Year 4

Home Learning
Using Fronted Adverbials

1a. Match the adverbials to the most suitable main clause.

A. Just then,
   1. we went home.
B. Finally,
   2. I will be eight years old.
C. Next year,
   3. there was a knock at the door.

2a. Fill in the gaps with a fronted adverbial that shows where the main clause happened.
   ___________ the creature slept.
   ___________ the chef cooked.

3a. Choose the most appropriate fronted adverbial to complete the sentence below.
   ...I pushed the secret door.
   A. Sadly,  B. Tomorrow,  C. Carefully,

4a. Write a main clause that could follow each of the fronted adverbials.
   Silently, ___________
   Mysteriously, ___________

Using Fronted Adverbials

1b. Match the adverbials to the most suitable main clause.

A. Outside,
   1. the siren sounded.
B. Upstairs,
   2. the children played on the swing.
C. Far away,
   3. mum was running a bath.

2b. Fill in the gaps with a fronted adverbial that shows how the main clause happened.
   ___________ the man ran.
   ___________ they all cheered.

3b. Choose the most appropriate fronted adverbial to complete the sentence below.
   ....Jay packed his bag and ran.
   A. Usually,  B. Frantically,  C. Soon,

4b. Write a main clause that could follow each of the fronted adverbials.
   Sometimes, ___________
   Gently, ___________
1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. The machine would not work once again.

B. The lion roared angrily.

2a. Using the word bank below, write a sentence with a fronted adverbial.

<table>
<thead>
<tr>
<th>the</th>
<th>later</th>
<th>tired</th>
</tr>
</thead>
<tbody>
<tr>
<td>returned</td>
<td>bear</td>
<td>on</td>
</tr>
</tbody>
</table>

Remember to use the correct punctuation.

3a. Which fronted adverbial has been used correctly? Explain your answer.

A. Sadly we won the trophy.
B. Often, we won the trophy.
C. Last weekend, we won the trophy.

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. I went on a nature walk yesterday.

B. Emma had lots of friends at school.

2b. Using the word bank below, write a sentence with a fronted adverbial.

<table>
<thead>
<tr>
<th>we</th>
<th>supper</th>
<th>have</th>
</tr>
</thead>
<tbody>
<tr>
<td>before</td>
<td>usually</td>
<td>bedtime</td>
</tr>
</tbody>
</table>

Remember to use the correct punctuation.

3b. Which fronted adverbial has been used correctly? Explain your answer.

A. Echoing loudly, the bell rang out.
B. Next week, the bell rang out.
C. Joyfully the bell rang out.
# Using Fronted Adverbials

1a. Match the adverbials to the most suitable main clause.

| A. In the blink of an eye, | 1. the footballer scored his first goal. |
| B. As the sun set over the mountains, | 2. we were inspired by the beautiful landscape. |
| C. In the final minute of the game, | 3. the eagle shot across the sky. |

1b. Match the adverbials to the most suitable main clause.

| A. Deep under the murky sea, | 1. the submarine headed for its target. |
| B. On the other side of the street, | 2. the man thought about the adventure ahead. |
| C. Leaning out of the window, | 3. the new supermarket was being built. |

2a. Fill in the gaps with a fronted adverbial that shows where the main clause happened.

- the courageous soldiers were ready.
- the wicked witch cackled loudly.

2b. Fill in the gaps with a fronted adverbial that shows how the main clause happened.

- the magician cast his clever spell.
- the intercity train sped through the station.

3a. Choose the most appropriate fronted adverbial to complete the sentence below.

...I listened at the door.

A. Without a sound,  
B. With my jacket zipped tightly,  
C. Like a bullet from a gun,

3b. Choose the most appropriate fronted adverbial to complete the sentence below.

...we opened the golden treasure chest.

A. Wherever we went,  
B. With our hearts beating like drums,  
C. As we dug deeper and deeper,

4a. Write a main clause that could follow each of the fronted adverbials.

In the early morning mist, ____________

Without looking, ____________

4b. Write a main clause that could follow each of the fronted adverbials.

Trembling with fear and confusion, ____________

On the edge of the cliff, ____________
Using Fronted Adverbials

1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

They formed their secret plan as
A. carefully as possible and didn’t tell a soul.
B. The children and their friends were lost deep in the dark forest.

2a. Using the word bank below, write a sentence with a fronted adverbial.

<table>
<thead>
<tr>
<th>awoke</th>
<th>deep</th>
<th>its</th>
<th>wolf</th>
</tr>
</thead>
<tbody>
<tr>
<td>within</td>
<td>the</td>
<td>hungry</td>
<td>lair</td>
</tr>
</tbody>
</table>

Remember to use the correct punctuation.

3a. Which fronted adverbial has been used correctly? Explain your answer.

A. Late yesterday evening I walked steadily along the tightrope.
B. Early tomorrow morning, I walked steadily along the tightrope.
C. With arms out wide, I walked steadily along the tightrope.

Using Fronted Adverbials

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. Bob cycled to school as quickly as he possibly could but he was still late.
B. She accepted her gold medal for the 100m swim and was glowing with pride.

2b. Using the word bank below, write a sentence with a fronted adverbial.

