

**Blue Class – Home Learning – w.b. 6<sup>th</sup> July 2020**

Dear Parents / Carers,

I can't quite believe that I am writing this sentence but – Welcome to July! As always thank you to those who have sent in photographs of the work that children have completed and also some of the interesting activities they have been doing, it is such a pleasure to see what they have all been up to.

The planning for Blue Class this week focuses on re-visiting some of the key skills that the children have been acquiring throughout Year 2, giving them the opportunity to practice these skills and make sure that they know how to use them in future work.

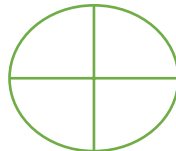
Please remember that this plan is meant as a guide and you should work with your children at their pace. This may mean that they do not complete all the tasks or you may decide to spend longer on one particular skill but that is absolutely fine as long as they understand what they are doing.

As usual, please feel free to e-mail [blue@beaupre.cambs.sch.uk](mailto:blue@beaupre.cambs.sch.uk) if you have any questions.

Keep looking after yourselves and don't forget to carry on sending in the photos for the newsletter, they are greatly appreciated by everybody.

Miss Carpenter

## Blue Class – Home Learning – w.b. 6<sup>th</sup> July 2020

Task	English - Reading	English - Writing	Maths
1	<p>This week we are looking at a text about the Heroes and villains created by Roald Dahl in his books.</p> <p>As this is a longer text and has several activity sheets to go with it you will need to work through it at your own pace throughout the week rather than me separating it into a task for each day.</p> <p>For vocab task 2, remember that a synonym is an alternative word that has the same meaning as the original one. For example synonyms of the word BIG could be HUGE, GIANT, GIGANTIC, ENORMOUS</p>	<p>This week we are going to continue looking at some of the grammar, punctuation and spelling skills that we need to use in our writing.</p> <p><b>Task 1</b> To start us off this week we are looking at missing words that will complete a sentence – make sure you read the sentence carefully when you have added in the missing word to make sure it makes sense! We are also recapping our work from last week by deciding if a sentence is a statement, exclamation, question or command.</p> <p>Now have a look at the activity attached to this plan and see how you get on.</p>	<p>Maths brain warm-up: count backwards from 77 down to 53</p> <p>This week we are continuing to revisit some of our core maths skills and for this session we are looking at reading temperature</p> <p><b>Task 1</b> Read the temperature on the thermometer, be careful to check exactly where the red line is on the scale.</p>
2		<p><b>Task 2</b> For this session we are focusing on basic punctuation. You will need to add in capital letters and full stops, make sure you read the sentence carefully!</p>	<p>Maths brain warm up: count backwards in 2's from 80 down to 50</p> <p><b>Task 2</b> For this session we are re-visiting time. Lots of you have been practicing telling the time while you have been at home so here are some questions to have a go at. These questions are all about quarter past and quarter to. It might help you to imagine the clock face as a circle and divide it up into quarters</p> 
3		<p><b>Task 3</b> This session we are looking at more punctuation. This time it is a wider range of punctuation which includes commas, question marks, apostrophes and full stops.</p>	<p>Maths brain warm up: count backwards in 5's from 100 down to 15</p> <p><b>Task 3</b> we are carrying on with time for this session but looking at telling the time in five minute intervals so knowing how to count in 5's and your five times tables will help you.</p>

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4		<p><b>Task 4</b></p> <p>For this session we are going to look at homophones. These are words that sound the same but they are spelt differently and have a different meaning.</p> <p>For example: to/two I am going to the shops. I have two sisters.</p> <p>Have a go at the activity and see how you get on.</p>	<p>Maths brain warm up: count backwards in 10's from 200 down to 170</p> <p><b>Task 4</b></p> <p>This session is all about hours and days. You might remember that we learnt that there are 60 minutes in one hour, there are 24 hours in one day, there are 30 days in the months September, April, June and November. There are 31 days in the months of January, March, May, July, August, October and December. February has 28 days unless it is a leap year then it has 29 days. There are usually 365 days in a year.</p> <p>Good luck!!</p>
5		<p><b>Task 5</b></p> <p>We are continuing with homophones today, focusing on There/They're/Their, think carefully which is the correct word to use.</p> <p>Can you think of any more homophones? Write a list of all those you can think of.</p>	<p>Maths brain warm up: mental maths – see if you can work out the answer in your head and then explain to someone how you did it. <math>136 + 101 + 109 =</math></p> <p><b>Task 5</b></p> <p>To finish this week we are looking at durations of time. For example if I am baking a cake and the recipe says that it takes one hour to bake and I put it in the oven at 2 o'clock by the time it is ready it will be 3 o'clock. (<math>2+1=3</math>)</p>

**\*\* if you would like any more maths challenges this week, I have put some extra ones on purple mash in the Blue class work folder.**

## Reading

### Roald Dahl's Heroes and Villains

During his writing career, Roald Dahl created some truly **memorable** characters including many **courageous** heroes and wicked villains. Read on to find out more about some of Dahl's most loved (and hated) characters.

#### Heroes of Dahl's Creation

##### Charlie Bucket from 'Charlie and the Chocolate Factory'

Charlie Bucket lives with his mother, father and four grandparents in a **shabby** house near to the world-famous Wonka Chocolate Factory. His family are very poor and struggling to survive.

Charlie just loves chocolate... especially Wonka chocolate! His favourite bar is the Whipple-Scrumptious Fudgemallow Delight and it is inside one of these bars that he finds the **precious** Golden Ticket. It is then that his magical adventures begin. Yet throughout these adventures, little Charlie stays **level-headed** and as Grandpa George says Charlie is 'a fine little fellow'.



##### Sophie from 'The BFG'

One night, Sophie is kidnapped from her bedroom at the **orphanage** by The Big Friendly Giant. Sophie may be only a tiny little girl, but she is tough and brave. She finds herself travelling to Giant Country clutched in the palm of The BFG's hand.

Once she realises The BFG is not going to eat her, they quickly become friends and it's not long before she is eating snozzcumbers and

drinking frobscottle. It is Sophie who thinks of a smart idea to stop all the other **foul** Giants who would rather eat human 'beans' than snozzcumbers.

##### James Trotter from 'James and the Giant Peach'

James Trotter is a lonely boy living with his two aunts, Spiker and Sponge. At the beginning of the story, poor James is orphaned when his parents are killed by a mad rhinoceros. His aunts are extremely cruel because they make James do all the cleaning and never let him away from the house to meet other children. James's luck starts to change when he meets a strange old man who hands him a special gift that will change his life. He is then introduced to some of the most unusual friends a young boy could ever have.



### Villains of Dahl's Creation

##### Mr and Mrs Twit from 'The Twits'

Mr Twit is one half of a horrible couple called The Twits. He and his wife spend most of their time teasing each other with nasty tricks and terrifying children and animals, such as the poor Muggle-Wump Monkeys.

Mr Twit has a horrible, hairy, **bristly** beard that he never washes. Because of this, his beard is full of all sorts of disgusting scraps from Mr Twit's meals including stilton cheese, cornflakes and tinned sardines.

His wife, Mrs Twit, is just as evil and twice as ugly. She was once quite beautiful, but her beauty was **transformed** by thinking so many horrible thoughts over the years.



##### Farmers Boggis, Bunce and Bean from 'Fantastic Mr. Fox'

Boggis is one of three farmers that appear in Fantastic Mr. Fox. Along with Bunce and Bean, he makes it his business to do all he can to prevent Mr Fox from taking any more of his **livestock**. From shooting at him to starving the Fox family out of their home, they'll do anything to stop sly Mr Fox.

Together, they think of many different tricks and plans to defeat the **cunning** Mr Fox, but they continue to be **infuriated** by Mr Fox's night-time raids on their farms. Unfortunately for them, Mr Fox is a clever fellow who quickly finds a solution to the problem the farmers put him in.

