



# HILL WEST *Primary* FOUR OAKS

## Home Learning Pack Year 4



Dear Children and parents of Year 4,

Moles,

I hope this finds you all still safe and well and a good, positive and happy time is being had by all.

What a time of big decisions, big changes made by families, staff, Governors -by all of us. If you are anything like Mr Ellison and me, you are exhausted! However, as you know – The Arthur Terry Learning Partnership have also made a huge decision for all of us, to help keep us ALL safe, that is for us not to further open school for other pupils this week – so more home learning is on its way to you.

I miss you all, but It has been great talking to you on the phone – everyone seems as happy as they can be. Keep up the greatness and brilliance everyone, you are ALL doing a fabulous job!

This week looks set to be a scorcher too! I know it is difficult and all we want to do is see our friends and families, but PLEASE can I ask and remind you to still use social distancing of 2m. This way, the virus will not spread quite so much which means we can ALL return to some sort of normality both here at school and most importantly at home with our families. Thank you!

Please have a safe week, stay calm, stay happy and please do keep in touch! Take care, look after each other, keep smiling & Stay Safe!

Mr George

Squirrels,

I hope you're all safe and well and have managed to have a nice break over the half-term. It's been great to speak to you and your parents to find out about what you've been doing. You've all stuck together, persevered and really taken care of each other – a fantastic effort! I hope you're continuing to keep on top of your learning and making the most of the time with your families; maybe even waving to a few friends across the road whilst you're out and about.

Mr George and I have been busy behind the scenes - lots of paperwork -but we have also managed to spend some time enjoying being with family and the glorious weather we've had recently. My garden is looking healthy, the fruit and vegetable plants are flowering and the bees that have made our chimney and garage roof home are enjoying the abundance of flowers blooming.

I've had the pleasure of going into school every week, which hasn't been the same without you all, but it is nice to see some friendly faces and spend time in school. It's been even nicer to receive letters and pictures of the things you've been up to – you're all so inspiring! Especially as the weeks roll on, it can be hard to keep up the motivation... but, you can do it! I know you can!

Below, we've created some more home learning for you. Although I know a lot of you have been taking advantage of all the great resources and videos available. I've even given myself time to learn a few new things (which I'm still rubbish at, but we all must start somewhere!).

Take care of yourself, your families and keep smiling!

Mr Ellison

## 'While We Can't Hug'

Click on the picture below to watch a lovely animation about how to show you still care even if you can't hug the one you love (especially perfect for our small friends in school!)



'If life seems jolly rotten,  
There's something you've forgotten,  
And that's to laugh and smile and dance and sing,  
When you're feeling in the dumps,  
Don't be silly chumps  
Just purse your lips and whistle, that's the thing.  
And always look on the bright side of life'

Monty Python

## **Home Learning Links**

### **World Book Online**

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw%3D%3D>

### **Read Works.org**

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

### **Beanstalk**

Beanstalk website is packed with lots of interactive materials for children aged 1 to 6. They are offering free access to all families during the COVID-19 pandemic.

<https://beanstalk.co/>

### **Twinkl**

Twinkl literally have 10s of thousands of quality resources for all areas of the curriculum. What's better is they are offering a month's free access (with no subscription) for all families. Just search for a topic, e-book, spellings, arithmetic, science – the possibilities are endless.

[www.twinkl.co.uk/offer](http://www.twinkl.co.uk/offer)

### **Tutortastic**

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

### **Education Quizzes**

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

### **Top Marks**

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

### **Classroom Secrets**

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

### **National Geographic**

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

# Year 4 Home Learning Mat



## English

**Reading:** Please continue reading for 3x per week to an adult and record this in your diary.

Please complete a Reading Eggs lesson twice weekly.

### Spelling:

Use [www.spellingframe.co.uk](http://www.spellingframe.co.uk) to year group spelling rules.

Additional site for spellings and practice: [aaaspell](http://aaaspell)

If you feel well enough to continue with your school work, please follow the guidelines on this home learning sheet. Some of these activities need internet access but if this is difficult, please just complete the activities in the Home Learning Packs. If you require a printed pack, these will be available from the school office between 8.45 and 3.30pm. If you encounter any trouble, please email

[enquiry@hillwest.bham.sch.uk](mailto:enquiry@hillwest.bham.sch.uk)

## Fitness

Use Joe Wicks to complete a workout to keep active!

Go out and get lots of fresh air. Walk, run, scoot and ride! Try to spot a wild Mr Ellison\* out exercising (\*not a type of Pokémon).

## Mental Health and Well-being

Firstly, it's important to talk to family and friends. Stay in touch, play online games together, call/video call and look after yourselves and each other.

Cosmic Yoga- Yoga videos designed for children 3+ [www.youtube.com/user/CosmicKidsYoga](https://www.youtube.com/user/CosmicKidsYoga)

BBC Supermovers- interactive videos to support KS1 and KS2 Maths, English, PSHE and PE learning [www.bbc.co.uk/teach/supermovers](http://www.bbc.co.uk/teach/supermovers)

Go Noodle- YouTube (and on their own website).

## Computing

[Codeclub](https://codeclub.org/)– Great activities to learn how to write code. Includes Scratch, HTML and python. Additional coding websites:

[Scratch](https://scratch.mit.edu/)

[Blockly](https://blockly.games/)

[Tynker](https://tynker.com/)

[Raspberry Pi](https://www.raspberrypi.org/)

[Khan Academy](https://www.khanacademy.org/)

[Minecraft Edu](https://education.minecraft.net/) (free app/software using students' Microsoft logins).

Games for English and Maths- [www.ictgames.co.uk/](http://www.ictgames.co.uk/)

## Science

Explorify for Science [www.explorify.wellcome.ac.uk](http://www.explorify.wellcome.ac.uk)

YouTube channels:

[Scishow kids](https://www.youtube.com/channel/UCv3p0D8333333333333333)

[Crashcourse Kids](https://www.youtube.com/channel/UCv3p0D8333333333333333)

[Science Max](https://www.youtube.com/channel/UCv3p0D8333333333333333)

[Operation Ouch](https://www.youtube.com/channel/UCv3p0D8333333333333333)

## Add Two 4-Digit Numbers 2

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

Th	H	T	O
●●	●●	●●	●●●
●	●●	●●	●●

A

1,000 1,000 1,000	
1	100
1	

B

Five thousand, five hundred and fifty

C

**5,555**



VF

## Add Two 4-Digit Numbers 2

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

Th	H	T	O
●●	●●●	●●	●●●
●	●●	●●	●●●

A

1,000 1,000 1,000		
100	100	100
100	100	100

B

**3,648**

C

Three thousand six hundred and eighty-four



VF

2a. What number is missing from the calculation?

Th	H	T	O
●●●	●●	●●	●●●
+	●●	●●	□
●●●	●●●	●●●	●

D



VF

2b. What number is missing from the calculation?

Th	H	T	O
●●	●	●●	□
+	●●●	●●	●●●
●●●	●●	●●●	●●

D



VF

3a. Complete the calculation.

Th	H	T	O
●●	●●	●●	●●●
+	●●	●	●●●
□	□	□	□

D



VF

3b. Complete the calculation.

Th	H	T	O
●●	●●	●●	●●●
+	●	●	●●
□	□	□	□

D



VF

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

Th	H	T	O
●●	●●	●●	●●●
+	●●	●	□
●	●●	●	□

D



VF

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

Th	H	T	O
●●	●	●	●●
+	●	□	□
●●	●●	●●	□

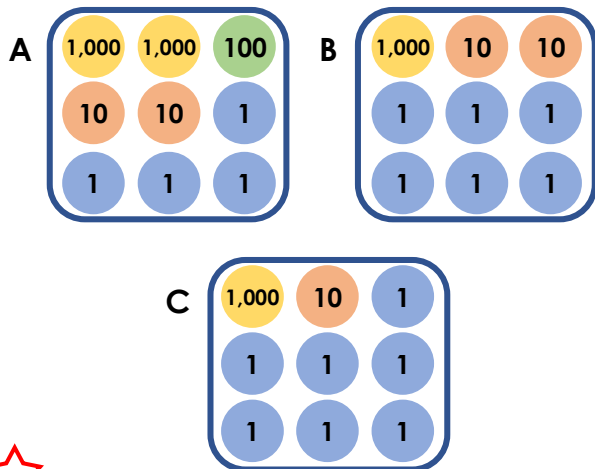
D



VF

## Add Two 4-Digit Numbers 2

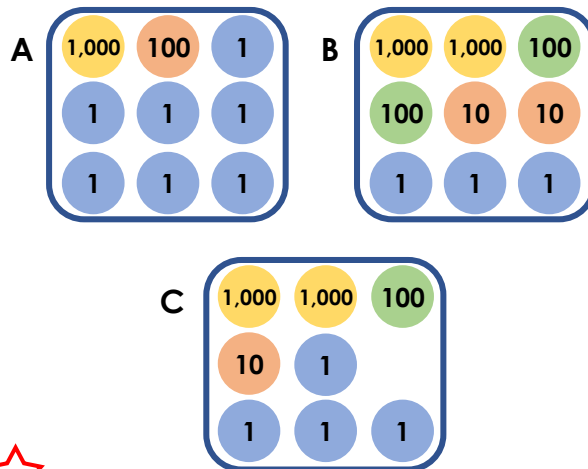
1a. Which two numbers add together to make the answer 3,150?