<table>
<thead>
<tr>
<th>crept</th>
<th>when</th>
<th>they</th>
<th>nobody</th>
</tr>
</thead>
<tbody>
<tr>
<td>was</td>
<td>all</td>
<td>looking</td>
<td>forwards</td>
</tr>
</tbody>
</table>

Remember to use the correct punctuation.

3b. Which fronted adverbial has been used correctly? Explain your answer.

A. Sometime next week, the children knew they were in trouble.
B. Standing in the head teacher’s office, the children knew they were in trouble.
C. Somewhere near here the children knew they were in trouble.
### Using Fronted Adverbials

**1a. Match two suitable adverbials to each main clause to make sentences.**

| A. At the crack of dawn,  | D. determined and full of hope,  | 1. the scientist mixed his potions.  |
| B. Although exhausted,  | E. deep within his secret laboratory,  | 2. the hungry monster emerged.  |
| C. As the clock struck midnight,  | F. from out of the shadows,  | 3. the boy crept on.  |

**1b. Match two suitable adverbials to each main clause to make sentences.**

| A. As the seconds ticked by,  | D. among a blanket of stars,  | 1. Tia turned the handle.  |
| B. On the horizon,  | E. desperate for his autograph,  | 2. Rex reached his idol.  |
| C. Pushing through the crowds,  | F. with great trepidation,  | 3. the moon shone brilliantly.  |

### 2a. Fill in the gaps with two fronted adverbials that show where and when the main clause happened.

- the hideous beast roared.
- he drank the poisonous mixture.

### 3a. Choose two adverbials which are most appropriate to use at the start of the sentence below.

...the young boy tiptoed forward.

- A. In the dead of night,  
- B. In the blink of an eye,  
- C. Not wanting to wake his grandma,

### 3b. Choose the most appropriate fronted adverbial to complete the sentence below.

...the knight guarded the enormous castle.

- A. Standing nobly like a statue,  
- B. With tremendous courage,  
- C. Right at that very second,

### 4a. Write an extended main clause that could follow each of the fronted adverbials below.

As the clock struck midnight, glancing anxiously at the door...

Unfazed by the danger ahead, valiantly and purposefully...

### 4b. Write an extended main clause that could follow each of the fronted adverbials below.

Disobeying his mother and deciding not to wait any longer...

In the ancient city on the horizon, beyond the mysterious pyramids...

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Visit [kids.classroomsecrets.co.uk](http://kids.classroomsecrets.co.uk) for online games to support learning.  
Join our [Facebook Group: Coronavirus Home Learning Support for Teachers and Parents](https://www.facebook.com/groups/CoronavirusHomeLearningSupport)
1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

He hesitantly made his confession with the light shining in his face, all the while he was under intense pressure from the police.

A. The pirate ship sailed across the wild B. ocean, it swayed violently in the wind with its canons at the ready.

2a. Using the picture below, write a sentence with two fronted adverbials.

Remember to use the correct punctuation.

3a. Which fronted adverbial has been used correctly? Explain your answer.

A. Long ago, when the world was full of mythical creatures, there stood an old cottage beside a trickling stream.

B. Positioned perfectly on the horizon with the sun glinting all around there stood an old cottage beside a trickling stream.

C. In a land faraway on a distant hillside there stood an old cottage beside a trickling stream.

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

The brave knights fought in the castle grounds, they jousted ferociously against the enemy, the king watched from afar.

They frantically searched the beach beneath the cliffs, they were under the mask of darkness, all the while feeling complete desperation.

2b. Using the picture below, write a sentence with two fronted adverbials.

Remember to use the correct punctuation.

3b. Which fronted adverbial has been used correctly? Explain your answer.

A. Reaching the safety of home just before dawn the boy unlocked the door tiptoed upstairs and climbed back into bed.

B. The boy unlocked the door, tiptoed upstairs and climbed back into bed exhausted by his efforts and his heart beating like a drum.

C. Before anyone could realise, with only seconds to spare, the boy unlocked the door, tiptoed upstairs and climbed back into bed.
<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Direct Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Underline the spoken words in the sentence below:</td>
<td>1b. Underline the spoken words in the sentence below:</td>
</tr>
<tr>
<td>Go and wash your hands, the teacher said.</td>
<td>Can you shut the door? asked Dan.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>2a. Tick the sentence that uses inverted commas correctly.</td>
<td>2b. Tick the sentence that uses inverted commas correctly.</td>
</tr>
<tr>
<td><strong>A. “It’s my birthday,” Annie said.</strong></td>
<td><strong>A. “Where are you going? asked Sam.”</strong></td>
</tr>
<tr>
<td><strong>B. “Can I come to your party? asked Eli.</strong></td>
<td><strong>B. “You can come too,” said Julian.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3a. Circle the inverted commas that are incorrect.</td>
<td>3b. Circle the inverted commas that are incorrect.</td>
</tr>
<tr>
<td>“It is a lovely sunny day,” Julia said.”</td>
<td>“Hurry up!” Why aren’t you ready yet?” asked Dad.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>4a. Rewrite the sentence below using the correct punctuation.</td>
<td>4b. Rewrite the sentence below using the correct punctuation.</td>
</tr>
<tr>
<td>We could play this game said Albie</td>
<td>Would you like to go swimming he asked</td>
</tr>
</tbody>
</table>
Direct Speech

1a. Change the indirect speech in the sentence below into direct speech.

