Home Learning Tasks - Year 6

Maths
1. Complete the worded problems for unit of measure. (Sheet 1 in pack)
2. Complete the translating shapes worksheet.
3. Mathletics will continue to be updated each week. Complete the 4 tasks a week. All of these will serve as good revision of areas covered.

Literacy (2 writing activities)
Be creative with these and put at least an hour into writing each piece.
1. OREE - Balanced argument
   - Research reasons for and against schools closing due to Coronavirus.
   - Create a balanced argument (similar to Week 4’s Lit) with the heading ‘Should schools be closed for Coronavirus?’
2. 500 word story with the title ‘The Long Walk Home’. Beyond the title, the story is up to you! It can be any genre; characters are up to you etc. Have fun with this!

Guided Reading
2. Complete the comprehensions in your pack (Sheet 2 and 3 in pack)
3. You should be reading aloud to somebody 5 times a week. Record each time in your reading record.

Science
- 6H - Complete the science Key question and structured writing task (Diary entry of a piece of food travelling through a cow's digestive system.
- 6B - Research the digestive system of a cow? How is it similar/ different to our own?
- You will have a task linking to healthy eating, this is in your D.T. section

Topic
1. Key Q- What if there were no Maya or Aztecs? How would this have changed our modern lives? Answer in as much depth as you can and use research to help you. However, work must be in your own words at all times!
2. Create a fact file on Montezuma in as much detail as possible. Once you have found out about him, can you find a really interesting fact about him too?
3. Research Cortes’s invasion of Tenochtitlan. How and When did it happen? What else can you find out?

D.T.
1. Create a healthy recipe for a lunch at home.
2. Create this lunch (Remember: If it involves any use of hot or sharp equipment, have supervision!)
3. Note down the ways in which you ensured that you were safe and hygienic while doing this task.
SPaG
1. Complete the worksheets provided (In pack)
2. Present a mind map on the following... Punctuation, Prefixes, Suffixes, Synonyms and Antonyms.
3. Find 10 brilliant words in your reading book. Can you note them down and then find a synonym and an antonym for each of these?

PSHE
- Present this however you choose. Show what the following values mean to you... Love, Courage, Honesty, Friendship and Peace.

RE
1. Can you find out the true meaning of Easter.
2. Research, what other religious festivals are celebrated around this time of year?

Spanish
- Log onto LanguageNut and complete the following tasks with Revision-Task – Test.
- Revise: Computers
- Go through: Being online and Games (Units 22.3 and 22.4)
To solve worded problems

20/03/2010: Unit of measurement

1. A small jar of hand cream holds 50 ml. How many jars can be filled from a 4.75 litre jar? Altogether, paint does she have 675 ml can. How much can of paint and a lawnmower need to be bought?

2. A lawn is 18.4 m wide. How many lawnmower cuts strips of grass 80 cm wide. A lawnmower is 4.5 litres. What is one gallon in litres?

3. Lena has a 2.5 litre bottle. How much of the straw is 6 cm long. What is the total length of the straw? How many cans are in the box? Each straw is 16 cm long. There are 200 straws in a box. A gallon is 4.5 litres.

4. One bottle of vinegar is 350 ml. How much vinegar is in eighteen bottles in litres? A tub of ice cream holds weight of 24 portions. A port noodle weighs 90 g. What is the total weight of each bag of chips weighs 150 g.

5. A park has a perimeter of 7200 m. Kyllie runs round the park five times. How far has she run?

6. A case has 7.8 litres of beer. Altogether in kilolitres? How far has she run?

7. One can of peas weighs much is each serving in equal servings. How much is each serving in soup? It provides 30

8. She lives? Many cans are on the shelves of a shop weighing 200 g. The cans on the shelf weigh 7.4 kg altogether. How many cans are on the shelf?

9. What is nine gallons in litres?

10. Grass? Lawn in order to cut the grass, the length of the mower need to be. How many times will a mower cut strips of grass 80 cm wide.
On these pages you will learn:

- to choose the operation or operations needed to solve word problems.
- to decide whether the calculation will be done mentally or on paper.
- to use all four operations to solve the problems.

Some of the problems require one operation only. Some require more than one.

a) Safranz has 128 books. Lucy has 96.
   How many do they have altogether?
   $128 + 96 = 224$
   They have 224 books altogether.

b) Maurice has 86 postcards.
   Libby has 55 more.
   How many do they have altogether?
   $86 + 55 = 141$
   $141 + 86 = 227$
   They have 227 postcards altogether.

- In each section read the problems and decide
  a) what operations are needed.
  b) whether the calculation will be done mentally or on paper.
  Then solve the problems.

