# Home Learning Pack for Year 6

# Week beginning 18th May 2020

**This pack does not need to be printed. Pupils can work through the pack using their own pad/exercise book. Pupils can gain extra support by scanning the QR codes throughout this pack with a supporting device such as a phone/ipad. Simply open the camera from your chosen device and scan the code.**

| Stage: 6 | Words ending in '-ably' |
| --- | --- |
| List: 25 | Name: |

| Spellings | 1st Attempt | 2nd Attempt | 3rd Attempt | 4th Attempt | 5th Attempt |
| --- | --- | --- | --- | --- | --- |
| changeably | | | | | |
| noticeably | | | | | |
| dependably | | | | | |
| comfortably | | | | | |
| reasonably | | | | | |
| adorably | | | | | |
| valuably | | | | | |
| believably | | | | | |
| considerably | | | | | |
| tolerably | | | | | |

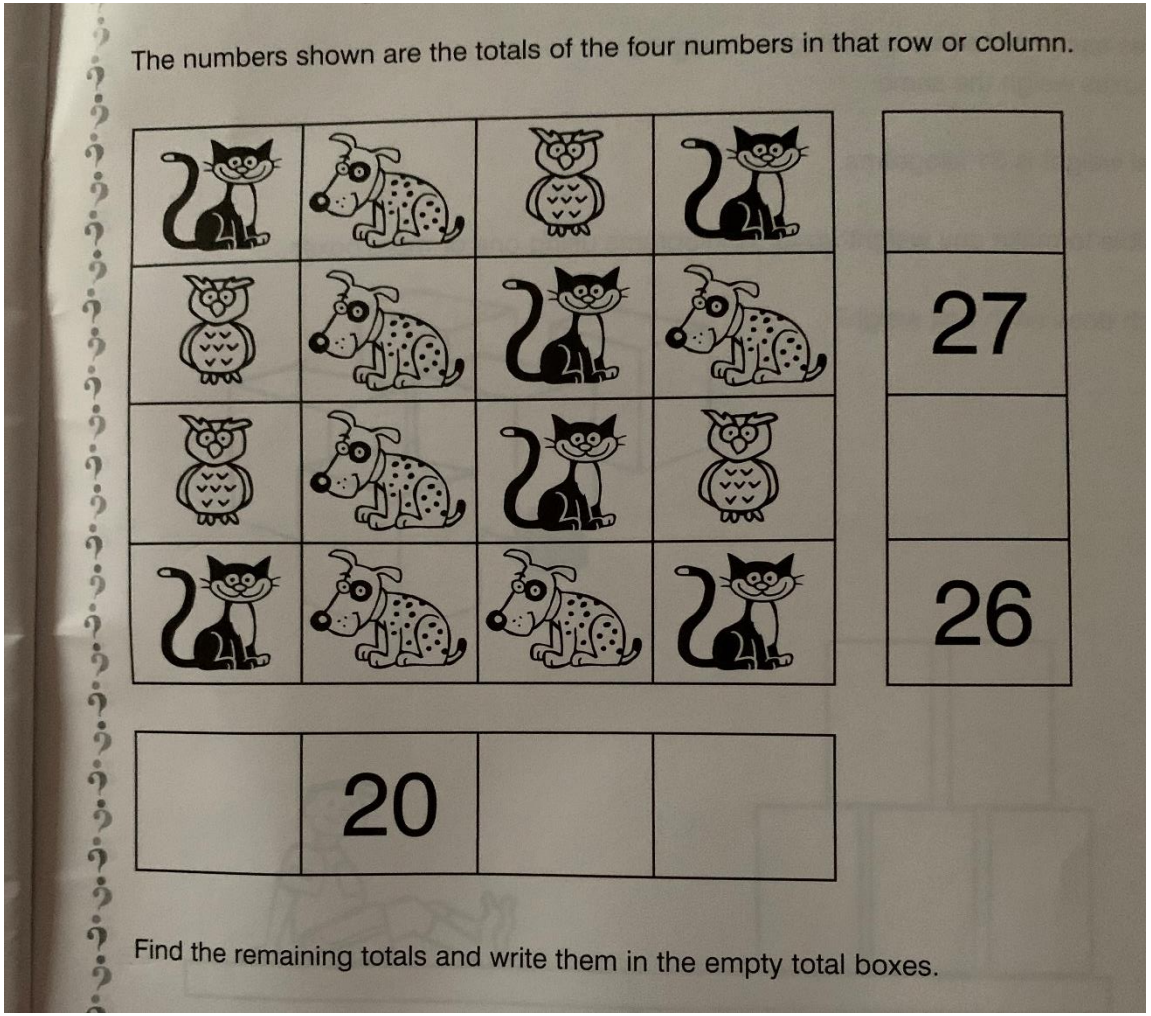
| Stage: 5 | Words ending in '-ably' |
| --- | --- |
| List: 25 | Name: |

| Spellings |
| --- |
| changeably |
| noticeably |
| dependably |
| comfortably |
| reasonably |
| adorably |
| valuably |
| believably |
| considerably |
| tolerably |

Can you select 8 of your spellings to write into sentences?

# Day 1

# Day 1 Maths Warm Up




How quickly can you solve it?

**<u>Challenge</u> –can you make up your own puzzle grid?**

HINT – look at the second column first.

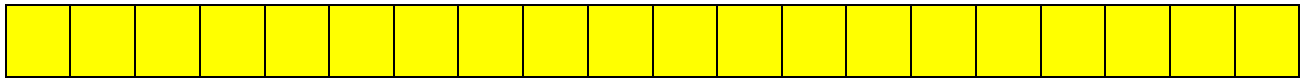
# Day 1 Maths Core

Today we would like you to revise finding factors of numbers and also practice calculating with prime numbers. Here's a link to a video that may be of help to you if it will help.

**Factors video**

Factors are the building blocks of every number. Every number is made up of factors.

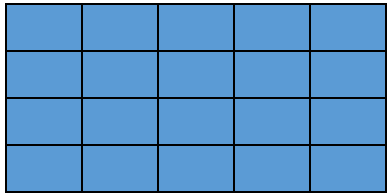
E.g. 20.



20 is made from 1 x 20.

But it is also possible to build 20 evenly by using 2 x 10.

Or even 4 x 5



The factors of 20 are therefore 1, 20, 2, 10, 4 and 5.