Tiana asked if she could watch television.

Direct Speech

1b. Change the indirect speech in the sentence below into direct speech.

Lukas said that he was going to catch the bus.

2a. When Tom is playing football, his ball smashes a plant pot.

Use direct speech to write what Tom might say to his mum.

2b. Kirsten would like pizza for her dinner.

Use direct speech to write what Kirsten might say to the school cook.

3a. Suzie has punctuated the direct speech in the sentence below.

“I love apple crumble,” Said Lucy.

Is she correct? Explain your answer.

3b. Viktor has punctuated the direct speech in the sentence below.

“Do you want to play out? asked Troy.”

Is he correct? Explain your answer.
<table>
<thead>
<tr>
<th>1a. Underline the spoken words in the sentence below:</th>
<th>1b. Underline the spoken words in the sentence below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mum asked, What would you like to drink?</td>
<td>I would like lemonade, replied the girl.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2a. Tick the sentence that uses inverted commas correctly.</th>
<th>2b. Tick the sentence that uses inverted commas correctly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Alice screeched “We are going on holiday!”</td>
<td>A. “We have missed the bus, cried” Suzie.</td>
</tr>
<tr>
<td>B. “Where shall we eat?” I asked.</td>
<td>B. “Is this the correct way? enquired the child.”</td>
</tr>
<tr>
<td>C. “Come over here! ordered Otto.”</td>
<td>C. Julian shouted, “Sit down!”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3a. Circle any inverted commas that are incorrect.</th>
<th>3b. Circle any inverted commas that are incorrect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“How are you feeling today?” the doctor asked “sympathetically.”</td>
<td>“It’s raining,” but it’s going to brighten up later,” reported Faye.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4a. Rewrite the sentence below using the correct punctuation.</th>
<th>4b. Rewrite the sentence below using the correct punctuation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally said I think we should take our bikes with us</td>
<td>The receptionist bellowed next please</td>
</tr>
<tr>
<td>Direct Speech</td>
<td>Direct Speech</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>1a. Change the indirect speech in the sentence</td>
<td>1b. Change the indirect speech in the sentence</td>
</tr>
<tr>
<td>below into direct speech.</td>
<td>below into direct speech.</td>
</tr>
<tr>
<td>The old lady asked the shopkeeper for two</td>
<td>Samuel whispered to Florence that she was his</td>
</tr>
<tr>
<td>scones and a loaf of bread.</td>
<td>best friend.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Star</th>
<th>Star</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a. Carl is playing his drums very loudly in his</td>
<td>2b. Joe and Laurel are running. Joe boasts that</td>
</tr>
<tr>
<td>bedroom.</td>
<td>he is the fastest runner.</td>
</tr>
<tr>
<td>Use direct speech to write what Carl's mum might</td>
<td>Use direct speech to write what Joe might say to</td>
</tr>
<tr>
<td>say to Carl.</td>
<td>Laurel.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Star</th>
<th>Star</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a. Dennis has punctuated the direct speech in</td>
<td>3b. Fiona has punctuated the direct speech in</td>
</tr>
<tr>
<td>the sentence below.</td>
<td>the sentence below.</td>
</tr>
<tr>
<td>Coach Carter bellowed at the basketball team,</td>
<td>“Are we nearly there yet?” Emma moaned impatiently</td>
</tr>
<tr>
<td>“get in line quickly!” and so they all jumped to</td>
<td>in the back seat of the car.</td>
</tr>
<tr>
<td>attention.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Star</th>
<th>Star</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is he correct? Explain your answer.</td>
<td>Is she correct? Explain your answer.</td>
</tr>
</tbody>
</table>
### Direct Speech

1a. Underline the spoken words in the sentences below:

Seb asked, Shall we take the bus? Not today, replied Ally.

1b. Underline the spoken words in the sentences below:

I love theme parks, declared Joe. Me too, agreed his sister.

2a. Tick the sentence that is punctuated correctly.

- **A.** Josh asked, “can I play.”
- **B.** “Harry, come in for tea please,” called Dad.
- **C.** “I don’t want to go to bed yet”, moaned Sophia.

2b. Tick the sentence that is punctuated correctly.

- **A.** “It was not offside,” protested the footballer
- **B.** “The train has been delayed” he explained.
- **C.** He gasped when he entered the sea, “it’s cold!”

3a. Circle any inverted commas that are incorrect.

“Please can I come too?” asked Demi.” “No,” answered Hallie, “not today.”

3b. Circle any inverted commas that are incorrect.

“Sit down”! ordered the headteacher, “Now!” “Yes sir,” replied the student.”

4a. Rewrite the conversation below using the correct punctuation.

I am going to the market said Adrian would you like anything no thanks answered his brother

4b. Rewrite the conversation below using the correct punctuation.

Imran shouted to his sister can you get me a drink please I will she answered but wait a minute.
1a. Change the indirect speech in the sentence below into direct speech.

Daniel told Jacob that he could be the goalkeeper first but Jacob said that he would rather not.

1b. Change the indirect speech in the sentences below into direct speech.

Samira asked her grandma if she would like a cup of tea. Her grandma replied that she would and asked for a biscuit too.

2a. Mr and Mrs Hill are decorating. Mr Hill wants to paint the walls red but Mrs Hill would prefer white.

