Year 5

Week 1 Activities

Day 1: Lesson 1 – compare and order numbers *(answers in back of booklet)*

1)

Here are the earnings from the gift shop at a theme park.

Monday	£43 125
Tuesday	£42 047
Wednesday	£43 113
Thursday	£42 568
Friday	£42 042

Make these statements true by using the < or > symbol.

Monday's earnings		Wednesday's earnings
Thursday's earnings		Tuesday's earnings
Friday's earnings		Tuesday's earnings

Tuesday's earnings		Thursday's earnings		Friday's earnings

2) Order the amounts of money in ascending order.

3) Here are the theme park's average ticket sales for different months of the year.

January	100 000
April	450 000
July	950 000
October	600 000

Draw a number line from 0 to 1 000 000. Estimate where these numbers would sit on a number line. Mark them and label the month.

1) In August, a theme park sold
985 025 tickets

Ella: The digit in the ten thousands column is eight ten thousands.

Freya: The digit in the ten thousands column is 8.

Who do you agree with? Explain your thinking.

2) Adam was making numbers using ten counters. He needed to have a counter in at least four columns. He made the greatest number possible and the smallest number possible. Are his numbers correct? Explain your reasoning.

Greatest Number Possible					
HTh	TTh	Th	H	T	O
●● ●●	●● ●	●●	●		

Smallest Number Possible					
HTh	TTh	Th	H	T	O
●	●	●	●	●	●● ●● ●●

Quick Questions

1. Which ingredient must be added to the potion first?

_____

2. Find and copy a modal verb.

_____

3. Why are food colouring and glitter 'optional'?

_____
_____

4. How does the layout help the reader?

_____
_____

5. In the final step, why does the author use inverted commas around the word 'magic'?

_____

Magic Potion

Imagine you are a witch or wizard making a magic potion with this fun activity.

Materials:

• Small containers (test-tubes / pots)

• Pipettes or spoons

• Bicarbonate Soda

• Vinegar

• Food colouring / glitter (optional)

Method:

1. If you are using food colouring or glitter, add it into the container.

2. Pour in the vinegar, approximately filling to the half-way point of the container.

3. Using a spoon, sprinkle in the bicarbonate soda.

4. Watch the 'magic' potion fizz, pop and bubble.

The Science:

Fizzing will happen because a neutralisation reaction occurs between the acidic vinegar and the alkaline bicarbonate of soda, releasing carbon dioxide.

Extension Ideas:

Try adding a little washing up liquid as this should thicken the bubbles, or experiment with different colours and amounts of bicarbonate of soda and vinegar.

Create your own magic potion here:

_____

_____

_____

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Proof Reading Activities

Activity One
First identify the type of mistake in the passage, then correct the 4 mistakes.

Russell groaned his mum shouted up the stairs; "Russell, get up now or you'll be late – again!"

"Riiiight," he called back wearily. "It's always the same," he thought "Just when you were warm, comfy and having a fabulous dre – what was that?" Russell's train of thought was interrupted by a small figure running along the top of the skirting boards. It was only there for a second, but he was sure he'd seen. Russell shook his head in an effort to 'reboot' his vision. But no, there it was again, this time climbing up the leg his desk. A small person, no more than six inches high, scaling the telegraph pole upright.

Russell felt no fear, only curiosity. It occurred to him that maybe he was a) dreaming or b) going slightly mad but he decided that having an imp or a pixie in his room was far more interesting than getting dressed, whatever the reason for its appearance. He approached slowly, much like when he was trying to catch his rabbit to put it to bed, "'Mustn't spook it," he whispered himself.

"Oi, who are you calling it?" said a tiny voice.

The 5 types of mistake are:

Activity Two
First identify the type of mistake in the passage, then correct the 11 mistakes.

He wasn't exacly dressed like an elf, come to think of it. The boy (Russell was farely sure this was a boy now) had thick, dark hair which he war long and free, "Like a girl," Russell though. He wore an all-in-one suit made out of what seemed to be a flexable, smooth tweed. Russell wondered if it was itchy. He had a utility belt holding tinny tools; a hammer, pliers, a screwdriver and a quantity of wire ties. All perfect, miniscule replicas of fermiliar items in Russell's dad's tool box. On his back was a rucksack with, Russell presumed, his climbing geer inside it. On his feet were a pair of chocolate brown boots which looked like leather gloves, but for feet. There was a seperate section for each toe. "Five toes through," Russell noted, "same as me."   The eyes that were now looking at Russell expectently were deep brown, almost black and the elf's skin was shiny, soft looking and a deep mahogany colour.

Now write it out correctly in your neatest handwriting:

_____

_____

_____

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Day 2: Lesson 1 - addition and subtraction *(answers in back of booklet)*

1) Complete these addition calculations. You may want to use place value counters to help you.

a)

	3	7	8	5
+	5	1	3	4

b)

	6	0	5	4
+	5	6	7	1

c)

	3	4	3	2	3
+		4	7	6	8

d) 53 264 + 9565

e) 6807 + 32 653

1) Ravi has been practising his column method but he has made some mistakes. For each sum, identify the mistakes and explain his errors. Then carry out the sum yourself to find the correct total.

a)

	3	2	5	6	1
+		7	6	3	5
	3	9	1	9	6

b)

	3	4	5	8	
+	5	2	6	7	1
	5	7	2	5	1

c)

		5	2	3	1
+		2	7	8	5
	7	1	0	1	6
			1		

2) Amy is playing a maths game. She scores 1200 in the first round, 4800 in the next and 11 000 in the final round. Would you use column addition to find her total score? Use the numbers in the question to explain your answer.