Prime numbers can only be built ONE way. Prime means ONE.

**That is by one row .e.g. 5**

5 can not be built evenly any other way.

**a** Find all the factors of each of these numbers

| | | | |
|---|---|---|---|
| 1) 10 | 6) 28 | 11) 54 | 16) 44 |
| 2) 30 | 7) 16 | 12) 35 | 17) 64 |
| 3) 18 | 8) 56 | 13) 72 | 18) 90 |
| 4) 15 | 9) 66 | 14) 20 | 19) 25 |
| 5) 24 | 10) 100 | 15) 6 | 20) 52 |

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**b** Find all the factors of each of these numbers.
Write PRIME against your answer if the number is prime

| | | | |
|---|---|---|---|
| 1) 45 | 6) 9 | 11) 29 | 16) 11 |
| 2) 112 | 7) 31 | 12) 36 | 17) 8 |
| 3) 17 | 8) 150 | 13) 60 | 18) 67 |
| 4) 88 | 9) 51 | 14) 43 | 19) 144 |
| 5) 40 | 10) 27 | 15) 12 | 20) 65 |

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**c** Find the value of each of these groups of prime numbers

| | | |
|---|---|---|
| 1) 2 x 2 x 2 | 6) 3 x 5 x 5 | 11) 2 x 7 x 11 |
| 2) 2 x 3 | 7) 2 x 5 x 7 | 12) 2 x 2 x 2 x 3 |
| 3) 2 x 3 x 3 | 8) 2 x 3 x 11 | 13) 2 x 29 |
| 4) 2 x 2 x 5 | 9) 3 x 3 x 5 | 14) 3 x 3 x 13 |
| 5) 2 x 2 x 2 x 2 | 10) 5 x 5 x 5 | 15) 3 x 3 x 3 x 3 |

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**d** Find the value of each of these groups

| | | |
|---|---|---|
| 1) 2 x 11 x 11 | 6) 7 x 11 x 13 | 11) 3 x 3 x 3 x 7 |
| 2) 3 x 7 | 7) 2 x 2 x 2 x 2 x 2 x 2 | 12) 2 x 3 x 5 x 7 |
| 3) 2 x 2 x 3 x 3 | 8) 2 x 2 x 23 | 13) 11 x 13 x 13 |
| 4) 5 x 5 x 11 | 9) 2 x 3 x 17 | 14) 2 x 2 x 3 x 31 |
| 5) 3 x 3 x 5 x 5 | 10) 7 x 7 x 7 | 15) 2 x 2 x 2 x 5 x 5 x 5 |

# Day 1 – Literacy – Warm Up

This week is all about writing creatively. Here are some clichés. Pick a couple of them and see if you can write a paragraph about how the saying came to be.

| | |
|---|---|
| As brave as a lion | As proud as a peacock |
| As happy as Larry | As hungry as a bear |
| As mad as a hatter | As cunning as a fox |
| As silly as a goose | As innocent as a lamb |
| As deaf as a post | As slippery as an eel |
| As welcome as a skunk at a lawn party | As stubborn as a mule |
| As wise as Solomon | As scarce as hen's teeth |

You need to decide who what happened to your character – e.g. the peacock. What made him / her proud? What situation was he / she in? How did the peacock react and how did the peacock show it was proud? Have a try – and have some fun with it! Be as creative as you can.

# Day 1 - Literacy – Main Activity – Oral storytelling

Here are some examples of Urban Legends. Legends are stories that get retold and developed into their own story telling. Your task today is to choose an urban legend from the ones below that you are going to focus on. Your job is to be an oral story teller today – you don't need to write but you need to be able to tell a good story. Learn the legend by heart but you have got to practice telling it to other people. It won't be interesting enough unless you add some of your own details. So this is what you have got to do. You have a basic story – you need to add to it to make it your own. Have fun and be creative …

## LEGEND 1

A fire crew rescue a cat from a tree. The old lady is so grateful that she makes them tea. But as the fire crew leave, they run over the cat!

## LEGEND 2

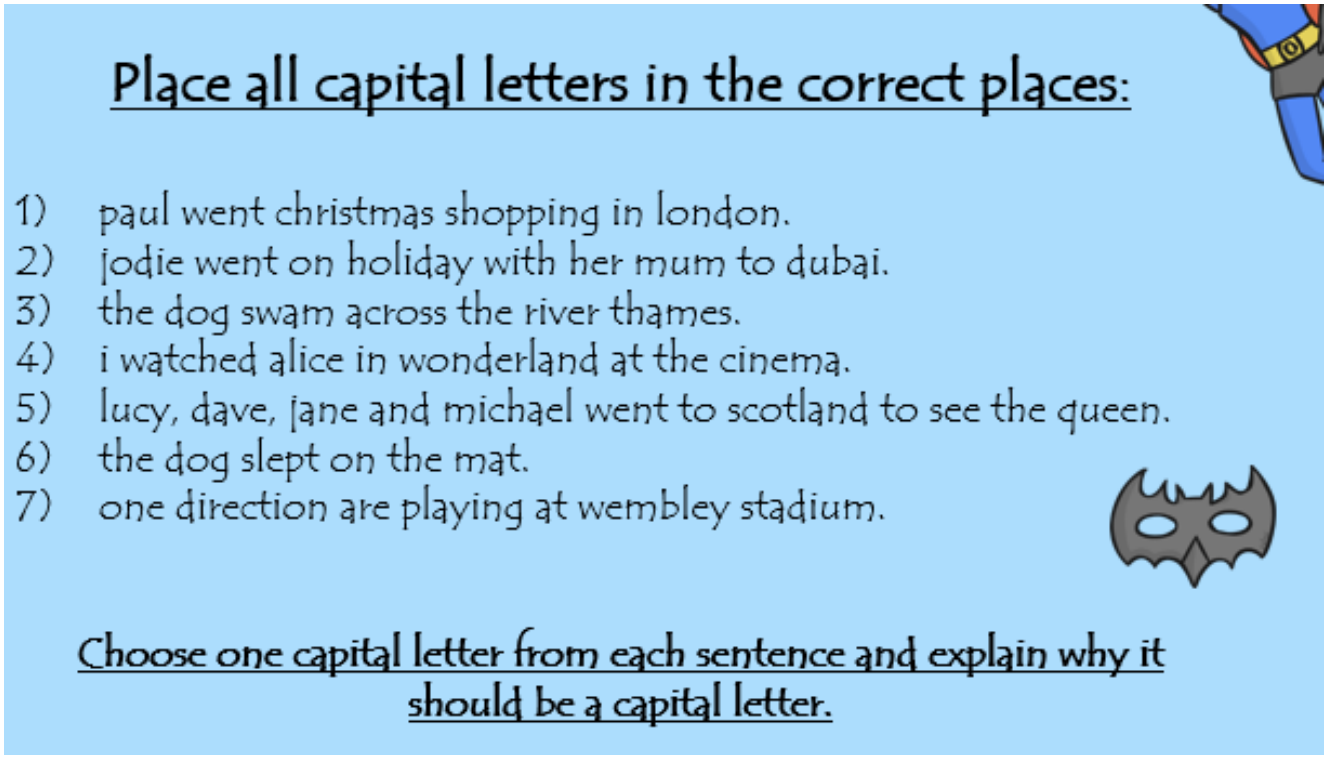
In preparation for the Olympics, a high diver visits the local pool every night to practise. One night all the lights are out, so he thinks there has been a power cut. He climbs the high board, stretches out his arms and is about to dive. At that moment, in the semi darkness he sees his shadow on the opposite wall, shaped like a cross. He kneels and prays. As he is doing this, the caretaker returns and switches the electricity back on. The high diver opens his eyes and looks down. The pool was empty as it was being cleaned!

