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## Year 1

### Week 1: *Cat is Sleeping*

These are the answers in order.

#### Lesson 1

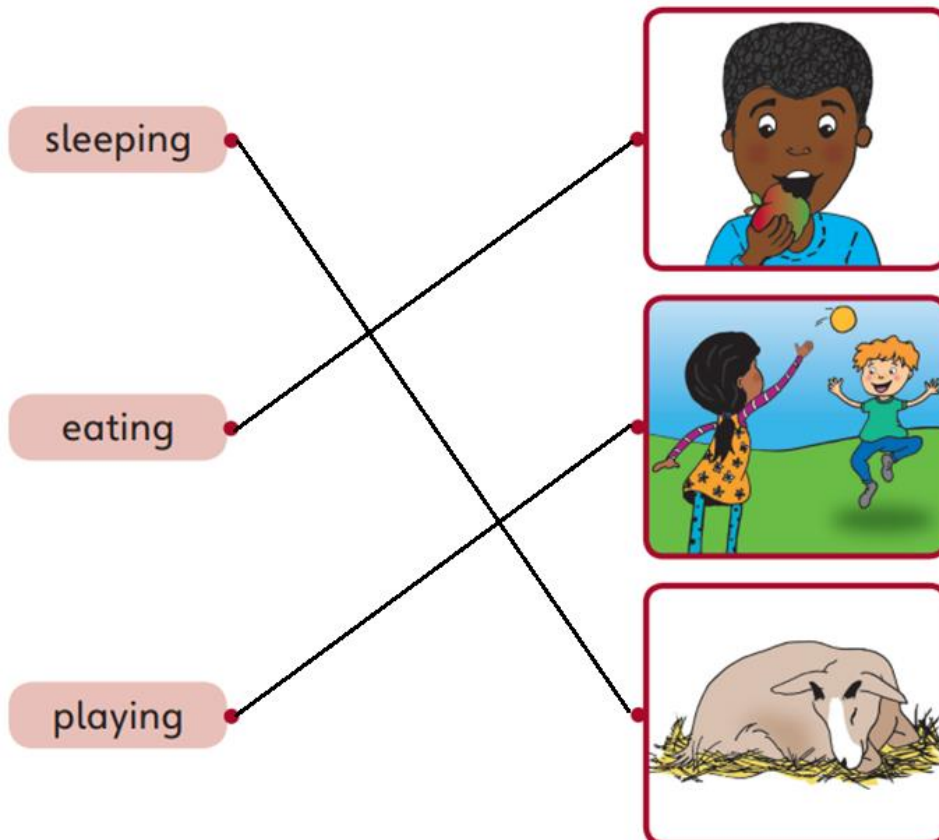
Students draw a picture in each of the three empty boxes. Each picture should show an event from the book, in the order it happened, e.g.:

*Then...* In this box, the student's picture should show a child sleeping and a cat sleeping.

*Next...* In this box, the student's picture should show a child eating and a cat eating.

*At the end...* In this box, the student's picture should show a child and a cat asleep together.

#### Lesson 2



Students should draw a picture of a cat asleep. To show the cat is asleep, it could have its eyes closed and/or be lying down.

#### Lesson 3

Students should draw a simple picture of one of the following: a bed, clock, bowl, chair or moon. The student should label their drawing by writing the correct noun (bed, clock, bowl, chair or moon) next to, above or below their drawing.

**Lesson 4**

Answers will vary. Students should draw pictures representing three nouns (person, place or thing) of their choice. *Examples include: a cat, a drum, a bee, a book or a rug.* Students should label each drawing by writing the noun on the line above it.

**Lesson 5**

The children are playing with a ball.

I am eating an apple.

The cat is sleeping on my bed.

Students should write the verbs playing, eating and sleeping.

**Homework**

Answers will vary. Students should draw a picture showing part of the story and label it. Labels may include a noun and/or verb from the story. *Examples include: a picture of the cat playing labelled 'cat playing', a picture of the cat sleeping labelled 'sleeping'.*

**Week 2: Cat is Sleeping****Lesson 6**

Answers will vary. Students should write three different verbs. Verbs may be from the story, or the student's own choices. *Examples include: sleeping, playing, eating.*

Answers will vary. Students should choose one of the verbs they have written and draw a picture of the action. *Examples include: a cat sleeping or a person eating.*

**Lesson 7**

Answers will vary. Students should draw a simple picture of themselves and write one simple sentence about themselves using the word bank. *Examples include: My name is Max. I am 5 years old. I like cats. I live in a flat. I have a sister.*

**Lesson 8**

Answers will vary. Students should draw a picture of a food item. *Examples include: pizza, an apple, an ice cream, pasta, strawberries, banana, pancakes.*

Answers will vary. Students should draw a picture of a toy or game. *Examples include: a football, a doll, a teddy, building bricks, a toy car.*

**Lesson 9**

I hid my key in a jar.

I went to the zoo on the bus.

**Lesson 10**

I like to run with my friends.

I think I can win this race.

I want to fix my broken toy.

Please can you mop the floor?

**Homework**

Answers will vary. Students should write a correctly structured question, beginning with *who, what, where, when, why* or *how*, and ending with a question mark. *Examples include: How*

old are you? Where do you live? What is your favourite animal? What is your favourite colour? What is your name?

Answers will vary. Students should draw a picture of someone playing, showing a person and an activity. *Examples include: a child playing football, a child playing on a swing, a child playing with a doll, a child playing the drums, or a child playing with toy cars.*

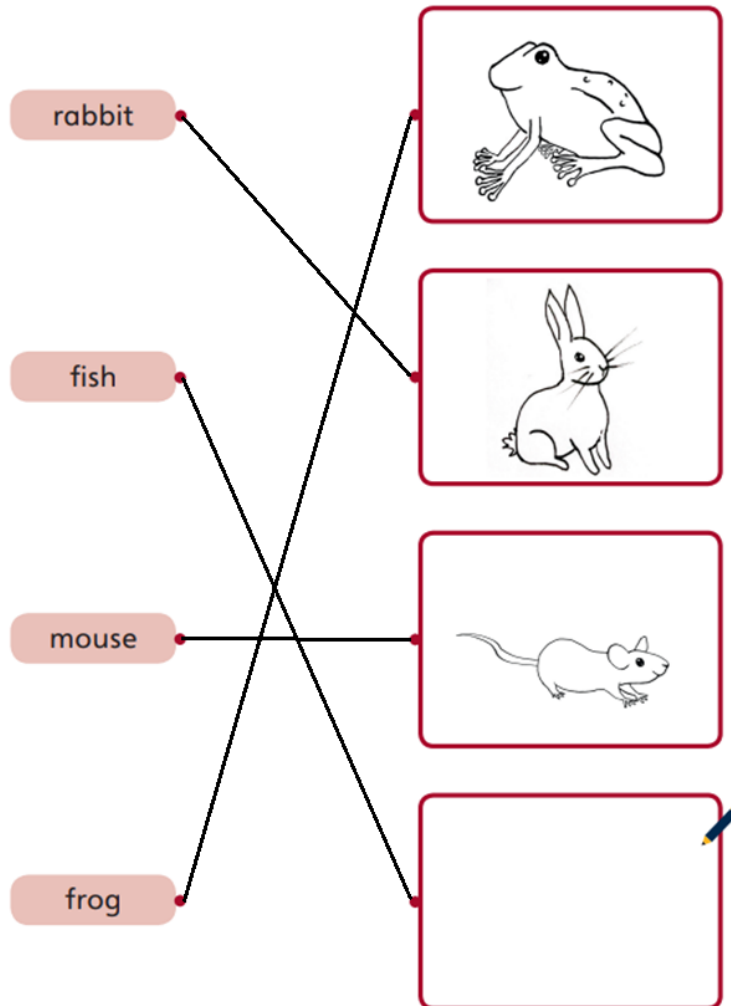
The words in alphabetical order are: apple, cat, fox, lamp, pen.

**Week 3: Hop, Swim and Run**

**Lesson 1**

Answers will vary. Students should draw some (at least two) of the animals in the book. *Examples include: a rabbit, a fish, a mouse, a frog, a duck, a dog and a cat.* Students should write the noun (*rabbit, fish, mouse, frog, duck, dog or cat*) next to, above or below their drawing.

**Lesson 2**



Students should draw a simple picture of a fish in the blank box.

**Lesson 3**

Answers will vary but students should write one verb on the line in each box. *Examples include: hop, swim, run, walk, dance, bake, play, sleep.* Students should draw a simple drawing of each verb (action). *Examples include: a person or animal hopping, a person or animal swimming, a person or animal running.* The drawing should match the verb written. *Examples include: the word hop should have a drawing of a person hopping.*

**Lesson 4**

A simple drawing of a rabbit or a frog.

A simple drawing of a fish or a duck.

A simple drawing of a mouse, a dog or a cat.

**Lesson 5**

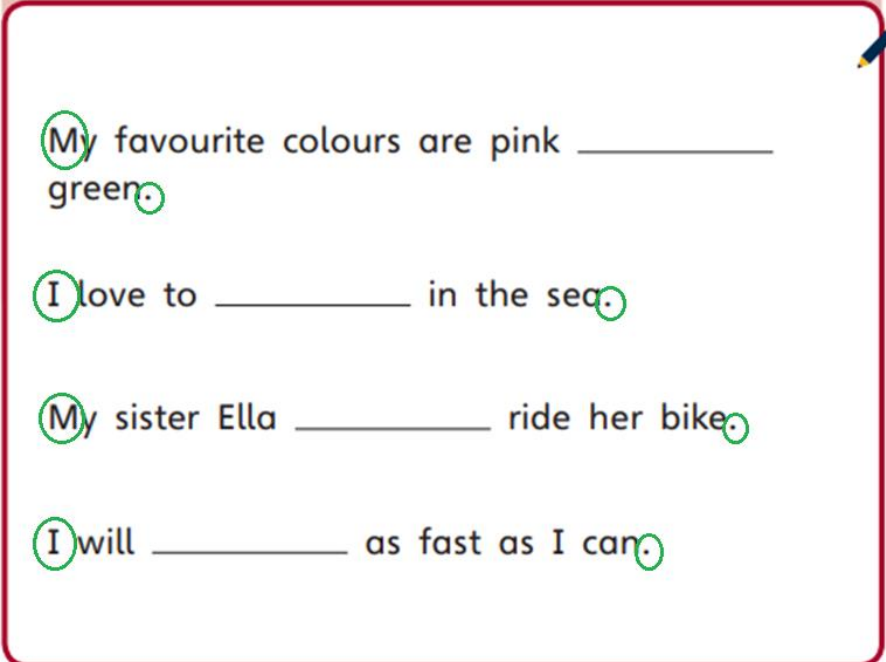
My favourite colours are pink and green.

I love to swim in the sea.

My sister Ella can ride her bike.

I will run as fast as I can.

Students draw circles around the capital letters and full stops as shown below:



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

I love to \_\_\_\_\_ in the sea.

My sister Ella \_\_\_\_\_ ride her bike.

I will \_\_\_\_\_ as fast as I can.

**Homework**

Answers will vary but students should write the name of any animal (excluding the following: rabbit, frog, fish, duck, mouse, dog, cat). *Examples include: whale, lion, hamster owl, bee.*

Answers will vary but students should draw a picture of the animal they chose for the previous question. Students should complete the label with a verb describing a movement appropriate to the animal they have chosen.

*Examples include:*

*This animal can swim (for a picture of a shark).*

*This animal can fly (for a picture of a parrot).*

*This animal can walk (for a picture of a sheep).*

#### **Week 4: Hop, Swim and Run**

##### **Lesson 6**

A cat and a dog can run.

A dog can run but it cannot hop.

##### **Lesson 7**

A rabbit can hop.

A fish can swim.

A mouse can run.

Students should copy the full sentences from the previous question, with a clear space between each word.

##### **Lesson 8**

Students draw a picture of the big dog jumping in a pond.

Students draw a picture of the big dog running down the hill.

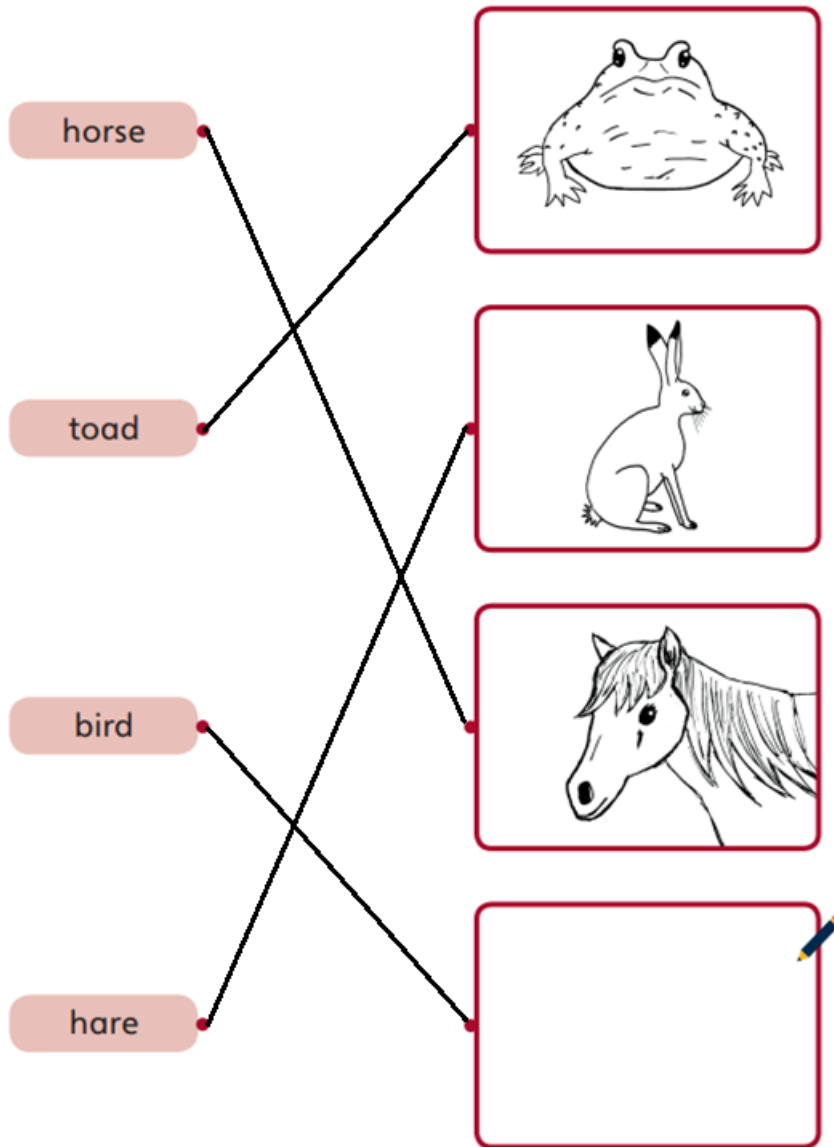
##### **Lesson 9**

Answers will vary but students should draw an animal from the book (any one of: a rabbit, a fish, a mouse, a frog, a duck, a dog or a cat) and label it by writing the name of the animal next to, above or below the picture they have drawn.

Answers will vary, but students should write a sentence about how the animal they have drawn in the previous question moves. The sentence should include a capital letter at the beginning, a noun, a verb and a full stop at the end. *Examples include: A rabbit can hop. A duck can swim. A mouse can run.*



Lesson 10



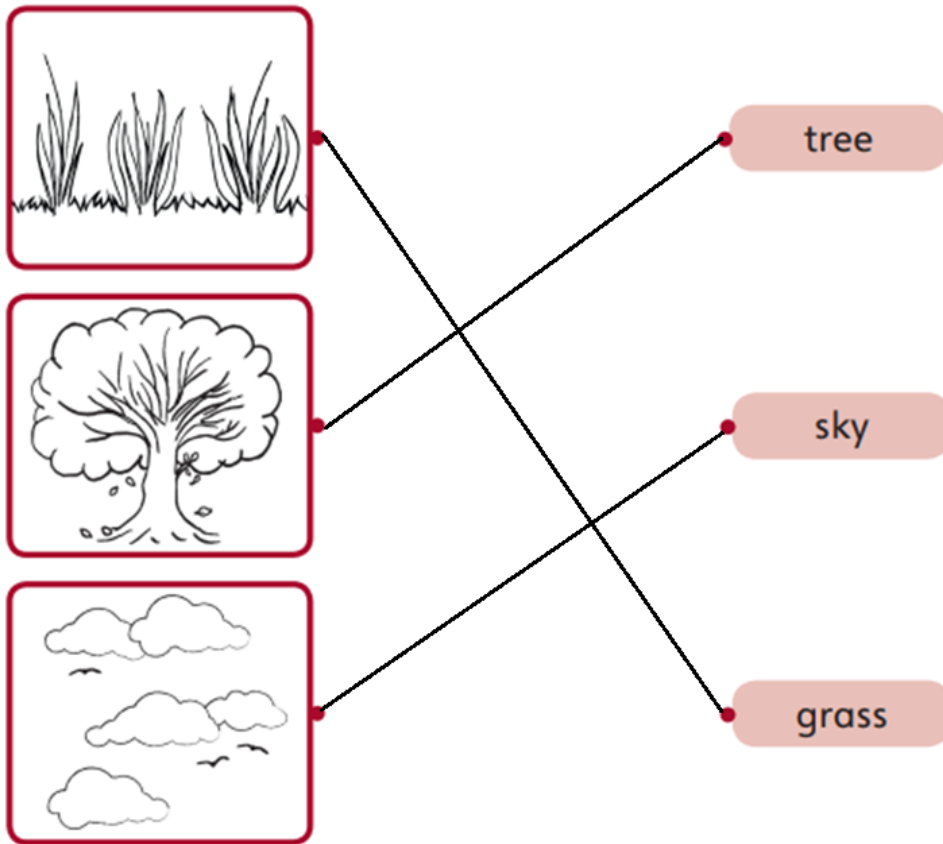
Students should draw a simple picture of a bird in the blank box.

**Homework**

Answers will vary, but students should choose an animal that can swim. *Examples include: shark, whale, swan, duck, dolphin, crocodile.* Students draw a picture of their chosen animal and complete the sentence by writing in the name of the animal. *Examples include: This is a shark. It can swim. This is a swan. It can swim.*

Answers will vary, but students should choose an animal that can fly. *Examples include: owl, butterfly, moth, bee, fly, dragonfly, wasp, ladybird, bat.* Students draw a picture of their chosen animal and complete the sentence by writing in the name of the animal. *Examples include: This is a bee. It can fly. This is a bat. It can fly.*

**Week 5: Look Up, Look Down!**  
**Lesson 1**



Answers will vary. Students should draw at least two pictures of things they might see at the park. *Examples include: birds, dogs, ducks, a pond, a football, a bench, people, swings, a slide.* Students should label the pictures by writing the appropriate noun next to, above or below each picture they have drawn.

**Lesson 2**

Students should draw a balloon.

Students should draw a nest.

**Lesson 3**

Answers will vary. Students should draw items Zac and Daisy see at the park. *Examples include: a jet, a balloon, a cat, a dog, a rocket and a nest.*

Answers will vary. Students should draw items Zac and Daisy might hear at the park. *Examples include: a jet, a cat, a dog, a bird, a whistle, talking.*

Answers will vary. Students should draw items Zac and Daisy might smell at the park. *Examples include: grass, a dog.*

**Lesson 4**

Answers will vary. Students should write three proper nouns, from the book or their own knowledge. Students should use a capital letter for each proper noun. *Examples include: Zac, Daisy, London, India.*

**Lesson 5**

Answers will vary. Students should draw their favourite part shown in the book *Look Up, Look Down!* *Examples include: Zac seeing a jet, Zac seeing a balloon, Zac seeing a rocket, Daisy seeing a cat, Daisy seeing a dog, Daisy seeing a nest or Zac and Daisy bumping into each other.*

Students should label the nouns in their drawing. *Examples include: Zac, Daisy, dog, cat, rocket, jet, balloon, nest.*

**Homework:**

Answers will vary. Students should draw four pictures of them going to the park or another place.

The first picture should show them getting ready to go out. *Examples include: Putting on shoes, packing a bag or putting on sunscreen.* The next three pictures should show three different activities. *Examples include: Getting on the bus, eating an ice cream, playing on a swing.*

**Week 6: What Is In My Net?****Lesson 6**

The bird is in the tree.

I am happy.

This is my sister.

Students write the words: in, am, is.

**Lesson 7**

Answers will vary. The student's drawing should include a person and a fishing net, and may also include animals or objects such as shells, weeds, frogs or fish. Students should label the nouns in their drawing using the word bank or other words. *Examples include: weeds, frog, crab, bug, shell, net.*

**Lesson 8**

Students should write *bug, fish* and *mud*, with one noun on each line. Under each label, they should draw a picture of the correct noun.

**Lesson 9**

Students should draw a bug or a fish.

Students should draw a rocket.

Answers will vary. Students should draw something they would like to find in their fishing net. *Examples include: a frog, a crab, a fish, a shell, a bug, a rocket, a toy car.*

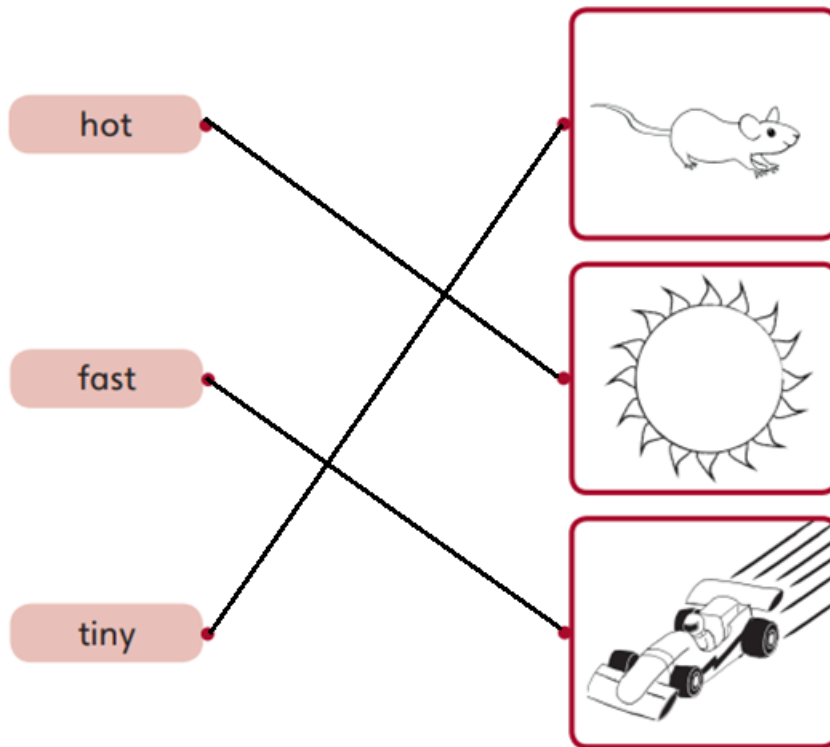
**Lesson 10**

Answers will vary. Students should choose an activity they enjoy doing to complete the sentence. *Examples include: I love to run. I love to dance. I love to fish. I love to play football. I love to eat. I love to play. I love to swim.*

Answers will vary. Students should draw a picture of themselves doing the activity they wrote about in their sentence. *Examples include: A picture of themselves running for the sentence 'I love to run.'*

**Homework:**

Answers will vary. Students should draw their favourite part from the book *What Is In My Net?* It must be something that happens in the story. *Examples include: Daisy with a bug in her net, Daisy with a fish in her net, Daisy with mud in her net or Zac with a rocket in his net.*

**Week 7: Look Up, Look Down! and What Is In My Net?****Lesson 11**

Answers will vary. Students should draw a picture of something big. *Examples include: an elephant, a tractor, a house.*

**Lesson 12**

Zac saw a blue balloon.

Daisy saw a black and white cat.

Zac and Daisy did not see each other!

**Lesson 13**

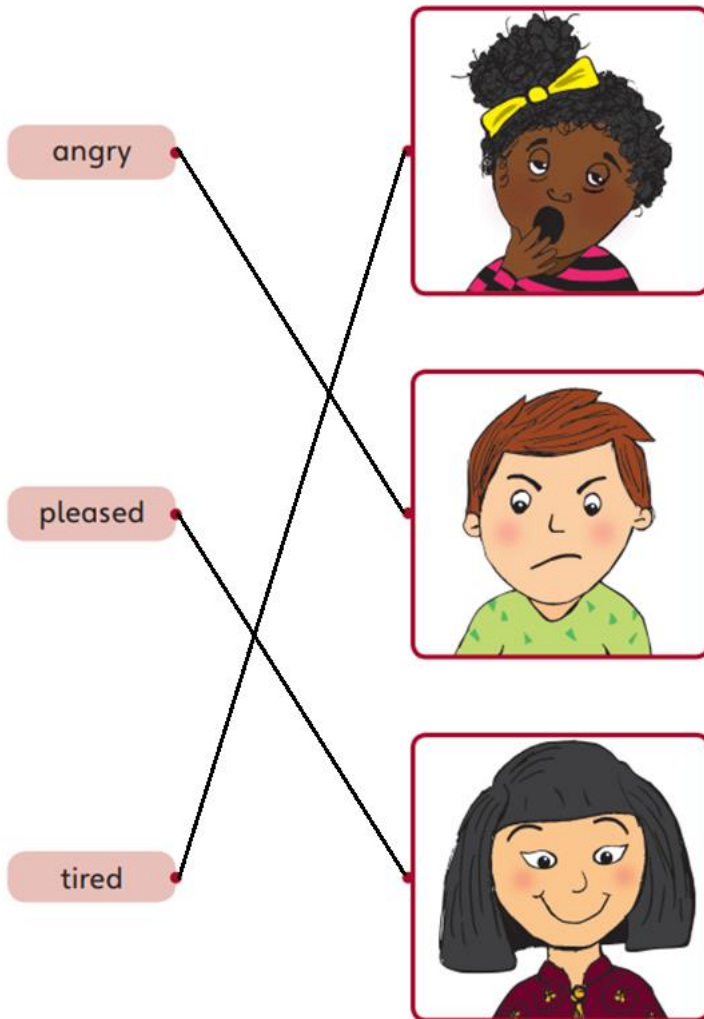
The fish swam down to the bottom of the sea.

Can I come with you?

I can see a bird in the sky.

Students write the words: down, you, see.

