William Shakespeare

One of the most well-known English writers is William Shakespeare. He lived in the 16th and 17th Century and many of his plays are still performed today.

William Shakespeare was born at his home in Stratford Upon Avon. We do not know his exact birth date but it is usually said to be 23rd April 1564 because we know that he was baptised on 26th April 1564. He was the third child of John Shakespeare and Mary Arden. His father was a leather merchant and his mother's family owned land nearby. We do not know exactly where or if he went to school but it is likely that he went to the King's New School in Stratford to learn reading, writing and the classics.

On 28th November 1582, William married Anne Hathaway. William was just 18 years old at the time. They had a daughter and later they had twins. After this, little is known about the next seven years of Shakespeare's life. These are called the 'lost years'.

By 1592, William Shakespeare was living in London and working as an actor and playwright. By 1597, 15 of his 37 plays had been published.

Many people believe that William died on his birthday, 23rd April 1616 but we don't know this for certain.

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William Shakespeare Questions

1. Where and when was William Shakespeare born?
2. Who were his parents and what did they do for a living?
3. What is known about his schooling?
4. What have been called the lost years? What do you think that Shakespeare might have been doing in this time?
5. What did Shakespeare do in London?
6. What mysteries surround the life of Shakespeare? What do you think about these uncertainties?

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What else do you know about Shakespeare? What plays did he write?

Find out more information and make a fact sheet or a presentation about him to share with your class.

1 .....

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2 .....

.....

3 .....

.....

4 .....

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5 .....

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6 .....

.....

The Aliens Have Landed

Do you believe aliens exist? What would happen if they landed on Earth?

Read the poem below inspired by the book 'Aliens Love Underpants' by Claire Freedman and Ben Cort.

The Aliens Have Landed

The aliens have landed
Everyone beware!
I saw their spaceship in the field
The one just over there.

They jumped out very quickly
In groups of three and four
There must have been a hundred of them
Maybe even more!

I wonder why they've chosen Earth
And where they're going now?
I hope they're feeling friendly
But they seemed upset somehow.

They shivered as they moved along
And very strange but true...
Their bodies were a shade of green,
Their feet a deepest blue.

I heard a brrrr and chattering,
A strangely chilly sound,
Could it be the Earth's too cold
For them to hang around?

But wait, they're back already
And what is this I see?
Their feet no longer deepest blue,
But stripy like a bee...
And patterned red with fluffy stars,
All kinds of different shades,
They're wearing socks and marching fast
Like soldiers on parade.

So many socks are passing by,
They're wearing 3 pairs each,
Yellow, purple, indigo,
Turquoise, pink and peach.

There's long and short ones, old and new
And some with toes built in,
Some are mighty woolly
And some are wearing thin.

I wonder where they got them
Did they buy them from a shop?
Or steal from people's houses
I wouldn't tell them "stop"!

They're heading back now into space
I suppose it's a relief
What if they'd stayed and we found out
They all had smelly feet!

The author has changed the theme so the aliens love socks rather than underpants.

On the next page, write your own short story about aliens using the same title as the poem - 'The Aliens have Landed'.

You might think of something else the aliens are obsessed by....perhaps hats, chocolate or cheese!

The Aliens Have Landed

Creative Writing Task:

Letter to Your MP

You have 30 minutes to complete the following task. Use the checklist to help you.

Write a letter to your local MP about a change that you feel is needed in your community. If you do not know the name of your local MP, begin your letter with 'Dear Sir/Madam'.

Checklist

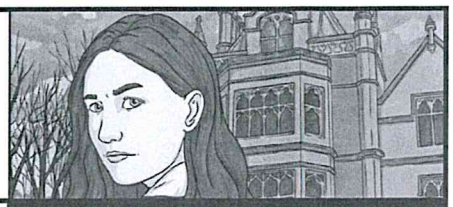
- Plan your writing thoroughly using the sheets provided.
- Think about what will make your writing unique – can you include a twist or standout viewpoint?
- Use a wide range of vocabulary, punctuation and sentence structures.
- Ensure that your handwriting is neat and legible.
- Write at least one side of A4.
- Read through your work. Remember to check your spelling, punctuation and grammar and neatly correct any errors.

Creative Writing Task:

Continue the Story

You have 30 minutes to complete the following task. Use the checklist to help you.

'It was only then that I realised that things were not quite as they seemed.' Continue the story.



Checklist

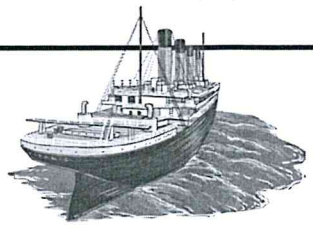
- Plan your writing thoroughly using the sheets provided.
- Think about what will make your writing unique – can you include a twist or standout viewpoint?
- Use a wide range of vocabulary, punctuation and sentence structures.
- Ensure that your handwriting is neat and legible.
- Write at least one side of A4.
- Read through your work. Remember to check your spelling, punctuation and grammar and neatly correct any errors.

Creative Writing Task:

The Titanic

You have 30 minutes to complete the following task. Use the checklist to help you.

Write a diary entry as though you are a member of the crew onboard the Titanic after it struck the iceberg.



Checklist

- Plan your writing thoroughly using the sheets provided.
- Think about what will make your writing unique – can you include a twist or standout viewpoint?
- Use a wide range of vocabulary, punctuation and sentence structures.
- Ensure that your handwriting is neat and legible.
- Write at least one side of A4.
- Read through your work. Remember to check your spelling, punctuation and grammar and neatly correct any errors.

Spring Term 2

a

Tick the passive sentence:

The trick was performed by the surfer.

The surfer was performing the trick.

The surfer performed a trick.

b

Add a subordinating conjunction and continue the multi-clause (complex) sentence.

The mysterious letter lay on the table _____

_____

_____

c

Can you think of the correct -cial or -tial words to match the definitions:

incomplete _____

absolutely vital _____

d

Mr Whoops has got in a terrible muddle and has lost half of his hyphenated compound adjectives. Can you help him?

free-_____

warm-_____

e

Underline the noun phrase in this sentence:

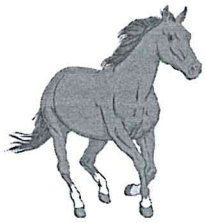
The ugly, lonely monster hid under the stairs.

f

Place the near homophones 'weary' and 'wary' into the correct sentences:

After a sleepless night, the new parents felt _____ and exhausted.

After the horse threw her off, the rider was a little _____ of getting back into the saddle.



Spring Term 2

a

Add a main clause to this subjunctive mood sentence:

If I were to become famous, _____

_____

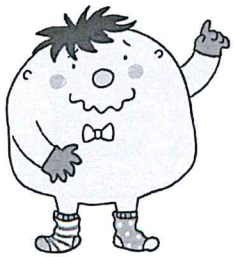
_____

b

The word 'repeat' can be used as an adjective and a verb. Tick the sentence that uses 'repeat' as a verb.

Mr Whoops didn't want to repeat his mistake and fall over again.

Mr Whoops collected his repeat prescription from the doctors' surgery.



c

Mr Whoops has accidentally jumbled up an adverb that shows manner. Can you help him to unjumble it?

mlacyl _____

d

Match each word class label to the correct word/phrase in the sentence. Add in the missing punctuation label.

There was a strong wind at the beach; the black flags were waving wildly.

adjective	**prepositional phrase**
	adverb

e

Replace the underlined words with a more ambitious synonym. Use a thesaurus to help.

Florence Nightingale is <u>famous</u> for her <u>generous</u> personality.

_____ _____

f

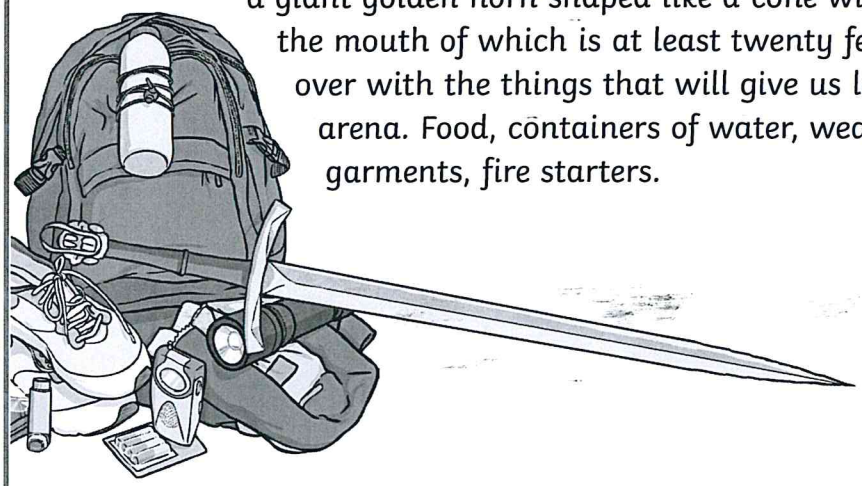
Change these verbs into nouns that end in -ation, -ition, -ssion or -sion?

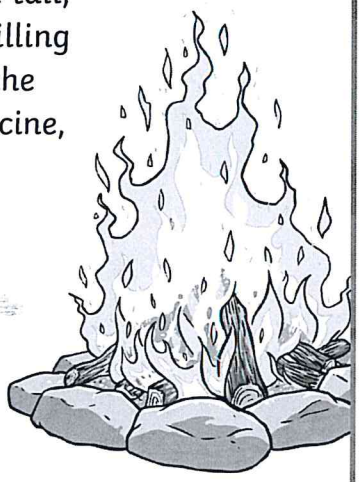
explode → _____

educate → _____

The Hunger Games

Sixty seconds. That's how long we're required to stand on our metal circles before the sound of a gong releases us. Step off before the minute is up, and land mines blow your legs off. Sixty seconds to take in the ring of tributes all equidistant from the Cornucopia, a giant golden horn shaped like a cone with a curved tail, the mouth of which is at least twenty feet high, spilling over with the things that will give us life here in the arena. Food, containers of water, weapons, medicine, garments, fire starters.