Use direct speech to write a short conversation between Mr and Mrs Hill.

2b. Tom, Lewis and Becky are playing hide and seek.

Use direct speech to write a short conversation between the children.

3a. Hamid has punctuated the direct speech in the sentences below.

Simon called out of the window “Don’t forget to take your coat with you.” “I already have it,” his sister called back.

Is he correct? Explain your answer.

3b. Louisa has punctuated the direct speech in the sentences below.

“Shall we go to the park to feed the ducks”? asked Krystle. “Yes, but let’s take our bikes too,” replied Kat.

Is she correct? Explain your answer.
Reading Revision Mat Guidance

To complete each reading revision mat, you will need to read a short passage of writing; these will be taken from either a fiction text, a non-fiction text or a poem. Once you have read and understood the passage, you will have to answer seven different types of question based on what you have read.

Each of the seven areas has an accompanying canine character to hopefully remind you of the skills you need to answer that particular type of question:

**Vocabulary Questions**
Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

2a: Give / explain the meaning of words in context.

**Retrieval Questions**
Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.

2b: Retrieve and record information / identify key details from fiction and non-fiction.

**Summary Questions**
Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

2c: Summarise main ideas from more than one paragraph.

**Inference Questions**
Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

2d: Make inferences from the text / explain and justify inferences with evidence from the text.

**Prediction Questions**
Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.

2e: Predict what might happen from details stated and implied.
Jimmy and the Pharaoh

Jimmy lay in his bed and closed his eyes. He was thinking about all the good things that happened on the school trip earlier that day. Mrs Richards had forced the class to wander around a boring old museum just because they were learning about the Ancient Egyptians. Everyone knew that visiting a museum was the worst kind of school trip teachers had ever invented, but luckily Jimmy had come prepared. He smiled as he thought about it. It wasn’t the frog he’d let loose in the ladies’ toilets that made him smile or when he’d let off a stink bomb during lunch – it wasn’t even when he’d sneaked a fake poo into Alice Thornley’s sandwich – no, it was what he’d ‘borrowed’ from the museum as a souvenir that Jimmy was so happy about.

Jimmy was too excited to sleep. He opened one eye and uncurled his fingers. Wow, he thought to himself, twiddling what looked like a model of a shiny beetle in his hand, Tutankhamun’s lost heart scarab! He’d borrowed it when the boring old museum guide was droning on about the pharaoh’s curse or something. It just kind of called out to him so he grabbed it when she wasn’t looking. He kissed the scarab for good luck then tried to drift off to sleep. POOOOF!

Suddenly, out of thin air, a rather thin looking, half-naked man appeared, draped in expensive-looking jewellery. “Waaaaaggh!” the man squealed as he jumped in fright.

“Arrghhh!” Jimmy squealed back.

The strange man seemed confused and peered around Jimmy’s bedroom. “Okaaaaay,” he said, shrugging. “Wasn’t expecting that.”

Jimmy stared at the scarab then back at the man.

“Anyhoo, let’s get on with this shall we?” the man said cheerfully before clearing his throat. “Ahem. Right then. Osiris! Great God of the Underworld!” he boomed. “I am Tutankhamun, King of Egypt, living image of Amun! Will you let me pass?”

Jimmy pulled the covers high over his nose. The man waited, arms stretched in the air. Then he smiled. That’s when Jimmy lost it.

“Mummy!” he shrieked.

1. What did Jimmy do to Alice Thornley’s sandwich?

2. ‘...it was what he’d ‘borrowed’ from the museum...’ Why do you think the word borrowed is written in inverted commas in the story?

3. What do you think caused the strange man to appear?

4. Write down how you think Jimmy was feeling at these points in the story:
   a) Finding out the school trip was a visit to a museum.
   b) When he let a frog loose in the ladies’ toilets.
   c) When the strange man appeared out of thin air.
Ancient Egyptian Dentists

Not everyone enjoys a visit to the dentist but imagine you lived 3000-5000 years ago during the age of the ancient Egyptians. Treating toothache was handled slightly differently than it is today...

Dentist! Dentist!
Here's what an Ancient Egyptian dentist might say:

“Toothache? Let’s have a look... Ah yes, you’ve got mouth worms.”

“What? Never heard of mouth worms? They’re the cause of all tooth decay!”

“Need something to take the pain away? Dangle a dead mouse on your tooth. That should do the trick!”

“Still aches? Hmm... well, try praying to the Gods, and if that doesn’t work stop being naughty because that’s probably what’s caused the problem in the first place!”

Dental Hygiene
Toothpaste – this could be a mixture of egg shells and horses’ hooves, or sometimes a delicate blend of crushed rocks, mint, salt, pepper and dried iris flowers!

Mouthwash – bran and celery.

Antiseptic paste – incense and onion.

Pain relief – opium (an illegal drug today!).

Main Problems
- Poor diet! Egyptians didn’t eat enough vitamins and minerals to keep their teeth and gums healthy!

- Gritty bread! A lot of sand and grit found their way into Egyptian food – especially bread. This wore down the enamel in people’s teeth.

- No money! Lots of people couldn’t afford to see a dentist so their teeth simply fell out!

1. According to the ancient Egyptians, what do mouth worms cause?

2. Imagine you were an ancient Egyptian dentist. Using the text, what two things could you suggest if someone had toothache?