**Lesson 14**



**Lesson 15**

Answers will vary. Students draw an activity or a thing that made them feel happy. *Examples include: playing football with a friend, eating an ice cream, playing on the swings at the park.*

Answers will vary. Students draw an activity or a thing that made them feel surprised. *Examples include: opening a gift, having a surprise party.*

Answers will vary. Students draw an activity or a thing that made them feel excited. *Examples include: going to the beach, going to the park.*

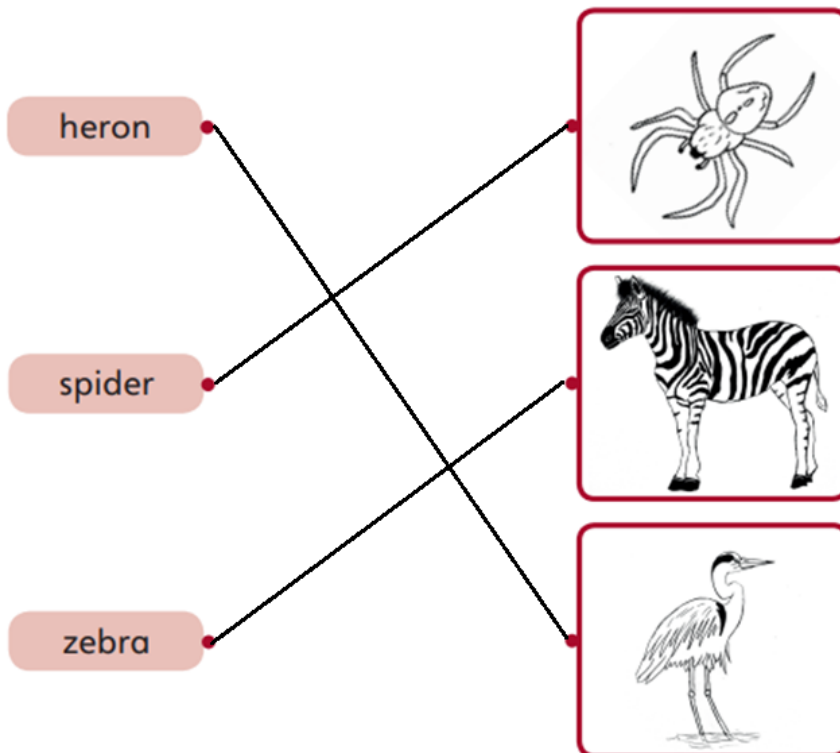
**Homework**

Answers will vary. Students write two adjectives to describe an alien. *Examples include: big, blue, spotty, hairy, round, short.*

Answers will vary. Students draw a picture of their alien showing the adjectives they have chosen. *Examples include: A student who chose the words big and spotty should draw a big, spotty alien.*

**Week 8: Is it Quick?**

**Lesson 1**



Answers will vary. Students draw a quick animal that is not in the book, *Is it Quick*. They should **not** draw a cheetah, snail, zebra, lemur, heron, spider, duck or penguin. *Examples include: a tiger, a horse, a monkey, an eagle, a snake or a bat.*

**Lesson 2**

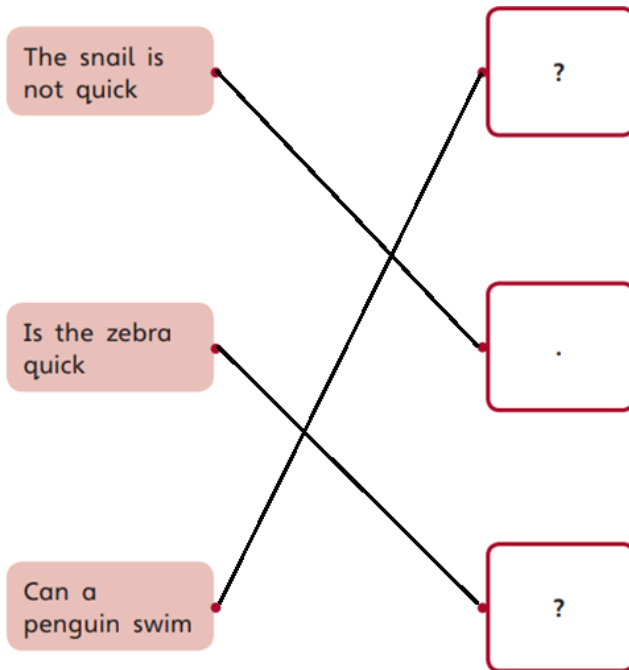
Students should draw a lemur.

Students should draw either a heron or a spider.

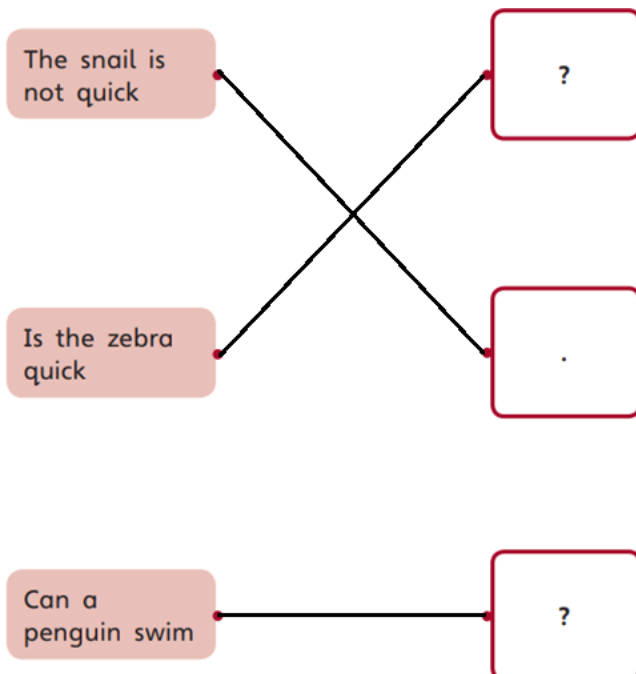
Answers will vary. Students draw an animal that is slow, but not a snail or a penguin. *Examples include: a slug, a tortoise, a worm, a sloth, a starfish.*

**Lesson 3**

There are two correct ways to answer this question:



or



**Lesson 4**

How old are you? (The word *how* needs a capital letter.)

When is your birthday? (The word *when* needs a capital letter.)

Do you know why the sky is blue?

Can you tell me where your house is?

Who is that little girl? (The word *who* needs a capital letter.)

What do you like to eat? (The word *what* needs a capital letter.)

**Lesson 5**

Answers will vary. Students write four of the following question words in any order: who, what, when, where, why, how.

**Homework**

Answers will vary. Students draw pictures or write the names of one or more quick animals in the first box and the names of one or more slow animals in the second box. *Examples of quick animals include: a horse, an ostrich, a tiger, a lion, a bird, a bat, a dog. Examples of slow animals include: a slug, a tortoise, a worm, a sloth, a starfish.*

**Week 9: Is it Quick? and Snails****Lesson 6**

Snails like fresh, green food.

Snails look for food when it is dark.

Snail will eat brown food if they have to.

**Lesson 7**

Answers will vary. Students draw a picture of a round, hard shell with spirals and/or rings. Students may also draw the rest of the snail.

Answers will vary. *Examples include: fresh, green food such as leaves or plants, or rotting, brown food such as old leaves or vegetables.*

Students should label the picture with appropriate adjectives and/or nouns. *Examples include: fresh, green food, rotting food, lettuce.*

Answers will vary but should include the words feel and smell. *Examples include: A snail's little feelers help it to feel and smell things. They help snails to feel and smell.*

**Lesson 8**

I went out into the dark night.

It was a long way home.

My kitten has very soft fur.

I like to look after my little brother.

Students to practise writing the words: dark, long, soft, little.



**Lesson 9**

Answers will vary. Students write one appropriate adjective to describe the penguin.  
*Examples include: slow, cold, slippery, black.*

Answers will vary. Students write one appropriate adjective to describe the spider. *Examples include: quick, scary, small, red.*

Answers will vary. Students write one appropriate adjective to describe the duckling.  
*Examples include: cute, fluffy, small, young.*

**Lesson 10**

Answers will vary. Students write one appropriate adjective to describe a bee.

*Examples include: a small bee, a fuzzy bee.*

Answers will vary. Students write one appropriate adjective to describe an elephant.

*Examples include: a huge elephant, a wrinkly elephant.*

Answers will vary. Students write one appropriate adjective to describe a flower.

*Examples include: a beautiful flower, a bright flower.*

Answers will vary. Students write one adjective to describe a car.

*Examples include: a fast car, a loud car.*

**Homework**

Answers will vary. Students write nouns describing things they might see, hear or smell in a dark, damp part of a garden or forest. They might use adjectives as well as nouns.

*Examples include:*

*I can see rotting leaves.*

*I can hear wind.*

*I can smell the dirt.*

**Week 10: Is it Quick?****Lesson 11**

Answers will vary. Students choose any animal that is not in the book *Is it Quick?* (any animal that is not a penguin, duck, spider, bug, heron, lemur, zebra, snail or cheetah). Students write the name of their chosen animal, draw it and write two adjectives to describe it. *Examples include: Elephant. My animal is grey. My animal is big.*

**Lesson 12**

Answers will vary. Students draw a picture to show the verb 'hop'. *Examples include: a drawing of a frog hopping.*

Answers will vary. Students draw a picture to show the verb 'play'. *Examples include: a drawing of children playing football.*

Answers will vary. Students draw a picture to show the verb 'read'. *Examples include: a drawing of a child with a book.*

**Lesson 13**

There was a fish swimming towards me.

I would love an egg for my lunch.

That is the zebra I like best.

I saw a little penguin.

Look at the duck over there!

**Lesson 14**

Answers will vary. Students write or draw two or more big animals in the circle. *Examples include: hippo, elephant, giraffe, horse, lion.*

Answers will vary. Students write or draw two or more small animals in the circle. *Examples include: ant, snail, mouse, butterfly, rabbit, bee.*

**Lesson 15**

Answers will vary. Students choose an animal from the book *Is it Quick?* (a penguin, a duck, a spider, a heron, a lemur, a zebra, a snail or a cheetah). Students write a question about their animal, beginning with a capital letter and ending with a question mark. *Examples include: How do penguins stay warm? Do spiders bite? Where do lemurs live? What do cheetahs eat? Do zebras sleep standing up? What colour tongue does a zebra have? Can herons swim?*

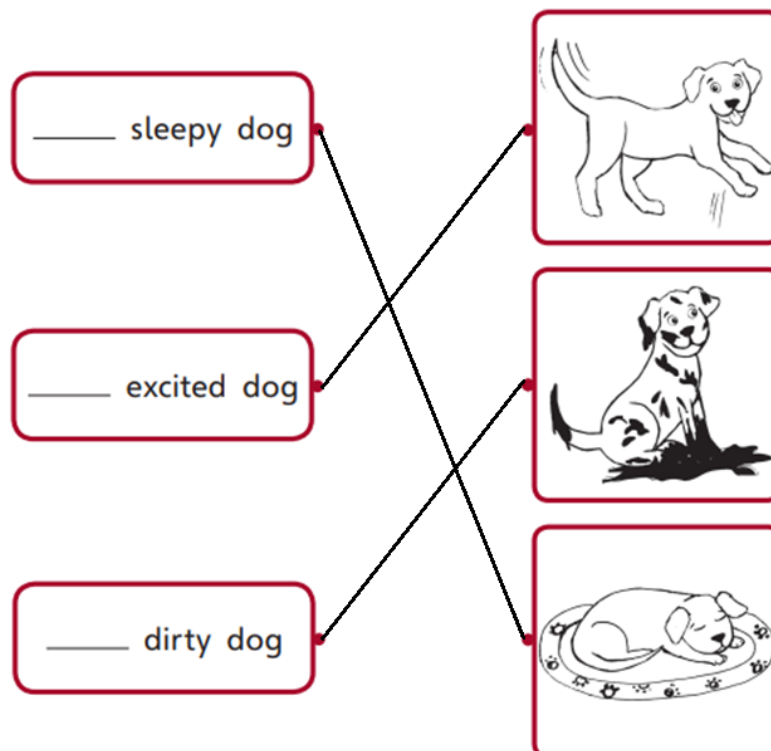
Students draw a picture of their chosen animal.

**Homework**

a sleepy dog

an excited dog

a dirty dog



## Year 2

### Week 1: *Bug Boy: Spider Camp*

These are the answers in order.

#### Lesson 1

Answers will vary. Students draw what they would be able to see in Dan's bedroom.

*Examples include: a ball, fishing net, teddy, bed, tanks, leaves/bug food, butterflies, bugs.*

Answers will vary. Students draw what they would be able to hear in Dan's bedroom.

*Examples include: Dan talking, bugs munching leaves, bugs crawling.*

Answers will vary. Students draw what they would be able to smell in Dan's bedroom.

*Examples include: smelly socks, mud or soil.*

#### Lesson 2

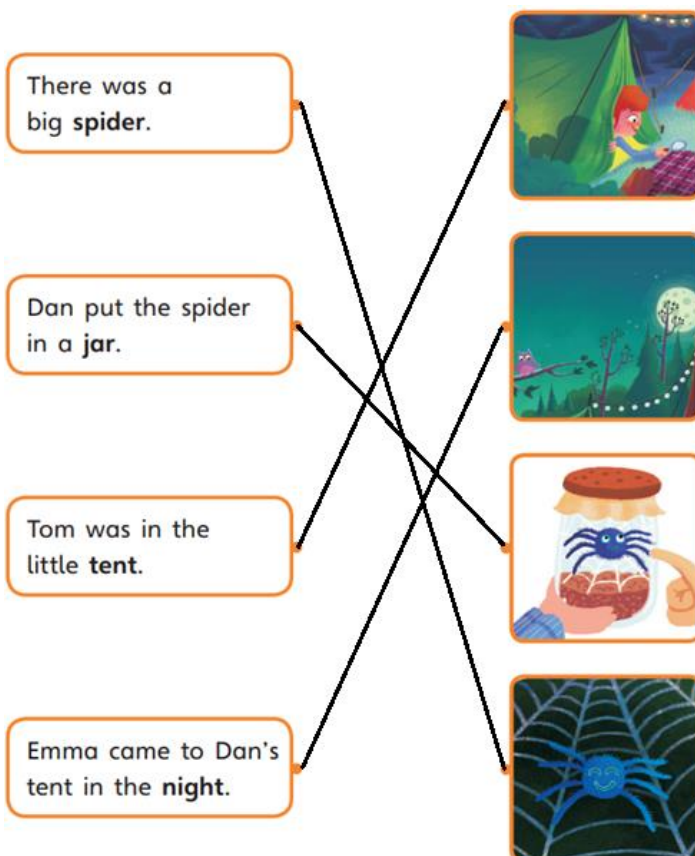
Answers will vary. Students write any four nouns (a person, place or thing) from the book *Bug Boy: Spider Camp*. Proper noun examples should begin with a capital letter. *Examples include: Dan, Tom, Emma, Dad, spider, tent, net, jar, car.*

#### Lesson 3

Answers will vary. Students write three examples of words containing three letters. *Examples include: net, jar, car, bug, bag, bee, dad.*

Students draw a picture of one of their three-letter words.

#### Lesson 4



**Lesson 5**

Dan had lots of bugs.

One morning, there was a big spider.

It was a long trip in the car.

**Homework**

Answers will vary. Students should draw a character from *Bug Boy: Spider Camp*. *Examples include: Dan, Emma, Dad, or Tom (the spider).*

**Week 2: Bug Boy: Spider Camp****Lesson 6**

Answers will vary. Students write three words to describe Dan. *Examples include: young, boy, fun, small, kind, cool.* They should draw a picture of Dan in the largest box.

**Lesson 7**

Answer structures will vary, but should include the following information:

The family went camping.

Emma came into Dan's tent because Dad was snoring.

Tom/the spider fell on Emma.

**Lesson 8**

Answers will vary, but should contain the following information:

Dan has a bug zoo.

Emma is cross with Dan because he took a spider camping.

Answers will vary, but students should choose whether they would like to sleep in a tent with a spider or not, and give a reason. *Examples include: I would not like to sleep in a tent with a spider because it might make a web; I would like to sleep in a tent with a spider because I like bugs.*

**Lesson 9**

Answers will vary. Students should choose their favourite part from the story, write a sentence about it and draw a picture to match their sentence. *Examples include: My favourite thing is Dan's bug zoo. My favourite thing is when the spider lands on Emma. My favourite thing is when Dan finds a spider in the bathroom.*

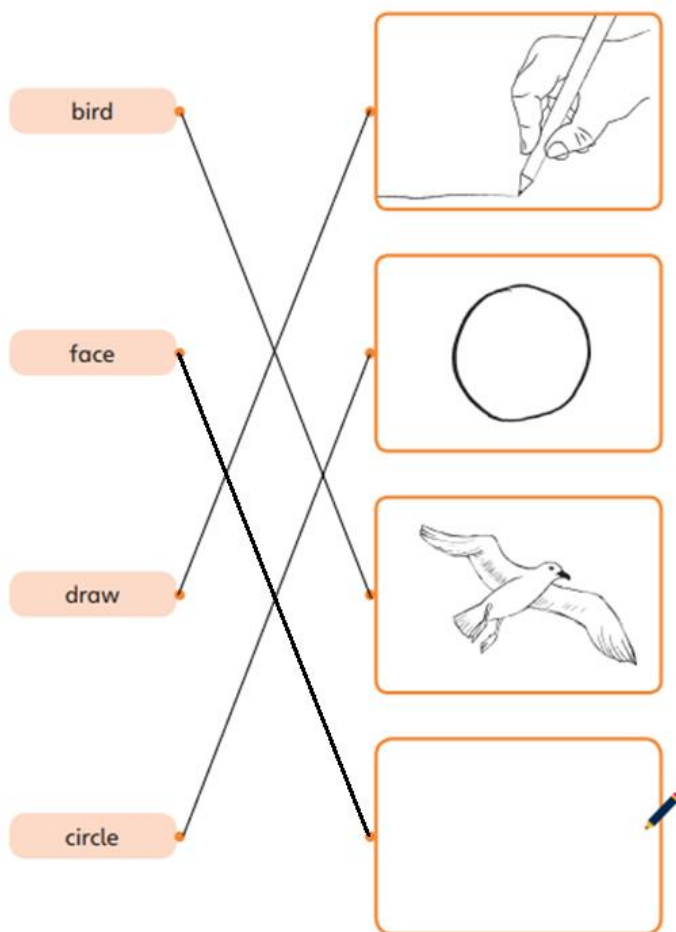
**Lesson 10**

Answers will vary. Students should circle one or more words that describe their dream pet, then draw a picture to match the words they have chosen. *Examples include: fluffy, cuddly and friendly are circled with a drawing of a puppy. Spooky, strange and interesting are circled, with a drawing of a spider.*

**Homework**

Answers will vary. Students should write any four adjectives. *Examples include: spooky, strange, interesting, blue, red, spotty, kind, cool, funny, cold, hot, sparkly, fluffy, cuddly, friendly, small, big, tall, short, young, old, new.*

**Week 3: Draw with Penny**  
**Lesson 1**



Students should draw an image of a face in the blank box.

**Lesson 2**

Answers will vary. Students write four examples of features commonly found in instructional writing.

*Examples include:*

*Numbered steps in order.*

*Pictures to show you what to do.*

*Simple words that are easy to understand.*

Headings and subheadings for each section.

### Lesson 3

Answers will vary. Students should write any four verbs. *Examples include: run, jump, eat, play.*

### Lesson 4

Answers will vary, but should contain the following information in order:

Then . . . *Draw circles for the wheels.*

Then . . . *Add the bonnet at the front.*

Finally. . . *Add the roof on top.*

### Lesson 5

Answer will vary. Students should answer either a bird, a car or a face and give a reason for their choice. *Examples include: My favourite thing to draw is the car because I like the wheels and the roof. My favourite thing to draw is the bird because I like watching birds.*

Drawings will vary, but should match the student's previous answer.

### Homework

A big bird is sitting on the roof.

Put a circle around the correct word.

I will tell you how to draw a cat.

My sister has got little ears!

His face is an egg shape.

Do you want to come to my party?

### Week 4: Pompom Pets

#### Lesson 6

Students should write or draw their answers in the following order:

A pompom pet is a creature made out of a pompom.

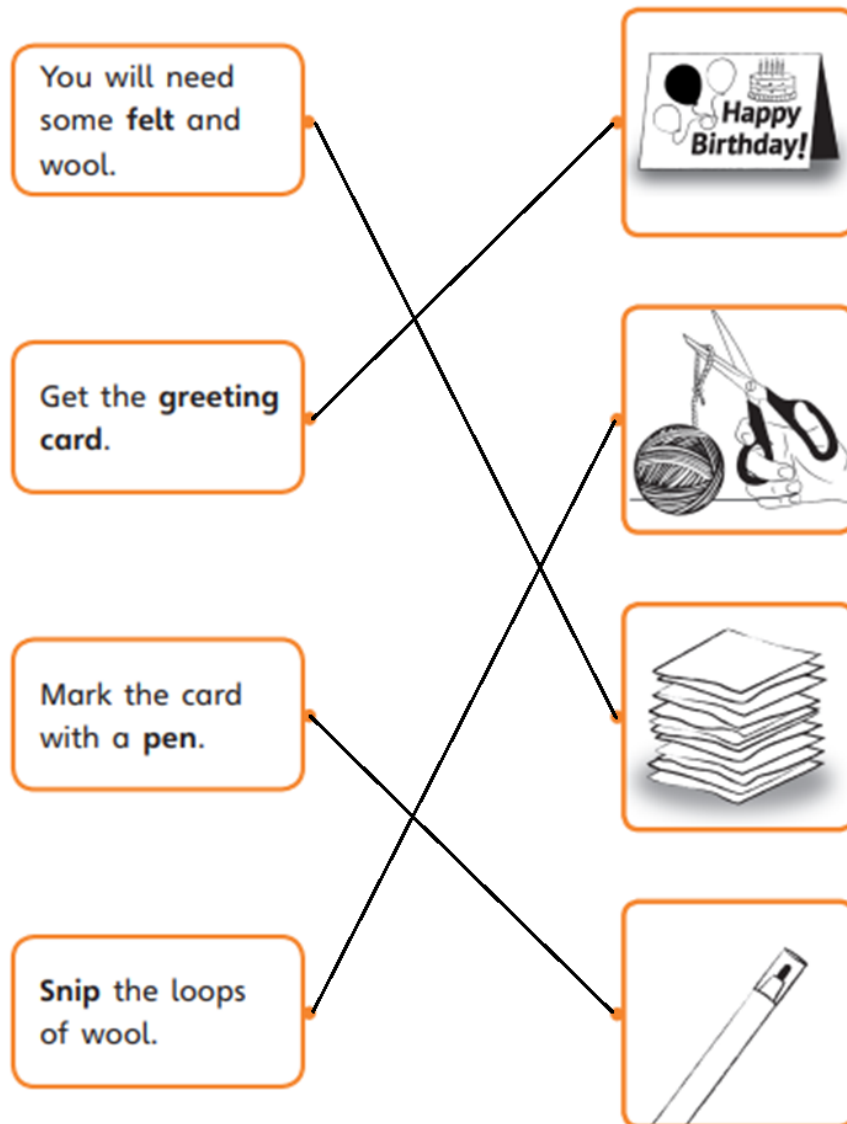
You will need: felt, wool, snippers (scissors), lids, greeting card, gum (glue).

Get the things you need.

#### Lesson 7

Answers will vary. Students should write four different noun phrases with one or more adjectives plus a noun. *Examples include: fluffy chick, soft yellow wool, cute brown mouse, sharp snippers, big funny blue alien.*

## Lesson 8



## Lesson 9

I have three pets – a cat, a goldfish and a hamster.

Don't forget to put the lids back on the jars.

How many birthday cards did you get?

Answers will vary. Students should copy one of the sentences.

## Lesson 10

Answers will vary. Students should write about their least favourite thing from *Pompom Pets*, then draw a picture to match their sentence. *Examples include: My least favourite thing is snipping the loops of wool. My least favourite thing is using the gum.*



## Homework

Answers will vary. Students should draw a picture of a pompom pet they would like to make. It should include a pompom made from wool in a colour of their choice and felt accessories such as eyes, wings, beaks, etc. *Examples include: A brown pompom with eyes, ears and a tail. A pompom pet that looks like a yellow bird with a beak.*

## Week 5: Jay and Sniffer: The Bike Race

### Lesson 1

Answers will vary. Students choose one of the characters: Jay, Sniffer, Mr Slime, or the teacher, and draw a picture of them using the book. *Examples include: Jay – a friendly boy with brown hair and wearing jeans and a t-shirt. Sniffer – a small brown and white dog. Mr Slime – a tall man in a black suit and black hair. The teacher – a man with a tie, brown jacket and glasses.*

### Lesson 2

Answers will vary. Students should write three words to describe Jay's character in the story and draw a picture of him. *Examples include: I think Jay is brave. I think Jay is clever. I think Jay is good.*

### Lesson 3

Answers will vary. Students should draw or write what they would see at the rubbish tip. *Examples include: bikes, cones, piles of rubbish, bin bags, Mr Slime, a green van.*

Answers will vary. Students should draw or write what they would hear at the rubbish tip. *Examples include: the van engine, Mr Slime laughing, metal clunking.*

Answers will vary. Students should draw or write what they would smell at the rubbish tip. *Examples include: smelly rubbish, bin bags.*

### Lesson 4

Answers will vary, but should contain the following information:

Jay's idea was to have a bike race to raise money.

Mr Slime took the bikes to the rubbish tip.

Jay told the teacher by sending a text.

### Lesson 5

Answers will vary but should be appropriate choices from the word bank:

a pretty flower, a yellow flower, a small flower, a huge flower

the huge box, the yellow box, the brown box, the pretty box, the heavy box, the small box

a huge dog, a yellow dog, a brown dog, a pretty dog, a small dog

Students copy one of the noun phrases.

## Homework

Answers will vary. Students should write any four 4-letter words. *Examples include: hole, roof, cost, shut, bike, race, stop, fast, heap.*



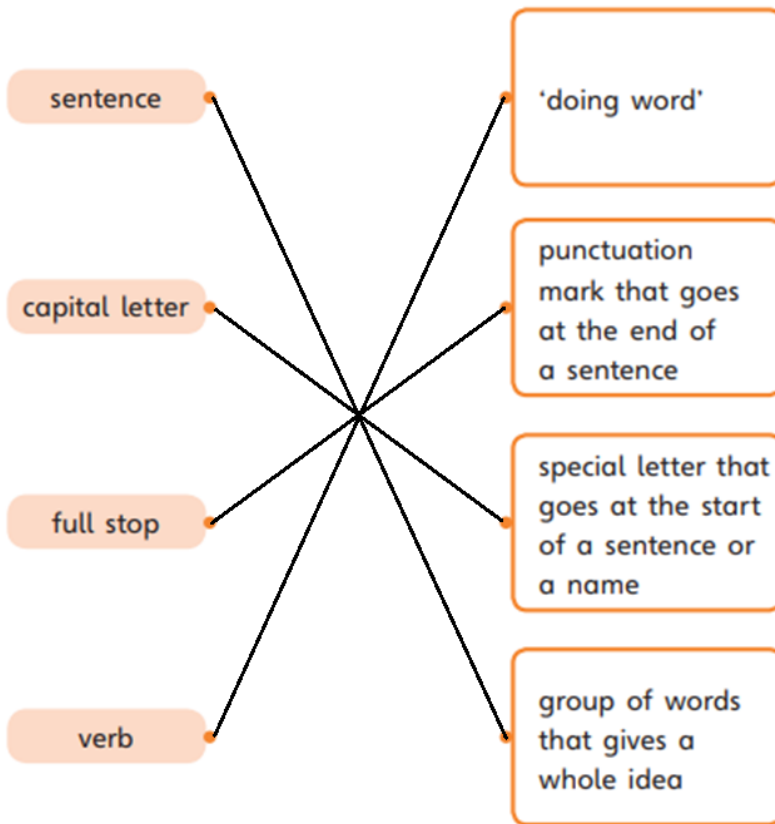
**Week 6: Jay and Sniffer: The Bike Race****Lesson 6**

Answers will vary. Students should write any three verbs. *Examples include: fix, shut, race, rode, sent, drive, shout.*

Answers will vary. Students should draw a picture showing one of their chosen verbs. *Examples include: someone fixing a roof, someone shutting a door, someone sending a text.*

**Lesson 7**

Match the words to the meanings.



