

A problem called Scamp

Worksheet 1: Phonics

Name: _____ Date: _____

The sound /m/ can be spelt 'mb'.

1. Read the following words out loud:

lamb climb crumb thumb

2. Write the words in a list below and underline the /m/ sound.

3. Give your word list to a friend. Ask them to read out each word. After they have read out a word, spell the word out loud to them. Then write the word.

A problem called Scamp

Worksheet 1: Phonics - continued

Name: _____ Date: _____

The sound /s/ can be spelt 'se'.

4. Read the following words out loud:

horse house farmhouse mouse loose

5. Write the words in a list below and read them to a friend.

6. Choose three of the words from the list, and write a sentence for each of your words.

A problem called Scamp

Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the questions about *A problem called Scamp*.

Chapter 1

1. What horse did Logan get when he got too big for Scamp?

2. What fun things did Jemma do with Scamp?

3. After Jemma got Copper, what did Scamp do all day?

Chapter 2

4. What did Scamp do when Jemma and Logan went swimming in the river with Copper and Star?

Chapter 3

5. What did Grandad do to the chicken coop?

A problem called Scamp

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

Chapter 4

6. How did Scamp get into trouble with Miss Finch?

7. What did Scamp do when he went to school for pet day?

Chapter 5

8. Where did Dad put the ad to sell Scamp?

Chapter 6

9. How did Scamp help Mum with the lambs?

Chapter 7

10. What event do Scamp and Grandad enter together at the horse shows?

A problem called Scamp

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

II. Vocabulary

toppled

means lost balance and fell over

Find the sentence on page 6 which has the word *toppled* and read it aloud.

Write your own sentence using *toppled*:

trotted

means moved at a quick steady pace

Find the sentence on page 8 which has the word *trotted* and read it aloud.

Write your own sentence using *trotted*:

scrambled

means hurried up or moved quickly

Find the sentence on page 18 which has the word *scrambled* and read it aloud.

Write your own sentence using *scrambled*:

moping

means feeling sad or gloomy

Find the sentence on page 13 which has the word *moping* and read it aloud.

Write your own sentence using *moping*:

A problem called Scamp

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

12. Synonyms

A synonym is another word that means the same as the word you are using. For example: a synonym for the word 'shut' is 'close'.

Write a synonym for the word 'nibble'.

Write a synonym for the word 'climb'.

13. Antonyms

An antonym is a word that means the opposite of the word you are using. For example: an antonym for the word 'bad' is 'good'.

Write an antonym for the word 'happy'.

Write an antonym for the word 'clean'.

A problem called Scamp

Worksheet 3: Social Science - Animal Welfare

Name: _____ Date: _____

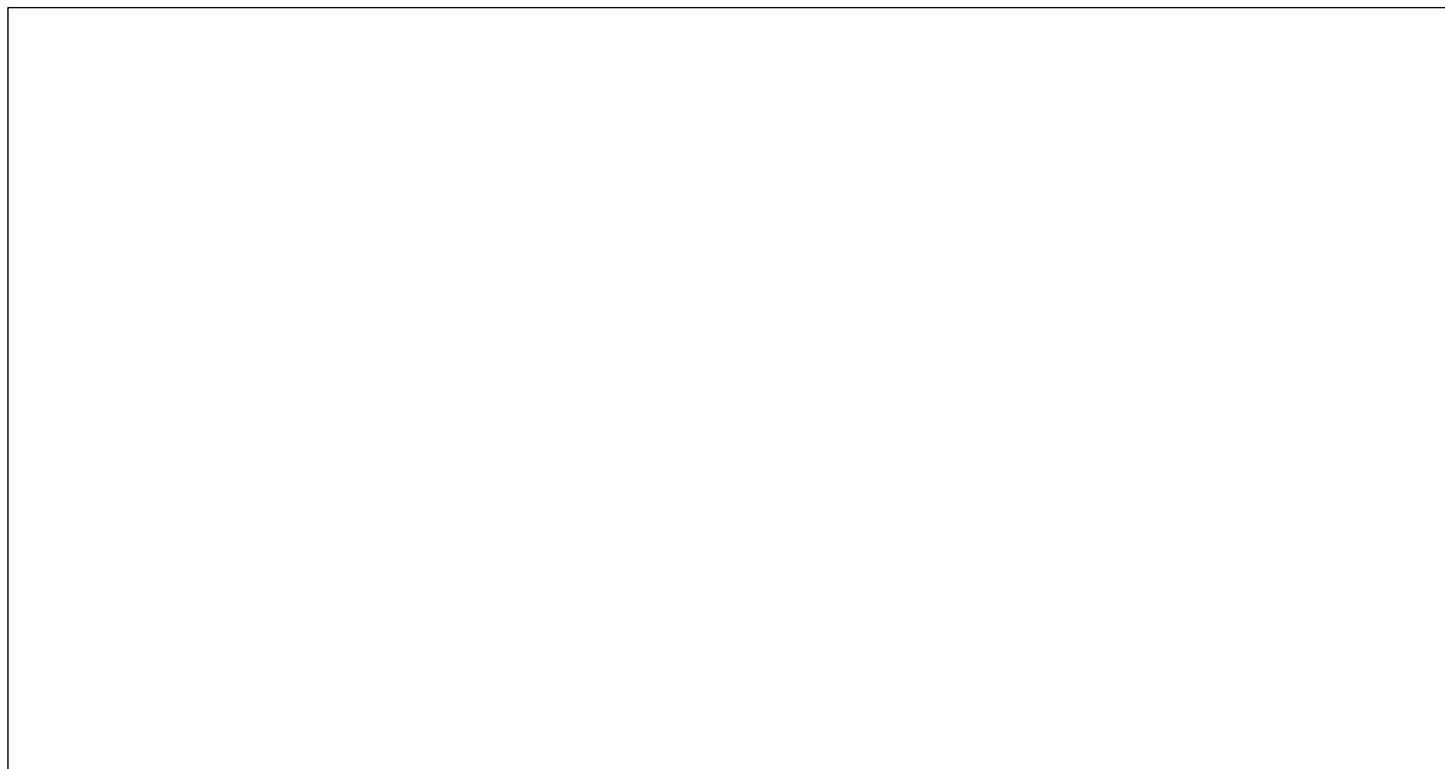
This story is about being a good pet owner and looking after pets well.

1. In your class or small group, organise a photographic pet show.

Ask students to bring in a photo of their own pet or a pet they know or a picture of an animal they would like to have as a pet.

Display the pictures on a board. Each student takes a turn to describe their pet to the others.

2. Work with a partner or in a small group to create a list of responsibilities we have when we care for pets. Write your list below.



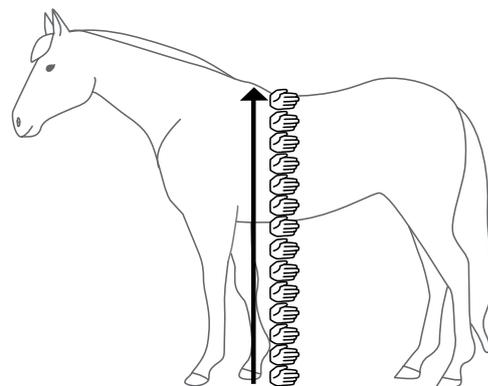
3. Create a poster to display your list of responsibilities in a fun and appealing way.

A problem called Scamp

Worksheet 4: Maths

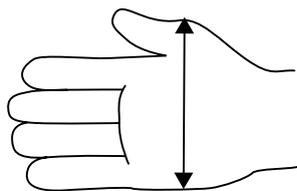
Name: _____ Date: _____

In the past, before people had many measuring tools, people measured horses using their hands. Even today we refer to a horse's height in 'hands'. This horse is 14 hands high.



1. Create your own hand measuring tool.

- Trace your hand and cut it out.
- On your paper hand, measure across your hand with a ruler.



