As recommended by gov.uk

Home Learning Pack
Year 4

Take a picture while you work through this booklet and tweet us @ClassroomSecLtd using the hashtags #CSKids and #HomeLearningHero to be in with a chance of winning a month’s subscription to classroomsecrets.co.uk.
### Add Two 4-Digit Numbers 2

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

<table>
<thead>
<tr>
<th>Th</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>C</td>
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</tbody>
</table>

Five thousand, five hundred and fifty

**5,555**

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

<table>
<thead>
<tr>
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</tbody>
</table>

Three thousand six hundred and eighty-four

2a. What number is missing from the calculation?

<table>
<thead>
<tr>
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</table>

2b. What number is missing from the calculation?

<table>
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<tr>
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</table>

3a. Complete the calculation.

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</table>

3b. Complete the calculation.

<table>
<thead>
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</table>

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

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<tr>
<td>C</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
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</tr>
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<td></td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1a. Which two numbers add together to make the answer 3,150?

A   B
1,000 1,000 100 1,000 10 10
10 10 1 1 1
1 1 1 1 1

C
1,000 10 1
1 1 1
1 1 1
1 1 1

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

A   B
1,000 1,000 100 1,000 10 10
1 1 1 1 1 1
1 1 1 1 1

C
1,000 1,000 100
10 1
1 1
1 1
1 1

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

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

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

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

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

Is he correct? Prove it.

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

Is he correct? Prove it.
Add Two 4-Digit Numbers 2

1a. Match the calculation to the correct answer.

\[
\begin{array}{c}
2 & 0 & 3 & 5 \\
+ & 1 & 0 & 7 & 3 \\
\hline
\end{array}
\]

Three thousand and eighteen

3,108

1b. Match the calculation to the correct answer.

\[
\begin{array}{c}
5 & 6 & 2 & 4 \\
+ & 3 & 7 & 5 & 3 \\
\hline
\end{array}
\]

Nine thousand and seventy-seven

2a. What number is missing from the calculation?

\[
\begin{array}{c}
5 & 4 & 3 \\
+ & 1 & 5 & 5 & 1 \\
\hline
6 & 9 & 9 & 0 \\
\hline
1
\end{array}
\]

2b. What number is missing from the calculation?

\[
\begin{array}{c}
3 & 7 & 3 & 8 \\
+ & 1 & \Box & 5 & 0 \\
\hline
5 & 6 & 8 & 8 \\
\hline
1
\end{array}
\]

3a. Complete the calculation.

\[
\begin{array}{c}
4 & 2 & 3 & 6 \\
+ & 3 & 6 & 2 & 7 \\
\hline
\end{array}
\]

3b. Complete the calculation.

\[
\begin{array}{c}
5 & 8 & 6 & 2 \\
+ & 2 & 8 & 2 & 1 \\
\hline
\end{array}
\]

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

\[
\begin{array}{c|c|c|c}
\text{Th} & \text{H} & \text{T} & \text{O} \\
\hline
\circ & \circ & \circ & \circ \\
+ & \circ & \circ & \circ \\
\hline
\circ & \circ & \circ & \circ \\
\end{array}
\]

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

\[
\begin{array}{c|c|c|c}
\text{Th} & \text{H} & \text{T} & \text{O} \\
\hline
\bullet & \bullet & \bullet & \bullet \\
+ & \bullet & \bullet & \bullet \\
\hline
\bullet & \bullet & \bullet & \bullet \\
\end{array}
\]
Add Two 4-Digit Numbers 2

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

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

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

```
4  
+ 3
---
 5
```

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

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

```
3 4
+ 2 3
---
 4
```

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

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

```
8 3 2 1
+ 1 3 5 9
```

Is she correct? Prove it.

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

```
5 3 1 1
+ 3 8 1 2
```

Is she correct? Prove it.
### Add Two 4-Digit Numbers 2

1a. Match the calculation to the correct answer.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>8,000</td>
<td>100</td>
<td>LXXXVI</td>
</tr>
<tr>
<td>Eight thousand</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Eight thousand</td>
<td>86</td>
<td></td>
</tr>
</tbody>
</table>

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

1b. Match the calculation to the correct answer.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>9,000</td>
<td>100</td>
<td>nine</td>
</tr>
</tbody>
</table>

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

2a. What number is missing from the calculation?

