

**LEARN FROM HOME  
WORKBOOK 5  
FOR PARENTS**

**NOTES  
AND  
ANSWERS**

**PRIM-ED PUBLISHING**

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The pages in the *Learn from Home Workbook* series have been taken from a variety of Prim-Ed Publishing's teacher copymasters. These copymasters are hugely popular with teachers and contain a lot of extra material and pages for a teacher's use. This extra material is not needed for the purposes of this workbook series. Therefore, there may be page number references on the workbook pages which do not correspond to the pages within the workbook. Owing to the tight timeline in which we had to get this book to print, we did not have the opportunity to edit these page numbers. Rest assured that these page number references do not affect the activities that your child has to do.

# Suggestions for Parents – Week 1

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## ENGLISH

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The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, narrative writing and activities asking your child to proofread and edit some text passages.

### Reading Comprehension

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The two texts are based on two different styles of writing – a legend and a narrative. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about vocabulary, root words, prefixes, suffixes, morphemes, syllables, adverbials and homophones. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

### Grammar

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The two grammar pages are on nouns and verbs. There are different types of noun: common (e.g. book), proper (e.g. Matthew) and collective (e.g. flock). The second worksheet focuses on verbs, asking your child to identify verbs and to write their own verbs into sentences. Plenty of practice on both of these parts of speech will help your child master them.

### Writing

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The genre (style) of writing that the three pages focus on is narrative writing. The three pages here will guide your child step-by-step in writing their own narrative passage. The first page is a text written in the narrative style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'examining narrative', so that your child understands that they are now going to look at the way the text is written. There are five steps to analyse here: Title; Orientation; Complication and events; Resolution; and Conclusion. By discussing and answering the questions on each of the five steps, your child will begin to see the structure. The third page then encourages your child to plan out their own narrative. They are taken through the five steps again, so that they can apply what they have learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version of a sports story.

### Proofreading and Editing

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The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling, grammar and vocabulary/writing. These areas will help your child focus on the text and find ways to correct and improve it.

# Suggestions for Parents – Week 1

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## MATHS

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The maths work this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

### Number

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The number work focuses on large numbers (place value) and adding with trading. Your child is asked to show large numbers on abacuses. This activity helps them understand place value (i.e. the value represented by a digit in a number on the basis of its position in the number). After completing the addition worksheet, your child should check their answers to each question using a calculator, then go back and recalculate any incorrect answers. Check that your child understands what the worksheet is requiring them to practise before they begin.

### Measurement

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This work is on length. The focus is on the units of length – looking at kilometres, metres and centimetres. Your child will need practice on changing kilometres to metres and changing metres to centimetres. It is always a good idea to encourage your child to make connections to real-world examples.

### Geometry

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Work on shape is covered here. The first activity asks your child to identify and name 3-D shapes, such as the prism, pyramid and tetrahedron (another name for a triangular pyramid). The second activity continues with a more detailed look at prisms and pyramids. Both worksheets will be enhanced by using real-world examples, both in the home and in the local environment.

## SCIENCE

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The theme for the work on science is human life. Your child will do a personal survey on eating habits. The importance of a balanced diet and healthy eating is then addressed. Finally, the teeth are examined. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

# Suggestions for Parents – Week 2

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## ENGLISH

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The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, recount writing and activities asking your child to proofread and edit some text passages.

### Reading Comprehension

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The two texts are based on two different styles of writing – a report and a biography. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about root words, antonyms, homophones, morphemes, syllables, nouns, adjectives and verb tenses. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

### Grammar

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The two pages on grammar focus on command verbs and adjectives. Command verbs are used to order, command or give instructions. Adjectives are words that describe nouns or pronouns. Both pages help your child to find examples of each grammar concept. Further practice can be done orally.

### Writing

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The genre (style) of writing that the three pages focus on is recount writing. The three pages here will guide your child step-by-step in writing their own recount passage. The first page is a text written as a recount. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'examining recount', so that your child understands that they are now going to look at the way the text is written. There are four steps to analyse here: Title; Orientation; Events; and Conclusion. By discussing and answering the questions on each of the four steps, your child will begin to see the structure. The third page then encourages your child to plan out their own recount. In this case, they should plan a recount about a famous person. They are taken through the four steps again, so that they can apply what they have learned from the example on the first page. Once the plan has been created, your child can then write (or type) their biography.

### Proofreading and Editing

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The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling, grammar and vocabulary/writing. These areas will help your child focus on the text and find ways to correct and improve it.

# Suggestions for Parents – Week 2

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## MATHS

---

The maths work this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

### Number

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The number work focuses on writing numbers, place value, subtracting with trading and subtracting with zeros. Here, your child will learn how to read and write large whole numbers, find the place value of an underlined digit and subtract large numbers from one another. Practice of subtraction involving zeros is also provided. Check that your child understands what the worksheet is requiring them to practise before they begin.

### Measurement

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This work is on length and capacity. The focus is on centimetres and millimetres and on litres and millilitres. Changing centimetres to millimetres and vice versa is part of the focus of the first worksheet, in addition to measuring objects with a ruler. The second worksheet asks your child to change litres to millilitres and vice versa, in addition to measuring the capacity of objects in millimetres. A lot of practical activity can be done on this around the home, using objects that your child can measure.

### Geometry

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The first worksheet focuses on naming and describing 3-D shapes. The second worksheet asks your child to identify 2-D faces found within 3-D shapes. Again, use real-world examples, both in the home and in the local environment.

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## SCIENCE

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The theme for the work on science is plant and animal life. Your child will research a plant or animal and write a report on it. They will also consider how humans and animals adapt their behaviour to suit the environment. Finally, they will look at animals and how to group them according to certain criteria.

# Suggestions for Parents – Week 3

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## ENGLISH

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The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, procedural writing and activities asking your child to proofread and edit some text passages.

### **Reading Comprehension**

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The two texts are based on two different styles of writing – a persuasive text and an informative text. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about vocabulary, syllables, suffixes, homographs/homophones and prefixes. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

### **Grammar**

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The two pages on grammar are on adjectives. Both pages help your child to understand what adjectives are. The second worksheet looks at how to compare adjectives. Further practice can be done orally.

### **Writing**

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The genre (style) of writing that the three pages focus on is procedural writing. The three pages here will guide your child step-by-step in writing their own procedure. The first page is a text written in the procedural style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'examining procedure', so that your child understands that they are now going to look at the way the text is written. Since this is based on a recipe, there are five steps to analyse here: Title; Goal; Ingredients; Method; and Test. By discussing and answering the questions on each of the five steps, your child will begin to see the structure. The third page then encourages your child to plan out their own procedure. They are taken through the five steps again, so that they can apply what they have learned from the example on the first page. Once the plan has been created, your child can then write (or type) their recipe.

### **Proofreading and Editing**

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The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling, grammar and vocabulary/writing. These areas will help your child focus on the text and find ways to correct and improve it.

# Suggestions for Parents – Week 3

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## MATHS

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The maths work this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

### Number

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The number work focuses on expanded notation, counting forwards using powers of 10, rounding to check answers and multiples of numbers. Expanded notation (i.e.  $513,369 = 500,000 + 10,000 + 3,000 + 300 + 60 + 9$ ) will help your child with place value. This will help with understanding the concept. Check that your child understands what the worksheet is requiring them to practise before they begin.

### Measurement

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The topics here are based on mass/weight and measuring perimeter. The first worksheet focuses on reading scales on measuring devices, and then converting between different units of measurement. The second worksheet asks your child to use appropriate resources and methods to measure perimeter.

### Geometry

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The first activity asks your child to recognise and identify 3-D shapes, using the vocabulary of faces, edges and vertices. Again, use real-world examples, both in the home and in the local environment. The second activity is on classifying angles, looking at angles that are less than and more than  $90^\circ$ .

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## SCIENCE

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The theme for the work on science is plant and animal life. The three pages here help your child explore herbivores, carnivores and omnivores, food chains and the life cycle of a sea turtle.

# Suggestions for Parents – Week 4

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## ENGLISH

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The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, report writing and activities asking your child to proofread and edit some text passages.

### **Reading Comprehension**

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The two texts are based on a narrative style of writing. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about vocabulary, antonyms, clauses, similes, homographs, pronouns and formal versus informal language. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

### **Grammar**

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The two pages on grammar are about adverbs. Adverbs are explained as 'words telling how, when or where things occur'. Both pages encourage your child to identify adverbs from passages. Further practice can be done orally.

