



Year 4

Week 1 Activities

Day 1 Lesson 1 (answers in back of booklet)

Maths- Formal written method of addition.

We are currently using a formal written method of addition in Year 4. Continued practice of this will benefit your child greatly. Children in year 4 should be able to add numbers with up to 4 digits together. Children will need to practice exchanging between the columns. Please complete the following questions with your child.

Column addition

$$\begin{array}{r} 38 \\ 93 \\ \hline 131 \\ \hline 1 \end{array}$$

3a. Complete the calculation.

Th	H	T	O



VF

2a. What number is missing from the calculation?

Th	H	T	O
			<div></div>



VF

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

Th	H	T	O

A

B

C

Five thousand, five hundred and fifty

5,555

VF



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

	4	<div></div>	3	4
+	3	<div></div>	8	1
		5		

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



PS

Complete the following calculations:

3456 + 234

6238 + 2397

6524 + 78

7834 + 5178

This image shows a full page of blank graph paper. The grid consists of thin, light gray horizontal and vertical lines that intersect to form small squares across the entire surface. There are no margins, text, or other markings on the paper.

Day 1 Lesson 2 (answers in back of booklet)

Children are learning how to punctuate direct speech in their written work. This is a really important skill to improve the clarity of their writing. In Year 4, children follow these rules when punctuating speech.

New speaker, new line

Inverted commas (") to indicate direct speech.

Further speech punctuation e.g. ! or ? are included within inverted commas, if they are part of speech.

Indicate who is speaking using said or a synonym of said.

Direct speech is a sentence in which the exact words spoken are reproduced in speech marks (also known as quotation marks or inverted commas). For example:

"You'll never guess what I've just seen!" said Sam, excitedly.

"What's that?" asked Louise.

"Our teacher has a broomstick and a black pointy hat in the back of her car. Maybe she's a witch!"

"No, silly! They're for the school play!" replied Louise, sighing.

1a. Underline the spoken words in the sentence below:

Go and wash your hands, the teacher said.



VF

2a. Tick the sentence that uses inverted commas correctly.

A. "It's my birthday," Annie said.

☐

B. "Can I come to your party?" asked Eli.

☐

VF

1b. Underline the spoken words in the sentence below:

I would like lemonade, replied the girl.



VF

2b. Tick the sentence that uses inverted commas correctly.

A. "We have missed the bus, cried" Suzie.

☐

B. "Is this the correct way?" enquired the child."

☐

C. Julian shouted, "Sit down!"

☐

VF

3a. Circle any inverted commas that are incorrect.

“Please can I come too?” asked Demi.”

"No," answered Hallie, "not today."



VF

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

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

Is she correct? Explain your answer.

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

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



VF

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



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



A

[illegible]

Day 1 Lesson 3 *(answers in back of booklet)*

Reading comprehension practice.

Where Does Our Food Come From?

A survey by the British Nutrition Foundation questioned children about where our food comes from.



"Cheese comes from plants, tomatoes grow underground and fish fingers are made of chicken," according to many young children quizzed on where our food comes from.

Where does cheese come from?

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



Where does pasta come from?

When questioned, some children thought pasta comes from animals. Pasta is made from flour mixed with water or eggs. It is kneaded into a dough (a bit like bread) and then made into sheets, twists, tubes or other shapes. It is cooked by either boiling or baking.

Where do tomatoes come from?

Some children thought that tomatoes grow underground – a bit like carrots. They do, in fact, grow above the ground on a plant. The tomato plant can grow to be very tall. When they first grow, they are green but as they ripen, they turn red.



Section A

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

True

False

The survey was carried out by the British Nutrition Foundation.

☐☐

Cheese comes from a plant

☐☐

Pasta is made from dough, a bit like bread.

☐☐

Tomatoes grow on a plant.

☐☐

Section B

Use the information from the text to answer the questions.

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

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

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

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

Day 2 Lesson 1 (answers in back of booklet)

Maths- Formal written method of subtraction.

7a. True or false?

	6	5	0	5
-	4	9	7	4
	1	6	4	9

VF

7b. True or false?

	7	1	0	1
-	3	8	5	4
	4	2	4	7

VF

8a. Use the <, > or = symbol to complete the number sentence below.

	Th	H	T	O
	5	6	7	2
-	1	0	7	1

5,672 - 1,071 4,601

VF

5a. Spot the mistakes.