9, □ 67 + 381 = 9948

2b. What number is missing from the calculation?

4,258 + 5,5 □ 1 = 9,839

3a. Complete the calculation.

9,369 + 425 =

3b. Complete the calculation.

6,366 + 2,273 =

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

A

2,3 □ 5 + 1,454 =

B

3,926 + 2, □ 43 =

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

A

4,628 + 2,1 □ 1 =

B

6,3 □ 5 + 3,413 =

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### Add Two 4-Digit Numbers 2

<table>
<thead>
<tr>
<th>Question</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Which two numbers add together to make the answer 8,097?</td>
<td><img src="image1" alt="Addition Problem" /></td>
</tr>
<tr>
<td>1b. Which two numbers add together to make the answer 8,433?</td>
<td><img src="image2" alt="Addition Problem" /></td>
</tr>
<tr>
<td>2a. Eva is adding two 4-digit numbers together. The answer has a five in the tens column where an exchange has taken place. What digits could be in the tens column of the two numbers being added together?</td>
<td><img src="image3" alt="Addition Problem" /></td>
</tr>
<tr>
<td>2b. Laura is adding two 4-digit numbers together. The answer has a seven in the hundreds column and an exchange has taken place from the tens to the hundreds. What digits could be in the hundreds column of the two numbers being added together?</td>
<td><img src="image4" alt="Addition Problem" /></td>
</tr>
<tr>
<td>3a. Meg thinks that an exchange takes place from the tens column in the calculation below. Is she correct? Prove it.</td>
<td><img src="image5" alt="Addiition Problem" /></td>
</tr>
<tr>
<td>3b. Jack thinks that an exchange takes place from the hundreds column in the calculation below. Is he correct? Prove it.</td>
<td><img src="image6" alt="Addition Problem" /></td>
</tr>
</tbody>
</table>
Round to the Nearest 1,000

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

A. 3,395

B. 1,000

C. 3,621

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

A. 6,407

B. 1,000

C. 6,694

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

2,198

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

1,472

3a. True or false?

All of the numbers round to 5,000.

A. 7,324

B. 1,000

C. 4,881

3b. True or false?

All of the numbers round to 9,000.

A. 8,730

B. 1,000

C. 2,245

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

3,507

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

7,274

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Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds up to 3,000

B. Rounds up to 2,000

C. Rounds down to 2,000

1b. Match the descriptions to the numbers.

A. Rounds up to 3,000

B. Rounds up to 4,000

C. Rounds down to 3,000

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

A. 5,264

B. 1,000 1,000 100 10 1

C. 4,285

Explain your reasoning.

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

A. 4,519

B. 1,000 1,000 100 10 1

C. 4,471

Explain your reasoning.

3a. Max is thinking of a number.

He says,

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

Is he correct?

Explain your reasoning.

3b. Saskia is thinking of a number.

She says,

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

Is she correct?

Explain your reasoning.
### Round to the Nearest 1,000

#### 1a. Tick the number below that rounds up to 3,000.
- A. 2,513
- B. 1,000
- C. Three thousand, four hundred and sixty-two

#### 1b. Tick the numbers below that round down to 7,000.
- A. 7,823
- B. 1,000
- C. Seven thousand, one hundred and twenty-nine

#### 2a. Which thousand does the number below round to?
**Eight thousand, five hundred and forty-seven**

#### 2b. Which thousand does the number below round to?
**Four thousand, nine hundred and thirty-eight**

#### 3a. True or false?
All of the numbers round to 6,000.
- A. 5,701
- B. 1,000
- C. Six thousand, two hundred and thirteen

#### 3b. True or false?
All of the numbers round to 4,000.
- A. Two thousand, six hundred and seventy-four
- B. 1,000
- C. 3,912