- How many centimetres is your hand? _____ cm

2. Go around your classroom and measure some bigger items using your paper hand.

For example, you could:

- Measure the height of your desk.
- Measure the biggest book you have in your classroom library.
- Measure how far it is from your chair to the classroom mat.

A problem called Scamp

Worksheet 4: Maths - continued

Name: _____ Date: _____

3. Write here the things you measured and how many hands they were (round up or down to the nearest hand).

4. For each of the items you measured using your hand, now use the number of hands they measured to calculate the measurement in centimetres. (The calculation you need to make to work this out is at the bottom of this page, if you need help.)

Tip: Multiply your hand measurement by the number of hands that the thing measured, so if your hand measured 5cm and the thing measured 4 hands, multiply 5cm x 4 = 20cm.

Eagle eyes

Worksheet 1: Phonics

Name: _____ Date: _____

The sound /u/ can be spelt 'o'.

1. Write each word in the table 3 times and highlight the /u/ sound.

stomach			
other			
coming			

2. Complete the following sentences using a word from the Word Bank.

stomach other coming

The goggles look for the heat _____ off the animal's body.

An endoscope can look inside a _____ .

There are _____ ways to look inside a body.

Eagle eyes

Worksheet 1: Phonics - continued

Name: _____ Date: _____

3. Write your own sentence for each word:

stomach:

other:

coming:

The vowel sound /e/ can be spelt 'ea'.

4. Write each word in the table 3 times and highlight the /e/ sound.

weather			
heavy			
threat			
head			

5. Write a definition of each word in your own words. You can use a dictionary to help if you need to.

head _____

threat _____

heavy _____

weather _____

Eagle eyes

Worksheet 1: Phonics - continued

Name: _____ Date: _____

6. Read each 'ea' word aloud. Then, write the words below without looking at the list above.

Eagle eyes

Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the questions about *Eagle eyes*.

1. What does it mean to have “eagle eyes”?

2. What is a reading stone?

3. Name 2 inventions that help us to see small things.

4. How big is the Hubble telescope?

5. How does an endoscope work?

Eagle eyes

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

6. Name 2 other inventions that help medics to look inside our bodies.

7. What do heat-detecting goggles look for?

8. How can trail-cams help animal experts?

9. What can a drone be used for?

Eagle eyes

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

10. Write a book review about *Eagle eyes*. Write the title and the author in the box at the top.

Who would enjoy this book?

What did you like about this book?

What else would you have liked to read about in this book?

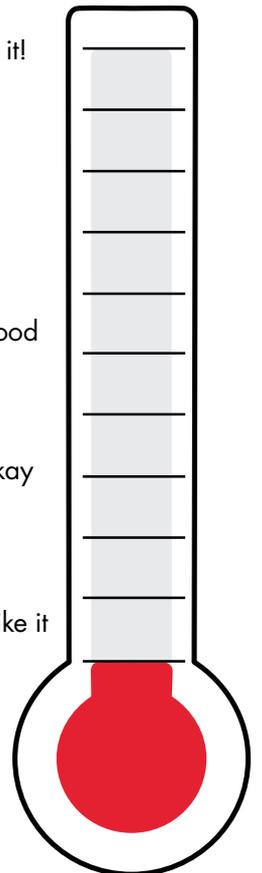
I LOVED it!

I really liked it

It was good

It was okay

I didn't like it



Colour in the thermometer to show how much you liked this book.

Eagle eyes

Worksheet 3: Science

Name: _____ Date: _____

1. Below is a list of the inventions that have been created to help us see with “eagle eyes”.

Read the list and give one example of how they are useful to people.

Invention	How it is useful to people
reading glasses	
binoculars	
telescope	
x-rays	
PillCam	
heat-detecting video camera	
trail-cam	
weather satellite	

Eagle eyes

Worksheet 3: Science - continued

Name: _____ Date: _____

2. Choose one of the inventions from the book that help people to have eagle eyes, and draw a picture of it here, along with a picture of what it helps us to see. Write two sentences underneath to explain who would use this invention and why.

Eagle eyes

Worksheet 4: Science

Name: _____ Date: _____

1. People have invented things to help them see better, but some animals don't need any help.

What is clever about these animals' eyes? Fill in the table.

Animal	What is clever about their eyes?	How do their eyes help them?
eagle		
owl		
snail		
rattlesnake		
chameleon		
box jellyfish		

Eagle eyes

Worksheet 4: Science - continued

Name: _____ Date: _____

2. What would you like to be able to see?

Write your answer below. Then draw a picture showing how eyes that can see that thing might look and how they could work.

Human body fact file

Worksheet 1: Phonics

Name: _____ Date: _____

The sound /l/ can be spelt 'le'.

1. Read these words out loud.

little responsible particle ossicle

2. Word match

The words above have more than one syllable, and the /l/ sound spelt 'le' comes at the end of the word after a consonant.

Below, each word has been broken up into its beginning and ending.

Match each beginning with the correct ending. Then write the full words in the space below.

beginning	/l/ ending (consonant + 'le')
responsi	cle
ossi	ble
li	cle
parti	ttle

Human body fact file

Worksheet 1: Phonics - continued

Name: _____ Date: _____

3. Sort the words into the correct list and then read the lists to a partner.

lesson lens little particle tale female ossicles while responsible
turtle rule apple puzzle

consonant + le words	Not consonant + le words

Human body fact file

Worksheet 1: Phonics - continued

Name: _____ Date: _____

The sound /c/ can be spelt 'ch'.

4. Write 'ch' across the page, say the sound /c/ as you write it.

5. Read it (read the word), Write it (write the word).

Read it

Write the word

echo

stomach

ache

school

6. Write a sentence for each word.

Human body fact file

Worksheet 2: Comprehension

Name: _____ Date: _____

True or False?

Read the following statements and decide if they are true or false. Circle T (True) or F (False) to show your answer.

1. You have 206 bones in your body. T or F
2. The smallest bones in your body are in your neck. T or F
3. Your skin is thinnest on your feet. T or F
4. Red hair is the least common shade of hair. T or F
5. Walnuts are good for your brain. T or F
6. Earwax is a type of sweat. T or F
7. The holes in your nose are called nostrils. T or F
8. You grow milk teeth when you are an adult. T or F
9. You make most of your spit while you sleep. T or F
10. You cannot live with one lung. T or F
11. A full stomach is the size of a football. T or F

Human body fact file

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

12. Choose 3 answers which you selected as false.
Look in the book to find information on this topic. Write a statement about the topic that is correct. Note down the page number where you found the correct information

1. _____

page _____

2. _____

page _____

3. _____

page _____

Human body fact file

Worksheet 3: Science/Biology

Name: _____ Date: _____

1. *Human body fact file* is full of facts about our bodies. The graphic organiser below organises facts about bones, skin, teeth and hair. Choose 2 facts from the text on each of the topics and add them to the graphic organiser. Include facts that you didn't know before reading the book where possible.