## LEGEND 3

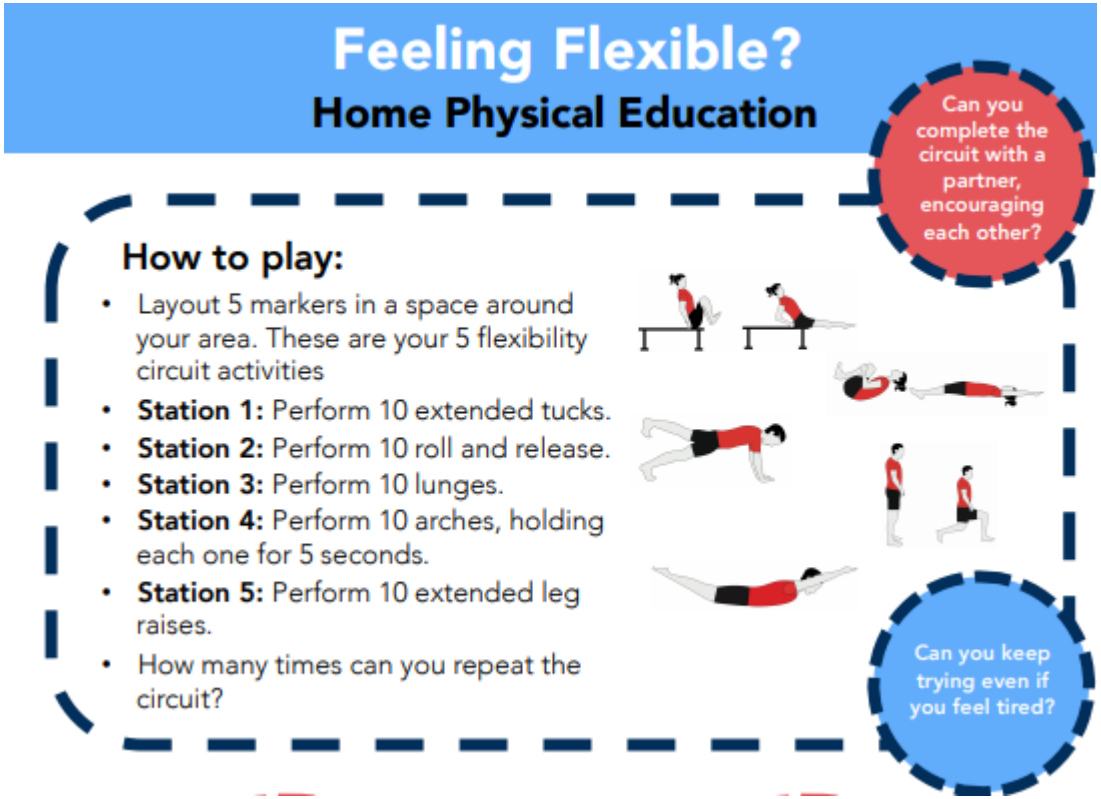
A girl is given a new phone for her birthday. She opens all her presents, but cannot find her phone so they ring it from another phone. They hear the phone ringing – from inside the dog!

# Day 1 – Grammar practice

Can you put the capital letters in the correct places? Please rewrite the sentences in your best handwriting!



## Day 1 – PE HOME LEARNING



A link to a video that will support this activity.

[Feeling Flexible advice and support video]

# Day 2

# Day 2 – Maths Warm Up

It's the TV show countdown today! You have been given some number cards and a target number. **You can only use the numbers shown** but you can do anything to them – you can add them, subtract, multiply or divide them.

Can you do it at speed?

**215**

| | | | | | |
|---|---|---|---|---|---|
| 75 | 25 | 1 | 9 | 100 | 50 |

# Day 2 – Maths Core

Today, we are extending the learning done yesterday on factors into finding the HIGHEST or GREATEST common factor.

E.g. The factors of 15 are:

1, 15, 3, 5

The factors of 20 are:

1, 20, 2, 10, 4, 5

The factors that are common to both lists (in each list) are 1 and 5. So the highest common factor or the greatest common factor is 5.

Here is a link to a video that will help you further with this.

[Highest Common Factor help]

Question 1: (a) List all the factors of 10
(b) List all the factors of 15
(c) Write down all the common factors of 10 and 15.

Question 2: (a) List all the factors of 12
(b) List all the factors of 18
(c) Write down all the common factors of 12 and 18.

Question 3: Write down all the common factors of each of these pairs of numbers.

(a) 6 and 8 (b) 15 and 20 (c) 9 and 15 (d) 7 and 14

(e) 30 and 40 (f) 21 and 27 (g) 18 and 30 (h) 16 and 24

Question 4: (a) List all the factors of 14
(b) List all the factors of 21
(c) Find the highest common factor (HCF) of 14 and 21.

Question 5: (a) List all the factors of 24
(b) List all the factors of 36
(c) Find the highest common factor (HCF) of 24 and 36.

Question 6: Find the highest common factor (HCF) of each of these pairs of numbers.