3. Look at the ingredients for toothpaste. Why might some of these ingredients be bad for keeping your teeth and gums healthy?

4. Look at the main problems section. Pretend you are Pharaoh and come up with one way to improve the health of people’s teeth:
Mummy!

Ancient Egyptians of long ago liked to look after their dead. They wrapped the body in bandages, from feet right to their head.

Before all this they had to hook the brain from up the nose. They bashed and whisked and stirred it into a goo that runs and flows.

They cut the body to get inside; to rip out liver and lung; the stomach, the guts; the nasty bits - in canopic jars they slung.

The heart they left: Egyptians thought the core of mind and soul. It stayed in there, the kidneys too, and washed the body whole.

It then was cleaned with wine and spice and stuffed to seem like real they dried it out with natron salt - that’s not the end of the deal.

That’s the time for bandages; wrapping the mummy up tight with amulets, gifts and goods, and jewels that sparkle bright.

The mummy was laid in a sarcophagus: a coffin that’s rather grand, set for the afterlife; weighing the heart; they’re judged for the promised land.

Met by Osiris, the underworld God, the heart was weighed for sin - the heavy ones were eaten up, but good ones made it in!

1. What verbs describe what the Egyptians did to the brain?

2. Which parts of the body were left inside before the mummy was washed?

3. 'A coffin that’s rather grand'. What does ‘grand’ mean here?

4. Look at the final line: ‘but the good ones made it in!’ What do you think this means?
Where does cheese come from?

Some of the children thought that cheese came from a plant. Cheese is a food commonly made from cow’s milk. But, did you know it’s not just cow’s milk that can make cheese? Milk from buffalo, goats or sheep can be used too. Mozzarella cheese (often used on pizzas) is made from the milk of buffalos.

Where does pasta come from?

When questioned, some children thought pasta comes from animals. Pasta is made from flour mixed with water or eggs. It is kneaded into a dough (a bit like bread) and then made into sheets, twists, tubes or other shapes. It is cooked by either boiling or baking.

Where do tomatoes come from?

Some children thought that tomatoes grow underground – a bit like carrots. They do, in fact, grow above the ground on a plant. The tomato plant can grow to be very tall. When they first grow, they are green but as they ripen, they turn red.
Where do fish fingers come from?
The clue for the ingredients of a fish finger is in the title. No, it doesn’t mean they are made from fingers! They are made from fish. Shockingly though, some children thought they were made from chicken. Fish fingers are usually made from haddock or cod, which are types of fish.

Where does milk come from?
Do you ever stop to think where your food and drink comes from? Some children have no idea that milk comes from cows, research has revealed. Lots of children live in cities and so have never seen a cow, or even heard one ‘moo’. Some children said they thought milk comes straight from the fridge or supermarket, but how did it get there? The research also revealed that some city-living children believe that a cow is the size of a double decker bus, and some think they’re as small as cats.

What counts as one of your five-a-day?
Some children thought that Fruit Pastilles and strawberry jam counted as part of their daily fruit and veg. There are lots of health benefits to getting five portions of fruit and vegetables every day.

Many children say they know lots about healthy eating, but do not follow it. Why do you think that is?

Roy Ballam, Managing Director of British Nutrition Foundation, believes schools and families should work together to educate children and motivate them to make healthier choices.

Next time you’re in the supermarket, stop and think about where your food and drinks have come from.

The survey by the British Nutrition Foundation questioned 5,040 UK children.
Section A
Use the information from the text to determine whether the statement is true or false.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>The survey was carried out by the British Nutrition Foundation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheese comes from a plant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pasta is made from dough, a bit like bread.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tomatoes grow on a plant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fish fingers are usually made from trout or swordfish.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some city-living children believe that a cow is the size of a double decker bus.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many children say they don’t know very much about healthy eating.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Section B
Use the information from the text to answer the questions.

1. Who did the British Nutrition Foundation question about where our food comes from?

2. What is the cheese made from buffalo’s milk called?

3. What did some of the children that were questioned think pasta was made from?

4. Tomatoes grow above the ground, on a plant. Name a vegetable that grows under the ground.

5. What are the two most common fish that are used in fish fingers?

6. Why haven’t some children ever seen a cow?

7. Many children say they know lots about healthy eating but do not follow it. Why do you think that is?
States of Matter Crossword

Use your knowledge of states of matter and changing state to complete this crossword.

Across
2. In a liquid, the ___________ are quite close together but move over and around each other.
4. When wet clothes dry on a washing line, the water from the clothes is ___________.
5. When a gas cools, it ___________ and changes into a liquid.
6. The particles in a solid are very close together and ___________ on the spot.
7. Evaporation is the process of a ___________ changing to a gas.
8. The freezing point of ___________ is zero degrees Celsius.
9. Water ___________ at one hundred degrees Celsius.

Down
1. The particles in a ___________ are far apart and move quickly to spread out in the space they are in.
2. Rain, snow, sleet and hail are examples of ___________.
3. The four stages of the water ___________ are evaporation, condensation, precipitation and collection.
5. When water vapour rises from oceans, lakes and rivers, it cools and condenses to form ___________.
6. When a solid changes to a liquid, it has ___________.

