

Home Learning Pack Year 4

Add Two 4-Digit Numbers 2

Add Two 4-Digit Numbers 2

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

| Th | H | T | O |
|------|------|------|------|
| ●●●● | ●●●● | ●●●● | ●●●● |
| ● | ●●●● | ●●●● | ●●●● |

A

| | | |
|------|------|------|
| ●●●● | ●●●● | ●●●● |
| ● | ●●●● | ●●●● |

B

C

| | | |
|------|------|------|
| ●●●● | ●●●● | ●●●● |
| ● | ●●●● | ●●●● |

Five thousand, five hundred and fifty

5,555



VF

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

| Th | H | T | O |
|------|------|------|------|
| ●●●● | ●●●● | ●●●● | ●●●● |
| ● | ●●●● | ●●●● | ●●●● |

A

| | | |
|------|------|------|
| ●●●● | ●●●● | ●●●● |
| ●●●● | ●●●● | ●●●● |

B

C

| | | |
|------|------|------|
| ●●●● | ●●●● | ●●●● |
| ● | ●●●● | ●●●● |

3,648

Three thousand six hundred and eighty-four



VF

2a. What number is missing from the calculation?

| Th | H | T | O |
|------|------|------|------|
| ●●●● | ●●●● | ●●●● | ●●●● |
| ●●●● | ●●●● | ●●●● | □ |
| ●●●● | ●●●● | ●●●● | ● |

+

●



VF

2b. What number is missing from the calculation?

| Th | H | T | O |
|------|------|------|------|
| ●●●● | ● | ●●●● | □ |
| ●●●● | ●●●● | ●●●● | ●●●● |
| ●●●● | ●●●● | ●●●● | ●● |

+

●



VF

3a. Complete the calculation.

| Th | H | T | O |
|------|------|------|------|
| ●●●● | ●●●● | ●●●● | ●●●● |
| ●●●● | ●●●● | ●●●● | ●●●● |
| □ | □ | □ | □ |

+



VF

3b. Complete the calculation.

| Th | H | T | O |
|------|------|------|------|
| ●●●● | ●●●● | ●●●● | ●●●● |
| ●●●● | ●●●● | ●●●● | ●●●● |
| □ | □ | □ | □ |

+



VF

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

| Th | H | T | O |
|------|------|------|------|
| ●●●● | ●●●● | ●●●● | ●●●● |
| ● | ●●●● | ● | □ |

+



VF

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

| Th | H | T | O |
|------|------|------|------|
| ●●●● | ●●●● | ●●●● | ●●●● |
| ●●●● | ●●●● | ●●●● | □ |

+

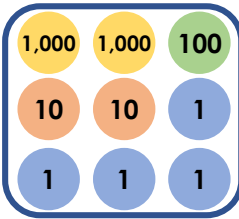
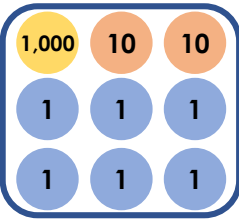


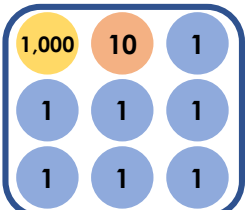
VF

Add Two 4-Digit Numbers 2

Add Two 4-Digit Numbers 2

1a. Which two numbers add together to make the answer 3,150?

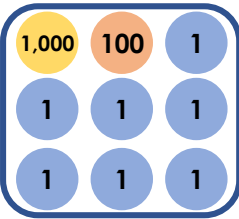
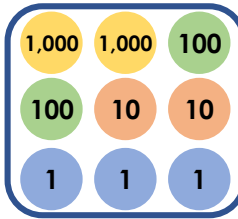
A  B 

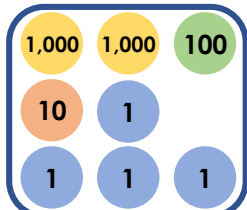
C 



PS

1b. Which two numbers add together to make the answer 3,221?

A  B 

C 



PS

2a. Louise is adding two 4-digit numbers together.

| Th | H | T | O |
|----|---|---|---|
| | | | |
| | | | |

What digit could be in the ones column so that an exchange takes place?



PS

2b. Cassie is adding two 4-digit numbers together.

| Th | H | T | O |
|----|---|---|---|
| | | | |
| | | | |

What digits could be in the ones column so that an exchange takes place?



PS

3a. Josh thinks that an exchange takes place from the ones column in the calculation below.

| Th | H | T | O |
|----|---|---|---|
| | | | |
| | | | |

Is he correct?
Prove it.



R

3b. David thinks that an exchange takes place from the ones column in the calculation below.

| Th | H | T | O |
|----|---|---|---|
| | | | |
| | | | |

Is he correct?
Prove it.