A

1 Abigail is driving 245 miles. She stops for petrol after 87 miles. How much further does she have to drive?

2 Connor buys a house for £93 500. When he sells it he makes a profit of £9000. What is the selling price?

3 Raoul is one eighth the age of his grandmother. His grandmother is 72. How old is Raoul?

4 Six racks of CDs each contained 18 CDs. How many CDs were there?

5 A cricket team scored 311 in the first innings of a match and 132 fewer in the second innings. How many did the team score in both innings?

6 How many hours are there in three weeks?

7 There were 143 skaters on an ice rink. During the next half hour 57 people started skating and 69 people stopped. How many skaters were there now on the rink?

8 One quarter of the 128 people on a school trip were adults. How many were children?

9 A greengrocer has seven boxes each containing 40 red apples. He also has five boxes of green apples. There are 400 apples altogether. How many green apples are there in each box?

10 36 children were asked what was their favourite day of the week. One third chose Saturday and one quarter chose Sunday. How many chose a weekday?
1. There were 216 people on the pier. 98 more people went on the pier while 63 left. How many were there now on the pier?

2. A large store had 288 skirts on display, equally divided between 18 rails. How many skirts were on each rail?

3. In June the average daily audience at a cinema was 240. How many people watched films at the cinema during the month?

4. The Matterhorn is 4428 m high. Owen is 939 m below the summit of the mountain. How high is Owen?

5. Niamh types at 60 words per minute. How long will it take her to type 3000 words?

6. Katharine won a race in a time of 13.86 seconds. Nicola was two tenths of a second slower. What was Nicola's time?

7. How many seconds are there in 12 hours?

8. An ice cream van has seven packets each containing 60 chocolate flakes. During the day 163 are used. How many flakes are left?

9. A display of flowers has three red flowers to every two white flowers. There are 32 white flowers. How many red flowers are there?

10. Of the 60 children in Year 6 two fifths had brown hair and three tenths had fair hair. How many of the children had hair of a different colour?
On this page you will learn to solve problems involving length.

**A**

1. Janice buys 8 shelves. Each shelf is 75 cm long. How many metres of shelving does this provide?

2. A square field has a perimeter of 3.6 km. What is the length of one side in metres?

3. Six equal lengths are cut from 2 m of string. 20 cm is left over. How long are the lengths of string?

4. Jonathan walks for 2.6 km. He rests and then walks a further 1400 m. How far does he walk altogether in kilometres?

5. At midday a shadow is 42 cm long. At 6 p.m. it is eight times longer. How long is the shadow at 6 p.m. in metres?

6. A mountain peak is 4.26 km above sea level. A climber is 549 m below the summit. How high above sea level is the climber?

**B**

1. George swims 4 km every day. The pool is 50 m in length. How many lengths does he swim in one week?

2. Seema cuts 68 cm from 2 m of string. She then cuts a further 35 cm. How much string is left?

3. A rectangular field is 1586 m long and 234 m wide. How long is the fence around it in kilometres?

4. A car travels 25 m every second. How far does it travel in kilometres in five minutes?

5. A carpenter needs sixteen 40 cm lengths of wood. How many metres of wood does he need to order?

6. In June a plant grew 1.5 metres. On average how much did it grow each day? Give your answer in millimetres.

**C**

1. A row of trees are 40 m apart. The row runs for 3 km. How many trees are there in the row?

2. The average width of Simon's paperback books is 16 mm. How many metres of shelving does he need to store his 275 books?

3. A garage entrance is 2.1 m wide. The car is 1.64 m wide. How many centimetres are there between each wall and the car?

4. An energetic slug slides 125 cm every hour. How long would it take the slug to travel one kilometre?

5. A roll of kitchen towels is 9.68 m long. Each towel is 22 cm long. How many towels are there in each roll?

6. A parachutist falls seven ninths of the distance to the ground before opening her parachute at 750 m above ground level. How high was the plane flying when she jumped?
Translating Shapes sheet 1

TRANSLATIONS

On this page you will learn to sketch the pattern of a shape after it has been translated.

Translating a shape means moving it in a straight line.

**Example**

Translate the shaded shape:
1. left 6 squares (L6)
2. down 5 squares (D5)
3. left 5 squares, up 1 square (L5 U1)
4. left 2 squares, down 4 squares (L2, D4).

---

**A**

1. Copy the grid and the hexagon.
   Translate the shape three times.
   a) R2  
   b) L3  
   c) D3

2. Copy the grid and the triangle.
   Translate the triangle three times.
   a) U2  
   b) R4  
   c) L1

---

**B**

1. Copy the grid and the hexagon
   in Section A.
   Translate the shape three times.
   a) L4 D2  
   b) L1 D3  
   c) R2 D1

2. Copy the grid and the triangle
   in Section A.
   Translate the triangle three times.
   a) L1 U2  
   b) R3 D1  
   c) R4 U2

---

**C**

Plot the following triangles on grids like those above.
Sketch the positions after each of the translations.