Use these words to help you:
- melted
- boils
- condenses
- clouds
- cycle
- evaporated
- move
- precipitation
- particles
- gas
- water
- liquid
# Spring Code Breaker

Solve the calculations and use the code breaker to spell out the spring-themed words.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
<th>L</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>25</td>
<td>24</td>
<td>23</td>
<td>22</td>
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<td>19</td>
<td>18</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>O</td>
<td>P</td>
<td>Q</td>
<td>R</td>
<td>S</td>
<td>T</td>
<td>U</td>
<td>V</td>
<td>W</td>
<td>X</td>
<td>Y</td>
<td>Z</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\frac{1}{4}) of 100</td>
<td></td>
</tr>
<tr>
<td>13 \times 2</td>
<td></td>
</tr>
<tr>
<td>72 \div 9</td>
<td></td>
</tr>
<tr>
<td>4 \times 4</td>
<td></td>
</tr>
<tr>
<td>(\frac{1}{3}) of 66</td>
<td></td>
</tr>
<tr>
<td>42 \div 6</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 \times 4</td>
<td></td>
</tr>
<tr>
<td>(\frac{1}{2}) of 38</td>
<td></td>
</tr>
<tr>
<td>3 \times 6</td>
<td></td>
</tr>
<tr>
<td>3 \times 8</td>
<td></td>
</tr>
<tr>
<td>2 \times 8</td>
<td></td>
</tr>
<tr>
<td>88 \div 11</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 \times 2</td>
<td></td>
</tr>
<tr>
<td>(\frac{1}{5}) of 100</td>
<td></td>
</tr>
<tr>
<td>5 \times 4</td>
<td></td>
</tr>
<tr>
<td>32 \div 4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\frac{3}{10}) of 50</td>
<td></td>
</tr>
<tr>
<td>(\frac{1}{2}) of 52</td>
<td></td>
</tr>
<tr>
<td>(\frac{1}{10}) of 140</td>
<td></td>
</tr>
<tr>
<td>(\frac{1}{5}) of 75</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>38 \div 2</td>
<td></td>
</tr>
<tr>
<td>144 \div 12</td>
<td></td>
</tr>
<tr>
<td>77 \div 11</td>
<td></td>
</tr>
<tr>
<td>3 \times 8</td>
<td></td>
</tr>
<tr>
<td>108 \div 12</td>
<td></td>
</tr>
<tr>
<td>132 \div 11</td>
<td></td>
</tr>
<tr>
<td>40 \div 5</td>
<td></td>
</tr>
<tr>
<td>24 \div 3</td>
<td></td>
</tr>
<tr>
<td>(\frac{1}{6}) of 150</td>
<td></td>
</tr>
<tr>
<td>48 \div 8</td>
<td></td>
</tr>
<tr>
<td>130 \div 10</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Answer</th>
<th>Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>250 \div 10</td>
<td></td>
</tr>
<tr>
<td>18 \div 3</td>
<td></td>
</tr>
<tr>
<td>26 \div 2</td>
<td></td>
</tr>
<tr>
<td>(\frac{1}{2}) of 26</td>
<td></td>
</tr>
<tr>
<td>16 \div 8</td>
<td></td>
</tr>
</tbody>
</table>
Hidden Eggs

Some eggs are hidden behind the shapes in the grid below.

Write the location of the shape described.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Shape</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>A 3D shape with two triangular faces and three rectangular faces</td>
<td></td>
</tr>
<tr>
<td>A regular 2D shape with eight sides</td>
<td></td>
</tr>
<tr>
<td>A 3D shape with no vertices and no edges</td>
<td></td>
</tr>
<tr>
<td>A regular 2D shape with five lines of symmetry</td>
<td></td>
</tr>
<tr>
<td>A 3D shape with 5 vertices</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>What time did the children get up?</td>
<td>What time did the children set off for the farm park?</td>
</tr>
<tr>
<td>What time did the children stop for breakfast?</td>
<td>What time did the children arrive at the farm park?</td>
</tr>
<tr>
<td>Draw the hands on the clock to show what time the children had lunch at the café.</td>
<td>The egg hunt started at eight minutes past three. Draw the hands on the clock to show this time.</td>
</tr>
<tr>
<td>The clock shows what time the children went to see the lambs being fed.</td>
<td>The clock shows what time the children began their journey home. It took 2 hours and 25 minutes.</td>
</tr>
<tr>
<td></td>
<td>Draw the hands on the clock to show when the lamb feeding finished.</td>
</tr>
<tr>
<td></td>
<td>Draw the hands on the clock to show when they got home.</td>
</tr>
</tbody>
</table>
Springtime Colour by Roman Numerals

Use the key to colour the spring-themed picture.

<table>
<thead>
<tr>
<th>yellow</th>
<th>orange</th>
<th>purple</th>
<th>pink</th>
<th>brown</th>
<th>green</th>
<th>blue</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 10</td>
<td>11 – 20</td>
<td>21 – 30</td>
<td>31 – 40</td>
<td>41 – 50</td>
<td>51 – 60</td>
<td>61 – 100</td>
</tr>
</tbody>
</table>

[Diagram of Easter eggs with Roman numerals]
Coordinates Picture Instructions

Follow the instructions carefully to discover the hidden pictures.

Remember, when plotting coordinates, go along first and then up.

When drawing lines, use a ruler.