R

Add Two 4-Digit Numbers 2

Add Two 4-Digit Numbers 2

1a. Match the calculation to the correct answer.

| | | | | |
|-------|---|---|---|---|
| | 2 | 0 | 3 | 5 |
| + | 1 | 0 | 7 | 3 |
| <hr/> | | | | |
| | | | | |
| <hr/> | | | | |
| | | | | |

A

| | | | |
|-----------------------------|-------|-------|---|
| 1,000 | 1,000 | 1,000 | |
| 1 | 1 | 1 | 1 |
| 1 | 1 | 1 | 1 |
| Three thousand and eighteen | | | |
| 3,108 | | | |

B

C



VF

1b. Match the calculation to the correct answer.

| | | | | |
|-------|---|---|---|---|
| | 5 | 6 | 2 | 4 |
| + | 3 | 7 | 5 | 3 |
| <hr/> | | | | |
| | | | | |
| <hr/> | | | | |
| | | | | |

A

| | | | |
|---------------------------------|-------|-----|---|
| 1,000 | 1,000 | 100 | |
| 10 | 10 | 10 | 1 |
| 9,377 | | | |
| Nine thousand and seventy-seven | | | |

B

C



VF

2a. What number is missing from the calculation?

| | | | | |
|-------|---|---|---|---|
| | 5 | 4 | 3 | |
| + | 1 | 5 | 5 | 1 |
| <hr/> | | | | |
| | 6 | 9 | 9 | 0 |
| <hr/> | | | | |
| | | | 1 | |



VF

2b. What number is missing from the calculation?

| | | | | |
|-------|---|---|---|---|
| | 3 | 7 | 3 | 8 |
| + | 1 | | 5 | 0 |
| <hr/> | | | | |
| | 5 | 6 | 8 | 8 |
| <hr/> | | | | |
| | 1 | | | |



VF

3a. Complete the calculation.

| | | | | |
|-------|---|---|---|---|
| | 4 | 2 | 3 | 6 |
| + | 3 | 6 | 2 | 7 |
| <hr/> | | | | |
| | | | | |
| <hr/> | | | | |
| | | | | |



VF

3b. Complete the calculation.

| | | | | |
|-------|---|---|---|---|
| | 5 | 8 | 6 | 2 |
| + | 2 | 8 | 2 | 1 |
| <hr/> | | | | |
| | | | | |
| <hr/> | | | | |
| | | | | |



VF

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

| | | | | |
|---|----|---|----------------------|---|
| | Th | H | T | O |
| + | | | | |
| | | | <input type="text"/> | |



VF

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

| | | | | |
|---|----|----------------------|---|---|
| | Th | H | T | O |
| + | | | | |
| | | <input type="text"/> | | |

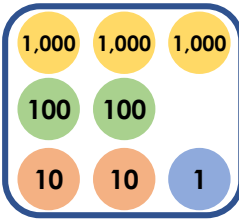
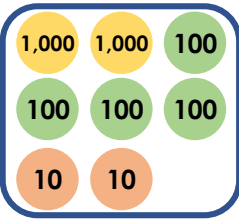


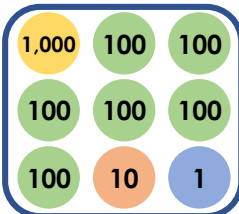
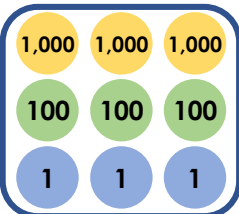
VF

Add Two 4-Digit Numbers 2

Add Two 4-Digit Numbers 2

1a. Which two numbers add together to make the answer 4,031?

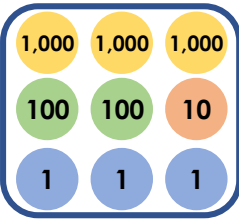
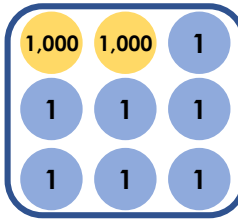
A  B 

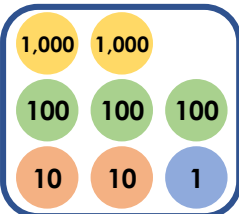
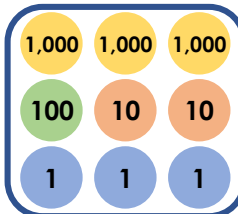
C  D 



PS

1b. Which two numbers add together to make the answer 5,220?

A  B 

C  D 



PS

2a. Frankie is adding two 4-digit numbers together.

| | | | | |
|-------|---|----------------------|---|---|
| | 4 | <input type="text"/> | 3 | 4 |
| + | 3 | <input type="text"/> | 8 | 1 |
| <hr/> | | | | |
| | | 5 | | |

What digits could be in the hundreds column so that no exchange takes place?



PS

2b. Ashante is adding two 4-digit numbers together.

| | | | | |
|-------|---|---|----------------------|---|
| | 3 | 4 | <input type="text"/> | 7 |
| + | 2 | 3 | <input type="text"/> | 1 |
| <hr/> | | | | |
| | | | 4 | |

What digits could be in the tens column so that an exchange takes place?



PS

3a. Terri thinks that an exchange takes place from the tens column in the calculation below.

| | | | | |
|-------|---|---|---|---|
| | 8 | 3 | 2 | 1 |
| + | 1 | 3 | 5 | 9 |
| <hr/> | | | | |
| | | | | |

Is she correct?
Prove it.