1. **(1, 1), (1, 3), (2, 1)**
   a) R2 D3
   b) L3 U1
   c) L4 D3

2. **(−2, 1), (−1, 3), (0, 1)**
   a) R3 U1
   b) L1 D4
   c) R4 D3

3. **(1, −1), (2, −2), (0, −3)**
   a) R1 U4
   b) L3 D1
   c) L2 U5
On this page you will learn to sketch the reflection of a shape in a mirror line.

Examples

In each of the problems copy the shape and the mirror line and sketch the reflection.

A

1

2

3

4

B

1

3

5

2

4

6

C

1

3

5

2

4

6
Part of Translating shapes sheet 3

B

1. Write down the co-ordinates of the letters.

2. Find the missing co-ordinates needed to complete these shapes.
   a) ABC and [□, □] is a square.
   b) ADC and [□, □] is a kite.
   c) CEF and [□, □] is a rectangle.
   d) CDE and [□, □] is a parallelogram.

3. Draw a grid like the one above.
   Plot the points for shape A.
   Join them up in the order given.
   Use a different colour for each shape.
   Name the shapes.

A (2,1)  B (-3,-2)  C (-4,-3)  D (1,2)
   (2,4)  (2,-2)  (-1,3)  (-2,2)
   (-3,4)  (-2,1)  (2,-3)  (-2,-1)
   (-3,1)  (-3,1)  (1,-1)

C

1. Use the grid to work out the joke written in co-ordinates.

   G [-3,0]  H [-1,-3]  I [0,-1]  J [0,1]  K [2,-1]  L [-2,3]
   Y [2,3]  Z [-1,0]  [1,-3]  [1,3]  [0,2]  [1,-3]
   [2,-2]  [1,3]  [2,1]  [1,3]  [0,2]  [1,-2]  [2,-2]

2. Write down the co-ordinates of the six letters in the second grid.

3. Find the missing co-ordinates to complete these shapes.
   a) ACD and [□, □] is a square.
   b) FAD and [□, □] is a kite.
   c) BED and [□, □] is a rhombus.
   d) ADE and [□, □] is a parallelogram.

   There are 3 possible answers to d).
   'Can you find them all?'

4. Use the grid in question 1 to write your own joke in co-ordinates.
Copy and complete by writing the missing numbers in the boxes.

A
1. \(\square + 6 + 8 = 18\)
2. \(\square - 6 \times 3 = 30\)
3. \(\square \times 2 - 10 = 6\)
4. \(\square \div 9 \div 1 = 9\)
5. \(\square + 13 \div 3 = 7\)
6. \(\square - 16 + 7 = 15\)
7. \(\square \times 5 \times 8 = 80\)
8. \(\square \div 7 - 2 = 7\)
9. \(\square + 2 \times 6 = 36\)
10. \(\square - 17 - 6 = 26\)
11. \(\square \times 4 + 2 = 8\)
12. \(\square \div 3 + 11 = 17\)

B
1. \[
\begin{array}{c}
4 \\
+ 1 \square 8 \\
\hline
4 1 4
\end{array}
\]
2. \[
\begin{array}{c}
5 \square 7 \\
- \square 6 \\
\hline
3 6 3
\end{array}
\]
3. \[
\begin{array}{c}
\square 9 \\
\times 4 \\
\hline
1 3 9 \square
\end{array}
\]
4. \[
\begin{array}{c}
8 7 \\
3 \square 2 \square 1 \\
\hline
\square \square 1
\end{array}
\]
5. \[
\begin{array}{c}
\square 3 \\
+ 1 \square 5 \\
\hline
6 8 3
\end{array}
\]
6. \[
\begin{array}{c}
\square 6 \\
- 2 \square 8 \\
\hline
1 6 5
\end{array}
\]
7. \[
\begin{array}{c}
\square 7 \\
\times 6 \\
\hline
3 1 6 \square
\end{array}
\]
8. \[
\begin{array}{c}
4 8 \\
6 \square 2 \square 8 \\
\hline
\square \square 8
\end{array}
\]
9. \[
\begin{array}{c}
\square 3 \\
+ \square 5 \\
\hline
6 8 3
\end{array}
\]
10. \[
\begin{array}{c}
8 \square 0 \\
- \square 2 \square \\
\hline
3 8 3
\end{array}
\]
11. \[
\begin{array}{c}
\square 5 \\
\times 9 \\
\hline
2 5 6 \square
\end{array}
\]
12. \[
\begin{array}{c}
5 4 \\
9 \square 4 \square 6 \\
\hline
\square \square 6
\end{array}
\]
13. \[
\begin{array}{c}
\square 5 \\
+ 3 \square 1 \\
\hline
8 2 0
\end{array}
\]
14. \[
\begin{array}{c}
\square 3 \\
- 1 \square 6 \\
\hline
1 7 6
\end{array}
\]
15. \[
\begin{array}{c}
\square 6 \\
\times 7 \\
\hline
1 6 5 \square
\end{array}
\]
16. \[
\begin{array}{c}
9 6 \\
6 \square 5 \square \\
\hline
\square \square \square
\end{array}
\]
17. \[
\begin{array}{c}
\square 9 \\
+ 3 \square 7 \\
\hline
7 0 1
\end{array}
\]
18. \[
\begin{array}{c}
6 \square 1 \\
- \square 7 \square \\
\hline
2 6 3
\end{array}
\]
19. \[
\begin{array}{c}
\square 6 \\
\times 3 \\
\hline
2 4 4 \square
\end{array}
\]
20. \[
\begin{array}{c}
7 7 \\
4 \square 3 \square 8 \\
\hline
\square \square \square
\end{array}
\]
21. \[
\begin{array}{c}
5 \square 9 \\
+ \square 9 \square \\
\hline
8 5 3
\end{array}
\]
22. \[
\begin{array}{c}
\square 2 \\
- 4 \square 3 \\
\hline
4 2 7
\end{array}
\]
23. \[
\begin{array}{c}
\square 2 \\
\times 8 \\
\hline
2 8 1 \square
\end{array}
\]
24. \[
\begin{array}{c}
6 5 \\
8 \square 5 \square 0 \\
\hline
\square \square \square
\end{array}
\]