	Th	H	T	O
-				
	4	6	4	3

VF

6a. Use the column method to solve:

9,024 - _____ = 1,789

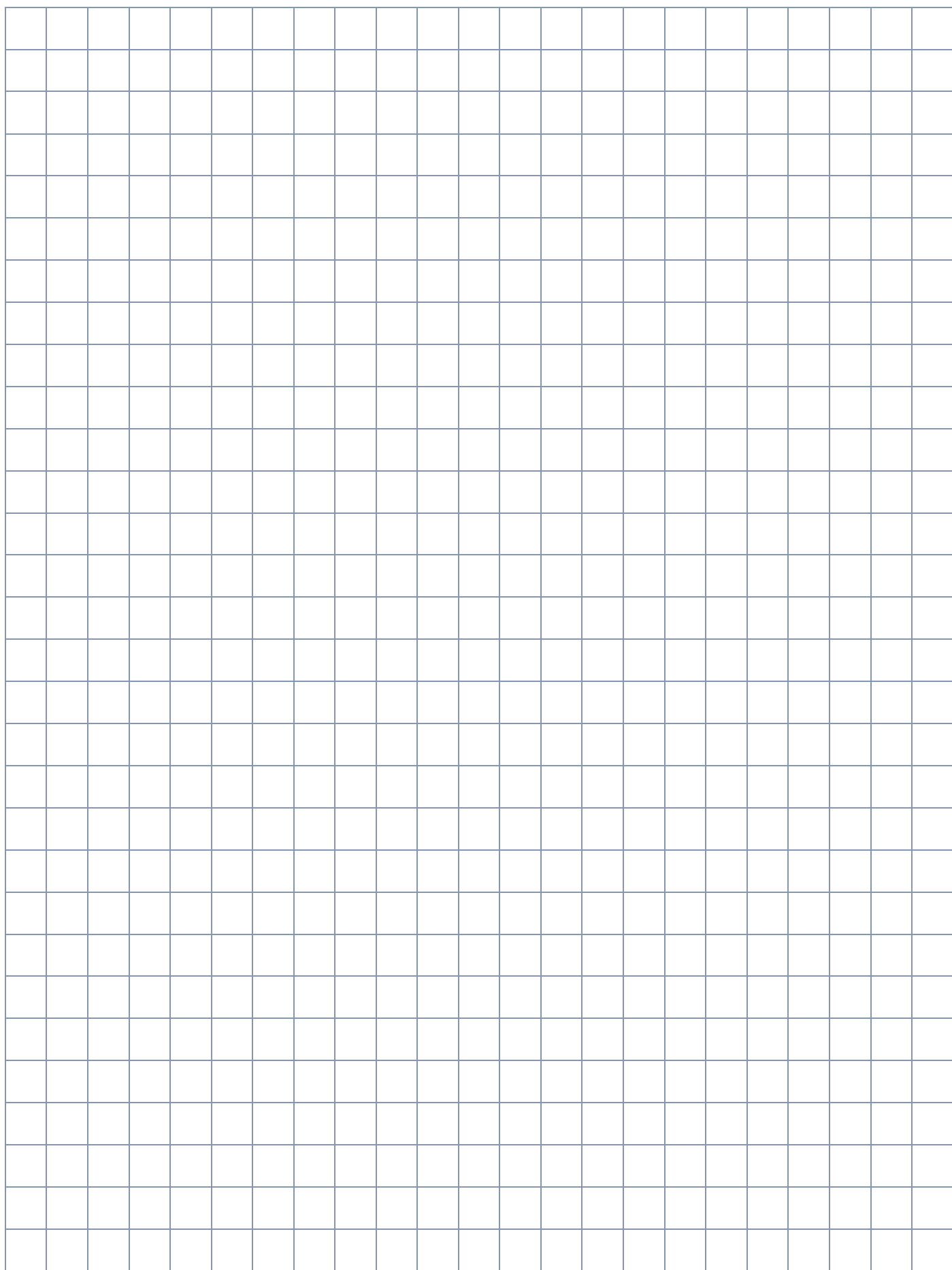
-				

VF

9a. Use the bar model to solve:









7,008 - 1,329 - _____ = 4,369

VF



Day 2 Lesson 2 (answers in back of booklet)

