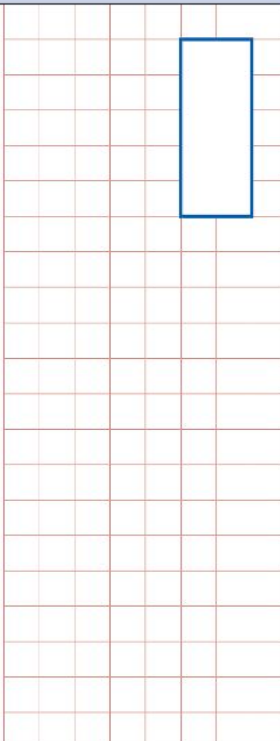
The sequence then follows the rule

‘to get the next number, add the two previous numbers’

Write in the next two numbers in the sequence.

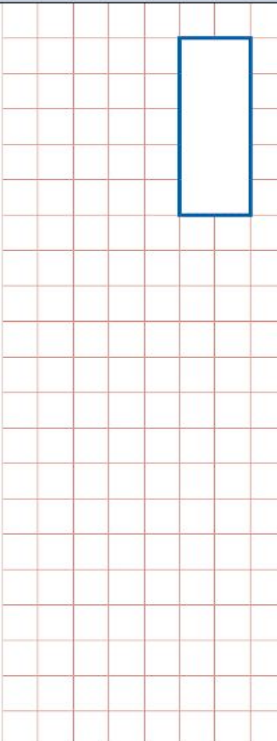
2.1 2.2 4.3 6.5

Page 10 of 10

1	$666 - 8 =$	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>	1 mark
			



The image shows a full page of graph paper with a light gray grid pattern. In the upper right corner, there is a rectangular box outlined in blue. The rest of the page is empty graph paper.

1 mark

2	$3.7 + 4.008 =$	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>	1 mark
			

[illegible]

1 mark

3	$12 - 7.06 =$		 1 mark
---	---------------	---	---

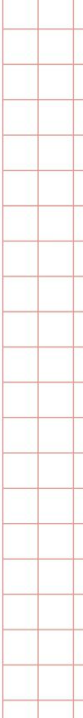

[illegible]

1 mark

4	$24 \times 24 =$	<div><div></div></div> <div>1 mark</div>

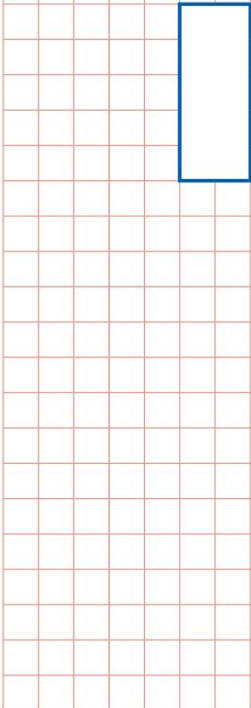
[illegible]

1 mark

5	$1\frac{1}{5} + 1\frac{1}{6} =$			<input data-bbox="748 169 768 215" type="text"/> 1 mark

[illegible]

1 mark

6	$2 \times 3 \times 4 \times 5 =$		<div style="border: 1px solid black; width: 40px; height: 40px; display: inline-block;"></div> 1 mark

[illegible]

1 mark

Problem Solving – Task 8

1 Complete each sentence using a number from the list below.

120 240 600 1,440 3,600 6,000

There are seconds in an hour.

There are minutes in a day.

2 Lara chooses a number less than 20

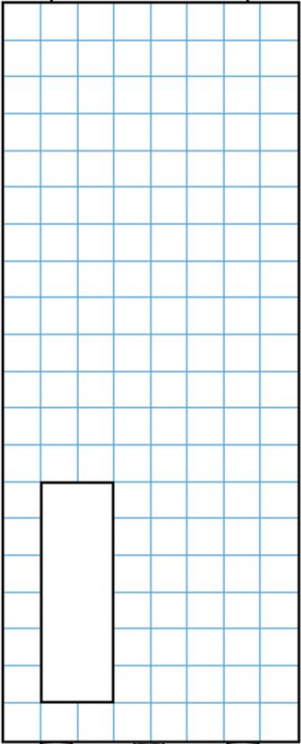
She divides it by 2 and then adds 6

She then divides this result by 3

Her answer is 4.5

What was the number she started with?

Show
your
method



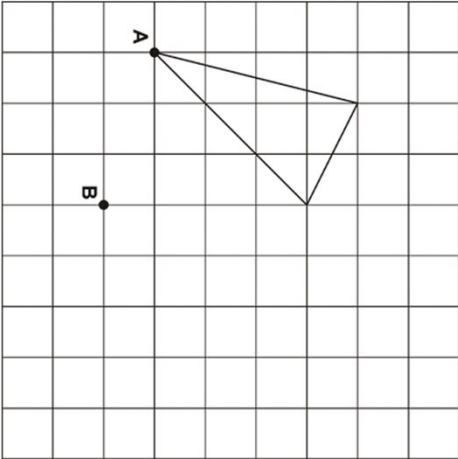
3 Write all the common multiples of 3 and 8 that are less than 50

4 Here is a triangle on a square grid.

The triangle is translated so that point A moves to point B.

Draw the triangle in its new position.

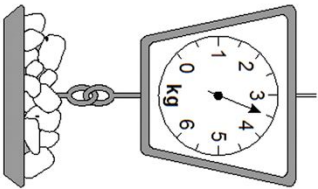
Use a ruler.



5 This table shows the weight of some fruits and vegetables.

Complete the table.

	grams	kilograms
potatoes	3500	3.5
apples		1.2
grapes	250	
ginger		0.03





Arithmetic – Task 9

1

$5 \times 8 \times 9 =$

1 mark

2

$\frac{4}{6} + \frac{2}{6} =$

1 mark

3

$43.1 - 8.89 =$

1 mark

4

$\frac{2}{3} \text{ of } 270 =$

1 mark

5

$308,578 - 19,089 =$

1 mark

6

$\frac{2}{3} \div 3 =$

1 mark

Problem Solving – Task 10

- Write the missing number.

$$70 \div \boxed{} = 3.5$$

- Write in the missing digits to make this correct.

$$\begin{array}{r} \boxed{} \quad 4 \quad \boxed{} \\ \times 6 \\ \hline 2 \quad 0 \quad 5 \quad 2 \end{array}$$

- Here is part of the bus timetable from Riverdale to Mott Haven.

Riverdale	10:02	10:12	10:31	10:48
Kingsbridge	10:11	10:21	10:38	10:55
Fordham	10:28	10:38	10:54	11:11
Tremont	10:36	10:44	11:00	11:17
Mott Haven	10:53	11:01	11:17	11:34

How many minutes does it take the 10:31 bus from Riverdale to reach Mott Haven?

minutes

Mr Evans is at Fordham at 10:30

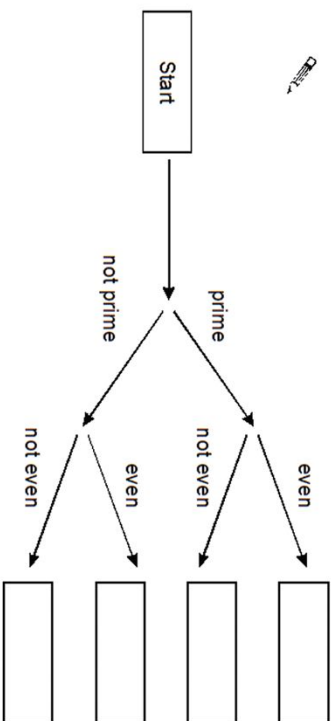
What is the **earliest** time he can reach Tremont on the bus?

- Here is a diagram for sorting numbers.

Write these three numbers in the correct boxes.

You may not need to use all of the boxes.

9 17 20



- Parveen buys 3 small bags of peanuts.



She gives the shopkeeper £2 and gets 80p change.

What is the cost in pence of one bag of peanuts?

Show your working. You may get a mark.

p

WELLBEING CHECK-IN



Activity 1 - Gratitude scavenger hunt









You could take photographs of each of these things and share them with a friend or family member.