##### Miss Trunchbull from 'Matilda'

One of Dahl's most evil characters, Miss Agatha Trunchbull, is the '**formidable** female' headmistress of Crunchem Hall Primary School, attended by Matilda and her friends. A former Olympic hammer-thrower with a hatred of children, Dahl describes her as 'a fierce **tyrannical** monster who frightened the life out of pupils and teachers alike'. She's certainly not the sort of woman you'd expect to find as headmistress of a school as she treats her students so badly. She throws boys out of windows and girls across the playground by their pigtails. However with a little help from Matilda, though, Miss Trunchbull faces punishment for her evil deeds.





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### Roald Dahl's Heroes and Villains – Follow-Up Work

What are the names of the three Roald Dahl 'heroes' featured in the text?

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Describe the character of Charlie Bucket based on the text.

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Which character is described as having a hairy, bristly beard?

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How did Mrs Twit become so ugly?

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What is the name of the school where Miss Trunchbull is headmistress?

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Why do you think it is so difficult for Charlie to live so near to Wonka's Chocolate Factory?

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How are the characters of Sophie and James Trotter similar?

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What evidence in the text shows that Mr Twit does not have good hygiene?

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Why do you think Miss Trunchbull makes such a poor headmistress?

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How are headings and sub-headings used within the text?

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Which word does the writer use to describe the frustration the farmers feel towards Fantastic Mr Fox?

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How does the writer make you feel about Roald Dahl's books?

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How does Roald Dahl represent the role of adults and children in these stories? Why do you think he does this?

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Write the meaning of each of these words.

memorable \_\_\_\_\_

courageous \_\_\_\_\_

shabby \_\_\_\_\_

precious \_\_\_\_\_

level-headed \_\_\_\_\_

orphanage \_\_\_\_\_

foul \_\_\_\_\_

bristly \_\_\_\_\_

transformed \_\_\_\_\_

livestock \_\_\_\_\_

infuriated \_\_\_\_\_

cunning \_\_\_\_\_

formidable \_\_\_\_\_

tyrannical \_\_\_\_\_

Using the clues, can you think of a synonym for the words listed from the text?

When you have completed this, try to find that word hidden in the wordsearch below. Words are either horizontal, vertical or diagonal.

WORDS

beautiful

little

sly

courageous

horrible

special

SYNONYMS

\_ r \_ tty

s \_ a \_ l

c \_ nn \_ ng

\_ r \_ ve

t \_ rr \_ b \_ e

un \_ s \_ a \_

t	a	m	x	i	j	o	d	c
e	f	s	l	e	v	e	w	u
r	h	b	m	n	c	p	b	n
r	z	n	o	a	l	p	u	n
i	m	i	s	t	l	e	r	i
b	r	a	v	e	s	l	e	n
l	u	f	a	y	k	b	a	g
e	q	o	p	r	e	t	t	y
v	u	n	u	s	u	a	l	g

Now write each word from the 'SYNONYMS' column in to a sentence of your own.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Roald Dahl's Heroes and Villains – SPAG

Adjectives

Adjectives are describing words. *Large, friendly* and *red* are all examples of adjectives.

Tick the adjectives (describing words) in this list:

grey \_\_\_\_\_

music \_\_\_\_\_

kind \_\_\_\_\_

tiny \_\_\_\_\_

dance \_\_\_\_\_

Using the text, find eight or more examples of adjectives from the text.

_____	_____
_____	_____
_____	_____
_____	_____

Think of three examples of adjectives to describe Charlie Bucket which are not used within the text.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Think of three examples of adjectives to describe Mr Twit which are not used within the text.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Maths Task 1

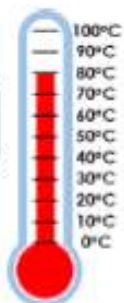
Temperature

1a. Carter is reading the temperature outside. He says,



It is 8°C.

Is he correct?  
Explain why.

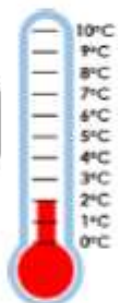
Temperature

1b. Evelyn is reading the temperature outside. She says,



It is 2°C.

Is she correct?  
Explain why.

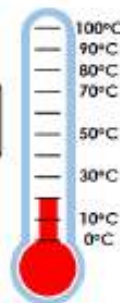
Temperature

4a. Lewis is reading the temperature outside. He says,



It is 10°C.

Is he correct?  
Explain why.

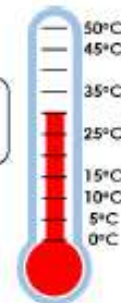
Temperature

4b. Rose is reading the temperature outside. She says,

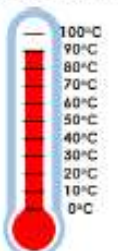


It is 30°C.

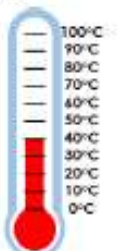
Is she correct?  
Explain why.



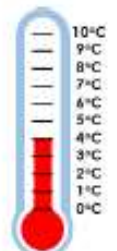
2a. Which thermometer is the odd one out? Explain why.



A



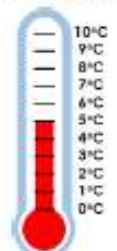
B



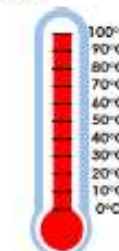
C



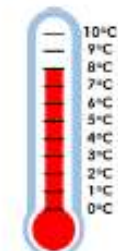
2b. Which thermometer is the odd one out? Explain why.



A



B

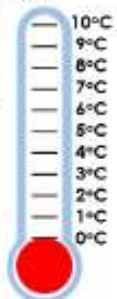


C



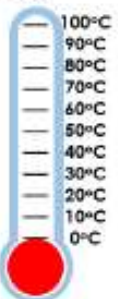
3a. Gabriel is describing a temperature. Draw on the thermometer, one possibility of what the temperature could be.

This temperature is an odd number which is higher than 3°C.

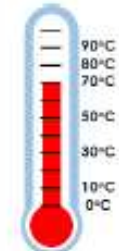


3b. Camilla is describing a temperature. Draw on the thermometer, one possibility of what the temperature could be.

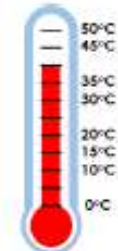
This temperature is a multiple of ten which is between 20°C and 70°C.



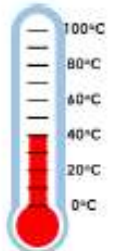
5a. Which thermometer is the odd one out? Explain why.



A



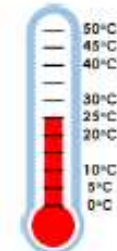
B



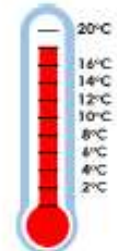
C



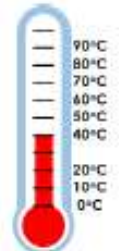
5b. Which thermometer is the odd one out? Explain why.



A



B

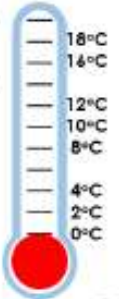


C



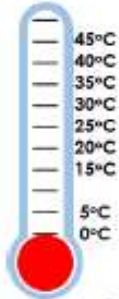
6a. Mason is describing a temperature. Draw on the thermometer, one possibility of what the temperature could be.

This temperature is an even number which is higher than 11°C.



6b. Isabella is describing a temperature. Draw on the thermometer, one possibility of what the temperature could be.

This temperature is a 2-digit number which is in the 10 x table.





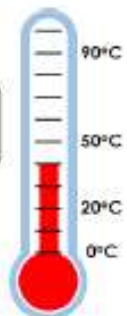
### Temperature

7a. Owen is reading the temperature outside. He says,



It is 40°C.

Is he correct?  
Explain why.



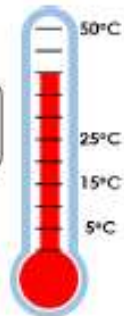
### Temperature

7b. Hazel is reading the temperature outside. She says,

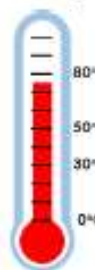


It is 35°C.

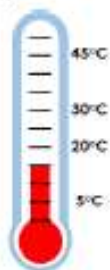
Is she correct?  
Explain why.