R

3b. Delilah thinks that an exchange takes place from the hundreds column in the calculation below.

| | | | | |
|-------|---|---|---|---|
| | 5 | 3 | 1 | 1 |
| + | 3 | 8 | 1 | 2 |
| <hr/> | | | | |
| | | | | |

Is she correct?
Prove it.



R

Add Two 4-Digit Numbers 2

1a. Match the calculation to the correct answer.

6,961 add one thousand, two hundred and twenty-five

| | |
|---|---------------------------------|
| A | Eight thousand 100 LXXXVI |
| B | Eight thousand 100 100 86 |
| C | 100 8,000 seventy-six |



VF

Add Two 4-Digit Numbers 2

1b. Match the calculation to the correct answer.

Five thousand, four hundred and eighty-two add 3,497

| | |
|---|--------------------------------|
| A | 9,000 100 nine |
| B | Eight thousand 900 LXXIX |
| C | 9,000 Seventy-nine |



VF

2a. What number is missing from the calculation?

$$9, \square 67 + 381 = 9948$$



VF

2b. What number is missing from the calculation?

$$4,258 + 5,5 \square 1 = 9,839$$



VF

3a. Complete the calculation.

$$9,369 + 425 =$$



VF

3b. Complete the calculation.

$$6,366 + 2,273 =$$



VF

4a. Complete the calculations with the same number so that the missing digit leads to an exchange.

A $2,3 \square 5 + 1,454 =$

B $3,926 + 2, \square 43 =$



VF

4b. Complete the calculations with the same number so that the missing digit leads to an exchange.

A $4,628 + 2,1 \square 1 =$

B $6,3 \square 5 + 3,413 =$

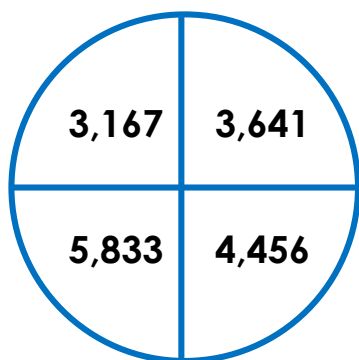


VF

Add Two 4-Digit Numbers 2

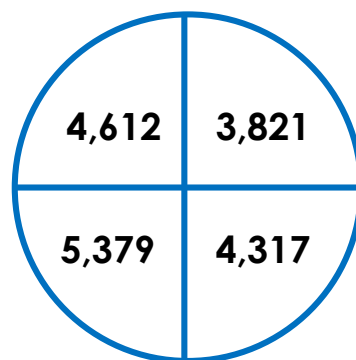
Add Two 4-Digit Numbers 2

1a. Which two numbers add together to make the answer 8,097?



PS

1b. Which two numbers add together to make the answer 8,433?



PS

2a. Eva is adding two 4-digit numbers together.

The answer has a five in the tens column where an exchange has taken place.

What digits could be in the tens column of the two numbers being added together?



PS

2b. Laura is adding two 4-digit numbers together.

The answer has a seven in the hundreds column and an exchange has taken place from the tens to the hundreds.

What digits could be in the hundreds column of the two numbers being added together?



PS

3a. Meg thinks that an exchange takes place from the tens column in the calculation below.

$$1,732 + 7,353$$

Is she correct?
Prove it.



R

3b. Jack thinks that an exchange takes place from the hundreds column in the calculation below.

$$6,744 + 2,165$$

Is he correct?
Prove it.



R

Round to the Nearest 1,000

Round to the Nearest 1,000

1a. Tick the numbers below that round up to 4,000.

A. 3,395



B. 1,000



C. 3,621



VF

1b. Tick the number below that rounds down to 6,000.

A. 6,407



B. 1,000



C. 6,694



VF

2a. Which thousand does the number below round to?

2,198



VF

2b. Which thousand does the number below round to?

1,472



VF

3a. True or false?

All of the numbers round to 5,000.

A. 7,324



B. 1,000



C. 4,881



VF

3b. True or false?

All of the numbers round to 9,000.

A. 8,730



B. 1,000



C. 2,245



VF

4a. Change one value in the number below so that it rounds down to 3,000.

3,507



VF

4b. Change one value in the number below so that it rounds up to 8,000.

7,274



VF

Round to the Nearest 1,000

Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds up to 3,000



B. Rounds up to 2,000

2,714

C. Rounds down to 2,000

1,875



PS

1b. Match the descriptions to the numbers.

A. Rounds up to 3,000

3,608

B. Rounds up to 4,000



C. Rounds down to 3,000

2,961



PS

2a. When rounded to the nearest thousand, which is the odd one out?

A. 5,264



B. 1,000 100 10 10 1



C. 4,985

Explain your reasoning.



R

2b. When rounded to the nearest thousand, which is the odd one out?

A. 4,519



B. 1,000 1,000 10 10 1



C. 4,471

Explain your reasoning.



R

3a. Max is thinking of a number.

He says,



My number is 3,148 and it rounds up to 4,000 to the nearest thousand.