### **Writing**

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The genre (style) of writing that the three pages focus on is report writing. The three pages here will guide your child step-by-step in writing their own report. The first page is a text written in the report style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'examining report', so that your child understands that they are now going to look at the way the text is written. There are four steps to analyse here: Title; Classification; Description; and Conclusion. By discussing and answering the questions on each of the four steps, your child will begin to see the structure. The third page then encourages your child to plan out their own report. They are taken through the four steps again, so that they can apply what they have learned from the example on the first page. Once the plan has been created, your child can then write (or type) their report on their chosen place.

### **Proofreading and Editing**

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The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling, grammar and vocabulary/writing. These areas will help your child focus on the text and find ways to correct and improve it.

# Suggestions for Parents – Week 4

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## MATHS

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The maths work this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

### Number

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The number work focuses on counting backwards in powers of 10, number patterns and rules, and factors of numbers. Check that your child understands what the worksheet is requiring them to practise before they begin.

### Measurement

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This work is on perimeter and area. Shapes are provided and your child is asked to find the perimeter and the area, using appropriate resources and methods. It is always a good idea to encourage your child to make connections to real-world examples.

### Geometry

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These two worksheets focus on lines and angles. The first activity asks your child to calculate the missing angles from straight lines. The second activity continues with missing angles.

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## SCIENCE

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The themes for the work on science are light and sound. The worksheets on light help your child understand the concept of reflection. They will also learn about the sun and how to design and make a solar oven. The worksheets on sound focus on loudness and pitch and on designing and making a musical instrument, then altering the loudness and pitch of the sound made.

# Week 1

## The Legend of Hairy Breeches

### Comprehension

- (c) *tell a story from the past*
- (a) villain  
(b) He killed and kidnapped people and they were frightened of him and his warriors.
- They gave him silver so he would not attack and burn the city of Paris.
- Many of his warriors died in a shipwreck so he couldn't fight.
- (a) King Aella  
(b) He was thrown into a pit filled with poisonous snakes.  
(c) He had killed so many Saxons and had taken their valuables.
- (a) his sons  
(b) Hairy Breeches  
(c) They would be very angry and attack  
(d) Yes
- Teacher check

### Word Reading

- Teacher check

Word	Root Word	Prefix	Suffix
<i>beheaded</i>	head	be	ed
<i>removed</i>	move	re	ed
<i>inescapable</i>	escape	in	able
<i>exacted</i>	act	ex	ed

- The following morphemes should be circled:  
(a) *long-boat-s*                      (b) *finger-nail-s*  
(c) *bone-less*                            (d) *ship-wreck-ed*  
(e) *poison-ous*                          (f) *continue-ous-ly*
- The syllables for each word should be marked as follows:  
(a) *pun/ish/ment*                      (b) *im/pres/sion*  
(c) *fear/some*                            (d) *fur/i/ous*  
(e) *e/vent/u/al/ly*                      (f) *bru/tal*
- Answers may include: this hero, this Norwegian commander, this prisoner, the warrior, the old boar, their father.

## Smuggler's Cave

### Comprehension

- (a) At Polperro on the Cornish coast  
(b) At the Smugglers' Museum
- The cave was close to their house and they had probably played in it.
- (a) No  
(b) She didn't think he should go by himself.
- (a) Opinion                              (b) Fact  
(c) Opinion                              (d) Fact  
(e) Opinion
- (a) It was dark and they didn't have any torches. They may have felt safer in daylight.  
(b) He was hoping to find some fabulous treasure of precious jewels. He didn't think they were valuable.
- (a) They fell asleep because they were very tired.  
(b) and (c) Teacher check
- (a) the trolley                            (b) the treasure

### Word Reading

- (a) informal  
(b) Teacher check
- (a) accomplices                      (b) precariously  
(c) investigate
- you two scaredy-cats •                      • stolen artworks  
the old stone steps •                      • Sally and Bernadette  
a pile of old paintings •                      • a faint noise  
some fabulous treasure •                      • a dangerous hazard  
it •                      • a chest of precious jewels
- (a) hard                                      (b) precariously  
(c) out the window                      (d) excitedly  
(e) down the cliff to the beach below
- (a) *Someone walked slowly (**past**/passed) them.*  
(b) *The children tried not to (**breathe**/breath) so he wouldn't (here/**hear**) them.*  
(c) *Sally was worried Tom would fall and (brake/**break**) his neck.*  
(d) *The children managed to get down the treacherous steps in one (peace/**piece**) without breaking (there/**their**) legs.*

# Week 1

## Nouns

1. chain, colony, mob, herd, choir, crowd, panel
2. (a) school, shoal (b) flock, drove, herd, mob
3. Common nouns: pandemonium, morning, zoo, ants, kangaroos, enclosure, walls, zebras, stampede, gate, animals, tents, concert, school, directions, director, week, experts, week  
Proper nouns: Mr Stan Chuggins, City Zoo, Jemma Win, Channel Eight News  
Collective nouns: herd, furniture, food, cutlery, crowd, police
4. Teacher check

## Verbs

1. (a) Teacher check  
(b) (i) are/is  
(ii) is/surrounds  
(iii) pounded  
(iv) is waiting/to see/will nestle
2. Teacher check
3. (a) were (b) was (c) were (d) were

## Narrative

1. Teacher check
2. (a) They love football. They are dedicated team players. They are skilful football players.  
(b) The match was held at the end of the season at the park.
3. A boy on his skateboard knocked Paul Peckham to the ground and stole his bag containing his lucky boots.
4. (a) Romelyn, by chasing and catching the assailant.  
(b) Looking after Romelyn during the match.
5. (a) The Robe Rockets won the Cup. Paul Peckham scored a hat-trick (three goals) and achieved the magic 50.  
(b) Teacher check

## Tasmanian Devil

Tasmanian devils are nocturnal *marsupials* about the size of a small dog. They are found only in Tasmania. **Devils** have black fur, *often* with white patches on their chest and rump. They have large heads and short, thick tails. Devils can make different *spinechilling noises*, ranging from growls to screeches. Devils are carnivorous animals. **They** *generally* eat whatever meat they can find, including dead animals. They have been *known* to eat a range of reptiles, birds, *mammals* and insects. **A** devil will use its strong jaws and teeth to eat *almost* all the parts of an *animal*—even its bones and fur!

\_\_\_\_\_ marsupials \_\_\_\_\_  
\_\_\_\_\_ They \_\_\_\_\_  
\_\_\_\_\_ often \_\_\_\_\_  
\_\_\_\_\_ They \_\_\_\_\_  
\_\_\_\_\_ spinechilling \_\_\_\_\_  
\_\_\_\_\_ noises \_\_\_\_\_  
\_\_\_\_\_ generally \_\_\_\_\_  
\_\_\_\_\_ They \_\_\_\_\_  
\_\_\_\_\_ known \_\_\_\_\_  
\_\_\_\_\_ mammals \_\_\_\_\_  
\_\_\_\_\_ almost \_\_\_\_\_  
\_\_\_\_\_ animal \_\_\_\_\_

1. Missing punctuation is in **bold type**.
2. (a) my class – we, Tasmanian devils – They, Joshua – he, Tasmanian devils – them  
(b) Pronouns are underlined.  
They (line 2), They (line 4), They (line 8)  
(c) Teacher check
3. Spelling errors are in *italic type*.  
marsupials, often, spinechilling, noises, generally, known, mammals, almost, animal
4. (a) Teacher check. Answers may include: Tasmanian devil, kangaroo, koala, wombat, bilby, echidna, bandicoot, dingo, possum, numbat, platypus, quokka and wallaby.

# Week 1

## Dream Catcher

Long ago, Iktomi, the teacher of *wisdom*, appeared to a Lakota elder. Iktomi had taken the form of a spider. The spider took a wooden hoop that the elder was carrying. **It** then started to spin a web in it.

The spider made the web a perfect circle with a hole in the middle. It told the elder that webs like this *would* help the Lakota people reach their goals and make better use of *their* ideas and dreams. The webs would catch their good ideas and dreams and let the bad ones go straight through the hole. The elder took the web to his people and told them what the spider had *said*. **The** Lakota people then made their own '*dream* catchers'.

*Today*, many native **Americans** hang dream catchers above their beds *to* capture good dreams and ideas.

wisdom  
to  
took  
started  
made  
would  
reach  
their  
catch  
through  
took  
said  
dream  
Today  
to

1. Missing punctuation is in **bold type**.

2. (a) Adjectives are underlined.