The human body

bones

skin

teeth

hair

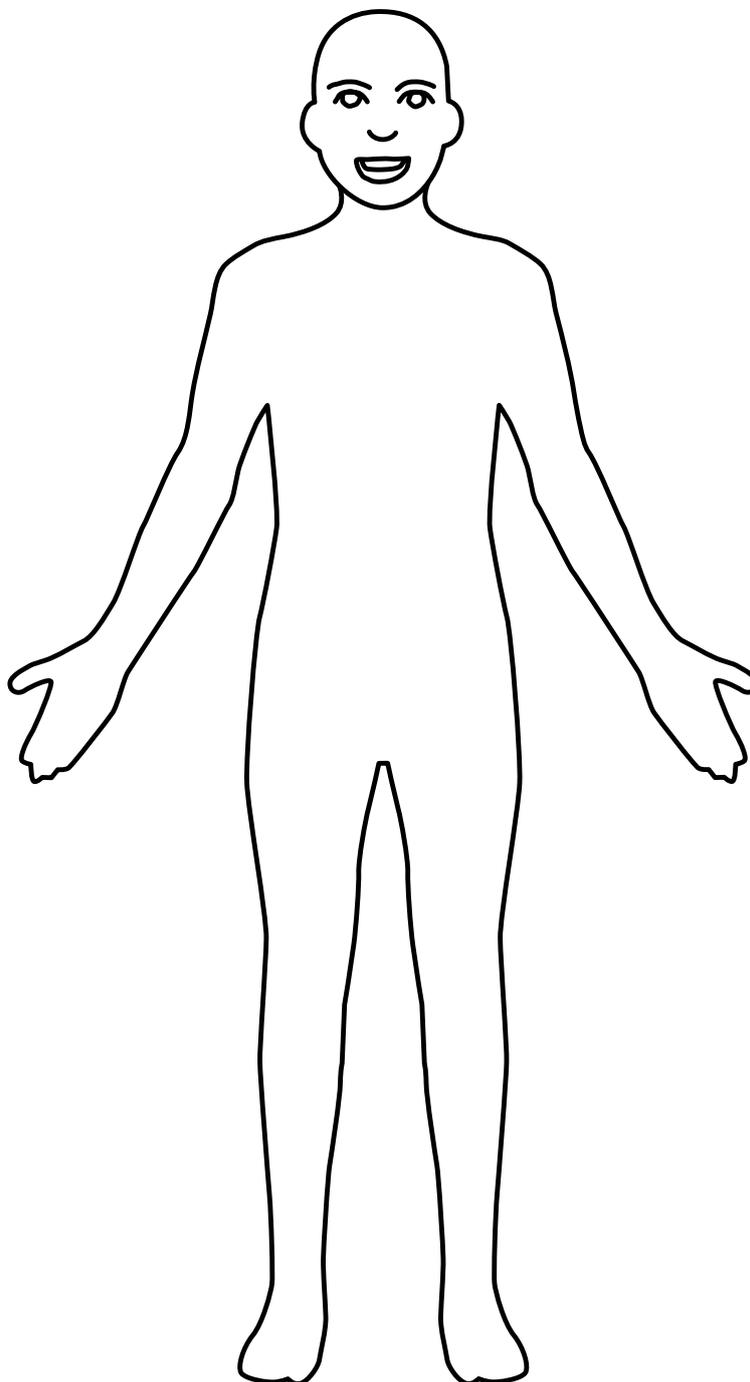
Human body fact file

Worksheet 3: Science/Biology - continued

Name: _____ Date: _____

2. Label the human body outline below by drawing an arrow to the correct part of the body and labelling the following body parts.

**enamel, lungs, septum, terminal hairs, femur, skull,
ossicles, earwax, gums, stomach**



Human body fact file

Worksheet 4: Science/Biology

Name: _____ Date: _____

Complete the sentences using the words below.

skull lung teeth ears nose spit stomach feet

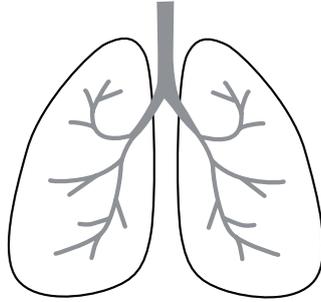
1. Your _____ is a hollow sack.
2. There are 32 _____ in a complete set of adult teeth.
3. _____ have the smallest bones in your body.
4. The bones in your _____ fit like a jigsaw.
5. You can make between 8 and 16 cups of _____ a day.
6. Your _____ walk a long way in a lifetime.
7. Your left _____ has two lobes.
8. Your _____ has two nostrils.

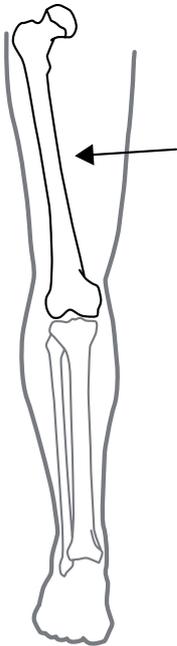
Human body fact file

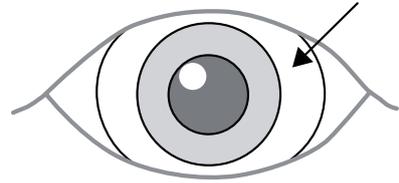
Worksheet 4: Science/Biology - continued

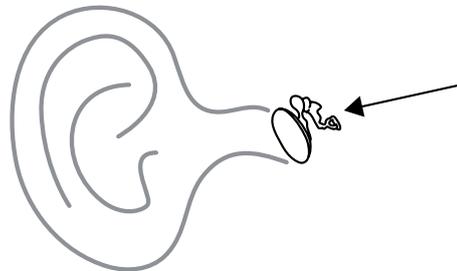
Name: _____ Date: _____

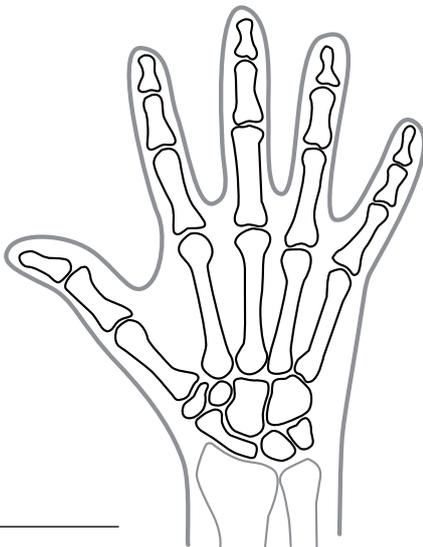
9. What body parts are these? Write the name of the body part beside the picture.

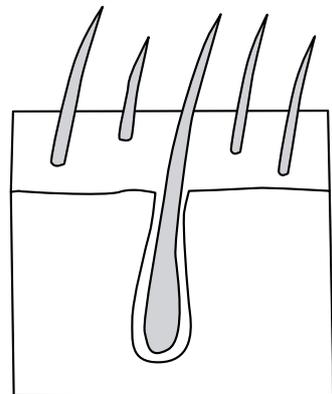












In the loop

Worksheet 1: Phonics

Name: _____ Date: _____

The sound /ch/ can be spelt 'tch'.

1. Read the following words out loud:

snatch catch fetch sketch match twitch

2. Write the words in a list below and read them to a friend.

_____	_____
_____	_____
_____	_____

3. Give your word list to a friend. Ask them to read out each word. After they have read out a word, spell the word out loud to them. Then write the word.

In the loop

Worksheet 1: Phonics - continued

Name: _____ Date: _____

The sound /r/ can be spelt 'wr'.

4. Read the following words out loud:

wrote wrap written wreck

5. Write the words in a list below. Highlight the /r/ sound.

6. Write a sentence for each of your words.

In the loop

Worksheet 1: Phonics - continued

Name: _____ Date: _____

7. Dictated sentences

There are two sentences below. Work with a partner.

Your partner reads the first sentence out to you. They repeat the sentence. Now you say the sentence. Now say the sentence again one last time.

Write the sentence. Read out the sentence you have written to your partner. Check your sentence for capital letter, the word order, punctuation and spelling. Count the number of words in the sentence.

Now, swap. You read the second sentence out to your partner, and repeat the above steps.

- 1. On Saturday, Yasmin fetched a big ball of string from the shed.**
- 2. She wrote a note and attached it to the string.**

In the loop

Worksheet 2: Comprehension

Name: _____ Date: _____

1. Fill in the story planner below.

In the loop

Characters	Setting
Problems	
Solutions	
Ending	

2. Use the story planner to retell the story to a partner.

In the loop

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

3. Rewrite the following sentences using the correct speech marks, capital letters, full stops, commas, apostrophes, question marks or exclamation marks.

do you remember that lesson about morse code where we flashed lights to communicate she asked

at night yasmins mum would say yasmin you cannot call cora no phone

come back here dog cora shouted

how can I get this string up to you yasmin called to her

4. 'Adjectives' describe a noun, for example its colour, size, shape, and so on.

Underline and name the adjectives used in the sentence below:

The squirrel had red fur, a fluffy tail and a twitchy nose.