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Day 2 Lesson 2 – reading comprehension *(answers in back of booklet)*

Quick Questions

1. What jobs do robots do?

2. What does 'holographic-restaurant' and 'virtual-school' tell you about life in 2053?

3. Give two phrases which tell you that the robots have had enough of their position?

4. How do you think the robots will teach the humans a lesson?
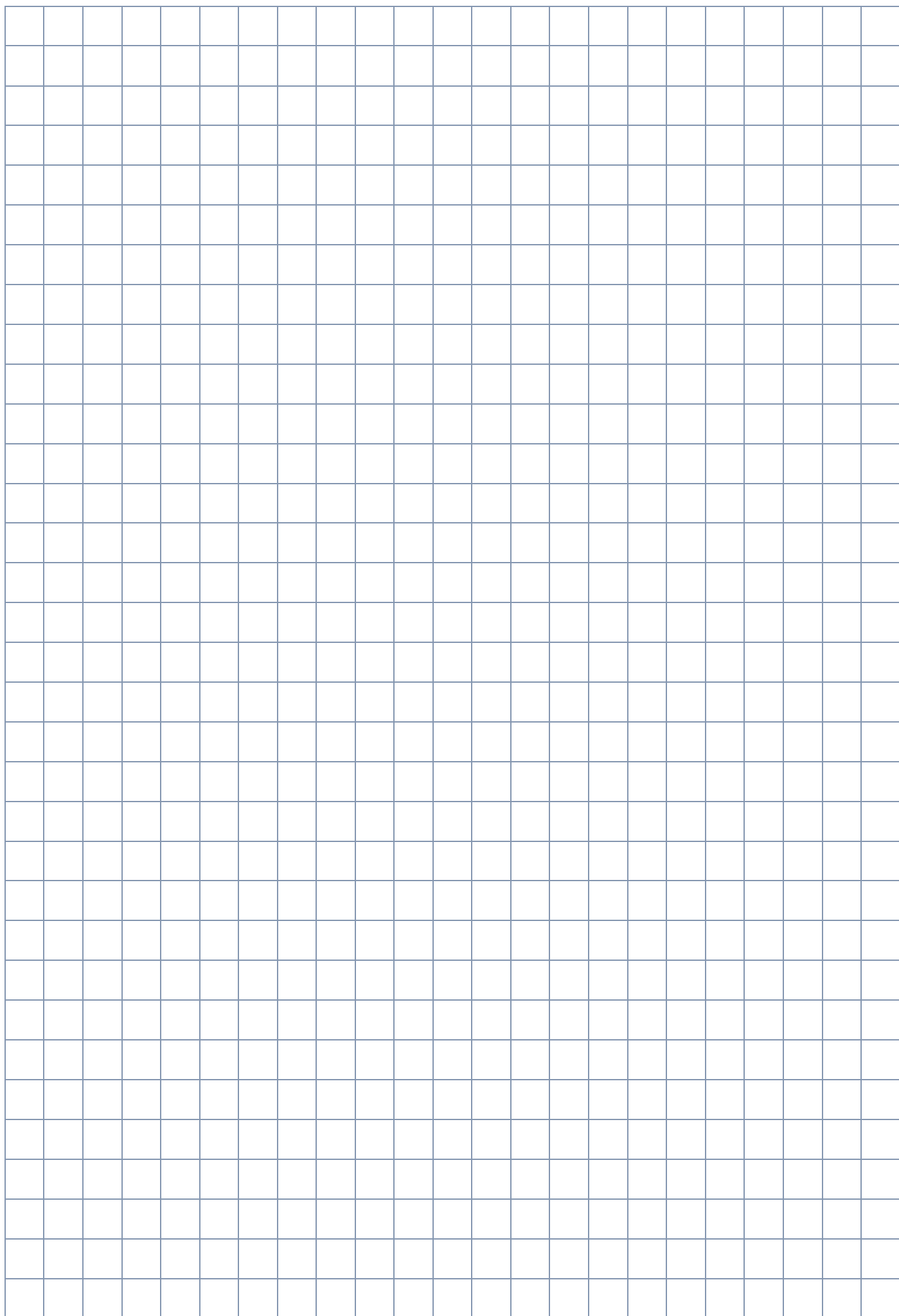
Robot Revenge

11   The year is 2053. Robots are a part of everyday life –
17   they drive hover-trains, serve in holographic-restaurants
26   and even teach in virtual-schools. They are so realistic
38   that it can be hard to know whether you are talking to
50   a fellow human or a robot (in some cases the only clue
61   is the small light that can be seen faintly glowing from
65   behind the left ear).

73   In fact, robots are becoming increasingly infuriated with
83   their place in society. A group are plotting their revenge
94   on humans. They want to teach humans a lesson – it is
105 about time that humans started to be grateful for all the
114 wonderful opportunities they have in life. The robots will
117 make them realise...

Can you write a Robot character description here for your own robot?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Day 2: Lesson 3 – grammar and punctuation *(answers in back of booklet)*

1. Which verb is created when these suffixes are added to the noun? **Write the correct verb** for each example.

class   +   -ify

advert   +   -ise

assassin   +   -ate

. . . .

2. **Circle the modal verbs** in the sentence below.

'We should leave,' he whispered. 'They could come back at any time.'