PS

## Add Two 4-Digit Numbers 2

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



PS

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

Th	H	T	O

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



PS

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

Th	H	T	O

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



PS

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

Th	H	T	O

Is he correct?  
Prove it.



R

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

Th	H	T	O

Is he correct?  
Prove it.



R

## Add Two 4-Digit Numbers 2

1a. Match the calculation to the correct answer.

	2	0	3	5
+	1	0	7	3
<hr/>				
<hr/>				

A

1,000 1,000 1,000			
1	1	1	1
1	1	1	1

B

Three thousand and eighteen

C

3,108



VF

## Add Two 4-Digit Numbers 2

1b. Match the calculation to the correct answer.

	5	6	2	4
+	3	7	5	3
<hr/>				
<hr/>				

A

1,000	1,000	100	1
10	10	10	

B

9,377

C

Nine thousand and seventy-seven



VF

2a. What number is missing from the calculation?

	5	4	3	
+	1	5	5	1
<hr/>				
	6	9	9	0
<hr/>				
			1	



VF

2b. What number is missing from the calculation?

	3	7	3	8
+	1		5	0
<hr/>				
	5	6	8	8
<hr/>				
	1			



VF

3a. Complete the calculation.

	4	2	3	6
+	3	6	2	7
<hr/>				
<hr/>				



VF

3b. Complete the calculation.

	5	8	6	2
+	2	8	2	1
<hr/>				
<hr/>				



VF

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

	Th	H	T	O
+				
			<div></div>	



VF

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

	Th	H	T	O
+				
		<div></div>		

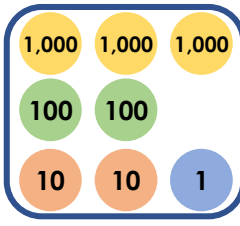
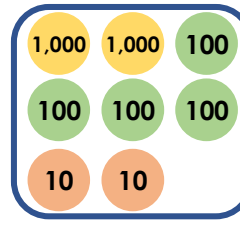


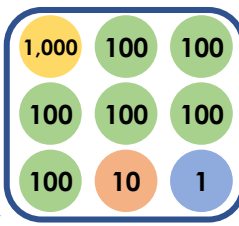
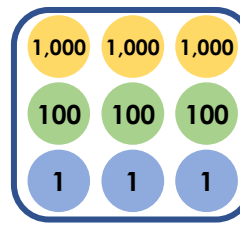
VF



## Add Two 4-Digit Numbers 2

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

A  B 

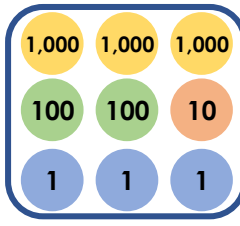
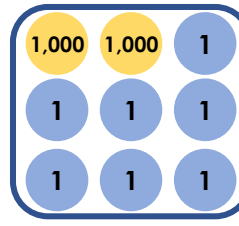
C  D 

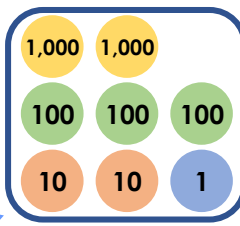
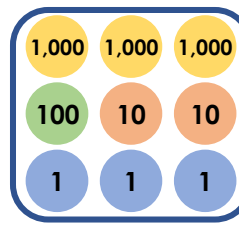


PS

## Add Two 4-Digit Numbers 2

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

A  B 

C  D 



PS

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

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

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



PS

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

	3	4		7
+	2	3		1
<hr/>				
			4	

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



PS

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

	8	3	2	1
+	1	3	5	9
<hr/>				

Is she correct?  
Prove it.



R

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

	5	3	1	1
+	3	8	1	2
<hr/>				

Is she correct?  
Prove it.



R

## Add Two 4-Digit Numbers 2

1a. Match the calculation to the correct answer.

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

A	Eight thousand <span style="background-color: #90EE90; border-radius: 50%; padding: 2px 5px;">100</span> LXXXVI
B	Eight thousand <span style="background-color: #90EE90; border-radius: 50%; padding: 2px 5px;">100</span> <span style="background-color: #90EE90; border-radius: 50%; padding: 2px 5px;">100</span> 86
C	<span style="background-color: #90EE90; border-radius: 50%; padding: 2px 5px;">100</span> 8,000 seventy-six



VF

## Add Two 4-Digit Numbers 2

1b. Match the calculation to the correct answer.

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

A	9,000 <span style="background-color: #90EE90; border-radius: 50%; padding: 2px 5px;">100</span> nine
B	Eight thousand 900 LXXIX
C	9,000 Seventy-nine



VF

2a. What number is missing from the calculation?

$$9, \square 67 + 381 = 9948$$



VF

2b. What number is missing from the calculation?

$$4,258 + 5,5\square 1 = 9,839$$



VF

3a. Complete the calculation.

$$9,369 + 425 =$$



VF

3b. Complete the calculation.

$$6,366 + 2,273 =$$



VF

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

A  $2,3\square 5 + 1,454 =$

B  $3,926 + 2,\square 43 =$



VF

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

A  $4,628 + 2,1\square 1 =$

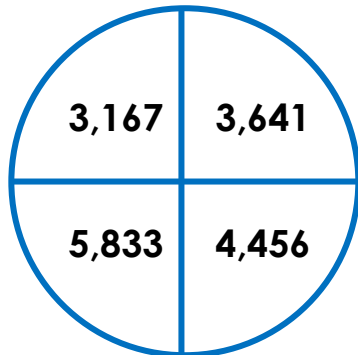
B  $6,3\square 5 + 3,413 =$



VF

## Add Two 4-Digit Numbers 2

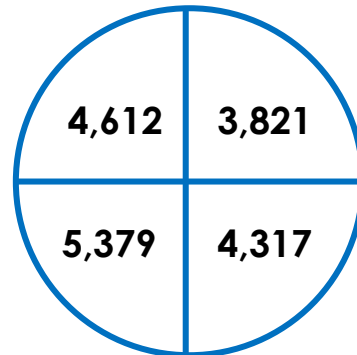
1a. Which two numbers add together to make the answer 8,097?



PS

## Add Two 4-Digit Numbers 2

1b. Which two numbers add together to make the answer 8,433?



PS

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

The answer has a five in the tens column where an exchange has taken place.

What digits could be in the tens column of the two numbers being added together?



PS

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

The answer has a seven in the hundreds column and an exchange has taken place from the tens to the hundreds.

What digits could be in the hundreds column of the two numbers being added together?



PS

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

$$1,732 + 7,353$$

Is she correct?  
Prove it.



R

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

$$6,744 + 2,165$$

Is he correct?  
Prove it.



R

## Round to the Nearest 1,000

## Round to the Nearest 1,000

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

A. 3,395

☐


B. 1,000

100

100

10

10

1

☐


C. 3,621

☐


VF

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

A. 6,407

☐


B. 1,000

1,000

100

100

10

10

1

☐


C. 6,694

☐


VF

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

2,198



VF

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

1,472



VF

3a. True or false?

All of the numbers round to 5,000.

A. 7,324



B. 1,000

1,000

10

10

10

1

1

1



C. 4,881



VF

3b. True or false?

All of the numbers round to 9,000.

A. 8,730



B. 1,000

1,000

1,000

100

10

1



C. 2,245



VF

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

3,507



VF

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

7,274



VF

## Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds up to 3,000



B. Rounds up to 2,000

2,714

C. Rounds down to 2,000

1,875



PS

## Round to the Nearest 1,000

1b. Match the descriptions to the numbers.

A. Rounds up to 3,000

3,608

B. Rounds up to 4,000



C. Rounds down to 3,000

2,961



PS

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

A. 5,264



B.



C. 4,985

Explain your reasoning.



R

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

A. 4,519



B.



C. 4,471

Explain your reasoning.