GPS- Fronted adverbials

<p>1a. Match the adverbials to the most suitable main clause.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>A. Just then,</p> <p>B. Finally,</p> <p>C. Next year,</p> </div> <div style="width: 45%;"> <p>1. we went home.</p> <p>2. I will be eight years old.</p> <p>3. there was a knock at the door.</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: center;">  VF </div>	<p>1b. Match the adverbials to the most suitable main clause.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>A. Outside,</p> <p>B. Upstairs,</p> <p>C. Far away,</p> </div> <div style="width: 45%;"> <p>1. the siren sounded.</p> <p>2. the children played on the swing.</p> <p>3. mum was running a bath.</p> </div> </div> <div style="display: flex; justify-content: space-between; align-items: center;">  VF </div>
<p>2a. Fill in the gaps with a fronted adverbial that shows where the main clause happened.</p> <p>_____</p> <p>the creature slept.</p> <p>_____</p> <p>the chef cooked.</p> <div style="display: flex; justify-content: space-between; align-items: center;">  VF </div>	<p>2b. Fill in the gaps with a fronted adverbial that shows how the main clause happened.</p> <p>_____</p> <p>the man ran.</p> <p>_____</p> <p>they all cheered.</p> <div style="display: flex; justify-content: space-between; align-items: center;">  VF </div>
<p>3a. Choose the most appropriate fronted adverbial to complete the sentence below.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>...I pushed the secret door.</p> </div> <p>A. Sadly,</p> <p>B. Tomorrow,</p> <p>C. Carefully,</p> <div style="display: flex; justify-content: space-between; align-items: center;">  VF </div>	<p>3b. Choose the most appropriate fronted adverbial to complete the sentence below.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: 80%;"> <p>...Jay packed his bag and ran.</p> </div> <p>A. Usually,</p> <p>B. Frantically,</p> <p>C. Soon,</p> <div style="display: flex; justify-content: space-between; align-items: center;">  VF </div>
<p>4a. Write a main clause that could follow each of the fronted adverbials.</p> <p>Silently, _____</p> <p>_____</p> <p>Mysteriously, _____</p> <p>_____</p> <div style="display: flex; justify-content: space-between; align-items: center;">  VF </div>	<p>4b. Write a main clause that could follow each of the fronted adverbials.</p> <p>Sometimes, _____</p> <p>_____</p> <p>Gently, _____</p> <p>_____</p> <div style="display: flex; justify-content: space-between; align-items: center;">  VF </div>

Day 2 Lesson 3 (answers in back of booklet) Reading- comprehension

Where do fish fingers come from?

The clue for the ingredients of a fish finger is in the title. No, it doesn't mean they are made from fingers! They are made from fish. Shockingly though, some children thought they were made from chicken. Fish fingers are usually made from haddock or cod, which are types of fish.



Where does milk come from?

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

What counts as one of your five-a-day?

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



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

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

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

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

Now Skim and Scan to complete the questions:

T

F

Fish fingers are usually made from trout or swordfish.

☐☐

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

☐☐

Many children say they don't know very much about healthy eating.

☐☐

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

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

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

Day 3 Lesson 1 (answers in back of booklet) Reading- comprehension

A Refugee Camp



How does this photo make you feel?

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

What might this photo be used for?

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

Day 3 Lesson 2 *(answers in back of booklet)*

GPS- Fronted adverbials

1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

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

B. The children and their friends were lost deep in the dark forest.



A

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

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

She accepted her gold medal for the
B. 100m swim and was glowing with pride.



A

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

awoke	deep	its	wolf
within	the	hungry	lair

Remember to use the correct punctuation.



A

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

A. Late yesterday evening I walked steadily along the tightrope.

B. Early tomorrow morning, I walked steadily along the tightrope.

C. With arms out wide, I walked steadily along the tightrope.



R

Day 3 Lesson 3 (answers in back of booklet)

Maths- Formal written method of multiplication.

4a. True or false? The calculation below has been worked out correctly.

Hundreds	Tens	Ones
●●●●●●		●●●●●●●●●●

	4	0	7
x			3
1	2	2	1



VF

6a. Complete the calculation.

Hundreds	Tens	Ones
●●●●●●●●	●●●●●●	●●●●●●

	6	3	2
x			4



VF

5a. Circle the correct answer to the calculation below.

Hundreds	Tens	Ones
●●●●●●	●●●●●●	●●●●●●●●●●

	2	1	5
x			6

1,260

1,230

1,290



VF

7a. Complete and compare the calculations below using the <, > or = symbols.

	8	0	3
x			7



	6	9	0
x			8



VF

8a. Complete the calculation below.