Answers should contain the idea that nouns are words for a person, a place or a thing.

**Lesson 8**

Answers will vary. Students should write three words to describe Mr Slime in the story. *Examples include: I think Mr Slime is mean. I think Mr Slime is nasty. I think Mr Slime is greedy. I think Mr Slime is scary. I think Mr Slime is bad.*

Students should draw a picture of Mr Slime. They should draw a tall, thin man with black hair in a black suit.

**Lesson 9**

Answers will vary. Students should write or draw what they would see at the bike race if they were Sniffer the dog. *Examples include: bikes, people, a green flag, the teacher.*

Answers will vary. Students should write or draw what they would hear at the bike race if they were Sniffer the dog. *Examples include: people cheering and shouting, the whistle.*

Answers will vary: Students should write or draw what they would smell at the bike race if they were Sniffer the dog. *Examples include: grass, chalk.*

### Lesson 10

There was a big hole in the school roof.

People will pay a lot to see the race.

The tracks led to a rubbish tip.

### Homework

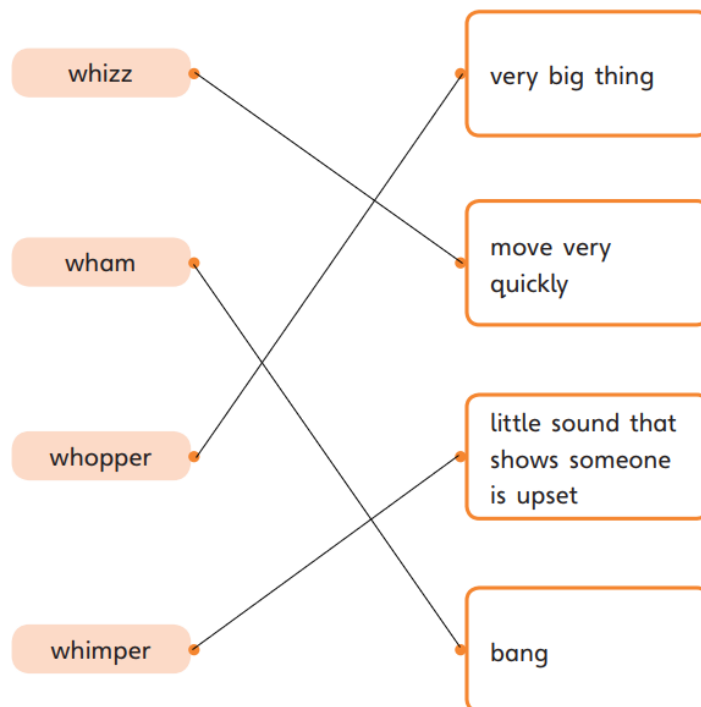
Answers will vary. Students draw one of the characters; Jay, Sniffer, Mr Slime, or the teacher, resembling the characters featured in the book. *Examples include: Jay – a friendly boy with brown hair and wearing jeans and a t-shirt. Sniffer – a small brown and white dog. Mr Slime – a tall man in a black suit and black hair. The teacher – a man with a tie, brown jacket and glasses.*

### Week 7: Whizz!

#### Lesson 11

Answers will vary. Students should use some of the words in the word bank to help them draw a picture of Phil as he appeared in the story. *Examples include: Phil whizzing down a hill on a big box. Phil wishing he was a star when he looked at the newspaper.*

#### Lesson 12



Answers will vary, but should describe the word whisper as meaning to talk very quietly, so only someone close can hear.

**Lesson 13**

Answers will vary. Students should write three words to describe Jess in the story. *Examples include: I think Jess is smart.*

*I think Jess is happy.*

*I think Jess is helpful.*

Students should draw a picture of Jess from the story. *Examples include: a girl with a big smile, holding a camera.*

**Lesson 14**

Answers will vary, but should contain words or pictures with the following information in order:

They found a big box and tried to push it.

The box rolled down the hill and Phil jumped on it.

Jess took pictures and Phil was in the newspaper.

**Lesson 15**

Answers should be any three of the following: moans, whispers, grunts, whimpers.

**Homework**

Answers will vary. The drawing should be of one of the characters in *Whizz!*: Phil, Bill or Jess, using information from the story.

**Week 8: Keeping a Pet****Lesson 1**

Answers will vary. Students should write three words to describe a hamster. *Examples include: I think a hamster is small. I think a hamster is fast. I think a hamster is messy. I think a hamster is fun. I think a hamster is cute.*

Students should draw a picture of a hamster, showing its ears, eyes, nose and whiskers.

**Lesson 2**

Students should write or draw the following information:

Hamsters sleep in a hamster bed.

Hamsters like to run in their wheels/sleep in shredded bedding.

Hamsters eat hamster mix.

**Lesson 3**

Answers will vary. Students should draw or write what they would see in the hamster cage. *Examples include: bedding, toys, nest, mess, wheel, hamster mix.*

Answers will vary. Students should draw or write what they would hear in the hamster cage. *Examples include: chewing, whizzing wheel, bedding rustling.*

Answers will vary. Students should draw or write what they would smell in the hamster cage.  
*Examples include: bedding, food, hamster mess.*

**Lesson 4**

Students' answers should be full sentences with capital letters and full stops, containing the following information:

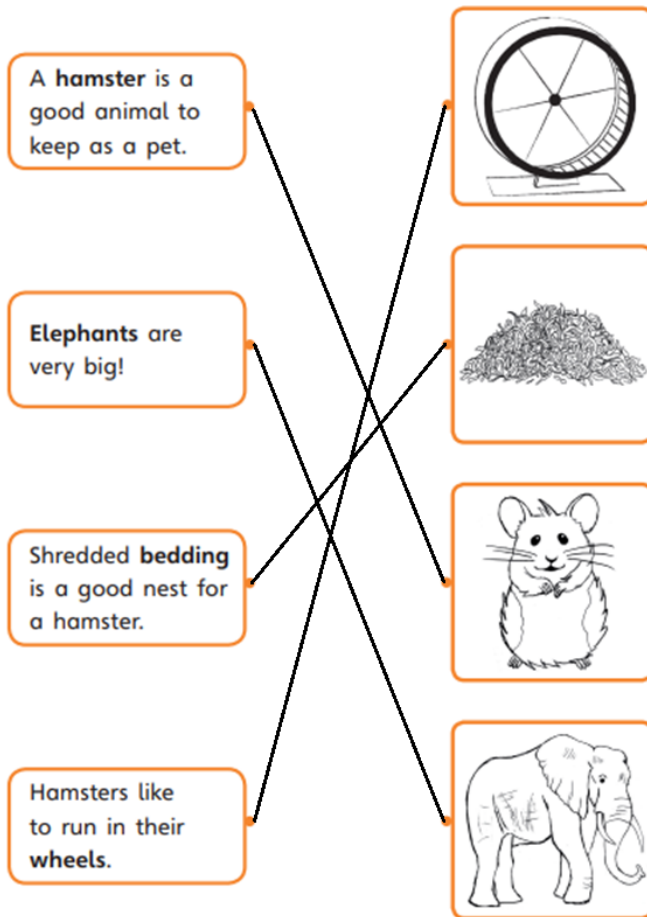
Hamsters have little feet.

Hamsters that whizz up and down are good pets.

Elephants do big messes.

Elephants are not good pets.

**Lesson 5**



**Homework**

Answers will vary. Students should write the names of any four animals that can be kept as pets. *Examples include: cat, dog, fish, hamster, rabbit, guinea pig, horse.*

**Week 9: Keeping a Pet and This is My Pet!**

**Lesson 6**

Answers will vary. Students should write about their favourite thing in the book *Keeping a Pet*, then draw a picture to match their sentence. *Examples include: My favourite thing is an elephant on roller-skates. My favourite thing is the hamster sleeping in its bed.*

**Lesson 7**

Answers will vary. Students should write any three bossy verbs. *Examples include: cut, make, put, chop, go, feed, shut.*

Answers will vary. Students should write a full sentence containing one of the bossy verbs from the previous question. *Examples include: Make a nest. Shut the door. Feed the hamster.*

**Lesson 8**

Answers will vary. Students should draw one of the following pets: stick insect, mini donkey, ferret, mini turtle, tarantula or walking fish.

**Lesson 9**

Answers will vary. Students should draw one of the following pets: stick insect, mini donkey, ferret, mini turtle, tarantula or walking fish. They should write three words to describe the pet. *Examples include: for a stick insect- I think this pet is long, I think this pet is thin, I think this pet is interesting. For a mini donkey- I think this pet is cute, I think this pet is fluffy, I think this pet is small.*

**Lesson 10**

A stick insect has thin legs and looks like a stick.

A ferret is long and thin and has short legs.

A tarantula has lots of legs and eats mice for dinner!

**Homework**

Answers will vary. Students should draw or write what the mini turtle would see. *Examples include: fish swimming, plants in the water, waves.*

Students should draw or write what the mini turtle would hear. *Examples include: bubbles, splashing.*

Students should draw or write what the mini turtle would smell. *Examples include: fish, wet soil.*

**Week 10 This is My Pet!****Lesson 11**

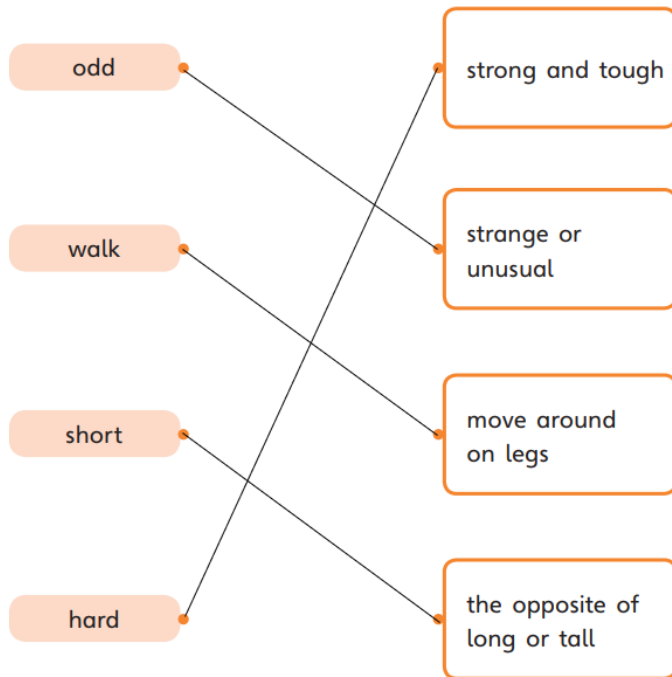
Answers may vary, but should contain the following ideas:

Singular means one thing, like one pet.

Plural means more than one thing, like two or more pets.

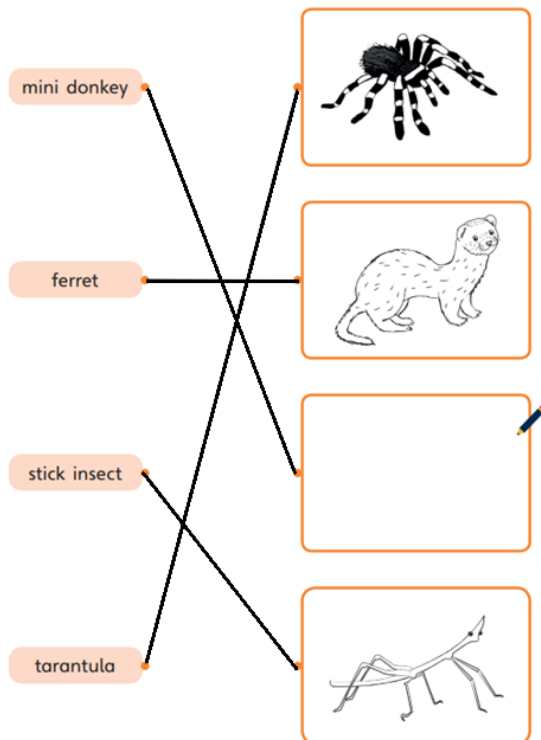
cats  
houses  
cars  
boxes

**Lesson 12**



Little means small or not big.

**Lesson 13**



Students should draw an image of a mini donkey in the blank box.

**Lesson 14**

Students should write any four of the following topic words: insect, donkey, ferret, turtle, tarantula, fish, thin, big, little, long, short, hard.

**Lesson 15**

A stick insect looks like a stick.

A mini turtle likes to swim.

A tarantula eats mice.

A walking fish can walk on land.

**Homework**

Answers will vary. Students should write any three 3-letter words. *Examples include: cat, ant, bag, mum, sit, sky, zoo, egg.* They should then write a sentence, beginning with a capital letter and ending with a full stop, containing one of their 3-letter words.

*Examples include: The bird laid an egg. The bag was full of food. The ant ran over the path.*

## Year 3

### Week 1: *Goldilocks and the Big Mess*

These are the answers in order.

#### Lesson 1

Answers will vary. Students should write about their favourite part in the book *Goldilocks and the Big Mess*, then draw a picture to match their sentence. *Examples include: My favourite part was Goldilocks and the bears having tea and cake. Answer should have a matching picture.*

#### Lesson 2

Answers will vary. Students should write two questions about pages 15 and 16 in the story (the three bears laughing, the three bears and Goldilocks having tea and cake). Students should write a question, using a question word (who, why, what, when, where, how) at the beginning and a question mark at the end. *Examples include: What are the bears laughing at? Why don't the bears want Goldilocks to help with the tea? Who is laughing? What food is on the table?*

#### Lesson 3

Students should draw or write answers that show:

Goldilocks eats the porridge.

Goldilocks breaks the chair.

#### Lesson 4

First ... Goldilocks ate some porridge.

Then ... Goldilocks sat on a chair.

Next ... Goldilocks went to sleep.

#### Lesson 5

Answers will vary. Students should write any four adjectives that describe a bear. *Examples include: huge, scary, grizzly, brown, slow, grumpy.*

Answers will vary. Students should write two sentences, each containing at least one of their adjectives from the previous question. *Examples include: The huge, brown bear drank water from the stream. The slow, grumpy bear slept in a cave.*

#### Homework

Students should write or draw answers that show...

Then ... Goldilocks ate the porridge.

Next ... Goldilocks broke a chair and/or went to sleep in a bed.

At the end ... the bears and Goldilocks have tea.



**Week 2: Goldilocks and the Big Mess****Lesson 6**

Answers will vary. Students should write two words in the boxes to describe Goldilocks and give a reason for their choices. *Examples include: I think Goldilocks is ... clumsy. I think this because ... she broke the chair. I think Goldilocks is ... kind. I think this because ... she was trying to help.*

**Lesson 7**

I would like to play but I am busy.

She plays tennis and football.

The bear was big and strong.

The porridge smelled nice but it was too hot.

It was warm and sunny outside.

I like fruit but I don't like apples.

**Lesson 8**

The dog was barking. It/ He/ She was loud. (Or The dog was barking. They were loud.)

My sister loves tennis. It is her favourite sport.

The park was full of people. They were having fun.

**Lesson 9**

Answers will vary. Students should draw or write what they would see in the bears' house. *Examples include: kitchen, table, chairs, three bowls of porridge, three spoons.*

Answers will vary. Students should draw or write what they would smell in the bears' house. *Examples include: porridge.*

Answers will vary. Students should draw or write what they would be able to touch in the bears' house. *Examples include: table, spoons, hot porridge, cold porridge, bowls.*

**Lesson 10**

Answers will vary. Students should write a suggestion of what would happen if Goldilocks picked up the tea pot. They should give a reason based on what they have read so far. *Examples include: I predict Goldilocks would spill the tea because she is very clumsy. I predict she would break the tea pot because she has already broken a chair and tripped over a cushion.*

**Homework**

Answers will vary. Students should write about something they liked in the book. *Examples include: I liked when the three bears were very kind and made Goldilocks tea. I liked that the bears laughed instead of getting angry.*

Answers will vary. Students should write about something they would change about the book. They might also give a reason. *Examples include: I would change the end so*

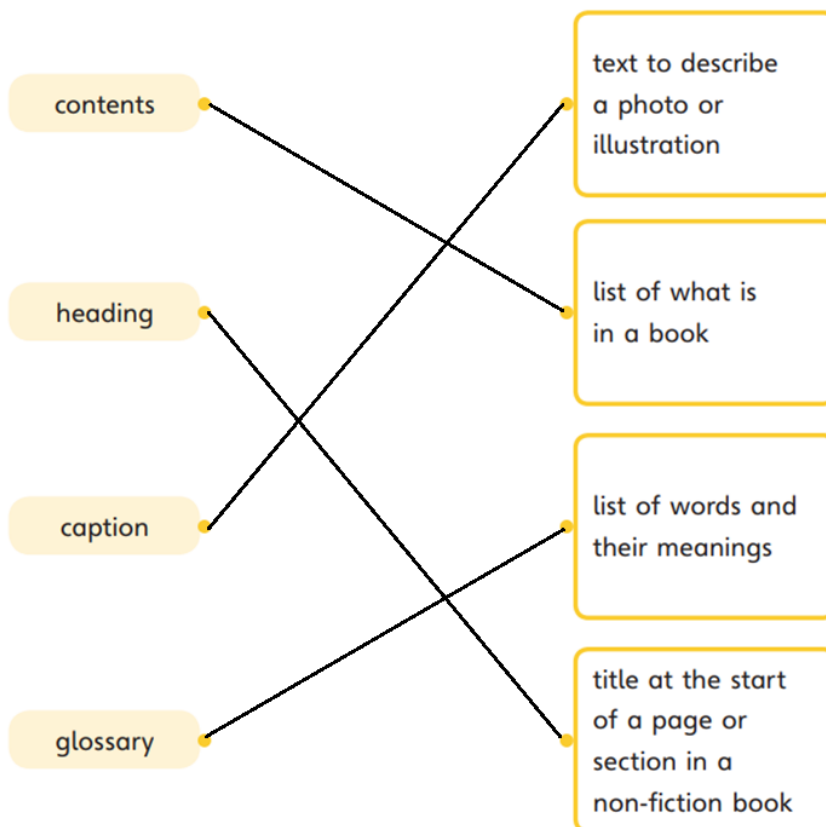
Goldilocks cleaned up her mess. I would change the porridge for pizza, because I don't like porridge.

### Week 3: Tricking Our Eyes

#### Lesson 1

Answers will vary. Students should draw a cover for the book *Tricking Our Eyes* showing one of the book's topics, like camouflage or optical illusions. *Examples include: A polar bear on ice to show camouflage, the arrow optical illusion from p4 of the book.*

#### Lesson 2



Answers will vary, but should explain that a diagram is a simple image with labels showing how something works or what something is. *Examples include: A diagram is a picture with labels to show what something is. A diagram is a drawing of something that shows how it works.*

#### Lesson 3

I like to play football.

We played in the school concert yesterday.

My friend is playing the recorder.

My favourite tennis player is Serena Williams.

Would you like to come and play?

The band is playing my favourite song.

#### Lesson 4

Present tense	Past tense
run	ran
sleep	slept
walk	walked
climb	climbed
live	lived
go	went

#### Lesson 5

Answers will vary, but should contain the following information:

The rows on page 6 look bent because of the way the rectangles are placed.

When you follow the instructions on page 8, the shapes seem to move because of the way they are placed.

The illusion on page 16 was first drawn in 1888.

#### Homework

Answers will vary. Students should state which optical illusion from the book is their favourite and give a reason. *Examples include: My favourite optical illusion is the two circles made from black and white shapes on a red background on page 9. I think this because it looks like it is moving around when you move your head closer and further from the page.*

#### Week 4: *Tricking Our Eyes*

##### Lesson 6

Sometimes we see things that are not there.

This optical illusion is on the floor of a shopping centre.

Here is the moth!

##### Lesson 7

The glossary on page 24 will give you the meaning of tricky words in the book.

Fun with Words on page 12 will tell you about optical illusions using words.

On page 8, you will find optical illusions that appear to move.

##### Lesson 8

Answers will vary. Students should add a suitable adjective from the word bank to describe one of the nouns in each sentence. *Examples include:*

I put the smelly rubbish in the bin. I put the rubbish in the brown bin.

Mum loves her pink flowers. Mum loves her pretty flowers.

The bright sun was in our eyes. The hot sun was in our eyes.

I want a big piece of cake. I want a piece of pink cake.

### Lesson 9

1. First ... put the book flat on the floor.
2. Then ... look at the black dot in the middle.
3. Then ... move your face closer to the book.
4. Finally ... move your face away from the book.

### Lesson 10

Answers will vary. Students should write about something they liked in the book. They might also give a reason. *Examples include: I liked reading out the colours on page 13 because it is interactive and fun. I liked learning about how plants and animals use camouflage.*

Answers will vary. Students should write about something they want to change about the book. They might also give a reason. *Examples include: I would change how some of the answers are given in the book, by adding the answer to the optical illusion on page 12. I would change the length of the book so there were more pictures of animal camouflage.*

### Homework

Answers will vary. Students should write the title of another non-fiction book they have read.

*Examples include: Pompom Pets, Is It Quick? Hop, Swim and Run.*

Answers will vary. Students draw their favourite part of the non-fiction book given in the previous answer. *Examples include: a yellow pompom chick, a heron catching a fish, a frog hopping.*

## Week 5: *Pete's Peculiar Pet Shop: Just the Job*

### Lesson 1

Answers will vary, but should show the following information in writing or drawings:

Pete lost his job as a gardener. The slugs followed him home.

Pete lost his job as a bus driver. The stray animals followed him home.

### Lesson 2

Answers will vary. Students should make a prediction about what will happen next based on what they have read so far. They write or draw their prediction. *Examples include: I predict that Pete will try working in a pet shop, because he likes animals. I predict Pete will have a house full of animals, because they keep following him home.*

### Lesson 3

Answers will vary. Students should write two words or phrases with a similar meaning to the adjective peculiar. *Examples include: unusual, strange, different, bizarre, odd, different, mysterious, rare, extraordinary.*

Answers will vary. Students should write two sentences using the word peculiar. They should include a conjunction in at least one sentence. *Examples include: The Griffin was a very peculiar animal because he drank tea. Pete's house was full of peculiar animals but he liked them all.*

**Lesson 4**

Answers will vary. Students should list as many animals as they can see in the picture on page 11. *Examples include: dinosaur/t-rex, elephant, monkey, parrot, blackbird, pigeons, dodo, blue monster, snake, porcupine, echidna, pterodactyl, giraffe, birds, cat, tortoise, eagle, crocodile.*

Answers will vary. Students draw an animal from their list which they think is the most peculiar.

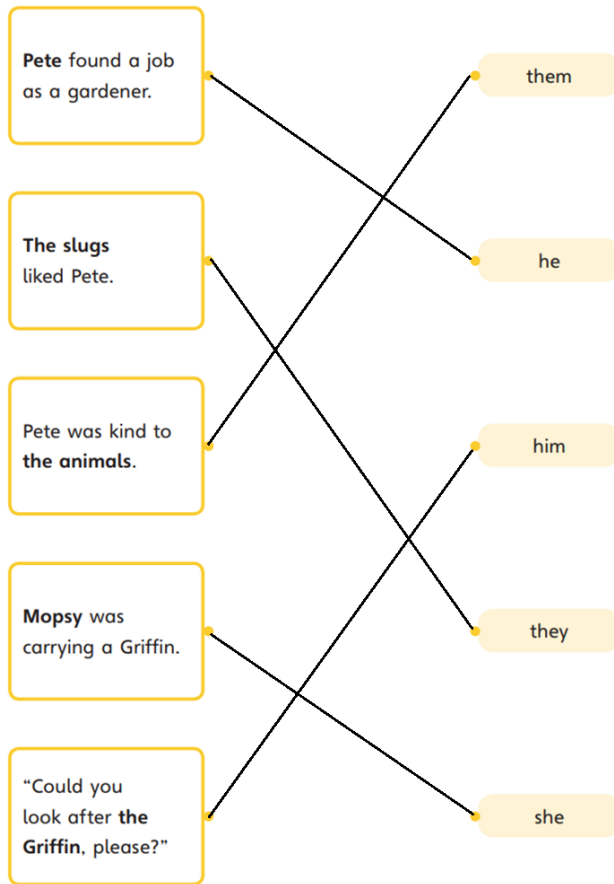
**Lesson 5**

Answers will vary. Students should draw their favourite part from the book so far and label their picture. *Examples include: a picture of Pete in the garden with the slugs. Labels might include; Pete, garden, slugs, cabbages, garden fork.*

**Homework**

Students draw monkeys in the blank box.

**Week 6: Pete's Peculiar Pet Shop: Just the Job**  
**Lesson 6**



**Lesson 7**

Answers will vary, but should contain writing or drawings with the following information:

First... Mopsy came with a Griffin who was not feeling very well.

Then ... Pete looked after the Griffin.

Finally ... the Griffin was feeling better.

**Lesson 8**

Answers will vary. Students should choose two words to describe Pete and give a reason for their choice. *Examples include: I think Pete is kind. I think this because he let all the animals get on the bus to keep warm. I think Pete is caring. I think this because he looked after the Griffin when he was unwell.*

**Lesson 9**

Answers will vary. Students should choose two characters from pages 6 and 7 (the people on the bus, Pete, or the people waiting for the bus) and write what they might be thinking or feeling. *Examples include: a picture of the man stood at the bus stop with a black coat, black umbrella and a red scarf: I am angry because there is no space on the bus for me. A picture of the lady wearing a green coat, green hat and a pink scarf stood on the bus: I am shocked because there are lots of animals on the bus.*

**Lesson 10**

Answers will vary. Students should write a sentence including the word 'stray'. The sentence should have a capital letter at the beginning and a full stop at the end. The sentence should make sense and use the word 'stray' correctly. *Examples include: Pete let the stray animals on to the bus; I once saw a stray cat.*

Answers will vary. Students should write a sentence including the word 'unusual'. The sentence should have a capital letter at the beginning and a full stop at the end. The sentence should make sense and use the word 'unusual' correctly. *Examples include: It was unusual for animals to be on the bus; I would like to have an unusual pet like a snake.*

Answers will vary. Students should write a sentence including the word 'wanted'. The sentence should have a capital letter at the beginning and a full stop at the end. The sentence should make sense and use the word 'wanted' correctly. *Examples include: Pete wanted a job; The girl wanted to be a scientist when she was older.*

**Homework**

Answers will vary. Students should choose their favourite character from the book (Pete, Mopsy or Griffin) and give a reason for their choice. *Examples include: My favourite character is Pete because he looks after all the animals; My favourite character is Griffin because he is very peculiar; My favourite character is Mopsy because she is a great friend.* Students should draw a picture of their chosen character.