GRATITUDE SCAVENGER HUNT

FEELING GRATEFUL CAN HELP US
TO FEEL GOOD. CAN YOU FIND:

-  Something that makes you feel happy
-  One thing you love to smell
-  Something you like to look at
-  Something that is your favourite colour
-  Something that makes you smile in nature
-  One thing that is very useful for you



READING



In the following pages, there are short extracts of texts to read with a set of comprehension questions.

These texts will give provide you with a examples of a range of styles with varying audience and purpose. Answering the questions will give you time to practise your comprehension skills.

Remember that reading for pleasure is key!

The most important way to keep your reading skills sharp is to find a good book and get stuck in!

Reading – Task 1

Reading – Day 1

Marvelous Mini-beasts



Whether they scare you, fascinate you or just give you that creepy shudder down the spine, it can't be denied that mini-beasts are fascinating! Some look small and defenceless, some look dangerous and some even look beautiful, but they all have their own interesting traits and characteristics. Learning more about these wonders of nature can make a woodland walk a lot more interesting.

Amazing arachnids

Despite what many people think, spiders cannot be classified as insects. With eight legs, two body segments and no wings, the spider finds itself in the category of 'arachnids'. If you are amongst the millions of people who have a phobia of spiders, you suffer 'arachnophobia'.

There are over 30,000 species of spiders in the world. Thankfully, they're not all dangerous! Although the most common house spider found in Britain is thought of as totally harmless to humans, its bite is venomous! However, it is thought to be virtually impossible for this species to open its mouth wide enough, or have fangs long enough, to deliver a venomous bite to a human. Spiders tend to save their venom for their prey – insects and other spiders – which they catch using their silky webs.

Beautiful butterflies

Unlike spiders, butterflies are classified as insects. Six legs, a segmented body and four wings make up the anatomy of a butterfly. Their brightly coloured wings are made up of tiny scales, arranged in unique patterns.

Butterflies, as we see them flying around, are just one part of a four-part life cycle (also known as a 'metamorphosis').

1. How many different types of spiders can be found in the world?

_____ 1 mark

2. What word is used to describe being scared of spiders?

_____ 1 mark

3. List **two** different parts of a butterfly's body.

1. _____

2. _____ 2 marks

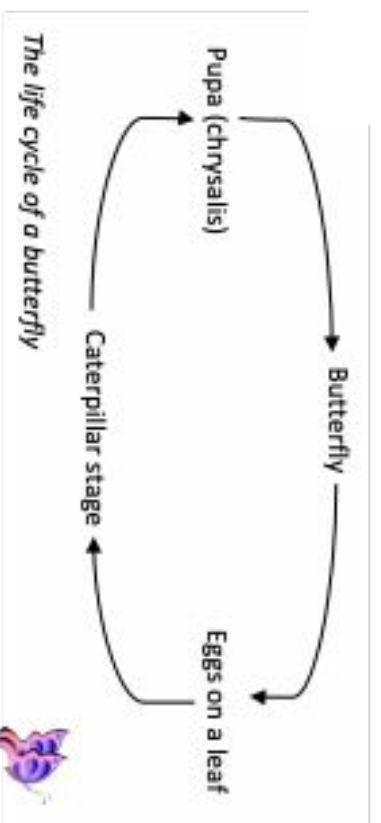
4. Find and copy the word that tells the reader that a butterfly's wing pattern could not be the same as that of another butterfly.

_____ 1 mark

5. Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
Lots of mini-beasts are beautiful to look at.		
Ants are very strong.		
Butterflies' wings are colourful.		

1 mark



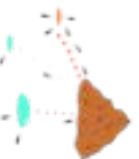
Butterflies can be found all around the world, using their long straw-like tongue to extract nectar and juice from flowers and rotting fruit. When they do this, they help spread the pollen of plants.

Astonishing Ants

Just like butterflies, ants are in the mini-beast category of insects. They have six legs and a body segmented into three parts. In an amazing feat of strength, an ant can lift 20 times its own body weight. That is like a child lifting a car!

Groups of ants, known as 'armies', live in colonies. Within these colonies, there will typically be three kinds of ants: the queen, male worker ants and female worker ants. It is the role of the queen ant to lay eggs, whilst the worker ants build/maintain the colony, find food and act as soldiers.

As they travel around in their mesmerising, large groups and lines, ants can cause quite a fuss for humans. Whether it's interrupting picnics and walking off with snacks, or giving a nasty nip to the skin, ants can make a nuisance of themselves. Luckily for us, nearly all bites from ants are not lethal.



6. Why is the information on the life cycle of a butterfly given as a diagram?

1 mark

7. However, it is thought to be virtually impossible for this species to open its mouth wide enough...

In this sentence, the word *virtually* is closest in meaning to...

Tick one

probably

☐

always

☐

extremely

☐

almost

☐

1 mark

8. Why do you think the text compares an ant lifting 20 times its body weight to a child lifting a car?

2 marks

Reading – Task 2

Emma's New Watch

It was here. It had finally arrived. Emma had only been waiting for this day for 364 days, which is 8,736 hours to be precise – not that she had been counting! Trying to act casual, she sauntered down the stairs. As she let her imagination run wild, she pictured a pile of presents, stacks of cards and her mum's famous chocolate cake waiting temptingly on the table.

Excitement tingled through her whole body as she pushed open the door to her living room. Emma waited for the usual cheer and "the song" that came on this date every year... but it didn't come. Bemused by the lack of noise, Emma shuffled into the living room. Her father looked up from his newspaper and greeted her with a smile.

"Morning sweetheart!"

Morning? Morning? Was that it? Without replying to her dad, who had returned to his morning reading, she wandered into the kitchen to see if her mum would give her more satisfaction.

"Hello, darling. Would you like some toast before school?" asked Emma's mum, as she stood washing breakfast pots at the sink.

Something seriously strange was going on. Where were the cards, presents and that delicious cake? Emma had been preparing herself for this day since the same date last year, and all she was feeling was utter disappointment.

"Is there nothing else you want to say to me?" she questioned her mum, "nothing you would like to give me...?"

Day 2

1. List one thing Emma was expecting to receive that day.

1 mark

2. What do you think is special about this day for Emma? Give one piece of evidence from the text that supports your answer.

1 mark

3. Use the information from the story to complete this table.

The day Emma usually did P.E. at school	9:00pm on Thursday 21 st February
The date Emma thought it should be	

2 marks

4. Look at the second paragraph. Find and copy the word that shows Emma is not sure what is happening or why it is happening.

1 mark

"Just your packed lunch box and a reminder to pick up your P.E. bag," Emma's mum replied distractedly.

P.E. bag? She only did P.E. on a Thursday. Today was Friday. "But I don't do P.E. today. I only do it on a Thursday," she explained impatiently to her mum.

"Yes, I know, Emma. And today is Thursday. Thursday 21st February."

For a moment, Emma didn't know what to say; didn't know what to think. Without a doubt, she had gone to bed last night at 9:00pm on Thursday 21st February. How was her mum getting so confused? As thoughts raced through her mind, she felt that same tingling feeling in her arm that she had felt before walking into the living room. However, she realised that it was not excitement at all. In fact, it was an actual physical tingle coming from her wrist.

The watch! It had been a premature gift from her great-grandmother and had been given to Emma with a strange wink and an even stranger message, which she had ignored at the time.

"Be careful how you use it. Time isn't always as it seems..." Emma's rather mystifying great-grandmother had warned her.

With a gold strap, analogue face and a section which told you the date, it was an expensive-looking timepiece. Inspecting the gift much more closely, Emma noticed something unusual. Although she had only worn the watch yesterday for the first time, it had stopped running. It had stopped on Thursday 21st February at 8:25am...

Day 3

1. ...chocolate cake **waiting temptingly** on the table... (paragraph 1)

What do the words highlighted in bold tell us about how Emma feels about the cake?

1 mark

2. What was the difference between the two occasions in the text when Emma felt a tingling feeling?

1 mark

3. **Find and copy** the word used in the text that is an alternative name for 'watch'.