. . . .

3. **Underline** the **relative clause** in the sentence below.

6. Read the sentences below. **Circle** the word which links the sentences together to create cohesion.

It's important to follow a recipe when making a cake. _____ , you need to make sure you have the ingredients to hand.

| Then   After that   Firstly   This |

. . . .

7. **Underline the parenthesis** in the sentence below.

Every morning I catch the bus (which stops outside the library) to travel to school.

Day 3: Lesson 1 - addition and subtraction *(answers in back of booklet)*

1) Complete these subtraction calculations. You may want to use place value counters to help you.

a)

	5	1	3	4
-	1	5	3	2

b)

	9	0	5	4
-	5	6	7	1

c)

	3	4	0	2	3
-		8	7	1	8

d) 52 064 - 25 934

e) 86 807 - 32 653

1) Rana has been practising the column method but she has made some mistakes. Can you identify all the mistakes and explain what she has done wrong?

Complete the calculation yourself to show the correct workings.

a)

	3	²1	¹5	6	1
-		1	6	3	5
	3	0	9	3	4

b)

	8	4	2	8	4
-	5	2	6	5	3
	3	2	6	3	1

2) Is this statement always, sometimes or never true? Explain your thinking.

'If you find the difference between two consecutive numbers, the answer will be an even number.'

Day 3: Lesson 2 – reading comprehension *(answers in back of booklet)*

Quick Questions

1. When were superheroes first created?

_____

2. Find and copy two verbs which mean the same as 'fighting'

_____

3. Why do you think that Anaconda is 'not immortal'?

_____

4. Who do you think is more powerful: Lightning Girl or Anaconda? Explain your reasons why.

_____
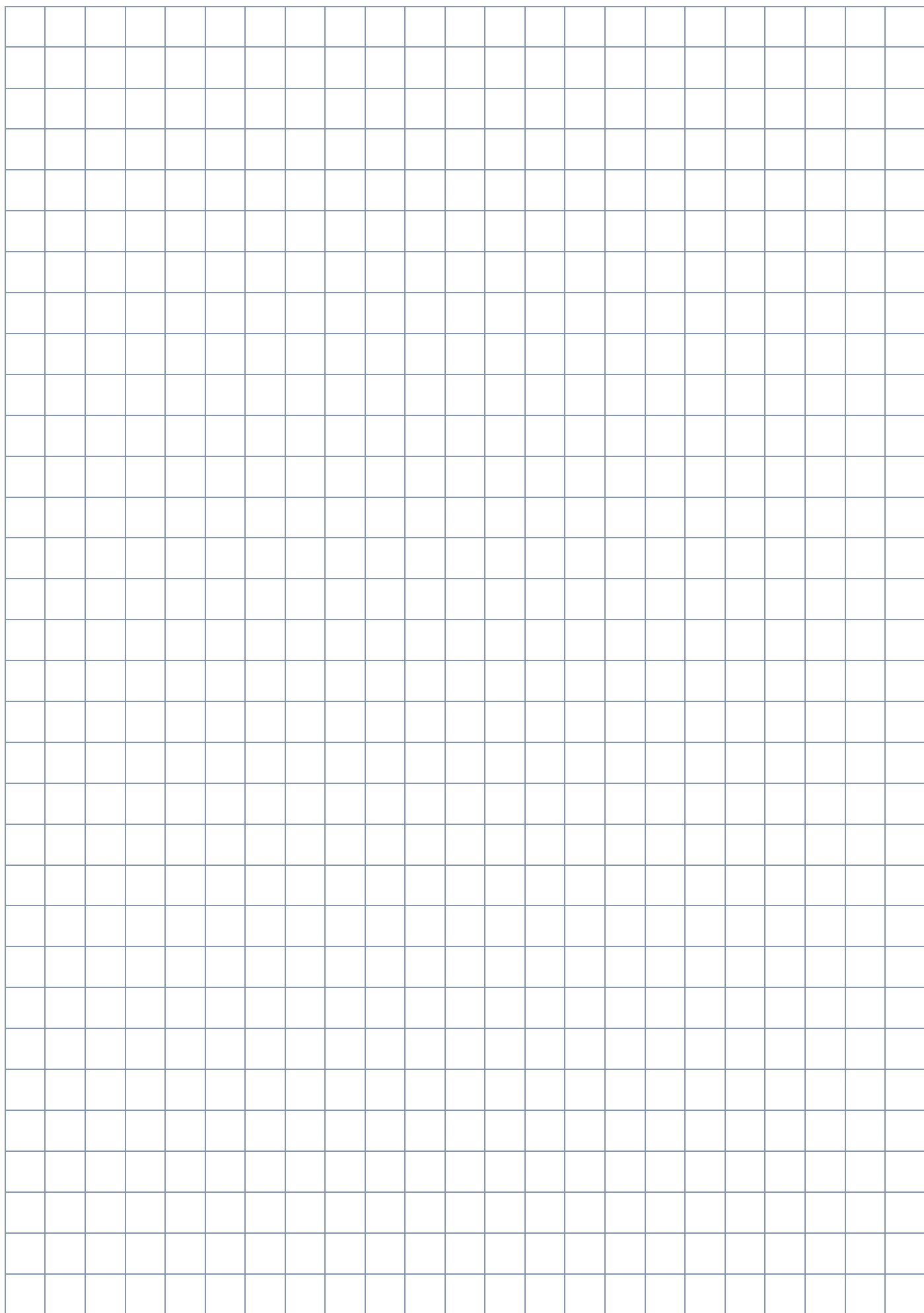
Superhero Facts

9 Superheroes are fantasy characters who are dedicated to tackling
19 crime and battling villains. They were originally created as part
30 of comic book stories in the late 1930s. Superheroes have special
37 (superhuman) powers such as those described here:

39 Lightning Girl

51 Lightning Girl is one of the daughters of a native American tribal
62 princess, all of whom have auburn hair and the potential to
64 wield magic.