**Week 7: Pete's Peculiar Pet Shop: Just the Job****Lesson 11**

Students should circle the words: caring, helpful, good friend, cheerful.

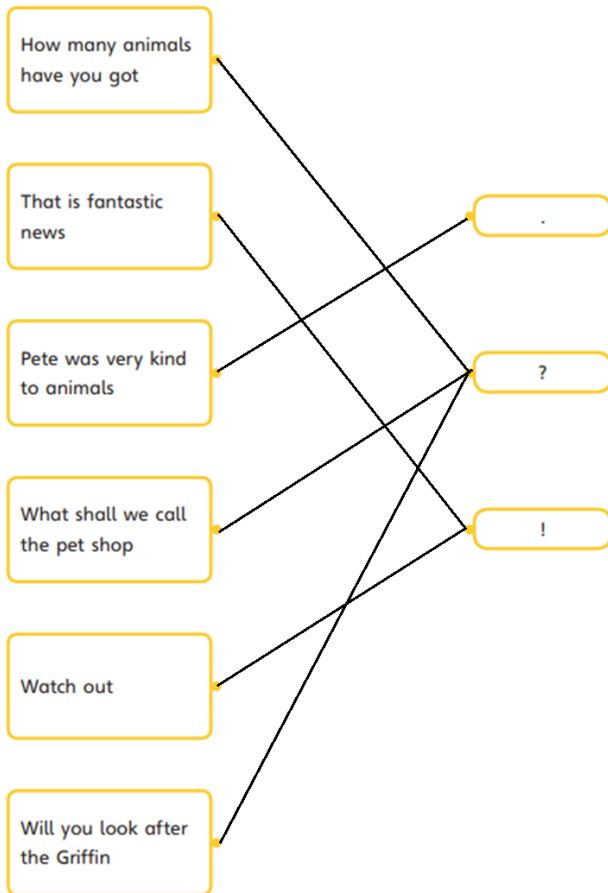
Answers will vary. Students should write a description of Mopsy using the circled words from the word bank. *Examples include: Mopsy is helpful because she helps Pete to decorate the pet shop. Mopsy is cheerful because she smiles a lot. Mopsy is a good friend because she makes Pete a cup of tea.*

**Lesson 12**

"I am very talented," said the Griffin.

"That's a great idea!" Mopsy said.

"I found this in my garden," Mopsy said. "Could you look after it?"

**Lesson 13****Lesson 14**

Answers will vary. Students should write about something they liked in the book. They might also give a reason. *Examples include: I liked it when all the animals got on the bus, because it was funny; I liked that Pete opened a pet shop at the end.*

Answers will vary. Students should write about something they want to change about the book. They might also give a reason. *Examples include: I would change it so the Griffin is not unwell but comes to visit, because it is not nice to be unwell; I would change the animals Pete had in his shop, so he had a zebra, because they are my favourite animals.*

**Lesson 15**

Answers will vary. Students should draw their favourite part from the book and label their picture. *Examples include: a picture of Pete painting the new sign for Pete's Peculiar Pet Shop, with labels: Pete, Mopsy, Griffin, ladder, paint, pet shop.*

**Homework**

Answers will vary. Students draw or write about their own imaginary pet shop. They should include a name. *Examples include: Max's Massive Pets or Clara's Cute Pets.* Students should include some animals in their pet shop. *Examples include: elephants, hippos, whales, sharks, walruses, hamsters, puppies.*



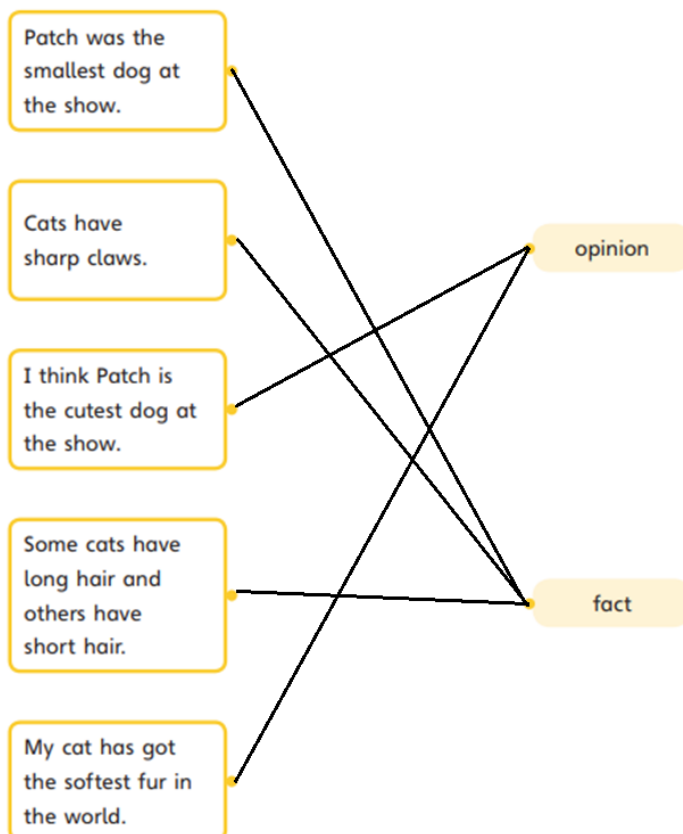
**Week 8: Birds of Prey****Lesson 1**

Answers will vary, but should contain the following information:

Another name for birds of prey is raptors.

There are around 300 species of birds of prey.

Birds of prey use their feet to catch their prey.

**Lesson 2****Lesson 3**

Answers will vary. Students should write a suitable heading which is relevant to the text.

*Examples include: Eagle Nests, Nests, Where do Eagles Nest?*

Answers will vary. Students should add relevant labels to the picture of an eagle. *Examples include: feet, talons, beak, wings, eyes, prey.*

**Lesson 4**

1. It flies slowly over water.
2. It hovers.
3. It dives feet first.
4. It uses pads on its feet to grab the fish.

**Lesson 5**

Answers will vary. Students should write about one interesting fact from the book so far. *Examples include: I think the most interesting fact is that the Peregrine Falcon can fly at speeds of over 400km per hour; I think the most interesting fact is that there are around 300 different species of birds of prey.*

Answers will vary. Students should give a reason for choosing the fact in the previous question. *Examples include: I think this because it is so fast! It is amazing that a bird can fly as fast as the fastest train in the world. I think this because I did not know that there were so many different kinds of birds.*

**Homework**

Goodness, that was quick!

Sam was the quickest in the race.

The hare was quicker than the tortoise.

The cheetah is the quickest land animal.

I am quicker than you.

The quick fox ran away.

**Week 9: Birds of Prey****Lesson 6**

Answers will vary. Students should choose a bird from the book *Birds of Prey* to draw and label. Students could choose an eagle, osprey, vulture, falcon, kite, hawk or an owl. Students should label their picture appropriately. *Labels could include: beak, yellow eyes, wings, sharp talons, feathers.*

**Lesson 7**

Answers will vary, but should include the following information:

Page 21 will give you information about the snowy owl.

Pages 5, 12 and 13 will give you information about hawks.

Students should give one fact about an eagle. *Examples include: Eagles have very large wingspans; Eagles build their nests up tall trees or on high cliffs.*

Students should give one fact about a barn owl. *Examples include: Barn owls can find their prey in the dark; Barn owls have an amazing sense of hearing.*

**Lesson 8**

Answers will vary. Students should write their predicted definition of each word, then copy its definition from a dictionary. Answers will depend on the dictionary used, but examples include:

*Habitat: I think this word means a place something lives in. The dictionary definition is the natural environment of a living thing.*

Prey: *I think this word means an animal is eaten. The dictionary definition is an animal that gets caught or hunted by another animal.*

Species: *I think this word means a special kind of animal. The dictionary definition is a group of living things that can produce young together.*

### Lesson 9

There are apples, oranges and lemons in the bowl.

My favourite pets are cats, hamsters and rabbits.

Flour, sugar, butter and eggs are used in this recipe.

### Lesson 10

Answers will vary, but should contain the following information:

Californian Condors live in rocky scrubland, forests and savannas.

The wingspan of a Californian Condor is around 3 metres.

There are around 300 Californian Condors left in the world.

### Homework

Answers will vary. Students should state their favourite bird of prey from the book (*either from the groups of: eagle, osprey, vulture, falcon, kite, hawk or owl, or a specific species such as a barn owl, snowy owl, wedge-tailed eagle or California condor*). Students should give a reason for their choice. *My favourite bird of prey is a Snowy Owl. I think this because they have beautiful, white feathers; My favourite bird of prey is an eagle. I think this because they are some of the biggest birds of prey.*

### Week 10: *Birds of Prey*

#### Lesson 11

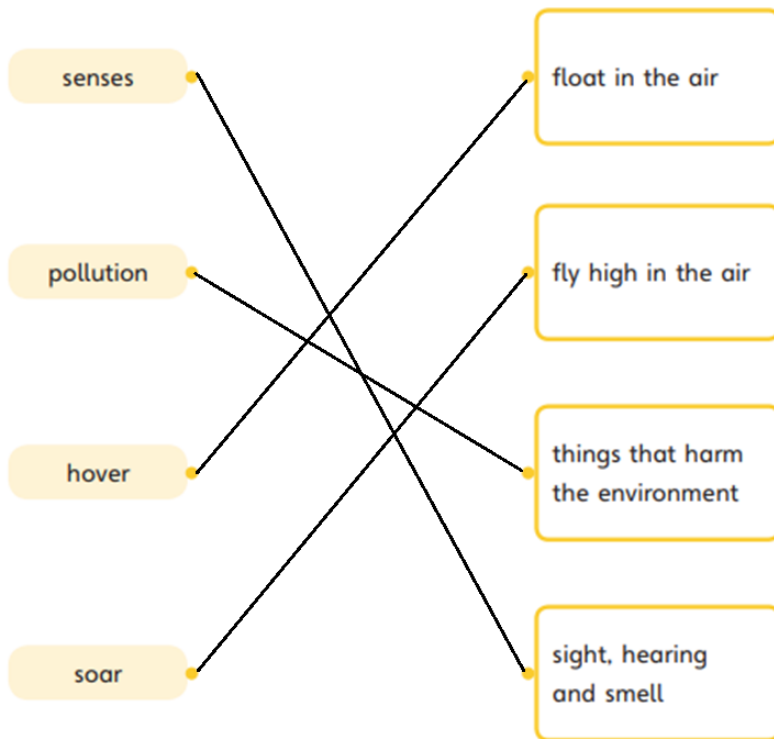
ants, birds, cats, claws, dogs, ferrets, foxes, snakes, tails, zebras

#### Lesson 12

Answers will vary. Students should find and copy any four verbs from the book *Birds of Prey*. *Examples include: catch, search, hunt, hold, cut, stab, rip, build, fly, grab.*

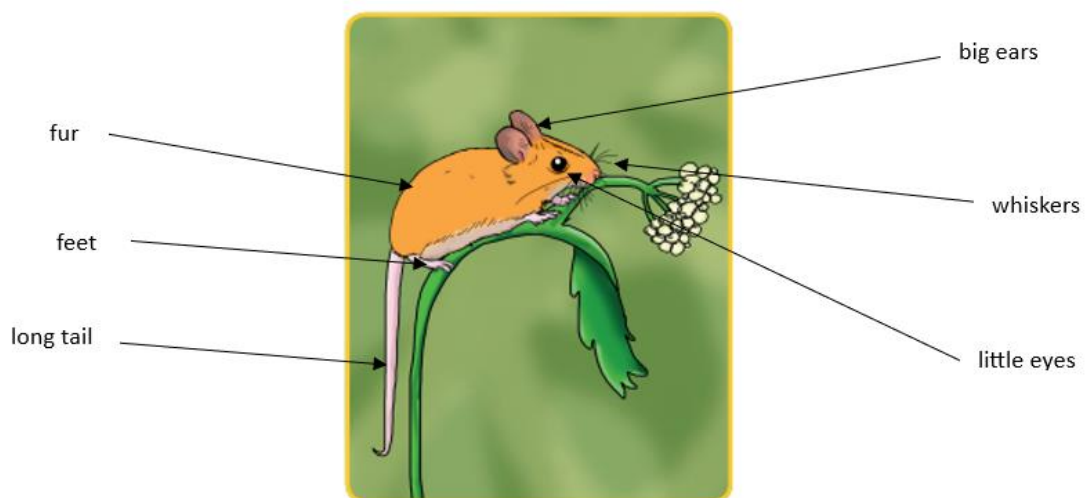
Answers will vary. Students should write two sentences, each using one or more verbs they have chosen in the previous answer. *Examples include: Eagles build their nest high up; Hawks use their talons to stab and rip their prey.*

**Lesson 13**



Answers will vary, but should contain the following information: talons are the claws of birds of prey.

**Lesson 14**



Students should use lower case letters in their labels.

**Lesson 15**

Answers will vary. Students should write two questions they would ask the falconer about birds of prey. They should begin with a capital letter and a question word (who, what, when, where, why, how) and end with a question mark. *Examples include: How do you train the birds of prey? How much food does an eagle eat every day? Are the birds of prey dangerous? What is your favourite bird of prey?*

**Homework**

Answers will vary. Students should state if they would recommend the book to a friend and give a reason. *Examples include: I would recommend this book to a friend if they wanted to find out about birds of prey; I would recommend this book because it has fact files about the different birds of prey and fabulous photographs.*

## Year 4

### Week 1: *The Quigleys: Wild Life*

These are the answers in order.

#### Lesson 1

Answers will vary. Students choose three words to describe Will and give a reason for each. *Examples include: Will is very smart because he tells his family lots of facts about animals; Will is talkative because he spends lots of time telling his family animal facts; Will is annoying because he does not let his sister talk about anything else.*

#### Lesson 2

Answers will vary. Students should write what they think Will would say about the wildlife park, using punctuation for direct speech (inverted commas). They should include his opinion and a reason. *Examples include: "I like the wildlife park because I can share all my animal facts."*

Answers will vary. Students should write what they think Lucy would say about the wildlife park, using punctuation for direct speech (inverted commas). They should include her opinion and a reason. *Examples include: "I want to go to the farmyard because the rabbits, piglets and chicks are my favourite animals."*

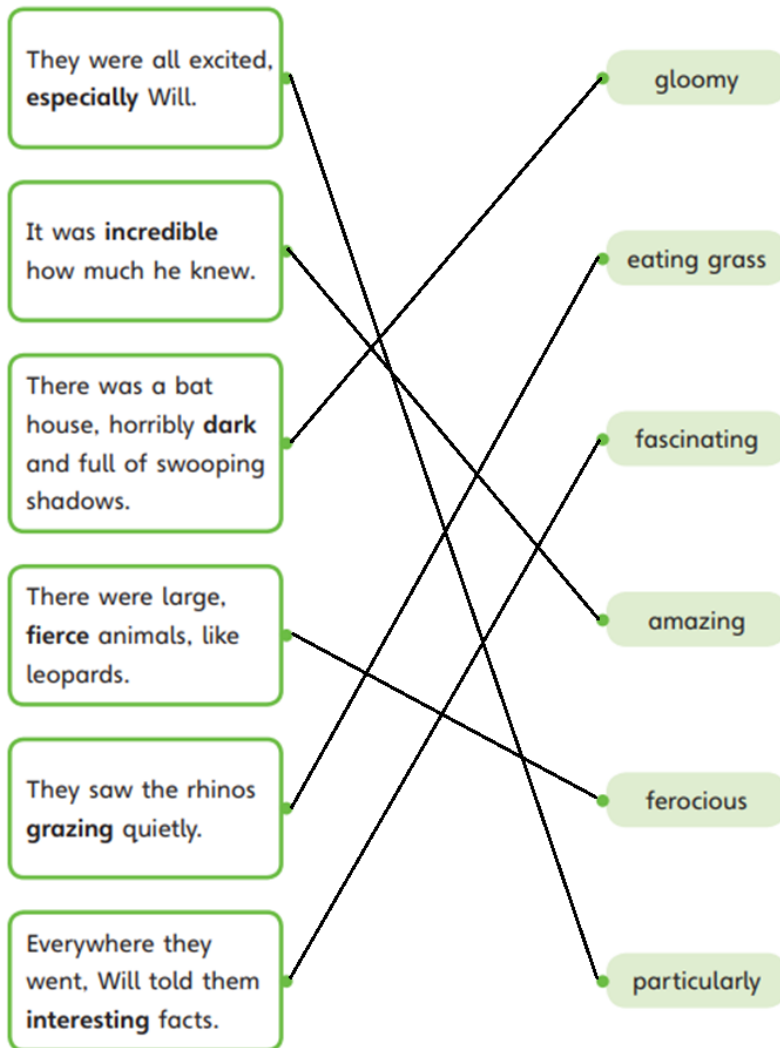
Answers will vary. Students should write what they think Mum would say about the wildlife park, using punctuation for direct speech (inverted commas). They should include her opinion and a reason. *Examples include: "I hope we get time to go to the gardens today because I am excited to see them."*

#### Lesson 3

Answers will vary. Students should write three words with a similar meaning to the word 'large'. *Examples include: huge, big, gigantic, enormous, massive.*

Answers will vary. Students should write two sentences. Each sentence should include at least one of the words they chose in the previous question. Students should use a capital letter at the beginning and full stop at the end of the sentence. *Examples include: Rhinos are enormous animals; Elephants are gigantic but meerkats are not big; Dad wanted to get a huge coffee from the café.*

**Lesson 4**



**Lesson 5**

Answers will vary. Students should write sentences about what they would smell, touch, hear and see at the wildlife park.

*Examples include: At the wildlife park, I can see enormous rhinos grazing on the green grass and lovely leopards sleeping. In the dark cave, I can see bats hanging upside down and in the reptile house, there are snappy crocodiles watching you.*

*In the farmyard area, I can touch the rabbits' soft fur and the fluffy feathers of the yellow chicks. I can cuddle and stroke the cute guinea pigs.*

*While walking around the wildlife park, I can hear lions roaring loudly, and the rhinos panting and stamping his foot. I can hear Will talking about the animals*

*The smell of animal poo follows me around the wildlife park. All the animals stink!*

**Homework**

Answers will vary. Students should write one thing they know about Mum. *Examples include: Mum likes gardens and was looking forward to seeing the garden at the wildlife park.*

Answers will vary. Students should write one thing they know about Dad. *Examples include: Dad is very proud of Will for knowing so many facts about the animals.*

Answers will vary. Students should write one thing they know about Lucy. *Examples include: Lucy likes small, cute animals such as fluffy yellow chicks, soft rabbits and cuddly guinea pigs.*

**Week 2: The Quigleys: Wild Life****Lesson 6**

Answers will vary, but should include the following information:

Lucy wants to see the chicks and the rabbits.

Will pretends to be a bear because he is pretending to be a predator. Will wants to show that he likes animals that bite, roar and trample their prey.

Students write a sentence about animals they would want to see at the wildlife park and why. *Examples include: I would like to see wild animals like rhinos and lions because you don't normally get to see these types of animals anywhere else; I would like to see the rabbits because I like to stroke them.*

**Lesson 7**

Answers will vary. Students should write four adjectives to describe Lucy. *Examples include: confident, calm, impatient, purposeful, determined.*

Answers will vary. Students should write two sentences about Lucy. One should be true and one false. *Examples include: Lucy has a brother called Will, who knows lots of fascinating facts about animals (true); Lucy likes small animals like rabbits and chicks (true); Lucy is excited to learn about predators at the zoo (false); Lucy likes big, fierce animals like lions and bears (false).*

**Lesson 8**

Answers will vary. Students should draw a woman with a smile and curly hair.

Answers will vary. Students should draw a roughly rectangular shape that is red and bumpy.

Answers will vary. Students should write a noun phrase to describe the rhino. *Examples include: an enormous, angry rhino; the furious, charging rhino.*

Answers will vary. Students should write a noun phrase to describe the dog. *Examples include: a friendly, spotty dog; a tall, proud dalmatian.*

**Lesson 9**

Answers will vary, but should include the following information:

Lucy walked across a field towards a brick building.

Lucy was thinking happily about the farmyard with guinea pigs, chicks and lambs.



Lucy smelt animal poo/something unpleasant she had smelled before/rhino poo.

Will was making odd gestures to warn Lucy she was in danger/she should be quiet and run away.

There was a Southern White Rhino/a rhino inside the building.

### Lesson 10

Smelly, aggressive, fierce, massive, poor eyesight, horned, hairy ears.

Answers will vary. Students should write a description of the Southern White Rhino using words they have circled. Students should use full sentences with capital letters and full stops.

*Examples include: The Southern White Rhino is a massive, fierce wild animal. It has poor eyesight but can hear extremely well through its hairy ears. This horned animal is very aggressive and will pant and wipe his large horn on the ground when angry. The poo of a Southern White Rhino is especially smelly.*

### Homework

Answers will vary. Students should write one thing they liked about the book and two things they would change and give reasons. *Examples include: I liked how many facts about animals Will knows. I liked how brave Will and Lucy were in the rhino's enclosure. I would change how Will did not listen to Lucy at the beginning of the story. I would change the ending so Will and Lucy got to have ice cream after the farmyard.*

### Week 3: The Quigleys: Wild Life

#### Lesson 11

Answers will vary. Students should write their predicted definition of each word, then copy its definition from a dictionary. Answers will depend on the dictionary used, but examples include:

*Churn: I think this word means to make something look messy. The definition in the dictionary is to move or stir powerfully.*

*Peer: I think this word means to look at something. The definition in the dictionary is to look hard or closely at something.*

*Emerge: I think this word means come out of. The definition in the dictionary is to rise up or come into view.*

*Pant: I think this word means breathe noisily. The definition in the dictionary is to breathe in quick, short breaths.*

*Scramble: I think this word means move quickly. The definition in the dictionary is to move quickly using both hands and feet.*

#### Lesson 12

Answers will vary. Examples include:

"I don't want to go to school," he said cunningly/calmly/crossly/slowly/quietly.

Calmly/Slowly, Emma backed away from the angry dog.

Cunningly/Calmlly/Slowly/Quietly, he swapped the slices of cake so that he was given the largest piece!

The woman calmlly/crossly/slowly/happily picked up the spider and took it outside.

Cunningly/Calmlly/Happily, Tanvi passed the test!

“Goodnight, everyone,” he said cunningly, calmlly, crossly, slowly, quietly, happily.

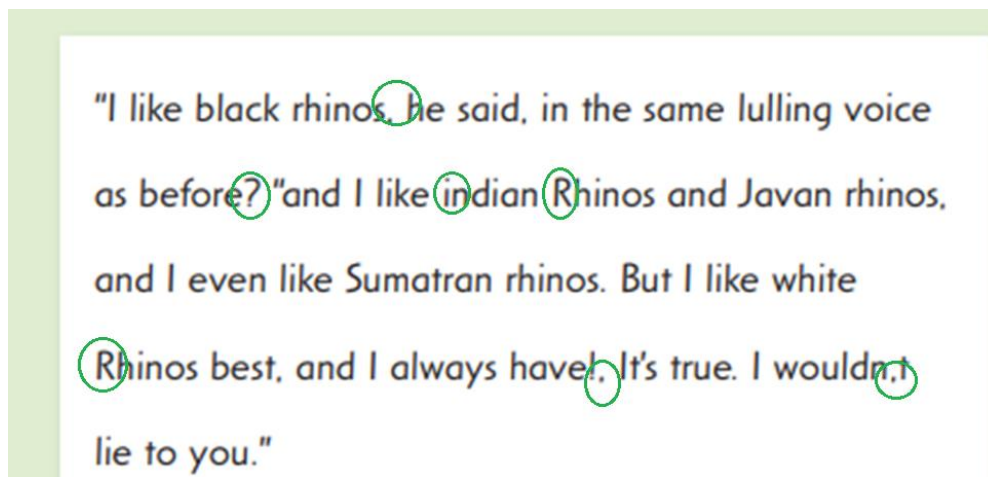
### Lesson 13

Answers will vary, but should include the following information:

The consequence of Lucy climbing through a fence and falling in a ditch was that she ended up in the rhino enclosure.

The consequence of Will distracting the rhino was that Lucy was able to escape the danger.

### Lesson 14



“I like black rhinos,” he said, in the same lulling voice as before, “and I like Indian rhinos and Javan rhinos, and I even like Sumatran rhinos. But I like white rhinos best, and I always have. It’s true. I wouldn’t lie to you.”

### Lesson 15

Answers will vary. Students should retell the story’s key details. Examples include:

*In the beginning the Quigley family went to the wildlife park. Will talked a lot about the big fierce animals. He told his family all the facts he knew.*

*Then Lucy got cross with Will because she wanted to see the farmyard animals, so she climbed over a fence.*

*The problem was Lucy ended up in the rhino enclosure in danger.*

*The problem was solved by Will distracting the rhino. He spoke softly to the rhino so Lucy could escape.*

*In the end Will and Lucy went to the farmyard to see the chicks, rabbits and guinea pigs.*

## Homework

Answers will vary. Students should write about their favourite part of the story. *Examples include: My favourite part was when Will rescued Lucy from the rhino by distracting it and speaking softly using his knowledge of rhinos; My favourite part was how Lucy helped Will feel better at the end by holding the chicks with him.*

Answers will vary. Students should write why this was their favourite part of the book. *Examples include: I think this because Will was so brave and a great big brother. It was so impressive he could use his knowledge to rescue Lucy; I think this because it showed that Lucy loves Will and was happy that he saved her.*

## Week 4: Globe Challenge: Lost in Egypt

### Lesson 1

Answers will vary. Students should write three sentences with facts about the character Joel. *Examples include: He is eight years old; He is the youngest in his family; Joel is noisy; Joel likes mysteries and finding out information; he has brown hair.*

Answers will vary. Students should draw a picture of Joel. It should be a picture of an 8-year-old boy with brown hair.