C
1. \(\square 7 \times 1 \square = 611\)
2. \(3 \square \times \square 5 = 510\)
3. \(\square 8 \times 2 \square = 644\)
4. \(4 \square \times \square 8 = 1786\)
5. \(\square 4 \times 2 \square = 1512\)
6. \(3 \square \times \square 7 = 1221\)
7. \(4 1 7 \\
5 \square 0 \square 5 \\
\hline
\square \square \square \square
\)
8. \(3 6 9 \\
4 \square 4 \square 6 \\
\hline
\square \square \square \square
\)
9. \(2 3 7 \\
6 \square 4 \square 2 \\
\hline
\square \square \square \square
\)
10. \(3 6 6 \\
8 \square 9 \square 8 \\
\hline
\square \square \square \square
\)
Silver Comprehension

These questions will help you practice:
* identifying and explaining how language choices enhance meaning
* giving the meaning of words in context
* explaining how information contributes to meaning
* summarising main ideas.

slowly, silently, now the moon
Walks the night in her silver shoon;
This way, and that, she peers, and sees
Silver fruit upon silver trees;
One by one the casements catch
Fea beams beneath the silvery thatch;
Crouched in his kennel, like a log,
With paws of silver sleeps the dog;
From their shadowy cote the white breasts peep
Of doves in a silver-feathered sleep;
A harvest mouse goes scampering by,
With silver claws, and silver eye;
And moveless fish in the water gleam,
By silver reeds in a silver stream.

Walter de la Mare

1. Find and copy an example of personification in the poem.

2. Silver fruit upon silver trees;
   Why does the writer use the word silver to describe the trees and the fruit?

3. From their shadowy cote the white breasts peep
   Of doves in a silver-feathered sleep;
   What does the word cote mean in this phrase?

4. Explain how the writer gives the impression of stillness throughout the night.

5. Write one sentence explaining the main idea in this poem.

Glossary
- shoon shoes
- casements windowpanes
Colour your autumn

Comprehension

These questions will help you practise:
- retrieving and recording information
- identifying key details
- identifying how information is related
- making inferences
- explaining the meaning of words in context
- explaining how language choices enhance meaning.

It's not your imagination, the light really is different at this time of year. The earth tilts as it orbits the sun so the light hits the earth at a different angle, creating long, low sunbeams and the golden glow that makes this gilded season unique.

There is a richness about the colours of autumn which we hope you will enjoy with us this year in our houses, gardens and countryside.

As memories of summer fade, and the days of early autumn feel a little chillier, there is a riot of colour inside our historic houses waiting to warm your heart and stimulate your eyes.

These richly colourful interiors were often inspired by the colours of nature in the surrounding gardens, parkland and countryside which take on a rich, mellow glow at this time of year.

Many gardens enjoy a renewed blast of colour with dazzling dahlias and cheerful chrysanthemums, and kitchen gardens are positively bursting with produce to delight your eyes and whet your appetite.

Golden landscapes
Do you often fancy a walk but can't think where to go? There are lots of walks on our website to help you enjoy the best of our autumn colour, from woodland tapestries of yellow, orange, gold and amber, to explosions of rich russet and fluorescent yellows and reds.

Gorgeous gardens
Many of our gardens have a surprise in store in autumn as the dazzling colour of high summer gives way to the richer hues of late summer blooms such as dahlias and Michaelmas daisies. Harvest time in our walled gardens is also a perfect prompt for a seasonal treat in a tea-room or café where we use home-grown produce wherever we can.