(a) 4 and 14 (b) 6 and 9 (c) 9 and 21 (d) 8 and 12

(e) 6 and 15 (f) 10 and 17 (g) 30 and 45 (h) 40 and 60

(i) 28 and 63 (j) 24 and 36 (k) 16 and 28 (l) 18 and 45

(m) 150 and 200 (n) 12 and 54 (o) 90 and 270 (p) 39 and 65

Question 7: Find the highest common factor (HCF) of each of these sets of numbers.

(a) 12, 6 and 15 (b) 27, 33 and 12 (c) 30, 15 and 25 (d) 8, 20 and 12

(e) 10, 25 and 13 (f) 12, 24 and 30 (g) 9, 36 and 45 (h) 100, 125 and 200

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Here is a highest common factor challenge activity:

Question 1: Martin says that 6 is a common factor of 42, 36 and 50.
Is he correct?

Question 2: Alannah has two lengths of ribbon.
One length of ribbon is 36cm long and the other length is 45cm long.
Alannah wants to cut lengths of ribbon into shorter lengths that are of equal length.
Alannah does not want any ribbon left over.
What is the longest possible length for each of the shorter lengths of ribbon?

Question 3: Sam has completed his maths homework.
Can you spot any mistakes?

Find the highest common factor of 18 and 36

Factors of 18: 2, 3, 6, 9
Factors of 36: 2, 3, 4, 6, 9, 12, 18

HCF = 9

This video will help you to find highest common factors at speed – it's a great little trick. See how you get on by watching it.

Quick Highest Common Factor trick

# Days 2 and 3 – English – Creative Writing

Have a think about a TV programme that you have watched - hopefully something that you have really enjoyed. It needs to be a story that you have enjoyed. There are lots on BBC Iplayer and CBBC has lots of TV programmes that are good in particular. We would like you to watch the TV show but then to write the story of it.

In order to do this well, you will need to think about:

1) What happens first? How is the viewer hooked in?
2) How can you describe the setting? Think about adjectives you could use? Is it a familiar setting or an imaginary setting?
3) How do the characters relate to each other at the start of the story? What are their personalities like? Remember the work we began to do on SHOW NOT TELL writing. Don't tell the reader that the character is excited – drop the reader some clues that they are excited instead? What is the character doing and saying? How are they relating to other characters?
4) What happens in the story? What changes for the character? What do they have to do or cope with?
5) How is the story resolved?

**Today's task is to identify the story you are going to write and then to watch it again and afterwards to see if you can answer the above questions about the story.**

# Day 2 – Grammar Revision

**a**

**The ground was lit up by the hovering spaceship.**

Is this sentence active or passive?

_____

**b**

Can you think of a more **formal** synonym to replace this adjective?

**gutted** → _____

**c**

Read the sentence below and underline the **two** words modal verbs:

**The new restaurant, The Pizza Palace, will be opening at the weekend, and my family and I may go for a meal there.**

**d**

Insert a colon in the correct place in the sentence below to separate the two independent clauses.

**The golfer dropped to his knees in celebration he had finally won a major tournament.**

**c**

Mr Whoops has got in a muddle with his commas. Could you help him to add **two** missing commas to this sentence?

**During my magic show I accidentally dropped my top hat which revealed the hidden playing cards to the audience.**

# Day 2 – PE and Wellbeing

Take a photo challenge. Go for a walk and see if you can find an image that is special to you. It might be something natural – an amazing view or an animal, or something that you wouldn't normally notice. Please send your photo in to us! We would love to see it!

# Day 3

# Day 3 – Maths Warm Up

Today we would like you to have a go at a speed challenge. These are sometimes found on puzzle pages in newspapers. Choose your starting level and see how you get on!

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| 40<br>Easier | +4 | X2 | ÷4 | +3 | X100 | 50% | 50% | x10 | -10 | Answer ?? |
| 40<br>Moderate | 50% | X6 | ÷2 | X5 | ÷10 | X2 | +4 | Square root | half | Answer ?? |
| 41<br>Challenge | +2 | -19 | ÷2 | +2 | X15 | -39 | X11 | -326 | +5 | Answer ?? |

# Day 3 – Maths Core

Today, we would like you to revisit the order of operations learning.

Have a look at this calculation:

$$20 - 5 \times 2$$

Multiplication is repeated addition and so because it is repeated it needs decoding first. What does this mean? 5 x 2 actually means 2 + 2 + 2 + 2 + 2 or it could be written as 5 + 5 – but either way 5 x 2 is equivalent to 10.

So what you have to do is 20 – 10.

Here is a link to a video that will explain and help you further should you need it.

Order of operations video

Question 1: Work out

| | | | |
|---|---|---|---|
| (a) $7 + 2 \times 3$ | (b) $9 + 4 \times 2$ | (c) $10 + 2 \times 2$ | (d) $18 + 4 \div 2$ |
| (e) $20 - 5 \times 2$ | (f) $8 - 2 \times 3$ | (g) $21 - 9 \div 3$ | (h) $100 - 40 \times 2$ |
| (i) $16 \div 1 - 3$ | (j) $5 + 5 \times 5$ | (k) $13 - 7 \div 1$ | (l) $7 \times 6 - 4$ |
| (m) $9 + 3 - 2$ | (n) $20 - 5 + 6$ | (o) $21 - 17 + 4$ | (p) $30 \times 4 \div 2$ |
| (q) $(7 + 7) \div 2$ | (r) $35 - (9 + 3)$ | (s) $40 \times (2 + 3)$ | (t) $60 \div (1 + 5)$ |
| (u) $15 \div (3 + 2)$ | (v) $9 \times (7 + 4)$ | (w) $90 \div (52 - 7)$ | (x) $(8 + 9) \times 3$ |
| (y) $10 + 5 + 3 \times 3$ | (z) $100 - 6 + 2 \times 3$ | | |

Question 2: Work out

| | | | |
|---|---|---|---|
| (a) $5 - 2^2$ | (b) $7 + 3^2$ | (c) $9^2 + 1$ | (d) $6^2 - 5^2$ |
| (e) $(7 - 2)^2$ | (f) $(4 + 3)^2$ | (g) $(1 + 2)^3$ | (h) $(2 + 8)^3$ |
| (i) $10 - \sqrt{16}$ | (j) $\sqrt{(2 + 14)}$ | (k) $\sqrt{4} + 3^2$ | (l) $2 \times 5 - \sqrt{4}$ |

Question 3: Work out

(a) $5 \times 3 + 2 \times 6$ (b) $9 \div 3 + 15 \times 2$ (c) $10 \div 2 - 2 \times 1$ (d) $5 \times (2 + 1) + 4$

(e) $8 + (5 - 1) \times 3$ (f) $50 - (1 + 4) \times 4$ (g) $19 \times 2 + 5^2$ (h) $8^2 + 2 \times 3^2$

(i) $7 \times (8 \div 4)^2$ (j) $11 + 11 - 6^2 \div 2$

Question 4: Copy out the following and insert brackets in each to make the correct answer.