Write your own sentence using a different animal and different adjectives.

In the loop

Worksheet 2: Comprehension - continued

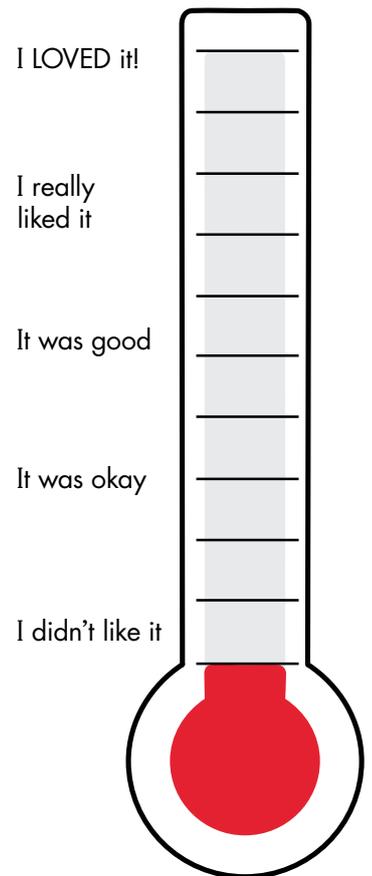
Name: _____ Date: _____

5. Write a book review of *In the loop*. Write the title and the author in the box at the top.

Who would enjoy this book?

What did you like about this book?

What didn't you like about this book?



Colour in the thermometer to show how much you liked this book.

In the loop

Worksheet 3: Science and Technology

Name: _____ Date: _____

1. Make string telephones to communicate with a partner.

Technology has helped people communicate over long distances. String telephones are a simple way to communicate.

You will need

- Two paper cups
- A piece of string at least 100cm long
- Scissors

Method

1. Make a small hole in the bottom of the paper cups with the scissors.
2. Pull the string through the bottom of each cup and tie a knot in it, on the inside of the cup.
3. Each of you take a cup and stand so that the string is tight between you.
4. One of you speaks quietly into the cup, the other holds the cup to their ear. Then swap over.
5. Experiment with your string telephone by letting the string fall loosely.

Write a report below on how well you could hear. Was it better when the string was tight or loose?

In the loop

Worksheet 4: Maths

Name: _____ Date: _____

1. Write a code

Muddle up the alphabet to create your own secret code. For example, in this code each letter is represented by the letter that comes after it in the alphabet.

alphabet -->	a	b	c	d	e	f	g	h	i	j	k	l	m
code -->	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>	<i>l</i>	<i>m</i>	<i>n</i>

alphabet -->	n	o	p	q	r	s	t	u	v	w	x	y	z
code -->	<i>o</i>	<i>p</i>	<i>q</i>	<i>r</i>	<i>s</i>	<i>t</i>	<i>u</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>	<i>z</i>	<i>a</i>

'loop' in this code would be written: **mppq**

Write your code here:

a	b	c	d	e	f	g	h	i	j	k	l	m

n	o	p	q	r	s	t	u	v	w	x	y	z

2. In your code, how do you write 'twitchy'?

3. In your code, how do you write 'wrong'?

4. Write a short message in your code to a partner. Give them your code and the note and see if they can work out your message.

Living room beach

Worksheet 1: Phonics

Name: _____ Date: _____

The vowel sound /ar/ can be spelt 'a'.

1. Read the following words out loud:

afternoon basket glass plaster

2. Write the words in a list below and read them to a friend.

3. Vocabulary

a) **afternoon**

Break the word into syllables: a f t e r n o o n

Number of syllables: _____

Write your own definition of the word:

Use the word in a sentence:

Living room beach

Worksheet 1: Phonics - continued

Name: _____ Date: _____

b) **plaster**

Break the word into syllables: p l a s t e r

Number of syllables: _____

Write your own definition of the word:

Use the word in a sentence:

c) **basket**

Break the word into syllables: b a s k e t

Number of syllables: _____

Write your own definition of the word:

Use the word in a sentence:

d) **glass**

Break the word into syllables: g l a s s

Number of syllables: _____

Write your own definition of the word:

Use the word in a sentence:

Living room beach

Worksheet 1: Phonics - continued

Name: _____ Date: _____

The sound /ear/ can be spelt 'eer'.

4. Read the following words out loud:

cheer peer sheer veer meerkat

5. Write the words in a list below and highlight the /ear/ sound.

6. Choose 2 of the words from the list, and write a sentence for each of them.

Living room beach

Worksheet 1: Phonics - continued

Name: _____ Date: _____

7. Fill in the table below. Draw a picture to show the meaning of each word. Then write a short definition in your own words to explain the meaning.

Word	Illustration	Definition
cast		
peer		
steer		
mask		

Living room beach

Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the questions about *Living room beach*.

Chapter 1

1. Arata and Kenzo couldn't wait for the holidays. True or False?

2. The boys were aged 10. True or False?

3. The boys grabbed their Wave Riders. What are Wave Riders?

Chapter 2

4. How long did Arata have to wear a cast for?

5. How did Dad and Kenzo try and cheer Arata up?

6. Arata wanted to go to the beach to paddle. Why couldn't he do this?

7. Arata sulked. What does "sulked" mean?

Chapter 3

8. What was the first thing Kenzo got in order to put his plan into action?

9. How did their two friends Bella and Arlo help Kenzo with his plan?

Living room beach

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

10. What was the second thing Kenzo got from the family's storeroom in the basement?

Chapter 4

11. What were the simple and hard parts of getting Arata into the pool?

12. In your own words describe what happened after the pool burst.

Living room beach

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

13. Verbs

Verbs tell us what people/things are doing, thinking and saying, e.g. in the sentence “**Arata jumped three steps.**” ‘jumped’ is the verb. It tells us that Arata leapt, not walked.

For each of the following sentences, underline or highlight the verbs that say what the people are doing. The number in brackets tells you how many verbs there are to find.

They wanted to dive into the cool waves, dry out on the golden sand and smell the fresh air. (3)

When Dad left for work the next day, Kenzo went to their storeroom in the basement and dragged out a big, yellow plastic sheet. (3)

He just sat in the flat, dreaming of the beach. (2)

A little later, Kenzo walked back in, carrying two buckets of sand. (2)

Kenzo thought for a while and then smiled. (2)

They dumped sand on the plastic sheet. (1)

Kenzo peered over the edge of the balcony as the water rained down to the car park below. (2)

Dad looked up at Kenzo. (1)

Living room beach

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

14. Write a sentence about Kenzo and a sentence about Arata. Underline the verbs you have used.

15. Synonyms

A synonym is another word that means the same as the word you are using. For example: a synonym for the word 'shut' is 'close'.

Write two synonyms for the following words:

Groaned (page 10) _____

Dumped (page 16) _____

Smearing (page 17) _____

Splatted (page 24) _____

Living room beach

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

16. Rewrite the following pairs of sentences so that they make sense, using one of the following words:

and, so, but

The lift took too long to arrive. They ran up the stairs.

He grabbed one of the buckets. He went into the bathroom.

Kenzo returned with the bucket full of sand. He tipped it into the pool.

Six weeks! That is when we go back to school!

They had fish and chips. Arata didn't enjoy them.

Living room beach

Worksheet 3: Geography

Name: _____ Date: _____

1. Read the following descriptions of three travel destinations with a partner, or your teacher will read them to you.

Maui is an island in Hawaii. There is lots to do, like swimming, snorkelling and other fun water activities. You can swim in crystal clear waters and even try parasailing. Maui also has one of the best surf schools in the country. Tourists love going to Maui as it offers something for all ages.

Bondi Beach is one of Australia's most famous beaches. The waves are always good, which means surfing is very popular at Bondi. Tourists go to swim, surf and sunbathe on the beautiful white sand. The waters are clear and blue, but you must always swim between the red and yellow flags. The waves reach up to 4 metres high, so surfing can also be very dangerous on a stormy day.