Answers should include three of the following: Lakota, wooden, perfect, better, good, bad, dream, native

(b) Verbs are underlined in bold.

will start – started (line 4); will reach – reach (line 7); will take – took (line 11)

3. (a) Spelling errors are in *italic type*.

wisdom, to, took, made, would, their, catch, through, said, dream, Today, to

4. Answers will vary but may include: dreamboat, dreamlike, Dreamtime, webfoot, webpage, web-toed and webwheel

## Robotic Pets

### Robotic pets: my opinion

Robotic pets, like cats and dogs, are now *available*. But I think they should be banned. If a robotic pet is bought for a *young* child, it could teach him or her that pets can be ignored or mistreated whenever the child's mood changes. What would *happen* if one day the child receives a real pet? He or she may treat it the same way.

Some robotic pets are used in nursing homes for *elderly* people who are unable to care for a real pet. I understand that this may give them some *comfort*, but a robotic pet can't give you love like a real animal can. I think nursing homes should have *volunteers* who regularly bring in real pets for a few hours at a time *instead*.

The only *positive* thing about robotic pets is that it might save some animals from being treated *cruelly* by their owners. But the cost of robotic pets is still too high for most people's *budgets*.

1. (a) Missing punctuation is in **bold type**.

2. (a) Verbs are underlined.

are – is (line 2), receive – receives (line 5), has – have (line 8), brings – bring (line 9)

3. (a) Spelling errors are in *italic type*.

available, young, teach, happen, elderly, comfort, volunteers, instead, positive, cruelly, budgets

4. (a) One way of correcting the double negative is underlined in bold.

... 'but a robotic pet can't give you no love ...' should read 'but a robotic pet can't give you love ...'

(b) Teacher check

(i) They had no pets./They never had pets./They never had any pets. (ii) He didn't see robots./He saw no robots./He didn't see any robots.

# Week 1

## Numbers to 99 999

1. (a) 25 719 (b) 40 826 (c) 18 539  
(d) 76 135 (e) 6824 (f) 63 471  
(g) 54 082 (h) 94 835

2. Teacher check

3. (a) 5647, 5649 (b) 17 580, 17 582  
(c) 65 959, 65 961 (d) 43 966, 43 968  
(e) 9361, 9363 (f) 89 157, 89 159  
(g) 21 303, 21 305 (h) 93 691, 93 693  
(i) 59 070, 59 072 (j) 75 092, 75 094

*Challenge:* 5648, 9362, 17 581, 21 304, 43 967,  
59 071, 65 960, 75 093, 89 158, 93 692

## Numbers to 999 999

1. (a) 341 856 (b) 140 947 (c) 604 351  
(d) 78 965 (e) 582 485 (f) 912 739  
(g) 715 683 (h) 978 634

2.

	hundred thousands	ten thousands	thousands	hundreds	tens	ones
(a)		5	4	7	8	2
(b)	1	3	2	8	4	6
(c)	4	0	5	2	8	8
(d)	6	5	1	8	3	9
(e)	5	3	3	1	9	7
(f)	7	1	2	8	0	5
(g)	2	8	4	6	7	0
(h)	9	4	3	6	9	2

3. (a) 241 767 (b) 713 945 (c) 503 453  
(d) 879 422 (e) 179 000 (f) 375 686  
(g) 600 431 (h) 943 158 (i) 400 001

*Challenge:* 013 589, 985 310

## Adding with Trading

1. (a) 772 (b) 973 (c) 981  
(d) 683 (e) 627 (f) 825  
(g) 1327 (h) 1235
2. (a) 8584 (b) 9627 (c) 9877  
(d) 6716 (e) 8133 (f) 7864  
(g) 6613 (h) 8889 (i) 9696  
(j) 8782 (k) 7464

*Challenge:* Teacher check

## Kilometres and Metres

1. (a) one thousand  
(b) one hundredth  
(c) one thousandth
2. 1000
3. (a) 3 km (b) 5 km (c) 10 km  
(d) 4.5 km (e) 6.8 km (f) 9.4 km  
(g) 2.35 km (h) 7.127 km (i) 8.05 km  
(j) 6.595 km (k) 4.98 km (l) 5.609 km  
(m) divide by 1000
4. (a) 4000 m (b) 7000 m (c) 9000 m  
(d) 3500 m (e) 2250 m (f) 1600 m  
(g) 8750 m (h) 5800 m (i) 7263 m  
(j) 9550 m (k) 6549 m (l) 4905 m  
(m) multiply by 1000

5. 2300 m and 2.3 km, 4500 m and 4.5 km, 9675 m and 9.675 km, 8240 m and 8.24 km, 1025 m and 1.025 km, 6850 m and 6.85 km

*Challenge:* 5725 m and 5.725 km

## Metres and Centimetres

1. 100
2. (a) 200 cm (b) 350 cm (c) 900 cm  
(d) 120 cm (e) 760 cm (f) 590 cm  
(g) 1200 cm (h) 1650 cm (i) 3240 cm  
(j) 5290 cm (k) 2750 cm (l) 9630 cm  
(m) multiply by 100
3. (a) 1 m (b) 8 m (c) 5.5 m (d) 2.4 m  
(e) 9.8 m (f) 7.6 m (g) 1.5 m (h) 1.82 m  
(i) 2.67 m (j) 3.98 m (k) 9.52 m (l) 8.06 m  
(m) divide by 100
4. 5 m and 500 cm, 10.8 m and 1080 cm, 6.5 m and 650 cm, 25.5 m and 2550 cm, 8.4 m and 840 cm, 17.7 m and 1770 cm

*Challenge:* 14.4 m and 1440 cm

## 3-D Shapes

1. (a) triangular prism (b) tetrahedron  
(c) cube (d) square-based pyramid  
(e) cylinder (f) rectangular prism
2. Cubes (blue): Jack in the box, Cylinders (red): Baked Beans, dog food, Prisms (yellow): pencils, shoes, chocolate, bread, Pyramids (green): pyramid.

*Challenge:* Teacher check

# Week 1

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## Prisms and Pyramids

- |                       |                      |
|-----------------------|----------------------|
| (a) pentagonal prism  | (b) octagonal prism  |
| (c) rectangular prism | (d) triangular prism |
| (e) square prism      | (f) hexagonal prism  |
- |                        |   |
|------------------------|---|
| (a) octagonal pyramid  | (b) rectangular pyramid                 |
| (c) pentagonal pyramid | (d) square pyramid                      |
| (e) hexagonal pyramid  | (f) triangular pyramid<br>(tetrahedron) |

*Challenge:* Teacher check

## What Do You Eat?

- Teacher check
- Teacher check

## Eating the Right Things

Teacher check

## Using the Healthy Eating Guide

Teacher check

## All About Teeth

- Clockwise, from top, left: enamel, crown, gum, nerve endings, pulp, dentin.
- Incisor – Used for cutting and chopping food and shaped liked tiny chisels.  
Canine – Pointy and sharp teeth. Used for tearing food such as hard bread and pizza.  
Molar – Used for grinding and mashing food such as steak. Helps to prepare the food so it can be swallowed.
- Answers will vary.

## Viking Invaders

### Comprehension

1. *devoured* → *grow* → *cultivate* → *founded* → *unified*  
*made into one* → *ate* → *set up, started*
- (a) *had a great thirst for adventure*—wanted to do different, exciting things  
 (b) *their infamous longships*—their ships known for negative reasons  
 (c) *the attack enraged Christians*—their attack made Christians very angry  
 (d) *little organised resistance*—they weren't organised enough to fight back  
 (e) *protection money*—money paid to people so they won't hurt you  
 (f) *a critical victory*—a very important win
  - (a) Fact (b) Opinion  
 (c) Opinion (d) Fact  
 (e) Opinion
  - (a) 20 years (1015–1035) (b) The Normans
  - (a) King Alfred won the battles and said that he had to.  
 (b) Other raids would land near them first and they were able to fight well and stop them.  
 (c) Teacher check
  - infamous, distinctive carved figureheads, single mast, sail of brightly coloured woven wool, oars set on both sides, adaptable craft

### Word Reading

- (a) unsuspecting (b) unarmed  
 (c) unprotected (d) discontinued
- (a) although (b) Northumbria  
 (c) fiercest
- (a) king (b) carry  
 (c) continue (d) rage
- (a) having a bad reputation  
 (b) in- (c) -ous  
 (d) fame (e) 3  
 (f) The prefix 'in-' usually means 'not', but not in infamous.