1 mark

4. Based on what you have read in the text, what do you think is special about Emma's new watch? Use evidence from the story to support your answer.

2 marks

Intruders

The door swung open and was then pushed back until it was almost closed. Katie lay very still in her low, dusty hiding place. Except for a thin beam of light from the corridor outside, the room was in darkness. From where she was laid, she could only see two pairs of feet shuffling in across the floor. Her stomach churned and her heart was beating so fast she felt sure that the strangers would hear it thumping on the wooden floor. She followed the dark shapes as they moved slowly around the room and could hear the opening and closing of drawers and cupboards as the beam from a flashlight began to dance around in the gloomy darkness. However, she knew they wouldn't find what they were looking for.

Suddenly, she realised that in her rush to hide, she had left the bag containing the precious cargo on the floor at the other side of the bed. Slowly and carefully, she slid out her foot until her toes touched the softness of the velvet bag and then, just as slowly, she drew it in, making sure that she made no sound. Then she laid stone still, hardly daring to breathe, for what seemed like a lifetime. Thankfully, just as she was beginning to think they would never leave, the sound of voices drifted up from outside in the garden. The strangers stopped in their tracks and began to move back towards the door. Opening it, they quickly left the room, snapping the door tightly shut behind them. Katie gave a sigh of relief, knowing that she had been very lucky. If they had walked around to the other side of the bed, who knows what might have happened then!

1. How many people were in the room in addition to Katie?

1 mark

2. Number the following events (1 – 5) to show the order in which they happen in the story. One has been done for you.

People begin talking outside Katie's house. _____

The door is pushed until it is nearly closed. _____

Katie gets into her hiding place. _____

She watches the light from the intruders' torches. _____

The door gets completely closed shut. _____ 5 _____

1 mark

3. Find and copy a group of words that describe the bag.

4. How do Katie's feelings change from the first paragraph to the end of the text?

Katie's feelings at the beginning: _____

Katie's feelings at the end: _____

1 mark

5. What does the group of words, 'for what seemed like a lifetime' tell us about how Katie felt?

1 mark

6. Why do you think the intruders decided to leave the room when they did?

1 mark

7. What do you think might have happened if the intruders had seen the bag?

1 mark

8. Do you think Katie has any idea who the intruders could be? Why or why not? Use evidence from the text.

Reading – Task 4

Untouched

As light breaks through the quickly fading darkness,
I look out and see a white sheet, a blank slate, an empty page.
This white is not paper on which I will write.
Nor is it a crisp, new bed sheet upon which I will lie.
It is a blanket of white, covering the land beneath it,
Not touched by anyone or anything.
Even the howling wind has had little effect.
No footprints mark the tracks of excited children,
The birds have not yet had chance to create their prints.
It lies there - simply waiting.
Waiting for someone who can no longer resist temptation,
At once they must mark the page, ruffle the bed sheets.
No longer does my slate remain blank.
Shrieks and shouts will echo as it is gathered up to make a frosty friend,
And laughter will still ring out, even after hands are numb and cheeks are chilled.
Although the image of the smooth white canvas has been destroyed,
I will always remember it.

1. Which of these things do you think the poet is describing?

Tick one.

☐

snow

☐

a piece of paper

☐

a bedsheet

1 mark

2. Who, or what, do you think 'a frosty friend' (line 13) could be?

1 mark

3. Tick in the boxes to show whether the following statements are **true** or **false**.

	True	False
The wind has changed something about this white sheet		
The white sheet that is being described makes people cold		
The poet cannot remember what the untouched whiteness looks like		

2 marks

4. Why do you think the writer has called this poem, 'Untouched'?

2 marks

5. What information is in the poem that suggests the poet was looking out at the whiteness early in the morning?

2 marks

6. What has changed by the end of the poem?

1 mark

7. Find two examples of alliteration being used in this poem.

1. _____

2. _____

1 mark

The Daily Newspaper

70p

Tuesday 7th October 2015

Runner Beans

MANY teachers across the country like to do their bit for charity, but not all go to the lengths of those from *Rose Brook Primary School* in Durham.

Over the last year, a group of five teachers from the small village primary school have completed the amazing feat of four marathons. They have run the exhausting distance of 26.2 miles in London, Edinburgh, Belfast and Liverpool.

The teachers, who trained for a year before embarking on this challenge, raised a staggering £10,000 for a local charity.

One of the runners, Mrs Hills, explained the reasons for their charity choice.

"Many of the children in our school have been affected by flooding. Their homes have been damaged, their belongings washed away and their lives severely disrupted," she told *The Daily Newspaper*.

"Therefore, we decided, as their teachers, we needed to help. So we thought we would raise money for *Rescue*, which is a local charity that helps those affected by severe flooding."

In the lead up to the marathons, the staff and children at *Rose Brook Primary* hosted a variety of fundraising events at the school to help boost funds. One pupil remembers a particularly eventful day.

Page 4

1. Why do you think the reporter has given this article the headline, *Runner Beans*?

1 mark

2. Match the following statements to the correct number.

The number of miles that a marathon covers

Five

The amount of minutes each teacher had to sit in a bathtub of baked beans

Twenty six point two

The amount of teachers that participated in the marathons

Thirty

The number of marathons run by teachers

Four

1 mark

3. In paragraph two, which word means the same as achievement?

1 mark

The Daily Newspaper

"All of our teachers had to sit in a bathtub of baked beans for half an hour each!" tells Year 5 pupil, Daniel. "We had buckets for people to donate money. It was so much fun. The teachers hated sitting in the beans but they liked raising money."

Along with their baked bean challenge, the school held discos, coffee afternoons and talent shows to supplement the money raised by the marathon runners.

Another one of the runners, Miss Stockwell, told us that sitting in the bathtub of beans was a piece of cake compared to the marathons. She went on to explain that she found the running difficult but felt an amazing sense of achievement at each finish line.

When asked if they would run a marathon again, all five teachers

responded with a huge cheer. It would seem they have caught the running bug!

Last night, a giant cheque for the £10,000 was presented to the chairman of the charity by the group of teachers at a celebration evening.

"We are absolutely over the moon with the money. Everyone at *Rescue* is overwhelmed by the generosity of the staff, children and families of *Rose Brook Primary*. This money will help us provide the correct level of support to families in the area affected by flood damage," Gary Holden (chairman of *Rescue*) told us.

The staff at *Rose Brook Primary* have vowed to continue their fundraising efforts and look forward to future challenges.

Reported by Sarah Dunhew

Page 5

4. Find and copy the group of words which show that Miss Stockwell found the baked bean challenge easy.

1 mark

5. 'It would seem they have caught the running bug!'

What does the reporter mean when she uses this sentence?

2 marks

6. How can you tell that Miss Stockwell was proud of herself when she ran the marathons?

1 mark

7. What was the date of the celebration evening?

1 mark

8. Do you think the reporter was impressed by the teachers' fundraising? Use evidence from the text to support your answer.

2 marks

Reading – Task 6

Untouched

As light breaks through the quickly fading darkness,
I look out and see a white sheet, a blank slate, an empty page.
This white is not paper on which I will write.
Nor is it a crisp, new bed sheet upon which I will lie.
It is a blanket of white, covering the land beneath it,
Not touched by anyone or anything.
Even the howling wind has had little effect.
No footprints mark the tracks of excited children,
The birds have not yet had chance to create their prints.
It lies there - simply waiting.
Waiting for someone who can no longer resist temptation,
At once they must mark the page, ruffle the bed sheets.
No longer does my slate remain blank.
Shrieks and shouts will echo as it is gathered up to make a frosty friend,
And laughter will still ring out, even after hands are numb and cheeks are chilled.
Although the image of the smooth white canvas has been destroyed,
I will always remember it.

1. Which of these things do you think the poet is describing?

Tick one.

