

Comprehension Answers

Inference

8. Traction Man was crawling slowly because he didn't want to scare the insects away.

9. Traction Man didn't notice Evil Professor Spade because he was so busy watching the little insects.

10. The answer is (b) – dependable.

Because he came to the rescue when Traction Man needed help.

Maths Answers

| | | |
|----------------|----------------|----------------|
| $21 + 45 = 66$ | $33 + 26 = 59$ | $19 + 31 = 50$ |
|----------------|----------------|----------------|

White Rose Maths

Recognise 2D and 3D shapes

1 Match the shape to its name.

circle

hexagon

pentagon

square

triangle

rectangle

2 Match the shape to its name.

cuboid

triangular prism

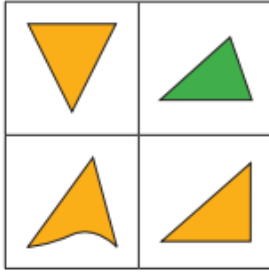
cube

pyramid

sphere

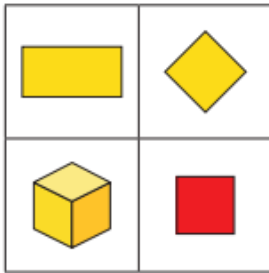
cylinder

- 3 Which shape is the odd one out?
Tick your answer. *Various answers.*



Why did you choose this shape?

- 4 Which shape is the odd one out?
Tick your answer. *Various answers.*



English Answers

1. Tick the boxes to show which show whether the conjunction is co-ordinating or subordinating.

| | Co-ordinating | Subordinating |
|--|-------------------------------------|-------------------------------------|
| We're moving house because we need more room. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| When we go to school, we travel by bus. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Dad said we could stroke the dog but we had to be careful. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| It could have been a mistake or he could have done it on purpose. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| It was raining so we put on our anoraks. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| While they were away, I looked after their cats. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

2. Complete the sentence with the appropriate conjunctions. Use each conjunction only once.







| | | |
|-----------|------------|------------|
| or | but | and |
|-----------|------------|------------|

For dinner, you can have chicken and potatoes or chips
but there are no vegetables left!

Tuesday

Comprehension

Read through the text 'Animals'. Remember to underline the words that are unfamiliar and discuss their meaning with an adult. Answer the vocabulary and retrieval questions 1-5.

| Animals | |
|--|--|
| Animals can be put into groups based on what they eat. Herbivores eat plants. Carnivores eat meat (other animals). Omnivores eat both plants and meat. | |
|  piranha | I'm a fish that lives in rivers in South America. I'm an omnivore — I eat seeds and plants as well as other fish. |
|  frog | I'm an amphibian. I lay my eggs in water and I eat insects. I have strong legs for jumping, but I didn't have them when I was born. I started life as a tadpole then grew into a frog. |
|  snake | I'm a reptile. I don't have any legs, and I usually eat eggs and mice. I swallow my food whole without chewing it. |
|  bat | I'm a mammal that can fly. I'm nocturnal — I sleep during the day. I like to sleep hanging upside down. I eat insects. My big ears help me to find them in the dark. |
|  ostrich | I'm a bird but I can't fly. I live in Africa. I am very big, and have long, strong legs. I'm an omnivore — I eat berries, roots, lizards and insects. |
|  zebra | I'm a mammal — I make milk for my babies. I live in Africa and I eat grass. I'm a herbivore. Every zebra in the world is unique because each zebra's stripes are a little bit different. |

Vocabulary

1. What does the word 'omnivore' mean?
2. Which word is used to describe an animal that sleeps during the day?
3. What does the word 'unique' mean?

Retrieval

4. Why is every zebra in the world unique?
5. What does an ostrich eat?

Maths Starter:

| | | |
|-------------|-------------|-------------|
| $28 - 14 =$ | $78 - 35 =$ | $82 - 16 =$ |
|-------------|-------------|-------------|

Main Activity:

Complete the table.

1 Complete the sentences to describe the shapes.

a)



A pentagon has sides.

b)



A triangle has sides.

c)



A has sides.







d)



A has sides.

| Name | Shape | Number of sides |
|----------|-------|-----------------|
| | | |
| | | 3 |
| pentagon | | |
| | | 6 |
| square | | |
| | | 8 |
| | | |

How many vertices does each shape have?