1. Find and **copy** the word that tells you that the tributes **must** stand on their metal circles for sixty seconds.

   _____

2. The word '**equidistant**' is closest in meaning to.... (Circle one).

   different distances same distance in the middle far away

3. How might the tributes be feeling as they wait on their metal circles? Why?

   _____

   _____

   _____

4. What do you think will happen to the tributes when the gong goes off?

   _____

   _____

   _____

How Volcanoes Erupt

Volcanoes are like holes on the Earth's surface. All volcanoes spit out lava, rocks, gas and ash which surrounds the land. This is called a volcanic eruption and takes place below the Earth's surface.

There are five main parts of a volcano including, the magma chamber, main vent, crater, cone and small vents. The magma chamber is a large space where lava is stored. Connected to it is the main vent which is long and wide like a tube. On top of it is the crater which is moderately curved like a bowl. Another part of the volcano is the cone which is a large, dome-shaped mount. Lastly, there are the small vents, which are small and thin.

Just before the eruption, hot molten rock from the mantle rises to the earth's surface. As a result of extreme pressure within the Earth, the magma rises to the surface of the earth. Due to the gas bubbles, which grow larger and larger, the magma finds the narrow vent, and spurts out. This culminates in magma which loses bubbles and turns into lava that flows away from the vent. Consequently, exposure to the atmosphere causes the lava to change colour from white to yellow, to orange to red. Eventually the lava turns black. It is now called basalt.

1. Find and **copy** the word that tells you that the pressure build-up is intense.

   _____

2. Tick true or false in the following table:

	True	False
Eruptions happen above the Earth's surface.		
Pressure within the Earth causes the magma to rise to the Earth's surface.		
When the lava turns black it is known as basalt.		

3. The word closest in meaning to the word 'culminates' is... (Circle one).

   combines results begins buries

4. Where is the lava stored in a volcano?

   _____

   _____

Father William by Lewis Carol

"You are old, Father William," the young man said,
"And your hair has become very white;
And yet you incessantly stand on your head –
Do you think, at your age, it is right?"
"In my youth," Father William replied to his son,
"I feared it might injure the brain;
But, now that I'm perfectly sure I have none,
Why, I do it again and again."

1. Why did the young man think that Father William might injure his brain?

_____

2. 'You are old, Father William...'
List two other ways the poet has shown that Father William is an old man.

_____

_____

3. Tick true or false in the following table:

	True	False
Father William's hair wasn't always white.		
Father William occasionally stands on his head.		
The young man is Father William's son.		

4. Looking through the extract of the poem, do you think Father William should continue to stand on his head? Why/why not?

_____

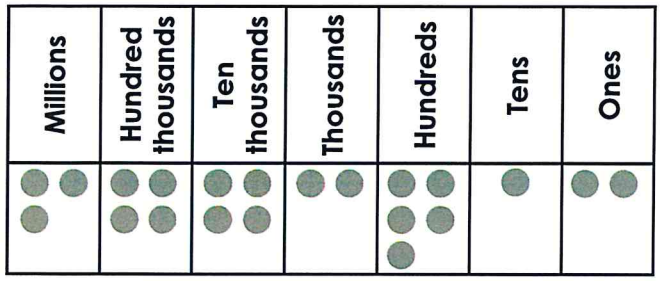
_____

_____

Rounding Numbers

1a. Which two numbers will round to the same value when rounded to the nearest 1,000,000?

a



b 3,157,995

c 3,713,482

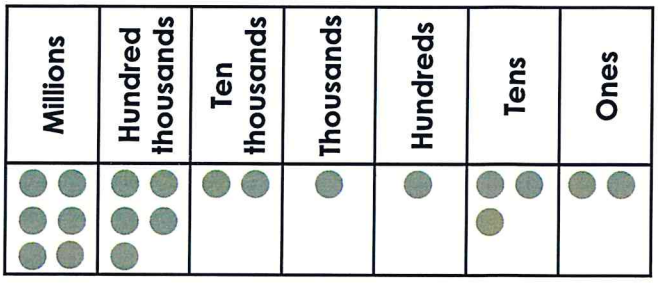
D

VF

Rounding Numbers

1b. Which two numbers will round to the same value when rounded to the nearest 1,000,000?

a



b 7,366,831

c 6,455,322

D

VF

2a. Which numbers round to 3,000,000 when rounding to the nearest 1,000,000?

3,571,602 | 3,429,450

2,814,304 | 2,416,530

D

VF

2b. Which numbers round to 4,000,000 when rounding to the nearest 1,000,000?

3,501,715 | 4,098,275

3,799,140 | 4,510,340

D

VF

3a. Tick to show whether the number rounds to 4,000,000 or 5,000,000 to the nearest 1,000,000.

Number	Rounds to 4,000,000	Rounds to 5,000,000
4,144,831		
4,531,258		
4,776,012		

D

VF

3b. Tick to show whether the number rounds to 8,000,000 or 9,000,000 to the nearest 1,000,000.

Number	Rounds to 8,000,000	Rounds to 9,000,000
8,652,683		
8,348,135		
8,514,763		

D

VF

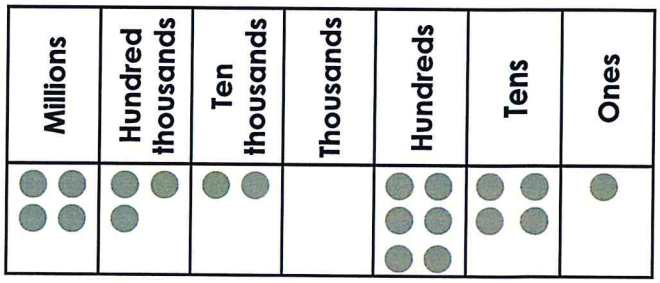
4a. Round the number below to the nearest 1,000,000.

7,503,142

D

VF

4b. Round the number below to the nearest 1,000,000.



D

VF

Rounding Numbers

1a. Which number is the odd one out when rounded to the nearest million? Explain your answer.

1,903,009 | 2,503,104

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
●●	●●●●	●●	●●●●●	●●	●●●●●	●●

D R

Rounding Numbers

1b. Which number is the odd one out when rounded to the nearest million? Explain your answer.

4,681,733 | 4,501,020

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
●●●●	●	●●●●	●●	●●	●●●	

D R

2a. Work out which child has which number. Find two possible solutions.

4,672,145 | 5,413,692 | 5,515,633

Michael: To the nearest 1,000,000, my number rounds to 5,000,000.

Kevin: To the nearest 1,000,000, my number rounds to 6,000,000.

Anna: To the nearest 1,000,000, my number rounds to 5,000,000.

D PS

2b. Work out which child has which number. Find two possible solutions.

7,321,562 | 8,414,793 | 7,641,383

Stephen: To the nearest 1,000,000, my number rounds to 8,000,000.

Paul: To the nearest 1,000,000, my number rounds to 8,000,000.

Sophie: To the nearest 1,000,000, my number rounds to 7,000,000.

D PS

3a. Alfie is rounding numbers. He says,

I think that 4,512,671 rounded to the nearest million is 4,500,000.

Is he correct? Explain your answer.

D R

3b. Susan is rounding numbers. She says,

I think that 7,523,993 rounded to the nearest million is 7,000,000.

Is she correct? Explain your answer.

D R

Find Pairs of Values 2

1a. Which pair of values does not satisfy the equation?

$$a \div b = 3$$

$a = 18$, $b = 6$	$a = 12$, $b = 4$	$a = 16$, $b = 4$

D VF

2a. Use the numbers in the table to find all the possible combinations for the two variables below.

$$a - b = 5$$

12	14	3	7
15	19	10	8

D VF

3a. Work out the values of b and c.

$a = 8$

$a + b = 17$

$c + b = 13$

$b =$ ☐ $c =$ ☐

D VF

4a. List three possible values for a and b, where $c = 18$.

$$2a + b = c$$

D VF

Find Pairs of Values 2

1b. Which pair of values does not satisfy the equation?

$$h \times i = 24$$

$h = 3$, $i = 8$	$h = 5$, $i = 6$	$h = 6$, $i = 4$

D VF

2b. Use the numbers in the table to find all the possible combinations for the two variables below.

$$d + e = 18$$

10	1	12	6
17	8	14	4

D VF

3b. Work out the values of a and c.

$b = 9$

$b \times a = 18$

$c - b = 6$

$a =$ ☐ $c =$ ☐

D VF

4b. List three possible values for c and d, where $e = 12$.

$$c - 2d = e$$

D VF

Find Pairs of Values 2

1a. Katya is finding possible values for a and b.

$$2a + b = 18$$

If a equals 7, b must equal 5.

Is Katya correct? Explain your answer.

D R

2a. If a is an odd number and b is 2, which of these could be true?

A. $2a + 2b = 14$

B. $a \times b = 9$

C. $2a \times b = 12$

D. $a + 2b = 9$

Convince me.

D R

3a. Pizza 2 Go sells 2 medium pizzas and one small pizza for £16. What possible prices can you find for each pizza?

$$2m + s = £16$$

m	s

D PS

Find Pairs of Values 2

1b. Jesse is finding possible values for c and d.

$$2c - d = 12$$

If c equals 10, d must equal 2.

Is Jesse correct? Explain your answer.

D R

2b. If a is 5 and b is an even number, which of these could be true?

A. $a + 2b = 12$

B. $2a + b = 16$

C. $2a \times b = 20$

D. $a + b = 8$

Convince me.

D R

3b. Happy Hats sell 2 knitted hats and 2 baseball caps for £18. What possible prices can you find for each hat?

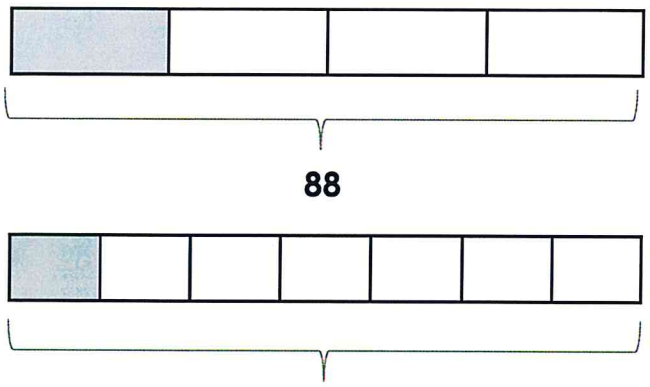
$$2k + 2b = £18$$

k	b

D PS

Fraction of an Amount

1a. Find the value of the shaded part.



D VF

2a. Match each calculation to the correct answer.