Infinitive form	Present tense (third person)	Past tense
<i>to steal</i>	<i>steals</i>	<i>stole</i>
<b>to come</b>	<i>comes</i>	<b>came</b>
<i>to take</i>	<b>takes</b>	<b>took</b>
<b>to bring</b>	<i>brings</i>	<b>brought</b>
<b>to ride</b>	<i>rides</i>	<b>rode</b>
<i>to find</i>	<b>finds</b>	<b>found</b>
<b>to wear</b>	<b>wears</b>	<i>wore</i>
<i>to fight</i>	<b>fights</b>	<b>fought</b>

- (a) practice (b) steal  
 (c) led (d) rowed  
 (e) whose

## Marooned

### Comprehension

- (a) essential  
 (b) **2** *Robert Jeffery was left on Sombrero Island.*  
**3** *Lake was sent home to England.*  
**1** *Jeffery joined the crew of the Lord Nelson.*  
**5** *Lake's lawyer paid money to Jeffery.*  
**4** *Samuel Whitbread took Jeffery's case to Parliament.*
- Teacher check – suitable answers are:
  - hush money* – a bribe; money paid to someone to stop them from telling embarrassing or discreditable information.
  - press into service* – force someone to serve on naval ships.
  - critical shortage* – being in or verging on a state of crisis or emergency due to there not being enough of something.
  - prominent politician* – important, well-known and leading person who is professionally involved in politics.
- (c) *Jeffery was left to die on an island.*
- (a) No  
 (b) They promoted him and put him in command of two other ships, which they wouldn't have done if they had known.
- The following words should have been circled:  
*a sailor, a tradesman, a victim, a thief, a survivor*
- There would have been more publicity. New laws could have been made. Commanders would have had less control. Commander's actions would have been checked up on.

### Word Reading

- (a) arrive (b) horror  
 (c) public (d) punish  
 (e) coast (f) serve
- (a) lawyer (b) shortage  
 (c) clothes (d) action
- (a) His/Her Majesty's Ship  
 (b) Answers may include: sailor, crew, ship, privateer, Gunner's Mate, admiralty, HMS, Commander, Captain, Rear-Admiral, Court Martial
- (a) *blacksmith* **2** (b) *decided* **3**  
 (c) *condemning* **3** (d) *Barbados* **3**  
 (e) *Sombrero* **3** (f) *although* **2**
- (a) inhabited (b) perish  
 (c) unimportant (d) promote  
 (e) reject
- (a) caught (b) married  
 (c) met (d) gave  
 (e) sent (f) received
- (a) British (b) Cornish  
 (c) coastal (d) critical  
 (e) furious (f) horrific

# Week 2

## Command Verbs

- (a) Teacher check  
(b) Collect, Preheat, Spray (3), Place (3), Fold, Cut, Repeat, Cook, Combine, Season, Spoon, Top, serve
- Teacher check. Suggestions include:
  - set, tidy/clean
  - Wiggle, clap
  - Draw/Sketch, highlight/create.

## Adjectives

- The words, **chocolate**, **dark**, **runny** and **delicious** should be underlined.
- Teacher check
- Teacher check. Answers include:
  - hungry, long, dry
  - warm, cottage, delightful
  - narrow, winding, steep
  - elastic, dangerous, sensitive
  - juicy, large, orange, clean, white

## Recount

- Teacher check
- (1) Waugh (2) cricketer (3) Sydney/Australia  
(4) football (5) 17
- (a) Teacher check  
(b) Answers will vary but may include information on his family, hobbies, favourite music etc.  
(c) To portray an image of the whole person and not just one aspect of his life.
- Teacher check

## Mars

Mars: the red planet

Mars is the fourth planet from the sun. **You** can see Mars from **E**arth as a reddish-orange *colour*. This is because it has red soil.

**M**ars would not be a *pleasant* place to visit. **T**he air is mostly carbon dioxide, there are lots of *giant* dust storms and the average temperature is -60 °C.

But **M**ars has a few things in common with **E**arth. It has *clouds*, canyons, valleys, plains, mountains, polar ice-caps and even volcanoes! Scientists have also found frozen water under the *surface* of the planet.

\_\_\_\_\_ see \_\_\_\_\_  
\_\_\_\_\_ colour \_\_\_\_\_  
\_\_\_\_\_ has \_\_\_\_\_  
\_\_\_\_\_ pleasant \_\_\_\_\_  
\_\_\_\_\_ giant \_\_\_\_\_  
\_\_\_\_\_ is \_\_\_\_\_  
\_\_\_\_\_ has \_\_\_\_\_  
\_\_\_\_\_ clouds \_\_\_\_\_  
\_\_\_\_\_ have \_\_\_\_\_  
\_\_\_\_\_ surface \_\_\_\_\_

- (a) Missing punctuation is in bold type.  
(b) (i) reddish-orange, ice-caps  
(ii) Teacher check
- (a) Verbs are underlined.  
sees – see (line 1), have – has (line 3), are – is (line 6), have – has (line 7), has – have (line 9)
- (a) Spelling errors are in *italic type*.  
colour, pleasant, giant, clouds, surface
- (a) Answers will vary, but should indicate the following:  
paragraph 2 – ‘What would it be like to visit Mars?’  
paragraph 3 – ‘What does Mars have in common with Earth?’



# Week 2

## Writing Numbers

- (a) 5321 (b) 48 113 (c) 256 630  
(d) 511 948 (e) 301 962 (f) 800 000  
(g) 614 583
- (a) six hundred and seventeen  
(b) fourteen thousand, five hundred and seventy-two  
(c) seventy-eight thousand, five hundred and ninety-three  
(d) three hundred and twenty-four thousand, eight hundred and sixty  
(e) eight hundred and thirty-five thousand, six hundred and forty-five  
(f) one hundred and eighty-nine thousand, seven hundred and sixty-five  
(g) five hundred and forty-six thousand, nine hundred and eight
- (a) 973 321 (b) 985 420 (c) 986 510  
(d) 997 431 (e) 775 311 (f) 865 432
- (a) 123 379 (b) 24 589 (c) 15 689  
(d) 134 799 (e) 113 577 (f) 234 568

Challenge: Teacher check

## Place Value

- (a) 315 623 (b) 461 315 (c) 634 462  
(d) 547 108 (e) 125 361 (f) 573 416  
(g) 347 043 (h) 251 738
- (a) 60 000 (b) 800 (c) 7  
(d) 60 (e) 500 000 (f) 70 000  
(g) 600 (h) 6 (i) 800 000  
(j) 9000
- 145 847, 279 635, 317 096, 467 398, 499 638,  
503 428, 613 809, 730 861, 861 850, 974 327

Challenge: Teacher check

## Subtracting with Trading

- (a) 28 (b) 47 (c) 36  
(d) 29 (e) 346 (f) 726  
(g) 478 (h) 636
- (a) 587 (b) 265 (c) 214  
(d) 153 (e) 4368 (f) 5535  
(g) 5978 (h) 5835
- (a) 174 (b) 2279 (c) 2535

- (a) 0 (b) 1 (c) 8  
(d) 7, 3

Challenge: Teacher check

## Subtracting with Zeros

- (a) 127 (b) 311 (c) 405  
(d) 532 (e) 276 (f) 528  
(g) 181 (h) 353
- (a) 1648 (b) 1515 (c) 4001  
(d) 2427 (e) 3462 (f) 1609  
(g) 6537 (h) 1014
- (a) 2159 (b) 2413 (c) 1885
- £71 475

Challenge: Teacher check

## Centimetres and Millimetres

- 10
- (a) 20 mm (b) 56 mm (c) 84 mm  
(d) 47 mm (e) 1 mm (f) 100 mm  
(g) 153 mm (h) 268 mm (i) 593 mm  
(j) multiply by 10
- Teacher check
- Teacher check

Challenge: (a) 1.8 cm (b) 3.5 cm (c) 4.9 cm (d) 12.3 cm

## Millilitres and Litres

- 500
- (a) 8000 mL (b) 6500 mL (c) 4300 mL  
(d) 7200 mL (e) 3900 mL (f) 11 000 mL  
(g) 12 500 mL (h) 14 800 mL (i) Multiply by 1000
- Teacher check
- (a) 6 (b) 8 (c) 5 (d) 4 (e) 7 (f) 1 (g) 2 (h) 3

Challenge: (a) 0.6 L (b) 1000 mL (c) 0.5 L  
(d) 0.25 L (e) 0.75 L (f) 0.01 L  
(g) 0.075 L (h) 0.15 L

# Week 2

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## 3-D Shapes and Objects

- (a) cylinder, circle, rectangle  
(b) sphere, circle  
(c) cube, square  
(d) cone, triangle, circle  
(e) rectangular prism, rectangle  
(f) tetrahedron, triangle  
(g) triangular-based pyramid, rectangle, triangle  
(h) cube, square  
(i) cone, triangle, circle

*Challenge:* rectangle, pentagon

## Shape Faces

- (a) square (b) triangle  
(c) square, rectangle (d) hexagon, rectangle  
(e) square, triangle (f) triangle, rectangle
- octagon, triangle