1. Write numbers 0 to 13 on the axis going up, starting from the bottom.
2. Write numbers 0 to 12 on the axis going across, starting from the left.
3. Plot the coordinate (1, 1) and label it A.
4. Plot the coordinate (1, 3) and label it B.
5. Plot the coordinate (3, 3) and label it C.
6. Plot the coordinate (3, 1) and label it D.
7. Draw a straight line between A and B.
8. Draw a straight line between B and C.
9. Draw a straight line between C and D.
10. Draw a straight line between D and A.
11. Plot the coordinate (2, 4) and label it E.
12. Plot the coordinate (4, 4) and label it F.
13. Plot the coordinate (4, 2) and label it G.
14. Draw a straight line between B and E.
15. Draw a straight line between C and F.
16. Draw a straight line between D and G.
17. Draw a straight line between E and F.
18. Draw a straight line between F and G.
19. Plot the coordinate (6, 4) and label it H.
20. Plot the coordinate (6, 3) and label it I.
21. Plot the coordinate (8, 3) and label it J.
22. Plot the coordinate (8, 4) and label it K.
23. Draw a straight line between H and I.
24. Draw a straight line between I and J.
25. Draw a straight line between J and K.
26. Draw a straight line between K and H.
27. Plot the coordinate (10, 6) and label it L.
28. Plot the coordinate (12, 6) and label it M.
29. Plot the coordinate (12, 5) and label it N.
30. Draw a straight line between L and M.
31. Draw a straight line between M and N.
32. Draw a straight line between H and L.
33. Draw a straight line between K and M.
34. Draw a straight line between J and N.
35. Plot the coordinate (6, 10) and label it O.
36. Plot the coordinate (7, 10) and label it P.
37. Plot the coordinate (8, 9) and label it Q.
38. Plot the coordinate (8, 8) and label it R.
39. Plot the coordinate (7, 7) and label it S.
40. Plot the coordinate (3, 6) and label it T.
41. Plot the coordinate (4, 7) and label it U.
42. Plot the coordinate (4, 8) and label it V.
43. Plot the coordinate (3, 9) and label it W.
44. Plot the coordinate (2, 9) and label it X.
45. Draw a straight line between X and O.
46. Draw a straight line between W and P.
47. Draw a straight line between V and Q.
48. Draw a straight line between U and R.
49. Draw a straight line between T and S.
50. Plot the coordinate (1, 8) and label it Y.
51. Plot the coordinate (1, 7) and label it Z.
52. Plot the coordinate (2, 6) and label it AB.
53. Draw a straight line between O and P.
54. Draw a straight line between P and Q.
55. Draw a straight line between Q and R.
56. Draw a straight line between R and S.
57. Draw a straight line between T and U.
58. Draw a straight line between U and V.
59. Draw a straight line between V and W.
60. Draw a straight line between W and X.
61. Draw a straight line between X and Y.
62. Draw a straight line between Y and Z.
63. Draw a straight line between Z and AB.
64. Draw a straight line between AB and T.
65. Plot the coordinate (10, 13) and label it CD.
66. Plot the coordinate (9, 11) and label it EF.
67. Plot the coordinate (11, 11) and label it GH.
68. Plot the coordinate (12, 12) and label it IJ.
69. Draw a straight line between CD and EF.
70. Draw a straight line between CD and GH.
71. Draw a straight line between CD and IJ.
72. Draw a straight line between EF and GH.
73. Draw a straight line between GH and IJ.
Coordinates Picture

Number each axis before following the instructions to make a picture.
1. Hiro the ninja is trying to solve an ancient puzzle.

He needs to join all of the triangles together, but each pair of numbers that touch need to round to the same 100.

Investigate how he could join the triangles together to solve the puzzle.

2. Zeebo the alien is trying to deposit some money he has saved up. He fills three envelopes with different amounts of money, and each envelope is then rounded to the nearest 10 or 100 due to a special offer at the bank.

If Zeebo deposits 1,000 Zog Dollars, explore the different combinations of money that he could have put in the three envelopes.
Colour by Multiplication

Do the multiplication calculation and colour the shape in the correct colour.

0-10  light blue
11-20  purple
21-30  pink
31-40  yellow
41-50  green
51-60  orange
61-70  dark blue

3 x 3
5 x 5
6 x 8
7 x 4
5 x 3
9 x 3
2 x 6
5 x 8
2 x 2
4 x 3
9 x 2
5 x 2
6 x 7
6 x 8
8 x 7
6 x 9
3 x 3
4 x 4
6 x 6
2 x 6
5 x 7
2 x 7
3 x 3
2 x 6
5 x 7
2 x 8
3 x 3
7 x 3
7 x 8
2 x 4
9 x 2
4 x 9
4 x 8
6 x 6
4 x 6
4 x 5
7 x 3
5 x 3
5 x 6
4 x 3
5 x 9
2 x 4
4 x 8
**Add Two 4-Digit Numbers 2**

1a. Match the addition calculation to the correct answer.

<table>
<thead>
<tr>
<th>Th</th>
<th>H</th>
<th>T</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B: Five thousand, five hundred and fifty

C: 5,555

VF

1b. Match the addition calculation to the correct answer.

<table>
<thead>
<tr>
<th>Th</th>
<th>H</th>
<th>T</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>100</td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td><strong>A</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B: Three thousand six hundred and eighty-four

C: 3,648

VF

2a. What number is missing from the calculation?