71 **Flight speed:** Subsonic (when propelled by winds)

77 **Fighting skills:** Excellent hand-to-hand combatant, trained
79 by Anaconda.

80 Anaconda

87 Anaconda was born with superhuman strength, the
95 ability to heal his own wounds (unless they
103 are severe) and the power of flight. He
109 was later given an invisible, strong
114 exoskeleton to protect him further.

119 **Age:** Over one-hundred years old
122 (but not immortal).

If you could be a superhero what would your powers be? Write 3 sentence to describe each one.

_____

_____

_____

_____

_____

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_____

Day 3: Lesson 3 – grammar and punctuation *(answers in back of booklet)*

8. Do the **adverbials** in the table below show time, place or frequency? **Tick one box** for each.

Adverbial	Time?	Place?	Frequency?
in January			
behind the garage			
near Cardiff			
always			

. . . .

9. Read the sentences below. **Write how many** people went to the shop in the box after each sentence.

I went to the shop with my friend Simon and Terry. ☐

I went to the shop with my friend, Simon and Terry. ☐

10. Read the sentence below. **Circle** the word which indicates the degree of possibility within the sentence.

Samira is definitely a faster runner than James.

What number is shown on the place value chart?

HTh	TTh	Th	H	T	O
			•• •	•	••••• ••••

Complete the sentences:

If I multiply this number by 10, it becomes _____.

The digits move _____ place to the _____.

If I multiply this number by 100, it becomes _____.

The digits move _____ places to the _____.

If I multiply this number by 1000, it becomes _____.

The digits move _____ places to the _____.

1) Match each planet to its moon to complete the calculation. Make sure that you fill in the missing boxes.

Planets
83 × 100
☐ × 10
612 × ☐
5604 × 10
87 × ☐
902 × 1000

Moons
4030
56 040
8300
87 000
902 000
61 200

1) Javine says, "To multiply by 1000, I just add three zeros."
Kian says, "I times by 10, then times by 10 and times by 10 again."
Do you agree with Javine and Kian's methods for multiplying by 1000? Explain your thinking.

2) Can you work out the diameter of these new planets using the clues below?
Vesta is 10 times bigger than Athena.
Athena has half the diameter of Vulcan.
Juno is 10 times bigger than Athena.
Ceres is 100 times bigger than Vulcan.
Vulcan is 20 530km in diameter.
Apollo is 100 times bigger than Athena.

3) Alan and Astrid, the astronauts, are exploring the new planet, Vulcan. Alan has travelled 763 steps. Astrid has travelled 10 times more steps than Alan and then walked another 250 steps. How many steps has she travelled?

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Day 4: Lesson 2 – reading comprehension *(answers in back of booklet)*

Quick Questions

1. What unusual event occurred at the beginning of the story?

2. Find and copy two adjectives which describe the setting.

3. What does the word 'astonishment' tell us about the way Zaina is feeling?

4. Will Zaina be able to help the unicorns? Why do you think this?

Unicorn Valley

10 Without warning, Zaina woke to find herself floating up from
21 her bed towards a dazzling star which had appeared on her
27 ceiling; she was pulled through it.

36 Within seconds, Zaina found herself landing in a dazzling
45 land. She was standing in a supernatural meadow surrounded
54 by mystical wild flowers and towering willow trees. Zania
63 was awestruck by this enchanting setting, but was most
72 astonished by the majestic unicorns trotting towards her. She
81 gazed around in astonishment. She had always believed that
89 unicorns were real - her brother was clearly wrong.

101 Zaina could hear a voice in her head telling her that she
110 had been chosen to save the enchanted valley. Overhead,
117 ferocious dragons menacingly circled the dreamy wonderland
127 desperately trying to get close enough to attack. How would
132 she be able to help?

Create your own unicorn story here:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

a

Can you rewrite the sentence below as direct speech?

The shop assistant told him that the cost was six pounds exactly.

_____
_____
_____

b

Write a sentence using the commonly-confused homophone word 'practise'.

_____
_____
_____

c

Students Cook & Serve Grandparents!

Why is this newspaper headline ambiguous?

_____
_____

d

Mr Whoops has accidentally jumbled up two words containing the 'ough' letter string. Can you help him unjumble them?

loguhath

_____

goulph

_____

e

Underline the adverb of possibility or modal verb in the following sentences and say what type of word you have underlined.

a) Bridget might be able to attend the party.

_____

b) Perhaps Joe had lost his wallet when he was at the shopping centre.

_____

f

Insert commas around the relative clause in this sentence and underline the relative pronoun.

The war veterans who were now all in their eighties paraded proudly down the street.

Day 5: Lesson 1 – dividing by 10, 100, 1000 *(answers in back of booklet)*

1) What number is shown on the place value chart?

HTh	TTh	Th	H	T	O
	• • •	• •			
	• • •	• •			
	• • •	• •			

Complete the sentences:

If I divide this number by 10, it becomes _____.