*Challenge:* Teacher check

## Animal/Plant Report

Teacher check

## Adapting Behaviour

- Teacher check
- Teacher check – (Some suggestions may be to avoid heat during the day, to feed in safety from predators).
- Teacher check

## Animal Groups

Teacher check

# Week 3

## Our Heroes

### Comprehension

- (a) 60–70 (b) He is a grandfather.
  - (a) persuade (b) Teacher check
  - (a) He is famous and he plays football very well.  
(b)–(c) Teacher check
  - Teacher check
  - (a) Someone who has courage/has done something exceptional to benefit others/inspires others/keeps trying.  
(b) Teacher check
- 6.–7. Teacher check

### Word Reading

- (a) *medication*—medicine people take to treat a disease  
(b) *obsessed*—someone whose strong feelings control his/her behaviour  
(c) *inspire*—to have an encouraging, uplifting effect on someone  
(d) *high time*—something is overdue, enough time has passed  
(e) *coma*—a long, deep sleep
- (a) *granddaughter* **3** (b) *tough* **1**  
(c) *inspiration* **4** (d) *although* **2**  
(e) *choose* **1** (f) *fashion* **2**
- (a) *inspire* – inspiration *believe* – believable  
*frustrate* – frustration *afford* – affordable  
*like* – likeable *continue* – continuation  
(b) Teacher check (c) –ation  
(d) inspiration
- (a) *His main goal/goal was to help others.*  
(b) *Please **choose**/chose carefully, as it can't be exchanged.*  
(c) *Our old towels are used as cleaning **cloths**/clothes.*
- (a) *This game was a birthday **present** from my parents.*  
(b) *Our class will **present** a play next Friday.*  
(c) *Sadly, my mum will be working and can't be **present**.*
- (a) fought (b) sure  
(c) bored (d) real

## A Wartime Hero

### Comprehension

- (a) *left this post*—stopped working in that position  
(b) *stirring speeches*—speeches which affected people  
(c) *with great distinction*—very well  
(d) *saw combat*—fought in a war
- Possible answers. He was such a good speaker and knew the right words to use. He set a good example and was brave.
- (b) Churchill was a hero.
- (a) We shall fight  
(b) He wanted people to keep fighting.  
(c) It worked and people didn't give in.
- Teacher check
- (a) Yes  
(b) It tells about a person's life.

### Word Reading

- (a) *resourceful*—having good ideas and solving problems  
(b) *rebellious*—not doing what you are told  
(c) *pro-active*—be active and not wait  
(d) *aggressive*—war-like
- (a) *Churchill fort/fought in more than one war/war.*  
(b) *He dyed/died when he was ninety years old.*  
(c) *Churchill maid/made people feel strong and determined, not week/weak and helpless.*
- (a) country (b) lord, war  
(c) mourn, resource
- Teacher check
- (a) re-enter  
(b) co-operate, semi-operate  
(c) re-own, co-own (d) re-elect  
(e) semi-invalid (f) co-ordinate
- Answers may include:  
exceptional, absolutely, situation, devastating, determination, American, interested, rebellious, particularly, military, academy, correspondent, resourcefulness, conservative, admiralty, opposition

# Week 3

## Adjectives

1. Adjectives are in bold and nouns and pronouns underlined.

*You must visit the **popular local** markets located near the **scenic** harbour. They are **amazing**. Browse through stalls displaying **leather handbags**; **silk** scarves; **silver** trinkets; **wooden products**; **attractive scented** candles; and **handmade Chinese** pottery. All this with buskers playing instruments such as the **Irish** harp. AND, don't forget the food. Choose from **crisp organic vegetables**; **mouth-watering German** sausages with sauerkraut in a **freshly-baked** roll; **spicy Indian** samosas or **delicious stuffed** potatoes.*

2. – 3. Teacher check

## Procedures

1. Apple and cinnamon
2. 4
3. (a) The materials come before the method so the reader can collect the items required before beginning the procedure.  
(b) The ingredients are the edible materials and the equipment is the utensils and appliances—the non-edible materials.
4. (a) • Place grated apple, currants, ricotta cheese and cinnamon in bowl. (3)  
• Stir ingredients well. (4)  
• Peel and grate apples. (2)  
• Spray surface of sandwich maker with cooking spray (lightly). (5)  
• Turn on sandwich maker to begin heating. (1)  
(b) The steps are numbered to show the reader they must be followed in order.  
(c) Teacher check
5. Test apple and cinnamon toasties by tasting them, but allow a minute or two for the filling to cool down first.

## Comparing Things

1. Many people believe that lions are **bigger** than tigers, but tigers, in fact, are the **largest** cat species in the world. Their colourings and markings are also the **most vivid** of all cat species. Tigers that live in cold climates are **larger** than those that live in **warmer** climates. They are also **paler** in colour and have **longer, thicker** fur. Only about 6000 tigers survive in the wild today, making them one of the **most endangered** species.
2. (a) thirsty, thirstier, thirstiest  
(b) ferocious, more ferocious, most ferocious  
(c) itch, itchier, itchiest  
(d) terrible, more terrible, most terrible  
(e) good, better, best
3. Antarctica is the fifth **largest** continent. It is also the **coldest** and has the **lowest** temperature ever recorded:  $-89^{\circ}\text{C}$ . Although it is covered by ice, it hardly rains and is the **driest** place on Earth. Many people consider Antarctica to be the **most beautiful** place on our planet.

# Week 3

## Windswept Poem

### The wind

The wind *swirls* around me

And *invites* me to play.

Ruffles my *hair*

Tickles my cheeks

**T**ugs at *my* shirt

And *whispers* in my ear.

But I *don't do anything*

And the wind's temper *rises*.

Kicks sand in my face

**P**ushes at my chest

Whips my arms

And howls with *laughter*

As I struggle to my feet and stamp down the *beach*.

\_\_\_\_\_ swirls \_\_\_\_\_  
\_\_\_\_\_ invites \_\_\_\_\_  
\_\_\_\_\_ hair \_\_\_\_\_  
\_\_\_\_\_ Tickles \_\_\_\_\_  
\_\_\_\_\_ my \_\_\_\_\_  
\_\_\_\_\_ whispers \_\_\_\_\_  
\_\_\_\_\_ don't \_\_\_\_\_  
\_\_\_\_\_ rises \_\_\_\_\_  
\_\_\_\_\_ Kicks \_\_\_\_\_  
\_\_\_\_\_ Pushes \_\_\_\_\_  
\_\_\_\_\_ Whips \_\_\_\_\_  
\_\_\_\_\_ laughter \_\_\_\_\_  
\_\_\_\_\_ beach \_\_\_\_\_

1. Missing punctuation is in **bold type**.
2. (a) Verbs are underlined.  
Tickled – Tickles, Kicked – Kicks, Whipped – Whips  
(b) The present tense verbs are swirls, invites, ruffles, tugs, whispers, do, rises, pushes, howls, struggle, stamp. Teachers will need to check the synonyms the pupils have chosen.  
(c) Answers include: and, but, as  
(d) Teacher check. Possible answer; I need to open the door **before/so** I can walk inside.
3. (a) Spelling mistakes are in *italic type*.  
swirls, invites, hair, my, whispers, don't, rises, Pushes, laughter, beach
4. (a) One way of correcting the double negative is underlined in bold.  
'I don't do anything' or 'I do nothing'.

## Guard the Treasure

You will need:

- the children in *your* class
- a small box of coins
- a *rolled-up* newspaper
- a blindfold

1. Ask the children to sit in a circle on the floor.

2. **C**hoose one person to be the *guard*. **H**e/She should sit in the *middle* of the circle.

3. Blindfold the guard and *give* him/her the rolled-up newspaper. **P**lace the box of coins in *front* of him/her.

4. Choose one person in the circle to try to steal the box without being *tapped* by the guard's newspaper. **I**f *caught*, he/she must return to his/her place. If he/she succeeds, he/she *becomes* the new guard.