### Lesson 2

Answers will vary. Students should write their predicted definition of each word, then copy its definition from a dictionary. Answers will depend on the dictionary used, but examples include:

*Mystery: I think this word means something we don't know the answer to. The definition in the dictionary is something secret or that cannot be known or explained.*

*Temple: I think this word means a kind of old building. The definition in the dictionary is a building or place where a god or gods are worshipped.*

*Tomb: I think this word means a place where Egyptians put mummies. The definition in the dictionary is a structure built to hold the bodies of one or more dead people.*

*Flood: I think this word means lots of water rushing in. The definition in the dictionary is an overflow of water onto land that is not normally under water.*

### Lesson 3

pharaoh

Amun

only the pharaoh and priests

### Lesson 4

Answers will vary. Students should use the four spaces to write notes about Tutankhamen from pages 26 and 27 of *Globe Challenge: Lost in Egypt*. *Examples include: He was a young king and was only 18 when he died; He died in about 1325 BC; His tomb was in the Valley of the Kings; His body was mummified and a gold mask was placed on his face when he was buried.*

Answers will vary. Students should write two sentences about Tutankhamen, with a conjunction in each. *Examples include: Tutankhamen was only 18 when he died, so some people believe that he was killed; His body was mummified, then a gold mask was put over his face; Kings were buried in the Valley of the Kings and queens were buried in the Valley of the Queens.*

### Lesson 5

Answers will vary, but should contain the following information:

Ancient Egyptians left the heart in the body because they believed the soul of the person lived there.

The body was dried out for several weeks using a salt called natron.

The mummy was wrapped in strips of linen.

The mummy was put in a decorated coffin called a mummy case.

### Homework

Answers will vary. Students should draw a picture of something they have learnt about Ancient Egypt from the book and add labels. *Examples include: a picture of a mummy in a mummy case with labels: mummy wrapped in linen; mummy case decorated in paint; the Ancient Egyptians removed the organs from the body and dried it out; They wrapped the body in linen; The heart was left in the body.*

### Week 5: Globe Challenge: Lost in Egypt Lesson 6

The ancient Egyptians built pyramids.

Pharaohs loved building temples.

He builds a new wall every year.

They are thinking about the amulet.

The ancient Egyptians thought they needed to please the gods.

She thinks there is an afterlife.

Howard Carter made a discovery.

The pyramids were made to be tombs.

Uncle Globe is making his way up the Nile.

### Lesson 7

Answers will vary, but should contain the following information:

The pyramids are built from blocks of stone.

The pyramids were built by thousands of people without cranes or trucks.

The pyramids were built as tombs for pharaohs/Egyptian kings.

The pyramids were so big because the ancient Egyptians believed their pharaoh was almost a god.

In the middle of each pyramid is a burial chamber.

### Lesson 8

Answers will vary. Students should describe what they would see, touch, hear and smell on a camel ride to the pyramids. They should use full sentences with capital letters and full stops.

*Examples include: As I ride my camel through the desert, I can see the giant stone pyramids that were made as tombs for the pharaohs of ancient Egypt and the large shadow they make; The hot red sand stretches for miles before my eyes; I think I saw a scorpion.*

*I can touch the rough camel fur and feel the hard saddle; I am holding the soft leather reins in my hand; The sand is really hot to touch because the sun shines so intensely in the sky all day long.*

*The camel makes strange noises that make me jump because they are so loud; I can hear her large hooves padding across the sand.*

*But it is the smell that is most surprising, because camels stink; I can also smell the hot leather of the saddle and reins.*

### Lesson 9

Answers will vary. Students should write a sentence about something they liked about the book. *Examples include: I liked the emails from Uncle Globe and I enjoyed reading Joel's Journal, especially the facts he had found out. I liked learning about how the Egyptians were obsessed with the sun and thought a giant scarab beetle pushed it through the sky.*

Answers will vary. Students should write a sentence about something they would like to change in the book. *Examples include: I would change the book by adding more hieroglyphs so I could work out my name. I would change the story so Joel could join his uncle in Egypt so that he got to explore, too.*

### Lesson 10

Answers will vary. Students should write four facts they have learnt about ancient Egypt. *Examples include: Only the heart was left in the body when it was mummified; The pyramids were built as tombs for the pharaohs; Ancient Egyptians used hieroglyphs but only scribes could read and write; The ancient Egyptians had thousands of gods.*

Answers will vary. Students should write one true sentence and one false sentence. *Examples include: Everyone in ancient Egypt used hieroglyphs to read and write (false); The ancient Egyptians took all the organs out of the body before mummifying it (false); The huge pyramids were built as tombs for the pharaohs (true); There were many ancient Egyptian gods (true).*

### Homework

Answers will vary. Students should write sentences about whether they recommend the book and give a reason why. *Examples include: I would recommend this book to my friends, because it is full of fascinating facts about ancient Egypt and also has a fun mystery to solve;*

*I would not recommend this book to a friend if they did not know anything about ancient Egypt, because it contains so much information that it might confuse them.*

## **Week 6: Bright Sparks: Zoo News**

### **Lesson 1**

Answers will vary. Students should write what they would hear, see, touch and smell if they were at the zoo with Zak. Students should write in full sentences with capital letters and full stops. *Examples include: At the zoo with zoo keeper Zak, I can see lots of animals like koalas, parrots, spiders, leopards and lynx; I can hear zoo keeper Zak chatting away, the animals growling, grunting and squeaking; I can hear a cute kookaburra laughing; I touched the litter left behind including crunchy crisp packets and sticky gum; I can smell stinky animal poo, rubbish and juicy beef-steak.*

### **Lesson 2**

Answers will vary, but should include the following information:

When Zak talks to them, the animals tell each other the things he says or what they think they heard.

When Zak feeds the koalas, he says, "Is that the time? I think I'll make a cup of tea."

When Zak is picking up the litter, he says, "I'll stop and have my snack at half past two."

Zak thinks he will have pizza or pasta on a plate for dinner.

When Zak leaves, the animals think he says, "It's time for bed – goodnight! Everyone sleep tight. Mind the bugs don't bite."

### **Lesson 3**

Answers will vary. Students should write three words that mean said, using words from the poem *Zoo News* or their own ideas. *Examples include: replied, called, told, cried, laughed, whispered, asked.*

Answers will vary. Students should write a sentence using one of the words from their previous answer. They should use punctuation for direct speech. *Examples include: "It is time for breakfast, lovely leopards," called Zak; The warthog told the polar bear, "He smacked the kangaroo!"; "What is for dinner?" I whispered to my sister.*

### **Lesson 4**

Answers will vary. Students should give two examples of alliteration in the poem. *Examples include: Zak the zoo-keeper, growl or grunt, beast or bird, goats, gorilla and giraffe, pasta on a plate.*

Answers will vary. Students should give a reason why rhyme is important in this poem. *Examples include: Rhyme is important in this poem because the animals hear things that rhyme with what Zak actually said; Rhyme is important in this poem because it shows how the animals hear different things when Zak speaks.*

Answers will vary. Students should state if they think Zak enjoys his job or not and give a reason. *Examples include: I think Zak enjoys his job because he talks to the animals happily as he works; I think Zak enjoys his job because he loses track of the time while he is working.*



**Lesson 5**

Answers will vary. Students should give three examples of how the yak has been personified in the picture. *Examples include: The yak is carrying a suitcase and a ticket; The yak is wearing a hat; The yak is walking on two legs like a human.*

**Homework**

Answers will vary. Students should draw a detailed picture showing one of the animals featured in the poem and add labels. They should write the name of the animal to complete the sentence. *Examples include: a picture of a kookaburra with labels; sparkly eyes, pointed beak, fluffy blue wings; A picture of a yak with labels: curly hair, ticket to Timbuktu, big horns.*

**Week 7: Bright Sparks: Zoo News****Lesson 6**

Answers will vary. Students should write three sentences, each with a word to describe Zak the zoo-keeper and a reason for their choice. *Examples include: I think Zak is kind and caring, because he looks after all the animals; Zak is friendly and cheerful, because he talks to the animals all day; I would describe Zak as hard-working, because he works hard all day picking up rubbish and feeding animals.*

**Lesson 7**

I was thinking of you the other day.

The animals thought Zak said something different.

Zak is making breakfast for the animals.

I made a cake last week.

The label on the bottle says it's dangerous.

An hour ago, Zak said he wanted a cup of tea.

**Lesson 8**

Answers will vary, but should contain the following information:

A stanza is part of a poem. It is like a paragraph in a story or a verse in a song.

Students should give any example of rhyming from the poem. *Examples include: talk and squawk; bird and heard; skinks and lynx; tree, tea, chimpanzee, TV and ski; giraffe and laugh; chew, two, kangaroo, Timbuktu, moo and cockatoo; late and plate; shed and bed; goodnight, bite and right.*

Students should give an example of direct speech in the poem. *Examples include: He said: "Is that the time? I think I'll make a cup of tea." Lion said to Bear, "He thinks he'll shake a chimpanzee."*

**Lesson 9**

Answers will vary. Students should give an example of what they enjoyed while writing a poem. *Examples include: My favourite part was choosing what to write about and thinking of ideas. My favourite part was finding pairs of rhyming words to use in my poem.*

Answers will vary. Students should give an example of what they found difficult while writing a poem. *Examples include: The difficult part was thinking of lots of words that rhyme. The difficult part was writing the first few lines of my poem.*

### Lesson 10

Answers will vary. Students should write about one thing they liked about the poem *Zoo News* and give a reason. *Examples include: I liked the funny things that the animals thought Zak said because it made me laugh; I liked all of the unusual animals in the poem because I learned about some new types.*

Answers will vary. Students should write about two things they would change about the poem and give a reason for each. *Examples include: I would change some of the unkind things the animals thought Zak said, because he is so kind; I would change the poem so Zak had a friend, because I think he might be lonely only having the animals to talk to.*

### Homework

Answers will vary. Students should explain whether they would recommend the poem to a friend and give a reason why. *Examples include: I would recommend this poem, because it is very funny and has lots of interesting animals in it; I would recommend this poem to a friend because it rhymes, which makes the poem fun and easy to read; I think children would enjoy this poem.*

## Week 8: Real Life: Daredevils

### Lesson 1

Answers will vary. Students should choose a daredevil from the book (Harry Houdini, Bessie Coleman, Evel Knievel or Alain Robert). Students should think of three words to describe them and give a reason. *Examples include: Harry Houdini. He was strong because he trained to be able to remove the chains. He was brave because he did dangerous acts to entertain and earn money. He was daring because he put his life at risk.*

*Bessie Coleman. She was hardworking because she studied hard at school and to become a pilot. She was determined because there were no other black women pilots, and she became one anyway. She was brave because flying planes was very dangerous then.*

### Lesson 2

Students should circle: daring, brave, thrill-seeking, risk-taking, adventurous, determined.

Answers will vary. Students should use the circled adjectives to describe one of the daredevils from the book (Harry Houdini, Bessie Coleman, Evel Knievel or Alain Robert). *Examples include: Harry Houdini was a thrill-seeking and daring magician. He was determined to be successful. He did adventurous and shocking stunts such as escaping from chains. He took risks to wow the audience, so he was a risk-taker. He must have been very brave!*

### Lesson 3

Answers will vary. Students should write about their favourite part of Houdini's story. *Examples include: My favourite part was that Harry was inspired to perform magic after seeing a magician in a travelling circus when he was a child. My favourite part was the milk can escape that he invented.*



Answers will vary. Students should write why this was their favourite part. *Examples include: I think this because he was inspired and followed his dream to become a magician; I think this because the trick was simpler than it looked, but it impressed the audience.*

#### Lesson 4

Answers will vary. Students should write their predicted definition of each word, then copy its definition from a dictionary. Answers will depend on the dictionary used, but examples include:

Biography: *I think this word means a story about a person. The definition in the dictionary is the story of the facts and events of someone's life.*

Presentation: *I think this word means a way of sharing information about a subject. The definition in the dictionary is to give or show something.*

Autobiography: *I think this word means a book someone writes about themselves. The definition in the dictionary is the story of a person's life, told by that person.*

Format: *I think this word means a way of showing something. The definition in the dictionary is the way in which something is arranged or organised.*

#### Lesson 5

In the 1950s, he joined ... the army and trained to be a parachutist.

In the 1960s, he was doing jumps on ... his motorcycle to promote his shop.

In 1974, Evel prepared to jump ... the Snake River Canyon.

In 1975, he tried to jump over ... a word-record 13 buses.

Evel retired in ... 1980.

#### Homework

"Craig is going to have a magician performing at his party," said Hamid.

Burj Khalifa in Dubai is the tallest skyscraper in the world.

"My favourite band is going on tour next year," cried Amy.

A tiger has escaped from the zoo!

Carla was fascinated by the butterfly.

"It's a risk," said Mrs Williams. "We might not make it back in time."

**Week 9: Real Life: Daredevils**  
**Lesson 6**

Answers will vary. Students should underline parts of the text that show Bessie's character. *Examples include:*

Bessie was determined to become a pilot but there were two problems: there were very few women pilots, and no black women pilots at all!

Bessie was rejected by all the flying schools in the country but she would not take "no" for an answer. She saved her money and sailed to France to train as a pilot. In 1921, Bessie became the first black woman to get a pilot's licence.

Answers will vary. Students should write about Bessie's character using the information they have underlined. *Examples include: Bessie would not take no for an answer because she was very determined; She worked hard to achieve her dream and saved all her money; Bessie was resilient as was rejected by lots of flying schools but kept going.*

**Lesson 7**

Answers will vary. Students should write how they think Bessie would have felt after getting her pilot's licence. *Examples include: I think she would have felt very proud and pleased that she had achieved her dream; I think Bessie would be happy that she had proved she could do it.*

Answers will vary. Students should write how they think Bessie would have felt after she was injured in a crash. *Examples include: I think she would have felt frustrated and sad that she had to wait a whole year before flying again; I think Bessie would have been determined to get back to flying.*

**Lesson 8**

Answers will vary. Students should choose one daredevil they have read about (Harry Houdini, Bessie Coleman, Evel Knievel or Alain Robert). They should write facts that they learned about them. *Examples include: Bessie Coleman: Bessie was the first black woman to get a pilot's licence; Bessie trained to become a pilot in France after being refused in America; Bessie learnt to do stunt tricks in her plane; Bessie died when she fell out of a plane in 1926.*

Answers will vary. Students should write one true sentence and one false sentence about their chosen daredevil. *Examples include: Bessie Coleman was the first black woman to get a pilot's licence (true); Bessie Coleman trained to be a pilot in Scotland (false).*

**Lesson 9**

Answers will vary. Students should choose one type of daredevil stunt to write about (*Examples include: escape tricks, plane tricks, motorbike jumps or climbing*). Students should write three sentences explaining why they chose this stunt. *Examples include: the loop-the-loop plane stunt: I would choose this because you are up in the sky like a bird; I would choose this stunt because you get to fly a plane and roll over in the air; I would like to do the same stunt Bessie Coleman did because she is a hero.*

**Lesson 10**

Answers will vary. Students should write four facts about Alain Robert. *Examples include: Alain is famous for climbing without ropes and harnesses; Alain climbed 15 metres to his bedroom window when he was 11; In 1982, Alain had an accident and fell on his head; Alain climbed Burj Khalifa in Dubai.*

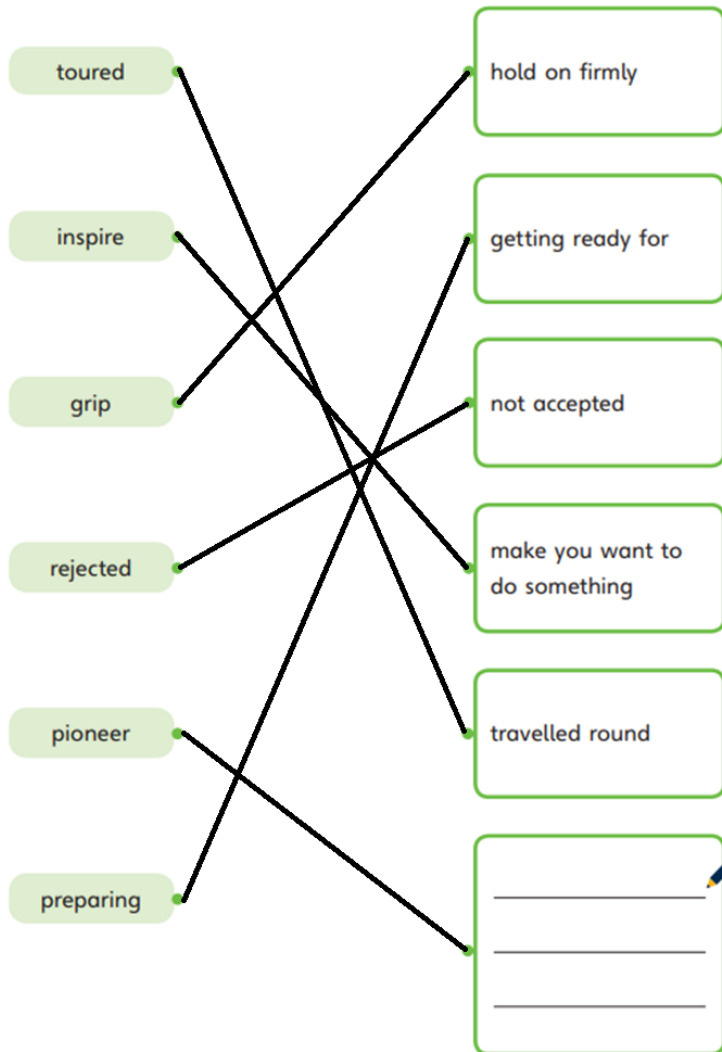
**Homework**

Answers will vary. Students should write a description about a time they tried something new and include how it made them feel. Students should draw a picture. *Examples include: When I rode my bike for the first time, I felt so proud because I had been trying for a long time to get my balance and it went so fast; My bike was red and had a bell; The first time I spoke in front of lots of people was in the Class 5 play last year; I played a cat and had a fluffy costume with a white tail and orange ears; I felt nervous at first but remembered all the words.*

**Week 10: Real Life: Daredevils****Lesson 11**

Answers will vary. Students should write one thing they liked about the book and two things they would change. *Examples include: I liked reading about the famous daredevils and found the fact files useful; I liked reading about daredevils from a long time ago and more recently; I liked learning about the stunts the daredevils did; I would change the daredevils in the book so that more girls are included, because I would like to read about more women who were brave and adventurous; I would change the types of daredevils in the book, because I would like to learn about someone who does film stunts.*

**Lesson 12**



A pioneer is the first person to do something.

**Lesson 13**

Answers will vary. Students should write their talk partner’s name and four sentences about them using information from their presentation.

**Lesson 14**

Answers will vary. Students should write some features of speaking in a presentation. *Examples include: You should remember to speak loudly, clearly and slowly; You should change the tone of your voice.*

Answers will vary. Students should suggest what might make a presentation boring. *Examples include: Not changing the tone of your voice, no pictures, no enthusiasm from the speaker, no stories or humour.*

Answers will vary. Students should suggest what they can include to make a presentation more interesting. *Examples include: Include pictures or objects to look at, include personal*

*stories, include audience participation such as questions and make sure you change the tone of your voice.*

### **Lesson 15**

Answers will vary. Students should write sentences about what parts of their presentation they were happy with and what they could improve on.

*Examples include: I was pleased with how my presentation went because it included interesting facts and funny bits; I read my writing clearly and loudly so everyone could hear me; To improve I would speak a little bit slower as I rushed through it, if I slowed down it would be easier for people to listen to; I would improve how I spoke so I was a bit louder, to make sure everyone can hear me.*

### **Homework**

Answers will vary. Students should explain whether they would recommend the book *Real Life: Daredevils* and give a reason. *Examples include: I would recommend this book to other children because it is full of inspiring stories, such as how Bettie Coleman became the first black woman to have a pilot's licence; I would recommend this book to a friend because it has a lot of interesting details about the brave stunts that the daredevils did.*

## Year 5

### Week 1: *How to be an Explorer*

These are the answers in order.

#### Lesson 1

Answers will vary depending on the dictionary used. *Examples include: to discover something is to find something new; To find or see before anyone else.*

Any two from: places that no one has ever visited, lost worlds and people, new plants, animals and sources of food.

Students should give one example from the text showing what explorers do to discover new things. *Examples include: explore the ocean in a submersible, climb mountains, travel by canoe.*

Answers will vary. Students should explain why they think explorers want to find new places. *Examples include: Explorers want to discover new places to learn about them; Some explorers want to protect places that are in danger.*

#### Lesson 2

Answers will vary. Students should write four pieces of information about explorers that they have learned from the text. *Examples include: Sir Edmund Hilary was an explorer who went to the top of Mount Everest; Some parts of the ocean have not been fully explored yet; Explorers study animals in the polar regions; Explorers have to think about the weather and conditions in the place they are going to.*

Answers will vary. Students should write one true sentence and one false sentence about explorers. *Examples include: Explorers hardly ever discover new life in the ocean (false); Explorers go to extreme habitats (true).*

#### Lesson 3

Answers will vary. Students should write their predicted definition of each word, then copy its definition from a dictionary. Answers will depend on the dictionary used, but examples include:

Challenge (noun): *I think this word means something that is hard to do. The definition in the dictionary is a difficult problem or task.*

Protect: *I think this word means caring for something. The definition in the dictionary is to defend or keep safe.*

Rainforest: *I think this word means a habitat with lots of plants where it rains a lot. The definition in the dictionary is a dense forest that receives a large amount of rain all year long.*

Conditions: *I think this word means the weather in a place. The definition in the dictionary is a state of being or existence.*

Summit: *I think this word means the top of something. The definition in the dictionary is the highest part or peak.*

**Lesson 4**

The Equator is an imaginary line around the middle of the Earth dividing it into North and South.

Global warming happens when air pollution makes the Earth get hotter.

The natural home of an animal or plant is called a habitat.

An ocean is a very big area of sea.

Some deserts are flat and stony, but others are rocky and hilly.

In a tropical area, the air feels very hot and wet.

**Lesson 5**

Answers will vary. Students should write sentences describing the habitat (polar regions, deserts, oceans, mountains or rainforests) they found most interesting, using adjectives. *Examples include: The habitat I found most interesting was the vast seas and enormous deep oceans, because they are full of unusual and bizarre animals and plants; The habitat I found the most interesting was the desert because it is a very extreme environment where spiky plants and poisonous animals have to be tough to survive.*

Answers will vary. Students should write a list of five adjectives to describe a good explorer. *Examples include: prepared, adventurous, resourceful, organised, resilient.*

Answers will vary. Students should write sentences about explorers using three of the adjectives given in the previous question. *Examples include: Good explorers need to be organised, so they can pack the right things; To be an explorer, you need to be resilient to cope with the extreme weather conditions; Good explorers need to be resourceful, so they can find food, water, shelter and warmth.*

**Homework**

Answers will vary. Students write two sentences using each word. *Examples include:*

*I need to pack my enormous backpack. Explorers must pack carefully for a trip.*

*Explorers use a compass to guide them. A map can help guide you to your destination.*

*I record the temperature daily. Explorers record the plants and animals they see in different habitats.*

*Remember to take a first aid kit in case of an emergency. I realised there was an emergency when I heard the sirens.*

**Week 2: How to be an Explorer****Lesson 6**

Answers will vary. Students should write two sentences using each preposition and underline the prepositional phrase in each. *Examples include:*

*The explorer walked around the mountain. The snake was wrapped around the enormous tree.*

*My house is at the end of the road. The compass was at the bottom of my bag.*



The explorer was in danger. There was no water in the well.

The explorer packed carefully before setting off on an adventure. I set up camp before cooking tea.

### Lesson 7

Answers will vary according to the dictionary or source used. *Examples include: Survival means to stay alive; The act of continuing to be alive.*

Answers will vary. Students should write two things that help to make a fire and a reason why an explorer might make a fire. *Examples include: matches, a flint and a lighter can be used to start a fire; Explorers might start fires to stay warm or send a signal to someone looking for them.*

Answers will vary. Students should write three things that help an explorer see things and find their way. *Examples include: magnifying glass, binoculars, torch, compass, map.*

Answers will vary. Students should suggest an item they think is the most important for survival and explain why. *Examples include: I think water is the most important item because you cannot live without water; A tent or shelter is most important because it's very hard to stay warm at night without one.*

### Lesson 8

Answers will vary. Students should say where their expedition is going and give a reason. *Examples include: My expedition is going to the polar regions to research the effects of global warming and see polar bears in their natural habitat; My expedition is searching the bottom of the ocean for new animals to learn more about our world.*

Answers will vary. Students should list ten items to take on their expedition. *Examples include: first aid kit, matches, penknife, compass, map, torch, whistle, string, waterproofs, snacks.*

Answers will vary. Students should say where they will set up camp and explain why. *Examples include: I will set up camp somewhere away from animals to keep myself and everyone else safe; I will set up camp in a sheltered place to keep warm from the wind and rain.*

### Lesson 9

Answers will vary. Examples include:

**Place:** Kinabalu National Park, Borneo

**Date:** 24th April 2011

**Time:** 11:03 a.m.

**Record:** Unusual plant found growing in moist soil at the bottom of Mount Kinabalu. Its stem is approximately 300 cm long and runs along the ground. Its leaves are large and green. Purplish pot-like traps grow from the stem and the plant traps insects that fall into them in order to eat them.

The traps are approximately 20 cm tall and 12 cm wide.



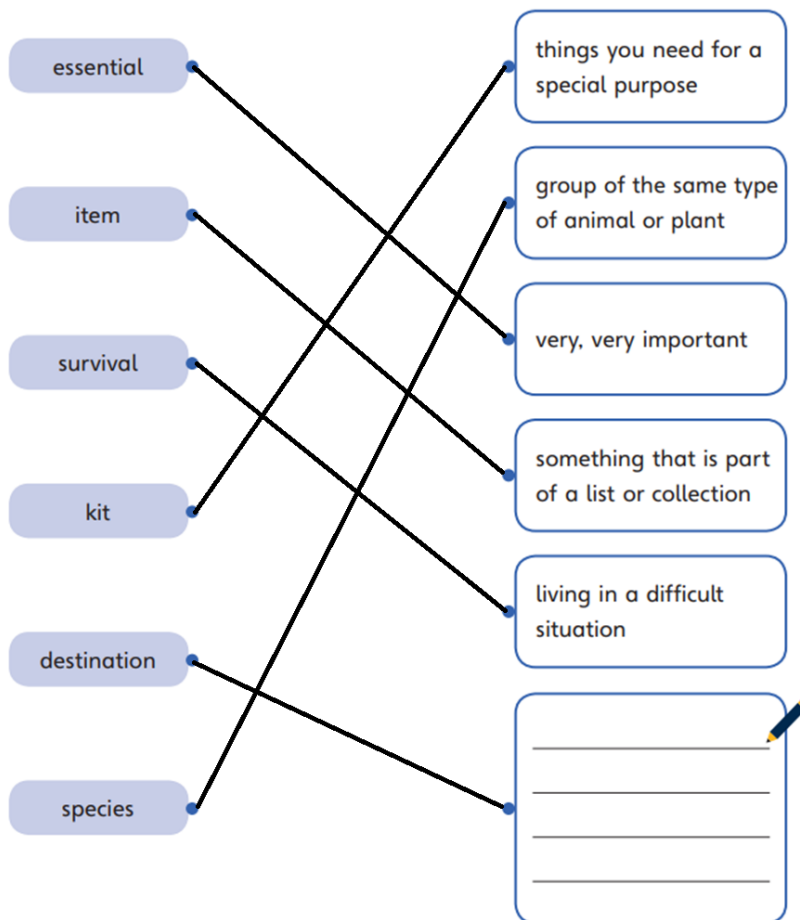
Students should write about the plant using evidence from the text. *Examples include: We know the plant is unusual but is found at the bottom of Mount Kinabalu; It is big, with 300 cm long stems and traps that are 20 cm tall and 12 cm wide; The traps are purple and catch insects for the plant to eat; Its stems grow along the ground and it has large, green leaves.*

The information is written in the present tense.