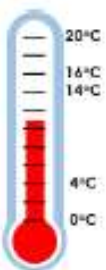
8a. Which thermometer is the odd one out? Explain why.



A



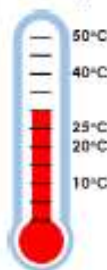
B



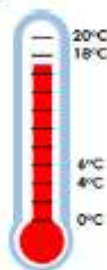
C



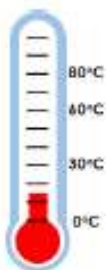
8b. Which thermometer is the odd one out? Explain why.



A



B

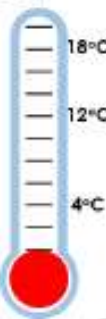


C



9a. Jaxon is describing a temperature. Draw on the thermometer, one possibility of what the temperature could be.

This temperature has 2 digits. When you add the digits together, the total is a multiple of 2.



9b. Aaliyah is describing a temperature. Draw on the thermometer, one possibility of what the temperature could be.

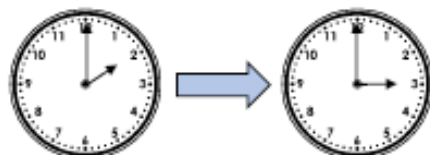
This temperature is greater than double 10°C but less than half of 80°C.



# Maths Task 2

## Quarter Past and Quarter To

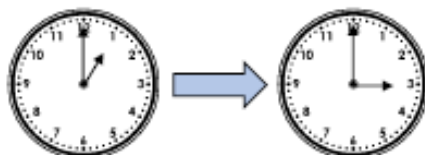
1a. How many quarters of an hour are between 2 o'clock and 3 o'clock?



2 PS

## Quarter Past and Quarter To

1b. How many quarters of an hour are between 1 o'clock and 3 o'clock?



2 PS

2a. Jason is trying to tell the time.



It is 3 past 6.

Is Jason right? How do you know?



2 R

2b. Nia is trying to tell the time.



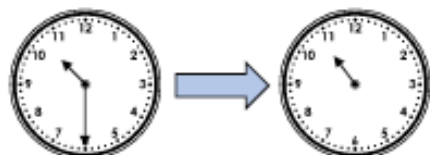
It's 9 o'clock.

Is Nia right? How do you know?



2 R

3a. Playtime is 15 minutes long. What time would it finish if it started at the time shown on the first clock?

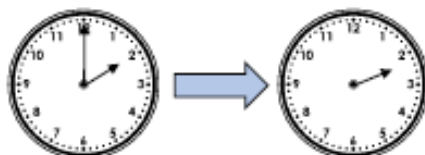


Draw the minute hand on the clock and write the answer.



2 PS

3b. Playtime is 15 minutes long. What time would it finish if it started at the time shown on the clock?



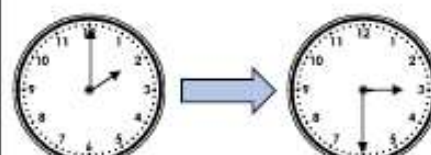
Draw the minute hand on the clock and write the answer.



2 PS

## Quarter Past and Quarter To

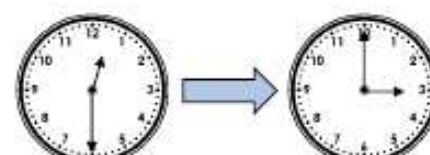
4a. How many quarters of an hour are between 2 o'clock and half past 3?



2 PS

## Quarter Past and Quarter To

4b. How many quarters of an hour are between half past 12 and 3 o'clock?



2 PS

5a. Dan is trying to tell the time.



In quarter of an hour it will be 4 o'clock.

Is Dan right? How do you know?



2 R

5b. Malaika is trying to tell the time.



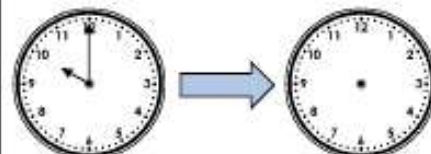
It's 5 past 3.

Is Malaika right? How do you know?



2 R

6a. Playtime is 15 minutes long. What time would it finish if it started at the time shown on the first clock?

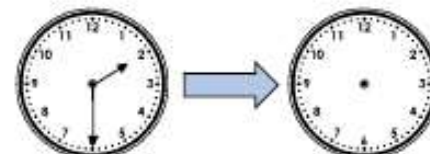


Draw both hands on the clock and write the answer.



2 PS

6b. Playtime is 15 minutes long. What time would it finish if it started at the time shown on the first clock?



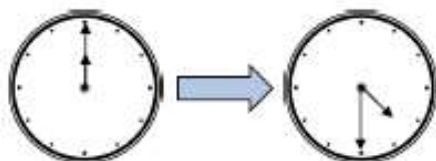
Draw both hands on the clock and write the answer.



2 PS

Quarter Past and Quarter To

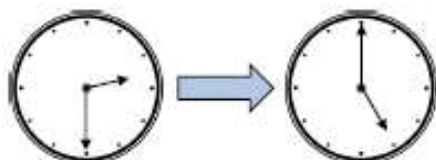
7a. How many quarters of an hour are between 12 o'clock and half past 4?



2 PS

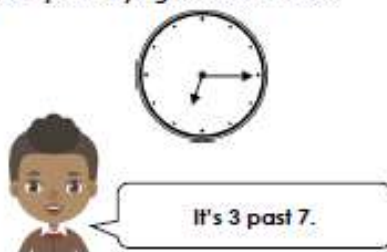
Quarter Past and Quarter To

7b. How many quarters of an hour are between half past 2 and 5 o'clock?



2 PS

8a. Tyler is trying to tell the time.



Is Tyler right? How do you know?



2 H

8b. Zoe is trying to tell the time.

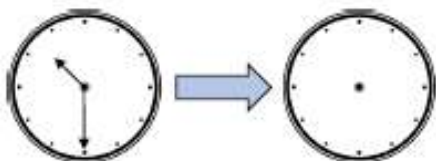


Is Zoe right? How do you know?



2 H

9a. Playtime is 15 minutes long. What time would it finish if it started at the time shown on the clock?

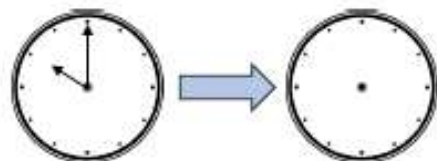


Draw the hands and write the answer.



2 PS

9b. Playtime is 15 minutes long. What time would it finish if it started at the time shown on the clock?



Draw the hands and write the answer.



2 PS



# Maths Task 3

## Tell Time to 5 Minutes

1a. Draw lines to match the correct times.



10 to 5

5 past 6



2 PS

## Tell Time to 5 Minutes

1b. Draw lines to match the correct times.



20 past 11

25 to 1



2 PS

## Tell Time to 5 Minutes

4a. Draw lines to match the correct times.



25 to 4

20 past 9

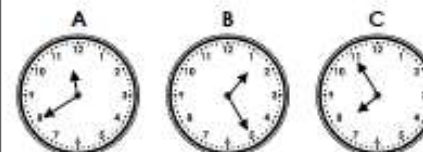
10 past 10



2 PS

## Tell Time to 5 Minutes

4b. Draw lines to match the correct times.



5 to 8

20 to 12

25 past 1



2 PS

2a. Talia says,



I finished swimming at 20 to 3 so the minute hand was on the 9.

Is she correct?

Explain why.



2 R

2b. Hanif says,



I finished my run at 10 to 4 so the minute hand was on the 3.

Is he correct?

Explain why.



2 R

3a. Jed starts his homework at half past 1.

It takes him 5 minutes to finish his homework.

What time does he finish his homework?



2 PS

3b. Dara starts reading her book at quarter past 7.

She reads for 5 minutes.

What time does she finish reading?



2 PS

5a. Meadow says,



I left home at 10 past 8 and arrived at school at 20 to 9, so the minute hand was on the 4.

Is she correct?

Explain why.