Colourful stories
All our special places are home to a host of colourful stories from the past, and nowhere more so than Stowe, the magnificent landscape gardens created as a statement of wealth and power in the 18th century, where picturesque paths, temples and monuments are full of hidden meaning and references to the ancient world.

This autumn you can see the recently restored Sleeping Wood, said to have been inspired by the tale of Sleeping Beauty, told and made popular by Charles Perrault in 1697. There was once a structure called the Sleeping Parlour in the wood, where it's easy to imagine Sleeping Beauty might have lain...

1 Find and copy one phrase from the first paragraph that describes what sunlight is like in autumn.

2 According to the text, how did Sleeping Wood get its name?

3 In the first paragraph, the text is organised in which of the following ways?
   Tick one.
   - cause and effect
   - in a sequence
   - chronological order
   - compare and contrast

4 Which school subject could be taught using the first paragraph? Support your answer using two key details from the text.

5 Look at the third paragraph. Why has the word riot not been used to describe the colour inside the houses?

6 How does the writing appeal to the senses? Refer to the text in your answer.
Marlene gives chase

These questions will help you practise:
★ making and explaining inferences
★ understanding words in context
★ summarising main ideas
★ making comparisons
★ making predictions.

That was the moment the dog came bounding out at us from the trees, barking wildly. I saw at once it was the same Alsatian that had been tormenting Marlene through the gate. Mutti was running at him, clapping her hands and shouting at him, but the dog would not be put off, would not go away. Instead he circled round behind Marlene, snarling and growling at her. That was what made Marlene suddenly whirl around to face him, sending Karli sprawling into the snow. I ran to him at once and helped him to his feet. By the time I looked up again, Marlene was charging off through the snow, chasing the dog away, trumpeting as she went, her trunk flailing, her ears in full sail. And Mutti was stumbling after her, calling for her to stop. But I could see that there would be no stopping Marlene now, until she had chased the dog out of sight, or had trampled him to death.

I took Karli by the hand and we both followed Mutti, running through the snow after Marlene. But the snow was deep and we soon tired, and were reduced to a walk. Ahead of us the chase went on. However hard the dog tried to bound away over the snow and escape, Marlene kept after him. All the while her trumpeting was echoing through the park, and louder now in my ears than seemed possible – until I began to realise that it was not Marlene's trumpeting I was hearing at all, but the sound of the air-raid sirens wailing over the city.
I stopped to listen to be quite sure my ears were not playing tricks on me.

Karli gripped my arm. 'An air raid!' he cried. 'An air raid!' All I knew then was that we had to get to the shelter, fast as we had been taught. Ahead of us, Mutti too had stopped in her tracks. She was yelling out to Marlene to come back. Again and again she called, but Marlene just kept going. She was almost out of sight now in amongst the trees, as Mutti came stumbling back towards us.

'There is nothing more we can do for now, children,' she said. 'We shall find her later. We must get home, to the shelter. Come quickly!' She grabbed Karli's hand.
'No!' Karli cried, pulling away from her and turning to run. 'No! We can't! We can't leave her. We have to catch her! I'm going after her. You go home if you like. I'm not coming.'

An Elephant in the Garden by Michael Morpurgo

1 What or who is Marlene? Refer to the text to support your answer.

2 Which word tells you how the dog moved through the snow?

3 What are the animals doing in this story? Write one sentence.

4 Using evidence from the text, explain how you know that this story is set in the past.

5 How are Mutti's actions different in the first paragraph compared to the last paragraph?

6 What do Karli's actions in the final paragraph tell you about his character? Give two things.

7 What might happen to Karli?
Me and my brother

These questions will help you practise:
* identifying how information is related
* explaining how information contributes to meaning
* summarising main ideas
* explaining inferences
* making predictions
* retrieving information.

Me and my brother,
we sit up in bed
doing my dad's sayings.
I go to bed first
and I'm just dozing off
and I hear a funny voice going:
'Never let me see you doing that again,'
and it's my brother
poking his finger out just like my dad
going:
'Never let me see you doing that again,'
And so I join in
and we're both going:
'Never let me see you doing that again,'
So what happens next time when we get into
trouble
and my dad's telling me off?
He's going:
'Never let me see you doing that again.'
So I'm looking up at my dad going,
'Sorry, Dad; sorry,'
and I suddenly catch sight of my brother's
big red face
poking out from behind my dad.
And while my dad is poking me with his
finger in time with the words:
'Never let me see you doing that again,'
there's my brother doing just the same
behind my dad's back
just where I can see him
and he's saying the words as well
with his mouth without making a sound.
So I start laughing
and my dad says,
'AND IT'S NO LAUGHING MATTER.'
Of course my brother knows that one as well
and he's going with his mouth:
'And it's no laughing matter.'
But my dad's not stupid.
He knows something's going on.
So he looks round
and there's my brother
with his finger poking out
just like my dad
and I'm standing there laughing.
Oh no
then we get into
REALLY BIG TROUBLE.