R

3a. Max is thinking of a number.

He says,



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

Is he correct?

Explain your reasoning.



R

3b. Saskia is thinking of a number.

She says,



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

Is she correct?

Explain your reasoning.



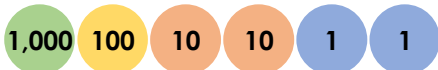
R

## Round to the Nearest 1,000

## Round to the Nearest 1,000

1a. Tick the number below that rounds up to 3,000.

A. 2,513

☐


B. 1,000 100 10 10 1 1

☐


C. Three thousand, four hundred and sixty-two

☐


VF

1b. Tick the numbers below that round down to 7,000.

A. 7,823

☐


B. 1,000 1,000 100 100 10 1

☐


C. Seven thousand, one hundred and twenty-nine

☐


VF

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

Eight thousand, five hundred and forty-seven



VF

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

Four thousand, nine hundred and thirty-eight



VF

3a. True or false?

All of the numbers round to 6,000.

A. 5,701



B. 1,000 100 10 1



C. Six thousand, two hundred and thirteen



VF

3b. True or false?

All of the numbers round to 4,000.

A. Two thousand, six hundred and seventy-four



B. 1,000 10 10 10 1 1 1



C. 3,912



VF

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

Eight thousand, six hundred and fifty-eight



VF

4b. Change one value in the number below so that it rounds up to 2,000.

One thousand, three hundred and seventy-four



VF

## Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds up to 7,000



B. Rounds up to 6,000

6,524

C. Rounds down to 6,000

Five thousand, six hundred and one



PS

## Round to the Nearest 1,000

1b. Match the descriptions to the numbers.

A. Rounds up to 6,000

Five thousand, six hundred and four

B. Rounds down to 6,000



C. Rounds down to 5,000

6,418



PS

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

A. 4,620



B. 1,000 1,000 100 10 10 1



C. Five thousand, five hundred and three

Explain your reasoning.



R

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

A. 4,209



B. 1,000 100 10 1 1



C. Three thousand, six hundred and eighty-one

Explain your reasoning.



R

3a. Chuan is thinking of a number.

He says,



My number is eight thousand, five hundred and five and it rounds down to 8,000 to the nearest thousand.

Is he correct?

Explain your reasoning.



R

3b. Isabel is thinking of a number.

She says,



My number is six thousand, seven hundred and eleven and it rounds up to 7,000 to the nearest thousand.

Is she correct?

Explain your reasoning.



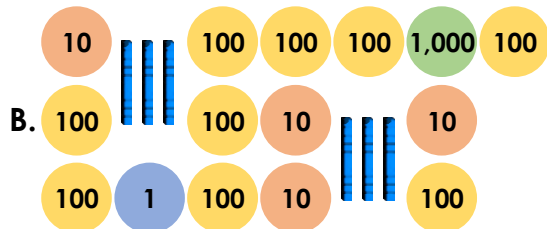
R

## Round to the Nearest 1,000

## Round to the Nearest 1,000

1a. Tick the numbers below that round up to 2,000.

A. 1,799

☐

☐

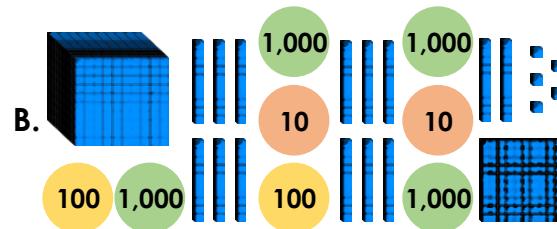
C. Sixteen hundreds, twelve tens and four ones

☐


VF

1b. Tick the numbers below that round down to 5,000.

A. 4,524

☐

☐

C. Four thousands, ten hundreds, one ten and twenty-two ones

☐


VF

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

Five thousands, nineteen hundreds, fourteen tens and eleven ones



VF

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

Three thousands, four hundreds, nine tens and fourteen ones

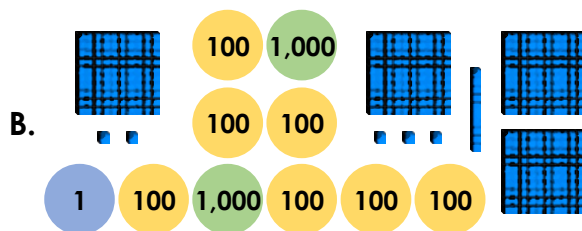


VF

3a. True or false?

All of the numbers round to 4,000.

A. 3,529



C. Two thousands, nineteen hundreds, seventeen tens and zero ones

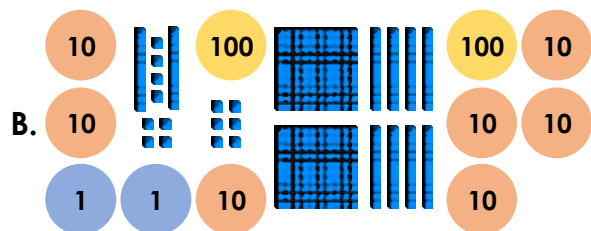


VF

3b. True or false?

All of the numbers round to 1,000.

A. 1,063



C. One thousand, three hundreds, twenty-one tens and fourteen ones



VF

4a. Change one value in the number below so that it rounds down to 9,000.

Seven thousands, twenty-six hundreds, ten tens and three ones



VF

4b. Change one value in the number below so that it rounds up to 6,000.

Four thousands, fourteen hundreds, three tens and twelve ones



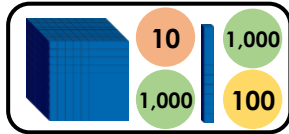
VF



## Round to the Nearest 1,000

1a. Match the descriptions to the numbers.

A. Rounds down to 3,000



B. Rounds up to 4,000

Three thousand, six hundred and eighteen

C. Rounds down to 4,000

Three thousands and fourteen hundreds



PS

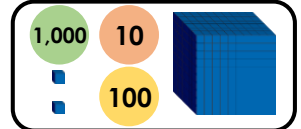
## Round to the Nearest 1,000

1b. Match the descriptions to the numbers.

A. Rounds up to 3,000

Three thousand, four hundred and ninety-nine

B. Rounds down to 3,000



C. Rounds down to 2,000

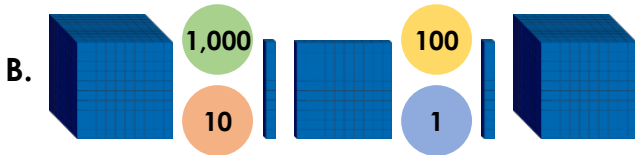
Two thousands and fifty-six tens



PS

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

A. Two thousand, nine hundred and seventy-six



C. Thirty-five hundreds and forty ones

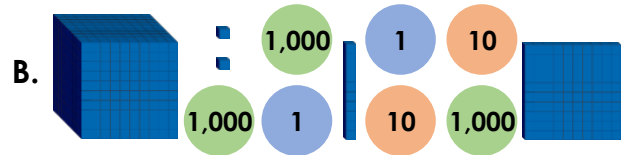
Explain your reasoning.



R

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

A. Three thousand, two hundred and seventy-eight



C. Twenty-nine hundreds, six tens and twelve ones

Explain your reasoning.



R

3a. Josh is thinking of a number.

He says,



My number has seven thousands, fifteen hundreds and eleven ones, and it rounds up to eight thousand.

Is he correct?

Explain your reasoning.



R

3b. Sophie is thinking of a number.

She says,



My number has twenty-four hundreds, twelve tens and thirteen ones, and it rounds down to two thousand.

Is she correct?

Explain your reasoning.