☐

snow

☐

a piece of paper

☐

a bedsheet

1 mark

2. Who, or what, do you think 'a frosty friend' (line 13) could be?

1 mark

3. Tick in the boxes to show whether the following statements are **true** or **false**.

	True	False
The wind has changed something about this white sheet		
The white sheet that is being described makes people cold		
The poet cannot remember what the untouched whiteness looks like		

2 marks

4. Why do you think the writer has called this poem, 'Untouched'?

2 marks

5. What information is in the poem that suggests the poet was looking out at the whiteness early in the morning?

2 marks

6. What has changed by the end of the poem?

1 mark

7. Find two examples of alliteration being used in this poem.

1. _____

2. _____

1 mark

Reading – Task 7

Young Warrior

As the sun faded, Blue settled down for a good night's slumber after spending the day hunting for his family. Before his father had passed away, he had informed Blue that he must be a great warrior and hunt for his tribe and protect his family. Blue didn't think that he could ever be as courageous as his father, the great chief 'Sitting Bull', so he mostly relied on Mohawk, his uncle.

Just as he was drifting off to sleep, he was startled by a loud noise outside the teepee. Making sure his sister was wrapped up safely, he nervously peeped outside. His heart was beating like a drum, but he knew he had to protect his family. Unfortunately for Blue, there was no time to seek his uncle. Although he was petrified of the dark, he ventured outside into the darkness, ready to accept his fate. From the darkness a shadow loomed towards the teepee. Without a thought for himself, Blue pounced on the figure. Paralysed with fear, he still managed to fight against the strange beast, even though it was much bigger and stronger than him.

After moments of struggling Blue realised he was up against a ferocious bear! Suddenly, the bear let go of Blue and headed towards a voice coming from the teepee. With its razor sharp claws, the bear struck in the direction of the small, defenceless girl. As he had not a moment to spare, Blue catapulted into the air and protected the girl. Sharp claws cut across his back, but he still tried to scare the bear away with his knife. Then out of nowhere, a gunshot pierced the night sky. Looking behind him, Blue could see his uncle standing over the bear with smoke coming from his rifle.

1. Using information from the text, tick one box in each row to show whether each statement is true or false.

	True	False
Blue thought of himself as a very brave warrior.		
Mohawk was Blue's father.		
Blue had a rifle to protect himself from the bear.		
The bear managed to hurt Blue.		

1 mark

2. List two things that scared Blue.

1. _____

2. _____

2 marks

3. 'Although he was petrified of the dark, he ventured outside into the darkness, ready to accept his fate.'

In this sentence, the word *ventured* is closest in meaning to...

Tick one.

☐ looked closely

☐ listened carefully

☐ ran with excitement

☐ dared to go

1 mark

4. ... *a gunshot pierced the night sky.*

What does the word *pierced* tell us about the sound?

1 mark

5. What happened to the bear at the end of the tale?

1 mark

6. How does the first paragraph suggest that Blue does not feel very confident about himself?

1 mark

7. Give one example of a time in the story when Blue might have felt proud of himself:

Give one example of a time in the story when Blue might **not** have felt proud of himself:

2 marks

8. Was Blue expecting to hear a noise? How do you know?

1 mark

Reading – Task 8 and 9

As Jason was waiting for his bus home from school, he noticed a strange looking man with a long grey beard, standing in front of him. He wore a long blue coat and had a bright blue velvet bag slung over his shoulder. Jason was sure something was moving inside the bag but just at that moment, the man's bus pulled up and he lurched forward and stepped up onto the platform of the bus. Just as the doors of the bus were beginning to close behind him, Jason noticed something fall from the bag and bounce along the floor, landing at his feet. He bent down to pick it up. It was a strange silver ball. Jason knew he should have banged on the door of the bus and given it back, it didn't belong to him, but it was so interesting, so unusual, that instead he quickly looked around, and then slipped it into his pocket. He was dying to look at it more closely and once the bus had pulled away, he slipped his hand into his pocket and pulled out the strange metal ball. It seemed to vibrate in his hand and then, suddenly, it burst open and out rolled an unusual looking bulb, a bit like the daffodil bulbs he had planted with this mother last week. He quickly popped it back into his pocket as his bus arrived. When he got home, he decided he would plant it so he scraped a small hole in the garden and buried it. Then he forgot about it. During the night it rained and rained.

The next morning, Jason woke to the sound of his father's voice, urgently calling his mother into the garden. He looked out of the window and saw they were standing by a strange, blue, spiky plant around four feet tall! Peter's father, a keen gardener, scratched his head and frowned. Jason began to realise what had happened but decided it was best to keep quiet about it for now. He ran out into the garden pretending to be as surprised as his parents.

Over the next few days, friends who came to the house were shown the plant and asked if they knew what it was. No-one did. But because it had rained all week, no-one could get out into the muddy garden to examine the plant more closely. However, by the end of the week when the rain had finally stopped and they could get close to it again, they could see it was much taller than Jason's father and the leaves were turning an even brighter blue than they were before!

"It's not natural," said his mother, "It's very worrying! I think we should chop it down!"

The stem was also bright blue and so thick that Jason could not stretch his hands around it. Jason's father was also beginning to worry. He was afraid it could be poisonous.

However, over the next few days it seemed to stop growing and Jason's father thought it had probably outgrown itself and would now die off very soon. It certainly didn't look as strong and fresh as it did before. Neighbours, who had heard about the plant, came to touch it and smell it and take photographs of themselves next to it. A local reporter called and took a photograph of Jason standing beside it. He wanted to know where it had come from but no-one had any answers, except Jason! But he kept quiet. Then the plant began to droop. Jason was disappointed.

That night, as Jason was going to bed, there was a terrific thunder storm, hailstones pounded the ground and when he looked out of his window at the lightning, he could see that the plant suddenly looked stronger and straighter than before. His heart raced as he jumped into bed.

"Roll on tomorrow!" he whispered to himself as he snuggled down under the duvet.

Reading – Task 8

1. Where was Jason when he spotted the strange looking man?

1 mark

2. Why do you think Jason looked around before putting the silver ball in his pocket?

1 mark

3. Number the following events (1 – 5) to show the order in which they happen in the story. One has been done for you.

- Jason's mum wants to cut the plant
- Jason hides the silver ball in his pocket
- A strange looking man gets on a bus
- The plant starts to come back to life
- Jason acts shocked about the plant
- 1

1 mark

4. Why might Jason's dad think the plant could be poisonous?

1 mark

5. Do you think Jason regrets taking the silver ball? Use evidence from the text to support your answer.

2 marks

Reading – Task 9

1. When Jason's parents first see the plant, what does it look like?

1 mark

2. How do Jason's feelings change throughout the story?

Beginning:

Middle:

End:

2 marks

3. Why didn't Jason tell anybody what he knew about the plant?

1 mark

4. Using information from the text, complete this table:

How does Jason travel to school?	
Where did the strange metal ball come from?	
Who took a photograph of Jason with the plant?	

1 mark

5. Thinking about events of the story so far, predict one thing which could happen in the next paragraph.

1 mark

Reading – Task 10

Mr R. Adams
42 Saddle Lane
Smithstown
ST12 7UY

Blue Hotel
Rowes Road
Darston
DT1 8XG

Tuesday 4th September 2015

To whom it may concern,

I wish to lodge a formal complaint to the manager of this establishment. Words almost fail me when I try to describe the level of unhappiness I experienced at your hotel.

Whilst on a final summer weekend away, my family and I visited the Blue Hotel the weekend of Saturday 1st September – Sunday 2nd September 2015. However, we certainly wish we had not made the unfortunate decision to do so.

Upon our arrival at the hotel, there was not a single member of staff available at the reception desk to welcome us. After waiting for an unacceptable amount of time, I decided to seek out someone for myself. To my utter disgust, a crowd of your employees were gathered in one of the leisure rooms having a wonderful time relaxing. As I gained their attention and explained my situation, I was greeted by several sighs and some definite eye-rolling.

1. Why has Mr Adams written this letter?

1 mark

2. Using information from the text, tick one box in each row to show whether each statement is a **fact** or an **opinion**.

	Fact	Opinion
The Adams family visited the hotel during summer.		
The woman who helped Mr Adams was rude.		
Mr Adams expects someone to reply to his letter.		