Michael Rosen

1. How has this poem been organised? Tick one.
   - by repeating words that rhyme
   - like a story
   - as a conversation
   - in the style of a song

2. How does the writer build a picture of the characters of the children?

3. Why are the words AND IT'S NO LAUGHING MATTER written in capitals?

4. Why do you think the writer laughed when his dad was telling him off?

5. What is the main idea in this poem?

   1. 
   2. 

7. The writer's brother is...
   Tick one.
   - good at imitating people.
   - good at apologising.
   - a good brother.
   - a good son.
3 2e – 1 mark. There could be an increase in the amount of air pollution.
4 2b – 2 marks. 1 mark each for two of the following: It is more healthy for you. It aids physical wellbeing. It makes you more aware. You daydream less. You improve socially in school. Children become more independent. The roads would be safer and cleaner.
5 2b – 2 marks. 1 mark each for two of the following: Children are safer. Parents don’t have to rush to get to work. Children are supervised. Short car trips don’t cause much pollution.

The sound collector (pages 44–45)
1 2g – 1 mark – onomatopoeia
2 2a – 1 mark. Answers related to the sound or the beat of a drum: It tells the reader how the sound of the rain is similar to the sound of a drum. It is a metaphor comparing the rhythm of the rain to the beat of a drum.
3 2b – 1 mark – The bubbling of the bathtub
4 2g – 1 mark. The effect is to give the poem a kind of 'sing song' rhythm which makes it predictable and easier to read.
5 2f – 1 mark – A stranger called this morning
6 2d – 1 mark. There will be no sound in the house. The house will be silent when, usually, it is very noisy.

The reader of this poem (poems 46–47)
1 2g – 1 mark. To make the reader repeat the words as they read in the same way as an echo repeats.
2 2f – 1 mark. To shock/scare/surprise the reader in the way a ghost would. To change the reader's voice to a shout, as they might if they saw a ghost.
3 2b – 1 mark for all answers correct: cracked as a cup, brush as a brush, bossy as a whistle, hungry as a wave.
4 a) 2b – 1 mark for any simile.
b) 2g – 1 mark for explaining the effect of the comparison in the simile chosen in 4a.
5 2d – Award 3 marks for fully developed response with reference to the text. To tell the reader that the insights weren’t meant. The poem contains a list of insults about the reader's character, such As troublesome as bubblegum; As sneaky as a witch's spell; As bossy as a whistle; As vain as trainers. The reader could take this the wrong way, but the writer doesn’t really want the reader to feel insulted, but to take the descriptions in a light-hearted way, like a joke.
Award 2 marks for fully developed response: The writer wants the reader to know the poem is really a joke, because it contains a list of insults about the reader's character, such as troublesome as bubblegum; As sneaky as a witch's spell; As bossy as a whistle; As vain as trainers.
Award 1 mark for undeveloped points: The poem is full of insults. The writer doesn’t want the reader to feel upset/insulted.

Pumpkin for Maxine (pages 48–49) Week 3
1 2b – 1 mark for a correctly found and copied example of personification: Ouch, it said, this is worse than the dentist! Pumpkin complained.
2 2g – 1 mark. To differentiate between the speech of the humans and that of the pumpkin. To show when the pumpkin speaks.
3 2a – 1 mark. Oblivious describes how Mum is unaware of the pain she is causing to the pumpkin. She continues to hurt the pumpkin by emptying the contents of its head.
4 2b – 2 marks. 1 mark each for two of the following: The pumpkin said, 'Ouch, this is worse than the dentist.' 'Ouch, my cheekbone.' 'I've got a dreadful headache.'
5 2d – Award 3 marks for fully developed response with reference to the text: The writer felt frightened at first when the pumpkin first spoke. When Mum asked the child to 'dig in' the child started feeling dizzy, giddy, all out of sorts which means s/he didn’t like what was happening to it.
Award 2 marks for developed response: Frightened when it spoke. Dizzy, giddy, all out of sorts means s/he was worried.
Award 1 mark for undeveloped points: dizzy, giddy, all out of sorts.

Me and my brother (pages 50–51) Week 5
1 2f – 1 mark – as a conversation
2 2f – 1 mark. By showing how the children are annoying/being rude/disrespectful to their dad by saying things behind his back and repeating phrases he says.
3 2g – 1 mark. To show that dad is angry and is shouting.
4 2d – 1 mark for explaining that his brother was imitating his dad behind his dad’s back and that it was funny.
5 2c – 1 mark – rudeness/disrespect/nastiness.
6 2e – 2 marks. 1 mark each for two of the following: He might say, Never let me see you doing that again. I’m no laughing matter. Now you are in really big trouble.
7 2b – 1 mark – good at imitating people.