Is he correct?

Explain your reasoning.



R

3b. Saskia is thinking of a number.

She says,



My number is 5,962 and it rounds up to 6,000 to the nearest thousand.

Is she correct?

Explain your reasoning.



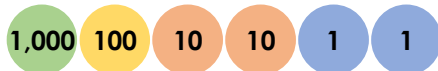
R

Round to the Nearest 1,000

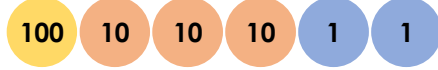
Round to the Nearest 1,000

1a. Tick the number below that rounds up to 3,000.

A. 2,513



B. 1,000 100 10 10 1 1



C. Three thousand, four hundred and sixty-two



VF

1b. Tick the numbers below that round down to 7,000.

A. 7,823



B. 1,000 1,000 100 100 10 1



C. Seven thousand, one hundred and twenty-nine



VF

2a. Which thousand does the number below round to?

Eight thousand, five hundred and forty-seven



VF

2b. Which thousand does the number below round to?

Four thousand, nine hundred and thirty-eight



VF

3a. True or false?

All of the numbers round to 6,000.

A. 5,701



B. 1,000 100 10 1



C. Six thousand, two hundred and thirteen



VF

3b. True or false?

All of the numbers round to 4,000.

A. Two thousand, six hundred and seventy-four



B. 1,000 10 10 10 1 1 1



C. 3,912



VF

4a. Change one value in the number below so that it rounds down to 8,000.

Eight thousand, six hundred and fifty-eight



VF

4b. Change one value in the number below so that it rounds up to 2,000.

One thousand, three hundred and seventy-four



VF

Round to the Nearest 1,000

Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds up to 7,000



B. Rounds up to 6,000

6,524

C. Rounds down to 6,000

Five thousand, six hundred and one



PS

1b. Match the descriptions to the numbers.

A. Rounds up to 6,000

Five thousand, six hundred and four

B. Rounds down to 6,000



C. Rounds down to 5,000

6,418



PS

2a. When rounded to the nearest thousand, which is the odd one out?

A. 4,620



B. 1,000 1,000 100 10 10 1



C. Five thousand, five hundred and three

2b. When rounded to the nearest thousand, which is the odd one out?

A. 4,209



B. 1,000 100 10 1 1



C. Three thousand, six hundred and eighty-one

Explain your reasoning.



R

Explain your reasoning.



R

3a. Chuan is thinking of a number.

He says,



My number is eight thousand, five hundred and five and it rounds down to 8,000 to the nearest thousand.

Is he correct?

Explain your reasoning.



R

3b. Isabel is thinking of a number.

She says,



My number is six thousand, seven hundred and eleven and it rounds up to 7,000 to the nearest thousand.

Is she correct?

Explain your reasoning.



R

Round to the Nearest 1,000

Round to the Nearest 1,000

1a. Tick the numbers below that round up to 2,000.

A. 1,799



B.





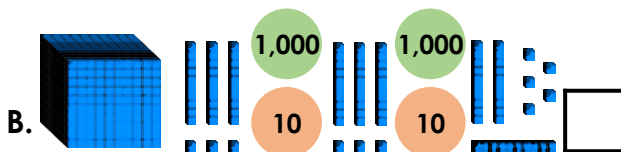
C. Sixteen hundreds, twelve tens and four ones



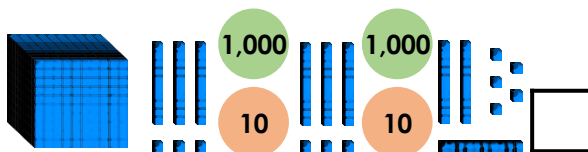
VF

1b. Tick the numbers below that round down to 5,000.

A. 4,524



B.





C. Four thousands, ten hundreds, one ten and twenty-two ones



VF

2a. Which thousand does the number below round to?

Five thousands, nineteen hundreds, fourteen tens and eleven ones



VF

2b. Which thousand does the number below round to?

Three thousands, four hundreds, nine tens and fourteen ones



VF

3a. True or false?

All of the numbers round to 4,000.

A. 3,529



B.



C. Two thousands, nineteen hundreds, seventeen tens and zero ones

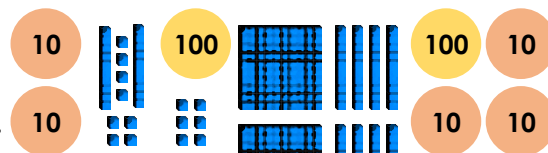


VF

3b. True or false?

All of the numbers round to 1,000.

A. 1,063



B.



C. One thousand, three hundreds, twenty-one tens and fourteen ones



VF

4a. Change one value in the number below so that it rounds down to 9,000.

Seven thousands, twenty-six hundreds, ten tens and three ones



VF

4b. Change one value in the number below so that it rounds up to 6,000.