1 mark

3. The word *lodge* in the first sentence of Mr Adams' letter is closest in meaning to...

Tick one.

☐ a place to stay

☐ make

☐ moan

☐ become upset

1 mark

4. In paragraph 6, how were Mr Adams' feelings different from his wife's feeling about the hotel?

1 mark

5. Find and copy the group of words that tell us that Mr Adams left the hotel.

1 mark

Once an unwilling volunteer had come to our assistance, I was hoping things would significantly improve. How awfully wrong I was! The woman was extremely unhelpful and verging on rude.

Finally, we were shown our hotel "rooms". My reason for the use of inverted commas is valid I assure you. The spaces that you describe as 'rooms', I would call storage cupboards at best. They were certainly not spacious enough for a family of four to live comfortably for a weekend.

Despite all of these issues, my wife convinced me to give the hotel a chance and we decided to visit the restaurant. We were hoping for a nice, hot meal accompanied by refreshing beverages and pleasant surroundings. Sadly, the restaurant resembled a greasy spoon café and not the chic eatery we had been hoping for. It was at that point I decided to vacate your establishment.

I would appreciate some written feedback from a representative of Blue Hotel, which explains why this level of poor service is being offered to the general public. If you choose not to respond to my comments, I will have no choice but to publish my grievances on social networking sites.

I look forward to receiving your response.

Yours faithfully,

Mr R. Adams (disgruntled customer)

6. What is Mr Adams going to do if nobody from the hotel replies to his letter?

1 mark

7. List three things that Mr Adams was not happy with during his stay at the hotel:

1. _____

2. _____

3. _____

1 mark

8. Do you think Mr Adams would stay at this hotel again? Use evidence from the text to support your answer.

2 marks

WRITING



This resource is designed to give you daily opportunities to consolidate all that you have learnt so far. You are not expected to write full texts, or to write for long periods of time.

The table below explains what type of writing you will be thinking about and what the focus of this writing is. Make sure you consider this before you start writing.

	Stimulus	Type of Writing	Focus
1	Mystery Character	Character description	Adding detail through precise use of language
2	The Award-Winning School	Newspaper extract	Advanced punctuation
3	The Deepest Jungle	Setting description	Range of clause structures
4	Mastermind Subject	Fact file	Use of pronoun to support cohesion
5	The door	Suspense story	Using dialogue to explain what is happening
6	Pizza Delizza	Letter of complaint	Formal language
7	Noughts and Crosses	Instructions	Presenting a text for an audience
8	Mr Linden's Library	Story	Broad and rich vocabulary choices
9	Intruders	Prediction of a story	Passive and modal verbs
10	Summer Adventures	Diary entry	Consistent use of tense

Year 5/6 Spelling list

accommodate	criticise (critic + ise)	identity	recognise
accompany	curiosity	immediate(ly)	recommend
according	definite	individual	relevant
achieve	desperate	interfere	restaurant
aggressive	determined	interrupt	rhyme
amateur	develop	language	rhythm
ancient	dictionary	leisure	sacrifice
apparent	disastrous	lightning	secretary
appreciate	embarrass	marvellous	shoulder
attached	environment	mischievous	signature
available	equip (-ped, - ment)	muscle	sincere(ly)
average	especially	necessary	soldier
awkward	exaggerate	neighbour	stomach
bargain	excellent	nuisance	sufficient
bruise	existence	occupy	suggest
category	explanation	occur	symbol
cemetery	familiar	opportunity	system
committee	foreign	parliament	temperature
communicate	forty	persuade	thorough
community	frequently	physical	twelfth
competition	government	prejudice	variety
conscience	guarantee	privilege	vegetable
conscious	harass	profession	vehicle
controversy	hindrance	programme	yacht
convenience		pronunciation	
correspond		queue	



Page 10 of 10

Focus: Adding detail through precise use of language

Task: Write a brief description of this character.



Look at the silhouette above. Imagine what this person looks like in fine detail – their hair, eyes, mouth, clothes. How do they sound?

How do they move? What is their personality like? Give this character a persona. Make a list of language you would like to use to help you describe this person to me.

[illegible]

Writing – Task 2



Your school has just won an award for being the best school in the country. It has had the best results and the most satisfied pupils and parents of any school in the UK. The teachers at your school are the happiest and most successful teachers that can be found. The Prime Minister has awarded you a special award for excellence.

Write the introduction to a newspaper report explaining this. Include all the facts above and at least one quote. Use the box below to brainstorm key ideas or language you might include.

Focus: Advanced punctuation

Task: Write the introduction to a newspaper report.

Page 10 of 10



It is early in the morning – just after daybreak. You are dropped by helicopter into this jungle. What does it look like? What sounds can you hear? Are there any smells you recognise?

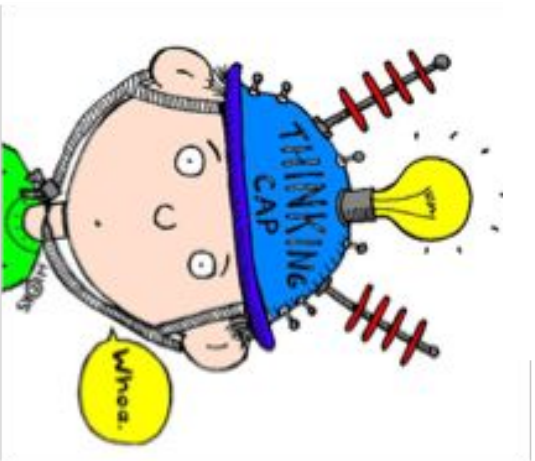
Write a brief description of this setting, in the first person. Use a range of clause structures to engage the reader. Brainstorm key ideas in the box below to get you started

Focus: Range of clause structures

Task: Write a description of this setting.

[illegible]

Writing – Task 4



What is your specialist subject? Someone famous? A type of animal or food? An interesting sport?

Choose your subject and create a short fact file, including an introduction to the subject and key facts. Avoid using the proper noun repeatedly by using a range of pronouns instead.

jot down your main ideas below to get you started.

Focus: Use of pronouns to support cohesion

Task: Write a short fact file about your specialist subject

This image shows a full page of blank white paper with vertical ruling lines. The lines are evenly spaced and run from the top to the bottom of the page, creating columns for writing. There are no margins, text, or other markings on the page.

Writing – Task 5

Focus: Using dialogue to explain what is happening

Task: Explain what happens next, including dialogue.

As she looked up from her desk she noticed a door she had never seen before. She looked thoughtfully at Marinda, wondering if she had noticed this before and, if she had, what she knew about it.



How could you build suspense from the starter above? What might the main character say to Marinda to find out about this mysterious door? What do you think could happen next?

Carry on writing this extract, including the conversation that would happen between these two characters. Focus on building suspense for the reader, without telling them what is behind the door. Make sure your dialogue is accurately punctuated and balanced with description. Brainstorm in the box below.

Writing – Task 6



Last week, you went to Pizza Delizza for a delicious pizza with your family. The waiter was rude and sat you right next to the toilet. You ordered a ham and pineapple stuffed crust and it took ages to come. When it eventually came it was cold and they had actually brought a ham and mushroom pizza. You went home hungry.

You want to write to the manager – Mr Prittle – and complain. Write your first 2 paragraphs, introducing yourself and explaining the reason for writing.

Outline your paragraphs in the boxes below.

Focus: Using formal language.

Task: Write the opening paragraphs of a letter of complaint.

This image shows a blank sheet of white paper with vertical ruling lines. The lines are evenly spaced and run from the top to the bottom of the page. There are no margins or other markings on the paper.

Writing - Task 7

Writing Day 7

Noughts and crosses is a simple game. Or so you'd think! Attempting to describe how to play this game is trickier than you would imagine.



Write a set of instructions for playing this game, including what you'd need, things to look out for and top tips for winning. Lay out your instructions in a way that makes them easy to read.

Use the box below to sketch out your ideas.