Silver (pages 52–53) Week 6
1 2b – 1 mark for a correctly found and copied example of personification in the poem, e.g. she peers/ her beams.
2 2g – 1 mark – To give the effect of the moon giving a silver colour to the objects below. To show that they are silver in colour from the moon’s light.
3 2a – 1 mark – A house/home/perch for birds.
4 2f/2g – Award 3 marks for fully developed response with reference to the text. By including description of animals that are asleep and are not moving, such as the dog sleeps in his kennel like a log; the doves are asleep in their cote; the fish are moveless in the stream.
Award 2 marks for developed answer. By saying the dog, the doves and the fish are asleep and not moving.
Award 1 mark for undeveloped point: The animals are asleep.
5 2c – 1 mark – At night, the moon quietly moves and shines on all objects below.

The centipede’s song (pages 54–55)
1 2b – Award 1 mark for all four correct: mice – rice, minced doodlebugs – honey, tried slugs – strewed in tar, scrambled dregs – lizards’ tails
2 2f – 1 mark – To give additional information/further imagery about the type of food in the verse. To give the reader further instructions or detail about the food in the verse.
3 2f/2g – 2 marks. 1 mark each for the following: By using nonsense words such as dandyprants and slabbages. By including foods that the centipede thinks are delicious, but are actually disgusting, such as jellied gnat’s and lizards’ tails.
4 2c – 1 mark for any of the following: Strange creatures are delicious to eat. The reader should try eating the creatures as they are nice to eat. The narrator has eaten many different/strange/delicious creatures.
5 2d – Award 3 marks for a developed answer referring to the text: The narrator would enjoy eating other revolting things such as minibeasts and creatures that people would not usually choose like spiders and woodlice, rotten eggs and decaying plants. He says, I've eaten fresh mudburgers by the greatest cooks there are which proves he likes disgusting food.
Award 2 marks for a developed answer: He would enjoy eating rotten and stinking things like decaying plants.
Award 1 mark for an undeveloped answer: Something rotten; other minibeasts.
4. 2e – Award 3 marks for fully developed answers referring to the text: No. His father has given him a disgusting explanation of how they are made, using rats caught by ratcatchers. Also, his father has warned him that if he does, he will get rabies. Yes. I don’t think the boy believes his father at all. Rats have nothing to do with liquorice. The story about catching the rats, crunching the bones and steam-rolling them is unbelievable. The boy might love the bootlaces anyway, so it wouldn’t matter how they are made.

Award 2 marks for fully developed answers: Yes. I don’t think the boy believes his father at all. Rats have nothing to do with liquorice. No. His father has given him a disgusting explanation of how they are made, using rats caught by ratcatchers.

Award 1 mark for undeveloped point: No. He might get ill.

5. 2f – 2 marks. 1 mark for each correct example from the text, e.g. We never pass it. We always stopped./whenever there was any money in our pockets we would all troop in. We lingered outside...gazing in at the big jars.

The Earth's layers (pages 30-31) Week 4
1. 2c – 1 mark – Award 1 mark for an alternative heading which successfully summarises the contents of the poster, e.g. Understanding the Earth’s Layers, What are the Earth’s Layers?
2. 2f – 1 mark – to inform
3. 2b – 1 mark – the biosphere
4. 2b – 2 marks. 1 mark each for two words such as: atmosphere, lithosphere, hydrosphere, biosphere.
5. 2f – 1 mark for any of the following: To show the reader what the layers of the Earth look like as there is no written information on this. / To show where the Earth’s spheres are. / The diagram helps the reader to understand the written information on each sphere. / The diagram shows the reader the position of the spheres around the Earth.

6. 2d – 1 mark – a scientist; someone interested in the Earth; a geologist; someone studying science or geography.

Colour your autumn (pages 32-33) Week 6
1. 2b/2g – 1 mark – three possible answers: light hits the earth at a different angle; long, low sunbeams; golden glow.
2. 2b – 1 mark for any of the following: Inspired by Sleeping Beauty (retold by Charles Perrault). / There was once a structure called the Sleeping Parlour.
3. 2f – 1 mark – cause and effect
4. 2d – 2 marks for link between subject and text. Science/Physics. It talks about the scientific effect of the tilting of the earth in autumn and how the sunlight hits the earth at a different angle.
5. 1 mark for subject: Science/Physics
6. 2g – 1 mark. To give the image of a very impressive range of colours. / To suggest a range of random and varied colours.

ZSL Whipsnade Zoo (pages 34-35)
1. 2f – 2 marks. 1 mark each for the following: To break the text into chunks that are easier to read. / It's easier to find the section you want.
2. 2f – 1 mark – to persuade and inform
3. 2b – 2 marks. 1 mark each for two of the following: fantastic, amazing; delicious; don’t miss; unique chance; see more than ever before.
4. 2d – 1 mark – it is delicious.
5. 2b – 2 marks. 1 mark each for two of the following: It is nine foot high. / You can see a view of the entire paddock. / It provides a view of the indoor barn on cold days.