Jeffrey's Bay is one of South Africa's most popular beaches because of its surfing opportunities. A wave can run for up to 800m, so surfers can enjoy long rides. Jeffrey's Bay is famous for having lots of pretty seashells, and Dolphin Beach Entertainment Waterpark is nearby.

2. Use an atlas to look up where these places are in the world.

On what continent are these beaches:

Maui: _____

Bondi: _____

Jeffrey's Bay: _____

3. Design a travel poster

Choose one of these popular beaches. Imagine you work for the tourist board for that place and want to encourage people to visit you. Design a poster to let people know what kind of things they can do on holiday there.

Living room beach

Worksheet 3: Geography - continued

Name: _____ Date: _____

4. Write a persuasive piece of writing to support your poster. Persuade the reader to go to your destination using the OREO plan.
Oreo stands for **Opinion, Reason, Examples, Opinion**.

Make your notes here:

Opinion	<i>Tell the audience how you feel about this destination</i>
Reason	<i>Give 2 reasons why you hold that opinion</i>
Examples	<i>Provide examples to support why travellers should visit</i>
Opinion	<i>Restate the purpose or reason why you feel travellers should visit</i>

Living room beach

Worksheet 3: Geography - continued

Name: _____ Date: _____

5. Now complete your writing using clear paragraphs from the plan above.

Living room beach

Worksheet 4: Maths

Name: _____ Date: _____

Design a living room

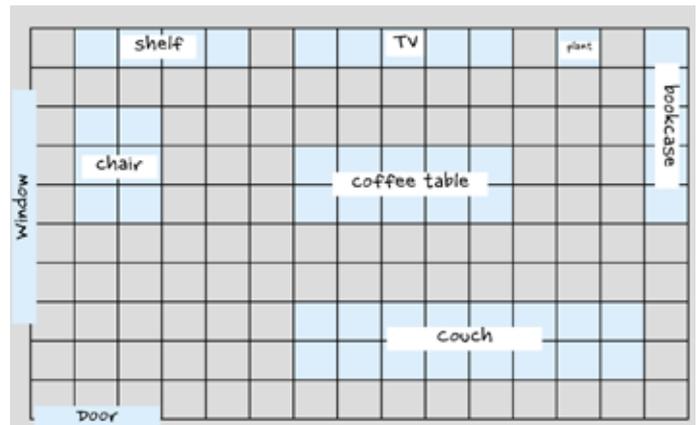
1. List all the things you would like in a living room such as: couch, chairs, TV unit, table, bookcase, mat, dining table, and so on.

List them here:

2. On the grid on the next page, draw your items. They must be made up of squares. Two have been done as examples for you, but you don't need to use these ones. The bigger the furniture item is, the more squares it will be made out of. Write the name of the piece of furniture on them. You can colour them different colours according to size if you wish. Then cut out your furniture items.

3. Your living room is 15 squares by 10 squares. On the grid on the final page, place your furniture pieces. Move them around until you have a design that you like. Draw where your door(s) and window(s) are. Then stick your furniture pieces down.

Here is an example of what your room might look like.

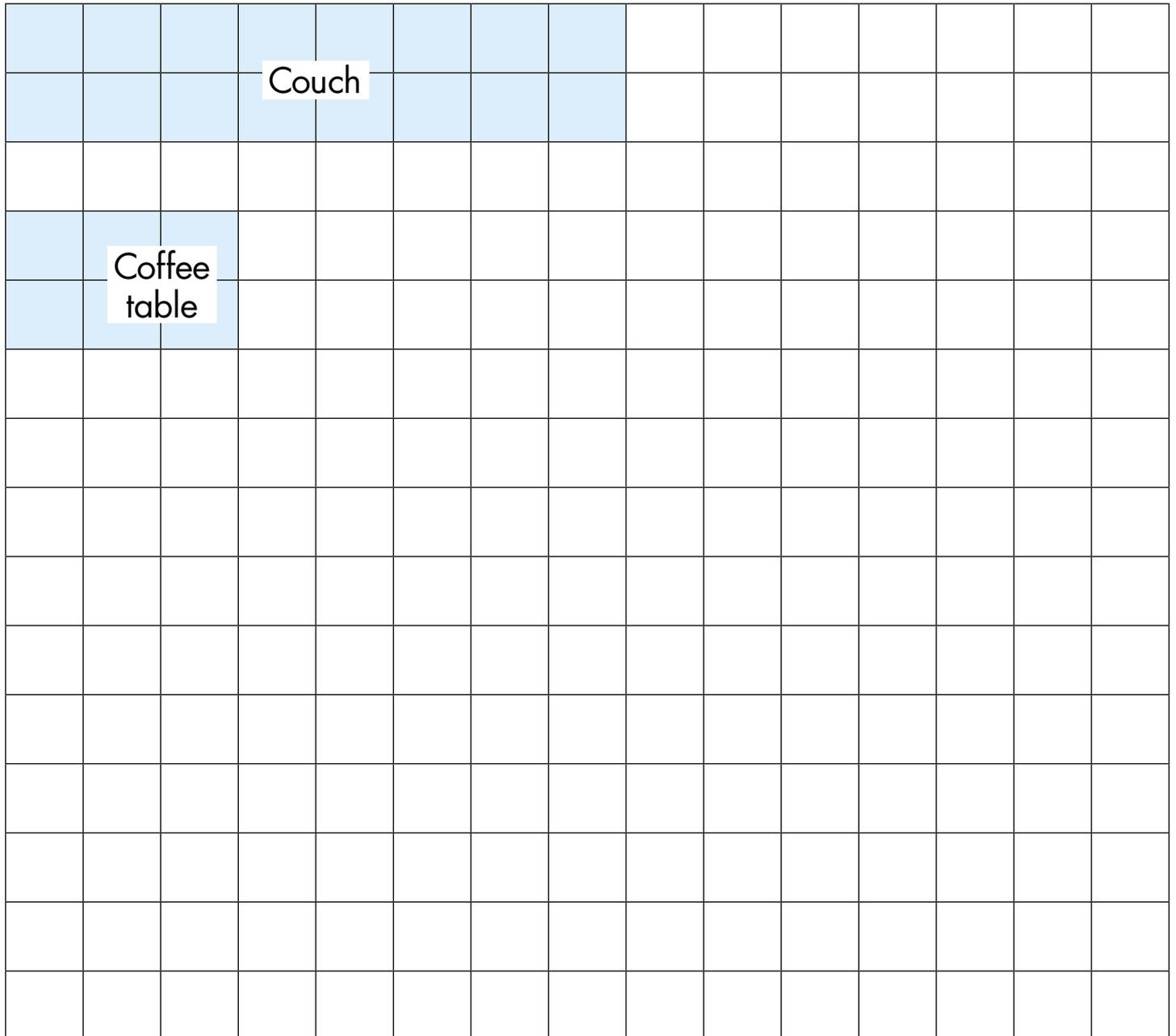


Living room beach

Worksheet 4: Maths - continued

Name: _____ Date: _____

Represent your pieces of furniture by a number of squares. Some examples are given. Then cut them out.