Focus: *Presenting a text for an audience.*

Task: *Organise and write a set of instructions for how to play noughts and crosses.*



Focus: Broad and rich vocabulary choices

He had warned her about the book.
Now it was too late.

[illegible]

Writing – Day 9

Intruders

The door swung open and was then pushed back until it was almost closed. Katie lay very still in her low, dusty hiding place. Except for a thin beam of light from the corridor outside, the room was in darkness. From where she was laid, she could only see two pairs of feet shuffling in across the floor. Her stomach churned and her heart was beating so fast she felt sure that the strangers would hear it thumping on the wooden floor. She followed the dark shapes as they moved slowly around the room and could hear the opening and closing of drawers and cupboards as the beam from a flashlight began to dance around in the gloomy darkness. However, she knew they wouldn't find what they were looking for.

Suddenly, she realised that in her rush to hide, she had left the bag containing the precious cargo on the floor at the other side of the bed. Slowly and carefully, she slid out her foot until her toes touched the softness of the velvet bag and then, just as slowly, she drew it in, making sure that she made no sound. Then she laid stone still, hardly daring to breathe, for what seemed like a lifetime. Thankfully, just as she was beginning to think they would never leave, the sound of voices drifted up from outside in the garden. The strangers stopped in their tracks and began to move back towards the door. Opening it, they quickly left the room, snapping the door tightly shut behind them. Katie gave a sigh of relief, knowing that she had been very lucky. If they had walked around to the other side of the bed, who knows what might have happened then!

Read the above extract from 'Intruders'. It ends with '...who knows what might have happened then!'. Can you predict what might have happened if the intruders had walked around to the other side of the bed? Try to include a range of passive and modal verbs to vary the structure and suggest possibility in your writing. List a few examples below to help you.

Focus: Passive and modal verbs

Task: Predict what might have happened if the ending of the story had been different.

[illegible]

WELLBEING CHECK-IN



Activity 2 – Finding New Opportunities - Dreambows

Planning for the future is a great way of seeing what you love doing.

What would you like to do in the next 5 or 6 weeks?

What would you like to achieve in your next class?

Maybe you'd like to think about what your dream job is.

Fill your dreambow with all your hopes and aspirations.



GPS – Task 1

1. Complete the table with the **present tense** form of the **verb**.
One has been done for you.

Present tense	Past tense
We jump	We jumped
We	We baked
We	We took
We	We ate

1 mark

2. Insert the missing **inverted commas**.

Tom looked out the window and asked , Are we there yet ?
I'm tired .

1 mark

3. Circle both of the **adjectives** in the sentence below.

It took a very long time to get into the shop and Tom was getting annoyed.

1 mark

4. Write a **question** beginning with the word:

Who _____

1 mark

5. Tick the word that is an **antonym** for calmly in the sentence below.

The girl walked calmly towards the growling puppy.

Tick one

carefully

☐

anxiously

☐

scare

☐

miserably

☐

1 mark

8. Insert the missing **full stops** and **capital letters** into the passage below to make two correct sentences.

the men looked at peter and frowned he wasn't supposed to be back until sunday

1 mark

9. Complete the sentence below with a **contraction** that makes sense.

Even though it was late, I _____ go to sleep.

1 mark

10. Add a **suffix** to each noun to change it to an **adjective**. One has been done for you.

trick_____y_____

miser_____

power_____

friend_____

1 mark

6. Tick one box in each row to show how the **commas** are used in each sentence.

	Commas are used to separate clauses	Commas are used to separate items in a list
The large, heavy bag was difficult for the boy to pick up.	<input type="checkbox"/>	<input type="checkbox"/>
A few hours after lunch, the men headed home for dinner.	<input type="checkbox"/>	<input type="checkbox"/>
Sam knew he only had a few hours to pack, make a sandwich and catch the train.	<input type="checkbox"/>	<input type="checkbox"/>

1 mark

7. Tick one word to correctly complete the sentence below.

He watched the _____ race around their enclosure at the zoo.

Tick one

wolves

☐

wolfs

☐

wolfes

☐

wolv

☐

1 mark

GPS – Task 2

1. Tick the sentences that should end with a **question mark**.

It was amazing, wasn't it

I can't find it anywhere

When I left, everyone waved

Is anyone able to meet me later

He can go to town tomorrow

Tick two

☐

☐

☐

☐

☐

1 mark

2. Tick one box in each row to show how the **modal verb** is used in each sentence.

	Modal verb to indicate certainty	Modal verb to indicate possibility
He might go home.		
I shall leave soon.		
They should stay longer.		

1 mark

6. For each sentence, put a tick to show whether the main clause or subordinate clause is underlined.

Sentence	Main clause	Subordinate clause
The table, which had one broken leg, nearly fell over.		
When you've finished, pack those toys away.		
She is leaving now, although the work isn't finished.		

1 mark

7. Add a **prefix** to each of these root words to form its **antonym**.

possible

legal

natural

moveable

1 mark

3. Circle the two words in the sentence that are **synonyms** of each other.

The young boy tried not to wake his older brother and attempted to walk quietly to the front door.

1 mark

4. Label the boxes with **S (subject)**, **O (object)** and **V (verb)** to show the parts of the sentence.

The biggest classroom had just one desk in.

1 mark

5. Change the following question to a **statement**. Do not use any additional words. Punctuate your sentence correctly.

Has she got a pen?

1 mark

8. Insert a **pair of brackets** into the sentence below.

Mrs Green my next door neighbour often invites me round for tea.

1 mark

9. Add the correct **suffix** to each of these root words: **cial** or **tial**?

spe

substan

poten

cru

1 mark

10. Rewrite the sentence in the **active voice**. Remember to punctuate your sentence correctly.

The door was closed by the teacher.

1 mark

GPS – Task 3

1. Which sentence contains **two** verbs?

- Tick **one**
- Nobody saw Tom and Alice outside. ☐
- They washed the dirty plates and bowls. ☐
- Everyone wanted to leave. ☐
- Someone broke the pretty, green glass. ☐

1 mark

2. Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
They can't eat it <u>whilst</u> it is so hot.		
I want to learn French <u>and</u> visit my sister in France.		
<u>Although</u> it's late, I'd still like to watch the show.		

1 mark

6. Put a tick in each row to show how the **apostrophe** has been used in the sentence.

	Apostrophe to show omission	Apostrophe to show possession
The headmaster's door is open.		
She won't agree to come.		
The teacher's on her way.		
The boy's bag fell on the floor.		

7. Add the correct **suffix** to each of these root words: **ible** or **able**?

- cap _____ sens _____
- comfort _____ poss _____

1 mark

3. Circle **three nouns** in the sentence below.

The boys wanted to play hockey , but there was no time .

1 mark

4. Complete the sentence below, writing the verb in the **present perfect** tense.

I _____ here for five years.

↑
live

1 mark

5. Write an **adjective** formed from the word 'beauty' that would make sense in the sentence below.

The _____ jewel glimmered in the sunlight.

1 mark

8. Rewrite the sentence below using the correct punctuation for **direct speech**. You must use an **exclamation mark**.

sarah yelled go away

1 mark

9. Circle all of the **determiners** in the sentence below.

Some of Emma's friends had arrived at the party, but most were late.

1 mark

10. Circle **one** word in each set of brackets to complete the sentence.

The robber tried to (steal / steel) the bag of cash.

The man said he was a (prophet / profit) and could predict the future.

1 mark

GPS – Task 4

1. Tick the sentences which are **commands**.

- Tick **two**.
- I can't do it! ☐
- Have you got a pen? ☐
- Don't touch that. ☐
- I need to leave now. ☐
- Take those bags with you. ☐

1 mark

2. Circle one word in each set of brackets to complete the sentences in **Standard English**.

They (was / were) all ready to leave.

I would (of / have) been on time if my train wasn't so late.

1 mark

6. Insert a **semi-colon** in the correct place in the sentence below.

Tom hoped dinner would be ready soon he was really hungry.

1 mark

7. Tick the pair of words which are **antonyms** for wise.

- Tick **one**.
- clever, smart ☐
- reckless, daft ☐
- worried, anxious ☐
- nice, friendly ☐

1 mark

8. Write a sentence using the word sink as a **verb**.

Write a sentence using the word sink as a **noun**.