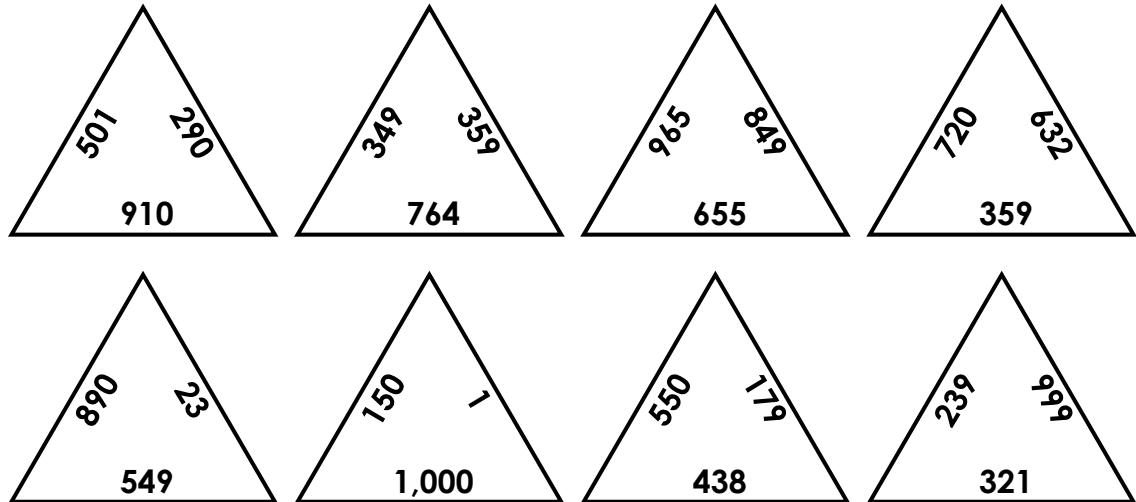


R

## Round to the Nearest 100

1. Hiro the ninja is trying to solve an ancient puzzle.

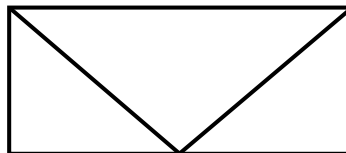
He needs to join all of the triangles together, but each pair of numbers that touch need to round to the same 100.



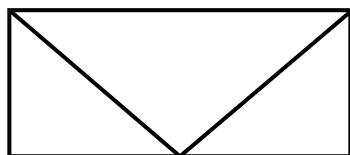
Investigate how he could join the triangles together to solve the puzzle.

DP

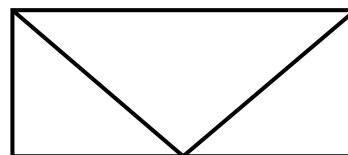
2. Zeebo the alien is trying to deposit some money he has saved up. He fills three envelopes with different amounts of money, and each envelope is then rounded to the nearest 10 or 100 due to a special offer at the bank.



Envelope 1



Envelope 2



Envelope 3

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

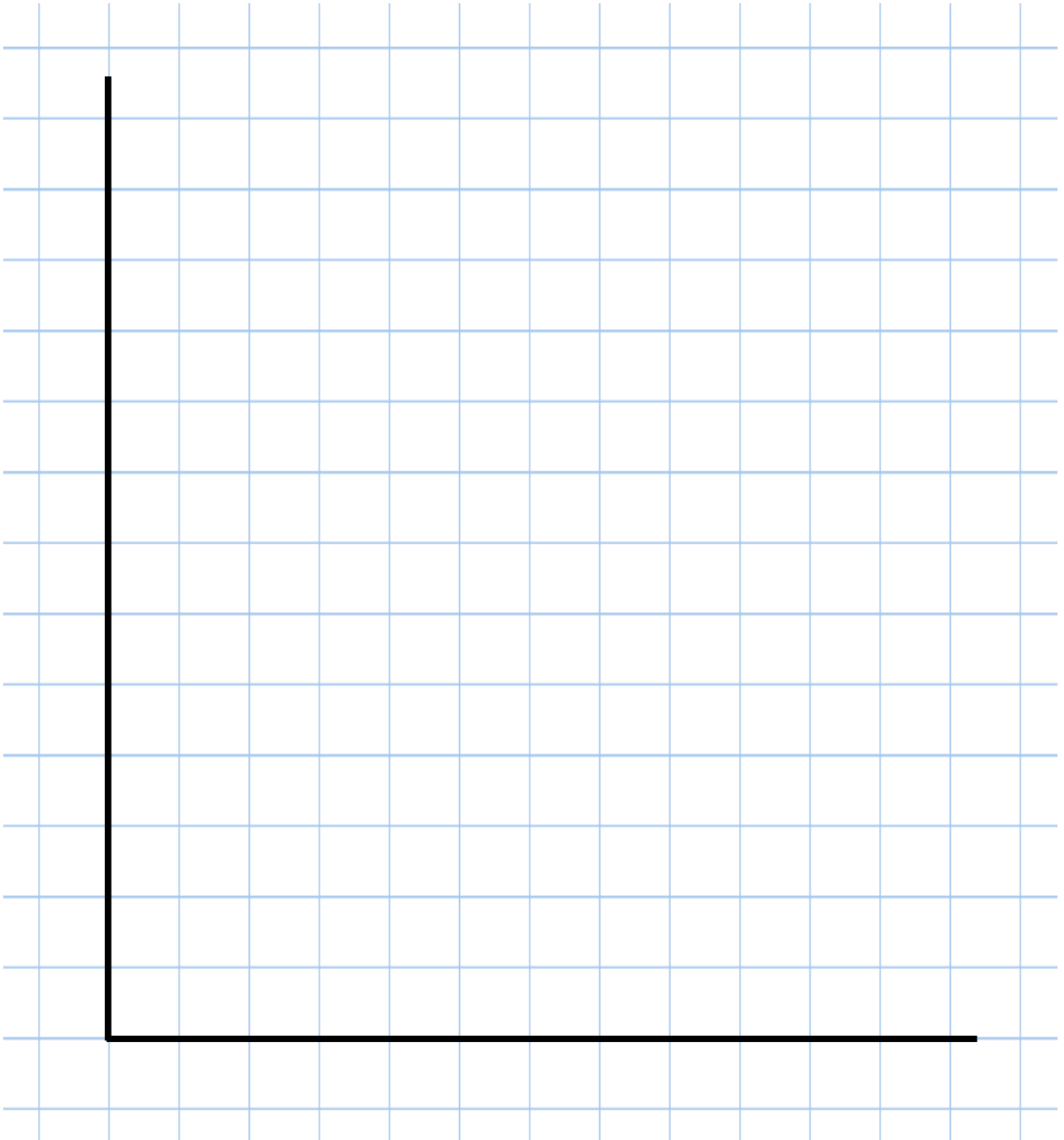
DP

## Coordinates Picture Instructions

35. Plot the coordinate (6, 10) and label it O.
  36. Plot the coordinate (7, 10) and label it P.
  37. Plot the coordinate (8, 9) and label it Q.
  38. Plot the coordinate (8, 8) and label it R.
  39. Plot the coordinate (7, 7) and label it S.
  40. Plot the coordinate (3, 6) and label it T.
  41. Plot the coordinate (4, 7) and label it U.
  42. Plot the coordinate (4, 8) and label it V.
  43. Plot the coordinate (3, 9) and label it W.
  44. Plot the coordinate (2, 9) and label it X.
  45. Draw a straight line between X and O.
  46. Draw a straight line between W and P.
  47. Draw a straight line between V and Q.
  48. Draw a straight line between U and R.
  49. Draw a straight line between T and S.
  50. Plot the coordinate (1, 8) and label it Y.
  51. Plot the coordinate (1, 7) and label it Z.
  52. Plot the coordinate (2, 6) and label it AB.
  53. Draw a straight line between O and P.
  54. Draw a straight line between P and Q.
  55. Draw a straight line between Q and R.
  56. Draw a straight line between R and S.
  57. Draw a straight line between T and U.
  58. Draw a straight line between U and V.
  59. Draw a straight line between V and W.
  60. Draw a straight line between W and X.
  61. Draw a straight line between X and Y.
  62. Draw a straight line between Y and Z.
  63. Draw a straight line between Z and AB.
  64. Draw a straight line between AB and T.
- 
65. Plot the coordinate (10, 13) and label it CD.
  66. Plot the coordinate (9, 11) and label it EF.
  67. Plot the coordinate (11, 11) and label it GH.
  68. Plot the coordinate (12, 12) and label it IJ.
  69. Draw a straight line between CD and EF.
  70. Draw a straight line between CD and GH.
  71. Draw a straight line between CD and IJ.
  72. Draw a straight line between EF and GH.
  73. Draw a straight line between GH and IJ.

# Coordinates Picture

**Number each axis before following the instructions to make a picture.**



Bus Timetable Trail Chaser

Start at any shape. Calculate how long that particular journey takes. Find the answer and join them together with a line.  
Continue doing this until you have connected all of the journeys and times together.