Jacqueline Wilson at Christmas (pages 36-37)
1. 2b – 1 mark – America
2. 2b – 2 marks. 1 mark each for two of the following: The writer loves things to do with Christmas. / The writer has a favourite Christmas movie; children's Christmas book; Christmas song; Christmas theatre show; Christmas TV show; Christmas painting.
3. 2c – 1 mark for all correct:
   Film takes the writer into a wonderful world
   Book starts sad but ends happily
   Television full of heart-warming stories
   Music a very familiar festive version
4. 2g – 1 mark – It is energetic, lively, determined, etc.
5. 2d – 1 mark – blog. The writer uses the first person pronoun/words such as my, I. / It is written in the present tense. / It provides details/facts/events of the writer’s life.

The orang-utan nursery (pages 38-39)
1. 2d – 1 mark for three or four correct and 2 marks for all five correct: fact/opinion/fact/fact/opinion
2. 2c – 1 mark – Bulu Mata needs a new mother.
3. 2a – 1 mark – caring.
4. 2b – 2 marks. 1 mark each for the following: Sudocrem; Bonjela.
5. 2e – 2 marks. Award 2 marks for developed answers related to the adoption: Hsiao-qua will adopt him because she has adopted another before and the staff think she is ready for another challenge. / Hsiao-qua will not adopt him and she won't have a mother. It says that she is yet to pick him up, like she did with the other baby she adopted.

Award 1 mark for undeveloped points: She will adopt him. / She won't adopt him.

The history of chocolate (pages 40-41)
1. 2b – 1 mark – Sweeten it.
2. 2d – 1 mark for all four correctly ticked: opinion/fact/fact/opinion
3. 2f – 1 mark. It is effective because it has been ordered chronologically/in order of time. There is a short paragraph of information for each time period.

Information can be read in any order according to the period of time.
4. 2c – 1 mark. Chocolate has been popular for centuries.
5. 2d – Award 2 marks for responses referring to the text: Perhaps it wasn’t sweet enough. The text says that it became more popular when the Spanish began to sweeten the drink.

Award 1 mark for undeveloped point: It wasn’t sweet. / It was bitter/sour.

The 'walk to school' debate (pages 42-43)
1. 2c – 1 mark – to discuss
2. 2d – 1 mark for all four correct responses: fact/fact/opinion/opinion
There should be no doubt in your mind that...

It is crucial that you must believe that...

I am sure that you agree that that...

In my considered opinion, many can believe...

I firmly believe that you must consider...

End Paragraph

It is crucial that the jury must realize that...

The jury ought to believe that...

It may be suggested that...

It could be argued that...

Many believe that the jury should consider...

Persuasive Phrases:

Lo: To be able to apply the features of a balanced argument
Show your knowledge of what you have learnt in class.

Use scientific vocabulary.
Use emotive language.
Use chatty language.

Success Criteria:
Experience in which you explain, in detail, your knowledge of digestion being digested by a cow. Write a diary entry. Write a diary entry. You are a piece of grass. 

Spring 2: Science Sustained Writing Task: Topic
1) Why are civilizations invaded?

2) Who were the most successful invaders and why?

3) What if there were no Mayans or Aztecs?
Spring 2: Science Structured Writing

You will be writing a persuasive argument:
Why should people eat healthy and exercise?
Research facts on a healthy diet and recommended daily exercise
Use persuasive phrases in their work
Use emotive language
Include technical words
Use OREE
<table>
<thead>
<tr>
<th>LO: To be able to apply the features of persuasive writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Heading:</strong> Why people should eat healthy and exercise</td>
</tr>
<tr>
<td><strong>1) Introduction</strong></td>
</tr>
<tr>
<td>Discuss why a healthy diet and exercise are important.</td>
</tr>
<tr>
<td><strong>2) Healthy Eating</strong></td>
</tr>
<tr>
<td>Opinion:</td>
</tr>
<tr>
<td>Reason:</td>
</tr>
<tr>
<td>Evidence:</td>
</tr>
<tr>
<td>Elaboration:</td>
</tr>
<tr>
<td><strong>Exercise</strong></td>
</tr>
<tr>
<td>Reason:</td>
</tr>
<tr>
<td>Opinion:</td>
</tr>
<tr>
<td>Evidence:</td>
</tr>
<tr>
<td>Elaboration:</td>
</tr>
<tr>
<td><strong>3) What people can do</strong></td>
</tr>
<tr>
<td>What can they do to eat healthy?</td>
</tr>
<tr>
<td>exercise?</td>
</tr>
<tr>
<td><strong>4) Conclusion</strong></td>
</tr>
<tr>
<td>Conclude- make it emotive and a rhetorical question.</td>
</tr>
</tbody>
</table>