1 mark

3. Rewrite the sentence below in the **present progressive** tense.

I go to school.

1 mark

4. Rewrite the words below, adding the given **suffixes**. One has been done for you.

kind + ness kindness happy + ness _____

joy + ful _____ penny + less _____

1 mark

5. Circle the **possessive pronouns** in the sentence below.

She has three books here, mine are at home and yours are over there.

1 mark

9. Tick the sentence which uses **hyphens** correctly.

- Tick **one**.
- The nine-year old boy had three-bags. ☐
- The nine-year-old boy had three-bags. ☐
- The nine year-old-boy had three bags. ☐
- The nine-year-old boy had three bags. ☐

1 mark

10. Change the following verbs to **past tense**.

Present tense	Past tense
You kick	You kicked
You slip	You
You bring	You
You prefer	You

1 mark

GPS – Task 5

1. Tick **one** box in each row to show whether the word since is used as a **subordinating conjunction** or as a **preposition**.

	since used as a subordinating conjunction	since used as a preposition
I had been home <u>since</u> midday.		
I cooked dinner <u>since</u> I was hungry.		
I have got taller <u>since</u> we last met.		

1 mark

2. Tick the option that should be written as two **separate** sentences.

- He was painting whilst I finished off my homework. ☐
- I wanted to go out but it was raining too much. ☐
- I know he's back home as James told me earlier. ☐
- It's such a nice day are you ready to go? ☐

1 mark

6. Rewrite the sentence below in the **passive** voice.

The girl kicked the ball.

1 mark

7. Add the correct **suffix** to each of these root words: **cious** or **tious**?

ambi_____ mali_____

pre_____ cau_____

1 mark

8. Insert a **colon** in the correct place in the sentence below.

I need to buy some fruit a bag of apples , two plums and a pear.

1 mark

3. Underline the longest **noun phrase** in the sentence below.

He threw all of the broken glass away.

1 mark

4. Underline the **relative clause** in the sentence below.

No-one realised that the boy, who was only five, was so good at painting.

1 mark

5. Complete the table by writing a suitable **synonym** or **antonym**.

Word	Synonym	Antonym
cautious	careful	reckless
irate	furious	
sociable		hostile
enthusiastic		indifferent

1 mark

9. Tick the sentence below that is written in the **past perfect** tense.

- I had eaten at that restaurant before. ☐
- We had lots of fun yesterday. ☐
- Last week everyone wanted to visit the park. ☐
- I have walked around the lake once already. ☐
- 1 mark

10. Complete the table with the **singular** and **plural** forms.

Singular	Plural
woman	
	lorries
	geese
deer	

1 mark

GPS – Task 6

1. Tick **two** boxes to show the **nouns** in the sentence below.

Although her temperature was high, the woman felt happy and healthy.

↑
☐

↑
☐

↑
☐

↑
☐

↑
☐

2. Complete the sentence below, writing the verb in the **past progressive** tense.

He _____ his favourite TV show.

↑

watch

1 mark

3. Circle all the **determiners** in the sentence below.

The new boy has nine large marbles but some are cracked.

1 mark

4. Replace the underlined word with a more **formal** word.

All of Ruth's buddies were waiting for her to finish eating lunch.

↑

1 mark

5. Underline the **adverbial phrase** in the sentence below.

The kind and jolly girl spoke to the group of guests in a loud voice.

1 mark

6. Tick the sentence below that uses **dashes** correctly.

- All of the girls – except for – Annie left the football stadium.
 All of the girls – except for Annie – left the football stadium.
 All of the girls except for Annie – left the football – stadium.
 All of the – girls except for – Annie left the football stadium.

Tick **one**

☐
☐
☐
☐

1 mark

7. Write the pairs of words in the **contracted form** in the table below.

Words	Contracted form
I will	
he would	
will not	
she has	

1 mark

9. Match the **suffixes** to the **root words** to create four new words.

extra	standard
inter	national
sub	cast
fore	ordinary

1 mark

8. Use all of the words in the boxes below to write one grammatically correct sentence. Uses **commas** to punctuate your list.

two bottles of water

I need to buy

and

some orange juice

a can of lemonade

1 mark

10. Tick **one** box in each row to show whether the sentence is in the **active** or **passive** voice.

	Active voice	Passive voice
The girls bought three drinks from the shop.		
The cat was rescued by the boy.		
The game was watched by hundreds of fans.		
Everyone enjoyed the rugby match.		

1 mark



GPS – Task 7

1. Tick the sentence which uses **inverted commas** correctly.

- "Hello" smiled Mrs Rye. "Can I help you?"
- "Hello" smiled Mrs Rye". "Can I help you"?
- "Hello", smiled Mrs Rye. "Can I help you?"
- "Hello," smiled Mrs Rye. "Can I help you?"

Tick **one**

☐

☐

☐

☐

1 mark

2. Put a tick in each row to show whether the underlined word in each sentence is a **noun** or a **verb**.

Sentence	Noun	Verb
I tried to <u>run</u> faster but I was too tired.		
After finishing our <u>run</u> , we had lunch.		
The new program will not <u>run</u> on my computer.		

1 mark

6. Correctly insert one **apostrophe** into each sentence below.

When they came back, all of Peters books had disappeared.

Emma wouldnt open the door to let her brothers in.

The pens nib was broken so the boys couldn't use it.

1 mark

7. Tick the sentences which are written in **formal** language.

- I expect to be contacted before the party begins.
- I'll probably start walking home in a bit.
- He wasn't sure when the company would ring back.
- The train has been delayed for approximately one hour.

Tick **two**

☐

☐

☐

☐

1 mark

3. Complete the sentence below using a **possessive pronoun**.

These books are _____.

1 mark

4. Underline the **verb form** that is in the **past perfect** tense.

Before I started walking to school I had cycled nearly every day, although not on days when it was raining.

1 mark

5. Look at the words below. What does the **root** act mean?

actor	activity	react
Tick one		
film, watch	<input type="checkbox"/>	
eat, feed	<input type="checkbox"/>	
move, do	<input type="checkbox"/>	
listen, hear	<input type="checkbox"/>	

1 mark

8. Write a suitable **question** to fit the answer below.

Question	Answer
_____	Every day.

1 mark

9. Circle one word in each set of brackets to complete the sentence.

She held the horse's (reins / reigns) tightly in her hands.

Her foot would not (heel / heal) so she decided to go to the hospital.

1 mark

10. Add the correct **suffix** to each of these root words: **sion**, **tion** or **cian**?

emo_____	techni_____
preci_____	eleva_____

1 mark

GPS – Task 8

1. Tick the **preposition** that best completes both sentences below.

I need to leave _____ lunchtime.

Nathan is _____ James in the register.

Tick one

- | | |
|---------|--------------------------|
| before | <input type="checkbox"/> |
| during | <input type="checkbox"/> |
| next to | <input type="checkbox"/> |
| around | <input type="checkbox"/> |

1 mark

2. Circle the two words in the passage that are **antonyms** of each other.

The shy girl tried to climb up the steep rock face but she was too nervous.

Her friend was much more confident and got to the top quickly.

1 mark

6. Add the correct **suffix** to each of these root words: **ibly** or **ably**?

reli _____

vis _____

terr _____

unbear _____

1 mark

7. Underline the **verb form** that is in the **past progressive** tense.

Even though it is snowing now , I was not cold earlier – in fact the sun was shining ! It snowed last week as well , but only lightly.

1 mark

8. Underline the **subordinate clause** in each sentence.

After finishing her dinner, the girl left.

The elderly man, who worked in the newsagents, is always friendly.

I tried to fix the toy, which had a broken leg.

1 mark

3. Tick the sentence which uses **brackets** correctly.

Tick one.