Destination	Bus A	Bus B	Bus C
Newtown	12:05		15:25
Oldtown	12:23	13:50	15:43
Oakley	12:56	14:09	
Parkside	13:04		16:02
Puddleton		14:38	16:23
Whitecross	13:48	14:42	
Creswell	14:12	15:09	17:11
Hilltop	14:36	15:36	17:34
Riverway	15:09	16:14	18:12

Oldtown to Whitecross (Bus A)

2,640 seconds

Newtown to Riverway (Bus A)

1,860 seconds

Creswell to Hilltop (Bus A)

2 hours 24 minutes

Oldtown to Riverway (Bus B)

1,260 seconds

Parkside to Whitecross (Bus A)

2 hours 47 minutes

Oakley to Whitecross (Bus B)

1 hour 25 minutes

Parkside to Puddleton (Bus C)

33 minutes

Puddleton to Creswell (Bus B)

2 hours 7 minutes

Oldtown to Oakley (Bus B)

184 minutes

Newtown to Riverway (Bus C)

1,140 seconds

Newtown to Creswell (Bus A)

1 hour 51 minutes

Oldtown to Hilltop (Bus C)

1,440 seconds

## Direct Speech

## Direct Speech

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

Go and wash your hands, the teacher said.



VF

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

Can you shut the door? asked Dan.



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

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

A. "Where are you going? asked Sam."

☐

B. "You can come too," said Julian.

☐

VF

3a. Circle the inverted commas that are incorrect.

"It is a lovely sunny day," Julia said."



VF

3b. Circle the inverted commas that are incorrect.

"Hurry up!" Why aren't you ready yet?" asked Dad.



VF

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

We could play this game said Albie



VF

4b. Rewrite the sentence below using the correct punctuation.

Would you like to go swimming he asked



VF

## Direct Speech

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

Tiana asked if she could watch television.



A

## Direct Speech

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

Lukas said that he was going to catch the bus.



A

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

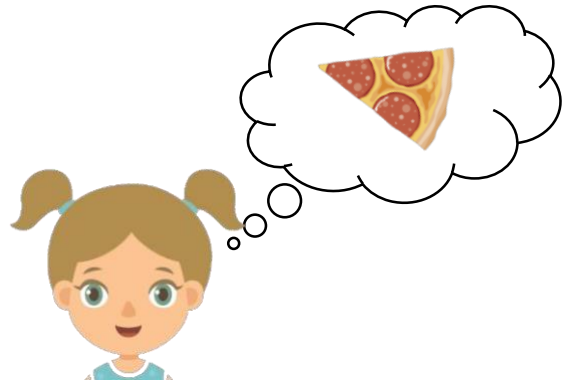


Use direct speech to write what Tom might say to his mum.



A

2b. Kirsten would like pizza for her dinner.



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



A

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

"I love apple crumble," Said Lucy.

Is she correct? Explain your answer.



R

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

"Do you want to play out? asked Troy."

Is he correct? Explain your answer.



R

## Direct Speech

## Direct Speech

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

Mum asked, What would you like to drink?



VF

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

I would like lemonade, replied the girl.



VF

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

A. Alice screeched "We are going on holiday!"

☐

B. "Where shall we eat?" I asked.

☐

C. "Come over here! ordered Otto."

☐

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.

"How are you feeling today?" the doctor asked "sympathetically."



VF

3b. Circle any inverted commas that are incorrect.

"It's raining," but it's going to brighten up later," reported Faye."



VF

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

Sally said I think we should take our bikes with us



VF

4b. Rewrite the sentence below using the correct punctuation.

The receptionist bellowed next please



VF



## Direct Speech

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

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



A

## Direct Speech

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

Samuel whispered to Florence that she was his best friend.



A

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



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



A

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



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



A

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

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

Is he correct? Explain your answer.



R

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.



R

## Direct Speech

## Direct Speech

<p><b>1a. Underline the spoken words in the sentences below:</b></p> <p><b>Seb asked, Shall we take the bus?</b></p> <p><b>Not today, replied Ally.</b></p> <div style="display: flex; justify-content: space-between; align-items: flex-end;">  <span>VF</span> </div>	<p><b>1b. Underline the spoken words in the sentences below:</b></p> <p><b>I love theme parks, declared Joe.</b></p> <p><b>Me too, agreed his sister.</b></p> <div style="display: flex; justify-content: space-between; align-items: flex-end;">  <span>VF</span> </div>
<p><b>2a. Tick the sentence that is punctuated correctly.</b></p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">A. Josh asked, "can I play."</div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">B. "Harry, come in for tea please," called Dad.</div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">C. "I don't want to go to bed yet", moaned Sophia.</div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-end;">  <span>VF</span> </div>	<p><b>2b. Tick the sentence that is punctuated correctly.</b></p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">A. "It was not offside," protested the footballer</div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">B. "The train has been delayed" he explained.</div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">C. He gasped when he entered the sea, "it's cold!"</div> <div style="border: 1px solid black; width: 40px; height: 40px;"></div> </div> <div style="display: flex; justify-content: space-between; align-items: flex-end;">  <span>VF</span> </div>
<p><b>3a. Circle any inverted commas that are incorrect.</b></p> <p><b>"Please can I come too?" asked Demi."</b></p> <p><b>"No," answered Hallie, "not today."</b></p> <div style="display: flex; justify-content: space-between; align-items: flex-end;">  <span>VF</span> </div>	<p><b>3b. Circle any inverted commas that are incorrect.</b></p> <p><b>"Sit down"! ordered the headteacher, "Now!"</b></p> <p><b>"Yes sir," replied the student."</b></p> <div style="display: flex; justify-content: space-between; align-items: flex-end;">  <span>VF</span> </div>
<p><b>4a. Rewrite the conversation below using the correct punctuation.</b></p> <p><b>I am going to the market said Adrian would you like anything no thanks answered his brother</b></p> <div style="display: flex; justify-content: space-between; align-items: flex-end;">  <span>VF</span> </div>	<p><b>4b. Rewrite the conversation below using the correct punctuation.</b></p> <p><b>Imran shouted to his sister can you get me a drink please I will she answered but wait a minute.</b></p> <div style="display: flex; justify-content: space-between; align-items: flex-end;">  <span>VF</span> </div>

## Direct Speech

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

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



A

## Direct Speech

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

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



A

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



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



A

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



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



A

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

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

Is he correct? Explain your answer.



R

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

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

Is she correct? Explain your answer.



R

## Using Fronted Adverbials

## Using Fronted Adverbials

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

- |               |                                   |
|---------------|-----------------------------------|
| A. Just then, | 1. we went home.                  |
| B. Finally,   | 2. I will be eight years old.     |
| C. Next year, | 3. there was a knock at the door. |



VF

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

- |              |                                      |
|--------------|--------------------------------------|
| A. Outside,  | 1. the siren sounded.                |
| B. Upstairs, | 2. the children played on the swing. |
| C. Far away, | 3. mum was running a bath.           |



VF

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

\_\_\_\_\_,  
the creature slept.

\_\_\_\_\_,  
the chef cooked.



VF

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

\_\_\_\_\_,  
the man ran.

\_\_\_\_\_,  
they all cheered.



VF

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

...I pushed the secret door.

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



VF

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

...Jay packed his bag and ran.

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



VF

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

Silently, \_\_\_\_\_

Mysteriously, \_\_\_\_\_



VF

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

Sometimes, \_\_\_\_\_

Gently, \_\_\_\_\_



VF

## Using Fronted Adverbials

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

The machine would not work once again.



A

## Using Fronted Adverbials

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

I went on a nature walk yesterday.



A

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

the	later	tired
returned	bear	on

Remember to use the correct punctuation.



A

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

we	supper	have
before	usually	bedtime

Remember to use the correct punctuation.



A

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

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



R

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

- A. Echoing loudly, the bell rang out.
- B. Next week, the bell rang out.
- C. Joyfully the bell rang out.



R

## Using Fronted Adverbials

## Using Fronted Adverbials

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

- |    |                                    |    |  |
|----|------------------------------------|----|--|
| A. | In the blink of an eye,            | 1. | the footballer scored his first goal.        |
| B. | As the sun set over the mountains, | 2. | we were inspired by the beautiful landscape. |
| C. | In the final minute of the game,   | 3. | the eagle shot across the sky.               |



VF

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

- |    |                                  |    |  |
|----|----------------------------------|----|--|
| A. | Deep under the murky sea,        | 1. | the submarine headed for its target.       |
| B. | On the other side of the street, | 2. | the man thought about the adventure ahead. |
| C. | Leaning out of the window,       | 3. | the new supermarket was being built.       |



VF

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

\_\_\_\_\_,  
the courageous soldiers were ready.

\_\_\_\_\_,  
the wicked witch cackled loudly.



VF

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

\_\_\_\_\_,  
the magician cast his spell.

\_\_\_\_\_, the  
intercity train sped through the station.



VF

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

...I listened at the door.

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



VF

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

...we opened the golden treasure chest.