**Lesson 10**

Answers will vary. Students should draw a detailed picture of the place their friend will explore and label the drawing with the place’s features. *Examples include: a drawing of a polar habitat with labels; huge ice caves, unusual penguins, small and spiky trees, floating icebergs.*

**Homework**



destination – the place a person or thing is going to.

**Week 3: How to be an Explorer**  
**Lesson 11**

Answers will vary. Students write two sentences using each word. *Examples include: The doctor wrapped the bandage around my arm; I packed a bandage in the first aid kit. Plasters are used for small cuts; I packed plasters in the first aid kit.*

*Only female mosquitos bite; An insect bite might sting or itch.*

*Place a cold, wet cloth on the bruise; I got a bruise when I fell off my bike.*

### **Lesson 12**

Answers will vary. Students imagine they are on an expedition and write a description of what they can smell, touch, hear and see. *Examples include: All around me, I can see bright, white snow; The sharp, frozen ice is glistening in the sunshine; I can see rolling waves in the magnificent sea and through my binoculars I spot a huge, fierce polar bear in the far distance; I can hear the crunch of my boots on the snow as I walk, a snowy owl calling up above, the rustle of my waterproof coat and the waves crashing onto the ice; I can feel my warm cosy coat and woolly hat keeping me warm; The crisp snow is soft and cold to touch; I breathe in the smell of the salty sea and feel the cold, fresh air on my nose.*

### **Lesson 13**

Simple past tense: travelled, wanted, arrived, got, saw, swam, watched, opened.

Cause conjunctions: because, so, and.

Time conjunctions: after, while, then.

### **Lesson 14**

Answers will vary. Students should write their predicted definition of each word, then copy its definition from a dictionary. Answers will depend on the dictionary used, but examples include:

*Cut (noun): I think this word means something you get when you hurt yourself. The definition in the dictionary is the act or result of cutting.*

*Cream: I think this word means medicine to put on skin. The definition in the dictionary is a thick lotion or liquid put on skin.*

*Heatstroke: I think this word means feeling ill because the weather is too hot. The definition in the dictionary is a condition caused by heat bringing a high fever and headaches.*

*Sting (noun): I think this word means an unpleasant feeling from a plant or animal. The definition in the dictionary is the act or instance of stinging.*

*Cloth: I think this word means a soft material. The definition in the dictionary is material made by weaving fibres.*

### **Lesson 15**

Answers will vary. Students should answer questions about their classmates' blogs and give reasons.

*Examples include:*

*The places that were mentioned include cold freezing polar regions, deep dark oceans, hot dry deserts, wet and warm tropical rainforests and high rocky mountains; I found the polar regions the most interesting because of the visible effects of global warming.*

*The activities mentioned included wildlife watching, deep sea diving, trekking and climbing; I found the wildlife watching most interesting because there are so many fascinating animals to spot and learn about.*

*I thought the crocodile swamp was the most dangerous because of the risk they might eat you!*

*I would like to go on an expedition to the rainforest to see all the amazing plants and animals.*

### **Homework**

Answers will vary. Students should choose one place from their classmates' blogs and draw a detailed picture. They should include clear labels to show the features of the place.

*Examples include: a scorpion's lair in a desert habitat, with labels; deep burrow in sand, large number of scorpions, venomous stinger, sharp claws.*

### **Week 4: Polar Peril**

#### **Lesson 1**

Answers will vary. Students should write their predicted definition of each word, then copy its definition from a dictionary. Answers will depend on the dictionary used, but examples include:

*Stranger (noun): I think this word means a person you don't know. The definition in the dictionary is a person whom one doesn't know.*

*Gear: I think this word means items you use for a task. The definition in the dictionary is any equipment used for some particular purpose.*

*Notice (verb): I think this word means to use your senses to observe something. The definition in the dictionary is to be aware of or observe something.*

*Borrow: I think this word means take something for a short time with permission. The definition in the dictionary is to take with the promise of returning or replacing.*

*Frown (verb): I think this word means have a face that shows anger or sadness. The definition in the dictionary is to wrinkle the forehead to show anger, unhappiness or confusion.*

#### **Lesson 2**

Answers will vary. Students should use evidence from the text to explain how Rupal feels about the stranger. *Examples include: Rupal does not like the stranger; She was not sure about him because she noticed the man's eyes light up when he saw the expensive camera equipment; She had a bad feeling about him as he seemed too interested in the cost of the cameras; Rupal frowned, showing she was not sure about the stranger.*

#### **Lesson 3**

Answers will vary. Students should make a prediction about what will happen next in the story, based on the evidence in the summary of Chapter 2. *Examples include: I predict that the male polar bear will try to attack Sita and the cubs, because Sita roared, and the male roared back at her; He ran towards her even though she bared her teeth, which is a sign that she would fight back.*

**Lesson 4**

Answers will vary, but should contain the following information:

The consequence of the polar bears fighting was that Dr Patel crashed the snowmobile and got it stuck, because he was trying to distract them.

The consequence of the snowmobile being stuck was that the family left their camera gear while they were trying to free the snowmobile, and the stranger tried to steal the equipment.

**Lesson 5**

When I fell over, my friends rushed/hurried over to help me.

Last winter, our car hit a rock and skidded/got stuck in the snow.

Yesterday, we rushed/hurried to get to school because we were late.

Ana climbed/jumped/rushed/hurried up the tree to get the football.

We jumped up and down when we heard we'd won the prize.

Last weekend, my key got stuck in the door – I couldn't move it!**Homework**

Some sentences have two possible correct answers:

“Climbing that mound of snow is hard work,” he said.

The polar bear climbs/climbed over the rocks to get to her den.

She climbed/climbs out of the snowmobile.

The cubs play/played in the snow.

There was no time for playing.

She played/plays with her cubs all of the time.

When the snowmobile crashed, Rupal and Amit left the cameras in the snow.

“There is no point in leaving the cameras in the tent,” she said.

The mother left/leaves some food for her cubs.

**Week 5: Polar Peril****Lesson 6**

I couldn't call on my mobile phone because there wasn't a signal.

Dad lowered his head so that he wouldn't hit it on the door frame.

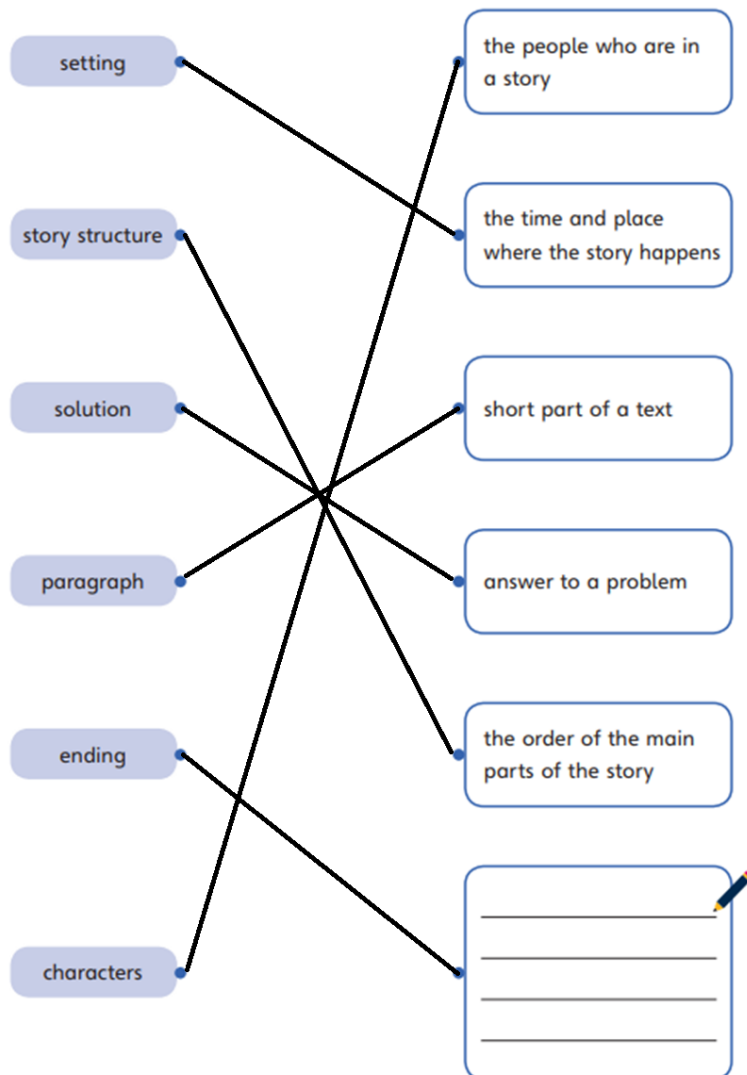
She warned me not to eat the hot chilli pepper because it could burn my mouth.

He lost control of the car and it rammed into a wall.

On a clear day, you can see the mountains in the distance.

The homework looked correct but then the teacher spotted a small mistake.

**Lesson 7**



Ending – the last part of the story, how something finishes.

**Lesson 8**

Answers will vary. Students should draw the setting (time or place their story takes part) from their story and add labels to show details.

**Lesson 9**

'Look at Sita!' Amit shouted ~~suddenly~~. The others turned around.  
 Sita was charging across the snow ~~towards them~~. Dr Patel,  
 Amit and Rupal quickly jumped out of the way. Sita still kept on  
running. She lowered her head and rammed into the snowmobile.  
 It jumped backwards. Sita had pushed it loose!  
~~Suddenly~~ Sita spotted the thief. She stood up ~~on her back legs~~ and  
roared. The man looked up. Sita charged ~~towards him~~. He yelped.  
ran back to his snowmobile and drove off ~~into the distance~~.

Note: Accept verb phrases where verbs have been circled separately (e.g. 'had' and 'pushed', and 'was' and 'charging').

Verbs of movement: turned, charging, jumped, running, lowered, rammed, pushed, stood, charged, ran, drove.

**Lesson 10**

Answers will vary. Students answer the questions about their partner's story:

Students write one or two sentences about the story setting and the problem in their partner's story.

Students write any words or sentences that helped them to imagine the story.

Students write about which parts of their partner's story they found most interesting and give a reason why.

**Homework**

Answers will vary. Students should explain whether they would recommend the book to a friend and give a reason why. *Examples include: I would recommend Polar Peril to my friends because it is a story about explorers and adventure with an interesting setting; I would recommend the story Polar Peril to a friend because it is an exciting story about a polar bear who helps a family, which is unusual.*

**Week 6: Why Does Lightning Flash?****Lesson 1**

Answers will vary. Students should write some information they knew about electricity before the lesson. *Examples include: I know electricity can power appliances such as kettles, ovens, toasters and the lights; Electricity can be made in different ways such as wind power; Electricity is dangerous.*

Answers will vary. Students should write down facts they have learnt about electricity. *Examples include: Thomas Edison invented the light bulb; Lightning is an example of static electricity.*

Answers will vary. Students should write down a fact they found most interesting and give a reason. *Examples include: Electricity has been around since the dinosaurs; I was surprised because I did not realise it was so old! The longest power cut lasted five weeks in New Zealand, which surprised me because I don't know how I would last so long without electricity.*

Answers will vary. Students should write down something they would like to find out about electricity. *Examples include: I would like to find out what other electrical gadgets Thomas Edison invented; I would like to learn how many electrical appliances there are in the world.*

## Lesson 2

Answers will vary. Students should write four pieces of information they have learnt about lightning. *Examples include: A flash of lightning is a huge spark of electricity; Lightning can travel at a speed of 140,000 kilometres per second; Lightning strikes the highest or nearest object; The air around a lightning flash is exceptionally hot.*

Answers will vary. Students should write one true sentence and one false sentence about electricity. *Examples include: Lightning is electricity (true); Lightning can travel at the speed of 140,000 kilometres per minute (false).*

## Lesson 3

Answers will vary, but should contain the following information:

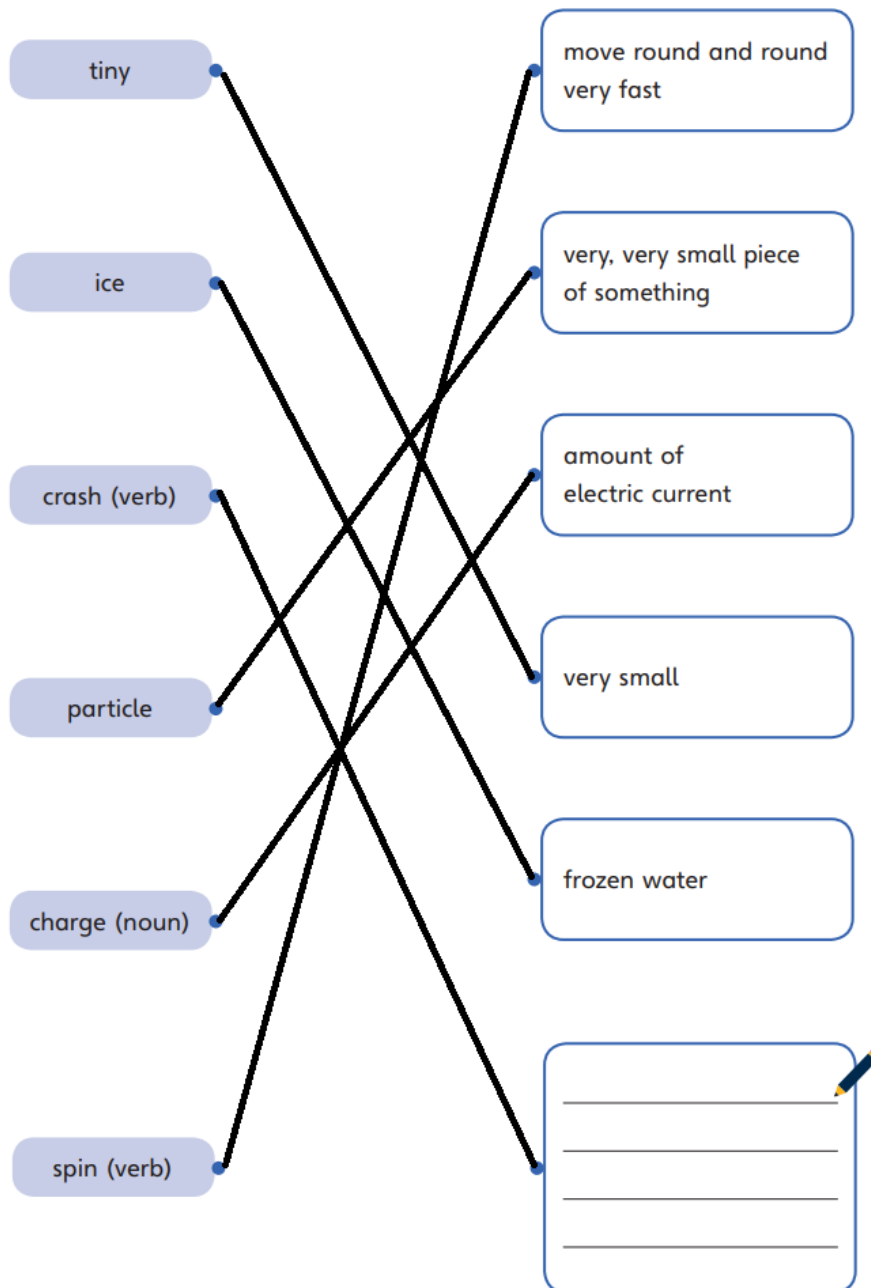
Benjamin Franklin used a metal key, a special kite and string in his experiment.

William thought that his father was crazy because the experiment was so dangerous. He was pleased after the experiment because his father did not die.

Benjamin Franklin was sure that lightning was electricity and wanted to prove it.



**Lesson 4**



Crash – when two or more things hit one another.

**Lesson 5**

Base form of verbs in the text: blow, knot, put, rub, roll, move, follow.

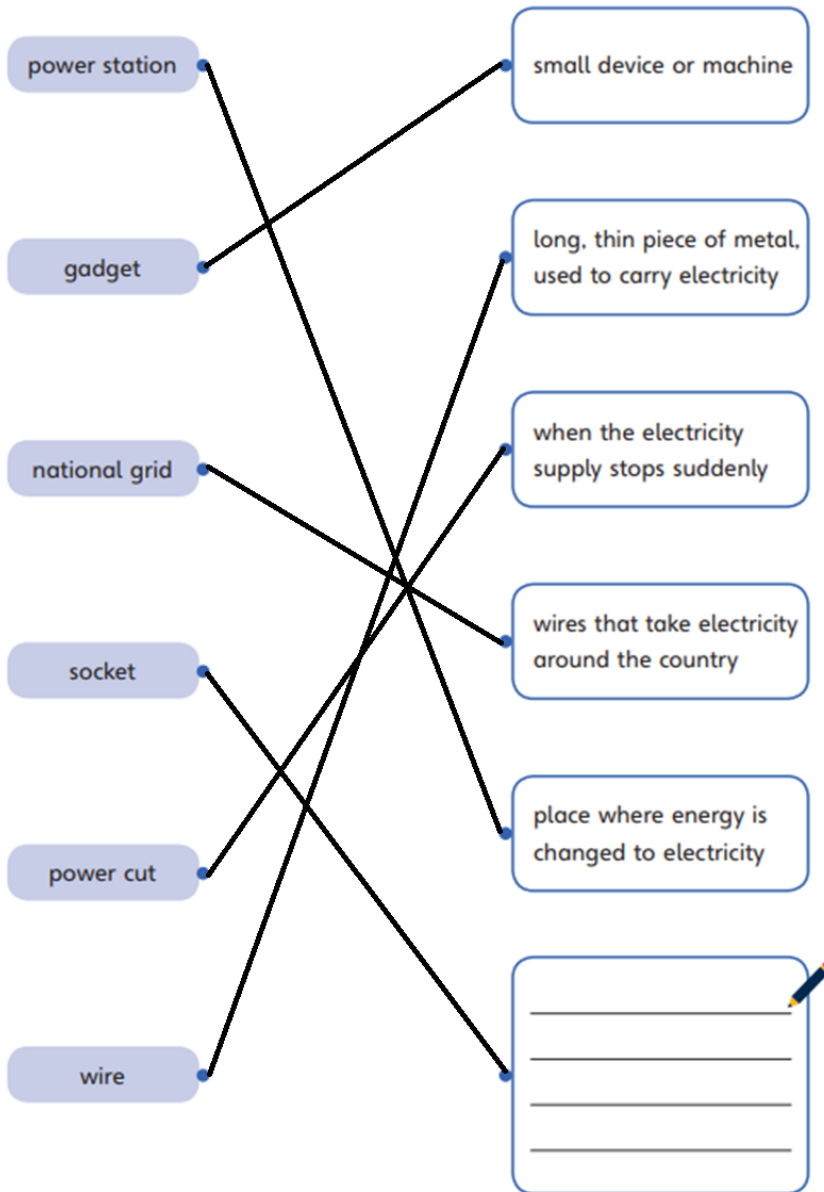
Nouns following the verb: balloon, end, can.



**Homework**

Answers will vary. Students describe what they can hear, see, smell and touch in a thunderstorm. *Examples include: In a thunderstorm, I can hear the rumbling thunder and see the bright white flashes of lightning; I can see the dark grey thunderclouds above my head and feel the cold, fresh raindrops falling on my skin; I can smell the rain as it bounces off the ground.*

**Week 7: Why Does Lightning Flash?  
Lesson 6**



Socket – a place where a cord is plugged into the electrical current.

**Lesson 7**

Answers will vary. Students should write four facts they have learnt about electric shocks. *Examples include: An electric shock can stop your heart beating and freeze your muscles; Birds can sit on electric wires without getting a shock; Electricity in your home is strong enough to harm you; Electric eels can give you an electric shock.*

Answers will vary. Students should write one true sentence and one false sentence about electricity. *Examples include: Electric shocks can burn you (true); The electricity that comes into schools is not strong enough to harm anyone (false).*

**Lesson 8**

The relative pronouns in the text are: that, who, when.

The relative pronoun referring to objects or people: who.

The relative pronouns referring to places or time: when.

**Lesson 9**

Answers will vary, but should contain the following information:

Water and electricity are dangerous because water is a good conductor.

You must never touch electric sockets or light switches with wet hands; You must never use electrical gadgets when you are wet.

Any two from: make sure the person is not touching the cause of the shock; Switch off the electricity; Call a doctor or an ambulance if someone has had an electric shock.

You may find a danger sign near any dangerous electricity, such as an electric meter or electric pylons.

**Lesson 10**

Answers will vary. Students should compare their list of instructions to their classmates' and write any that were different from theirs.

Answers will vary. Students should write an example of an electrical safety instruction that they thought was most useful to their everyday life. *Examples include: Never touch sockets or light switches with wet hands.*

Answers will vary. Students should write something they have learnt about electricity safety. *Examples include: I learnt that electric eels can give an electric shock; I learnt that it is very dangerous to use anything electrical if you have wet hands.*

**Homework**

Answers will vary. Students should write two sentences using each word. *Examples include:*

*Electricity is transported through cables to your home; Cables run under the streets and roads.*

*Don't touch sockets when your hands are wet; Plug the toaster into the socket.*

*Thomas Edison invented many electrical gadgets; Examples of electrical gadgets include toasters, kettles and hairdryers.*

*Plastic shoes saved a boy's life when he got an electric shock; Never mix water and electricity, because it will give you an electric shock.*

### **Week 8: Why Does Lightning Flash?**

#### **Lesson 11**

Answers will vary, but should include the following information:

A headline is a title for an article. Their purpose is to get people's attention.

The opening sentence contains the main points of the story.

A quote is something that someone has said or written. Newspaper articles use quotes to help the reader relate to the article and understand what it is about.

Newspaper articles use powerful adjectives and verbs to get people's attention. Newspaper articles end with a conclusion.

#### **Lesson 12**

##### **SHOES SAVE BOY'S LIFE!**

Harley Sutton-Dormer got an electric shock when he switched on a faulty hairdryer. "A bright blue bolt of electricity went right down his arm," said his mother. "His shoes were made of plastic and foam." The ambulance man said his plastic shoes stopped the flow of electricity. This stopped the shock going through his legs to the ground. The shoes probably saved his life.

Third person pronouns are used because the writing is about someone else.

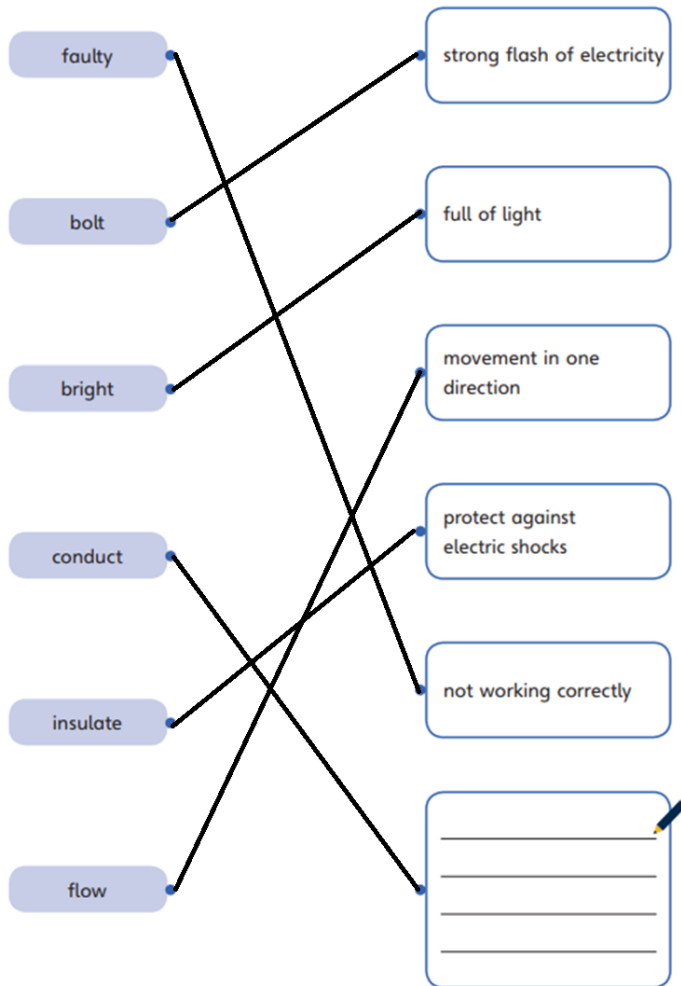
#### **Lesson 13**

Answers will vary. Students should write three shocking facts from the newspaper article. *Examples include: Plastic shoes saved the boy's life; The boy got an electric shock from a hairdryer; A bright blue bolt of electricity went down his arm.*

Answers will vary. Students should list three descriptive words or phrases and give a reason why these are important to the article. *Examples include: bright blue bolt, faulty hairdryer, plastic shoes. These words tell the reader important information and create an image in the reader's mind about what happened.*

Answers will vary. Students should give a reason why they think this story was chosen for a newspaper article. *Examples include: I think this story was chosen because it is shocking, especially as the boy was using an everyday item; I think this story was chosen because it sends an important message about electrical safety.*

**Lesson 14**



Conduct means to allow electricity to flow through easily.

**Lesson 15**

Answers will vary. Students should write how they changed their article after getting feedback. *Examples include: I added more descriptive words to help the reader imagine what happened; I changed my headline to make it grab the reader’s attention.*

Answers will vary. Students should write down what they think the strengths of their article are. *Examples include: I think my article gives lots of information about the event; I think my article uses exciting vocabulary.*

Answers will vary. Students should write down a list of interesting words they have used in their article.