#### 4a. Change one value in the number below so that it rounds down to 8,000.
**Eight thousand, six hundred and fifty-eight**

#### 4b. Change one value in the number below so that it rounds up to 2,000.
**One thousand, three hundred and seventy-four**
Round to the Nearest 1,000

1a. Match the descriptions to the numbers.
A. Rounds up to 7,000
B. Rounds up to 6,000
C. Rounds down to 6,000

A. 1,000 1,000 1,000 100
B. 1,000 1,000 1,000 1
C. 6,524

Five thousand, six hundred and one

1b. Match the descriptions to the numbers.
A. Rounds up to 6,000
B. Rounds down to 6,000
C. Rounds down to 5,000

A. 1,000 1,000 1,000 10
B. 1,000 1,000 100 1
C. 6,418

Five thousand, six hundred, six hundred and four

2a. When rounded to the nearest thousand, which is the odd one out?
A. 4,620
B. 1,000 1,000 100 10 10 1
C. Five thousand, five hundred and three

2b. When rounded to the nearest thousand, which is the odd one out?
A. 4,209
B. 1,000 100 100 10 1 1
C. Three thousand, six hundred and eighty-one

3a. Chuan is thinking of a number.
He says,
My number is eight thousand, five hundred and five and it rounds down to 8,000 to the nearest thousand.

Is he correct?
Explain your reasoning.

3b. Isabel is thinking of a number.
She says,
My number is six thousand, seven hundred and eleven and it rounds up to 7,000 to the nearest thousand.

Is she correct?
Explain your reasoning.
1a. Tick the numbers below that round up to 2,000.
A. 1,799
B. 100
C. Sixteen hundreds, twelve tens and four ones

1b. Tick the numbers below that round down to 5,000.
A. 4,524
B. 100
C. Four thousands, ten hundreds, one ten and twenty-two ones

2a. Which thousand does the number below round to?
Five thousands, nineteen hundreds, fourteen tens and eleven ones

2b. Which thousand does the number below round to?
Three thousands, four hundreds, nine tens and fourteen ones

3a. True or false?
All of the numbers round to 4,000.
A. 3,529
B. 100
C. Two thousands, nineteen hundreds, seventeen tens and zero ones

3b. True or false?
All of the numbers round to 1,000.
A. 1,063
B. 100
C. One thousand, three hundreds, twenty-one tens and fourteen ones

4a. Change one value in the number below so that it rounds down to 9,000.
Seven thousands, twenty-six hundreds, ten tens and three ones

4b. Change one value in the number below so that it rounds up to 6,000.
Four thousands, fourteen hundreds, three tens and twelve ones
<table>
<thead>
<tr>
<th>1a. Match the descriptions to the numbers.</th>
<th>1b. Match the descriptions to the numbers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Rounds down to 3,000</td>
<td>A. Rounds up to 3,000</td>
</tr>
<tr>
<td>B. Rounds up to 4,000</td>
<td>B. Rounds down to 3,000</td>
</tr>
<tr>
<td>C. Rounds down to 4,000</td>
<td>C. Rounds down to 2,000</td>
</tr>
<tr>
<td>Three thousand, six hundred and eighteen</td>
<td>Three thousand, four hundred and ninety-nine</td>
</tr>
<tr>
<td>Three thousands and fourteen hundreds</td>
<td>Two thousands and fifty-six tens</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2a. When rounded to the nearest thousand, which is the odd one out?</th>
<th>2b. When rounded to the nearest thousand, which is the odd one out?</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Two thousand, nine hundred and seventy-six</td>
<td>A. Three thousand, two hundred and seventy-eight</td>
</tr>
<tr>
<td>B. Thirty-five hundreds and forty ones</td>
<td>B. Twenty-nine hundreds, six tens and twelve ones</td>
</tr>
<tr>
<td>C. Thirty-five hundreds and forty ones</td>
<td>C. Thirty-five hundreds and forty ones</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3a. Josh is thinking of a number.</th>
<th>3b. Sophie is thinking of a number.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He says, My number has seven thousands, fifteen hundreds and eleven ones, and it rounds up to eight thousand.</td>
<td>She says, My number has twenty-four hundreds, twelve tens and thirteen ones, and it rounds down to two thousand.</td>
</tr>
<tr>
<td>Is he correct?</td>
<td>Is she correct?</td>
</tr>
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</table>

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1. Hiro the ninja is trying to solve an ancient puzzle. He needs to join all of the triangles together, but each pair of numbers that touch need to round to the same 100.