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



VF

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

In the early morning mist, \_\_\_\_\_

Without looking, \_\_\_\_\_



VF

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

Trembling with fear and confusion, \_\_\_\_\_

On the edge of the cliff, \_\_\_\_\_



VF

## Using Fronted Adverbials

## Using Fronted Adverbials

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

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



A

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

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



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

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

crept	when	they	nobody
was	all	looking	forwards

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

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

A. Sometime next week, the children knew they were in trouble.

B. Standing in the head teacher's office, the children knew they were in trouble.

C. Somewhere near here the children knew they were in trouble.



R

## Using Fronted Adverbials

## Using Fronted Adverbials

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

- |                                  |                                       |                                     |
|----------------------------------|---------------------------------------|-------------------------------------|
| A. At the crack of dawn,         | D. determined and full of hope,       | 1. the scientist mixed his potions. |
| B. Although exhausted,           | E. deep within his secret laboratory, | 2. the hungry monster emerged.      |
| C. As the clock struck midnight, | F. from out of the shadows,           | 3. the boy crept on.                |



VF

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

- |                                |                                 |                                |
|--------------------------------|---------------------------------|--------------------------------|
| A. As the seconds ticked by,   | D. among a blanket of stars,    | 1. Tia turned the handle.      |
| B. On the horizon,             | E. desperate for his autograph, | 2. Rex reached his idol.       |
| C. Pushing through the crowds, | F. with great trepidation,      | 3. the moon shone brilliantly. |



VF

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

\_\_\_\_\_,  
the hideous beast roared.

\_\_\_\_\_,  
he drank the poisonous mixture.



VF

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

\_\_\_\_\_,  
the musicians played and the choir sang.

\_\_\_\_\_, the  
eagle soared through the evening sky.



VF

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

...the young boy tiptoed forward.

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



VF

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

...the knight guarded the enormous castle.

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



VF

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

As the clock struck midnight, glancing anxiously at the door...

Unfazed by the danger ahead, valiantly and purposefully...



VF

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

Disobeying his mother and deciding not to wait any longer...

In the ancient city on the horizon, beyond the mysterious pyramids...



VF



## Using Fronted Adverbials

## Using Fronted Adverbials

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

He hesitantly made his confession with the light shining in his face, all the while he was under intense pressure from the police.



A



A

2a. Using the picture below, write a sentence with two fronted adverbials.



Remember to use the correct punctuation.

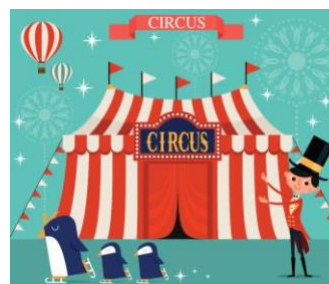


A



A

2b. Using the picture below, write a sentence with two fronted adverbials.



Remember to use the correct punctuation.



A

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

A. Long ago, when the world was full of mythical creatures, there stood an old cottage beside a trickling stream.

B. Positioned perfectly on the horizon with the sun glinting all around there stood an old cottage beside a trickling stream.

C. In a land faraway on a distant hillside there stood an old cottage beside a trickling stream.



R

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

A. Reaching the safety of home just before dawn the boy unlocked the door tiptoed upstairs and climbed back into bed.

B. The boy unlocked the door, tiptoed upstairs and climbed back into bed exhausted by his efforts and his heart beating like a drum.

C. Before anyone could realise, with only seconds to spare, the boy unlocked the door, tiptoed upstairs and climbed back into bed.



R

## 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.

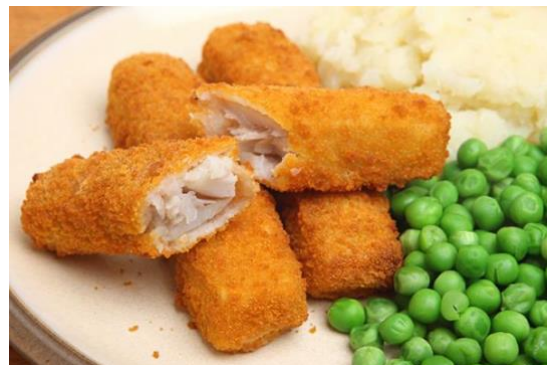
### Where do tomatoes come from?

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.



### 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.

## Where Does Our Food Come From? – Challenge Activity

### 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.

☐☐

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.

☐☐

## Where Does Our Food Come From? – Challenge Activity

### Section B

Use the information from the text to answer the questions.

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

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

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

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

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

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

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



## A Refugee Camp



## A Refugee Camp – Follow-Up Work

**Why might people be living in a camp like this?**

**Describe the photo in your own words.**

**What have the tents been made from?**

**State TWO facts and TWO opinions about this photo.**

**List 5 nouns that you can see in this photo.**

**How does this photo make you feel?**

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

**What might this photo be used for?**

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

**Using only the resources they have available, how could this camp be improved?**



## A Refugee Camp – Vocab 1

Write the definitions for each of these words.

<b>refugee</b>	
<b>camp</b>	
<b>immigrant</b>	
<b>persecution</b>	
<b>migration</b>	
<b>politics</b>	
<b>population</b>	
<b>asylum</b>	
<b>aid</b>	
<b>flee</b>	
<b>crisis</b>	
<b>shelter</b>	

### My Autobiography

An autobiography is a piece of writing that is all about you. Answer the questions below in full sentences with information about you and your life.

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

Where do you live? Who do you live with?

What do you like to do to have fun?

What is your happiest memory? Why?

What do you want to be when you grow up? Why?

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

My Autobiography

# History of LEGO

**Think building bricks, think minifigures, think the world's most popular construction toy and what do you imagine? Probably LEGO. It's so famous you may think it has always been a huge toy business. But the history of one of the world's most famous toys is actually quite surprising. It reads like the old fairy-tale The Elves and the Shoemaker. There's a carpenter, a workshop and a failing business.**

## Beginnings

LEGO's start came in 1916 when the Danish carpenter Ole Kirk Kristiansen purchased a woodwork workshop in Billund, a small Danish town. His initial business was geared towards building houses and furniture but, with the worldwide Great Depression in the early 1930s, Kristiansen had to rethink his business plan. With his workshop in danger of closing, Ole Kirk Kristiansen turned to making a range of toys suitable for young children. The toys at this time were nothing like the LEGO blocks we know today. They included wooden building blocks with alphabet letters on them, wooden yo-yos and hand-painted pull-along toys. These were all manufactured and painted to a very high standard of quality. When Denmark was occupied by Germany in 1940, the use of metal and rubber in toys was banned as it was needed for the war effort, the company's wooden toys became even more popular as a result.

In 1947, after the Second World War had ended, Ole Kirk purchased a plastic injection-moulding machine from a British manufacturer. This was a huge investment as

it cost DKK 30,000 (1/15 of the company's earnings for the year). Although plastic toys were expensive to produce, the ability to use plastic technology allowed for greater detail in the design. Colourful cars, trucks and tractors became very popular, as did younger children's plastic rattles.

## What's in a Name?

The LEGO name came about in 1934. Ole Kirk Kristiansen ran a competition amongst his workers to find a name for his toy company. He offered a bottle of wine as a prize but won it himself when he settled on the name LEGO. The name came from the shortening of two Danish words 'LEg Godt' which means 'Play Well'. The founder later discovered that 'lego' is also a Latin verb meaning 'to assemble' or 'to put together'.