- a) 
- b) 
- c) 
- d) 
- e) 
- f) 

How did you count the vertices?



My shape has more vertices than a triangle, but fewer than a hexagon.

What shape could Ron have? _____

Compare answers with a partner.

Rosie is making a pattern out of shapes.

a) How many vertices are in each term of her pattern?



b) What do you notice?

c) How many vertices will the next term have?

d) Create your own pattern with shapes.

Count the number of vertices in each term.

English activity:

Focus: Co-ordinating and subordinating conjunctions

1. Choose either so or because to connect these sentences:

- a) I went to bed early _____ I was tired.
- b) It was snowing _____ we missed our PE session.
- c) Jack didn't hear his alarm clock _____ he was late for work.
- d) The dog barked loudly _____ it saw a cat.
- e) I looked in the fridge _____ I was hungry.

2. Circle the conjunction in each of these sentences.

- a) Max hurt his leg because he fell over a tree stump.
- b) Brush your teeth every day so your teeth don't fall out.
- c) When my alarm goes off, I know it is time to get up for school.
- d) If you are sensible, you will be allowed to walk home on your own.

3. Finish the sentences so that they make sense.

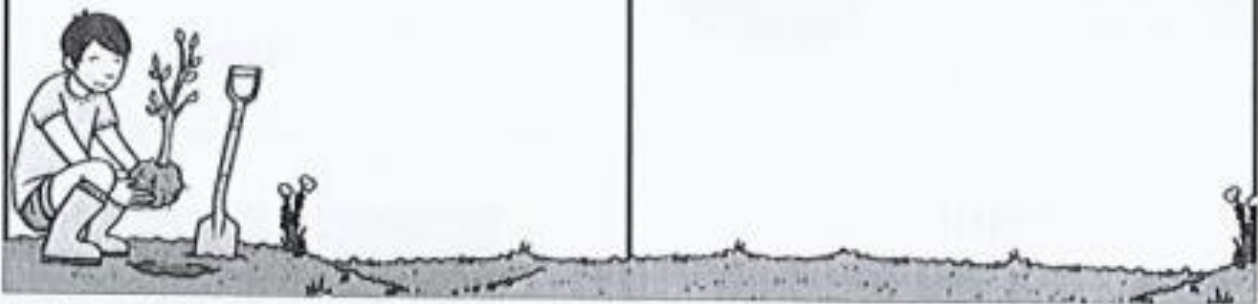
- a) The children shivered because _____

- b) The man looked left and right so _____

- c) The children left the park when _____

- d) You can have carrots or _____

Task 1: Now you have identified what a plant needs to grow. Can you sort the following words into the correct category?

| Plant Parts | Plant Needs |
|--|-------------|
|  | |

- | | | | | |
|-------|----------|--------|-------|-------|
| seeds | sunlight | leaves | water | stem |
| fruit | flower | air | soil | roots |

Information sheet for task 2

Roots

The roots of a plant anchor it in the ground. Without roots, a plant would fall over. Roots also take in nutrients and water from the soil.

Here are some root vegetables that we can eat. Can you name them?



Flowers

Here are some flower vegetables that we can eat. Can you name them?

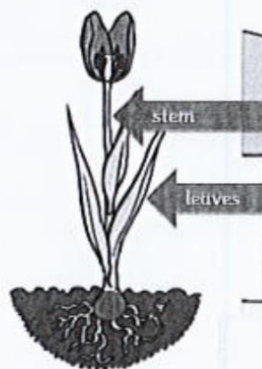


Stems and Leaves

The stem helps to support the plant and keep it upright. Water and food are taken up from the roots and transported through the stem.

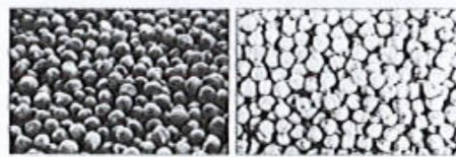
Leaves are very important as they make food for the plants. Leaves are made to catch the sunlight, as plants need sunlight to make food.

This process is called photosynthesis. Leaves come in all sizes and shapes.



Seeds

Some of the foods we eat are the seeds of plants. Can you name them?



Fruit

Many plants have fruit to carry and spread their seeds.

Some of the foods we might think are vegetables are actually fruits.

If the food has seeds, it is a fruit. The seeds might be on the inside or outside of the fruit.