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

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

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

Follow the instructions carefully to discover the hidden pictures.

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

When drawing lines, use a ruler.

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

Number each axis before following the instructions to make a picture.
Bus Timetable Trail Chaser

Continue doing this until you have connected all of the journeys and times together.

Start at any shape. Calculate how long that particular journey takes. Find the answer and join them together with a line.

Oldtown to Whitecross (Bus A)
1,440 seconds

Oldtown to Oakley (Bus B)
184 minutes

Oldtown to Riverway (Bus C)
2,640 seconds

Oldtown to Hilltop (Bus A)
1,140 seconds

Oldtown to Hilltop (Bus C)
102 minutes

Parkside to Whitecross (Bus B)
2 hours 47 minutes

Oldtown to Riverway (Bus A)
1,860 seconds

Newtown to Riverway (Bus A)
1,140 seconds

Newtown to Riverway (Bus C)
102 minutes

Oakley to Whitecross (Bus B)
1 hour 25 minutes

Creswell to Hilltop (Bus A)
2 hours 24 minutes

Newtown to Creswell (Bus A)
1 hour 51 minutes

33 minutes

Parkside to Puddleton (Bus C)
18

3

Bus A Bus B Bus C

Destination

Hilltop

Creswell

Whitecross

Oakley

Parkside

Puddleton

Riverway

Newtown

Oldtown
**Direct Speech**

<table>
<thead>
<tr>
<th>1a. Underline the spoken words in the sentence below:</th>
<th>1b. Underline the spoken words in the sentence below:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go and wash your hands, the teacher said.</td>
<td>Can you shut the door? asked Dan.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2a. Tick the sentence that uses inverted commas correctly.</th>
<th>2b. Tick the sentence that uses inverted commas correctly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. “It’s my birthday,” Annie said.</td>
<td>A. “Where are you going? asked Sam.”</td>
</tr>
<tr>
<td>B. “Can I come to your party? asked Eli.</td>
<td>B. “You can come too,” said Julian.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3a. Circle the inverted commas that are incorrect.</th>
<th>3b. Circle the inverted commas that are incorrect.</th>
</tr>
</thead>
<tbody>
<tr>
<td>“It is a lovely sunny day,” Julia said.”</td>
<td>“Hurry up!” Why aren’t you ready yet?” asked Dad.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4a. Rewrite the sentence below using the correct punctuation.</th>
<th>4b. Rewrite the sentence below using the correct punctuation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>We could play this game said Albie.</td>
<td>Would you like to go swimming he asked</td>
</tr>
</tbody>
</table>
1a. Change the indirect speech in the sentence below into direct speech.

Tiana asked if she could watch television.

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

Lukas said that he was going to catch the bus.

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

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

2b. Kirsten would like pizza for her dinner.

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

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

“I love apple crumble,” Said Lucy.

Is she correct? Explain your answer.

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

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

Is he correct? Explain your answer.
### Direct Speech

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

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

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

<table>
<thead>
<tr>
<th>4a. Rewrite the sentence below using the correct punctuation.</th>
<th>4b. Rewrite the sentence below using the correct punctuation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally said I think we should take our bikes with us</td>
<td>The receptionist bellowed next please</td>
</tr>
</tbody>
</table>
Direct Speech

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

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

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

Samuel whispered to Florence that she was his best friend.

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

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

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

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

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

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

Is he correct? Explain your answer.