$\frac{1}{7}$ of 77	16
$\frac{1}{8}$ of 128	125
$\frac{1}{4}$ of 500	7
$\frac{1}{9}$ of 63	11

D VF

3a. Complete each statement using <, > or =.

$\frac{1}{4}$ of 160 ☐ $\frac{1}{9}$ of 270

$\frac{1}{7}$ of 84 ☐ $\frac{1}{3}$ of 39

D VF

4a. Complete the following statements.

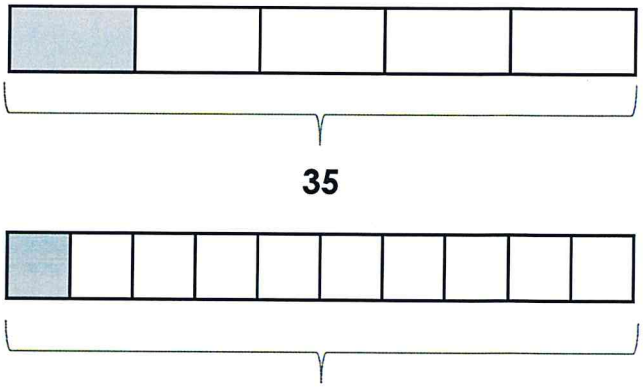
$\frac{1}{5}$ of 95 = ☐

$\frac{1}{8}$ of 128 = ☐

D VF

Fraction of an Amount

1b. Find the value of the shaded part.



D VF

2b. Match each calculation to the correct answer.

$\frac{1}{5}$ of 60	30
$\frac{1}{8}$ of 296	12
$\frac{1}{4}$ of 120	48
$\frac{1}{6}$ of 288	37

D VF

3b. Complete each statement using <, > or =.

$\frac{1}{9}$ of 54 ☐ $\frac{1}{5}$ of 80

$\frac{1}{3}$ of 990 ☐ $\frac{1}{10}$ of 900

D VF

4b. Complete the following statements.

$\frac{1}{9}$ of 72 = ☐

$\frac{1}{10}$ of 490 = ☐

D VF

Fraction of an Amount

1a. My magazine has 84 pages.

$\frac{1}{7}$ of the pages of contain adverts.

How many pages of the magazine do NOT contain adverts?

D PS

Fraction of an Amount

1b. A shelf holds 78 books altogether.

$\frac{1}{6}$ of the bookshelf has children's books on it.

How many of the books are NOT children's books?

D PS

2a. Kian has 80 stickers.

He says,

$\frac{1}{8}$ of the stickers are red and $\frac{1}{5}$ are blue. I have more red stickers than blue stickers.

Is Kian correct? Convince me.

D R

2b. Paula has saved £45.

She says,

$\frac{1}{9}$ is for today's lunch and $\frac{1}{5}$ is for flowers. I will have spent more money on lunch than on flowers.

Is Paula correct? Convince me.

D R

3a. Use the cards to complete the statement below. Find 2 different solutions.

$\frac{1}{\square}$ of $\square$ = $\square$

5	1	2	10

D PS

3b. Use the cards to complete the statement below. Find 2 different solutions.

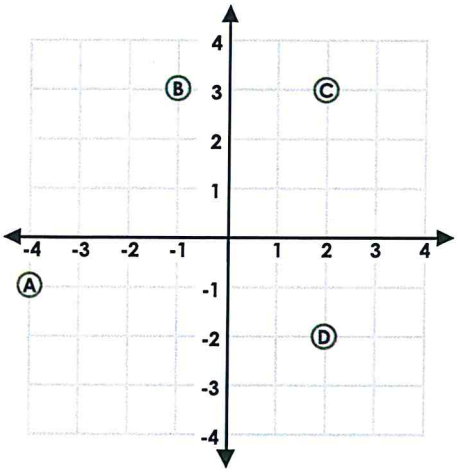
$\frac{1}{\square}$ of $\square$ = $\square$

6	5	30	1

D PS

Four Quadrants

1a. Match coordinates with the points on the grid.



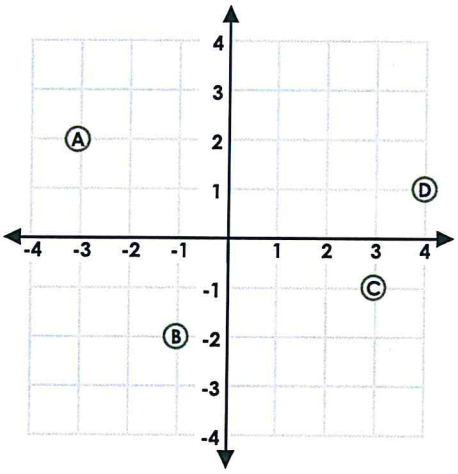
(2, 3)
(2, -2)
(-1, 3)
(-4, -1)
(0, -3)

E

VF

Four Quadrants

1b. Match coordinates with the points on the grid.

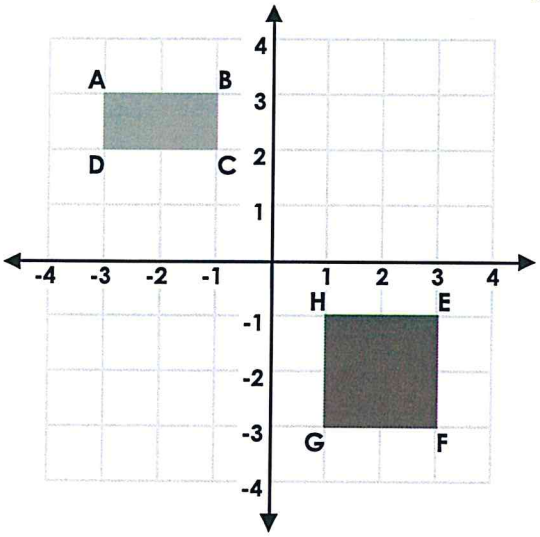


(-1, -2)
(3, -1)
(4, 1)
(-3, 2)
(-2, 4)

E

VF

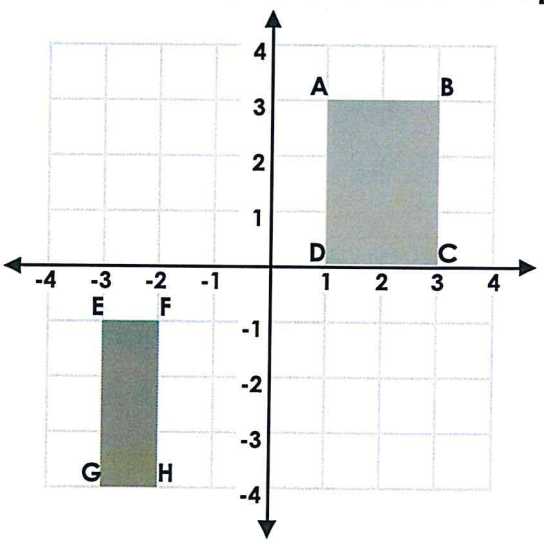
2a. Write the coordinates of each shape.



E

VF

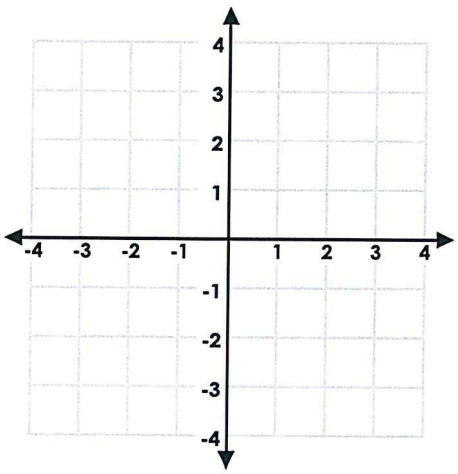
2b. Write the coordinates of each shape.



E

VF

3a. Plot the coordinates to draw the shapes. What shapes have you drawn?



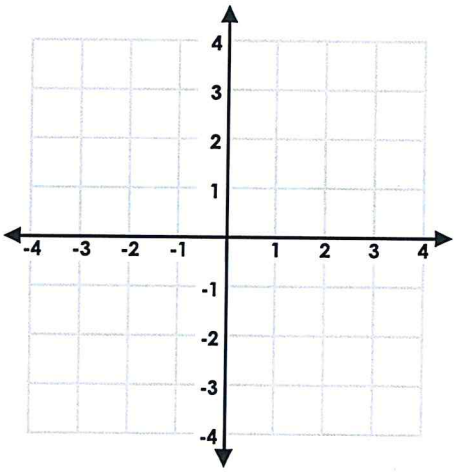
(0, 1)
(-4, 1)
(-3, 3)
(-1, 3)

(1, -1)
(4, -1)
(0, -3)
(3, -3)

E

VF

3b. Plot the coordinates to draw the shapes. What shapes have you drawn?



(0, 2)
(1, 1)
(1, 3)
(4, 2)

(-3, -1)
(-2, -4)
(-1, -1)
(-2, -2)

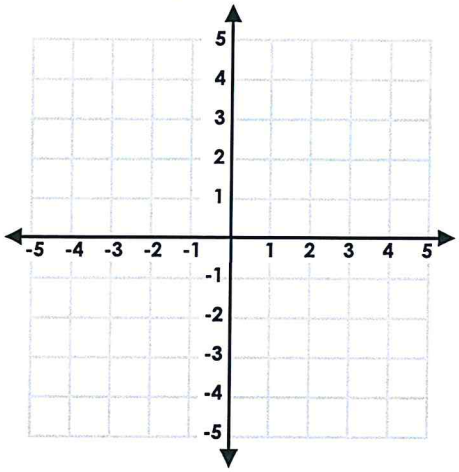
E

VF

Four Quadrants

1a. Holly thinks that the coordinates below make a parallelogram.

(-3, 3)
(-1, 2)
(-4, -2)
(-1, -3)



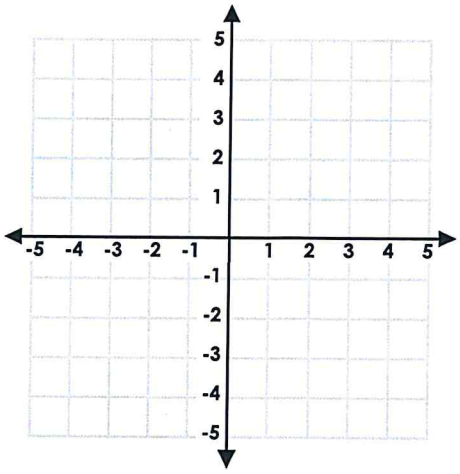
Is she correct? Explain why.