Four thousands, fourteen hundreds, three tens and twelve ones



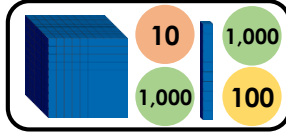
VF

Round to the Nearest 1,000

Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds down to 3,000



B. Rounds up to 4,000

Three thousand, six hundred and eighteen

C. Rounds down to 4,000

Three thousands and fourteen hundreds



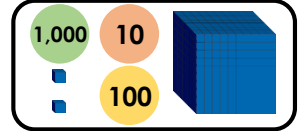
PS

1b. Match the descriptions to the numbers.

A. Rounds up to 3,000

Three thousand, four hundred and ninety-nine

B. Rounds down to 3,000



C. Rounds down to 2,000

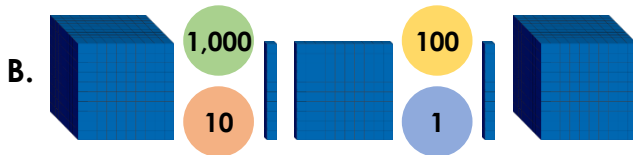
Two thousands and fifty-six tens



PS

2a. When rounded to the nearest thousand, which is the odd one out?

A. Two thousand, nine hundred and seventy-six



C. Thirty-five hundreds and forty ones

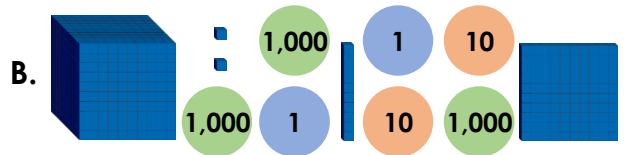
Explain your reasoning.



R

2b. When rounded to the nearest thousand, which is the odd one out?

A. Three thousand, two hundred and seventy-eight



C. Twenty-nine hundreds, six tens and twelve ones

Explain your reasoning.



R

3a. Josh is thinking of a number.

He says,



My number has seven thousands, fifteen hundreds and eleven ones, and it rounds up to eight thousand.

Is he correct?

Explain your reasoning.



R

3b. Sophie is thinking of a number.

She says,



My number has twenty-four hundreds, twelve tens and thirteen ones, and it rounds down to two thousand.

Is she correct?

Explain your reasoning.

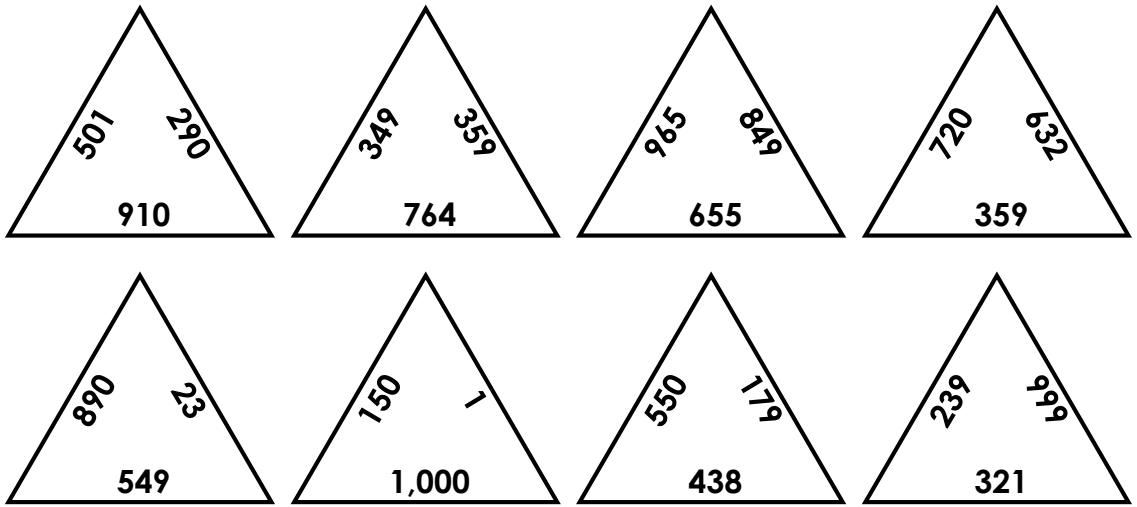


R

Round to the Nearest 100

1. Hiro the ninja is trying to solve an ancient puzzle.

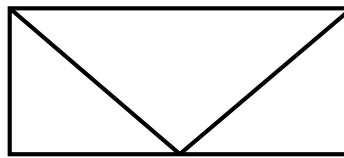
He needs to join all of the triangles together, but each pair of numbers that touch need to round to the same 100.



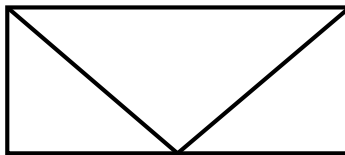
Investigate how he could join the triangles together to solve the puzzle.

DP

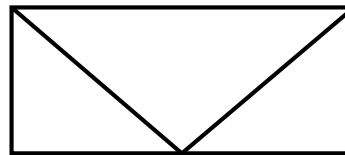
2. Zeebo the alien is trying to deposit some money he has saved up. He fills three envelopes with different amounts of money, and each envelope is then rounded to the nearest 10 or 100 due to a special offer at the bank.