\_\_\_\_\_ your \_\_\_\_\_  
\_\_\_\_\_ rolled-up \_\_\_\_\_  
\_\_\_\_\_ sit \_\_\_\_\_  
\_\_\_\_\_ guard \_\_\_\_\_  
\_\_\_\_\_ middle \_\_\_\_\_  
\_\_\_\_\_ give \_\_\_\_\_  
\_\_\_\_\_ Place \_\_\_\_\_  
\_\_\_\_\_ front \_\_\_\_\_  
\_\_\_\_\_ try \_\_\_\_\_  
\_\_\_\_\_ tapped \_\_\_\_\_  
\_\_\_\_\_ caught \_\_\_\_\_  
\_\_\_\_\_ succeeds \_\_\_\_\_  
\_\_\_\_\_ becomes \_\_\_\_\_

1. (a) Missing punctuation is in **bold type**.  
(b) Answers will vary, but may include: roll-top, roll-up, roll-on, roll-off, roller-skate, roll-out, roll-over and roll-your-own
2. (a) Verbs are underlined.  
sits – sit (line 4), tries – try (line 10), succeed – succeeds (line 13)
3. (a) Spelling errors are in *italic type*.  
your, rolled-up, guard, middle, give, Place, front, tapped, caught, becomes  
(b) (i) classes (ii) circles (iii) boxes

# Week 3

## Eyewitness Account

I was standing calmly at the traffic lights at St Lucy's Square when I heard the sound of running footsteps a few metres behind me. I turned to see a young man viciously snatch an elderly woman's handbag from under her arm. Then he pushed her over and kept **running**. I raced over to the woman, who was struggling to her feet. As **there** was no-one else in sight, I yelled out for help and was **relieved** to see a police officer round the corner. We carefully helped the woman into a nearby shop **where** the owner kindly gave her a glass of water. She recovered quickly and helped me to give a description of the man **who** had robbed her.

\_\_\_\_\_ calmly \_\_\_\_\_  
\_\_\_\_\_ I \_\_\_\_\_  
\_\_\_\_\_ me \_\_\_\_\_  
\_\_\_\_\_ viciously \_\_\_\_\_  
\_\_\_\_\_ he \_\_\_\_\_  
\_\_\_\_\_ running \_\_\_\_\_  
\_\_\_\_\_ there \_\_\_\_\_  
\_\_\_\_\_ relieved \_\_\_\_\_  
\_\_\_\_\_ carefully \_\_\_\_\_  
\_\_\_\_\_ where \_\_\_\_\_  
\_\_\_\_\_ her \_\_\_\_\_  
\_\_\_\_\_ quickly \_\_\_\_\_  
\_\_\_\_\_ who \_\_\_\_\_

1. Missing punctuation is in **bold type**.
2. Grammar answers are underlined.
  - (a) Pronouns are underlined.  
me – I (line 2), I – me (line 3) it – he (line 5), him – her (line 11)
  - (b) Adverbs are underlined in bold.  
calmly, viciously, carefully, quickly
  - (c) (i) a description **of** the man  
(ii) the bag **under** her arm
3. (a) Spelling errors are in *italic type*.  
running, there, relieved, where, who
4. (a) Answers will vary, but may include the following:  
(i) attacked (ii) shoved (iii) sped (iv) shouted

# Week 3

## Expanded Notation

- (a)  $5000 + 600 + 20 + 8$   
(b)  $70\,000 + 4000 + 500 + 30$   
(c)  $40\,000 + 9000 + 700 + 10 + 5$   
(d)  $100\,000 + 20\,000 + 7000 + 900 + 40 + 6$   
(e)  $600\,000 + 10\,000 + 8000 + 700 + 50 + 5$   
(f)  $300\,000 + 5000 + 800 + 60 + 2$   
(g)  $900\,000 + 50\,000 + 7000 + 400 + 30 + 8$   
(h)  $500\,000 + 20\,000 + 3000 + 100 + 70$
- (a)  $2 \times 100\,000 + 5 \times 10\,000 + 7 \times 1000 + 8 \times 100 + 3 \times 10 + 2 \times 1$   
(b)  $8 \times 10\,000 + 9 \times 1000 + 6 \times 100 + 5 \times 10 + 1 \times 1$   
(c)  $4 \times 100\,000 + 2 \times 10\,000 + 6 \times 1000 + 7 \times 100 + 1 \times 10 + 9 \times 1$   
(d)  $9 \times 1000 + 6 \times 100 + 5 \times 10 + 8 \times 1$   
(e)  $1 \times 100\,000 + 3 \times 10\,000 + 9 \times 1000 + 9 \times 100 + 4 \times 10 + 5 \times 1$   
(f)  $8 \times 100\,000 + 4 \times 10\,000 + 6 \times 100 + 2 \times 10 + 4 \times 1$   
(g)  $5 \times 100\,000 + 2 \times 10\,000 + 7 \times 1000 + 9 \times 100 + 2 \times 10 + 6 \times 1$   
(h)  $6 \times 100\,000 + 9 \times 1000 + 5 \times 100 + 8 \times 10 + 3 \times 1$
- (a) 647 341      (b) 52 965      (c) 123 844  
(d) 970 538

*Challenge:* 9658, 89 651, 139 945, 257 832,  
426 719, 527 926, 609 583, 840 624

## Counting Forwards

- 700, 710, 720, 730, 740, 750
- 300, 400, 500, 600, 700, 800, 900, 1000
- 9000, 10 000, 11 000, 12 000, 13 000, 14 000
- 70 000, 80 000, 90 000, 100 000, 110 000, 120 000
- 500 000, 600 000, 700 000, 800 000, 900 000,  
1 000 000
- (a) 60, 70, 90, 120, 130, 140  
(b) 2000, 4000, 7000, 9000  
(c) 300, 400, 600, 700, 900  
(d) 810, 840, 860, 880, 890  
(e) 6000, 9000, 11 000  
(f) 300 000, 500 000, 600 000

- (a) 140, 150, 160, 170, 180, 190  
(b) 300, 400, 500, 600, 700, 800  
(c) 10 000, 11 000, 12 000, 13 000, 14 000, 15 000  
(d) 30 000, 40 000, 50 000, 60 000, 70 000, 80 000

*Challenge:* 1 000 000, 2 000 000, 3 000 000, 4 000 000,  
5 000 000, 6 000 000, 7 000 000, 8 000 000,  
9 000 000, 10 000 000

## Rounding to Check Answers

- (b) 72, 70      (c) 258, 260      (d) 54, 60  
(e) 45, 50      (f) 131, 130
- (a) 390, 400      (b) 620, 600      (c) 788, 800  
(d) 612, 600      (e) 723, 700      (f) 648, 700
- Rounding by 10 is more accurate.
- (a) 30      (b) 60      (c) 40  
(d) 20      (e) 60      (f) 40

*Challenge:*

London to Southampton = 80 miles

London to Bath = 120 miles

London to Oxford = 60 miles

Southampton to Bath = 60 miles

Southampton to Oxford = 60 miles

Bath to Oxford = 80 miles

## Multiples of Numbers

- (a) 6, 12, 18, 24, 30, 36, 42, 48, 54, 60  
(b) 7, 14, 21, 28, 35, 42, 49, 56, 63, 70  
(c) 8, 16, 24, 32, 40, 48, 56, 64, 72, 80  
(d) 9, 18, 27, 36, 45, 54, 63, 72, 81, 90  
(e) 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
- (a) 1, 3      (b) 1, 2, 5, 10      (c) 1, 3, 9  
(d) 1, 2, 3, 4, 6, 12      (e) 1, 2
- (a) 2, 4, 8, 16, 32  
(b) 3, 9, 27, 81, 243  
(c) 4, 16, 64, 256, 1024  
(d) 5, 25, 125, 625, 3125  
(e) 6, 36, 216, 1296, 7776  
(f) 7, 49, 343, 2401, 16 807  
(g) 8, 64, 512, 4096, 32 768  
(h) 9, 81, 729, 6561, 59 049

# Week 3

(i) 10, 100, 1000, 10 000, 100 000

*Challenge:*

15, 30, 60, 120, 240, 480, 960, 1920,  
3840, 7680, 15 360

## Reading Scales

- (a) 35 kg, 35 000 g (b) 0.75 m, 75 cm  
(c) 2.5 kg, 2500 g (d) 0.075 L, 75 mL
- (a) 0.3 kg, 300 g (b) 2.1 kg, 2100 g  
(c) 0.8 kg, 800 g (d) 1.7 kg, 1700 g
- (a) 0.3 L, 300 mL (b) 0.9 L, 900 mL  
(c) 0.25 L, 250 mL (d) 0.6 L, 600 mL

*Challenge:* All numbers are not recorded on measuring devices because they would not fit on, or would be too cramped to read.

## Measuring Perimeter

- (a) 18 cm (b) 18 cm (c) 24 cm  
(d) 12 cm (e) 8 cm
- Teacher check
- Teacher check

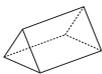
*Challenge:* Teacher check

## Classifying and Describing

### 3-D Shapes

1.