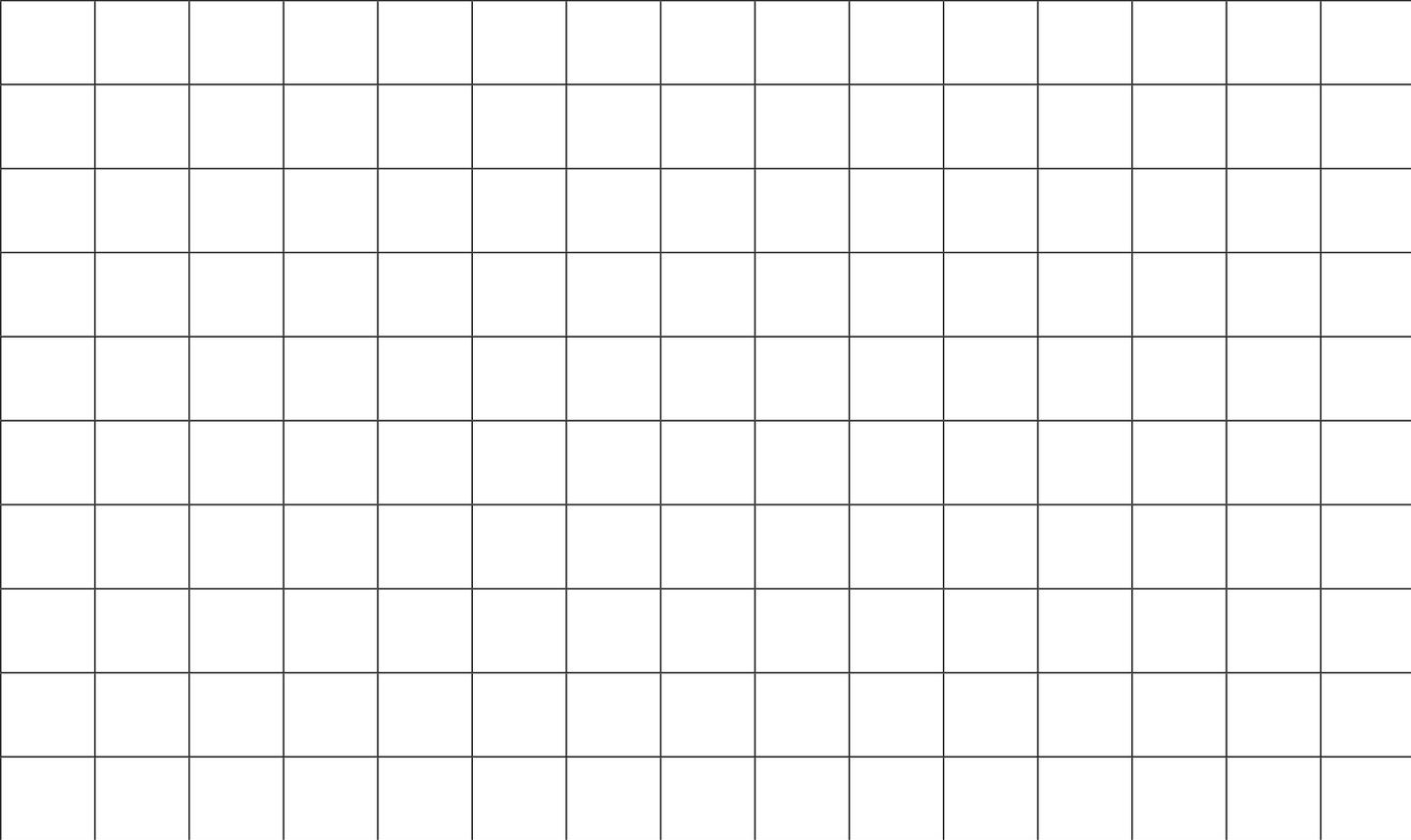


Living room beach

Worksheet 4: Maths - continued

Name: _____ Date: _____

Stick your furniture onto this living room plan:



Secrets of the sea

Worksheet 1: Phonics

Name: _____ Date: _____

The sound /j/ can be spelt 'dge'.

1. Read the following words out loud:

ledge edge ridge bridge hedge wedges

2. Write each word 3 times in the table below and highlight the /j/ sound using a highlighter.

ledge			
edge			
ridge			
bridge			
hedge			
wedges			

Secrets of the sea

Worksheet 1: Phonics - continued

Name: _____ Date: _____

2. Draw a line from each word to its meaning.

wedges	bumps on a surface
bridge	bit that sticks out from a cliff
edge	big bushy plant
ridges	platform over a river or road
hedge	the outside part of something
ledge	thick potato chips

3. Sentence Completion

Complete these sentence beginnings in your own words. The page number on which you can find the information is given. Use the information and a focus word from the list above to complete the sentences.

Small fish can hide _____ .
(page 9)

In a bait ball, _____ .
(page 23)

Little animals called corals hold on tight to _____ .
(page 10)

Secrets of the sea

Worksheet 1: Phonics - continued

Name: _____ Date: _____

The long vowel sound /air/ can be spelt 'are'.

4. Read the following words out loud:

care scare rare dare share glare

5. Write the words in a list below and highlight the /air/ sound.

_____	_____
_____	_____
_____	_____

6. More /air/ words

Here are some more words which contain the /air/ sound spelt as 'are'. Read them out loud and then write your own definition of the words. You might like to use a dictionary to help you.

fare: _____

mare: _____

spare: _____

Secrets of the sea

Worksheet 2: Comprehension

Name: _____ Date: _____

1. Read pages 2-3 about the sea and the weather.

Write a paragraph explaining in your own words how the sea affects the weather.

Include the following words in your writing.

controls clouds sea water rain wind

2. Read page 18 about the layers of the sea. Write a summary of the text. Include the following words in your writing.

layers shallow dark seabed deep light cold top

Secrets of the sea

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

3. This book tells us about lots of different animals found in or near the sea. Choose an animal from the book you are interested in and write 2 sentences about this animal using information that you found out from this book or that you already knew.

The animal I am writing about is:

Secrets of the sea

Worksheet 3: Science

Name: _____ Date: _____

1. Use the text to help you name the different things that can be found in the different sea layers. Write as many as you can find in the correct column below.

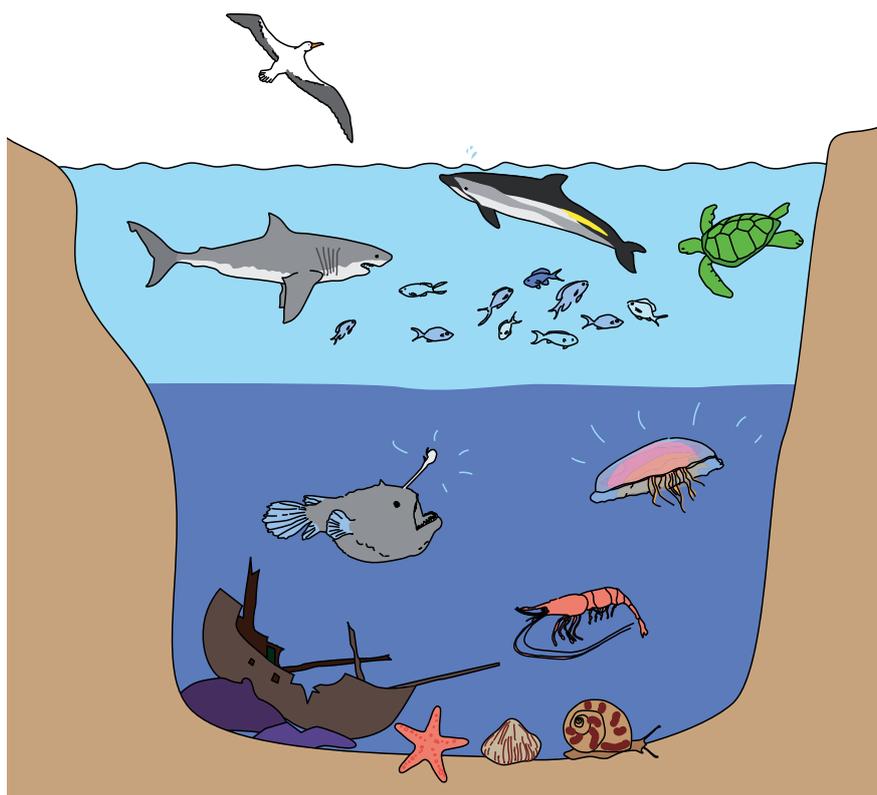
sunlit zone	dark zone	seabed

Secrets of the sea

Worksheet 3: Science - continued

Name: _____ Date: _____

2. Use your list of names from the table above to label the diagram below.



Secrets of the sea

Worksheet 4: Geography/Our living world

Name: _____ Date: _____

1. Read the following paragraphs with a partner or your teacher will read them to you.

At the North Pole - narwhals

Narwhals live at the North Pole. They are small whales. They are mammals. They are found in cold deep waters, along coasts, and in rivers throughout the Arctic. Male narwhals have a long, straight tusk. This makes them look a bit like a unicorn. They feed on fish, squid, and shrimp. They are social creatures that live in small pods or groups.