Envelope 1



Envelope 2



Envelope 3

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

DP

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.

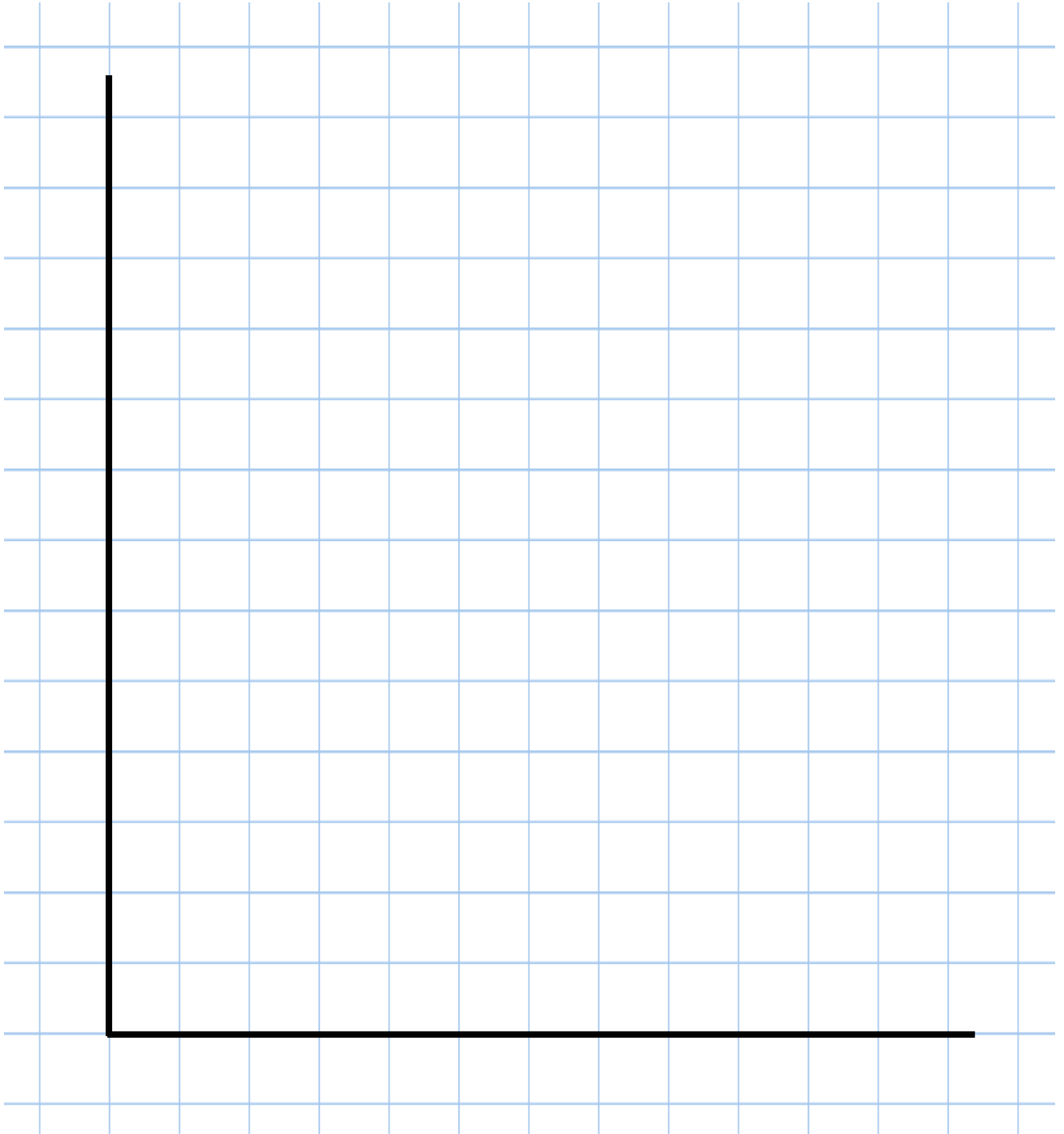
19. Plot the coordinate (6, 4) and label it H.
20. Plot the coordinate (6, 3) and label it I.
21. Plot the coordinate (8, 3) and label it J.
22. Plot the coordinate (8, 4) and label it K.
23. Draw a straight line between H and I.
24. Draw a straight line between I and J.
25. Draw a straight line between 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.

Coordinates Picture Instructions

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.