2 R

5b. Matthew says,



I got on the bus at 10 past 8. When I got off the bus it was 25 to 9, so the minute hand was on the 5.

Is he correct?

Explain why.



2 R

6a. Pete starts his run at 20 past 4.

He runs for 5 minutes in one direction and then runs 5 minutes back.

What time does he finish his run?



2 PS

6b. Tianni goes swimming at 20 to 5.

She swims one length in 5 minutes and swims another length in 5 minutes.

What time does she finish swimming?



2 PS



Tell Time to 5 Minutes

7a. Draw lines to match the correct times.



5 past 11

20 to 1

5 to 3



2 PS

Tell Time to 5 Minutes

7b. Draw lines to match the correct times.



10 past 4

10 to 2

25 past 2



2 PS

8a. Carla says,



I started watching a cartoon at 20 past 9. It finished 35 minutes later so the minute hand was pointing at the 10.

Is she correct?

Explain why.



2 E

8b. Julian says,



I took my dog for a walk at 5 to 3 and got home 25 minutes later, so the minute hand was pointing at the 5.

Is he correct?

Explain why.



2 E

9a. Harun starts playing games at 5 to 2.

He plays 'Funky Marco' for 5 minutes, 'Boxing Crazy' for 5 minutes and 'Build a Cube' for 5 minutes.

What time does he finish playing?



2 PS

9b. Saffie gets in from school at 10 past 3.

She plays outside for 5 minutes, reads her book for 5 minutes and then draws for 5 minutes.

What time does she finish drawing?



2 PS

## Maths Task 4

## Hours and Days

1a. Use the digit cards to create a length of time to make the statement correct.

6 3 5 2

0 hours < 1 day



2 PS

## Hours and Days

1b. Use the digit cards to create a length of time to make the statement correct.

5 1 7 4

0 hours < 1 day



2 PS

## Hours and Days

4a. Use the digit cards to create different lengths of time to make the statement correct.

5 3 2 1

hours < 1 day



2 PS

## Hours and Days

4b. Use the digit cards to create different lengths of time to make the statement correct.

2 4 9 7

hours < 2 days



2 PS

2a. Kim and Robbie are talking about hours and minutes.



1 hour and 10 minutes is 110 minutes.

Kim

1 hour and 10 minutes is 70 minutes.



Robbie

Who do you agree with? Explain why.



2 R

2b. Olly and Megan are talking about hours and minutes.



1 hour and 30 minutes is 90 minutes.

Olly

1 hour and 30 minutes is 130 minutes.



Megan

Who do you agree with? Explain why.



2 R

5a. Abi and Liam are talking about hours and minutes.



1 hour and 35 minutes is 135 minutes.

Abi

1 hour and 35 minutes is 95 minutes.



Liam

Who do you agree with? Explain why.



2 R

5b. Mason and Leah are talking about hours and minutes.



1 hour and 45 minutes is 105 minutes.

Mason

1 hour and 45 minutes is 145 minutes.



Leah

Who do you agree with? Explain why.



2 R

3a. Sort the times into the table below. Which time does not fit in the table? Explain why.

Less than 70 minutes	From 70 minutes to 100 minutes

1 hour 20 minutes

1 hour 10 minutes

1 hour 30 minutes

1 hour 50 minutes

1 hour 40 minutes



2 R

3b. Sort the times into the table below. Which time does not fit in the table? Explain why.

Less than 80 minutes	From 80 minutes to 100 minutes

1 hour 20 minutes

1 hour 30 minutes

1 hour 10 minutes

1 hour 0 minutes

2 hours 0 minutes



2 R

6a. Sort the times into the table below. Which time does not fit in the table? Explain why.

Less than 90 minutes	From 90 minutes to 110 minutes

1 hour 45 minutes

1 hour 30 minutes

1 hour 10 minutes

1 hour 55 minutes

1 hour 50 minutes



2 R

6b. Sort the times into the table below. Which time does not fit in the table? Explain why.

Less than 80 minutes	From 80 minutes to 100 minutes

1 hour 40 minutes

1 hour 15 minutes

1 hour 25 minutes

1 hour 45 minutes

1 hour 35 minutes



2 R

### Hours and Days

7a. Use the digit cards to create different lengths of time to make the statement correct.



hours > 2 and a half days



2 P5

### Hours and Days

7b. Use the digit cards to create different lengths of time to make the statement correct.



hours > 1 and a half days



2 P5

8a. Ben and Sara are talking about hours and minutes.



Ben

2 and a half hours is 230 minutes.

2 and a half hours is 150 minutes.



Sara

Who do you agree with? Explain why.



2 R

8b. Kate and Jayden are talking about hours and minutes.



Kate

2 hours and 25 minutes is 225 minutes.

2 hours and 25 minutes is 145 minutes.



Jayden

Who do you agree with? Explain why.



2 R

9a. Sort the times into the table below. Which time does not fit in the table? Explain why.

Less than 150 minutes	From 150 minutes to 200 minutes

2 hours 45 minutes

3 hours 5 minutes

2 hours 25 minutes

2 hours 50 minutes

3 hours 25 minutes



2 R

9b. Sort the times into the table below. Which time does not fit in the table? Explain why.

Less than 145 minutes	From 145 minutes to 190 minutes

3 hours 10 minutes

2 hours 5 minutes

2 hour 15 minutes

3 hours 20 minutes

2 hours 30 minutes



2 R

## Maths Task 5

## Find Durations of Time

1a. Zofia's sewing club starts at 4 o'clock and finishes at 20 minutes to 5.



Zofia thinks sewing club last for 30 minutes.  
Is she correct? Explain your answer.



2 R

## Find Durations of Time

1b. Wade plays on his computer game at half past 4 and finishes at 10 minutes to 5.



Wade thinks he played on his computer for 30 minutes.  
Is he correct? Explain your answer.



2 R

## Find Durations of Time

4a. Abigail's netball training starts at 25 minutes past 6 and finishes at quarter to 7.



Abigail thinks her training lasts for 20 minutes.  
Is she correct? Explain your answer.



2 R

## Find Durations of Time

4b. Andrei starts his homework at 10 minutes past 3 and finishes at 25 minutes to 4.



Andrei thinks he did his homework for 15 minutes.  
Is he correct? Explain your answer.



2 R

2a. Jazmyn says,



At 3 o'clock, I rode my bike for 40 minutes. It was 25 minutes to 4 when I finished.

Is she correct?  
Explain why.



2 R

2b. Joel says,



I need to be at hockey training for half past 6. It takes me 20 minutes to walk there. If I set off at quarter past 6, I will get there in time.

Is he correct?  
Explain why.



2 R

5a. Alice says,



It takes me 45 minutes to walk to the library. If I leave my house at 10 minutes past 3, I will get to the library at 10 minutes to 4.

Is she correct?  
Explain why.



2 R

5b. Riaz says,



It takes 35 minutes to get to the cinema by bus. The bus leaves the station at 5 minutes past 2. It will get to the cinema for 20 minutes to 3.

Is he correct?  
Explain why.



2 R

3a. Matias goes to the arcade for 3 hours. He spends 1 hour bowling. He spends half an hour on the slot machines. He spends 1 hour playing bingo.

He spends the rest of the time trying to win a teddy.

How long does he try to win a teddy for?



2 PS

3b. Kristie goes to an animal show for 2 and a half hours. She spends half an hour looking at the goats and sheep. She spends 1 hour judging the dog agility competition.

She spends the rest of the time playing with the rabbits.

How long does she spend with the rabbits?



2 PS

6a. Lucas spends 2 hours and 30 minutes at the zoo. He watches the lion show for 1 hour and 10 minutes. He rides the donkeys for 20 minutes. He spends 40 minutes on the Lazy River boat trip.

He spends the rest of the time in the Jungle Adventure.

How long does the Jungle Adventure last?



2 PS

6b. Luisa spends 1 hour and 40 minutes at the park. She spends 20 minutes on the swings. She spends half an hour feeding the ducks. She spends 40 minutes on the rowing boats.

She spends the rest of the time riding her bike.

How long does she ride her bike for?