The digits move _____ place to the _____.

If I divide this number by 100, it becomes _____.

The digits move _____ places to the _____.

If I divide this number by 1000, it becomes _____.

The digits move _____ places to the _____.

2) a) How many decades are there in...

2340 years? _____

87 020 years? _____

b) How many centuries are there in...

98 000 years? _____

808 500 years? _____

1) Jason says,

"To divide by 100, I can divide by 10 and then divide by 10 again."

Karla disagrees and says that you just move the digits two places to the right. Who do you agree with? Explain your thinking.

2) Using the clues below, can you work out the ages of these new planets?

- Vesta is 10 times younger than Athena.
- Athena is half the age of Vulcan.
- Juno is 100 times younger than Athena.
- Ceres is 1000 times younger than Vulcan.
- Vulcan is 608 000 years old.
- Apollo is 1000 times younger than Athena.

Quick Questions

1. Where did the voice come from?

2. Define: inaudible.

3. Why was her 'heart pounding'? Give two reasons.

4. What do you predict Lucy will do next? Use the text to support your answer.
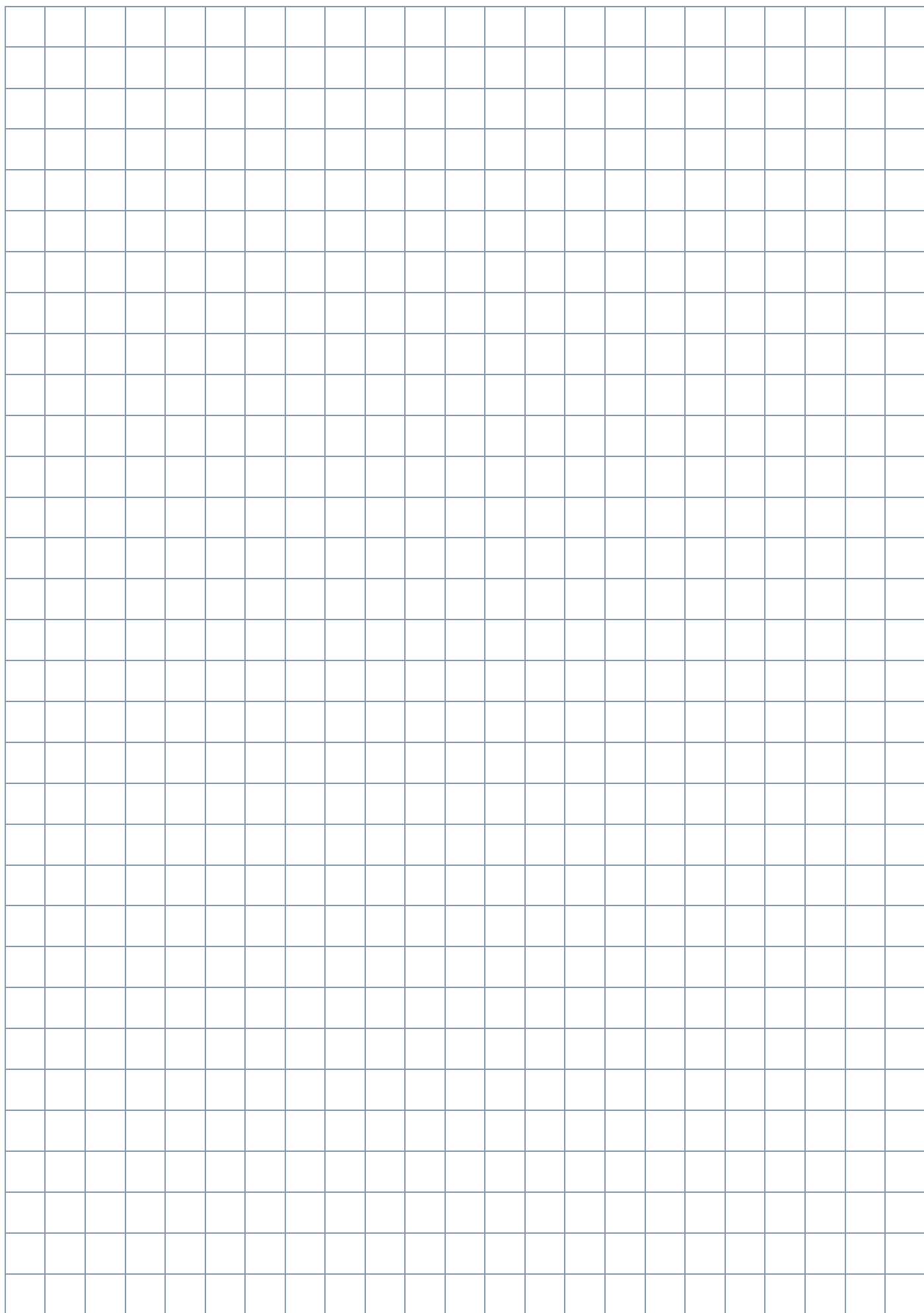
Help!

10 The trees were like inky giants menacingly looming over
17 the house with twisted, reaching arms. Their decaying
25 leaves rustled loudly and the air smelled damp.

35 Lucy arrived at the door. Her chest tightened. Her eyes
44 widened. She lifted her shaking, clammy hand to knock
55 on the door but before she could touch it, it creaked
56 open…

61 They wouldn't find her here.

70 Slowly edging across the threshold, her heart began to
78 pound. Thoughts were racing wildly around her head
87 as she tentatively peered into the darkness, trying to
98 see if the coast was clear. After moments of silence and
107 stillness, she had reassured herself; judging by the state
116 of the house, nobody had ventured there in years.