(a) $10 \times 2 + 6 = 80$ (b) $5 + 5 \div 5 = 2$ (c) $18 - 6 \div 2 = 6$

(d) $5 + 2 \times 3 + 1 = 13$ (e) $2 \times 7 + 1 \times 3 = 48$ (f) $9 + 3^2 \times 10 \div 2 = 90$

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# Days 2 and 3 – English – Creative Writing

Please revisit the notes that you made yesterday about your TV programme / story. Today, we would like you to have a go at writing the story out in your own words.

In order to do this well, you will need to think about:

1) What happens first? How is the reader hooked in? Have you built the interest and excitement for your reader?
2) How can you describe the setting? Think about adjectives you could use? Is it a familiar setting or an imaginary setting? How are your characters interacting with the setting? E.g. if they are at home, are they using things or doing things? If they are on a walk at the beach, what can be seen and heard?
3) How do the characters relate to each other at the start of the story? What are their personalities like? Remember the work we began to do on SHOW NOT TELL writing. Don't tell the reader that the character is excited – drop the reader some clues that they are excited instead? What is the character doing and saying? How are they relating to other characters?
4) What happens in the story? What changes for the character? What do they have to do or cope with?
5) How is the story resolved?

**Today's task is write the story and to make it as interesting as you can for the reader. When you have finished, then check back for correct spelling and grammar.**

# Day 3 – Grammar Revision

## SPAG Challenge Revision Sheet

Choose the pair of verbs that completes this sentence.

*Laura ____ in Reception now she ____ in Year One.*

- ☐ was was
- ☐ was is
- ☐ is is
- ☐ is was

Add a prefix to each word so that it makes a new word.

_____ obey
_____ understand
_____ correct
_____ like
_____ heading

Write 5 contractions below:

- 
- 
- 
- 
- 

Tick the sentence that must end with a question mark.

- ☐ The new game I wanted has sold out.
- ☐ What time does the party begin.
- ☐ I don't know why he did that.
- ☐ Come here now.

Circle one verb in each underlined pair to complete the sentences using **Standard English.**

Adam was/were the best runner in his school.

We was/were the cricket match winners.

Which sentence below is written in the past tense?

- ☐ That is our hotel.
- ☐ The swimming pool was opened in 1991.
- ☐ The owners plan to add a tennis court.
- ☐ The original part of the hotel dates from 1980.

Write the **contracted form** of the underlined words below.

*Sam would not go in the sea because it was too cold.*

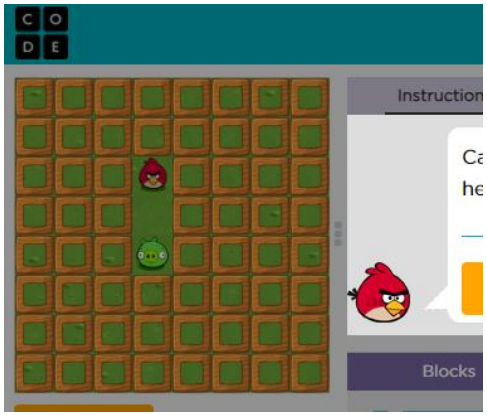
Circle all of the **pronouns** in the sentence below.

*They bought a teddy bear for Mum and new toys for themselves.*

# Day 3 Computing (Coding)

Click on either the hyperlink or use the QR Code below to access today's activity.

There is an introductory video to watch before taking part in the coding challenge. Have fun!

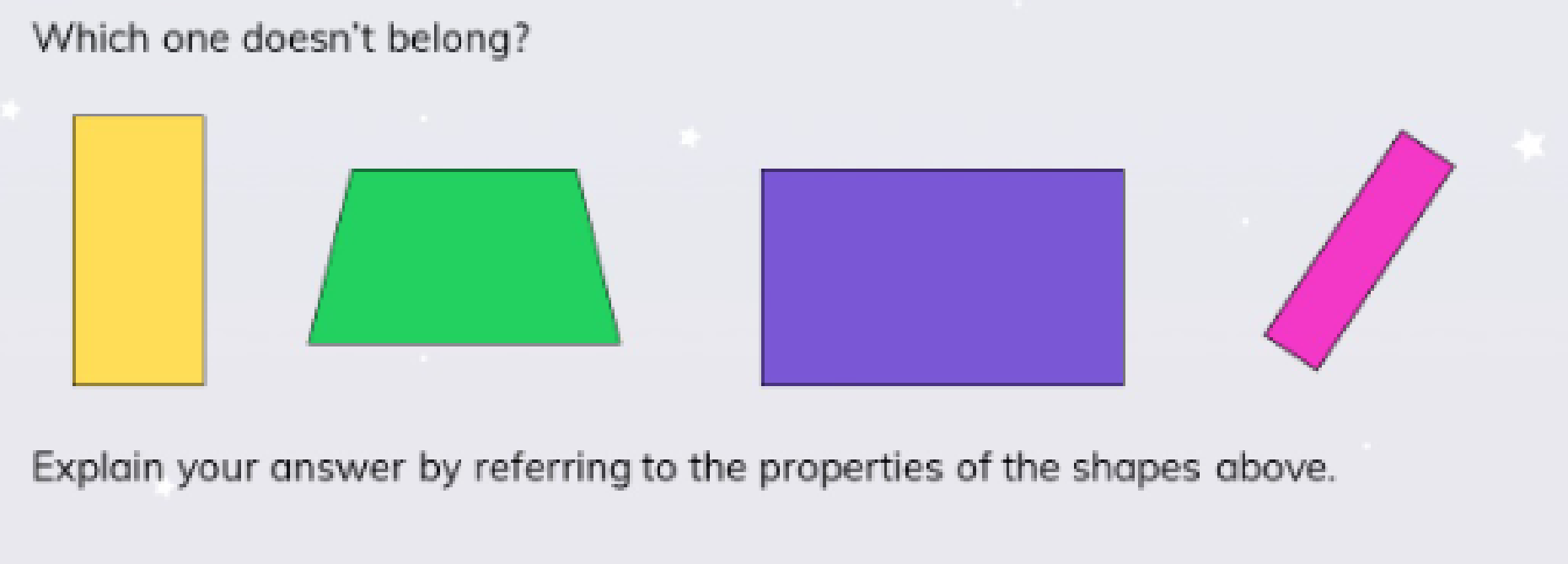



https://studio.code.org/hoc/1

# Day 4

# Maths – Warm Up

Thinking puzzle – there's no right or wrong answer to this – it is important that you can explain your thinking.