2 PS



Find Durations of Time

7a. Brianna starts her run at 10 minutes past 9 and finishes at 20 minutes past 10.



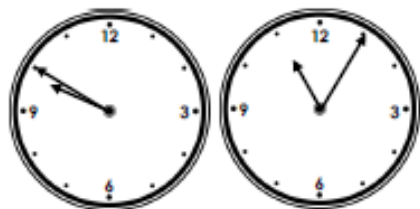
Brianna thinks her run lasted for 1 hour and 5 minutes.  
Is she correct? Explain your answer.



2 R

Find Durations of Time

7b. Mitchell walks his dog at 10 minutes to 10 and finishes at 5 minutes past 11.



Mitchell thinks his walk lasted for 1 hour and 10 minutes.  
Is he correct? Explain your answer.



2 R

8a. Harian says,



The film lasts 1 hour and 25 minutes. If I start watching it at 10 minutes past 5, it will be finished by 25 minutes past 7.

Is she correct?  
Explain why.



2 R

8b. Rio says,



It takes 1 hour and 5 minutes to cycle around the park. If I start cycling at 20 minutes past 1, I will be finished by 25 minutes past 2.

Is he correct?  
Explain why.



2 R

9a. Paloma goes to the shopping centre for 3 hours.  
She spends 45 minutes in the sweet shop.  
She spends 1 hour and 20 minutes in the clothes shop.  
She spends 35 minutes in the shoe shop.

She spends the rest of the time in the sports shop.

How long does she spend in the sports shop?



2 PS

9b. Dominic spends 2 hours and 45 minutes in the museum.  
He spends 55 minutes in the Jurassic World exhibition.  
He spends 1 hour in the Roman archive.  
He spends 20 minutes looking at the fossils.

He spends the rest of the time looking at the solar system.

How long does he look at the solar system for?



2 PS

# Writing Task 1

1 Which sentence is an exclamation?

- What can I buy? ☐
- How may I help you? ☐
- What a lovely dress you have! ☐
- My mum is a plumber. ☐

2 Which sentence is a statement?

- How old are you? ☐
- I am very tired. ☐
- How amazing you are! ☐
- Can we go home? ☐

1 Tick the correct word to complete the sentence below.

I ate biscuits \_\_\_\_\_ I was hungry.

- when ☐
- or ☐
- because ☐
- if ☐

2 Tick the correct word to complete the sentence below.

I am going to go to sleep \_\_\_\_\_ I get home.

- when ☐
- or ☐
- because ☐
- and ☐

3 Which sentence is a command?

- I like pizza. ☐
- Put your coat on. ☐
- Where are you going? ☐
- Did you share your drink? ☐

4 Which sentence is an exclamation?

- What can I buy? ☐
- How may I help you? ☐
- What a lovely dress you have! ☐
- My mum is a plumber. ☐

3 Tick the correct word to complete the sentence below.

Would you like some carrots \_\_\_\_\_ peas?

- because ☐
- when ☐
- if ☐
- or ☐

4 Tick the correct word to complete the sentence below.

Jon was grumpy \_\_\_\_\_ his mum woke him up.

- because ☐
- when ☐
- if ☐
- or ☐

5 Which sentence is a question?

- Where are my keys? ☐
- Let's sit down. ☐
- What a fast train that was! ☐
- I will phone my mum. ☐

6 Which sentence is a statement?

- How funny this programme is! ☐
- Lions are dangerous. ☐
- What a dangerous game that is. ☐
- Brush your teeth. ☐

5 Tick the correct word to complete the sentence below.

My favourite colours are orange \_\_\_\_\_ green.

- but ☐
- if ☐
- and ☐
- or ☐

6 Tick the correct word to complete the sentence below.

Tia likes chocolate ice-cream \_\_\_\_\_ not chocolate biscuits.

- if ☐
- and ☐
- but ☐
- or ☐

**Writing 2** Rewrite the sentences putting Full stops and Capital letters in the right places.

harvey went to the shop Then he went to David's house to play football

---

1. ben loved playing football with Kevin They always played in the street with their friends Sometimes sally came and played with them
- 
- 

2. Once upon a time there was a monkey called Sam He liked to eat bananas One day he ate so many bananas that he felt sick After that, a lion called Leo came along and scared Sam
- 
- 

3. Mrs Raby likes to grow vegetables in her garden She has to water them every day to make sure that they grow big and strong Mrs Shinn enjoys reading and she also likes doing puzzles
- 
-



## Rapid Rounders

Activity Sheet



EducationCity

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Read the sentences and then write them again underneath.  
Don't forget the capital letters and full stops!

1 the teacher told klara to run as fast as she could



2 manu threw the ball to stig



3 i think sten forgot his glove

4 the fans cheered for hilda

5 rosa and manu like to play catch



Write three sentences of your own about a game you like to play.  
Don't forget those capital letters and full stops!





## Writing Task 3

- 1 Tick one box to show where a comma should go in the sentence below.

Ria likes chocolates sweets and crisps.

☐ ☐ ☐ ☐

- 2 Tick one box to show where a comma should go in the sentence below.

You can be mean horrible and unkind!

☐ ☐ ☐ ☐

- 3 Tick one box to show where a comma should go in the sentence below.

During half term we went bowling swimming and to the park.

☐ ☐ ☐ ☐

- 4 Tick one box to show where a comma should go in the sentence below.

I like the green orange and blue ones.

☐ ☐ ☐ ☐

- 5 Tick one box to show where a comma should go in the sentence below.

Would you like chocolate vanilla or strawberry flavour?

☐ ☐ ☐ ☐

- 6 Tick one box to show where a comma should go in the sentence below.

I need to pack my clothes eat my dinner and sleep!

☐ ☐ ☐ ☐

- 1 Look at where the arrow is pointing.

Jon and Will went to London Jon loved it.

Which punctuation mark is missing?

Tick one.

- question mark ☐  
full stop ☐  
apostrophe ☐  
comma ☐

- 2 Look at where the arrow is pointing.

'How many more ', Sila asked.

Which punctuation mark is missing?

Tick one.

- question mark ☐  
full stop ☐  
apostrophe ☐  
comma ☐

- 3 Look at where the arrow is pointing.

Alex Craig and Jon always argue!

Which punctuation mark is missing?

Tick one.

- question mark ☐  
full stop ☐  
apostrophe ☐  
comma ☐

- 4 Look at where the arrow is pointing.

Apples are my favourite fruit Bananas are Joe's favourite fruit.

Which punctuation mark is missing?

Tick one.

- comma ☐  
full stop ☐  
question mark ☐  
apostrophe ☐

- 5 Look at where the arrow is pointing.

What are we doing tomorrow

Which punctuation mark is missing?

Tick one.

- comma ☐  
full stop ☐  
question mark ☐  
apostrophe ☐

- 6 Look at where the arrow is pointing.

When it is finished, we can go

Which punctuation mark is missing?

Tick one.

- comma ☐  
full stop ☐  
question mark ☐  
apostrophe ☐

**Writing Task 4**

**Homophones are words that sound the same but are spelt differently and have a different meaning.**

Use a pencil and ruler to join the homophones:

new

are

threw

sea

hole

hear

our

too

see

knew

be

write

right

whole

here

sail

to

through

sale

bee

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Now, put the correct homophone into each sentence:

1. I \_\_\_\_\_ the ball \_\_\_\_\_ the window. (through/threw)
2. He can \_\_\_\_\_ the \_\_\_\_\_.! (sea/see)
3. I am \_\_\_\_\_ but I can't \_\_\_\_\_ that odd noise. (hear/here)
4. I \_\_\_\_\_ with my \_\_\_\_\_ hand. (write/right)
5. I am going \_\_\_\_\_ see my mum \_\_\_\_\_.! (to/too)
6. I will \_\_\_\_\_ across the sea for the shoe \_\_\_\_\_.! (sail/sale)
7. That \_\_\_\_\_ will \_\_\_\_\_ sad when the flowers die. (be/bee)
8. The \_\_\_\_\_ car fell in the \_\_\_\_\_.! (hole/whole)
9. \_\_\_\_\_ you going to visit \_\_\_\_\_ Grandma? (are/our)
10. She \_\_\_\_\_ that coat was \_\_\_\_\_. (knew/new)

## Writing Task 5

### Their, They're and There

Examples of usage:

Their - belonging to them

There - over there

They're = they are

Put the correct word into the gap:

1. Tom and Graham put \_\_\_\_\_ coats on because it was raining.
2. Even though \_\_\_\_\_ weren't enough people, the concert still went ahead.
3. \_\_\_\_\_ legs are so long, they can just walk over fences!
4. Bob and Jim put \_\_\_\_\_ pants on \_\_\_\_\_ head and ran around the field.
5. "\_\_\_\_\_ over \_\_\_\_\_!" shouted Miss Holden.
6. \_\_\_\_\_ are lots of brainy people in class 6H.
7. How often do they tidy \_\_\_\_\_ mess up? Never!
8. \_\_\_\_\_ lazy! Look at that rubbish over \_\_\_\_\_.