	8	9	2
x			
5			2

5

1



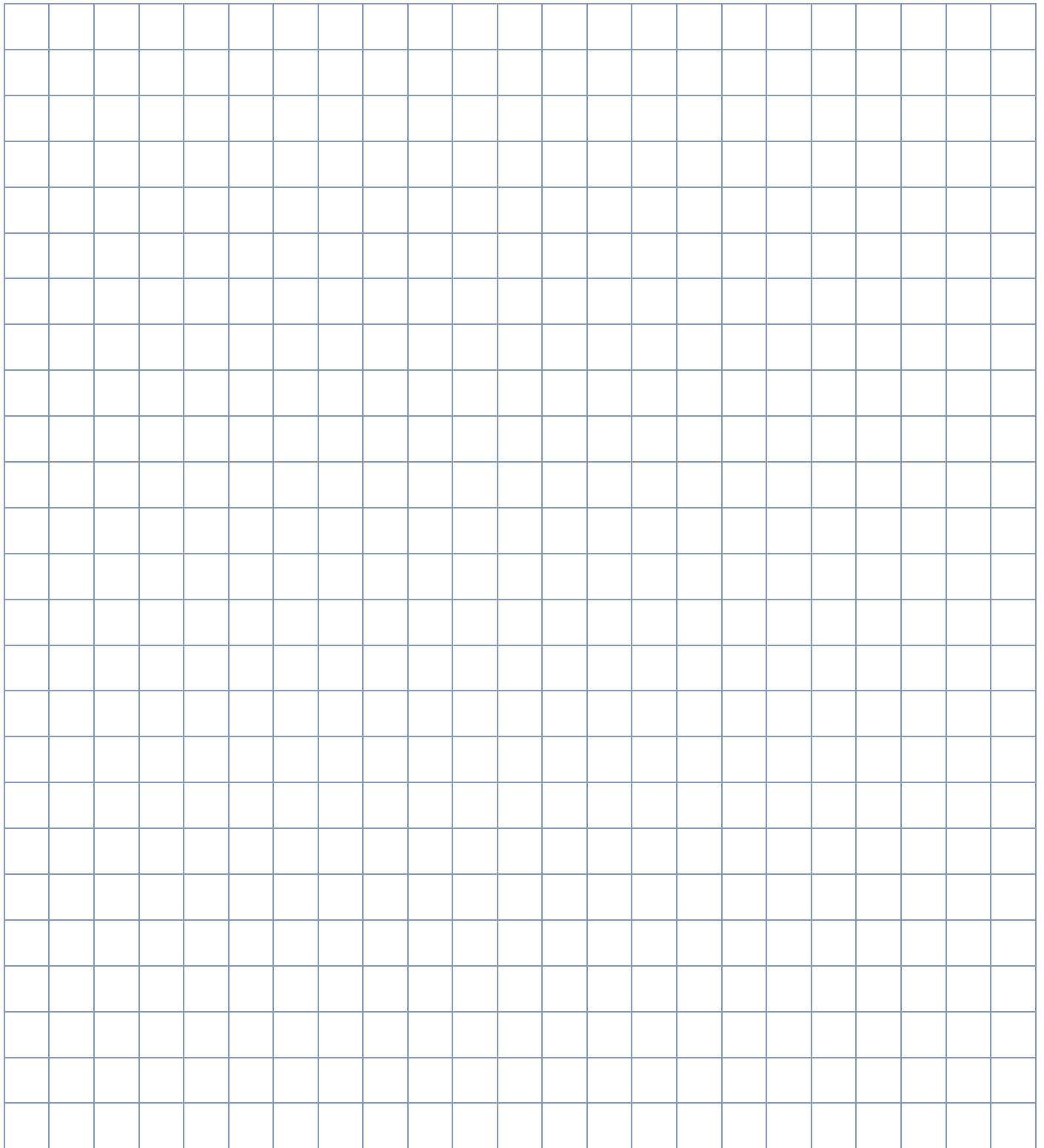
VF

Complete the calculations:

$$234 \times 5$$

$$674 \times 4$$

$$768 \times 6$$



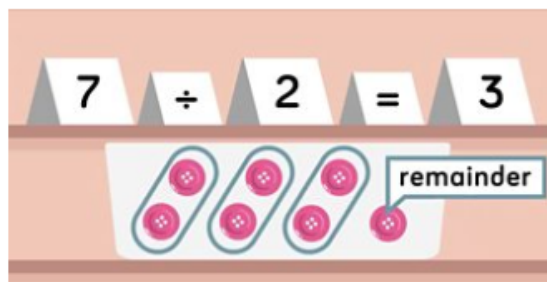
Day 4 Lesson 1 (answers in back of booklet)

Division with remainders

Sometimes, when you do a division, there will be a number left over. This is called the 'remainder'.

$$7 \div 2 = 3 \text{ r}1.$$

You may need to round up or round down, to make a whole number.



1)

$$6 \overline{) 659}$$

2)

$$4 \overline{) 942}$$

3)

$$9 \overline{) 836}$$

4)

$$5 \overline{) 243}$$

5)

$$2 \overline{) 567}$$

6)

$$7 \overline{) 489}$$

7)

$$3 \overline{) 158}$$

8)

$$8 \overline{) 639}$$

Day 4 Lesson 2 (answers in back of booklet)

GPS- apostrophes for possession and contractions.

5a. Circle the word that uses an apostrophe to show possession

he's

it's

James's



VF

6a. Identify the two words that have been combined to make the contraction in the sentence below.

He'd have liked to play out after school.

did

she

would

they

he

do



VF

7a. Contract the underlined words and add the apostrophes.

He will take his little brother to the park but they can not cross the road by themselves.



VF

8a. Which sentence correctly uses an apostrophe to show possession?

A. An octopus's body is boneless.

B. It's an invertebrate.

C. It eats crab's and mollusc's.



VF

2a. Punctuate the sentence below by adding apostrophes in the correct places.

Sams tea isnt ready yet.



A

2b. Punctuate the sentence below by adding apostrophes in the correct places.

Katies dad said, "Dont be long."