R

Four Quadrants

1b. Max thinks that the coordinates below make a trapezium.

(-3, 2)
(-2, 4)
(3, 5)
(4, 2)

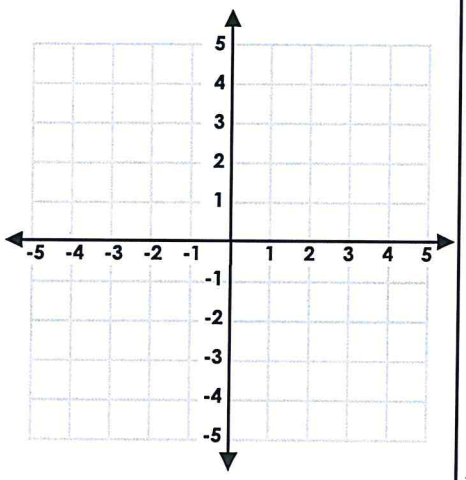


Is he correct? Explain why.

R

2a. Follow the clues. What could the coordinates of the shape be?

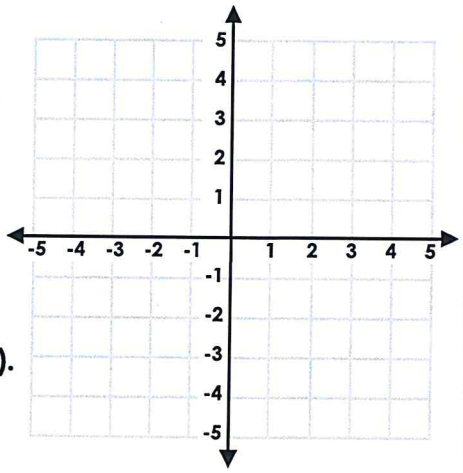
- The shape is a rhombus.
- The shape is in one quadrant.
- One of the points is (2, -1).



PS

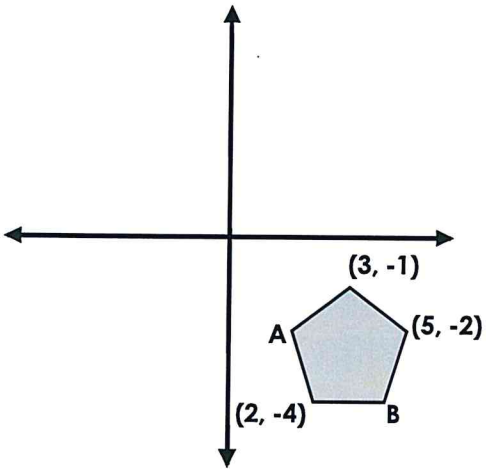
2b. Follow the clues. What could the coordinates of the shape be?

- The shape has only negative coordinates
- The shape is a kite.
- One of the points is (-3, -1).



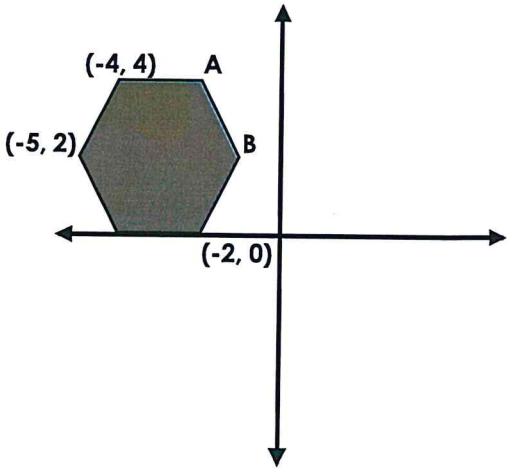
PS

3a. Here is a pentagon with a vertical line of symmetry. Use the given coordinates to find the coordinates of points A and B.



R

3b. Here is a hexagon with a vertical line of symmetry. Use the given coordinates to find the coordinates of points A, B and C.



R

Fractions to Decimals 1

1a. Use the digit cards to complete the statements.

$\frac{40}{100}$ is equivalent to 0 . ☐

$\frac{7}{10}$ is equivalent to 0 . ☐

0 4 0 7

D

VF

1b. Use the digit cards to complete the statements.

$\frac{1}{10}$ is equivalent to 0 . ☐

$\frac{9}{100}$ is equivalent to 0 . ☐ 9

0 1 9 0

D

VF

2a. True or false?

0.5 is equivalent to $\frac{50}{100}$.

D

VF

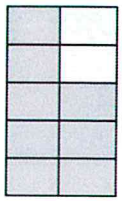
2b. True or false?

0.7 is equivalent to $\frac{7}{100}$.

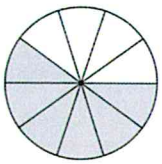
D

VF

3a. Convert the fractions below to decimals.

A 

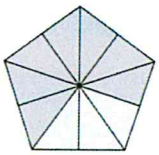
B $\frac{90}{100}$

C 

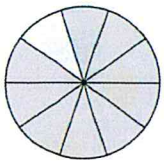
D

VF

3b. Convert the fractions below to decimals.

A 

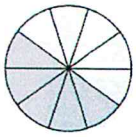
B $\frac{5}{100}$

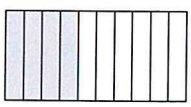
C 

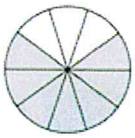
D

VF

4a. Match the decimals to the equivalent image.

A 

B 

C 

0.4

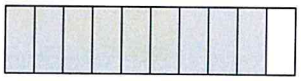
0.7

0.5

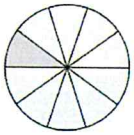
D

VF

4b. Match the decimals to the equivalent image.

A 

B 

C 

0.7

0.1

0.9

D

VF

Fractions to Decimals 1

1a. Josh and Jenny are comparing fractions.

Josh: I think that 0.7 is greater.

Jenny: I think that $\frac{70}{100}$ is greater.

Who is correct. Explain how you know.

D R

1b. Cian and Hannah are comparing fractions.

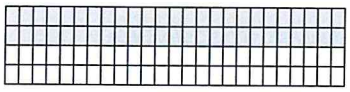
Cian: I think that 0.2 is greater.

Hannah: I think that $\frac{2}{100}$ is greater.

Who is correct. Explain how you know

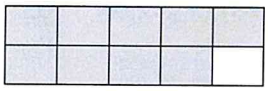
D R

2a. Convert the fractions into decimals and write them in ascending order.

A 

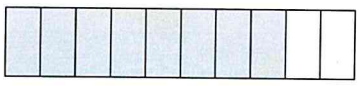
B $\frac{1}{100}$

C $\frac{3}{10}$

D 

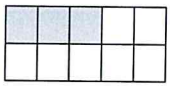
D PS

2b. Convert the fractions into decimals and write them in descending order.

A 

B $\frac{40}{100}$

C $\frac{5}{100}$

D 

D PS

3a. I am thinking of a fraction.

- It can be simplified.
- The denominator is 10.
- The numerator is a multiple of 3.
- It is less than half.

What is my fraction?
What is this fraction as a decimal?

D PS

3b. I am thinking of a fraction.

- It can be simplified.
- The denominator is 100.
- The numerator is a multiple 6.
- The numerator is between 40 and 56.

What is my fraction?
What is this fraction as a decimal?

D PS

Topic Based Learning – Year 6

Our topic this term has been 'Global Trade'. You have three tasks to complete at home:

1. **Design a Fairtrade poster** persuading people why they should buy Fairtrade products.
2. Read the three articles: 'Trade in the Stone Age'; The Seventeenth Century; and The 21st Century. **Make notes from reading to answer these questions**: Have these changes been for the better? What impact has technology had on trade? Which period had the most impact on global trade and why?
3. Read the balanced argument WAGOLL – Should children be allowed to eat chocolate for breakfast? Highlight the features: present tense, third person, facts, and cohesive devices. Now **write a balanced argument** titled: Would UK citizens be able to sustain the same way of life without importing goods from the rest of the globe?

The seventeenth century

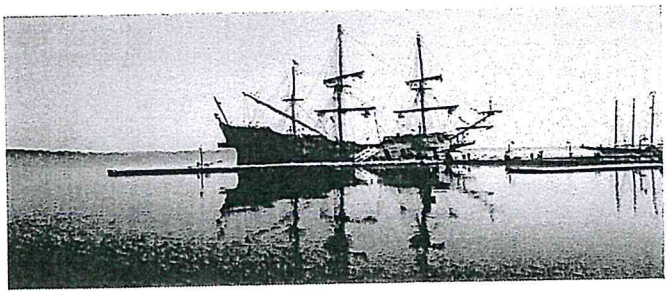
The 17th century (1600s) became a revolutionary period in the development of global trade. As we know from the Stone Age, local and internal trade links were in place. Advances in travel developed trade by water. By the 1600s goods were already being transported by boat - predominantly up and down rivers/ accessible coastal waters and also across far larger stretches of the land - such as the 'Silk Route' where a well-established trade route now joined the Middle East with Europe.

The key breakthrough in this period however was the beginning of trade across larger bodies of water, including oceans. This again was connected directly to the development and advances in transportation – sturdier and more seaworthy boats were now being mass produced which, in turn, meant goods could be traded across greater distances.

Between the 15th to 19th centuries an established network of global trade routes emerged. New and exciting products from around the world including: China, India and Southeast Asia were now being transported across the Atlantic, Indian and Pacific oceans to Europe and visa versa. These 'new' exotic goods were deemed as luxurious and could only be purchased by the wealthy. Today these items would be seen as a normal day-to-day products for example: spices, tea, silk, porcelain, sugar and tobacco. Although the trade had now became truly international, the routes were dangerous and many ships were lost at sea. If the boats were able to make the journey it would take months for products to arrive.

As well as the trade routes that were being developed in Asia, Europeans were also looking across the Atlantic to the Caribbean and South America. The British and French in particular owned sugarcane plantations in these regions. The sugar was farmed and then shipped across the Atlantic Ocean to Europe - where it was sold to wealthy families. This trade route however did have a more negative side. European traders, merchants and farmers unfortunately used African people – who were forcibly taken and used a slaves to provide labour for these plantations. During this time between 9 and 11 million people were taken out of Africa by European slave traders and shipped to the other side of the Atlantic to work as slaves.