Properties of shapes include types of angles,  numbers of sides, if the shape will rotate symmetrically etc.

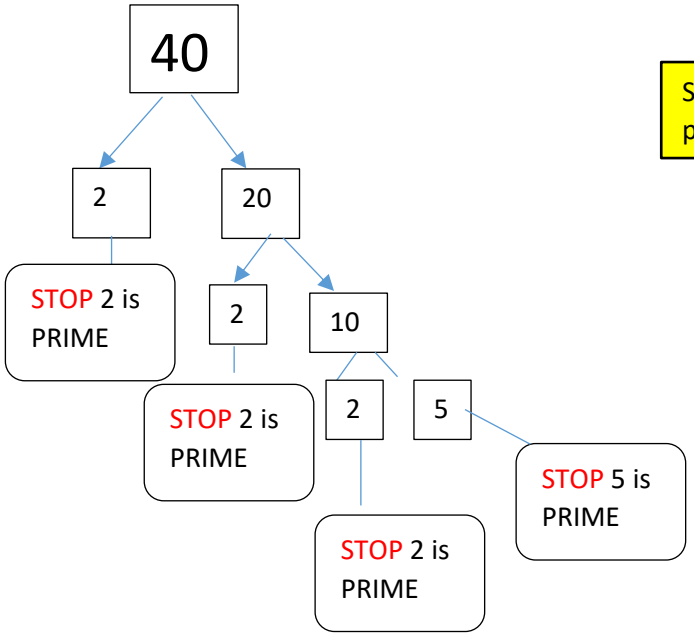
# Day 4 – Maths Core

Today we would like you to work with prime numbers further. Remember prime numbers are numbers that can only divide by themselves or 1.

E.g. 30 is not  prime – 30 can divide by other factors than just 1 and 30. It can divide by 2, 15, 5, 6, 10, 3.

23 is prime. It can only divide by 23 and by 1.

All numbers are built of prime numbers and we were learning about this before March. Can you remember? We took a number such as 40. We then said




So 40 = 2 x 2 x 2 x 5 as a product of its primes.

Here is a link to a video that will help you further with this should you need it.

Product of primes help

Question 1: Write each of these numbers as the product of their prime factors.

(a) 10 (b) 12 (c) 20 (d) 18 (e) 16 (f) 30 (g) 100

(h) 26 (i) 24 (j) 27 (k) 42 (l) 33 (m) 38 (n) 64

Question 2: Write each of these numbers as the product of their prime factors.
Give your answers in index form.

(a) 36 (b) 40 (c) 28 (d) 48 (e) 80 (f) 200 (g) 75

(h) 32 (i) 105 (j) 81 (k) 52 (l) 242 (m) 108 (n) 500

Question 3: Some numbers have been written as products of their prime factors.
Work out each number.

(a) $2 \times 7$ (b) $2 \times 3 \times 5$ (c) $2 \times 5 \times 11$ (d) $2 \times 2 \times 2 \times 3$

(e) $2^2 \times 5$ (f) $3 \times 5^2$ (g) $2^3 \times 3^2$ (h) $3^2 \times 11$

(i) $5^4$ (j) $2^4 \times 5^2$ (k) $3^3 \times 13$ (l) $7 \times 17^2$

# Day 4 – Literacy

**TASK – read this short conversation.**

## Friday meets Monday

Grumpily, Monday shuffled into the kitchen and slowly poured himself a cup of thick, black coffee. At the back of his head, the migraine was already beginning to throb. He furrowed his brow and began to grind his teeth.

"Good morning!" chirped Friday, as she bounded into the room, sunglasses resting on her glossy hair.

"Keep it down, you toe-rag! I'm not in the mood," replied Monday.

"But it's a beautiful day," pointed out Friday.

"I've got a tonne of work and I didn't sleep last night…"

"You should take it easy," replied Friday, "Come and join me for yoga in the park."

"Out! Get out! You silly girl! I've had enough of your prattling!" exploded Friday.

Your task is to think of each day of the week as a human character with personality. What are they like? Which day is kindest? Happiest? Most thoughtful? Saddest?

See if you can write a short story or conversation where 2 or 3 of the days of the week meet up? Can you portray their characteristics without saying words such as happy, angry?

# Day 4 – Grammar Revision

## SPAG Revision questions

Draw a line to match each **prefix** to the correct word so that it makes a new word.

| | |
|---|---|
| dis | treat |
| im | trust |
| mis | honest |
| mis | possible |

Tick one box in each row to show how the **modal verb** affects the **meaning** of the sentence.

| Sentence | Modal verb indicates possibility. | Modal verb indicates certainty. |
|---|---|---|
| It will be very warm tomorrow. | | |
| Ellie might be late for school. | | |
| David can speak three languages. | | |
| You could draw a picture in your book. | | |

What is the name of the **punctuation mark** used between the two main clauses below?

*My brother loves fast food; my sister, on the other hand, prefers healthy dishes – such as salads.*

_____

Circle the two words in the sentence below that are **synonyms** of each other.

*The horse leaped in the air and jumped over the fence.*

Write ***would have*** in a contracted form below.

# Day 4 – Topic  Internet Safety

Log in to Purple Mash using the login details sent to your parents back in April and complete the internet safety challenge in the 2Do section (red icon).

# Day 5

# Day 5 – Maths Warm Up

Please log on to Times Table Rockstars – and see if you can improve your time or rock status!