A

Day 4 Lesson 3 (answers in back of booklet) Reading- comprehension

Jimmy and the Pharaoh

Jimmy lay in his bed and closed his eyes. He was thinking about all the good things that happened on the school trip earlier that day. Mrs Richards had forced the class to wander around a boring old museum just because they were learning about the Ancient Egyptians. Everyone knew that visiting a museum was the worst kind of school trip teachers had ever invented, but luckily Jimmy had come prepared. He smiled as he thought about it. It wasn't the frog he'd let loose in the ladies' toilets that made him smile or when he'd let off a stink bomb during lunch – it wasn't even when he'd sneaked a fake poo into Alice Thornley's sandwich - no, it was what he'd 'borrowed' from the museum as a souvenir that Jimmy was so happy about.

Jimmy was too excited to sleep. He opened one eye and uncurled his fingers. Wow, he thought to himself, twiddling what looked like a model of a shiny beetle in his hand, Tutankhamun's lost heart scarab! He'd borrowed it when the boring old museum guide was droning on about the pharaoh's curse or something. It just kind of called out to him so he grabbed it when she wasn't looking. He kissed the scarab for good luck then tried to drift off to sleep. POOOOF!

Suddenly, out of thin air, a rather thin looking, half-naked man appeared, draped in expensive-looking jewellery. "Waaaagh!" the man squealed as he jumped in fright.

"Arrgghh!" Jimmy squealed back.

The strange man seemed confused and peered around Jimmy's bedroom. "Okaaaaay," he said, shrugging. "Wasn't expecting that."

Jimmy stared at the scarab then back at the man.

"Anyhoo, let's get on with this shall we?" the man said cheerfully before clearing his throat. "Ahem. Right then. Osiris! Great God of the Underworld!" he boomed. "I am Tutankhamun, King of Egypt, living image of Amun! Will you let me pass?"

Jimmy pulled the covers high over his nose. The man waited, arms stretched in the air. Then he smiled. That's when Jimmy lost it.

"Mummy!" he shrieked.



1. What did Jimmy do to Alice Thornley's sandwich?



2. '...it was what he'd 'borrowed' from the museum...' Why do you think the word borrowed is written in inverted commas in the story?



3. What do you think caused the strange man to appear?



4. Write down how you think Jimmy was feeling at these points in the story:

a) Finding out the school trip was a visit to a museum. _____

b) When he let a frog loose in the ladies' toilets. _____

c) When the strange man appeared out of thin air. _____

Day 5 Lesson 1 (answers in back of booklet) Maths- Checking strategies inc.

inverse.

5a. Use an inverse operation to calculate each missing number.

A. $4,568 + \boxed{} = 5,798$

B. $\boxed{} - 3,782 = 2,764$

C. $7,426 = \boxed{} - 2,312$



VF

5b. Use an inverse operation to calculate each missing number.

A. $2,618 + \boxed{} = 4,000$

B. $\boxed{} - 6,724 = 3,279$

C. $26 = \boxed{} - 4,312$



VF

6a. Use the calculation below to create two related number sentences.

$\boxed{} + 3,929 = 9,731$

$\boxed{} - \boxed{} = \boxed{}$

$\boxed{} = \boxed{} - \boxed{}$



VF

6b. Use the calculation below to create two related number sentences.

$8,238 + \boxed{} = 9,659$

$\boxed{} - \boxed{} = \boxed{}$

$\boxed{} = \boxed{} - \boxed{}$



VF

8a. Use an inverse operation to find the correct calculation.

A. $1,625 + 1,007 = 2,642$

B. $5,276 = 2,385 + 2,891$

C. $1,043 = 3,025 - 2,092$



VF

7b. Emily has written some calculations based on this bar model.