An example of a 17th Century Spanish Galleon



The 21st Century

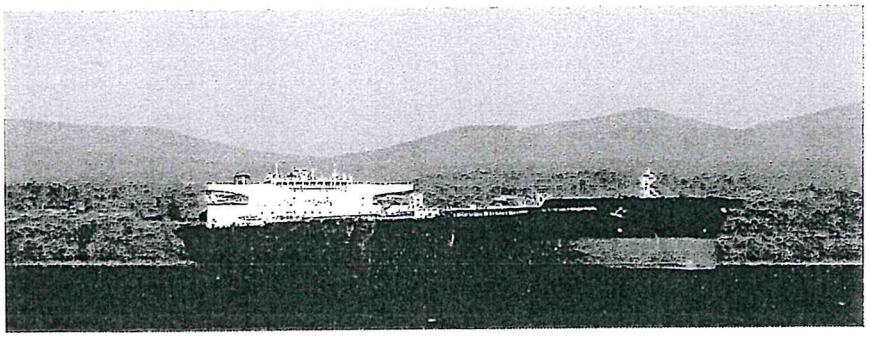
Again the advancements in trade have a direct link to transport and travel. During the period of the 21st Century transport, technology, and communication systems have improved rapidly. Improvements in these areas have meant that nowadays trade is able to occur on a global scale with an efficiency that has never been seen before. International trade between countries is now a multi-billion dollar industry.

International trade connects companies, large and small, from all parts of the globe. As Martin Luther King Jr famously said, "In the morning we drink coffee provided for us by a South American, or tea by a Chinese, or cocoa by a West African. Before we leave our jobs we're already indebted to more than half the world".

Imports from all the countries of the world are now a normal and everyday part of life. A far cry from 1600's, when these products were seen as luxurious. Trading occurs at a faster rate than ever. This is possible due to the ability to move vast volumes of goods across any distance using a range of transports over air, land or sea. Lorries, fast trains, steam-powered ships and aeroplanes are all used to transport goods from location to location. Enormous ships known as 'Super-tankers' can transport up to 19,000 containers each. The Internet, telephone and use of online banking have meant instant communication is possible between buyers and sellers.

Today it is commonplace for global companies to have their headquarters (main offices) in one country, their manufacturing (factories/ farms) based in another, and then sell their products globally. For example, Apple Inc. has in headquarters in California (USA), does most of it's manufacturing in China, and sells products globally.

A super-tanker used for the transport of modern day goods



Trade in the Stone-Age

During the Stone Age (2.6 million years ago) people began to produce stone tools and implements for the first time. This progressed by the end of the era with the first use of bronze – thus the start of the Bronze Age.

New stone products became desirable and therefore trade began between people locally. This has evolved into the global trading we know today. During this time, trading was carried out at a much smaller scale, usually within small local communities and over distances that were accessible by walking. The Stone Age is split into three distinct stages: Palaeolithic, Mesolithic and Neolithic. Trading techniques changed considerably and progressively during this period.

Palaeolithic:
Generally individuals were self-sufficient and so did not rely on others to exchange items with. Palaeolithic man were 'nomadic',(no fixed home) travelling the land continuously in search of food, shelter and items they needed for survival. Staying in one location for long was highly unlikely, therefore they would gather what they needed as they moved. There was no need to trade. Humans hunted, gathered food and resources on an individual basis - therefore there wasn't anything left to trade with others. Farming, agriculture, and merchants did not exist.

Neolithic phase: Local trade with other local people started between 9000 and 6000 BC. This was predominately due to advances in agriculture and farming. Also Stone Age people began to move away from their nomadic origins and as a result families settled in one location - where they farmed the land.

As farming increased and the land was cultivated, a natural surplus of food and goods became available. Rather than wasting these products people began to trade with others for items that they may need. As communities evolved, so did trade and trade links between people.

Naturally, individuals wanted to take advantage of this. New merchants (traders) emerged. These merchants would travel miles to locate products to buy and sell amongst and across communities. Job roles rapidly emerged such as: farmers, builders, weavers, toolmakers, and traders.

Early Stone Age tools that may have been traded

BALANCED ARGUMENT - WAGOLL

Should children be allowed to eat chocolate for breakfast?

Breakfast is known as the most important meal of the day; it gives you energy and fuel and therefore powers you for the morning. A decent breakfast should allow you to wake up properly and allow you to function fully in the morning. In supermarkets these days, there are many different options for breakfast. Cereal, toast, yogurts, fruit- all of these items are popular choices for children to start the day with. Having said this, there are some children who would choose a less conventional start to their day- a bar of chocolate. There are arguments for and against the eating of chocolate for breakfast and this balanced argument will examine the opinions for both sides.

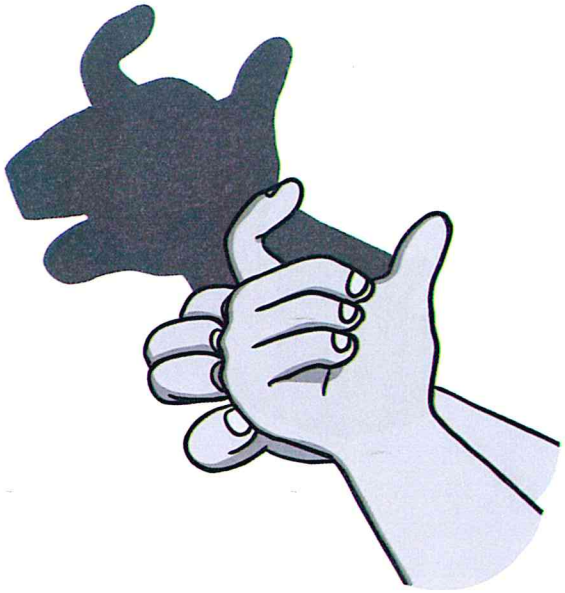
Some people would say that the notion of eating chocolate for breakfast is ludicrous. One of the main reasons for this is due to how unhealthy it is. Chocolate, although it is delicious, is full of artificial sugars, colours and preservatives. As well as this, chocolate is high in saturated fats too- a food group of which the intake should be limited. If children are eating this high calorie, sugar-filled treat to start their day, they are not filling their bodies with the good nutrients they require. To add to this, dentists would also agree that beginning the day with such a sugary delight can cause tooth decay. This could lead to multiple trips to the dentist and money having to be spent from the NHS budget- money which could be spent elsewhere. People of this opinion would also argue that starting the day with a high sugar snack means that children might struggle to concentrate at school. Sugar and E numbers (chemicals added to some food to make them taste better) can cause hyperactivity and therefore concentration becomes harder to sustain. Being able to focus and work hard at school- particularly in the mornings when most children are studying maths and English- is vital. Chocolate for breakfast could hinder this all-important focus and have a knock on effect on children's educations.

On the other hand, there are some people who would claim that chocolate for breakfast is not a bad thing at all; in fact, they could argue that there are actually benefits to it. Enjoyed globally, chocolate is a treat which many people love: its creamy, smooth and silky nature means that it is very popular. Many young people struggle to get out of the bed in the morning and so the thought of a delicious chocolate bar could be enough to tempt them from their beds and therefore get to school on time. To add to this argument, just because children are having a less than healthy breakfast, does not mean that they will not get the nutrients they need later on in the day. Lunch, dinner and other healthy snacks could provide the vitamins and minerals they require and so a chocolate bar for breakfast would not damage their health. As long as children are still having healthy foods throughout the rest of the day, where is the harm in chocolate for breakfast? Further to this, most people would admit that they enjoy a sweet treat at some point in the day. It could be argued that there is no difference between having that sweet treat first thing on the morning and later on in the afternoon.

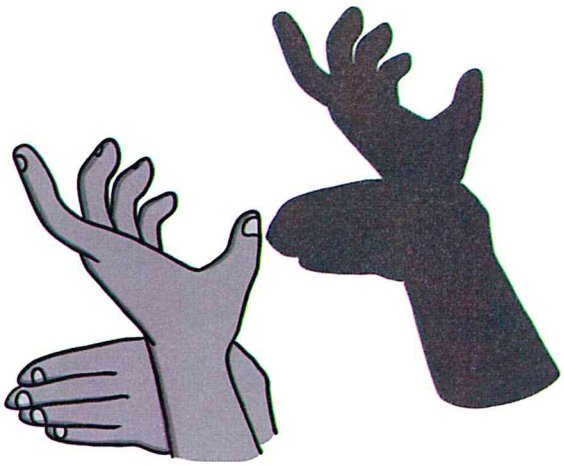
Having considered both sides of the argument, there are several reasons as to why children should and should not be allowed to eat chocolate for breakfast. Having said this, the potential negative impact on children's health, teeth and education could be seen to significantly outweigh the benefits of simply having something tasty to start the day. So, should children be allowed to eat chocolate for breakfast? It would seem wise to answer the question with no- children should not be allowed to eat chocolate for breakfast.