Now make up some sentences of your own that use these words correctly.

Can you use any of the connectives we've been practising in class?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_



**Looks like someone mixed up their homophones!** Circle the homophones in the lullaby and re-write the sentences with the correct words.

*Twinkle, twinkle, little star,*

\_\_\_\_\_

*How eye wonder what ewe are.*

\_\_\_\_\_

*Up above the whirled sew hi,*

\_\_\_\_\_

*Like a diamond inn the sky.*

\_\_\_\_\_

*Twinkle, twinkle, little star,*

\_\_\_\_\_

*How eye wonder what ewe are.*

\_\_\_\_\_

## Maths Answers

### Reasoning and Problem Solving Temperature

#### Developing

- 1a. Carter is incorrect because the thermometer is going up in increments of  $10^{\circ}\text{C}$  so the temperature is  $80^{\circ}\text{C}$ .  
2a. Various possible answers, for example: C because it is the only temperature that has 1 digit. A could also be the odd one out because it is the only temperature which does not use the digit '4'.  
3a. Various possible answers. Gabriel could be describing  $5^{\circ}\text{C}$ ,  $7^{\circ}\text{C}$  or  $9^{\circ}\text{C}$ .

#### Expected

- 4a. Lewis is incorrect because the thermometer is going up in increments of  $10^{\circ}\text{C}$  so the temperature is  $20^{\circ}\text{C}$ .  
5a. Various possible answers, for example: B could be the odd one out because it goes up in increments of  $5^{\circ}\text{C}$ . A could also be the odd one out because it shows a temperature of  $70^{\circ}\text{C}$  whereas B and C both show  $40^{\circ}\text{C}$ .  
6a. Various possible answers. Mason could be describing:  $12^{\circ}\text{C}$ ,  $14^{\circ}\text{C}$ ,  $16^{\circ}\text{C}$ ,  $18^{\circ}\text{C}$  and  $20^{\circ}\text{C}$ .

#### Greater Depth

- 7a. Owen is correct because the thermometer is going up in increments of  $10^{\circ}\text{C}$  so the temperature is  $40^{\circ}\text{C}$ .  
8a. Various possible answers, for example: C because it is the only temperature which is not a multiple of 5. B could also be the odd one out because it is the only temperature that falls directly on a marked increment.  
9a. Various possible answers. Jaxon could be describing:  $11^{\circ}\text{C}$ ,  $13^{\circ}\text{C}$ ,  $15^{\circ}\text{C}$ ,  $17^{\circ}\text{C}$  or  $20^{\circ}\text{C}$ .

### Reasoning and Problem Solving Temperature

#### Developing

- 1b. Evelyn is correct because the thermometer is going up in increments of  $1^{\circ}\text{C}$  so the temperature is  $2^{\circ}\text{C}$ .  
2b. Various possible answers, for example: A because it is the only odd temperature. B could also be the odd one out because it is the only temperature that has 3 digits.  
3b. Various possible answers. Camilla could be describing  $30^{\circ}\text{C}$ ,  $40^{\circ}\text{C}$ ,  $50^{\circ}\text{C}$  or  $60^{\circ}\text{C}$ .

#### Expected

- 4b. Rose is correct because the thermometer is going up in increments of  $5^{\circ}\text{C}$  so the temperature is  $30^{\circ}\text{C}$ .  
5b. Various possible answers, for example: A because it is the only thermometer which shows an odd temperature. B could also be the odd one out because it is the only thermometer that has two missing labels.  
6b. Various possible answers. Isabella could be describing:  $10^{\circ}\text{C}$ ,  $20^{\circ}\text{C}$ ,  $30^{\circ}\text{C}$ ,  $40^{\circ}\text{C}$  and  $50^{\circ}\text{C}$ .

#### Greater Depth

- 7b. Hazel is incorrect because the thermometer is going up in increments of  $5^{\circ}\text{C}$  so the temperature is  $40^{\circ}\text{C}$ .  
8b. Various possible answers, for example: A because it is the only even temperature. C could also be the odd one out because it is the only thermometer that has four labelled measurements on its scale.  
9b. Various possible answers. Aaliyah could be describing:  $25^{\circ}\text{C}$ ,  $30^{\circ}\text{C}$  or  $35^{\circ}\text{C}$ .

### Reasoning and Problem Solving Quarter Past and Quarter To

#### Developing

- 1a. 4  
2a. Jason is wrong. It is not 3 minutes past 6, it is quarter past 6.  
3a. Quarter to 11



#### Expected

- 4a. 6  
5a. Dan is right because the time on the clock is quarter to 4.  
6a. Quarter past 10



#### Greater Depth

- 7a. 18  
8a. Tyler is wrong. He has mixed up the hands and miscounted the hours around the clock. It is quarter past 6.  
9a. Quarter to 11



### Reasoning and Problem Solving Quarter Past and Quarter To

#### Developing

- 1b. 8  
2b. Nia is wrong. She has mixed up the hands. It is quarter to 12.  
3b. Quarter past 2



#### Expected

- 4b. 10  
5b. Malaika is wrong because she has mixed up the hands. The minute hand is at 3 (quarter past) and the hour hand is at 5 so it is quarter past 5.  
6b. Quarter to 3



#### Greater Depth

- 7b. 10  
7b. Zoe might be right. In 15 minutes, it will be 12 o'clock but it could be noon or midnight.  
7b. Quarter past 10



Reasoning and Problem Solving  
Tell Time to 5 Minutes

Developing

- 1a. A – 5 past 6, B – 10 to 5  
2a. Talia is not correct because the minute hand points to the 8 when it is 20 minutes to the hour. If the minute hand was pointing to the 9 then it would have been quarter to 3.  
3a. 25 to 2

Expected

- 4a. A – 10 past 10, B – 25 to 4, C – 20 past 9  
5a. Meadow is not correct because the minute hand points to the 8 when it is 20 minutes to the hour. If the minute hand was pointing to the 4 then it would have been 20 past 8.  
6a. Half past 4 or 30 minutes past 4.

Greater Depth

- 7a. A – 20 to 1, B – 5 to 3, C – 5 past 11  
8a. Carla is not correct because the cartoon finished at 5 to 10 so the minute hand would be pointing to the 11. If the minute hand was pointing to the 10 then it would have been 10 to 10.  
9a. 10 past 2

Reasoning and Problem Solving  
Tell Time to 5 Minutes

Developing

- 1b. A – 20 past 11, B – 25 to 1  
2b. Hanif is not correct because the minute hand points to the 10 when it is 10 minutes to the hour. If the minute hand was pointing to the 3 then it would have been quarter past 4.  
3b. 20 past 7

Expected

- 4b. A – 20 to 12, B – 25 past 1, C – 5 to 8  
5b. Matthew is not correct because the minute hand points to the 7 when it is 25 minutes to the hour. If the minute hand was on the 5 it would have been 25 past 8.  
6b. 10 to 5.