32,872	
5,495	27,377

A. $32,872 + 5,495 = 27,377$

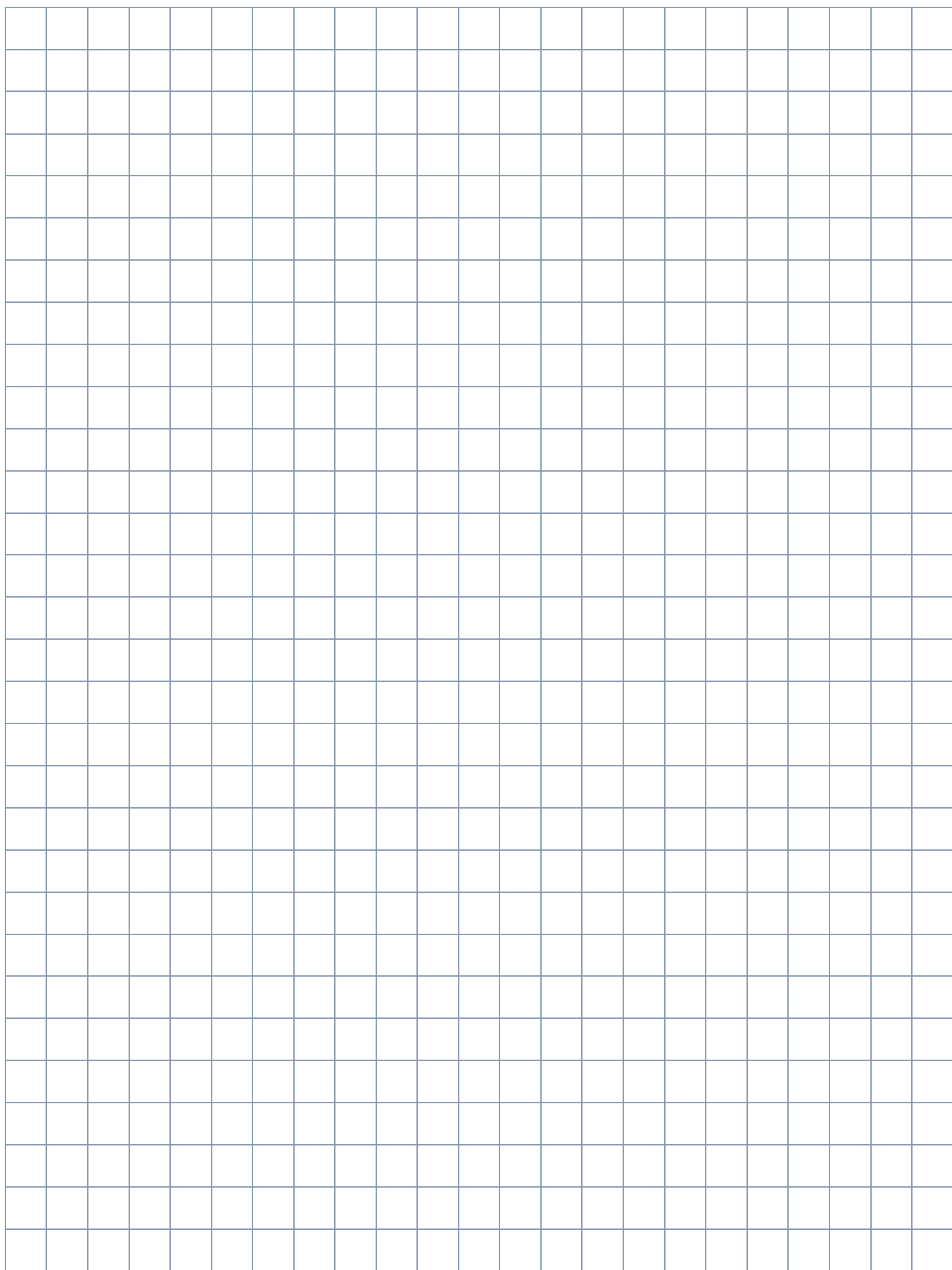
B. $5,495 = 27,377 - 32,872$

C. $27,377 = 32,872 - 5,495$

Is Emily correct? Explain your answer.



R



Day 5 Lesson 2 (answers in back of booklet) Reading- comprehension

Ancient Egyptian Dentists

Not everyone enjoys a visit to the dentist but imagine you lived 3000-5000 years ago during the age of the ancient Egyptians. Treating toothache was handled slightly differently than it is today...



Dentist! Dentist!

Here's what an Ancient Egyptian dentist might say:

"Toothache? Let's have a look... Ah yes, you've got mouth worms."

"What? Never heard of mouth worms? They're the cause of all tooth decay!"

"Need something to take the pain away? Dangle a dead mouse on your tooth. That should do the trick!"

"Still aches? Hmm... well, try praying to the Gods, and if that doesn't work stop being naughty because that's probably what's caused the problem in the first place!"

Dental Hygiene

Toothpaste – this could be a mixture of egg shells and horses' hooves, or sometimes a delicate blend of crushed rocks, mint, salt, pepper and dried iris flowers!

Mouthwash – bran and celery.

Antiseptic paste – incense and onion.

Pain relief – opium (an illegal drug today!).

Main Problems

- Poor diet! Egyptians didn't eat enough vitamins and minerals to keep their teeth and gums healthy!

- Gritty bread! A lot of sand and grit found their way into Egyptian food – especially bread. This wore down the enamel in people's teeth.

- No money! Lots of people couldn't afford to see a dentist so their teeth simply fell out!



1. According to the ancient Egyptians, what do mouth worms cause?



2. Imagine you were an ancient Egyptian dentist. Using the text, what two things could you suggest if someone had toothache?



3. Look at the ingredients for toothpaste. Why might some of these ingredients be bad for keeping your teeth and gums healthy?



4. Look at the main problems section. Pretend you are Pharaoh and come up with one way to improve the health of people's teeth:

Day 5 Lesson 3 (answers in back of booklet)

GPS- apostrophes for plural possession.