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

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

Is she correct? Explain your answer.
### Direct Speech

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

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

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

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

#### 2a. Tick the sentence that is punctuated correctly.

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

#### 2b. Tick the sentence that is punctuated correctly.

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

#### 3a. Circle any inverted commas that are incorrect.

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

#### 3b. Circle any inverted commas that are incorrect.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Is he correct? Explain your answer.

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

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

Is she correct? Explain your answer.
### Using Fronted Adverbials

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Just then,</td>
<td>1. we went home.</td>
</tr>
<tr>
<td>B.</td>
<td>Finally,</td>
<td>2. I will be eight years old.</td>
</tr>
<tr>
<td>C.</td>
<td>Next year,</td>
<td>3. there was a knock at the door.</td>
</tr>
</tbody>
</table>

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Outside,</td>
<td>1. the siren sounded.</td>
</tr>
<tr>
<td>B.</td>
<td>Upstairs,</td>
<td>2. the children played on the swing.</td>
</tr>
<tr>
<td>C.</td>
<td>Far away,</td>
<td>3. mum was running a bath.</td>
</tr>
</tbody>
</table>

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

- the creature slept.
- the chef cooked.

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

- the man ran.
- they all cheered.

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

...I pushed the secret door.

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

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

...Jay packed his bag and ran.

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

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

- Silently, __________________________
- Mysteriously, __________________________

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

- Sometimes, __________________________
- Gently, __________________________
1a. Change the sentence below so that the adverbial becomes a fronted adverbial.

The machine would not work once again.

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

I went on a nature walk yesterday.

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

Remember to use the correct punctuation.

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

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

Remember to use the correct punctuation.

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

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

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

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

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

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

A. In the blink of an eye,
   1. the footballer scored his first goal.

B. As the sun set over the mountains,
   2. we were inspired by the beautiful landscape.

C. In the final minute of the game,
   3. the eagle shot across the sky.

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

A. Deep under the murky sea,
   1. the submarine headed for its target.

B. On the other side of the street,
   2. the man thought about the adventure ahead.

C. Leaning out of the window,
   3. the new supermarket was being built.

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

_____________________________________________________________________________,
the courageous soldiers were ready.

_____________________________________________________________________________,
the wicked witch cackled loudly.

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

_____________________________________________________________________________,
the magician cast his spell.

_____________________________________________________________________________,
the intercity train sped through the station.

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

...I listened at the door.

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

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

...we opened the golden treasure chest.

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

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

In the early morning mist, ____________

Without looking, ____________

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

Trembling with fear and confusion, ____________

On the edge of the cliff, ____________

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27
1a. Change the sentence below so that the adverbial becomes a fronted adverbial.

They formed their secret plan as carefully as possible and didn’t tell a soul.

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

Bob cycled to school as quickly as he possibly could but he was still late.

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

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

Remember to use the correct punctuation.

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

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

Remember to use the correct punctuation.

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

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

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

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

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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>B.</td>
<td>C.</td>
<td></td>
</tr>
<tr>
<td>At the crack of dawn,</td>
<td>Although exhausted,</td>
<td>As the clock struck midnight,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>determined and full of hope,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>deep within his secret laboratory,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>from out of the shadows,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>B.</td>
<td>C.</td>
<td>D.</td>
</tr>
<tr>
<td>As the seconds ticked by,</td>
<td>On the horizon,</td>
<td>Pushing through the crowds,</td>
<td>Tia turned the handle.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>among a blanket of stars,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>desperate for his autograph,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the moon shone brilliantly.</td>
</tr>
</tbody>
</table>

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

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

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

- ________________, the musicians played and the choir sang.
- ________________, the eagle soared through the evening sky.

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

- ...the young boy tiptoed forward.

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

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

- ...the knight guarded the enormous castle.

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

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

- As the clock struck midnight, glancing anxiously at the door...
- Unfazed by the danger ahead, valiantly and purposefully...

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

- Disobeying his mother and deciding not to wait any longer...
- In the ancient city on the horizon, beyond the mysterious pyramids...