**Homework**

Answers will vary. Students should write two sentences for each word. *Examples include:*

*Electricity travels down wires; We used wire, a bulb and a battery to make a circuit in science lessons.*

*Water and ice crash together inside a thundercloud; The shopping trolley crashed into the display stand.*

*The sun outside the window was very bright; A bright blue bolt of lightning flashed along the boy's arm.*

*The hairdryer was dangerous because it was faulty; It is important to check that electrical appliances are not faulty.*

**Week 9: Daring Deeds: Hummingbird**  
**Lesson 1**

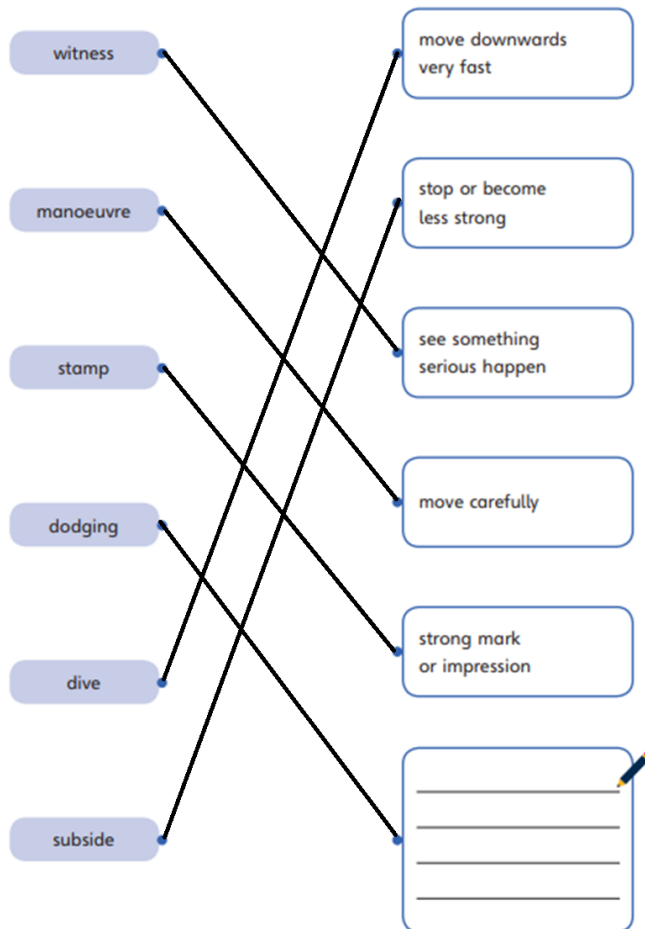
Answers will vary. Students write three things that happen in a storm. *Examples include: rain falls heavily; It is very windy; The sky is dark and full of grey clouds.*

Answers will vary. Students write four words or phrases to describe how a storm makes them feel. *Examples include: worried; Like I want to hide; excited; curious.*

Answers will vary. Students write three things they can see in a strong storm. *Examples include: rain falling; trees swaying; a dark sky.*

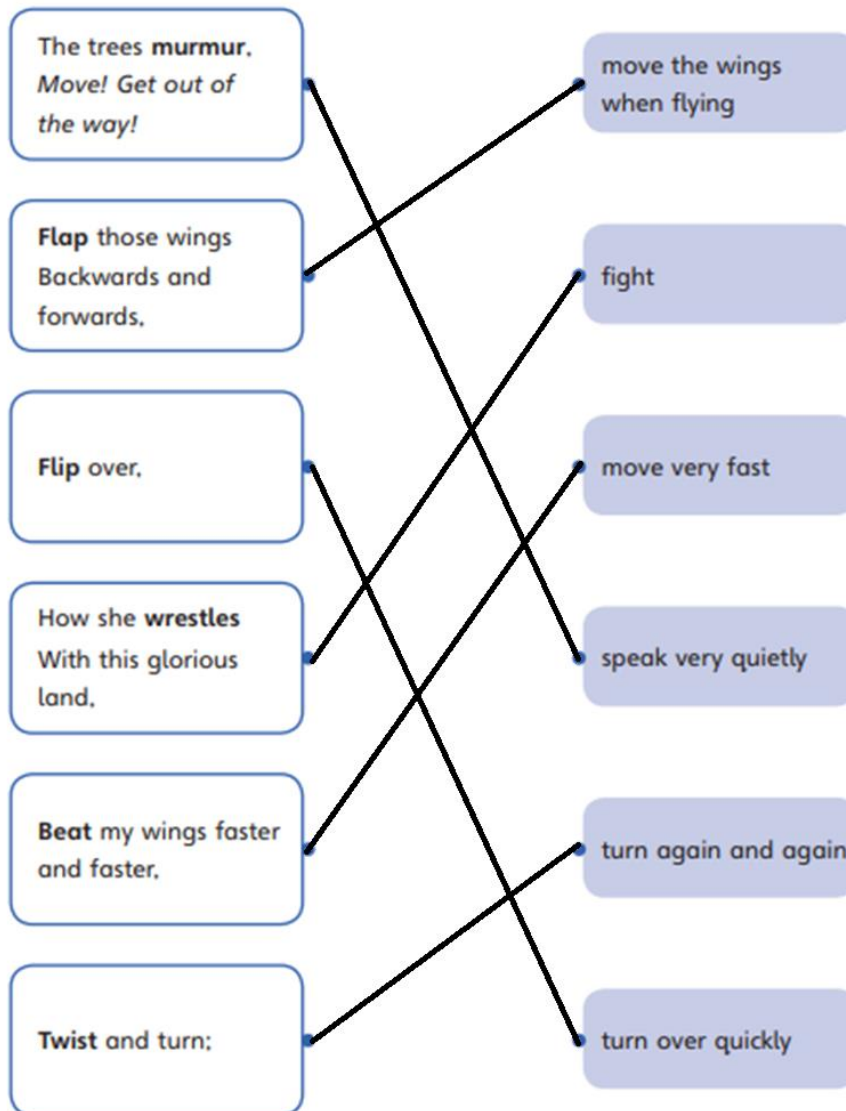
Answers will vary. Students write three things they can hear in a storm. *Examples include: rain falling; wind whistling; leaves rustling.*

**Lesson 2**



dodging – moving in and out, or changing direction to avoid something.

**Lesson 3**



**Lesson 4**

Answers will vary. Students pick three words to describe the hummingbird and explain their choices. *Examples include: Hummingbirds are tiny; I chose this word because they are very small; Hummingbirds are strong; I chose this word because they can fly in strong winds and heavy rain; Hummingbirds are resilient; I chose this word because they can rebuild their homes after a storm.*

**Lesson 5**

Students may underline all or parts of the lines featuring personification:

The trees murmur.

*Move!*

*Get out of the way!*

Erika is here!

How she wrestles

With this glorious land.

Determined to leave her stamp!

Answers will vary. Students write three sentences to personify the trees and storm.

*Examples include: The storm wailed and screamed; The trees danced around wildly; The trees moaned and complained as they swayed.*

**Homework**

The words that describe the hummingbird are: tiny, colourful, bright, clever, fast, brave, agile, graceful, strong.

Answers will vary. Students should write sentences to describe the hummingbird using the words they circled. *Examples include: The hummingbird may be tiny, but you can't miss it as it is so bright and colourful; It flaps and hovers gracefully even though it is fast; It is strong and agile as it flies through heavy rain and strong winds; The hummingbird is clever in how it senses the storm coming and shelters out of the rain and wind.*

**Week 10: Daring Deeds: Hummingbird****Lesson 6**

Answers will vary. Students should write their predicted definition of each word, then copy its definition from a dictionary. Answers will depend on the dictionary used, but examples include:

*Hover: I think this word means to float over something. The definition in the dictionary is to stay hanging in the air, often by flapping or spinning.*

*Swiftly: I think this word means quickly. The definition in the dictionary is moving very rapidly.*

*Glorious: I think this word means very lovely or beautiful. The definition in the dictionary is having great beauty or magnificence.*

*Determined: I think this word means to really want to do something. The definition in the dictionary is having made a decision or settling something.*

*Shift: I think this word means move a little bit. The definition in the dictionary is to change the position of something.*



**Lesson 7**

Answers will vary. Students identify and explain some patterns they can see in the poem's structure and give a reason for their use. *Examples include: The first two stanzas begin with 'hummmmmmm' and have three lines, showing the hummingbird is humming as it moves quickly; They end with a question, showing the hummingbird is not sure what to do; The third stanza also has three lines to match the others and repeat the words 'I will' to show the hummingbird is determined.*

**Lesson 8**

Answers will vary. Students should write four words or phrases used in the poem to describe how the hummingbird flies. *Examples include: ride the air, flip over, shift my body, beat my wings, flap those wings, hover.*

**Lesson 9**

Answers will vary. Students should write two sentences using each word. *Examples include:*

*The hummingbird can hover in the air; A hovercraft can hover over land and water.*

*The girl was determined to complete the race; The storm was determined to leave her mark.*

*The hummingbird can dive down quickly; I can dive in the deep end of the pool.*

*Max will had to rebuild the tower after his brother knocked it down; The hummingbird will rebuild her nest.*

**Lesson 10**

Answers will vary. Students should write what they liked about their performance. *Examples include: I liked how we used different tones of voice and varied the volume throughout the poem; I liked how we used sound effects of the storm.*

Answers will vary. Students should explain how well they worked as a group and why. *Examples include: I think we worked well as a group, because I liked how everyone had a part during our performance; I think we mostly worked well as a group, but some people had smaller parts than others.*

Answers will vary. Students should say which of their classmates' verses they liked most and give a reason. *Examples include: I liked how Sam used actions to show the movement of the hummingbird throughout his performance; I think Sara's verse about the storm was the best because she used personification.*

**Homework**

Answers will vary. Students should state what they liked about the poem. *Examples include: I liked how the poem used so many different words to describe the hummingbird flying; I liked that the poem ended with hope, not sadness.*

Answers will vary. Students should explain two things that they would change and why. *Examples: I would change the poem so that it rhymed, because I prefer rhyming poems; I would change the poem to include a happy ending once the hummingbird has rebuilt her home, because I want to know what happens next.*



## Year 6

### Week 1: *Incredible Quests: Escape at Bedtime* and *Incredible Quests: The Hidden Heart of Me*

These are the answers in order.

#### Lesson 1

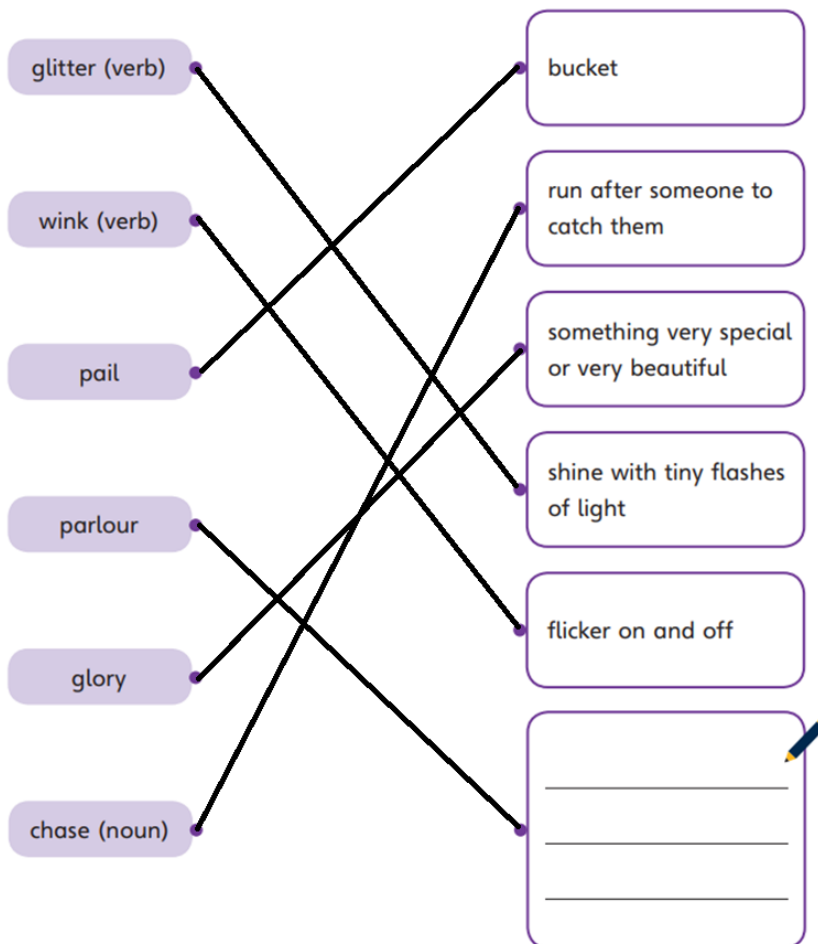
Answers will vary. Examples include:

*I think 'The Dog', 'the Plough' and 'the Hunter' are star constellations.*

*I think the narrator's parents or carers stop her looking at the stars because it is bedtime; I think she was annoyed because they had to chase her to bed.*

*I think the narrator loves the stars because they were still going round in her head after she went to bed.*

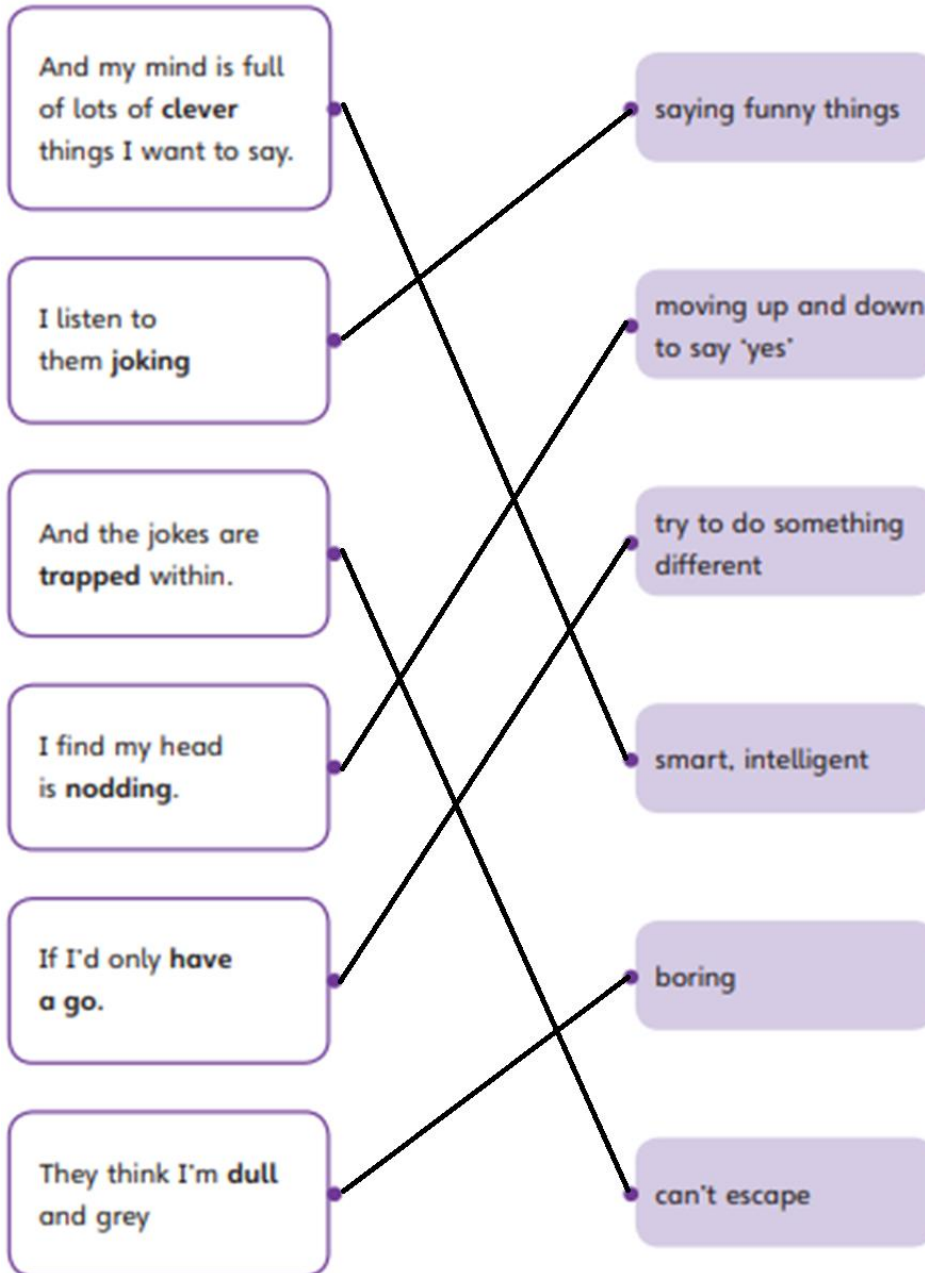
#### Lesson 2



A parlour is a room in a house for talking or entertaining.

Answers will vary. Students should write a sentence using one of the words (glitter, wink, pail, parlour, glory, chase). *Examples include: The boy filled his pail with seaweed and shells at the beach; I saw the shining star wink in the night sky.*

**Lesson 3**



**Lesson 4**

I could see my dad cheering while/as I was playing football.

You could get better marks if you tried harder.

Eva and her brother were eating pizza while/as they were watching the film.

Luis wanted to buy the video game but he didn't have enough money.

I have a pet hamster and I really enjoy looking after it.

Omar said he would tidy up, though/but he didn't really have time.

We'll have a picnic in the park if it is sunny at the weekend.

Josh is very shy but/though he really likes acting.

### Lesson 5

Answers will vary depending on the poem the student chooses.

Words to describe the narrator from *Escape at Bedtime*: imaginative, creative, naughty, lively, confident.

Words to describe the narrator from *The Hidden Heart of Me*: clever, shy, quiet.

Answers will vary. Students should write sentences using their circled words to describe one of the narrators.

*Examples include:*

*The narrator is a little bit naughty because they sneak outside at bedtime to look at the millions of stars sparkling in the sky; They appear very lively and full of adventure; I think the narrator is also creative and imaginative, which is shown in the way they describe the stars.*

*The narrator is very shy and quiet, they find it difficult to talk to people as they walk home or go out to play, although they are very clever and have lots of clever and funny things to say.*

### Homework

Answers will vary. Students should write two sentences using each word or phrase (glitter, have a go, joke, chase).

*Examples include:*

*The stars glitter and shimmer in the sky; The icicles glitter in the sunlight;*

*I would like to have a go at playing a musical instrument; "Would you like to have a go?" Max asked, holding out the frisbee;*

*"Can you tell me a joke?" asked Leah; There is a joke competition at school;*

*I let my dog chase me around the park; I like to chase butterflies from flower to flower in my garden.*

### Week 2: Incredible Quests: *Escape at Bedtime* and *Incredible Quests: The Hidden Heart of Me*

#### Lesson 6

Answers will vary. Students should write two sentences for each adjective (dull, clever, trapped, funny) and underline the noun that the adjective is describing.

*Examples include:*

*I hate wearing the dull, grey uniform. I saw the dull sky out of the window.*

*My sister is very clever. Jack had a clever idea.*

*The trapped mouse escaped just in time. The trapped litter blew in the wind.*

*The funny clown performed at the party. Ben told a funny joke.*

**Lesson 7**

Answers will vary. Students should write three words or phrases that have similar meanings to 'shine'. *Examples include: glitter, sparkle, wink, glisten, glow.*

Answers will vary. Students should write two sentences using their words from the previous question. *Examples include: The stars glitter in the moonlight; Her eyes sparkled with excitement.*

**Lesson 8**

Answers will vary. Students should make notes of the actions they could perform to accompany the poem.

*Examples include:*

*Thousand – throw arms wide to show lots.*

*Ne'er – shake head or finger to show 'no'/'not'.*

*Looked – look through hands as if they were binoculars.*

*Winked – wink in an exaggerated way.*

**Lesson 9**

Answers will vary. Students should write their predicted definition of each word, then copy its definition from a dictionary. Answers will depend on the dictionary used, but examples include:

*Perform (verb): I think this word means to act something out. The definition in the dictionary is to do or present something for an audience.*

*Audience: I think this word means the people watching something. The definition in the dictionary is a group of people gathered to see or hear something.*

*Expression: I think this word means showing a feeling with your face. The definition in the dictionary is telling or showing thoughts or feelings.*

*Body language: I think this word means showing a feeling with your body. The definition in the dictionary is postures and expressions to communicate without words.*

*Rhyme (noun): I think this word means words with the same ending. The definition in the dictionary is ending with the same or nearly the same sound.*

**Lesson 10**

Answers will vary. Students should give three examples of themes that have featured in their classmates' poems. *Examples include: friendship, loneliness, nature, climate change, kindness.*

Answers will vary. Students should explain which of their classmates' poems they liked best and why. *Examples include: I liked Muhammad's poem about the rainforest because he used descriptive language; I liked Ava's poem best because her actions were very funny.*

Answers will vary. Students should explain whether they enjoyed performing their poem or not and why. *Examples include: I did not like performing my poem because I am very shy and quiet; I liked performing my poem because I made my friends laugh.*

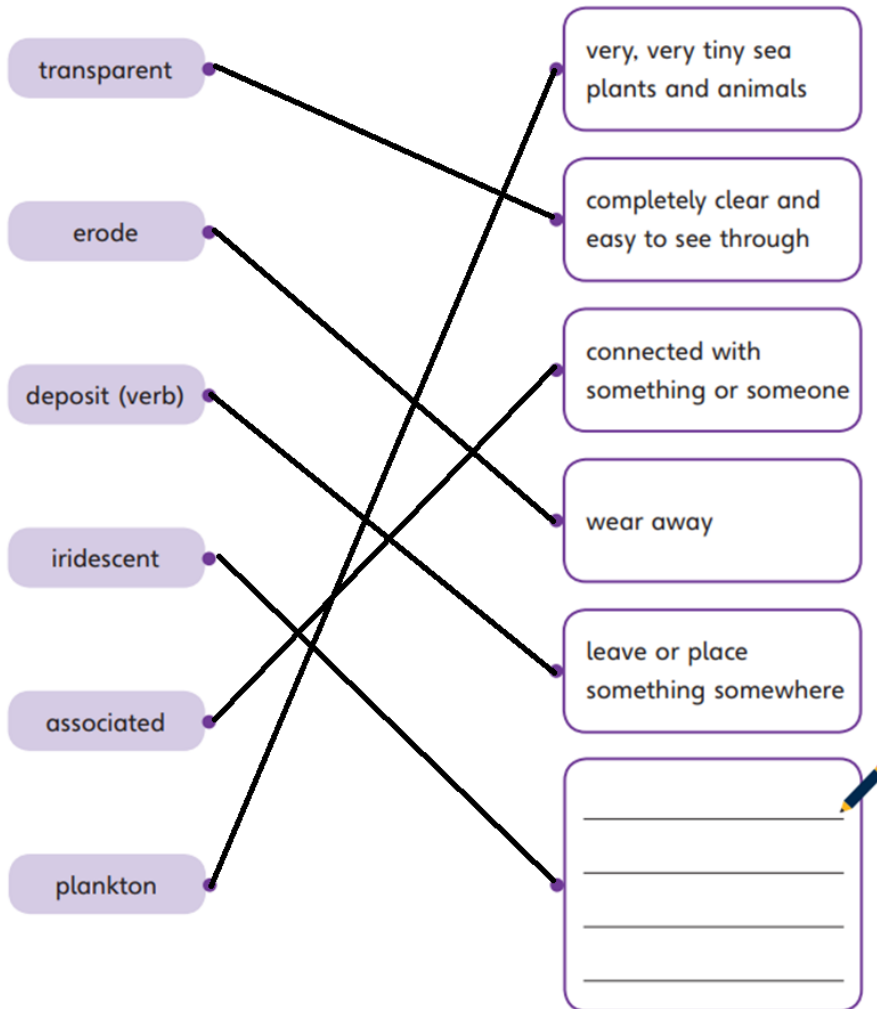
**Homework**

Answers will vary. Students should choose either *Escape at Bedtime* or *The Hidden Heart of Me* and write two things they liked about the poem and something they would change.

*Examples include: The poem I have chosen is Escape at Bedtime. I liked how the narrator is stood outside looking up at the stars when they are meant to be in bed. I also liked the rhymes in the poem, because it makes it sound more fun. I would change the ending so the grown-ups come outside, and they all enjoy the stars together.*

*The poem I have chosen is The Hidden Heart of Me. I liked how the girl shared that she feels very shy, because I am shy too. I also liked her description of 'the rainbow-burst of colour' inside her. I would change how she felt lonely by giving her a friend.*

**Week 3: Globe Challenge: Creatures in Danger  
Lesson 1**



Iridescent - having lots of bright colours that appear to change in different lights.

Answers will vary. Students should write a sentence using one of the words. *Examples include: The waves will erode the coastline over time; The whale ate lots of plankton every day.*

**Lesson 2**

Answers will vary. Students should draw a picture of a seahorse and label it using facts and features from *Globe Challenge: Creatures in Danger*. Examples include: gills, snout, coronet, pectoral fin, pouch, tail, dorsal fin, bony ridges; Seahorses are fish; Seahorses live in UK waters; They have fins to help them move; They have gills to help them breathe; The male seahorse gives birth; Seahorses have no teeth; Seahorses eat tiny shrimp and plankton.

**Lesson 3**

Uncle Globe works as a marine conservationist.

This is a wildlife conservation area: all the animals and plants are protected by special rules.

Switch heating off at night: it conserves energy and saves money.

Joe is very protective towards his little brother.

Ava's cycling helmet protected her head when she had an accident last year.

The protection of the environment is very important for the future of the planet.

It's a challenging problem. Can you think of a solution?

With conservation work, there are many challenges, but many rewards too.

Last term our teacher challenged us to think of ideas for raising money for new sports equipment.

**Lesson 4**

Did you know that it is the male seahorse who gives birth?

A marine conservation area is a place where sea animals and plants are protected.

A seahorse is a fish whose head looks like a little horse head.

Seahorses have eyes that move independently.

Baby seahorses must look after themselves when they are born.

The relative pronouns are: who, where, whose, that, when.

**Lesson 5**

Answers will vary. Students should explain which marine animal they found most interesting and why. Examples include: *I found the seahorse the most interesting creature, because they are a fish even though they do not look like one; I think orca are the most interesting, because they are actually dolphins.*

Answers will vary. Students should explain which fact they found most shocking and give a reason. Examples include: *The fact I found most shocking was that male seahorses give birth, because it is usually the female; I was surprised that basking sharks are harmless to humans, because they look very scary.*

Answers will vary. Students should write a question they would like to ask an expert about their favourite marine creature. Examples include: *How many different coloured seahorses are there? What would happen if a basking shark tried to eat a human?*



## Homework

Answers will vary. Students should write their predicted definition of each word, then copy its definition from a dictionary. Answers will depend on the dictionary used, but examples include:

Conservation: *I think this word means looking after something. The definition in the dictionary is protection from loss, pollution or waste.*

Challenge (noun): *I think this word means something hard to do. The definition in the dictionary is an interesting or difficult problem or task.*

Microscopic: *I think this word means very small. The definition in the dictionary is too small to be seen with the eye.*

Species: *I think this word means a type of animal like a cat or tiger. The definition in the dictionary is a group of living things that can produce young together.*

## Week 4: Globe Challenge: Creatures in Danger

### Lesson 6

Answers will vary. Students should choose three words to describe Ruth and give a reason for each choice. *Examples include: I think Ruth is competitive because she keeps a score of who wins the arguments with her brother; I think Ruth is independent because she is pleased she doesn't have to share a tent; I think Ruth is adventurous because she goes diving.*

### Lesson 7

Four things conservationists are doing to help protect seahorses are: beginning to tag seahorses, measuring the seahorses, photographing the seahorses and recording their location with GPS.