Butterfly

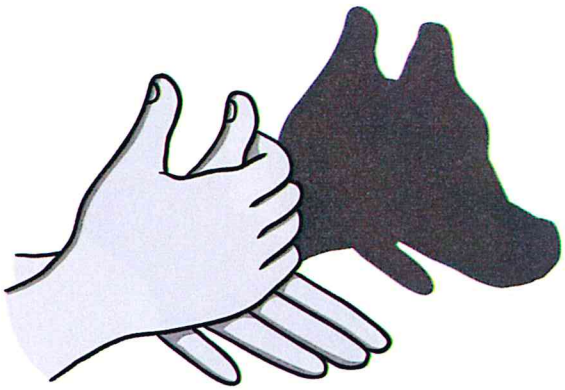
Cow



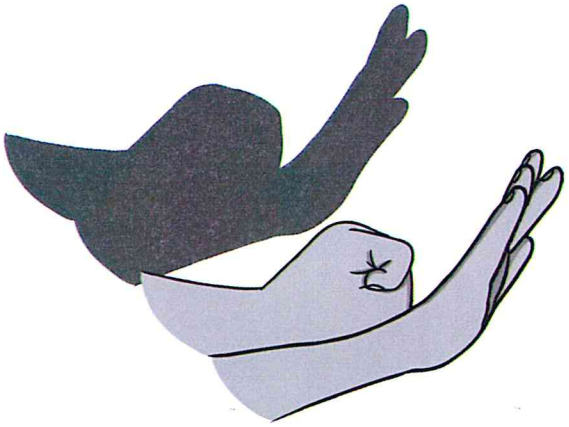
Deer



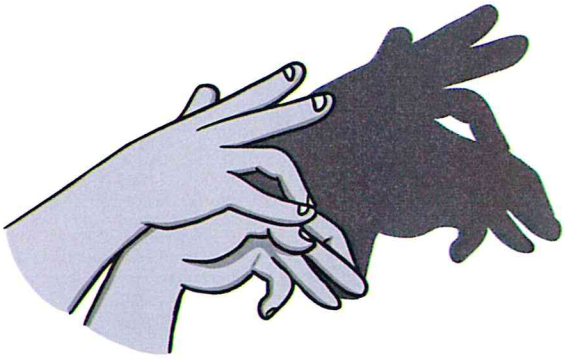
Dog



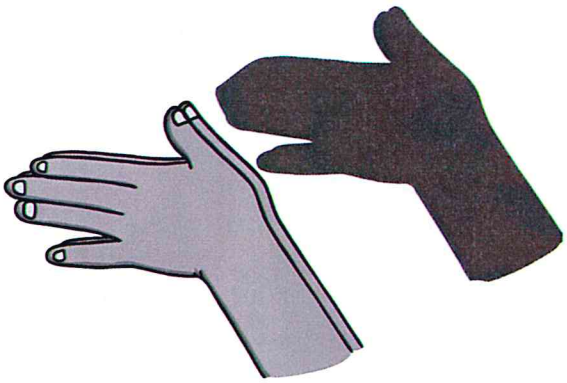
Snail



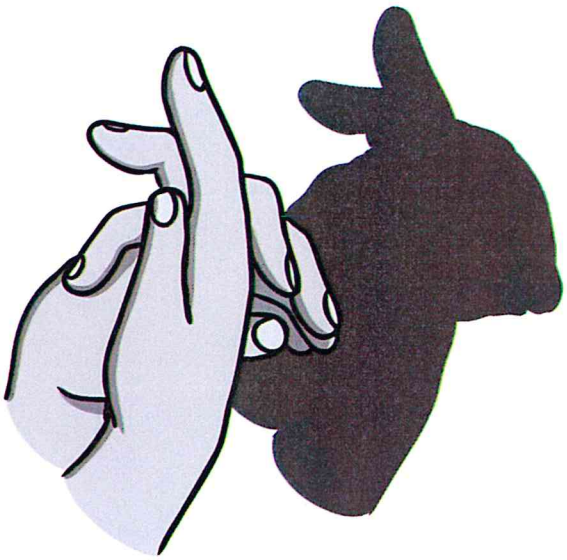
Goat



Horse



Rabbit

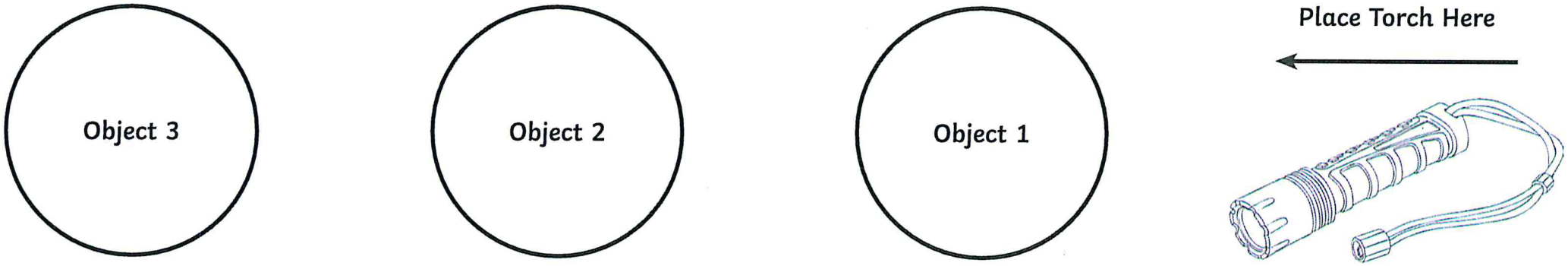


Investigating How Shadows Change with Distance

You will need:

- Torch
- Ruler
- Pencil
- A glue stick
- A square of card or another opaque object with plain edges to cast a shadow.

Place your object on the number 1 spot, shine the torch from the torch place and use the ruler and pencil to draw the edges of the shadow that is cast (label it 1). Do the same, moving the object to 2 and then 3. **What do you notice?**



Upton Meadows Primary PE at Home

Physical challenges - Tick completed

1. Walk up and down the stairs for 1 minute everyday ☐
2. Challenge someone at home and see who can hold the plank position the longest ☐
3. Find a soft object (rolled up socks) and see how many times you can throw it in the air and catch without it touching the floor. Too easy? Work with a partner and use your weakest hand ☐
4. How many star jumps can you do in one minute? Have another go. Can you beat your score? ☐
5. How many sit ups can the adults at home do in 30 seconds? Can you beat their score? ☐
6. Last one standing - burpees, challenge someone at home, see who can last the longest ☐
7. Hold a back support for 10 seconds, then hold a side support for 10 seconds, finally hold a front support for 10 seconds. Can you do all of this with only your feet and hands touching the floor

UPTON MEADOWS PRIMARY SCHOOL

Learning challenges - Tick completed

1. Write a paragraph about your favourite sports person and why you admire them as an individual. What makes them so good at their chosen sport? What have they managed to achieve? ☐
2. Plan a sports day with family and friends, what events are you doing? What equipment is needed? ☐
3. Keep a healthy eating record for the week ☐
4. Can you design a activity that can be lead by the young leaders at Upton Meadows Primary School ☐
5. What is your favourite song on? Can you create a dance routine for this song? ☐
6. Last term, you learnt the Key Steps Gymnastics routines, can you remember them and perform them to your family? ☐
7. Hockey and Gymnastics have been our focus sports this term. Explain as many rules as you can to someone at home ☐

Stuck in the house?

If you have access to the internet try these activities below!

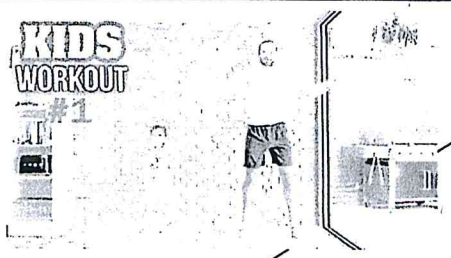
www.cosmickids.com
Tells stories in a fun interactive way through yoga and relaxation.

Search **'Justdance'** on www.youtube.co.uk and you will find thousands of videos to your favourite songs. All you have to do is mirror the characters on the screen

www.gonoodle.com
Engages 14 million children every month with movement, mindfulness and dance videos.

www.bbc.co.uk/teach/supermovers Is helping children across the country get physically active with videos which improve their literacy and numeracy skills.

Search **'The Body Coach Kids'** on www.youtube.co.uk to access hundreds of home HIIT workouts specifically for children and families!



UPTON MEADOWS PRIMARY SCHOOL

If you are looking for less 'Screen Time'…

- Here are some ideas to keep you healthy and active:

Indoor and Outdoor Games

No/Minimal Equipment

1. Hide and Seek
2. Treasure Hunt/Easter Egg Hunt
3. The Pirate Ship Game
4. Stuck In The Mud
5. The Corner Game
6. Ninja Warrior Obstacle Course - Park
7. Den Making

UPTON MEADOWS PRIMARY SCHOOL

If you are looking for less 'Screen Time'…

- Here are some ideas to keep you healthy and active:

Indoor and Outdoor Games

Equipment Needed

1. Football
2. Tag Rugby
3. Hockey
4. Netball
5. Indoor/Outdoor Bowling
6. Indoor/Outdoor Curling
7. Indoor/Outdoor Boccia