For an alternative / extra challenge – copy this grid out. How quickly can you complete it?

| | 6 | 12 | 9 | 5 | 7 | 13 | 2 |
|---|---|---|---|---|---|---|---|
| 3 | | | | | | | |
| 4 | | | | | | | |
| 7 | | | | | | | |
| 6 | | | | | | | |
| 5 | | | | | | | |
| 8 | | | | | | | |
| 10 | | | | | | | |
| 12 | | | | | | | |

# Day 5 – Maths Core

Today, we would first like you to please complete some revision of some of the learning that you have done this week. Please look back at links to any of the videos that you may need in order to help you again.

1. Calculate

(a) $16 - 5 \times 2$

(b) $10 - 3^2$

(c) $5 \times (2 + 3)$

Put brackets in the following statements to make them true

(a) $6 \times 7 + 3 - 8 = 52$

Write down all the factors of 16.

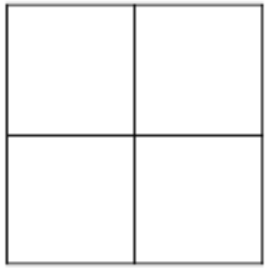
(b) $4 + 3 \times 7 - 1 = 42$

Write down all the factors of 26.

## Maths – Part 2

Here is a game called REACH 100.

Here is a grid of four "boxes":



You must choose four **different** digits from $1-9$ and put one in each box. For example:

| | |
|---|---|
| 5 | 2 |
| 1 | 9 |

This gives four two-digit numbers:

$52$(reading along the $1$st row)
$19$(reading along the $2$nd row)
$51$(reading down the left hand column)
$29$(reading down the right hand column)

In this case their sum is $151$.

Try a few examples of your own.
Is there a quick way to tell if the total is going to be even or odd?

Your challenge is to find four **different** digits that give four two-digit numbers which add to a total of $100$.

How many ways can you find of doing it?

# Day 5 – Literacy

Today, we would like you to complete some comprehension practice. Read the texts about sharks and then have a go at answering the questions.

# SHARK ATTACK!

It was a boiling hot day; the sun relentless in the sky above, staring down upon us as though determined to scorch the entire Earth. As I ran down the soft, sandy beach, my spirits were high as the colourful kites being flown. The beautiful board I carried had been given to me for Christmas by my brother – a stylish, short board with a concave bottom for speed over the water; the design a sleek, silver shark on the pale-blue background.

Paddling the board hard out to sea, I was helped by the wind which was whipping up waves and promising an exciting day's surfing. Jason, who was a champion surfer and good friend, passed me whooping loudly as he rode a large roller. I felt good - King of the Ocean! What could possibly go wrong? A massive wave was approaching and I held my board in position – poised to leap on and ride the crest. My whole body was concentrated and ready, so it was with something like annoyance that I was distracted by a thump on the leg.

"Driftwood," I told myself and gave it not a second thought.

The wave was close. I crouched in the water. Tensed. Then I heard Jason's shout,

"Behind you!"

He sounded urgent. I flashed a look. A fin. Moving at speed. Towards me!

With a huge leap, I left the water, just as the enormous creature rose below me, its jaws wide open.

The wave whipped me away but what had happened to my balance? At first, I thought it was panic that was making me fall. I was an expert surfer. Furious with myself (and terrified as I needed to get to the safety of the beach), I went to crouch and toppled into the water. I had no leg. Blood was pouring out of where my calf should have been. Shock and adrenalin was making me oblivious to pain, but not fear … and I knew the shark would be back for more.

"Get on!  NOW!"

Suddenly, Jason was there, pulling me onto his long, slim board and while holding on - lying full length – I was surfed by him back to shore, where arms carried me up the beach.  As I lost consciousness, snippets of conversation made it to my brain:

"Tiger shark . . .  four metres at least . . .  not a chance . . ."

". . . below the knee . . .  lucky to be alive!"

I thought of my brother, my board, my arrogance.  What had gone wrong? King of the Ocean?  What had happened to my respect for the sea – its power and unpredictability?  It would never happen again!

# Tiger Sharks

Named for the dark stripes found on juvenile sharks, which fade as they grow to maturity, the Tiger shark is second only to the Great White in the number of attacks on humans.

Size

Tiger sharks can grow up to 6 or 7 metres in length and weigh up to 900 kilograms – that is four times the length of a man and ten times his weight! They take a long time to grow and have low reproduction rates.



Habitat

Tropical or sub-tropical seas

Diet

A carnivore, the Tiger shark, which will eat anything, has been found to have a huge variety of fish in their stomachs and even metal licence plates and tyres!

Their sharp, serrated teeth and powerful jaws allow them to crack shells - allowing them to eat such foods as turtles.

Humans hunt Tiger sharks in order to use their meat, skin and fins.  Their livers, which are high in Vitamin a are often used in Vitamin supplements. *Finning* is when a shark's fins are removed and the body (often still alive) is thrown back into the sea.  A shark cannot swim without its fins so will suffocate or be eaten.

Due to humans, the Tiger shark is on the vulnerable list.

# SHARK ATTACK QUESTIONS

**1.** Who had given him the board? Father? Mother? Friend? Brother? (1)

**2.** Three figures of speech are used in the first paragraph of the story. Copy them into your books and write what they are called. (3)

**3.** What does the surfer mean when he says "King of the Ocean." (2)

**4.** What is meant when it says Jason was riding "a large roller"? (1) machine for rolling? wave? kind of surfboard?

5. What did the boy think he had been hit by? (1)

6. He sounded urgent. I flashed a look. A fin. Moving at speed. Towards me! These are not all proper sentences with subject and verb. Why has the author punctuated it like this? What effect does it have on the reader? (2)

7. How did he become aware of his injuries? (2)

8. Why has the author used ellipsis in the conversation the boy heard before he lost consciousness?
(1)

9. What is meant by ‘juvenile sharks’?
(1)

10. Why are there text boxes in the non-fiction piece about Tiger sharks? (2)

11. How are sharks able to eat turtles? (2)

12. Should ‘finning’ be illegal? Explain what it is and why you think yes or no. (3)

# Day 5 – Grammar

Write a sentence using the word <u>stamp</u> as a noun. Remember to punctuate your answer correctly.

_____

_____

Write a sentence using the word <u>stamp</u> as a verb. Remember to punctuate your answer correctly.

_____

_____

Draw a line to match each word to its correct antonym.

| | |
|---|---|
| Tough | Irregular |
| Constant | Common |
| Unique | Delicate |
| Consider | Dismiss |

Tick all of the sentences that contain a preposition.