Bus Timetable Trail Chaser

Start at any shape. Calculate how long that particular journey takes. Find the answer and join them together with a line. Continue doing this until you have connected all of the journeys and times together.

| Destination | Bus A | Bus B | Bus C |
|-------------|-------|-------|-------|
| Newtown | 12:05 | | 15:25 |
| Oldtown | 12:23 | 13:50 | 15:43 |
| Oakley | 12:56 | 14:09 | |
| Parkside | 13:04 | | 16:02 |
| Puddleton | | 14:38 | 16:23 |
| Whitecross | 13:48 | 14:42 | |
| Creswell | 14:12 | 15:09 | 17:11 |
| Hilltop | 14:36 | 15:36 | 17:34 |
| Riverway | 15:09 | 16:14 | 18:12 |

Oldtown to Whitecross (Bus A)
2,640 seconds

Newtown to Riverway (Bus A)
1,860 seconds

Creswell to Hilltop (Bus A)
2 hours
24 minutes

1,260 seconds
Oldtown to Riverway (Bus B)

Parkside to Whitecross (Bus A)
2 hours
47 minutes

Oakley to Whitecross (Bus B)
1 hour
25 minutes

33 minutes
Parkside to Puddleton (Bus C)

Puddleton to Creswell (Bus B)
2 hours
7 minutes

Oldtown to Oakley (Bus B)
184 minutes

Newtown to Riverway (Bus C)
1,140 seconds

Newtown to Creswell (Bus A)
1 hour
51 minutes

Oldtown to Hilltop (Bus C)
1,440 seconds

Direct Speech

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

Go and wash your hands, the teacher said.



VF

Direct Speech

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

Can you shut the door? asked Dan.



VF

2a. Tick the sentence that uses inverted commas correctly.

A. "It's my birthday," Annie said.

B. "Can I come to your party? asked Eli.



VF

2b. Tick the sentence that uses inverted commas correctly.

A. "Where are you going? asked Sam."

B. "You can come too," said Julian.



VF

3a. Circle the inverted commas that are incorrect.

"It is a lovely sunny day," Julia said."



VF

3b. Circle the inverted commas that are incorrect.

"Hurry up!" Why aren't you ready yet?" asked Dad.



VF

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

We could play this game said Albie



VF

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

Would you like to go swimming he asked



VF

Direct Speech

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

Tiana asked if she could watch television.



A

Direct Speech

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

Lukas said that he was going to catch the bus.



A

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

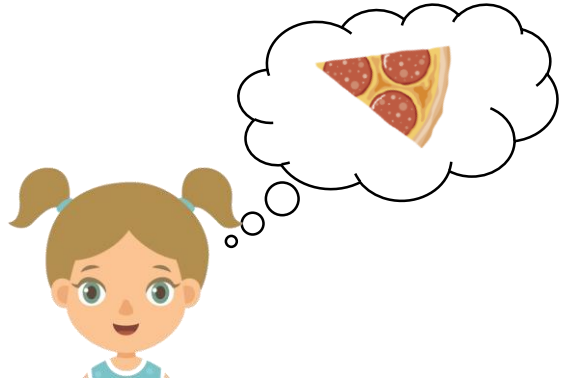


Use direct speech to write what Tom might say to his mum.



A

2b. Kirsten would like pizza for her dinner.



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



A

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

“I love apple crumble,” Said Lucy.

Is she correct? Explain your answer.



R

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.



R

Direct Speech

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

Mum asked, What would you like to drink?



VF

Direct Speech

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

I would like lemonade, replied the girl.



VF

2a. Tick the sentence that uses inverted commas correctly.

A. Alice screeched "We are going on holiday!"

B. "Where shall we eat?" I asked.

C. "Come over here! ordered Otto."



VF

2b. Tick the sentence that uses inverted commas correctly.

A. "We have missed the bus, cried" Suzie.

B. "Is this the correct way? enquired the child."

C. Julian shouted, "Sit down!"



VF

3a. Circle any inverted commas that are incorrect.

"How are you feeling today?" the doctor asked "sympathetically."



VF

3b. Circle any inverted commas that are incorrect.

"It's raining," but it's going to brighten up later," reported Faye."



VF

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

Sally said I think we should take our bikes with us



VF

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

The receptionist bellowed next please



VF

Direct Speech

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

The old lady asked the shopkeeper for two scones and a loaf of bread.



A

Direct Speech

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

Samuel whispered to Florence that she was his best friend.



A

2a. Carl is playing his drums very loudly in his bedroom.



Use direct speech to write what Carl's mum might say to Carl.



A

2b. Joe and Laurel are running. Joe boasts that he is the fastest runner.



Use direct speech to write what Joe might say to Laurel.



A

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

Coach Carter bellowed at the basketball team, "get in line quickly!" and so they all jumped to attention.

Is he correct? Explain your answer.



R

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

"Are we nearly there yet?" Emma moaned impatiently in the back seat of the car.

Is she correct? Explain your answer.



R

Direct Speech

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

Seb asked, Shall we take the bus?

Not today, replied Ally.



VF

Direct Speech

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

I love theme parks, declared Joe.

Me too, agreed his sister.



VF

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.



VF

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!"



VF

3a. Circle any inverted commas that are incorrect.

"Please can I come too?" asked Demi."

"No," answered Hallie, "not today."



VF

3b. Circle any inverted commas that are incorrect.

"Sit down"! ordered the headteacher, "Now!"

"Yes sir," replied the student."



VF

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



VF

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.



VF

Direct Speech

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.



A

Direct Speech

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.



A

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.



A

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



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



A

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.



R

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.



R

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. | |



VF

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. | |



VF

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

_____ ,
the creature slept.

_____ ,
the chef cooked.



VF

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

_____ ,
the man ran.

_____ ,
they all cheered.



VF

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

...I pushed the secret door.