UPTON MEADOWS PRIMARY SCHOOL

We should all be trying to be active for at least 30 minutes a day

UPTON MEADOWS
PRIMARY SCHOOL

Name:	Class:	Date:	Total marks: /25

Test 2, Paper 1: Arithmetic

1 777 + 555 =

1 mark

2 1,003 – 8 =

1 mark

/2

Total for this page

3 $\frac{3}{5} + \frac{2}{5} + \frac{4}{5} =$

1 mark

4 $480 \div 12 =$

1 mark

5 $8{,}528 - 5{,}608 =$

1 mark

/3

Total for

6 $0.3 \times 9 =$

1 mark

7 $8 \times 5 \times 3 =$

1 mark

8 $\frac{3}{8}$ of 96 =

1 mark

/3

Total for this page

9 4.6 + 0.08 =

1 mark

10 30% of 2,000 =

1 mark

11 6,872 ÷ 8 =

1 mark

/3

Total for

12 19.2 ÷ 10 =

1 mark

13 5,726 × 6 =

1 mark

14 24.72 − 13.45 =

1 mark

/3

Total for this page

15 $6\frac{1}{6} + 3\frac{5}{12} =$

1 mark

16

$$\begin{array}{r} 86 \\ \times\ 59 \\ \hline \end{array}$$

Show your method

2 marks

/3

Total for

17

$36\overline{)302}4$

Show your method

2 marks

18 $5^3 + 5^2 =$

1 mark

19 235,019 + 119,845 =

1 mark

/4

Total for this page

20 $\frac{3}{8} \times \frac{1}{3} =$

1 mark

21 $100 \div (19 + 6) =$

1 mark

22 85% of 360 =

1 mark

/3

Total for this page

23 $\frac{3}{4} \div 5 =$

1 mark

/1

Total for this page

Name:	Class:	Date:	Total marks: /20

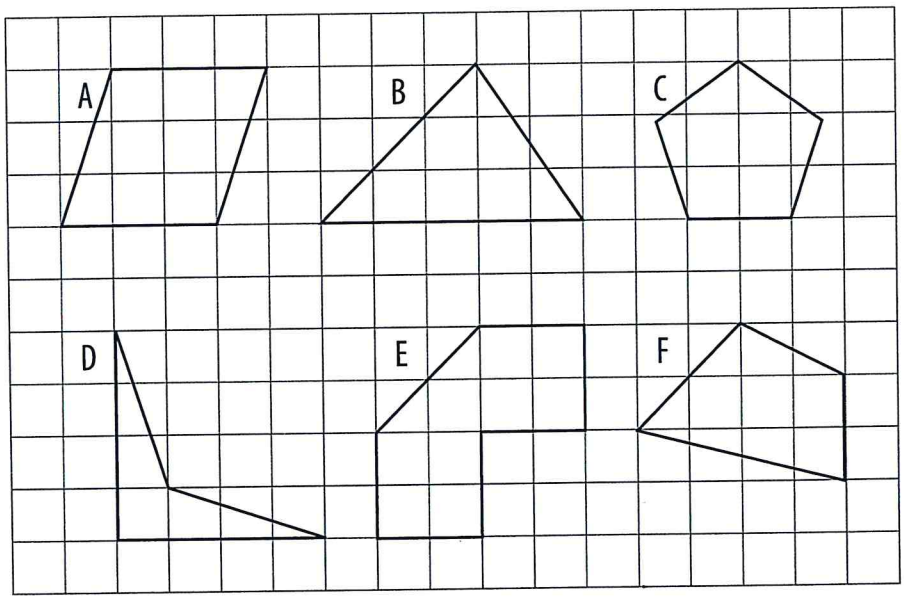
Test 2, Paper 2: Reasoning

1 Draw lines to match calculations that have the same answers. One has been done for you.

132 ÷ 12	6 × 6
7 × 8	72 ÷ 9
9 × 4	44 ÷ 4
48 ÷ 6	112 ÷ 2

1 mark

2 Tick the shapes with **reflective symmetry**.



1 mark

/2

Total for this page

3 Which of these is **not** equivalent to $\frac{3}{4}$?

Circle your answer.

0.75 $\frac{9}{12}$ 75% $\frac{75}{100}$ $\frac{14}{20}$

1 mark

4 What number is halfway between 0.8 and 2?

1 mark

5 Remi thinks of a whole number.

He squares it and then adds 50

His new number is **less than** 100

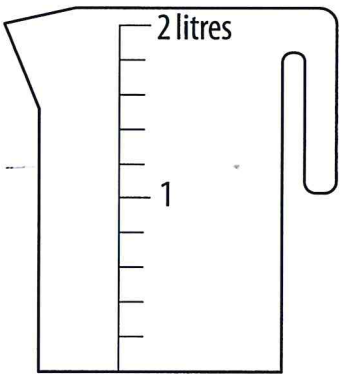
What is the **largest** starting number that Remi could have?

1 mark

6 Jayden pours 700 ml of water into the jug.

a) Draw a line to show the level of the water in the jug.

b) How much **more** water is needed to fill the jug? litres



1 mark

1 mark

/5

Total for this page

7 A recipe for milkshake uses 150 ml of milk for every 50 g of fruit.

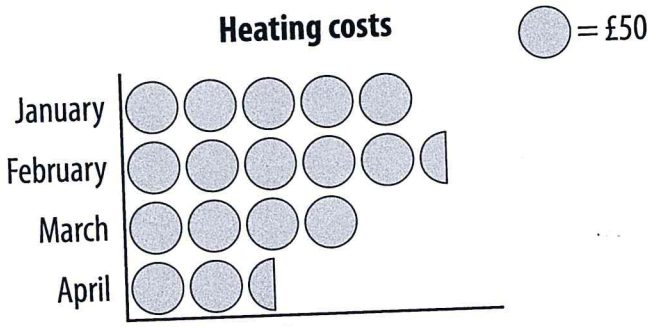
How many grams of fruit should be used for 750 ml of milk?

Show your method

g

2 marks

8 The pictogram shows the approximate costs of heating a small hotel at the start of a year.



a) How much more was spent on heating in January than in April? £

1 mark

b) The total amount spent in **two** months was **£400**

Which two months? _____ and _____

1 mark

/4

Total for this page

9 Complete these statements using **different two-digit** numbers each time.

i) 6 and 4 are a factor pair of ☐

ii) 6 and 4 are also factors of ☐ and ☐

iii) 6 and 4 are factors of the square number ☐

☐ 2 marks

10 Tick the calculations that could be used to find the total shaded fraction.

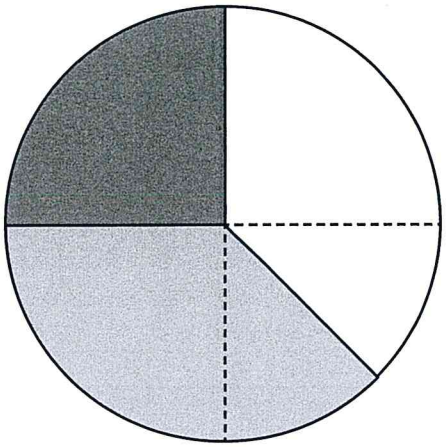
A $\frac{1}{2} + \frac{1}{8}$ ☐

B $\frac{1}{3} + \frac{1}{4}$ ☐

C $\frac{1}{4} + \frac{1}{4} + \frac{1}{8}$ ☐

D $\frac{3}{8} + \frac{1}{2}$ ☐

E $\frac{1}{4} + \frac{3}{8}$ ☐

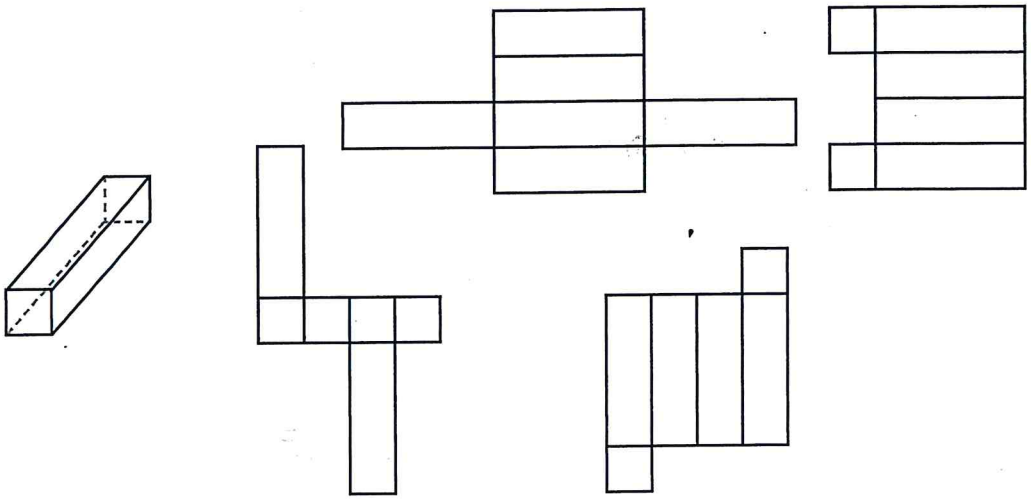


☐ 1 mark

/3

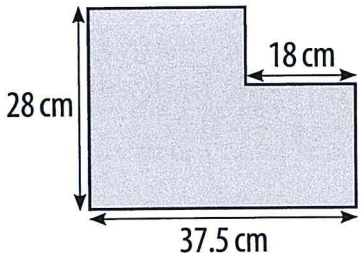
Total for this page

11 Tick the net that is used to make this cuboid.



1 mark

12 Calculate the **perimeter** of this shape.



Not to scale

Show your method

cm

1 mark

/2

13 Write these fractions in order starting with the **smallest**.

$1\frac{2}{3}$ $1\frac{4}{5}$ $\frac{18}{15}$

smallest largest

1 mark

14 $3m \div 2n = 6$

$n^3 = 125$

What are the values of ***m*** and ***n***?

m = ***n*** =

Show your method

3 marks

/4

Total for this page

Name:	Class:	Date:	Total marks: /20

Test 2, Paper 3: Reasoning

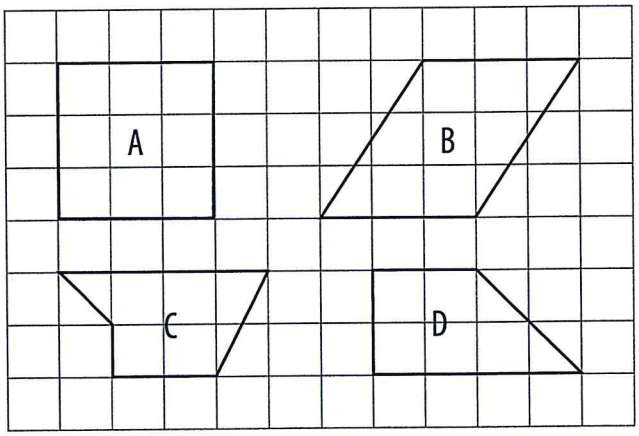
1 Draw lines to show the number that has a digit with each value.

One has been done for you.

4 thousand	204,735
600 thousand	445,844
40 thousand	6,465,675
6 million	1,635,420

1 mark

2 Write the letter of the shape that has one pair of parallel sides **and** one pair of perpendicular sides.



1 mark

/2

Total for

3 Circle the numbers that are **greater than** 45,500

45,499 45,501 50,000 45,050

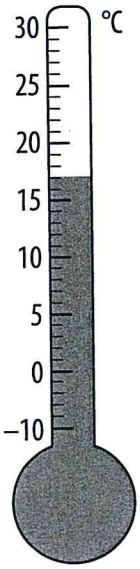
1 mark

4 This thermometer shows the temperature inside.

The temperature outside is 20°C **lower**.

Circle the temperature outside.

20°C 0°C –7°C 17°C –3°C



1 mark

5 Here are some fraction cards.

Choose the correct fraction cards to complete the calculations.

$\frac{3}{10}$ $\frac{3}{5}$ $\frac{1}{2}$ $\frac{7}{5}$ $\frac{7}{10}$ $\frac{2}{3}$

a) $\square + \square = 1\frac{1}{5}$

1 mark

b) $\square - \square = 1\frac{1}{10}$

1 mark

/4

Total for this page

6 Freya uses ribbon to make rosettes and a **3 metre** finishing line for a running race.

She uses this formula to work out the length of ribbon she needs altogether.

Total ribbon = number of rosettes × 50 cm + 3 m

a) Use the formula to calculate the length of ribbon she will need for a race with 10 rosettes.

1 mark

b) Freya buys 12 metres of ribbon.

Use the formula to calculate how many rosettes Freya can make for a race.