<table>
<thead>
<tr>
<th>Th</th>
<th>H</th>
<th>T</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VF

2b. What number is missing from the calculation?

<table>
<thead>
<tr>
<th>Th</th>
<th>H</th>
<th>T</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VF

3a. Complete the calculation.

<table>
<thead>
<tr>
<th>Th</th>
<th>H</th>
<th>T</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VF

3b. Complete the calculation.

<table>
<thead>
<tr>
<th>Th</th>
<th>H</th>
<th>T</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VF

4a. Complete the calculation so that the missing digit leads to an exchange.

<table>
<thead>
<tr>
<th>Th</th>
<th>H</th>
<th>T</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VF

4b. Complete the calculation so that the missing digit leads to an exchange.

<table>
<thead>
<tr>
<th>Th</th>
<th>H</th>
<th>T</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

VF
Add Two 4-Digit Numbers 2

1a. Match the calculation to the correct answer.

```
2035  
+ 1073
```

```
A

B

C
```

Three thousand and eighteen

3,108

1b. Match the calculation to the correct answer.

```
5624  
+ 3753
```

```
A

B

C
```

Nine thousand and seventy-seven

9,377

2a. What number is missing from the calculation?

```
543

+ 1551
```

```
6990
```

2b. What number is missing from the calculation?

```
3738

+ 150
```

```
5688
```

3a. Complete the calculation.

```
4236

+ 3627
```

3b. Complete the calculation.

```
5862

+ 2821
```

4a. Complete the calculation so that the missing digit leads to an exchange.

```
Th  H  T  O
+  
```

4b. Complete the calculation so that the missing digit leads to an exchange.

```
Th  H  T  O
+  
```
What do you want to be when you grow up? Why?

What is your happiest memory? Why?

What do you like to do to have fun?

Where do you live? Who do you live with?

What is your name? When is your birthday? Where were you born?

A piece of writing that is all about you. Answer the questions below in full.

My Autobiography
MY AUTOBIOGRAPHY

Now put all your sentences together to create your own autobiography.
A warrior queen’s dilemma

Read the narrative.

Callista warrior queen looked anxious as she quietly surveyed her kingdom in ancient Britain.

I have to think of a plan, she said to Teldak, her trusted adviser. The harvest was poor because weve had no rain and the gangs of bandits are attacking the outer villages. Our people need our help.

The following day, Callista called together the village leaders to present ideas and discuss solutions to their problems. Finally, it was decided to use the farm laborers to construct a protective barrier on the outskirts of the kingdom, to deter the bandits, until peaceful negotiations could be arranged. As well irrigation channels were to be dug to the river to divert water for crops trade contacts were also to be established with the Shedrons who lived on the other side of the mountain.

At last I feel like were doing something positive. I see a bright future for our people she announced.

1 Punctuation
(a) The narrative needs 1 full stop and 1 capital letter, 2 exclamation marks, 2 apostrophes for contractions and 4 grammatical commas.

(b) Underline the direct speech and write the 3 missing sets of quotation marks.

2 Spelling
(a) Write the correct spelling of 4 misspelt words.

__________________________
__________________________

3 Grammar
(a) Write 1 collective noun from the second paragraph.

__________________________

(b) Write collective nouns for these groups.
(i) a _____________ of soldiers
(ii) a _____________ of cattle
(iii) a _____________ of birds
(iv) a _____________ of people

(c) Write 1 verb and 1 adverb from the first paragraph.

(verb) __________________________
(adverb) _________________________

(d) Think of an appropriate adverb for each verb.
(i) attacked _______________________
(ii) discuss _______________________
(iii) construct _______________________

Proofreading and editing skills
My pop

Read the poem.

i love my pop
he loves to (were/wear) old, baggy shorts
hes really tops
all our protests come to nought
his (hare/hair) is grey
he may look strange (to/too/two) others
itll stay that way
eyes,
his face is wrinkled,
and act a bit odd—but I tell no lies
but his eyes still twinkle
hes the best grown-up that I (no/know)
his body is lumpy
all care and no responsibility—that's my
his (knees/nees) are bumpy
pops motto

1 Punctuation
(a) The poem needs 14 capital letters, 6
full stops, 5 exclamation marks and 6
apostrophes (4 in contractions and 2 to
show possession).

2 Spelling
(a) Circle the correct word in each bracket.
(b) Which word was
missing a silent letter?
(c) Circle the silent letters in these words.
(i) limb
(ii) knot
(iii) ghost
(iv) island

3 Grammar
Pronouns are used in place of nouns;
e.g. ‘I’, ‘his’.
(a) There are 6 different pronouns used in
the poem. Circle an example of each.
To show possession, the apostrophe goes
after the owner or owners; for example,
men’s shirts, ladies’ shoes.
(b) Add the apostrophe in the correct
place in the groups of words below.
(i) boys shirts
(ii) childrens toys
(iii) mothers babies

(c) Write the adjective that describes
each of these features of ‘My pop’.
(i) face
(ii) knees
(iii) hair
(iv) body

4 Vocabulary
(a) Explain the meaning of the following
words.
(i) protests
(ii) nought
(iii) responsibility
(iv) odd
(v) motto