- A. Sadly,
- B. Tomorrow,
- C. Carefully,



VF

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

...Jay packed his bag and ran.

- A. Usually,
- B. Frantically,
- C. Soon,



VF

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

Silently, _____

Mysteriously, _____



VF

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

Sometimes, _____

Gently, _____



VF

Using Fronted Adverbials

Using Fronted Adverbials

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.



A

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.



A

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

| | | |
|----------|-------|-------|
| the | later | tired |
| returned | bear | on |

Remember to use the correct punctuation.



A

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

| | | |
|--------|---------|---------|
| we | supper | have |
| before | usually | bedtime |

Remember to use the correct punctuation.



A

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.



R

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.



R

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.



VF

Using Fronted Adverbials

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.



VF

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.



VF

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.



VF

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,



VF

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,



VF

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

In the early morning mist, _____

Without looking, _____



VF

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

Trembling with fear and confusion, _____

On the edge of the cliff, _____



VF

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.



A

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.
- She accepted her gold medal for the
- B. 100m swim and was glowing with pride.



A

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

| | | | |
|--------|------|--------|------|
| awoke | deep | its | wolf |
| within | the | hungry | lair |

Remember to use the correct punctuation.



A

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

| | | | |
|-------|------|---------|----------|
| crept | when | they | nobody |
| was | all | looking | forwards |

Remember to use the correct punctuation.



A

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.



R

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.



R

Using Fronted Adverbials

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. |



VF

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. |



VF

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.



VF

2b. Fill in the gaps with two fronted adverbials that show where and how the main clause happened.

_____ ,
the musicians played and the choir sang.

_____ , the
eagle soared through the evening sky.



VF

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,



VF

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,



VF

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...



VF

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...



VF

Using Fronted Adverbials

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

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

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



A

Using Fronted Adverbials

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

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

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



A

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



Remember to use the correct punctuation.



A

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



Remember to use the correct punctuation.



A

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.



R

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.



R

Where Does Our Food Come From?

A survey by the British Nutrition Foundation questioned children about where our food comes from.



“Cheese comes from plants, tomatoes grow underground and fish fingers are made of chicken,” according to many young children quizzed on where our food comes from.

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.



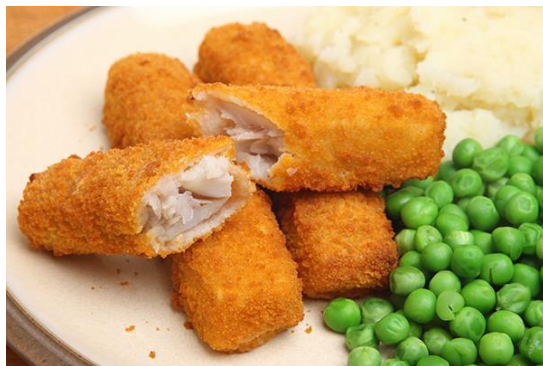
Where do tomatoes come from?

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.

Where Does Our Food Come From? – Challenge Activity

Section A

Use the information from the text to determine whether the statement is true or false.

| | True | False |
|--|--------------------------|--------------------------|
| The survey was carried out by the British Nutrition Foundation. | <input type="checkbox"/> | <input type="checkbox"/> |
| Cheese comes from a plant | <input type="checkbox"/> | <input type="checkbox"/> |
| Pasta is made from dough, a bit like bread. | <input type="checkbox"/> | <input type="checkbox"/> |
| Tomatoes grow on a plant. | <input type="checkbox"/> | <input type="checkbox"/> |
| Fish fingers are usually made from trout or swordfish. | <input type="checkbox"/> | <input type="checkbox"/> |
| Some city-living children believe that a cow is the size of a double decker bus. | <input type="checkbox"/> | <input type="checkbox"/> |
| Many children say they don't know very much about healthy eating. | <input type="checkbox"/> | <input type="checkbox"/> |

Where Does Our Food Come From? – Challenge Activity

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?

A Refugee Camp



A Refugee Camp – Follow-Up Work

Why might people be living in a camp like this?

Describe the photo in your own words.

What have the tents been made from?

State TWO facts and TWO opinions about this photo.

List 5 nouns that you can see in this photo.

How does this photo make you feel?

What do you think it is like living in this camp?

What might this photo be used for?

This photo was taken on a sunny day. Describe what you think it would be like in the camp if it had been raining.

Using only the resources they have available, how could this camp be improved?

A Refugee Camp – Vocab 1

Write the definitions for each of these words.

| | |
|--------------------|--|
| refugee | |
| camp | |
| immigrant | |
| persecution | |
| migration | |
| politics | |
| population | |
| asylum | |
| aid | |
| flee | |
| crisis | |
| shelter | |

My Autobiography

An autobiography is a piece of writing that is all about you. Answer the questions below in full sentences with information about you and your life.

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

Where do you live? Who do you live with?

What do you like to do to have fun?

What is your happiest memory? Why?

What do you want to be when you grow up? Why?

Now put all your sentences together to create your own autobiography.

My Autobiography