## Building with Bricks

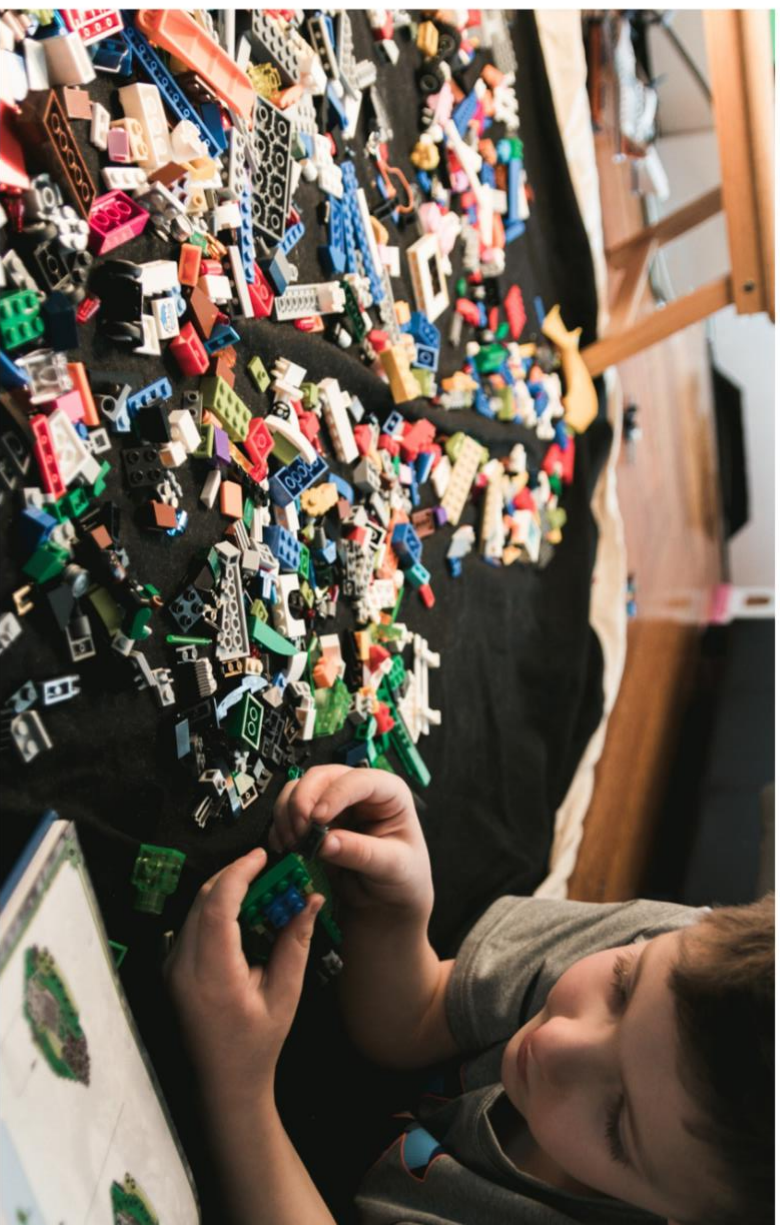
But what of the most famous LEGO toy of all? What of the bricks? The first LEGO bricks were produced in 1949. At that time, they were called "Automatic Binding Bricks" and, although they had the trademark studs on the tops, they were hollow and had slits down the sides for the placement of windows and doors. This range was renamed and called LEGO Mursten (Bricks) in 1953.

In 1954 Godtfred Kirk Kristiansen (the son of Ole Kirk Kristiansen) returned from a toy fair in Britain with new ideas. Discussing toys with a colleague, he realised that there was no system of play in the toy industry. Looking around the toys produced by his own company, G K Kristiansen realised that the LEGO brick was probably the perfect toy to build into a 'system'. The LEGO system he developed was a creation in which every element could connect to every other element. He wanted to create 'a toy that prepares the child for life, appeals to the imagination, and develops the creative urge and joy of creation that are the driving force in every human being.'

### Amazing Numbers

19 billion LEGO bricks are produced worldwide every year. That's 36,000 every minute!

Information from **The LEGO book** by Daniel Lipkowitz.



### A System for Play?

By 1955, the LEGO System of Play had launched with the Town Plan range of construction sets. These included everything children needed to create their own town centre. There were street boards, people, cars and building blocks for houses and shops (all in red, white and blue). The first boards to set the town on were soft plastic but this changed to wooden fibreboard in 1956. At this point though the people, trees, signs and cars were made from pre-molded plastic rather than the LEGO blocks and mini-figures we find in sets today.

One of the things that has made LEGO : children and parents has been the ease with any of its materials. The strict de: under which LEGO created its first Syst ensured that the system has never t Godtfred Kirk Kristiansen had realised needed to lock together as firmly as po: solid and stable models. The compai several years developing different ways the bricks initial 'clutch power'. By addi the underside of the initially hollow design,



created a brick with a perfect three-point connection with the studs of the next block below. They looked at blocks with crosses on the underside, and two tube connections but settled in the end on the three connection tubes for every 2-by-4 stud block.

### Awesome Combinations

Part of the appeal of LEGO is the fact that it can be put together in so many ways. The possibilities are truly staggering. If you have two eight-stud LEGO bricks you can already combine these in an impressive 24 ways. Add one more brick and the possibilities go up to 1,060. If you have six eight-stud LEGO bricks, you can combine them in an astounding 915,103,765 ways!

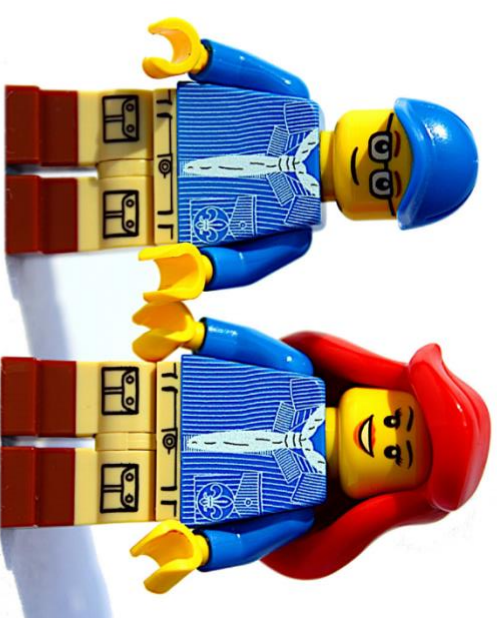
Information from **The LEGO book** by Daniel Lipkowitz.



of its success comes down to the founder's philosophy that 'Only the best is good enough'. There have been toys for babies, ranges for girls, board games, movie tie-ins, and films and television series devoted to LEGO. The company is a testament to good design, practicality and adaptability. Just think – you could get a new LEGO set for your birthday and connect it to old LEGO you have at home, some of which might have been played with by your grand-parents!

### Mini Delights!

You don't have to be big to be amazing. The LEGO minifigure has been around since 1978 and, at 1 ½ inches tall, has become one of the most popular toys ever. There are now over 2500 different characters. The smallest of all? The 2002 production of Yoda began a tradition of creating shorter legged figures. These have since included goblins and other characters from films.



The LEGO brick, designed in 1957, had a patent applied for on January 28th, 1958. This patent has now been registered in over 33 countries worldwide. Even though LEGO bricks are manufactured in hundreds of different shapes and sizes now, they are all still designed to connect to one of the original 2 stud by 4 stud bricks. How many other toys do you know that can still make use of additional pieces that are sixty years old?

From humble beginnings as a carpentry workshop, LEGO has grown and grown to become one of the world's leading manufacturers of toys. Perhaps part

# The History of LEGO Vocabulary

What do the following words from the article mean? Can you figure out their meaning from the text or do you need to use a dictionary? (The main words are taken directly from the article while the words in brackets are the more likely word choice to be found in a dictionary.)

**initial:**

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**banned (ban):**

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**moulding (mould):**

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**trademark:**

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**range:**

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**ease:**

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**patent:**

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**humble:**

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**adaptability (adaptable):**

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**appeal:**

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# The History of LEGO

## Reading Comprehension

1. Why do you think the author begins the text with a rhetorical question?
2. What was Ole Kirk Kristiansen's original business? Find this in the first paragraph.
3. Name two of the original wooden toys produced by the LEGO factory.  
Find this in paragraph two.
4. One of the subheadings in the text is **Mini Delights**. Why did the author choose this and why is it effective?
5. How did Kristiansen settle on the name LEGO? Give two facts from the text. Find this in the **What's in a Name?** section.
6. What was the philosophy behind the LEGO System of Play? Why did Godtfred Kirk Kristiansen develop it? Find the answer in the second paragraph in the **Building with Bricks** section and in the first paragraphs of the **A System for Play** section.
7. Give two facts the author gives us about the patent for LEGO bricks. Find this in the **A System for Play?** section.
8. How tall are standard minifigures? How did they make Yoda even shorter? Look in the text box labelled **Mini Delights** for this.
9. How many LEGO blocks are produced each minute? Look in the **Amazing Numbers** section.
10. In the text box called **Awesome Combinations** the author uses several words that show they are impressed by the numbers of brick combinations. What are two of these words?



## The History of LEGO

### Reading Comprehension - Answers

1. Why do you think the author begins the text with a rhetorical question?

Answers may vary here but some recognition of the author's attempt to interest the reader in the subject matter at hand and to get them to consider, even in a minor way, where LEGO came from should be rewarded.

2. What was Ole Kirk Kristiansen's original business? Find this in the first paragraph.

Ole Kirk Kristiansen was a woodworker/carpenter and his original business was a wood workshop specialising in creating buildings and furniture.

3. Name two of the original wooden toys produced by the LEGO factory. Find this in paragraph two.

The workshop made pull-along toys, wooden building blocks and yo-yos.

4. One of the subheadings in the text is **Mini Delights**. Why did the author choose this and why is it effective?

The author chose the subheading **Mini Delights** because the section is about LEGO minifigures. The figures are called 'mini' as a brand name and the author implies their popularity as a toy with the word 'delights'.