How to use a possessive apostrophe

An apostrophe can be used to show that one thing **belongs** to or is **connected** to something. This is called a **possessive apostrophe**.

Let's take a look at some examples.

The cat's tail was fluffy.

Cat is a singular noun so you need to add an apostrophe and "s" to show that the tail belongs to the cat.

Charles's cat was naughty.

Charles is a singular noun so, even though it ends in an "s" already, you need to add an apostrophe and another "s" to show that the cat belongs to Charles.

The brothers' feet were muddy.

Brothers is a plural noun that ends in an "s" so you don't add another "s" after your apostrophe. You can just add an apostrophe to show the feet belongs to the brothers.

The children's toys were broken

Children is a plural noun but it doesn't end with an "s" so you need to add an apostrophe and "s" to show that the toys belong to the children.



4a. Janet thinks he has used the apostrophe correctly in the sentence below.

The womens' mobiles both began to ring at the same time.

Do you agree? Explain your answer.



5a. Change the noun below to the plural form with an apostrophe to show possession.

person

The _____ shouting became louder and louder.



5a. True or false? The apostrophe has been used correctly in the sentence below.

The boy's football kits were all filthy and needed to be washed.



6a. Choose the correct use of the apostrophe to complete the sentence below.

The _____ toilet was out of order all day.

men's

mens'



Answers

Day 1: L1

3a- 7473, , 2a- missing number is 6, 1a- B, 2a- 2 and 2, 1 and 3

$3456 + 234 = 3790$, $6524 + 78 = 6602$, $6238 + 2397 = 8635$, $7834 + 5178 = 13,012$

L2

<p>1a. Underline the spoken words in the sentence below:</p> <p><u>Go and wash your hands</u>, the teacher said.</p> <p>★</p>	<p>1b. Underline the spoken words in the sentence below:</p> <p>I would like <u>lemonade</u>, replied the girl.</p> <p>★</p>	<p>3a. Circle any inverted commas that are incorrect.</p> <p>"Please can I come too?" asked Demi. "</p> <p>"No," answered Hallie, "not today."</p> <p>★</p>
<p>2a. Tick the sentence that uses inverted commas correctly.</p> <p>A. "It's my birthday," Annie said. <input checked="" type="checkbox"/></p> <p>B. "Can I come to your party?" asked Eli. <input type="checkbox"/></p> <p>★</p>	<p>2b. Tick the sentence that uses inverted commas correctly.</p> <p>A. "We have missed the bus, cried" Suzie. <input type="checkbox"/></p> <p>B. "Is this the correct way?" enquired the child." <input type="checkbox"/></p> <p>C. Julian shouted, "Sit down!" <input checked="" type="checkbox"/></p> <p>★</p>	<p>4a. Rewrite the conversation below using the correct punctuation.</p> <p>I am going to the market said Adrian would you like anything no thanks answered his brother</p> <p>★</p>

"I am going to the market," said Adrian, "would you like anything?"

"No thanks", answered his brother.

3b- Yes Fiona is correct. She has used inverted commas around the part that Emma is saying including the question mark.

2b- Various answers.

L3

Section A

T, F, T, T

Section B

- 1- The British Nutrition Foundation surveyed children.
- 2- Buffalo milk is used to make a cheese called Mozzarella.
- 3- Most of the children thought that pasta was made from animals.
- 4- An example of a vegetable that grows underground could be carrots.

Day 2: L1

7a- F, 7b- F, 8a- =, 5a- The calculation does not exchange in the first column. The answer should be 4549

6a- 7235, 9a- 1310

L2-

1a. Match the adverbials to the most suitable main clause. A. Just then, B. Finally, C. Next year, 1. we went home. 2. I will be eight years old. 3. there was a knock at the door.	1b. Match the adverbials to the most suitable main clause. A. Outside, B. Upstairs, C. Far away, 1. the siren sounded. 2. the children played on the swing. 3. mum was running a bath.
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2a and 2b- various answers

3a. Choose the most appropriate fronted adverbial to complete the sentence below. ...I pushed the secret door. A. Sadly, B. Tomorrow, C. Carefully,	3b. Choose the most appropriate fronted adverbial to complete the sentence below. ...Jay packed his bag and ran. A. Usually, B. Frantically, C. Soon,
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4a and 4b- various answers

L3

F, T, F

5. The most common fish that is used in fish fingers is haddock and cod.

6. Some children have not seen a cow before as they live in cities.

7. Various answers.

Day 3

L1-

Q1- Various answers inc. The picture above makes me feel worried for the people who are living in these conditions.

Q2- Various answers inc. I imagine the conditions in this camp are cramped and difficult for the people who live there.

Q3- Various answers inc. Newspapers, articles, non- chronological report etc.