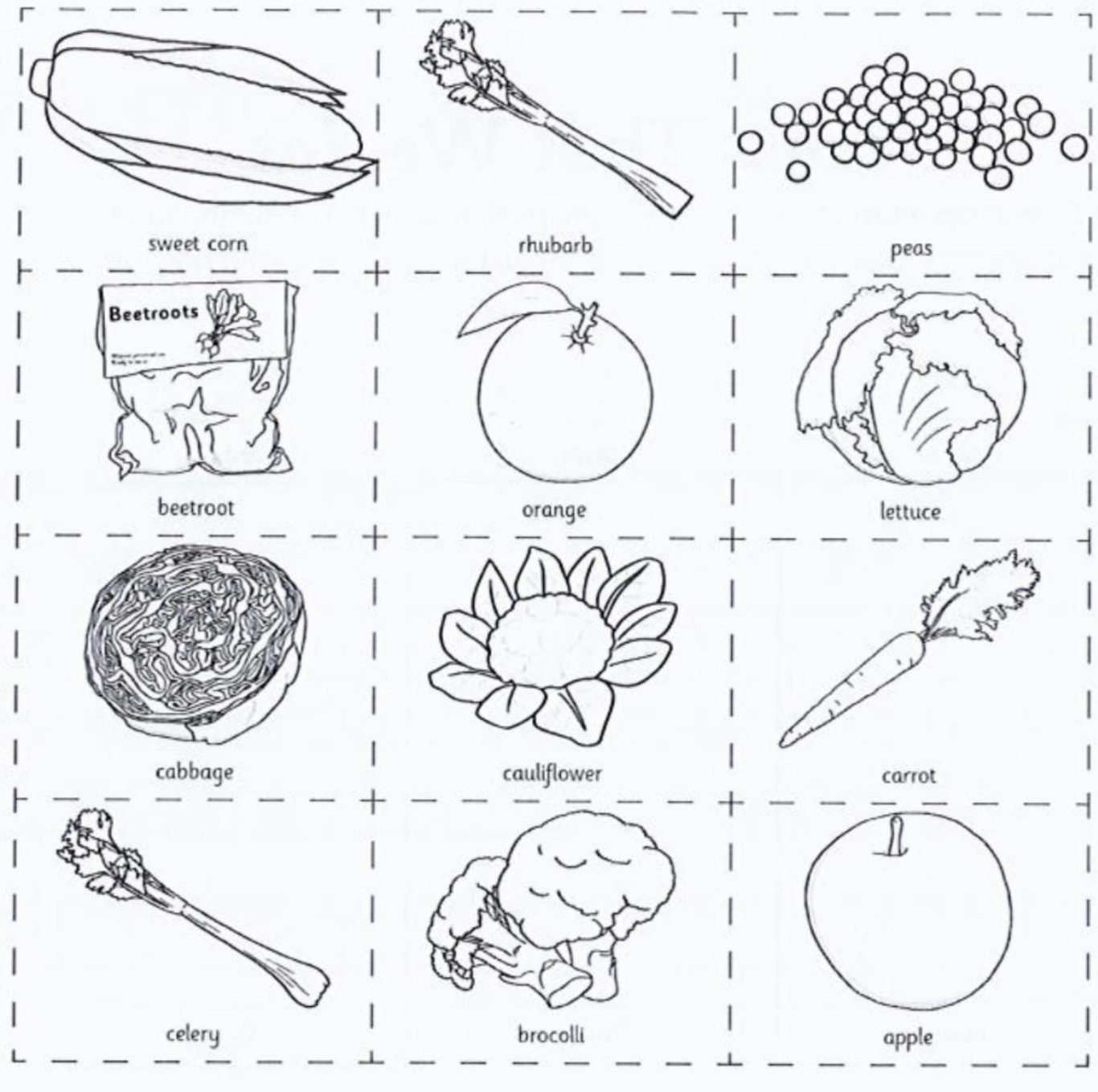


Plants That We Eat

Task 2: Read the information sheet about plants that we eat. Cut out the food pictures and stick them into the group that shows the part of the plant they come from.

Cut out the food pictures and stick them into the group that shows the part of the plant that they come from.

| Roots | Stems | Leaves |
|---------|--------|--------|
| | | |
| Flowers | Fruits | Seeds |
| | | |



Optional extra.

Do you know what coding is?

Follow the link <https://www.bbc.co.uk/bitesize/articles/zkij382> and practise your coding skills.