Show your method

2 marks

/3

Total for this page

7 Use the digit cards to complete the subtraction calculation.

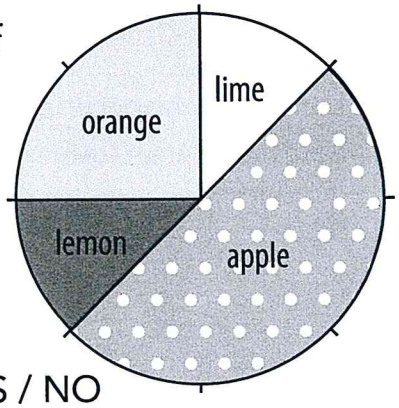
Each card can be used only once.

6 8 2 0 5 9

☐☐☐ – ☐☐☐ = 385

1 mark

8 The pie chart compares the amount of different fruit juices sold at a café.



The café owner thinks that the amount of lime and lemon juice sold altogether is equal to the amount of orange juice sold.

Do you agree? Circle your answer. YES / NO

Explain your answer.

_____

_____

_____

2 marks

9 Round 3.485:

i) to the nearest whole number ☐

ii) to the nearest tenth ($\frac{1}{10}$) ☐

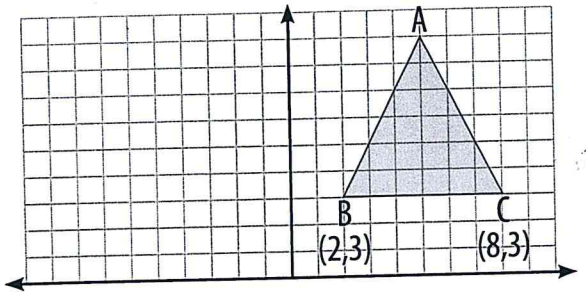
iii) to the nearest hundredth ($\frac{1}{100}$) ☐

1 mark

/4

Total for this page

10 Purba draws an isosceles triangle.



a) Write the coordinates of vertex **A**. (,) 1 mark

b) Purba translates the triangle 6 squares left and 2 squares down.

Write the coordinates of vertex **B** and vertex **C** **after** the translation.

B (,) **C** (,) 1 mark

11 Gemma uses a map to plan her journey.

On the map, the distance of her journey is 25 cm.

The scale on the map is 2.5 cm = 5 km.

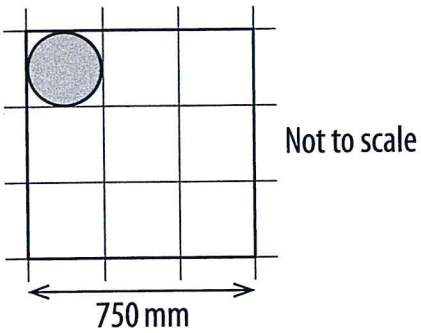
How far will Gemma travel on her journey? km 1 mark

/3

Total for

12 The black square has sides of 750 mm.

Calculate the radius of the circle in **centimetres**.

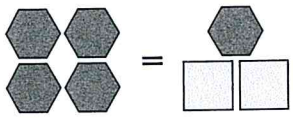


Show your method

cm

2 marks

13 Lena uses these symbols to show an equivalence.



The value of ☐ is 1.2

Calculate the value of ⬢.

Show your method

2 marks

/4

Total for this page

Me and my brother

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

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

Michael Rosen

1 How has this poem been organised?

Tick **one**.

- by repeating words that rhyme ☐
- like a story ☐
- as a conversation ☐
- in the style of a song ☐

1 (1 mark)

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

_____

_____

2 (1 mark)

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

_____

_____

3 (1 mark)

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

_____

4 (1 mark)

5 What is the main idea in this poem?

_____

_____

5 (1 mark)

6 What do you think Dad might say next in the poem?
Give **two** suggestions.

1. _____

2. _____

6 (2 marks)

7 The writer's brother is...

Tick **one**.

- good at imitating people. ☐
- good at apologising. ☐
- a good brother. ☐
- a good son. ☐

7 (1 mark)

/8

Total for this text

The orang-utan nursery

These questions will help you practise:
- ★ making inferences
- ★ summarising main ideas
- ★ understanding words in context
- ★ retrieving and recording information
- ★ making predictions.

With tins of formula milk filling the cupboards, bottles galore and a sterilising unit permanently in use, this nursery is no different from thousands of others across the country.

Jars of Sudocrem for nappy rash are dotted about, there's a changing mat and plenty of fresh nappies. But as new mum Kate Diver nurses her little charge, gently winding him after a meal and rubbing Bonjela into his aching gums as he teethes, it's clear this is no ordinary baby.

Instead, Bulu Mata is an orphaned 12-week-old orang-utan, brought into Monkey World in Dorset earlier this month after his mother suddenly died from an intestine problem, a week after his birth in Budapest Zoo. The Head of Apes is one of a team of four staff currently nursing the little lad, whose name means 'long eyelashes' in Indonesian, round the clock.

But looking through the window with interest at this quaint scene is a far more important individual. It's Hsaio-qua, an 18-year-old orang-utan who's been at the rescue centre since she was abandoned outside a Taiwan amusement park aged five. Staff hope she will soon take over their duties and become the baby ape's mum.

She's been chosen because her maternal instinct is so strong: she's had two sons of her own and, three years ago, adopted a tiny female called Awan, who had been abandoned by her mother.

As soon as she saw the baby's plight, she stepped in and swept the little one up into her arms. But now Awan is three-and-a-half and staff feel her adoptive mum is ready for another challenge. They've introduced them and Hsaio-qua showed some interest, touching and sniffing the new baby, but she's yet to pick him up and take him as her own like she did with Awan.

'We're really confident she will love Bulu Mata,' says the director of Monkey World. 'He's got everything he needs to bring out the nurturing instinct in her – huge eyes, cute little wriggles.'

Now seven pounds, he's already trying to push himself up to stand. To encourage him, staff regularly hold his fingers and help him 'walk' a few baby steps. It's vital he builds up his strength so that, when he is finally adopted, he can hold on tight to his new mum as she whirls around the trees, high above the ground, in her enclosure.

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

(2 marks) 1

	Fact	Opinion
Bulu Mata has teething pains.		
Hsaio-qua will love Bulu Mata.		
Bulu Mata means 'long eyelashes'.		
Bulu Mata was born in Budapest.		
Hsaio-qua is ready for another challenge.		

2 What is the most important thing this text tells you about Bulu Mata?

(1 mark) 2

Tick **one**.

- Bulu Mata is a baby orang-utan. ☐
- Bulu Mata needs a new mother. ☐
- Bulu Mata is teething. ☐
- Bulu Mata is being cared for in a zoo. ☐

3 The word *nurturing* has been used to describe Hsaio-qua because she is...

(1 mark) 3

Tick **one**.

- old. ☐
- caring. ☐
- friendly. ☐
- strong. ☐

4 What does Kate Driver use to help:

(2 marks) 4

nappy rash? _____

aching gums? _____

5 What do you think will happen to Bulu Mata? Refer to the text in your answer.

(2 marks) 5

_____

_____

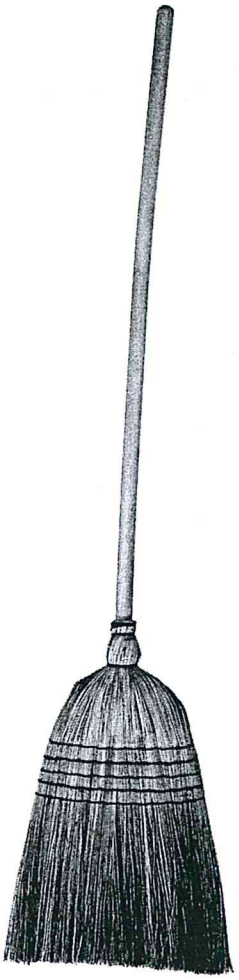
_____

/8

Total for this text

The wind in the willows

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



The Mole had been working very hard all the morning, spring-cleaning his little home. First with brooms, then with dusters; then on ladders and steps and chairs, with a brush and a pail of whitewash; till he had dust in his throat and eyes, and splashes of whitewash all over his black fur, and an aching back and weary arms. Spring was moving in the air above and in the earth below and around him, penetrating even his dark and lowly little house with its spirit of divine discontent and longing. It was small wonder, then, that he suddenly flung down his brush on the floor, said, 'Bother!' and 'O blow!' and also, 'Hang spring-cleaning!' and bolted out of the house without even waiting to put on his coat. Something up above was calling him **imperiously**, and he made for the steep little tunnel which answered in his case to the gravelled carriage-drive owned by animals whose residences are nearer to the sun and air. So he scraped and scratched and scrabbled and **scrooged**, and then he scrooged again and scrabbled and scratched and scraped, working busily with his little paws and muttering to himself, 'Up we go! Up we go!' till at last, pop! his snout came out into the sunlight, and he found himself rolling in the warm grass of a great meadow.

'This is fine!' he said to himself. 'This is better than whitewashing!' The sunshine struck hot on his fur, soft breezes caressed his heated brow, and after the seclusion of the **cellarage** he had lived in so long, the carol of happy birds fell on his dulled hearing almost like a shout. Jumping off all his four legs at once, in the joy of living and the delight of spring without its cleaning, he pursued his way across the meadow till he reached the hedge on the further side.

Kenneth Grahame

Glossary

- **imperiously** bossily
- **scrooged** dug
- **cellarage** several underground rooms

1 Circle the correct option to complete the sentence below.

When Mole jumped out into the meadow he felt...

revitalised. **bored.** **scared.** **dirty.**

1 (1 mark)

2 How do you know that Mole would rather be above ground than do the cleaning?
Write **two** details that support this.

1. _____

2. _____

2 (2 marks)

3 *Spring was moving in the air above and in the earth below and around him, penetrating even his dark and lowly little house.*

Explain why the word *penetrating* is a suitable word to use for spring.

_____

3 (1 mark)

4 **Find** and **copy** the phrase that refers to other animals' homes.

_____

4 (1 mark)

5 The writer has used **alliteration** in this text.

Find and **copy one** example to show this.

_____

5 (1 mark)

6 Why do you think Mole was so keen to leave his home and go above ground?

Explain fully and refer to the text in your answer.

_____

_____

_____

_____

_____

6 (3 marks)

/9

Total for this text