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Using Fronted Adverbials

| 1a. Change the sentence below so that the adverbial becomes a fronted adverbial. |
|----------------------------------|------------------------------------------------------------------------------------------------------------------|
| He hesitantly made his confession with the light shining in his face, all the while he was under intense pressure from the police. |

| 1b. Change the sentence below so that the adverbial becomes a fronted adverbial. |
|----------------------------------|------------------------------------------------------------------------------------------------------------------|
| The brave knights fought in the castle grounds, they jousted ferociously against the enemy, the king watched from afar. |

| 2a. Using the picture below, write a sentence with two fronted adverbials. |
|----------------------------------|------------------------------------------------------------------------------------------------------------------|
| Remember to use the correct punctuation. |

| 2b. Using the picture below, write a sentence with two fronted adverbials. |
|----------------------------------|------------------------------------------------------------------------------------------------------------------|
| Remember to use the correct punctuation. |

| 3a. Which fronted adverbial has been used correctly? Explain your answer. |
|----------------------------------|------------------------------------------------------------------------------------------------------------------|
| A. Long ago, when the world was full of mythical creatures, there stood an old cottage beside a trickling stream. |
| B. Positioned perfectly on the horizon with the sun glinting all around there stood an old cottage beside a trickling stream. |
| C. In a land faraway on a distant hillside there stood an old cottage beside a trickling stream. |

| 3b. Which fronted adverbial has been used correctly? Explain your answer. |
|----------------------------------|------------------------------------------------------------------------------------------------------------------|
| A. Reaching the safety of home just before dawn the boy unlocked the door tiptoed upstairs and climbed back into bed. |
| B. The boy unlocked the door, tiptoed upstairs and climbed back into bed exhausted by his efforts and his heart beating like a drum. |
| C. Before anyone could realise, with only seconds to spare, the boy unlocked the door, tiptoed upstairs and climbed back into bed. |
Where does pasta come from?
When questioned, some children thought pasta comes from animals. Pasta is made from flour mixed with water or eggs. It is kneaded into a dough (a bit like bread) and then made into sheets, twists, tubes or other shapes. It is cooked by either boiling or baking.

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

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

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

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

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

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

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

The survey by the British Nutrition Foundation questioned 5,040 UK children.
Section A

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

The survey was carried out by the British Nutrition Foundation.  
True  False

Cheese comes from a plant  
True  False

Pasta is made from dough, a bit like bread.  
True  False

Tomatoes grow on a plant.  
True  False

Fish fingers are usually made from trout or swordfish.  
True  False

Some city-living children believe that a cow is the size of a double decker bus.  
True  False

Many children say they don’t know very much about healthy eating.  
True  False

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Section B
Use the information from the text to answer the questions.

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

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

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

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

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

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

7. Many children say they know lots about healthy eating but do not follow it. Why do you think that is?
A Refugee Camp
A Refugee Camp – Follow-Up Work

Why might people be living in a camp like this?

Describe the photo in your own words.

What have the tents been made from?

State TWO facts and TWO opinions about this photo.

List 5 nouns that you can see in this photo.
How does this photo make you feel?

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

What might this photo be used for?

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

Using only the resources they have available, how could this camp be improved?
Write the definitions for each of these words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>refugee</td>
<td></td>
</tr>
<tr>
<td>camp</td>
<td></td>
</tr>
<tr>
<td>immigrant</td>
<td></td>
</tr>
<tr>
<td>persecution</td>
<td></td>
</tr>
<tr>
<td>migration</td>
<td></td>
</tr>
<tr>
<td>politics</td>
<td></td>
</tr>
<tr>
<td>population</td>
<td></td>
</tr>
<tr>
<td>asylum</td>
<td></td>
</tr>
<tr>
<td>aid</td>
<td></td>
</tr>
<tr>
<td>flee</td>
<td></td>
</tr>
<tr>
<td>crisis</td>
<td></td>
</tr>
<tr>
<td>shelter</td>
<td></td>
</tr>
</tbody>
</table>
What do you want to be when you grow up? Why?

What is your happiest memory? Why?

What do you like to do to have fun?

Where do you live? Who do you live with?

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

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

My Autobiography
My Autobiography

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