At the South Pole - penguins

Penguins live at the South Pole and the surrounding seas. They are flightless birds. They use their wings to swim underwater and their webbed feet to walk on land. Penguins may slide on their belly to move over the ice. They use their feathers and fat to stay warm in the cold. Penguins are social and often live in large colonies. They are carnivores and mainly eat fish, squid and krill.

2. Choose either narwhals or penguins to write about. Plan a written report on your chosen animal/bird. Use the information above. If possible do other research in the library or on the internet. Use the report writing template on the next page to organise your report.

Secrets of the sea

Worksheet 4: Geography/Our living world - continued

Name: _____ Date: _____

Introduction: Tell the reader what they will be learning about and convince them it will be worth reading.

Subtopic: Further information and details and topic sentence.

Topic sentence:

Subtopic: Further information and details and topic sentence.

Topic sentence:

Subtopic: Further information and details and topic sentence.

Topic sentence:

Conclusion: Summarise the main ideas. Can you leave the reader wanting to learn more about your topic?

Secrets of the sea

Worksheet 4: Geography/Our living world - continued

Name: _____ Date: _____

3. Write your report here. Don't forget to put a title. You can illustrate the report if you like.

Name: _____ Date: _____

The vowel sound /u/ can be spelt 'o_e'.

1. Read the following words to a partner:

some come glove somehow welcome something

2. Write the words in a list below and highlight the /u/ sound.

_____	_____
_____	_____
_____	_____

3. Give your word list to a friend. Ask them to read out each word. After they have read out a word, spell the word out loud to them. Then write the words again on a clean sheet of paper (without looking at the word).

Name: _____ Date: _____

The vowel sound /o/ can be spelt 'a'.

4. Read the following words out loud:

what was wash watch

5. Write the words in a list below and read them to a friend.

6. Write a sentence of your own for each of the words.

Spies

Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the questions about *Spies*.

1. Where did Rosy and Cooper explore first in their new house?

2. Name all the green things Rosy saw at 8 Tay Street.

3. What did Rosy see at 10 Tay Street?

4. Cooper squints his eyes. What does the word 'squint' mean?

5. What sentence on page 6 shows us that Cooper was feeling tearful?

Spies

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

6. Why didn't Cooper like his new glasses?

7. How did the two spies find their first puzzle to solve?

8. What things had gone missing from 10 Tay Street?

9. What did Cooper see out of his attic window just before he went to bed?

10. What is another way of saying 'keep your eyes peeled'?

11. Who had been taking the lost things?

12. If you gave the book a different title, what would it be?

Spies

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

13. Draw a line from the word to the correct meaning.

clatter

puzzled

gazing

staring or looking for a long time

quiver

run noisily

investigate

shake or tremble

perplexed

carry out research and find things out

14. Write a sentence of your own for each of the words below:

clatter gaze quiver investigate perplexed

Spies

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

15. Fill in the planner below, then use it to retell the story to a partner.

Story title: _____

The characters are:	The setting of the story is:
Two problems were: 1. 2.	
The solutions were: 1. 2.	
The ending was:	

Name: _____ Date: _____

Make invisible ink from lemon juice and use it to write a secret message

Lemon juice contains carbon compounds that are colourless at room temperature. Heat breaks down the compounds and releases the carbon. When it comes into contact with the air the carbon turns brown, making your invisible message visible.

1. Make the invisible ink

You will need

Lemon juice

Bowl

Water

Spoon

Cotton bud

White paper

Lamp or other heat source

1. Squeeze some lemon juice into the bowl and add a few drops of water – about half a teaspoon.
2. Mix the water and lemon juice with the spoon.

2. Write a secret message

1. Dip the cotton bud into the mixture and write a message onto the paper.
2. Wait for the juice to completely dry.
3. Swap messages with another student. Put their piece of paper under a light source, for example a lamp/torch/light bulb, and watch their secret message magically appear after a few minutes.

Name: _____ Date: _____

Answer the following questions about your experiment.

1. Did the experiment work?

2. If not, what do you think the problem was?

3. What will you do differently next time?

4. If yes, what message did you write?

5. What message did you receive?

6. What did you think of this experiment?

Spies

Worksheet 4: Maths

Name: _____ Date: _____

1. Rosy and Cooper move into number 9 Tay Street. Practise the 9 times table. Fill in the answers.

$1 \times 9 =$	
$2 \times 9 =$	
$3 \times 9 =$	
$4 \times 9 =$	
$5 \times 9 =$	
$6 \times 9 =$	
$7 \times 9 =$	
$8 \times 9 =$	
$9 \times 9 =$	
$10 \times 9 =$	
$11 \times 9 =$	
$12 \times 9 =$	

Name: _____ Date: _____

2. Street number spy calculations

Make the number 88 in six different ways, using any numbers between 0-100 and the plus, minus, divide and times symbols. Example: $100 - 12 = 88$

Make the number 99 in six different ways, using any numbers between 0-100 and the plus, minus, divide and times symbols. Example: $9 \times 11 = 99$

Make the number 10 in six different ways, using any numbers between 0-100 and the plus, minus, divide and times symbols. Example: $100 \div 10 = 10$

3. Do the following calculations.

$8 + 9 + 10 =$ _____

$8 \times 8 =$ _____

$8 \times 9 =$ _____

$9 \times 9 =$ _____

$9 + 8 =$ _____

$10 \times 8 =$ _____

$10 \times 9 =$ _____

$9 + 9 =$ _____

$10 + 10 =$ _____

$10 \times 10 =$ _____

What's that pong? Incredible plants

Worksheet 1: Phonics

Name: _____ Date: _____

The sound /l/ can be spelt 'al'.

1. There are 4 words in *What's that Pong? Incredible plants* that follow this spelling pattern. Read them out loud:

colossal animal animals finally

2. Finish these words, by adding 'al'.

coloss _ _

anim _ _

fin _ _

fin _ _ ly

3. Write the words in a list below. Highlight the letters that make the /l/ sound.

What's that pong? Incredible plants

Worksheet 1: Phonics - continued

Name: _____ Date: _____

4. Dictated sentences

There are two sentences below. Work with a partner.

Your partner reads the first sentence out to you. They repeat the sentence. Now you say the sentence. Now say the sentence again one last time.

Write the sentence. Read out the sentence you have written to your partner. Check your sentence for capital letter, the word order, punctuation and spelling. Count the number of words in the sentence.

Now, swap. You read the second sentence out to your partner, and repeat the above steps.

The plant is colossal.

Then the plant absorbs the animal.

5. Write your own sentence for each of these words. Highlight the focus word in your sentence.

colossal: _____

animal: _____

finally: _____

What's that pong? Incredible plants

Worksheet 1: Phonics - continued

Name: _____ Date: _____

Read more words which follow the 'al' spelling pattern:

signal carnival journal crystal

6. Finish the words by adding 'al' to the end.

sign _ _

carniv _ _

journ _ _

cryst _ _

7. Use these words to complete these sentences correctly.

The police officer gave a _____ for the traffic to go.

We all won prizes at the _____ .

I write in my _____ every day.

I hung the _____ in my window and it glittered in the sun.

What's that pong? Incredible plants

Worksheet 2: Comprehension

Name: _____ Date: _____

I. Vocabulary

Synonyms are words that have the same meaning as the word you are looking at. Read the words below and their meanings. Circle **all** the **synonyms** in the list (there may be more than one). You can use a dictionary to help you.