117 Relief.

126 Then, from the floors above, a small, almost inaudible
130 voice called, "Help… me…"

a

Can you circle the relative pronoun in this sentence and add commas around the relative clause?

The kaka parrot which had brightly coloured plumage perched high up in the rainforest canopy.

b

Can you think of a word that ends in either -cial or -tial that match these definitions?

Absolutely necessary

_____

Top secret!

_____

c

Explain why this plural possessive apostrophe sentence is incorrect.

The pupil's lessons were much more interesting now that they had a new teacher.

_____
_____
_____

d

Tick to show whether the underlined word is being used as an adverb or an adjective.

Sentence	Adverb	Adjective
The fisherman pulled <u>hard</u> at his line.		
It was a <u>direct</u> flight to Greece.		

e

Choose the correct form of the verb 'to have' to fit into these sentences.

Later today, we are _____ a party for my Grandma's 65th birthday.

The boys _____ a fantastic time at cub scout camp.

My friends all _____ very different personalities.

f

Mr Whoops has been juggling with the letters from one of his Y5 spelling words. Can you spot what it is?

r i t e a v y

v _____

Answers: day 1

1)

Make these statements true by using the < or > symbol.		
Monday's earnings	>	Wednesday's earnings
Thursday's earnings	>	Tuesday's earnings
Friday's earnings	<	Tuesday's earnings

Tuesday's earnings	<	Thursday's earnings	>	Friday's earnings

2)

smallest	£42 042 Friday	£42 047 Tuesday	£42 568 Thursday	£43 113 Wednesday	£43 125 Monday	greatest

3)

0   500 000   1 000 000

January   April   October   July

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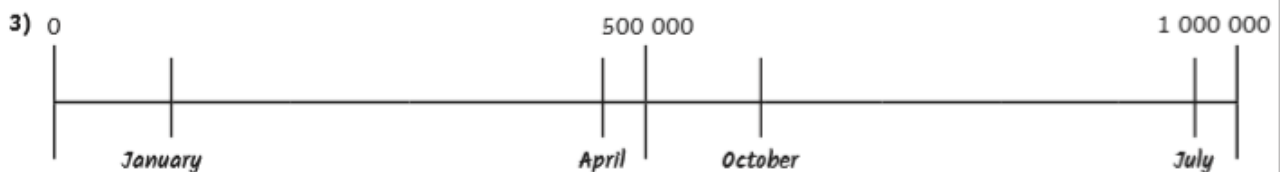
1) Freya is correct. The digit in the ten thousands column is 8. If the question had asked for the value of the 8 digit, Ella would have been correct.

2) Adam is incorrect. To make the greatest number possible, first put one counter in each of the four highest value columns. Then put the remaining counters in the highest value column. The greatest number possible would be 711 100.

3) Adam is incorrect. To make the smallest number possible, first put one counter in each of the four lowest value columns. Then put the remaining counters in the lowest value column. The smallest number possible would be 1117.

Answers

1. Which ingredient must be added to the potion first?

   Accept: Vinegar.

2. Find and copy a modal verb.

   Accept 'will' or 'should'.

3. Why are food colouring and glitter 'optional'?

   Accept an explanation that the glitter and colouring are not needed for the reaction to occur (as explained in 'The Science' section, so it is your choice whether you use them to enhance the look of the 'potion'.

4. How does the layout help the reader?

   Accept any explanation that this is an experiment so the instructions make it clear to the reader what is needed first, followed by the numbered steps to complete it.

5. In the final step, why does the author use inverted commas around the word 'magic'?

   Accept any answer that refers to the use of sarcasm or the facts that the author is showing that the potion is not really magic.

Proof Reading Activities Answers

Activity One
Type of mistake: words missing.

Russell groaned **as** his mum shouted up the stairs; "Russell, get up now or you'll be
late – again!"

"Riiiight." he called back wearily. "It's always the same," he thought "just when you were warm, comfy and having a fabulous dre – what was that?" Russell's train of thought was interrupted by a small figure running along the top of the skirting boards. It was only there for a second, but he was sure he'd seen **it**. Russell shook his head in an effort to 'reboot' his vision. But no, there it was again, this time climbing up the leg **of** his desk. A small person, no more than six inches high, scaling the telegraph pole upright.

Russell felt no fear, only curiosity. It occurred to him that maybe he was a) dreaming or b) going slightly mad but he decided that having an imp or a pixie in his room was far more interesting than getting dressed, whatever the reason for its appearance. He approached slowly, much like when he was trying to catch his rabbit to put it to bed, '"Mustn't spook it." He whispered **to** himself.

"Oi, who are you calling it?" said a tiny voice.

Activity Two
Type of mistake: spelling including homophones and commonly misspelled words.

He wasn't exacly dressed like an elf, come to think of it. The boy (Russell was **fairly** sure this was a boy now) had thick, dark hair which he **wore** long and free, 'Like a girl.' Russell **thought**. He wore an all-in-one suit made out of what seemed to be a **flexible**, smooth tweed. Russell wondered if it was itchy. He had a utility belt holding **tiny** tools; a hammer, pliers, a screwdriver and a quantity of wire ties. All perfect, miniscule replicas of **familiar** items in Russell's dad's tool box. On his back was a rucksack with, Russell presumed, his climbing **gear** inside it. On his feet were a pair of chocolate brown boots which looked like leather gloves, but for feet. There was a **separate** section for each toe. "Five toes **though**," Russell noted, "same as me."   The eyes that were now looking at Russell **expectantly** were deep brown, almost black and the elf's skin was shiny, soft looking and a deep mahogany colour.