Name of shape	Number of faces	Number of edges	Number of vertices
(a) cube	6	12	8
(b) triangular prism	5	9	6
(c) tetrahedron	4	6	4
(d) rectangular prism	6	12	8
(e) square-based pyramid	5	8	5
(f) pentagonal prism	7	15	10

- 2.
- (a) cube →  → 6 faces, 12 edges, 8 vertices
- (b) triangular prism →  → 5 faces, 9 edges, 6 vertices
- (c) hexagonal pyramid →  → 7 faces, 12 edges, 7 vertices

*Challenge:* Teacher check

## Classifying Angles

- (a) 90° (b) less than 90° (c) less than 90°  
(d) more than 90° (e) 90°  
(f) more than 90°

2. Teacher check

3. 90° angle

4. Teacher check

5. Teacher check

*Challenge:* Teacher check

## Herbivores, Carnivores and Omnivores

- Teacher check

## A Food Chain

1. Teacher check

2. (a) sun, grass, sheep, human  
(b) sun, grain, mouse, owl

3. Teacher check

## The Sea Turtle

- The breeding cycle means that young turtles, when making their way to the water, are vulnerable to attack by birds and other predators.
- Human activity has had a negative effect on the turtle population. Activities such as hunting, egg collecting, lights on beaches and human activity have reduced nesting areas and affected the survival rate of hatchlings.
- Answers will vary.
- Teacher check

# Week 4

## Don't Judge a Book by its Cover

### Comprehension

- (a) Don't Judge a Book by its Cover  
(b) Teacher check. Possible answers: You can't tell what people are like by just looking at them.  
(c) Teacher check

Appearance	Actions	Character
<ul style="list-style-type: none"> <li>tattoos</li> <li>old boots</li> <li>frayed jeans</li> <li>ponytail</li> <li>beard</li> <li>big, hairy arms</li> <li>well-worn coat with badges</li> </ul>	<ul style="list-style-type: none"> <li>sat on bike</li> <li>looked menacing</li> <li>revved bike</li> <li>looked scary</li> <li>watched people</li> <li>saved baby</li> <li>risked his life</li> <li>cried with joy</li> </ul>	<ul style="list-style-type: none"> <li>brave</li> <li>strong</li> <li>scary</li> <li>kind</li> <li>soft-hearted</li> </ul>

- (b) Teacher check. I realised that he cared about others and he was brave and kind.  
(c) The things he did to save the baby made me change my mind.
- Teacher check. Perhaps he/she wanted people to think more before they judge others.
- He/She might smile at the person.
- (a) Fact (b) Opinion  
(c) Opinion

### Word Reading

- (a) *slumped*—bent over  
(b) *concealed*—hidden  
(c) *scurrying*—moving quickly  
(d) *planted*—placed
- (a) screeched (b) threw  
(c) wore (d) tore  
(e) came (f) sat
- (a) tenderly/gently (b) unharmed  
(c) nothing (d) oblivious
- Teacher check. I will tear it up. A tear drop fell.
- (a) all the people rushing past  
(b) the man and the baby
- (a) ***Car brakes screeched loudly*** as drivers desperately tried to avoid the huddled body.  
(b) By throwing himself onto the speeding pram, ***he propelled it towards the kerb.***
- (a) A loud, throbbing noise rattled everything ***as he continually revved his bike.***  
(b) ***Adorned with embroidered badges,*** his leather coat was grey and white.

## Too Late

### Comprehension

- (a) He accepted a lift from a stranger because he was late for football training.  
(b) At first he felt quite comfortable.  
(c) He looked at the man's eyes instead of his clothes and his office.
- (a) The storyteller started to feel frightened.  
(b) Most of the text is about why he started to feel worried.
- to warn of stranger danger
- 4.-5. Teacher check

### Word Reading

- (a) *I didn't have a clue*—Informal—I didn't know  
(b) *protruded from under his desk*—Formal—sticking out from under his desk  
(c) *without shifting his gaze*—Formal—without looking away
- (a) his plush chair, his obviously expensive desk, his tastefully decorated office, his narrow, unblinking, grey eyes, his thin lips, his pale face, gigantic, metal clamp  
(b) Teacher check
- (a) fear gripped me like a gigantic, metal clamp  
(b) feeling panic like a rabbit caught in a steel trap

Adjective	Noun	Positive	Negative	Neutral
<i>dignified</i>	<i>man</i>	✓		
<i>plush</i>	<b>chair</b>	✓		
<i>narrow</i>	<b>eyes/line/lips</b>		✓	
<i>sticky</i>	<b>hands</b>		✓	
<i>noisy</i>	<b>clock</b>			✓
<i>polished</i>	<b>desk/shoe</b>	✓		
<i>respectable</i>	<b>man</b>	✓		

- (a) tough, enough (b) although  
(c) brought

# Week 4

## Adverbs

- (a) The following adverbs should be underlined:  
tonight, strongly, urgently, genuinely,  
Everywhere, rapidly, dangerously, tragically,  
dramatically, now, here, sadly
- (b) Manner: strongly, urgently, genuinely, rapidly,  
dangerously, tragically, dramatically, sadly  
Time: tonight, now  
Place: Everywhere, here
- (a) here—sit (plus teacher check)
- (b) dangerously—is affecting (plus teacher check)
- (c) sadly—watch (plus teacher check)
- (d) now—must act (plus teacher check)
3. Teacher check

## Adverbs

- (a) anywhere, swim, *where* the divers could swim  
(b) later, developed, *when* scientists developed air tanks  
(c) safely, inhale, *how* divers were able to inhale compressed air  
(d) powerfully, moving, *how* divers could move  
(e) usually, attached, *how often* they had fins attached to their feet.
2. Teacher check
- (a) How      (b) Where      (c) When      (d) Why

## Report

- (a) Wildlife wonderland  
(b) Teacher check
2. Teacher check
- (a) 5  
(b) Paragraph 1 of the description  
(c) Teacher check  
(d) Answers may include sandstone plateau and escarpment, monsoon rainforests, savannah, woodlands, floodplains, waterfalls or mangroves  
(e) is, are  
(f) Aboriginal people have lived in the Kakadu region for more than 40 000 years.
4. The writer agrees it is easy to see why Kakadu is considered one of the most fascinating wildlife and cultural reserves in the world.

# Week 4

## The Aquada

Would you like to own a car that's **also** a boat? You can **buy** one now—but you will need to be rich, as **they're** very expensive!

The **Aquada** is a slick-looking sports car that can seat three people. It has all the normal car controls, like a speedometer and a fuel gauge. It doesn't have any doors—you have to carefully climb in! **This** is so the car is completely watertight.

**If** you want to go onto water, all you do is press a button. When the car senses it's floating, it quickly retracts the wheels and lights up the navigation lights that surround the numberplate. **The** car is now a jet-powered boat! It can do almost 50 kilometres per hour at top speed.

\_\_\_\_\_ also \_\_\_\_\_  
\_\_\_\_\_ buy \_\_\_\_\_  
\_\_\_\_\_ they're \_\_\_\_\_  
\_\_\_\_\_ seat \_\_\_\_\_  
\_\_\_\_\_ controls \_\_\_\_\_  
\_\_\_\_\_ gauge \_\_\_\_\_  
\_\_\_\_\_ carefully \_\_\_\_\_  
\_\_\_\_\_ completely \_\_\_\_\_  
\_\_\_\_\_ water \_\_\_\_\_  
\_\_\_\_\_ quickly \_\_\_\_\_  
\_\_\_\_\_ wheels \_\_\_\_\_  
\_\_\_\_\_ surround \_\_\_\_\_  
\_\_\_\_\_ almost \_\_\_\_\_  
\_\_\_\_\_ kilometres \_\_\_\_\_

- (a) Missing punctuation is in **bold type**.  
(b) (i) slick-looking  
(ii) Teacher check
- (a) Adverbs are underlined.  
carefully, completely, quickly
- (a) Spelling errors are in *italic type*.  
also, buy, they're, seat, controls, gauge, water, wheels, surround, almost, kilometres
- (a) Compound words are underlined in bold.  
slick-looking, carefully, watertight, numberplate, jet-powered  
(b) Answers may include: carefully, watertight, numberplate

## The Old Shed

Jack *swung* open the door of the old shed and stepped inside. **It slammed** shut behind him. He stared around with wide eyes.

In the middle of the room, in the *thick* dust and spider webs, stood a small *wooden* table. It was set with polished silver plates and *cutlery* and a single candle was burning brightly in an elaborate candlestick. Jack shivered violently.

This was *creepy*. And the damp, musty smell was making him feel *queasy*. He had to get out.

Swiftly, he turned towards the door and **grabbed** at the handle.

'Don't go. Come and eat', *whispered* a *voice* in his ear.

Jack screamed and desperately rattled the handle.