- ☐ Jenny is below Katie on the list.
- ☐ Paul closed the curtains before going to sleep.
- ☐ He likes to run around the park.
- ☐ My sister is behind me in the race.

Why has an apostrophe been used in this sentence?
*The man's clothes were hanging up in his wardrobe.*

_____

Write a command below.

_____

_____

_____

Rewrite the sentence below, adding a subordinate clause.

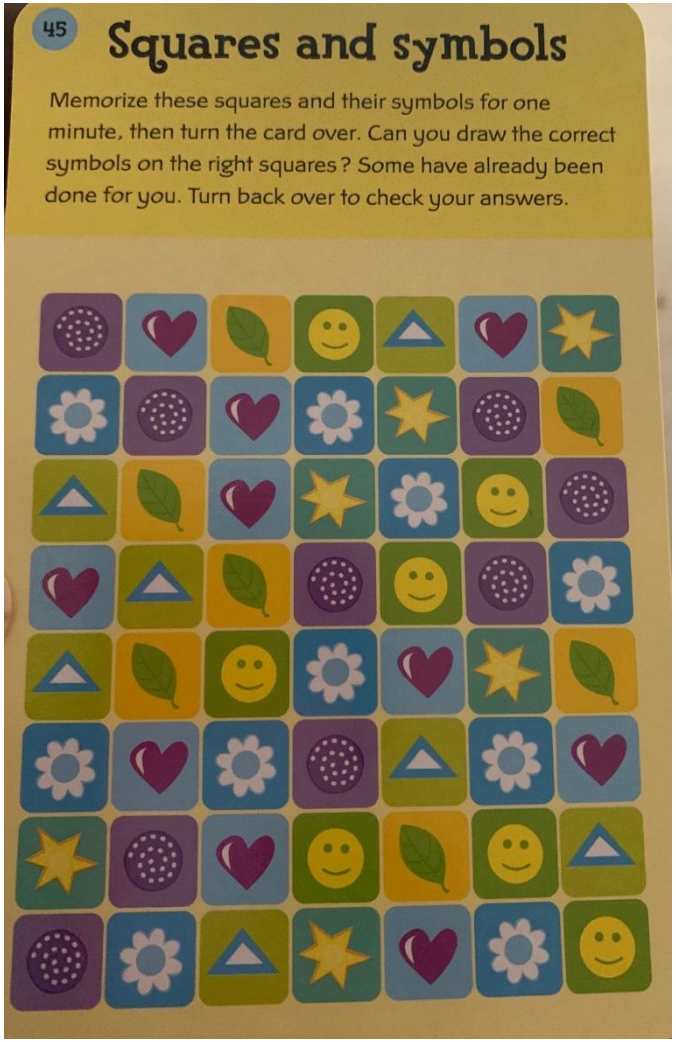
*The dog walked down the street.*

_____

_____

# Day 5 – Memory Puzzles

We have two memory challenges for you to complete today. What techniques did you use to help you to memorise?



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# Squares and symbols

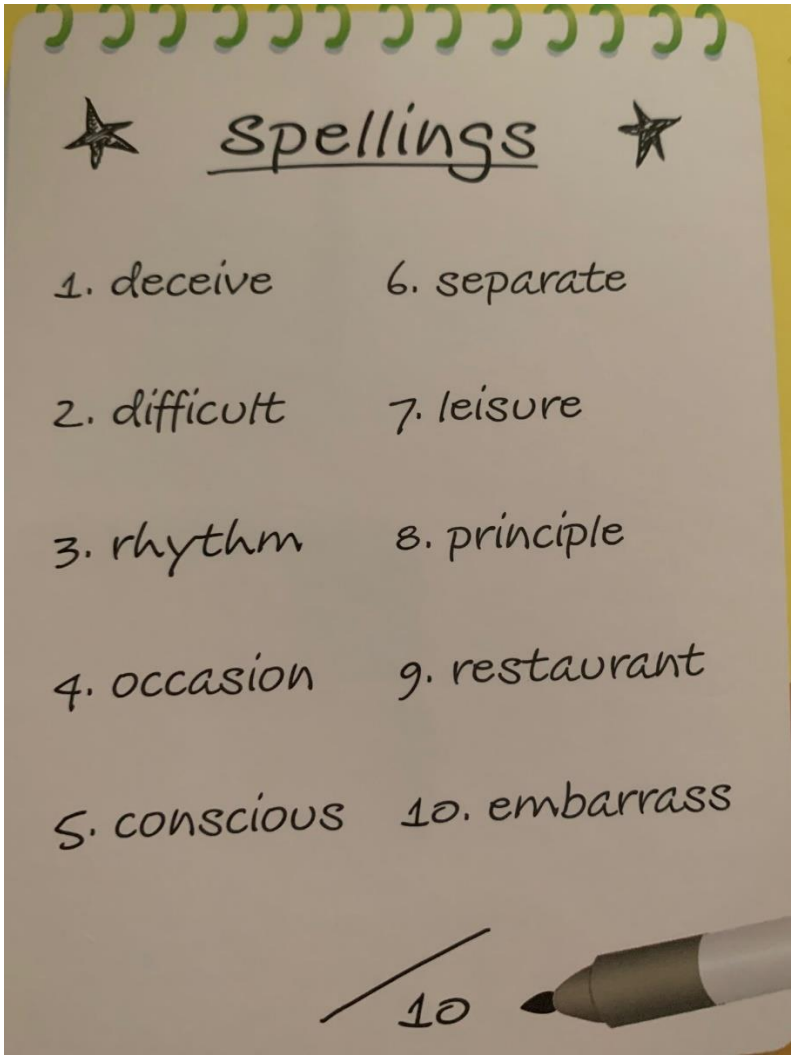
Turn the card over to find out how to do this puzzle.

# Spelling test

Ollie is learning the ten words below for a spelling test. He memorizes the words in order, then writes them out on a blank sheet of paper. Look at the words below for a minute, then turn the card over to see Ollie's list. Circle the words that he has changed and that are in the wrong order. Turn back over to check your answers.

## Spelling List

1. receive
2. difficult
3. occasion
4. rhythm
5. conscience
6. separate
7. leisure
8. principal
9. restaurant
10. embarrass


Spellings
1. deceive
2. difficult
3. rhythm
4. occasion
5. conscious
6. separate
7. leisure
8. principle
9. restaurant
10. embarrass
/10