Answers: day 2

1) a) 8919

   b) 11 725

   c) 39 091

   d) 62 829

   e) 39 460

2) a) Abdul and Sam

   b) Lottie and Ffion

---

1)

	3	2	5	6	1
+		7	6	3	5
	(3)	(9)	1	9	6

	3	2	5	6	1
+		7	6	3	5
	4	0	1	9	6
			1	1	

500 + 600 = 1100. Ravi should have regrouped 10 of the hundreds as 1 thousand, recording the regrouped digit under the thousands column. 2000 + 7000 + 1000 = 10 000, thus giving a final total of 40 196.

	(3	4	5	8)
+	5	2	6	7	1
	5	7	2	5	1

		3	4	5	8
+	5	2	6	7	1
	5	6	1	2	9
			1	1	

Ravi has not lined the digits up in the correct place value columns. The value of the 3 is three thousands but he has put it in the ten thousands column.

		5	2	3	1
+		2	7	8	5
	7	(1	0)	1	6
			1		

	5	2	3	1
+	2	7	8	5
	8	0	1	6
		1	1	

Ravi has started correctly but, when he got to 700 + 200 + 100, he has written this in as 1000. He should have recorded the regrouped digit under the thousands column to add this on to 5000 + 2000.

2) Children should be encouraged to look at the numbers they are calculating with and use the most efficient method. They should understand that they should always look at the numbers first to decide whether you can add them mentally. In this case, column addition would not be the most efficient method. A mental method, with jottings if needed, would be the most efficient method. You could use your number bond knowledge to add 1200 to 4800, giving a total of 6 000, and then add 11 000 to give a final total of 17 000.

Answers

1. What jobs do robots do?

   Accept: 'drive hover-trains, serve in restaurants and teach'.

2. What does 'holographic-restaurant' and 'virtual-school' tell you about life in 2053?

   Accept an explanation that many things are now computer-generated rather than real.

3. Give two phrases which tell you that the robots have had enough of their position?

   Accept any of 'increasingly infuriated', 'plotting their revenge', teach humans a lesson', 'make them realise'.

4. How do you think the robots will teach the humans a lesson?

   Accept any reasonable explanation that links to the text – they will stop doing all the jobs for humans, making humans realise how lucky they are.

1	classify advertise assassinate	1 mark
2	'We (should) leave,' he whispered. 'They (could) come back at any time.'	1 mark
3	We are going to go back to Devon this year, <u>which is where I first learnt to surf.</u>	1 mark

6	Then After that (Firstly) This	1 mark
7	Every morning I catch the bus <u>(which stops outside the library)</u> to travel to school.	1 mark

2) a) High Fliers and Fantastic French

b) Sea Beast and The Conjurers (10 464). Number One and Fantastic French (1838). Look for children who explain their reasoning about number selection, e.g. taking the largest and smallest numbers to find the greatest difference and the two closest numbers for the smallest difference, rather than trying every combination of numbers to find the correct answer.

---

1) a) 3602

b) 3383

c) 25 305

d) 26 130

e) 54 154

2) a) High Fliers and Fantastic French

b) Sea Beast and The Conjurers (10 464). Number One and Fantastic French (1838). Look for children who explain their reasoning about number selection, e.g. taking the largest and smallest numbers to find the greatest difference and the two closest numbers for the smallest difference, rather than trying every combination of numbers to find the correct answer.

---

1) a)

	3	2̶1	¹5	6	1
-		1	6	3	5
	3	0	9	3	(4)

Rana has done 5 – 1 rather than doing 1 – 5 and exchanging.
The correct answer is 30 926.

b)

	8	(4	2)	8	4
-	5	2	6	5	3
	3	2	6	3	1

Rana has not recorded the exchange of taking 1 thousand from 4 thousands to create 10 hundreds, which would leave 3 thousands.
The correct answer is 31 631.

2) Never. In a pair of consecutive numbers, one number will be odd and the other even.

odd – even = odd

even – odd = odd

Answers

1. When were superheroes first created?

Accept: late 1930s

2. Find and copy two verbs which mean the same as 'fighting'

Accept 'tackling' and 'battling'

3. Why do you think that Anaconda is 'not immortal'?

Accept an explanation that despite being able to heal his own wounds, if they are severe he is unable to, which would mean that he could die in this situation.

4. Who do you think is more powerful: Lightning Girl or Anaconda? Explain your reasons why.

Accept any reasonable explanation that links to the text – Lightning Girl because she was trained by Anaconda and can use magic / Anaconda because he can heal his own wounds and has an invincible, strong exoskeleton.

8

Adverbial	Time?	Place?	Frequency?
in January	X		
behind the garage		X	
near Cardiff		X	
always			X

9 possessive pronoun   3

   relative pronoun   4

10 Samira is (definitely) a faster runner than James.

Answers: day 4

1) If I multiply this number by 10, it becomes **3190**.
The digits move **one** place to the **left**.
If I multiply this number by 100, it becomes **31 900**.
The digits move **two** places to the **left**.
If I multiply this number by 1000, it becomes **319 000**.
The digits move **three** places to the **left**.