Greater Depth

- 7b. A – 25 past 2, B – 10 to 2, C – 10 past 4  
8b. Julian is not correct because he got home at 20 past 3 so the minute hand would be pointing to the 4. If the minute hand was pointing to the 5 then it would have been 25 past 3.  
9b. 25 past 3

Reasoning and Problem Solving  
Hours and Days

Developing

- 1a. 20  
2a. Robbie is correct because there are 60 minutes in 1 hour.  $60 + 10 = 70$   
3a. 1 hour 50 minutes will not fit in the table because 1 hour and 50 minutes is 110 minutes and that is more than 100 minutes.

Expected

- 4a. Various possible answers, for example: 12, 13, 15, 21, 23  
5a. Liam is correct because there are 60 minutes in 1 hour.  $60 + 35 = 95$   
6a. 1 hour 55 minutes will not fit in the table because 1 hour and 55 minutes is 115 minutes and that is more than 110 minutes.

Greater Depth

- 7a. Various possible answers, for example: 63, 64, 67, 73, 74, 76  
8a. Sara is correct because there are 120 minutes in 2 hours.  $120 + 30 = 150$   
9a. 3 hours 25 minutes will not fit in the table because 3 hours and 25 minutes is 205 minutes and that is more than 200 minutes.

Reasoning and Problem Solving  
Hours and Days

Developing

- 1b. 10  
2b. Olly is correct because there are 60 minutes in 1 hour.  $60 + 30 = 90$   
3b. 2 hours 0 minutes will not fit in the table because 2 hours and 0 minutes is 120 minutes and that is more than 100 minutes.

Expected

- 4b. Various possible answers, for example: 24, 27, 29, 42, 47  
5b. Mason is correct because there are 60 minutes in 1 hour.  $60 + 45 = 105$   
6b. 1 hour 45 minutes will not fit in the table because 1 hour and 45 minutes is 105 minutes and that is more than 100 minutes.

Greater Depth

- 7b. Various possible answers, for example: 42, 43, 45, 52, 53, 54  
8b. Jayden is correct because there are 120 minutes in 2 hours.  $120 + 25 = 145$   
9b. 3 hours 20 minutes will not fit in the table because 3 hours and 20 minutes is 200 minutes and that is more than 190 minutes.

## Blue Class – Home Learning – w.b. 6<sup>th</sup> July 2020

### Reasoning and Problem Solving Find Durations of Time

#### Developing

- 1a. Zofia is incorrect because there are 40 minutes between 4 o'clock and 20 minutes to 5.  
2a. Jazmyn is incorrect because 3 o'clock add 40 minutes = 20 minutes to 4.  
3a. 30 minutes

#### Expected

- 4a. Abigail is correct because there are 20 minutes between 25 minutes past 6 and quarter to 7.  
5a. Alice is incorrect because 10 minutes past 3 add 45 minutes = 5 minutes to 4.  
6a. 20 minutes

#### Greater Depth

- 7a. Brianna is incorrect because there is 1 hour and 10 minutes between 10 minutes past 9 and 20 minutes past 10.  
8a. Harian is incorrect because 10 minutes past 5 add 1 hour and 25 minutes = 25 minutes to 7.  
9a. 20 minutes

### Reasoning and Problem Solving Find Durations of Time

#### Developing

- 1b. Wade is incorrect because there are 20 minutes between half past 4 and 10 minutes to 5.  
2b. Joel is incorrect because quarter past 6 add 20 minutes = 25 minutes to 7.  
3b. 1 hour

#### Expected

- 4b. Andrei is incorrect because there are 25 minutes between 10 minutes past 3 and 25 minutes to 4.  
5b. Riaz is correct because 5 minutes past 2 add 35 minutes = 20 minutes to 3.  
6b. 10 minutes

#### Greater Depth

- 7b. Mitchell is incorrect because there is 1 hour and 15 minutes between 10 minutes to 10 and 5 minutes past 11.  
8b. Rio is correct because 20 minutes past 1 add 1 hour and 5 minutes = 25 minutes past 2.  
9b. 30 minutes



## Reading Answers

### Roald Dahl's Heroes and Villains – Oral Teacher Questions

What are the names of the three Roald Dahl 'heroes' featured in the text? **Charlie Bucket, Sophie and James Trotter.**

Describe the character of Charlie Bucket based on the text. **He is described as being poor and struggling to survive. He is sensible and level-headed.**

Which character is described as having a hairy, bristly beard? **Mr Twit.**

How did Mrs Twit become so ugly? **Her beauty was transformed by thinking so many horrible thoughts over the years.**

What is the name of the school where Miss Trunchbull is headmistress? **Crunchem Hall Primary School.**

Why do you think it is so difficult for Charlie to live so near to Wonka's Chocolate Factory? **It is difficult because he is extremely poor and can't afford to buy the chocolate that he loves so much.**

How are the characters of Sophie and James Trotter similar? **Both children are orphaned (without their parents). Both children's lives change when something 'special' happens to both of them.**

What evidence in the text shows that Mr Twit does not have good hygiene? **He never washes and because of this, his beard is full of all sorts of disgusting scraps from his meals including stilton cheese, cornflakes and tinned sardines.**

Why do you think Miss Trunchbull makes such a poor headmistress? **She hates children and treats them badly. She throws children through windows and across the playground by their pigtails.**

How are headings and sub-headings used within the text? **Sub-headings are used to write about each of the characters separately. The headings are used to separate the heroes and villains.**

Which word does the writer use to describe the frustration the farmers feel towards Fantastic Mr Fox? **The writer uses the word 'infuriated' to describe their frustration.**

How does the writer make you feel about Roald Dahl's books? **The writer describes the characters in detail and makes them sound interesting without giving too much of the story away. The writer makes people want to read the stories that these characters are in.**

How does Roald Dahl represent the role of adults and children in these stories? Why do you think he does this? **In these examples, the children are portrayed as being the heroes of his stories whereas the adults tend to be portrayed as villains. He does this because his books are aimed at children and making them the heroes would appeal to children.**

### Roald Dahl's Heroes and Villains – Vocab 1

Write the meaning of each of these words.

memorable – something worth remembering; notable

courageous – being brave; having courage

shabby – showing signs of wear or neglect

precious – something which is dear to someone; very valuable or costly

level-headed – having common sense; sensible

orphanage – a place for the care of orphans (children without family)

foul – filthy and disgusting; something which is horrible

bristly – rough; covered with bristles

transformed – to have changed in appearance

livestock – animals kept on a farm, such as chickens, cows and sheep

infuriated – to make someone very angry or impatient

cunning – sly and crafty

formidable – causing fear or dread; intimidating, forceful and powerful

tyrannical – acting in a cruel, harsh or severe way

## Blue Class – Home Learning – w.b. 6<sup>th</sup> July 2020

### Roald Dahl's Heroes and Villains – Vocab 2

Using the clues, can you think of a synonym for the words listed from the text?

When you have completed this, try to find that word hidden in the wordsearch below.  
Words are either horizontal, vertical or diagonal.

#### WORDS      SYNONYMS

beautiful	pretty
little	small
sly	cunning
courageous	brave
horrible	terrible
special	unusual

t	a	m	x	i	j	o	d	c
e	f	s	l	e	v	e	w	u
r	h	b	m	n	c	p	b	n
r	z	n	o	a	l	p	u	n
i	m	i	s	t	l	e	r	i
b	r	a	v	e	s	l	e	n
l	u	f	a	y	k	b	a	g
e	q	o	p	r	e	t	t	y
v	u	n	u	s	u	a	l	g

Now write each word from the 'SYNONYMS' column in to a sentence of your own.

1. Individual pupil responses to include the six words above.
- 2.
- 3.
- 4.
- 5.
- 6.

### Roald Dahl's Heroes and Villains – SPAG

#### Adjectives

Adjectives are describing words. *Large, friendly* and *red* are all examples of adjectives.

Tick the adjectives (describing words) in this list:

grey	<input checked="" type="checkbox"/>
music	<input type="checkbox"/>
kind	<input checked="" type="checkbox"/>
tiny	<input checked="" type="checkbox"/>
dance	<input type="checkbox"/>

Using the text, find eight or more examples of adjectives from the text.