My favourite (teacher) Mrs Coyne runs the chess club. ☐

My favourite teacher (Mrs Coyne) runs the chess club. ☐

My favourite teacher Mrs Coyne (runs the chess club). ☐

My favourite (teacher Mrs Coyne) runs the chess club. ☐

1 mark

4. Write a **pronoun** to replace the underlined words in the sentence below.

The girl looked at the book, the book was old but the girl didn't mind.

↑	↑

1 mark

5. Circle all the words that should start with a **capital letter**.

my friend beth and i both wanted to visit our uncle in wales.

1 mark

9. Tick the sentences which use **plurals** correctly.

Tick two

The men parked their cars after the lorrys had driven away. ☐

The fish all swam away when the women jumped in the lake. ☐

The puppies all had their teeth checked by the vet. ☐

The sheeps were wandering around the open fields. ☐

None of the peoples in the room could find their bags. ☐

1 mark

10. Rewrite the sentence with the **adverbial phrase** at the beginning. Do not use any additional words. Punctuate your sentence correctly.

You can go when the bell rings.

1 mark



GPS – Task 9

1. Underline the **subject** in each of the sentences below.

Gemma wanted to buy a brand new bike.

First thing this morning, I did my paper round.

Every Tuesday, he runs a table tennis club.

1 mark

2. Put a tick in each row to show the word class of the underlined word.

Sentence	Noun	Verb	Adjective
Earlier, I had to pay a <u>fine</u> .			
He felt <u>fine</u> this morning.			
The warden will <u>fine</u> you if you park there.			

1 mark

3. Circle the **adverbs** in the sentence below.

Soon we'll leave and if we walk fast we'll be home in time for tea!

1 mark

4. Circle the most suitable **pronoun** to complete the sentence below.

If you've lost your lunch, you can share _____.

me mine my I

1 mark

5. Insert one **dash** into the sentence below.

He'll probably forget to meet you tomorrow hopeless!

1 mark

6. Circle the most suitable **relative pronoun** to complete the sentence.

I wanted my photograph taken with the car _____ won the race.

who what that whose

1 mark

7. Add the correct **suffix** to each of these root words: **ance** or **ence**?

ignor _____ clear _____

audi _____ conveni _____

1 mark

8. Rewrite the sentence below using **direct speech**.

Janie asked her friend if she had a spare pen.

Janie said, _____

1 mark

9. Change the following **verbs** to **past tense**.

Present tense	Past tense
You kick	You kicked
You worry	You
You transfer	You
You think	You

1 mark

10. Complete the table by writing a suitable **synonym** or **antonym**.

Word	Synonym	Antonym
placid	gentle	rough
lethargic	sluggish	
sorrow		joy
sweltering		icy

1 mark

GPS – Task 10

1

1. Match each sentence to the most likely end punctuation.

Stop now	?
I think you should stop	!
I'm stopping now, are you	.

1 mark

2. Tick the pair of **prepositions** that best complete the sentence below.

_____ the day I felt fine but, when I got _____ the bus, I started to feel a bit ill.

Tick **one**

after, above	<input type="checkbox"/>
during, on	<input type="checkbox"/>
before, after	<input type="checkbox"/>
inside, off	<input type="checkbox"/>

1 mark

6. Tick a **suffix** which could be added to all of these words.

magic music tropic

Tick **one**

ian	<input type="checkbox"/>
ly	<input type="checkbox"/>
al	<input type="checkbox"/>
ate	<input type="checkbox"/>

1 mark

7. Complete the table with the **singular** and **plural** forms.

Singular	Plural
child	
	people
	mice
ox	

1 mark

3. Insert a **or** **an** to complete the sentences below correctly.

Have you got _____ spare pen?

It really is _____ honour to meet you.

I didn't have _____ ice cream earlier.

1 mark

4. Correctly insert a pair of **commas** in the sentence below.

Sometime this morning probably around nine the men began to arrive at the swimming pool .

1 mark

5. Write an **adverb** that would make sense in the sentence below.

The lion roared _____ at the zookeeper.

1 mark

8. Write a sentence using the word **light** as a **noun**.

Write a sentence using the word **light** as an **adjective**.

1 mark

9. Rewrite the words below, adding the given **suffixes**. One has been done for you.

skill + ful	skillful	enjoy + ment	
angry + er		silly + ness	

1 mark

10. Underline the **verb form** that is in the **present perfect** tense.


My friend and I were annoyed because we have turned up on time every day but we have to wait for everyone that arrives late.

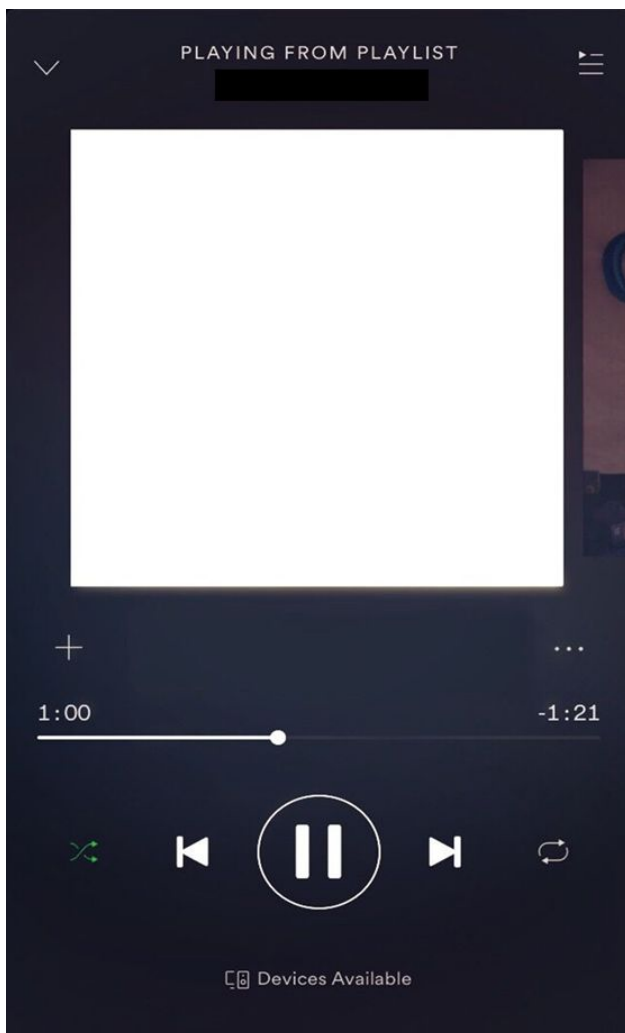
1 mark

WELLBEING CHECK-IN



Activity 3 World of hugs

 Phone or video call your friend or a family member. Create a list of 5 or even 10 things you like about them. Take turns saying one thing you like best about each other.



Activity 4

Which songs are your 'go to happy music'? Write down or make a playlist of your favourite songs. You could then listen to some of these songs, sing along and dance like no one's watching!



PHYSICAL ACTIVITIES



Activity 1 – Get Your Groove On!

Make up your own dance and show it to someone in your family or share it with your friends safely over social media (with an adult's permission of course!)



Activity 2

Go for a walk with an adult and see how many of these items you can find along the way....

Brightly coloured flower
Someone riding a bicycle
A flock of birds
A zebra crossing
A dog
The number 102 on something
A post-box
A bus stop
A 'stop' sign
Someone smiling
A newspaper



PHYSICAL ACTIVITIES



Activity 3 – The Floor is Lava!

With permission from an adult, create an indoor or outdoor (or both) assault course and try and complete it without touching the floor. Remember the floor is lava and you don't want to burn those toes!



Activity 4 – Crab Walks

Sit with your knees bent and feet flat on the ground. Place palms on the ground behind you. Lift your hips a few inches and walk forward on your hands and feet like a crab, then walk backward.

How far can you walk?

Can you race someone?

Can you time yourself over a distance and challenge someone else to beat your time?



Activity 5 – Organise your own sports day

Set up your own sports day and run activities such as an egg and spoon race (you can get creative and use any round object and any spoons in your house), a sack race (maybe try a pillow case?), a running race, a long jump, a throwing challenge using a teddy or a pair of rolled up socks. The possibilities are endless – how creative can you be?