2)

Planets	83 × 100	403 × 10	612 × 100	5604 × 10	87 × 1000	902 × 1000
Moons	4030	56 040	8300	87 000	902 000	61 200

1) Javine should have said that the digits move three places to the left. If you are multiplying a decimal number by 1000, for example, 2.5 × 1000, adding three zeros results in 2.5000. If any columns on the right of the digits have become empty, they will need a place holder.

Kian's method is correct as 10 x 10 x 10 = 1000. It is the same as multiplying by 1000.

2) Juno – 102 650km, Athena – 10 265km, Ceres – 2 053 000km, Vesta – 102 650km, Apollo – 1 026 500km, Vulcan – 20 530km

3) 763 x 10 = 7630
7630 + 250 = 7880
She has travelled 7880 steps.

Answers

1. What unusual event occurred at the beginning of the story?
Accept: Zaina woke to find herself floating towards a dazzling star on her ceiling and being pulled through it.

2. Find and copy two adjectives which describe the setting.
Accept: dazzling, supernatural, mystical, enchanting and dreamy.

3. What does the word 'astonishment' tell us about the way Zaina is feeling?
Accept a response that shows Zaina couldn't believe what she was seeing, that she was shocked and impressed.

4. Will Zaina be able to help the unicorns? Why do you think this?
Accept any reasonable explanation that links to the text – yes because she had been chosen so must be able to help / no because the dragons were ferocious and ready to attack and she was just a girl.

e

Underline the adverb of possibility or modal verb in the following sentences and say what type of word you have underlined.

a) Bridget **might** be able to attend the party.

modal verb

b) **Perhaps** Joe had lost his wallet when he was at the shopping centre.

adverb of possibility

---

f

Insert commas around the relative clause in this sentence and underline the relative pronoun.

The war veterans, **who** were now all in their eighties, paraded proudly down the street.

---

c

Students Cook & Serve Grandparents!

Why is this newspaper headline ambiguous?

Accept an explanation about how the headline could be misconstrued and its readers may think that the students are actually cooking and serving their grandparents as food!

---

d

Mr Whoops has accidentally jumbled up two words containing the 'ough' letter string. Can you help him unjumble them?

loguhath

although _____

goulph

plough _____

---

a

Can you rewrite the sentence below as direct speech?

The shop assistant told him that the cost was six pounds exactly.

Accept direct speech with the reporting clause either before or after the inverted commas, e.g. The shop assistant politely said, "That'll be six pounds exactly." OR "That'll be six pounds exactly," said the shop assistant politely.

---

b

Write a sentence using the commonly-confused homophone word 'practise'.

Accept any sentence where 'practise' is used in the correct context as a verb, e.g. The parkour instructor told Tessa to practise more if she wanted to complete the difficult jump.

Answers: day 5

1) If I divide this number by 10, it becomes **6500**.
   The digits move **one** place to the *right*.
   If I divide this number by 100, it becomes **650**.
   The digits move **two** places to the *right*.
   If I divide this number by 1000, it becomes **65**.
   The digits move **three** places to the *right*.

2) a) **234 decades**
      8702 decades

   b) **980 centuries**
      8085 centuries

   c) **95 millennia**
      103 millennia

3) 4500 ÷ **100** = 45
   6080 ÷ 10 = 608
   805 000 ÷ 1000 = **805**

---

1) *Jason and Karla are both correct.*
   10 x 10 = 100
   Therefore, dividing by 10 twice is the same as what Karla is describing.

2) *Ages of the planets in years:*
   Juno – 3040
   Athena – 304 000
   Ceres – 608
   Vesta – 30 400
   Apollo – 304
   Vulcan – 608 000

Answers

1. Where did the voice come from?
   Accept: the floors above (her).

2. Define: inaudible.
   Accept very quiet, almost impossible to hear.

3. Why was her 'heart pounding'? Give two reasons.
   Accept an explanation focusing on the fact that she was trying to get away from somebody ('They wouldn't find her here') so her heart is pounding due to physical exertion and being scared.

4. What do you predict Lucy will do next? Use the text to support your answer.
   Accept any reasonable explanation linking to the text – she will go towards the noise because she was brave enough to go into the house; she will leave the house because she wanted to check that the coast was clear, so if somebody else is there she won't want to stay there.

e

Choose the correct form of the verb 'to have' to fit into these sentences.

Later today, we are **having** a party for my Grandma's 65th birthday.

The boys **had** a fantastic time at cub scout camp.

My friends all **have** very different personalities.

f

Mr Whoops has been juggling with the letters from one of his Y5 spelling words. Can you spot what it is?

(r) (i) (t) (e) (a) (v) (y)

variety

c

Explain why this plural possessive apostrophe sentence is incorrect.

The pupil's lessons were much more interesting now that they had a new teacher.

Accept an appropriate explanation that there is more than one pupil and more than one lesson so the apostrophe should be after the 's', i.e. the pupils' lessons.

d

Tick to show whether the underlined word is being used as an adverb or an adjective.

Sentence	Adverb	Adjective
The fisherman pulled <u>hard</u> at his line.	✓	
It was a <u>direct</u> flight to Greece.		✓

a

Can you circle the relative pronoun in this sentence and add commas around the relative clause?

The kaka parrot, (**which**) had brightly coloured plumage, perched high up in the rainforest canopy.

b

Can you think of a word that ends in either -cial or -tial that match these definitions?

Absolutely necessary

essential _____

Top secret!

confidential _____