Q4- Various answers inc. As the rain comes down, the floor of the campsite will become a quagmire as it is set on muddy ground.

L2-

1a-

A) As carefully as possible, they formed their secret plan and didn't tell a soul.

B) Deep in the dark forest, the children were lost.

1b-

A) As quickly as he possibly could, Bob cycled to school but he was still late.

B) Glowing with pride, she accepted her gold medal for the 100m swim.

2a- various answers inc. within the deep lair, the hungry wolf awoke.

3a- C

L3

4a- T, 6a- 2528, 5a- 1,290, 7a- $5621 > 5520$, 8a- $892 \times 6 = 5352$

$234 \times 5 = 1170$

$674 \times 4 = 2696$

$768 \times 6 = 4608$

Day 4 L1

1) $\begin{array}{r} 109r5 \\ 6 \overline{) 659} \end{array}$ 2) $\begin{array}{r} 235r2 \\ 4 \overline{) 942} \end{array}$ 3) $\begin{array}{r} 92r8 \\ 9 \overline{) 836} \end{array}$ 4) $\begin{array}{r} 48r3 \\ 5 \overline{) 243} \end{array}$

5) $\begin{array}{r} 283r1 \\ 2 \overline{) 567} \end{array}$ 6) $\begin{array}{r} 69r6 \\ 7 \overline{) 489} \end{array}$ 7) $\begin{array}{r} 52r2 \\ 3 \overline{) 158} \end{array}$ 8) $\begin{array}{r} 79r7 \\ 8 \overline{) 639} \end{array}$

L2

5a. Circle the word that uses an apostrophe to show possession

he's it's James's

☆ VF

6a. Identify the two words that have been combined to make the contraction in the sentence below.

He'd have liked to play out after school.

did she would

they he do

☆ VF

7a-He'll, can't

8a- A

2a- Sam's tea isn't ready yet.

2b- Katie's dad said, "Don't be long"

Jimmy and the Pharaoh

1. What did Jimmy do to Alice Thornley's sandwich?

Jimmy sneaked a fake poo into Amy's sandwich.

2. ...it was what he'd 'borrowed' from the museum...' Why do you think the word borrowed is written in inverted commas in the story?

Accept any of the following answers:

- **He didn't really borrow it.**
- **To show that he stole it**
- **To emphasise the word**
- **The writer is being sarcastic because he actually stole it.**

3. What do you think caused the strange man to appear?

Accept answers that understand it was something to do with the heart scarab. E.g. Because the heart scarab is magical/Because he kissed the heart scarab.

4. Write down how you think Jimmy was feeling at these points in the story:

a) Finding out the school trip was a visit to a museum.

A negative feeling like annoyed or let down.

b) When he let a frog loose in the ladies' toilets.

A positive feeling like thrilled or excited.

c) When the strange man appeared out of thin air.

A feeling of surprise or fear.

5a- 1230, 6546, 9738

5b- 1382, 10003, 4338

6a- 5802,

$9731 - 3929 = 5802$

$3929 = 9731 - 5802$

6b- 1421

$9659 - 8238 = 1421$

$8238 = 9659 - 1421$

8a- B

7b A and B are incorrect. A should read $27,377 + 5495 = 32,872$, B should read $5492 = 32,872 - 27,377$

L2

Ancient Egyptian Dentists

1. According to the ancient Egyptians, what do mouth worms cause?

They thought that mouth worms caused tooth decay.

2. Imagine you were an ancient Egyptian dentist. Using the text, what might you suggest if someone had toothache?

Accept any two answers from:

- **dangle a dead mouse on your tooth**
- **pray to the Gods**
- **stop being naughty**
- **use toothpaste that includes eggs shells and horse's hooves (or crushed rocks, mint, salt, pepper and dried iris flowers)**
- **wash your mouth with bran and celery**
- **use an antiseptic paste of incense and onion**
- **eat healthily**
- **stop eating sand and grit (or bread)**
- **earn more money so you can afford a dentist!**

3. Look at the ingredients for toothpaste. Why might some of these ingredients be bad for keeping your teeth and gums healthy?
Award one mark if relevant ingredient(s) are identified (eggs shells, horses' hooves, crushed rocks, salt, pepper, dried iris flowers)
Award a further mark if suitable inferred reason is given. E.g. Egg shells are sharp and might cut people's gums.
4. Look at the main problems section. Pretend you are Pharaoh and come up with one way to improve the health of people's teeth:
Award one mark for identifying a problem (poor diet, gritty bread, and no money)
Award a further mark if a suitable solution is given from the perspective of a Pharaoh.
E.g. 'If I was Pharaoh I would order more vegetables to be grown so people had healthier food to eat.'

L3

4a- No, it should be women's. The plural doesn't end in s, so an apostrophe is added, followed by an s.

5a- people's

5a- False, it should be boys'

6a men's