Examples could include any of the following words: shabby, poor, hairy, nasty, horrible, bristly, precious, tiny, mad, old, fierce, tyrannical, tough, terrible, special, little, brave, strange, special, unusual, disgusting, evil, ugly, beautiful, sly, cunning, clever.

Think of three examples of adjectives to describe Charlie Bucket which are not used within the text.

1. Words such as deprived, young, small, friendly, sensible, hungry could be used.
- 2.
- 3.

Think of three examples of adjectives to describe Mr Twit which are not used within the text.

1. Words such as awful, smelly, revolting, dreadful, appalling could be used.
- 2.
- 3.

## Writing Answers

1 Which sentence is an exclamation?

Tick one

- What can I buy? ☐
- How may I help you? ☐
- What a lovely dress you have! ☒
- My mum is a plumber. ☐

2 Which sentence is a statement?

Tick one

- How old are you? ☐
- I am very tired. ☒
- How amazing you are! ☐
- Can we go home? ☐

3 Which sentence is a command?

Tick one

- I like pizza. ☐
- Put your coat on. ☒
- Where are you going? ☐
- Did you share your drink? ☐

4 Which sentence is an exclamation?

Tick one

- What can I buy? ☐
- How may I help you? ☐
- What a lovely dress you have! ☒
- My mum is a plumber. ☐

5 Which sentence is a question?

Tick one

- Where are my keys? ☒
- Let's sit down. ☐
- What a fast train that was! ☐
- I will phone my mum. ☐

6 Which sentence is a statement?

Tick one

- How funny this programme is! ☐
- Lions are dangerous. ☒
- What a dangerous game that is. ☐
- Brush your teeth. ☐

1 Tick the correct word to complete the sentence below.

I ate biscuits \_\_\_\_\_ I was hungry.

Tick one

- when ☐
- or ☐
- because ☒
- if ☐

2 Tick the correct word to complete the sentence below.

I am going to go to sleep \_\_\_\_\_ I get home.

Tick one

- when ☒
- or ☐
- because ☐
- and ☐

3 Tick the correct word to complete the sentence below.

Would you like some carrots \_\_\_\_\_ peas?

Tick one

- because ☐
- when ☐
- if ☐
- or ☒

4 Tick the correct word to complete the sentence below.

Jon was grumpy \_\_\_\_\_ his mum woke him up.

Tick one

- because ☐
- when ☒
- if ☐
- or ☐

5 Tick the correct word to complete the sentence below.

My favourite colours are orange \_\_\_\_\_ green.

Tick one

- but ☐
- if ☐
- and ☒
- or ☐

6 Tick the correct word to complete the sentence below.

Tia likes chocolate ice-cream \_\_\_\_\_ not chocolate biscuits.

Tick one

- if ☐
- and ☐
- but ☒
- or ☐





## Rapid Rounders

Activity Sheet



EducationCity

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Read the sentences and then write them again underneath.  
Don't forget the capital letters and full stops!

1 the teacher told klara to run as fast as she could



The teacher told Klara to run as fast as she could.

2 manu threw the ball to stig

Manu threw the ball to Stig.

3 i think sten forgot his glove

I think Sten forgot his glove.

4 the fans cheered for hilda

The fans cheered for Hilda.

5 rosa and manu like to play catch



Rosa and Manu like to play catch.

Write three sentences of your own about a game you like to play.  
Don't forget those capital letters and full stops!

I love playing tennis in the garden. Playing tennis is great fun. I always hit the ball.



Suggested answers

1

Tick one box to show where a comma should go in the sentence below.

Ria likes chocolates sweets and crisps.

☐
☒
☒
☐

2

Tick one box to show where a comma should go in the sentence below.

You can be mean horrible and unkind!

☐
☐
☒
☐

3

Tick one box to show where a comma should go in the sentence below.

During half term we went bowling swimming and to the park.

☒
☐
☐
☒

4

Tick one box to show where a comma should go in the sentence below.

I like the green orange and blue ones.

☐
☒
☒
☐

5

Tick one box to show where a comma should go in the sentence below.

Would you like chocolate vanilla or strawberry flavour?

☐
☒
☐

6

Tick one box to show where a comma should go in the sentence below.

I need to pack my clothes eat my dinner and sleep!

☐
☐
☒
☐



1 Look at where the arrow is pointing.

Jon and Will went to London Jon loved it.

Which punctuation mark is missing?

Tick one.

- question mark ☐  
full stop ☐  
apostrophe ☐  
comma ☒

2 Look at where the arrow is pointing.

'How many more ' , Sila asked.

Which punctuation mark is missing?

Tick one.

- question mark ☒  
full stop ☐  
apostrophe ☐  
comma ☐

3 Look at where the arrow is pointing.

Alex Craig and Jon always argue!

Which punctuation mark is missing?

Tick one.

- question mark ☐  
full stop ☐  
apostrophe ☐  
comma ☒

4 Look at where the arrow is pointing.

Apples are my favourite fruit Bananas are Joe's favourite fruit.

Which punctuation mark is missing?

Tick one.

- comma ☐  
full stop ☒  
question mark ☐  
apostrophe ☐

5 Look at where the arrow is pointing.

What are we doing tomorrow

Which punctuation mark is missing?

Tick one.

- comma ☐  
full stop ☐  
question mark ☒  
apostrophe ☐

6 Look at where the arrow is pointing.

When it is finished, we can go.

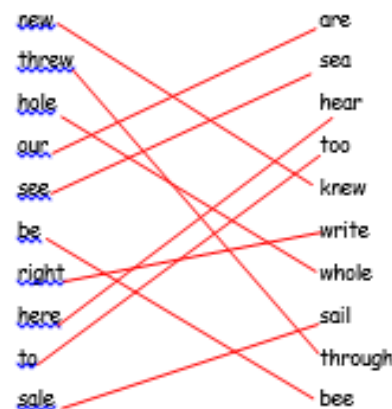
Which punctuation mark is missing?

Tick one.

- comma ☐  
full stop ☒  
question mark ☐  
apostrophe ☐

Homophones are words that sound the same but are spelt differently and have a different meaning.

Use a pencil and ruler to join the homophones:



Now, put the correct homophone into each sentence:

1. I **threw** the ball **through** the window. (through/threw)
2. He can **see** the **sea**! (sea/see)
3. I am **here** but I can't **hear** that odd noise. (hear/here)
4. I **write** with my **right** hand. (write/right)
5. I am going **to** see my mum **too**. (to/too)
6. I will **sail** across the sea for the shoe **sale**! (sail/sale)
7. That bee will **be** sad when the flowers die. (be/bee)
8. The **whole** car fell in the **hole**! (hole/whole)
9. **Are** you going to visit **our** Grandma? (are/our)
10. She **knew** that coat was **new**. (knew/new)

## Blue Class – Home Learning – w.b. 6<sup>th</sup> July 2020

### Their, They're and There

Examples of usage:

Their - belonging to them

There - over there

They're = they are

Put the correct word into the gap:

1. Tom and Graham put **their** coats on because it was raining.
2. Even though **there** weren't enough people, the concert still went ahead.
3. **Their** legs are so long, they can just walk over fences!
4. Bob and Jim put **their** pants on **their** head and ran around the field.
5. "**They're** over **there**!" shouted Miss Holden.
6. **There** are lots of brainy people in class 6H.
7. How often do they tidy **their** mess up? Never!
8. **They're** lazy! Look at that rubbish over **there**.

Now make up some sentences of your own that use these words correctly.  
Can you use any of the connectives we've been practising in class?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**Looks like someone mixed up their homophones!** Circle the homophones in the lullaby and re-write the sentences with the correct words.

*Twinkle, twinkle, little star,*

*How eye wonder what ewe are.*

*Up above the whirled sew hi,*

*Like a diamond inn the sky.*

*Twinkle, twinkle, little star,*

*How eye wonder what ewe are.*

Twinkle, twinkle, little star,

How I wonder what you ar.

Up above the world so high,

Like a diamond in the sky.

Twinkle, twinkle, little star,

How I wonder what you are.