5. How did Kristiansen settle on the name LEGO? Give two facts from the text. Find this in the **What's in a Name?** section.

The text states that there was a competition in the year 1934 to choose a name. The prize was a bottle of wine but Kristiansen himself won the competition since he chose his own name – LEGO – made from the combination of Danish words *Leg* Godt meaning play well. The word *lego* is also a Latin verb meaning to assemble or put together.

6. What was the philosophy behind the LEGO System of Play? Why did Godtfred Kirk Kristiansen develop it? Find the answer in the second paragraph in the **Building with Bricks** section and in the first paragraphs of the **A System for Play** section.

Godtfred Kirk Kristiansen recognised that there was no system for playing, a set of toys that combined together to create a more extensive and creative system. He developed the System of Play in which every element could connect to every other element. He wanted to create 'a toy that prepares the child for life, appeals to the imagination, and develops the creative urge and joy of creation that are the driving force in every human being.'

7. Give two facts the author gives us about the patent for LEGO bricks. Find this in the **A System for Play?** section.

The author mentions the development of the new brick in 1957 and the patent of it in 1958. The patent is now used in over 33 countries. The patent was for a 2 stud by 4 stud brick that had a three-pipe connector on the underside. The 2-by-4 brick is still made in exactly the same way.

8. How tall are standard minifigures? How did they make Yoda even shorter? Look in the text box labelled **Mini Delights** for this.


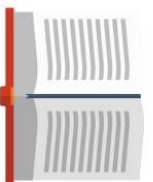

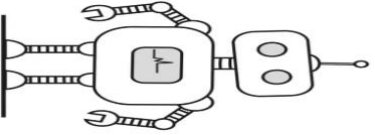





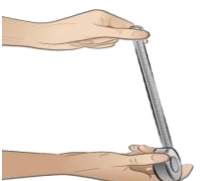

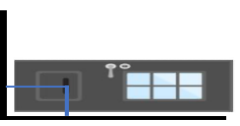
They are 1 ½ inches tall. Yoda was made smaller by making shorter legs.

9. How many LEGO blocks are produced each minute? Look in the **Amazing Numbers** section. **36,000 bricks are produced every minute.**

10. In the text box called **Awesome Combinations** the author uses several words that show they are impressed by the numbers of brick combinations. What are two of these words?

Choices are 'awesome', 'appeal', 'staggering', 'impressive' and 'astounding'.

## Practical Ideas







 <p><b>Interview an adult. Ask them about their life.</b></p>  <p><b>Write their autobiography.</b></p> <p>Classroom secrets</p>	 <p><b>Create a robot using empty boxes and bottles.</b></p>  <p>Classroom secrets</p>	 <p><b>Bake a cake w an adult.</b></p>  <p><b>Cut into eighths create equivalent fractions.</b></p> <p>Classroom secrets</p>	 <p><b>Write a review based on your favourite book.</b></p>  <p>Classroom secrets</p>	 <p><b>Measure the perimeter of each room</b></p>  <p><b>Which room has the greatest perimeter?</b></p> <p>Classroom secrets</p>	 <p><b>Go on a hunt for right angles.</b></p>  <p><b>How many can you find?</b></p> <p>Classroom secrets</p>
<p>Encourage children to ask good questions, identifying the key information and recording notes using bullet points.</p>	<p>Encourage children to see if their robot can include any moveable parts, using mechanisms they may have learnt.</p>	<p>Once baked, cut into eight pieces. Create and describe different fractions. Discuss if different fractions can show the same quantity.</p>	<p>Encourage children to write a powerful review, using emotive language that would persuade somebody to read the book.</p>	<p>Encourage children to walk around the house and predict which room has the greatest perimeter. Then, measure all sides of each room. Was their prediction correct?</p>	<p>Children to explore the house and find different right angles. They could record their findings taking photographs or with a drawing.</p>

## Practical Ideas

## Practical Ideas

 <p><b>Find objects in the house.</b></p>  <p><b>Create alliterative sentences.</b></p> <p>Classroom secrets</p>	 <p><b>Look at prices on a receipt.</b></p>  <p><b>Find different combinations of coins you could use to pay.</b></p> <p>Classroom secrets</p>	 <p><b>Write a review of your favourite movie.</b></p>  <p>Classroom secrets</p>
<p>Children to write a sentence about each object, starting as many words as they can with the same letter. For example: Dad delays doing dirty dishes.</p>	<p>Find the different coins that could be used to pay for each item on its own. Discuss the change from a \$5, \$10 or \$20 note. Explore how the change could be given.</p>	<p>After watching their favourite movie, write a review to encourage other children to watch it. Think about the best points.</p>

## Practical Ideas

 <p><b>Design a video game.</b></p>  <p><b>Create a story board to describe what happens.</b></p> <p>Classroom secrets</p>	 <p><b>Listen to your favourite songs.</b></p>  <p><b>Identify the instruments you can hear.</b></p> <p>Classroom secrets</p>	 <p><b>Write a poem about today's weather.</b></p>  <p><b>Use similes and personification</b></p> <p>Classroom secrets</p>
<p>Discuss what the objective of the game is and what the main character has to do along the way. What type of game will it be? Will there be different levels?</p>	<p>Encourage children to concentrate on the music and the sounds made by different instruments. Use effective adjectives to describe the sounds. Discuss the tempo/rhythm.</p>	<p>Look outside the window and discuss what the weather is like. Compare it to other things and like. Try to use similes to describe the weather human characteristics.</p>

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Look, Say, Cover, Write, Check

Week 1: 'ss'

	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try
mission			
impossible			
missile			
hassle			
passion			
success			
passive			
lesson			
session			
pass			
fuss			
process			
guess			
kiss			
impress			
boss			
hiss			
goodness			
likeness			
happiness			

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  → 
   
 Look, Say, Cover, Write, Check

Week 2: 'ough' and 'ear'

	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try
tough			
trough			
thorough			
though			
bough			
cough			
through			
thought			
bought			
ear			
dear			
bear			
tear			
hear			
heart			
earn			
near			
year			
wear			
pear			

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  → 
  → 
  → 
   
 Look, Say, Cover, Write, Check

Week 3: 'ight' and 'ice'

	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try
night			
bright			
slight			
eight			
weight			
straight			
freight			
height			
fight			
sight			
nice			
rice			
mice			
spice			
dice			
twice			
police			
notice			
practice			
apprentice			



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 Look, Say, Cover, Write, Check

Week 4: 'ou' and 'au'

	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try
trouble			
found			
around			
journey			
route			
pour			
four			
young			
shout			
taught			
caught			
aunt			
autumn			
August			
haunt			
cause			
because			
sausage			
sauce			
pause			

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  → 
   
 Look, Say, Cover, Write, Check

### Week 5: Common Word Roots

	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try
advent			
invent			
prevent			
adventure			
geometry			
geology			
geography			
geologist			
spectacle			
spectator			
spectrum			
spectre			
interact			
interfere			
intervene			
interrupt			
telephone			
television			
telescope			
telegraph			

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 Look, Say, Cover, Write, Check

### Week 6: Useful words

	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try
can't			
didn't			
don't			
I'm			
morning			
often			
first			
much			
being			
change			
coming			
number			
only			
both			
high			
such			
show			
walk			
turn			
different			

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 Look, Say, Cover, Write, Check

### Week 7: Compound words

	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try
outside			
sometimes			
without			
birthday			
something			
someone			
somewhere			
somehow			
cupboard			
blackboard			
fireplace			
footwear			
anything			
everybody			
beforehand			
another			
playground			
windmill			
raspberry			
handbag			

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 Look, Say, Cover, Write, Check

Week 8: Words connected to 'small'

	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try
microscope			
microbe			
micron			
microphone			
minibus			
mini-beast			
minicab			
miniature			
minimum			
minimize			
little			
minor			
small			
tiny			
petite			
minute			
duckling			
gosling			
sapling			
dumpling			



Week 9: Extending words

	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try
sudden			
suddenly			
second			
secondly			
hope			
hoping			
hopeful			
hopefully			
care			
careful			
carefully			
decorate			
decorative			
decoration			
wonder			
wonderful			
wonderfully			
beauty			
beautiful			
beautifully			

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 Look, Say, Cover, Write, Check

Week 10: Useful words

	1 <sup>st</sup> try	2 <sup>nd</sup> try	3 <sup>rd</sup> try
above			
below			
inside			
outside			
behind			
under			
across			
following			
place			
started			
stopped			
today			
tomorrow			
yesterday			
never			
where			
until			
almost			
know			
nearly			