'Help! **Let me out!**'

\_\_\_\_\_ swung \_\_\_\_\_  
\_\_\_\_\_ slammed \_\_\_\_\_  
\_\_\_\_\_ stared \_\_\_\_\_  
\_\_\_\_\_ thick \_\_\_\_\_  
\_\_\_\_\_ wooden \_\_\_\_\_  
\_\_\_\_\_ cutlery \_\_\_\_\_  
\_\_\_\_\_ brightly \_\_\_\_\_  
\_\_\_\_\_ violently \_\_\_\_\_  
\_\_\_\_\_ creepy \_\_\_\_\_  
\_\_\_\_\_ queasy \_\_\_\_\_  
\_\_\_\_\_ Swiftly \_\_\_\_\_  
\_\_\_\_\_ grabbed \_\_\_\_\_  
\_\_\_\_\_ whispered \_\_\_\_\_  
\_\_\_\_\_ voice \_\_\_\_\_  
\_\_\_\_\_ desperately \_\_\_\_\_  
\_\_\_\_\_ out \_\_\_\_\_

- Missing punctuation is in **bold type**.
- (a) Adverbs are underlined.  
brightly, violently, Swiftly, desperately
- (a) Spelling errors are in *italic type*.  
swung, slammed, stared, thick, wooden, cutlery, creepy, queasy, grabbed, whispered, voice, out
- Compound words are underlined in bold.  
(a) inside, behind, around, candlestick, towards

## Birthday Parties

Have you ever wondered why we celebrate birthdays with *parties*?

Long ago in Europe, people thought that evil *spirits* were *attracted* to people on their birthdays. To protect them, friends and family would gather to bring their good *wishes* and gifts for the birthday person. At first, only kings celebrated *their* birthdays, but soon people began *to* celebrate children's birthdays *too*.

*Many* children's birthday parties include games.

A lot of *these* games involve the unknown, such as 'Pin the tail on the donkey' or 'Musical *chairs*'.

Traditionally, they symbolise the unknown in the new year of life that *lies* ahead for the birthday child.

celebrate  
parties  
spirits  
attracted  
gather  
wishes  
their  
to  
too  
Many  
these  
chairs  
symbolise  
lies

1. Missing punctuation is in **bold type**.
2. (a) Verbs are underlined.  
celebrates – celebrate (line 1), gathers – gather (line 5), symbolises – symbolise (line 13)
3. (a) Spelling errors are in *italic type*.  
parties, spirits, attracted, wishes, their, to, too, Many, these, chairs, lies
4. (a) Possible answers:  
(i) good                      (ii) neglect/destroy/harm
5. Teacher check. Possible answers:  
Paragraph 2 – Why do we celebrate birthdays?  
Paragraph 3 – Why do we play games at birthdays?

# Week 4

## Counting Backwards

- 960, 950, 940, 930, 920, 910, 900
- 1000, 900, 800, 700, 600, 500, 400
- 20 000, 19 000, 18 000, 17 000, 16 000, 15 000, 14 000
- 150 000, 140 000, 130 000, 120 000, 110 000, 100 000, 90 000
- 800 000, 700 000, 600 000, 500 000, 400 000, 300 000
- (a) 540, 510, 500, 470, 460  
(b) 1100, 900, 700, 600, 400  
(c) 18 000, 17 000, 15 000, 13 000, 12 000  
(d) 60 000, 40 000, 30 000, 10 000  
(e) 800 000, 600 000, 500 000
- (a) 180, 170, 160, 150, 140  
(b) 700, 600, 500, 400, 300  
(c) 6000, 5000, 4000, 3000, 2000  
(d) 79 000, 69 000, 59 000, 49 000, 39 000

*Challenge:* 9 000 000, 8 000 000, 7 000 000, 6 000 000, 5 000 000, 4 000 000, 3 000 000, 2 000 000, 1 000 000, 0

## Number Patterns and Rules

- (a) 4, 2, 0, -2, -4, -6, -8, -10  
(b) 2, 2.5, 3, 3.5, 4, 4.5, 5, 5.5  
(c) 70, 77, 84, 91, 98, 105, 112, 119  
(d) 40, 20, 0, -20, -40, -60, -80, -100  
(e) 917, 919, 921, 923, 925, 927, 929, 931  
(f) 0.7, 0.6, 0.5, 0.4, 0.3, 0.2, 0.1, 0.0  
(g) 0, -50, -100, -150, -200, -250, -300, -350  
(h) -3, -4, -5, -6, -7, -8, -9, -10
- (a) Add 100      (b) Add 2  
(c) Add 0.1      (d) Subtract 0.2  
(e) Subtract 25      (f) Double/Multiply by 2  
(g) Subtract 0.5      (h) Subtract 5

*Challenge:* Teacher check

## Factors of Numbers

- (a) 1, 2, 3, 6      (b) 1, 2, 5, 10  
(c) 1, 2, 3, 4, 6, 12      (d) 1, 3, 5, 15  
(e) 1, 2, 4, 5, 10, 20      (f) 1, 2, 4, 8, 16, 32  
(g) 1, 5, 25      (h) 1, 2, 4, 5, 8, 10, 20, 40
- Teacher check
- $21 = 1, 3, 7$   
 $9 = 1, 3$   
 $32 = 1, 2, 4, 8, 16$   
 $15 = 1, 3, 5$   
 $48 = 1, 2, 4, 6, 8, 12, 24$   
 $24 = 1, 2, 3, 4, 6, 8, 12$

*Challenge:* Teacher check

## More Perimeters

- (a) 16 cm      (b) 16 cm      (c) 16 cm      (d) 18 cm  
(e) 16 cm      (f) 26 cm
- Teacher check

*Challenge:* Teacher check

## Square Centimetres

- (a)  $12 \text{ cm}^2$       (b)  $8 \text{ cm}^2$       (c)  $15 \text{ cm}^2$   
(d)  $10 \text{ cm}^2$       (e)  $12 \text{ cm}^2$       (f)  $11 \text{ cm}^2$
- (a)  $5 \text{ cm} \times 2 \text{ cm} = 10 \text{ cm}^2$   
(b)  $6 \text{ cm} \times 3 \text{ cm} = 18 \text{ cm}^2$   
(c)  $4 \text{ cm} \times 4 \text{ cm} = 16 \text{ cm}^2$   
(d)  $7 \text{ cm} \times 4 \text{ cm} = 28 \text{ cm}^2$

*Challenge:*  $30 \text{ cm} \times 21 \text{ cm} = 630 \text{ cm}^2$

## Angles in a Straight Line

- (a)  $90^\circ$       (b)  $150^\circ$       (c)  $120^\circ$       (d)  $50^\circ$   
(e)  $60^\circ$       (f)  $20^\circ$       (g)  $105^\circ$       (h)  $165^\circ$   
(i)  $55^\circ$       (j)  $65^\circ$       (k)  $125^\circ$       (l)  $95^\circ$

*Challenge:* Teacher check

## Identifying Angles

- $90^\circ =$    
 $180^\circ =$  

## Identifying Angles

1.  $90^\circ =$  

$180^\circ =$  

$270^\circ =$  

$360^\circ =$  

2. (a)  $45^\circ$       (b)  $30^\circ$       (c)  $10^\circ$   
(d)  $90^\circ$       (e)  $120^\circ$       (f)  $160^\circ$   
(g)  $130^\circ$       (h)  $180^\circ$       (i)  $270^\circ$

*Challenge:* Teacher check

## Reflection

- Refer to instructions above.
- All these effects can be produced by standing the mirrors next to each other and moving the outer edges slightly. Decreasing the angle between the mirrors increases the number of reflections:
  - Mirrors held at  $90^\circ$  give two images.
  - Mirrors held at  $60^\circ$  give three images.
  - Parallel mirrors give infinite images.
  - Mirrors held apart but angled to face each other in opposing corners, act like a periscope.

## The Sun

- Teacher check
- The solar oven traps the sun's heat within. The foil inside the oven reflects the sunlight like a mirror. The black cone shaped paper directs the light (and heat) onto the apple, 'cooking' it. The inner cup is lined with black paper which helps to absorb the heat and the food wrap prevents the heat from escaping.
- Refer to the Background information.

## Loudness and Pitch

- (a) skin (b) little ball inside whistle (c) strings (d) air inside tube  
(e) metal (f) air from the lungs is pushed through the larynx, vibrating the vocal cords (g) metal ball swinging inside bell (h) special thin, metal disk called a diaphragm
- 2, 5, 3, 1, 4
- (a); the air column inside is a different size.
- Teacher check

## Musical Instruments

Answers will vary.