Students may underline individual words or phrases showing the present continuous. *Examples include:*

#### Tagging

Conservationists from The Seahorse Trust are beginning to tag seahorses in Studland Bay, Dorset, to help them learn more about the lives of these shy creatures and how best to conserve them.

#### Measuring

As well as tagging, conservationists in Dorset are measuring and photographing local seahorses and recording their location. They use GPS to log a seahorse's location so they can find them again more easily.

The present continuous tense is used because the work the conservationists are doing is carrying on.

**Lesson 8**

Answers will vary. Students should write two sentences using each word (protect, species, conservation, challenge). They should use present tense and include two relative clauses.

*Examples include:*

*Conservationists are helping to protect seahorses, which are a type of fish; Conservationists are helping to protect seahorses.*

*There are many different species of fish; There are over thirty species of seahorses, two of which live in UK waters.*

*The conservation of seahorses is important because they are in danger; You can help the conservation of seahorses by letting the Seahorse Trust know if you spot a seahorse.*

*Uncle Globe, who is a conservationist and explorer, set Ruth a challenge; Ruth was set a challenge to find out about seahorses.*

**Lesson 9**

Answers will vary. Students should write a sentence about what creature they have chosen to write about and what its natural habitat is. *Examples include: I have chosen to write about polar bears, whose natural habitat is the Arctic; I have chosen pangolins, which live in forest and grassland habitats in Asia and Africa.*

Answers will vary. Students should write about why the creature is in danger. *Examples include: Polar bears are in danger because climate change is melting the snow and ice they live on; Pangolins are in danger because they are caught in the wild for the pet trade and medicine.*

Answers will vary. Students should write about one conservation idea from their research. *Polar bears could be helped by encouraging everyone to use less energy in their daily lives; Pangolins could be saved by teaching people about why other kinds of medicine are better than ones made from pangolins.*

**Lesson 10**

Answers will vary. Students should write four facts they have learnt about how to protect marine wildlife. *Examples include: keeping a census to find out how many there are; tagging creatures to keep track of them; measuring them to see how they grow; learning about them.*

Answers will vary. Students should write one true sentence about protecting marine wildlife and one false sentence. *Examples include: The British Seahorse Survey has been working since 2004 to find out about seahorses (false); Conservationists tag seahorses to help learn more about them (true).*

**Homework**

Answers will vary. Students should write about which features (such as maps, diagrams, tables, photographs) they found useful. *Examples include: I found the photographs the most useful feature; The tables such as the one on page 21 were most useful for me.*

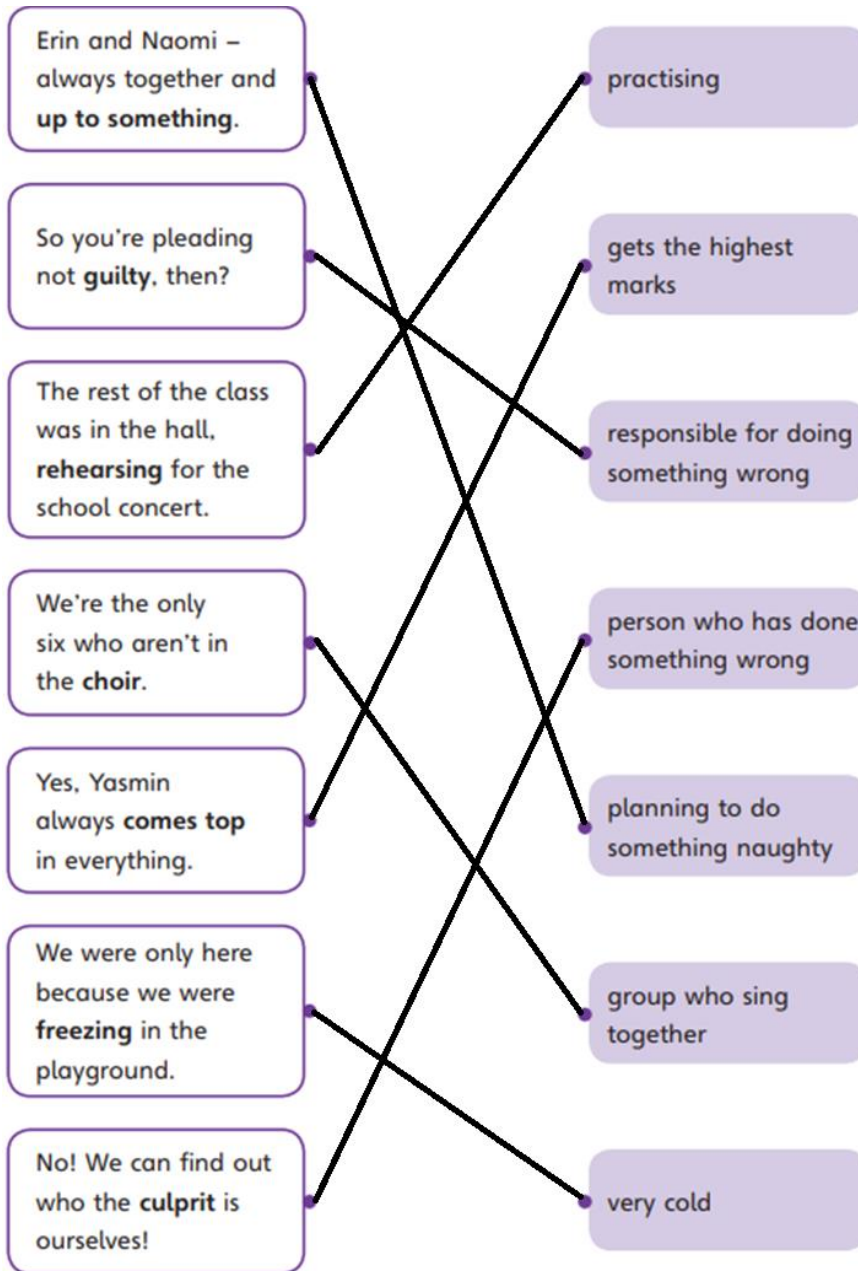
Answers will vary. Students should write about why they found their chosen feature useful. *Examples include: These features were useful because photos helped me to see what*



seahorses look like; These features were useful because tables are a good way to compare information quickly.

**Week 5: Find a way out!: Suspects**

Lesson 1



**Lesson 2**

Answers will vary. Students should predict what they think will happen next. *Examples include: I predict that the children and the teacher will want to know why Yasmin stole the paper and they will discuss this together; I think the other students will be surprised, so they will try to find out more about why Yasmin took the test paper.*

**Lesson 3**

Answers will vary. Students should write three words to describe Lewis and give a reason for each choice. *Examples include: I think Lewis is mischievous because he put glue on the caretaker's bike handlebars; I think Lewis is naughty because he put itching powder in the teacher's shorts; I think Lewis is confident because he argues back and stands up for himself.*

**Lesson 4**

Answers will vary. Students should write about what they think of Yasmin's actions. *Examples include: I think Yasmin should not have taken the test paper, however I think she realises her mistake and is sorry for what she did; It was very out of character for her and she was feeling under pressure.*

Answers will vary. Students should write about what they think of the other children's reactions. *Examples include: I think it was really kind of Lewis to offer to take the blame, but Yasmin is right, and she should tell the truth; I think it was really kind of the other children to help Yasmin and this will give her the courage to be honest.*

Answers will vary. Students should write about what they would do in that situation. *Examples include: I think I would want to be kind, helpful and support Yasmin as she is so upset but that she should tell the truth.*

**Lesson 5**

Lewis: Oh, okay. I'll say it was me.

Yasmin: You'd do that for me?

Lewis: I'm always in trouble anyway. And I just want to get out of here!

Yasmin: No, I'm going to confess. I don't deserve you being so nice to me.

Ahmed: I've got a better idea.

Erin: And what's that, Sherlock?

Lewis: Oh, okay. I will say it was me.

Yasmin: You would do that for me?

Lewis: I am always in trouble anyway. And I just want to get out of here!

Yasmin: No, I am going to confess. I do not deserve you being so nice to me.

Ahmed: I have got a better idea.

Erin: And what is that, Sherlock?

Answers will vary. Students should explain the change in tone of the dialogue and why it has changed. *Examples include: The tone has changed from an argument to being friendly and supportive; Contractions are used in dialogue for informal conversations, so it shows they are friends.*

**Homework**

Answers will vary. Students should write two sentences for each word or phrase. *Examples include:*

*Shall we rehearse the play tomorrow? At break time, we are going to rehearse the songs;*

*Yasmin was ashamed that she had stolen the test paper; I'm ashamed I didn't practice for the spelling test;*

*The children were annoyed that the teacher made them wait in the classroom; I am annoyed I lost my pen;*

*The children offer to help sort it out; "Don't worry, we will sort it out together," said Lewis.*

**Week 6: Find a way out!: Lost**

**Lesson 6**

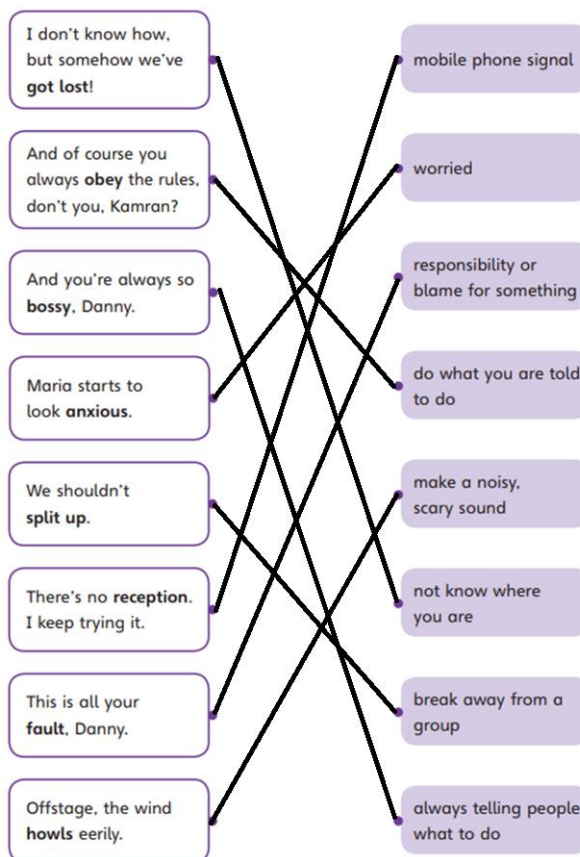
Answers will vary. Students should explain how they think each character is feeling based on the character descriptions they have read, written in either the first or third person.

*Examples include: Kamran – I am not very worried about being lost, perhaps we should explore.*

*Maria – I am really scared and anxious! I don't like this at all.*

*Lisa – I noticed some things around here are familiar, so I am not scared.*

**Lesson 7**



**Lesson 8**

Please don't disturb the class. They are rehearsing for the school concert.

The next rehearsal for the school play will be next week.

Last year, we rehearsed the play for four months before the first performance.

Why are you so disobedient? You never do as I ask.

Max is such an obedient dog – he always understands my instructions.

The class knew that if they disobeyed the teacher again, there would be trouble.

Don't be a bad loser– you can't win every game.

I think we are lost – I can't see the way out.

Dan's losing the game. If he wants to win, he needs to make more effort.

**Lesson 9**

If the direct speech ends with ? or !, don't use a ~~small letter~~ capital letter on the following word.

Answers will vary. Students should give an example of the rule. *Examples include: "What time is it?" asked Max; "I know!" exclaimed Lisa.*

If there are words after the direct speech, there must be a comma ~~full stop~~ within the direct speech.

Answers will vary. Students should give an example of the rule. *Examples include: "I am scared," said Maria; "It's not that way," said Danny, looking around the corner.*

If other words interrupt speech mid-sentence, place ~~speech marks~~ commas where the speech is interrupted and after the other words.

Answers will vary. Students should give an example of the rule. *Examples include: "I think it might rain," said Dan, "We should take our coats."; "Don't worry," said Ashti, "We'll get out of here!"*

**Lesson 10**

Answers will vary. Students should write three words with a similar meaning to shout. *Examples include: call, scream, yell, cry, shriek, howl, roar.*

Answers will vary. Students should write two sentences using their words from the previous question. *Examples include: Pia would scream if she saw that spider; Every morning, Mr Jones would yell about the mess in the cloakroom.*

**Homework**

Answers will vary. Students should write two sentences for each word and use direct speech. *Examples include:*

*"It's all your fault!" spat Dan; "It's his fault the tent collapsed," whispered Pia.*

*"Who do you think is the most bossy?" asked Ella; "Stop being so bossy," yelled Yasmin.*

*“I’m feeling anxious,” said Maria, “I don’t like this at all.”; “Why is she so anxious?” said Dan, “I have the map.”*

*“We must not split up,” suggested Tom; “Let’s all split up, that way we will find him quicker,” suggested Lee.*

### **Week 7: Find a Way Out!: Suspects and Find a Way Out!: Lost**

#### **Lesson 11**

Answers will vary. Students should choose a character and explain what they would do next and why. Students can also create a new character for their answers. *Examples include: Ashti. I would ask to look at the map; I would do this because I could work out where we are and which way to go following the map.*

Answers will vary. Students should suggest what will happen next. *Examples include: I think Ashti would be able to identify where they are in the woods and follow the map to find their way back to the minibus; I think Ashti would work out where they were and save them.*

#### **Lesson 12**

Answers will vary. *Examples include: The director is the person in charge of the actors; A director makes choices about how a play or film will be performed.*

Answers will vary. *Examples include: The director helps the actors by giving them instructions and suggestions; The director helps by watching everything that is happening to see if there are any mistakes.*

Answers will vary. Students should state their favourite film and the name of the director. *Examples include: My favourite film is Moana and the directors were John Musker and Ron Clements.*

Answers will vary. Students should state if they would prefer to be an actor or director and why. *Examples include: I would prefer to be a director because you get to oversee the whole film and help all the actors; I would prefer to be an actor because I love performing, singing and dancing, especially on stage.*

#### **Lesson 13**

Answers will vary. Students should write two sentences for each word in the past tense. *Examples include:*

*Yasmin confessed to taking the test paper; Yasmin confessed to not revising.*

*The culprit felt regret; The culprit was discovered.*

*Yasmin did not deserve to be punished; He deserved a medal for his bravery.*

*That joke was not funny; The children laughed at the funny clown.*

#### **Lesson 14**

Answers will vary. Students should draw a scene from their play and add labels to show features such as the actors and characters, props and what is happening.

**Lesson 15**

Answers will vary. Students should write their predicted definition of each word, then copy its definition from a dictionary. Answers will depend on the dictionary used, but examples include:

Scene: *I think this word means where something happens. The definition in the dictionary is a part of an act in a movie or play.*

Clue: *I think this word means evidence of something that will happen. The definition in the dictionary is a hint to solve a puzzle or mystery.*

Setting: *I think this word means a place where a story happens. The definition in the dictionary is the surroundings where an event takes place.*

Facial expression: *I think this word means showing how you feel with your face. The definition in the dictionary is the appearance of a person's face that communicates how they feel.*

Stage: *I think this word means a floor that a play is performed on. The definition in the dictionary is a raised platform for performances such as plays and concerts.*

**Homework**

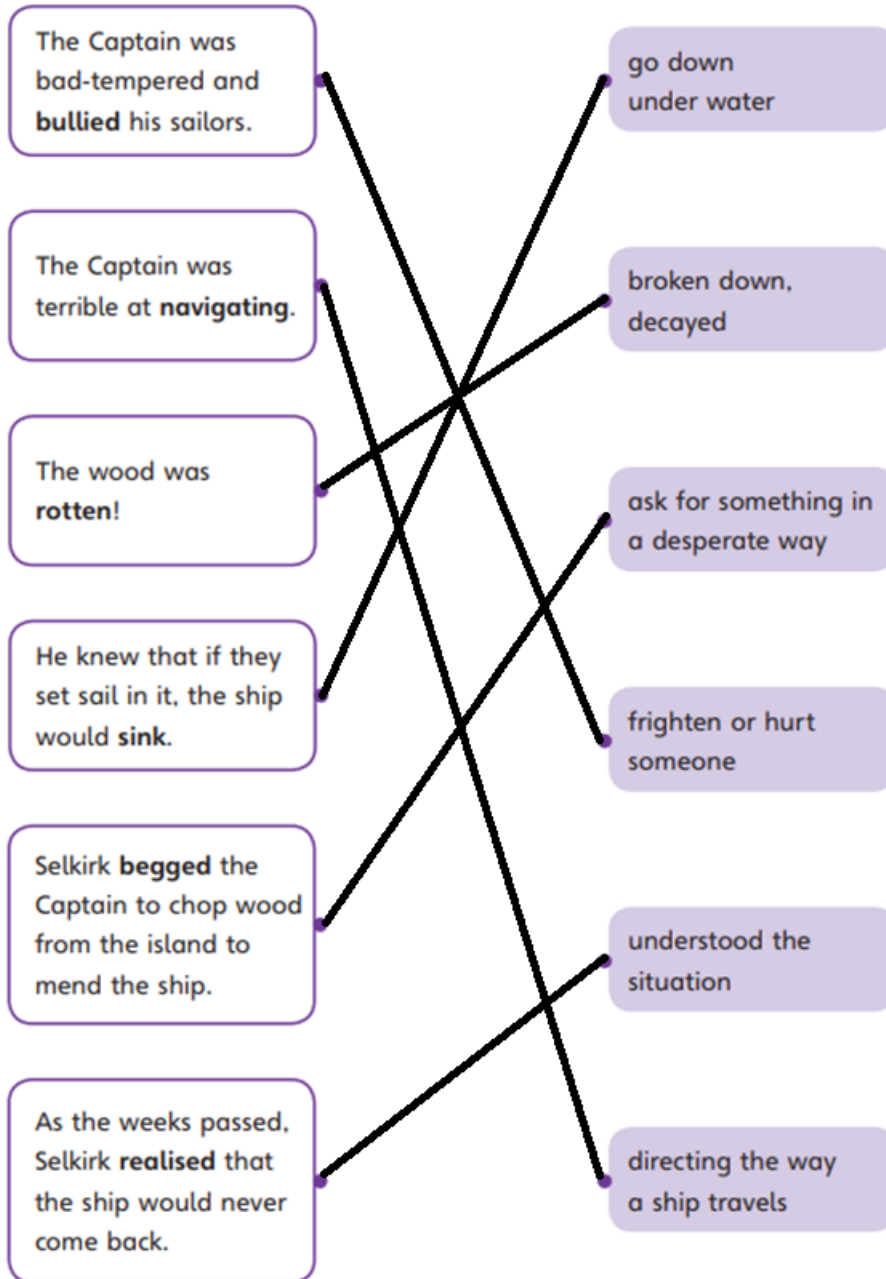
Answers will vary. Students should choose one of the plays, *Suspects* or *Lost*, and write two things they liked about it and one thing they would change. *Examples include: The play I have chosen is Lost; I liked how the characters all have different personalities and react differently to the situation; I also liked how Danny was confident they weren't lost as he had the map, even though everyone else thought they were lost; I would change the play so that the children were kinder and more supportive of each other.*

**Week 8: A Famous Castaway****Lesson 1**

Answers will vary. Students should imagine they are on a desert island and write what they can smell, touch, hear and see. *Examples include: I am here, all alone on this beautiful desert island; The hot golden sand stretches as far as the eye can see; The large palm trees loom at the edge of the beach; The small wooden boat rests in the shallow crystal-clear water; The sun is scorching hot and I can feel how the sweat is dripping off my face; I can't wait to dive into the cool, fresh blue sea and feel my temperature lowering; I can feel the grainy sand beneath my toes and smell the delicious, sweet coconuts; I can hear the waves gently lapping onto the sand and a seagull squawking up above.*



**Lesson 2**



**Lesson 3**

Words to describe Alexander Selkirk: strong, clever, resilient, capable, determined, observant.

Answers will vary. Students should use the words they have circled to write a description of Alexander Selkirk. *Examples include: Alexander Selkirk was a was clever man who was able to navigate ships by the stars successfully; He was also extremely observant as he spotted the ship's mast was rotting and needed to be fixed; Alexander was a strong and determined man who demonstrated this by standing up to the captain and refusing to get on the ship unless they mended it; He was very resilient as he found ways to solve all the problems he*

*encountered living on the island such as training the kittens to catch the rats that were biting him.*

#### **Lesson 4**

Answers will vary, but should contain the following information:

The consequence of Selkirk navigating the ship safely to an island in the Pacific Ocean was that the sailors could get fresh water and rest.

The consequence of Selkirk looking closely at the different parts of the ship was that he realised the mast was rotten and needed to be fixed. It also resulted in him refusing to board the ship and becoming a castaway.

#### **Lesson 5**

Answers will vary. Students should write two sentences about themselves using each adverbial of time.

*Examples include:*

*I visit my Nan every week and we play chess together; Every week, I do my homework at the kitchen table.*

*I have been learning French for over two years; For over two years, I have practised playing the violin twice a week.*

*I clean my teeth every day with my electric toothbrush; Every day, I wake up at 7 o'clock.*

*I learnt about the Romans in history lessons last year; Last year, I went to the bowling alley for my birthday.*

#### **Homework**

Answers will vary. Students should predict what they think will happen next to Alexander Selkirk and give a reason. *Examples include: I predict that Alexander Selkirk will be rescued by another boat; Then once he is home, I think he will become the captain of his own ship because he was so good at navigating;*

*I predict this because the book is called A Famous Castaway, so I think he survived and was successful.*

### **Week 9: A Famous Castaway**

#### **Lesson 6**

Answers will vary, but should contain the following information:

At the beginning, Alexander Selkirk was on a ship with a bad-tempered captain. Alexander was good at navigating. He navigated the ship to an island to get fresh water and rest.

Then, Alexander spotted that the mast was rotting and needed to be mended.

The problem was the captain did not want to mend it. Alexander Selkirk refused to get on the ship unless the mast was mended, so the captain left him on the small island.

The problem was solved by Alexander finding food and shelter.

In the end, after four years, another ship finally came to the island and found him.



**Lesson 7**

Answers will vary. Students should write two sentences using each word.

*Examples include:*

*Alexander hunted the goats on foot; He hunted for fish in the shallow waters.*

*Alexander made the kittens on the island tame; Ginger is a very tame cat.*

*Alexander built a shelter using goat skin; I found a cave that made a good shelter out of the rain.*

*Alexander started to realise the ship was not coming back; The boy started to realise that he needed to practise his times tables.*

**Lesson 8**

Answers will vary. Students should write four points about Selkirk's relationship with animals on the island. *Examples include: Alexander tamed the kittens; Alexander killed and ate the goats, he also used the goat skin to make a shelter; The rats were a problem and bit him at night; The bats made the cave smelly, so Alexander could not shelter there.*

Answers will vary. Students should write one true sentence and one false sentence about Alexander's relationship with animals on the island. *Examples include: Alexander found the bats smelly (true); Alexander really liked the rats (false).*

**Lesson 9**

Cal and Joe are going camping.

Cal: What should we take with us?

Joe: We will need a tent and warm clothes. We might need waterproof clothes because it could rain.

Cal: But the weather forecast says it will be sunny!

Joe: But the weather might change.

Cal: Okay, shall we still take insect repellent?

Joe: Yes – there might be mosquitoes, especially at night.

One  
verb

that says something will definitely happen: will.

Verbs that say something is possible: should, might, could, shall.

Answers will vary. Students should write two further lines of dialogue, using modal verbs.

*Examples include:*

*Cal: Shall we take the sun cream?*

*Joe: Yes, it might be hot and sunny.*

*Cal: Should we check the weather forecast again?*

*Joe: Yes, it could have changed.*

**Lesson 10**

Answers may vary. Students should write how they think Selkirk and the rescue sailors feel when they see each other for the first time, using evidence from the book. Examples include:

Selkirk: *I can't believe it! Another person after all this time. I am so happy to see someone and be saved!*

The first rescue sailor who sees Selkirk: *Oh, there is a wild man! He has a long, ragged beard and goat-skin clothes. I am scared he might hurt me.*

**Homework**

Selkirk used the stars to navigate the ship.

He was afraid that the ship would sink.

He noticed that parts of the ship were rotten.

When he saw the problems with the ship, he begged the Captain to mend it with chopped wood.

At first Selkirk sheltered in a cave on the island.

The loneliness was very bad because he had no one to talk to.

He had to hunt lobsters and goats for food.

He protected himself from rats by training kittens to kill them.

**Week 10: A Famous Castaway****Lesson 11**

Answers will vary. Students should write their predicted definition of each word, then copy its definition from a dictionary. Answers will depend on the dictionary used, but examples include:

Recount (noun): *I think this word means a true story about something that happened. The dictionary definition is a history of events.*

Chronological: *I think this word means the order something happened in. The dictionary definition is according to the order things happen in.*

Event: *I think this word means something interesting that happened. The dictionary definition is anything that happens, usually something special or important.*

Paragraph: *I think this word means sentences that have a theme. The dictionary definition is a part of writing made of one or more sentences about one idea.*

Sequence (noun): *I think this word means the order something happens in. The dictionary definition is a series of related or connecting things.*

**Lesson 12**

Answers will vary. Students should write two sentences for each conjunction.

*Examples include:*

*Alexander hunted lobsters and next, he hunted goats; First, I played on the swing and next, I went in the sandpit.*

*It was hot and sunny, then it started to rain; I baked cupcakes, then my friends gobbled them all up.*

*I jumped in the puddles, so my feet were wet; I don't like peas, so I had sweetcorn for lunch.*

*I went swimming after I played in the sand; I had a rest and read my book after I played tennis.*

**Lesson 13**

navigating

Alexander Selkirk (accept Alexander or Selkirk)

Safely navigating the ship

The Captain

Alexander Selkirk (accept Alexander or Selkirk)

The island in the Pacific Ocean

The island

**Lesson 14**

Answers will vary. Students should rewrite the text, making sure events are in the correct order and adding adjectives, checking the tenses are correct and adding more detail.

*Examples include: Mum, Dad and I went out for the day on the train. First, we all went for lunch at an awesome cafe. The food was delicious and I even had chocolate ice cream for pudding, which is my favourite. In the afternoon, we went to the Science Museum. It was amazing! Everywhere you looked there was another interactive science display to explore. There were lots of great sections including the human body, electricity, sound and habitats. After, I was exhausted. What a great day!*

**Lesson 15**

Answers will vary. Students should write four facts they have learnt about Alexander Selkirk that were not in the book. *Examples include: He was a British sailor; He was in the Navy; He was born in 1676; His father was a shoemaker.*

Answers will vary. Students should write one true sentence and one false sentence about Alexander Selkirk. *Examples include: Alexander Selkirk's father was a candle maker (false); Alexander Selkirk was a British sailor in the Navy (true).*

**Homework**

Answers will vary. Students should explain whether they would recommend the book *A Famous Castaway* and why. *Examples include: I would recommend this book to my friend*

*because it is an exciting adventure story about survival; It is also a true story; It is fascinating to learn about how Alexander survived on the island all alone; He must have been very clever!*

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