Pong

Meaning: a bad smell

stink

sweet

reeking

perfume

lovely

Sinister

Meaning: spooky or not good

friendly

creepy

frightening

pleasant

scary

Spine

Meaning: a spike

fluff

prickle

hole

thorn

needle

hollow

Complex

Meaning: something has many parts or is made up of lots of different things

simple

complicated

basic

tricky

easy

What's that pong? Incredible plants

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

2. Read the following sentences and fill in the blanks using words from the Word Bank.

complex sinister spine pong

Not all plants smell sweet like a rose. Some can make a terrible _____ .

A prickle on a cactus is called a _____ .

Come and meet some of the _____ meat-eating munchers.

Looking up close reveals how _____ seeds are.

What's that pong? Incredible plants

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

3. Write a book review about *What's that pong? Incredible plants*. Write the title and the author in the box at the top.

Who would enjoy this book?

What did you like about this book?

What didn't you like about this book?

I LOVED it!

I really liked it

It was good

It was okay

I didn't like it



Colour in the thermometer to show how much you liked this book.

What's that pong? Incredible plants

Worksheet 3: Science/Our living world

Name: _____ Date: _____

Name the plants.

Look at the pictures below and write the names of the plants in the space.
Then use the information from the text to write 2 interesting facts you have learnt about each plant.

1.



2.



3.



What's that pong? Incredible plants

Worksheet 3: Science/Our living world - continued

Name: _____ Date: _____

4.



5.



6.



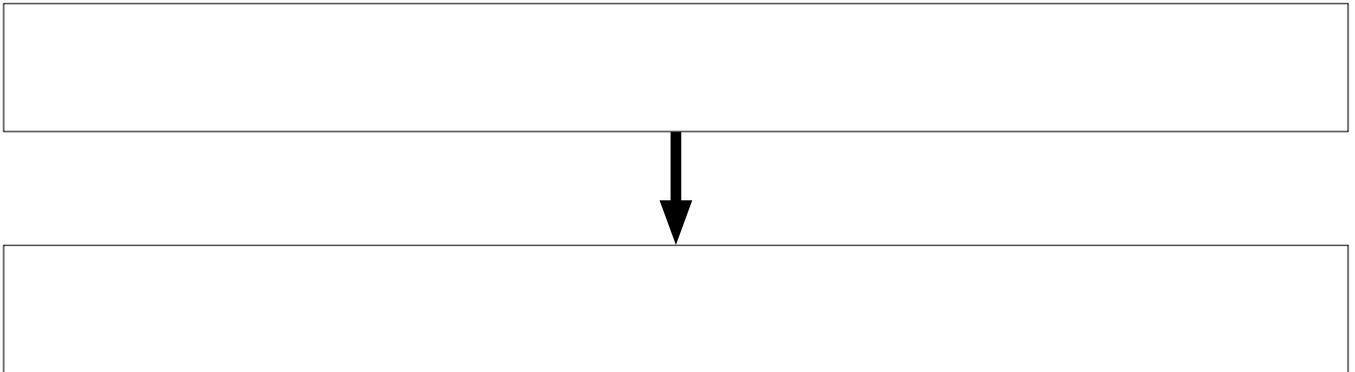
What's that pong? Incredible plants

Worksheet 4: Science/Information organisation

Name: _____ Date: _____

1. Draw a flow chart showing how a venus fly trap catches its food.

Draw a box for each step in the process. The first two boxes have been drawn for you. Write in each box what happens at that stage. Draw as many boxes as you need. The last box should be the venus fly trap eating its meal.



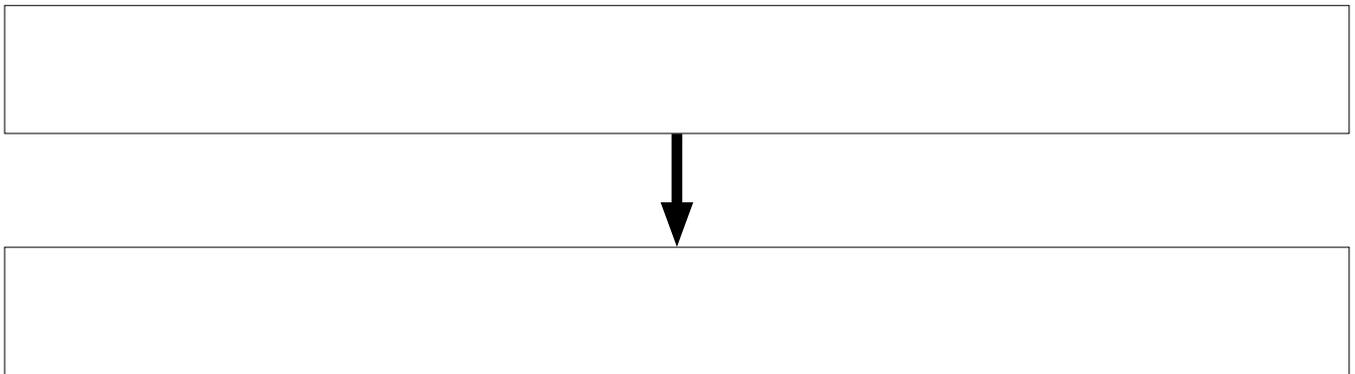
What's that pong? Incredible plants

Worksheet 4: Science/Information organisation - continued

Name: _____ Date: _____

2. Draw a flow chart showing how a pitcher plant catches its food.

Draw a box for each step in the process. The first two boxes have been drawn for you. Write in each box what happens at that stage. Draw as many boxes as you need. The last box should be the pitcher plant eating its meal.



When the Romans ruled

Worksheet 1: Phonics

Name: _____ Date: _____

The letter 'c' sometimes makes the /s/ sound. This is called a 'soft c'. This usually happens when the letter 'c' is followed by the letter 'i' or 'e' or 'y'.

1. These words in the book have a soft c:

city place citizen ceremony magnificent exercise

Read the word. Write the word in the table, and then write what letter comes after the 'c'.

Read it!	Write it!	i, e or y?
magnificent		
ceremony		
city		
citizen		
place		
exercise		

2. Read the following sentences and fill in the blanks using the words below.

city places citizens magnificent

After 25 years in the army, the fighters could become Roman _____.

The army would try to knock down the walls and gates of the _____.

The Colosseum was a _____ arena.

They ruled over _____ and they were called the 'Roman empire'.

When the Romans ruled

Worksheet 1: Phonics - continued

Name: _____ Date: _____

3. Soft c and hard c

Below are some words in which the letter 'c' makes the /s/ sound (soft c) and some words in which the letter 'c' makes the /k/ sound (hard c).

car acid cart civil ace catapult service lace crate grace

Sort the words into the correct list and then read them to a partner.

soft c	hard c

When the Romans ruled

Worksheet 1: Phonics - continued

Name: _____ Date: _____

The sound /n/ can be spelt 'gn'.

4. Read the following words out loud:

design gnaw gnat sign

5. Write 'gn' across the page and say /n/ as you write.

6. Fill in the table below by writing what each word means.

Word	Your definition
design	
gnaw	
gnat	
sign	

When the Romans ruled

Worksheet 2: Comprehension

Name: _____ Date: _____

1. Vocabulary

Match the words to their meanings. Draw a line from the word to its definition.

- | | |
|------------------|---|
| enslaved | fallen down or caved in |
| tactics | when someone is not free to do as they wish |
| invaded | clever plans and strategies people use to reach their goals |
| collapsed | went into a different land and started to rule over it |

2. Use each of the following words in a sentence. The sentences can be about the Romans or something else.

enslaved

tactics

invaded

collapsed

When the Romans ruled

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

3. Correct or incorrect?

Read the following statements. Do the sentences use the vocabulary words correctly or incorrectly?

Put a tick in the box if you think the word has been used correctly or a cross in the box if you think it is incorrect.

The football team discussed **tactics** before the game.

The builder **collapsed** the building with steel and wood.

The coach picked **enslaved** players in her team.

The happy crowd **invaded** the pitch after the rugby game was over.

When the Romans ruled

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

4. Summary sentences

Write 2 sentences about each of the topics below in your own words.

a) The Roman army

b) The Colosseum

c) Roman baths

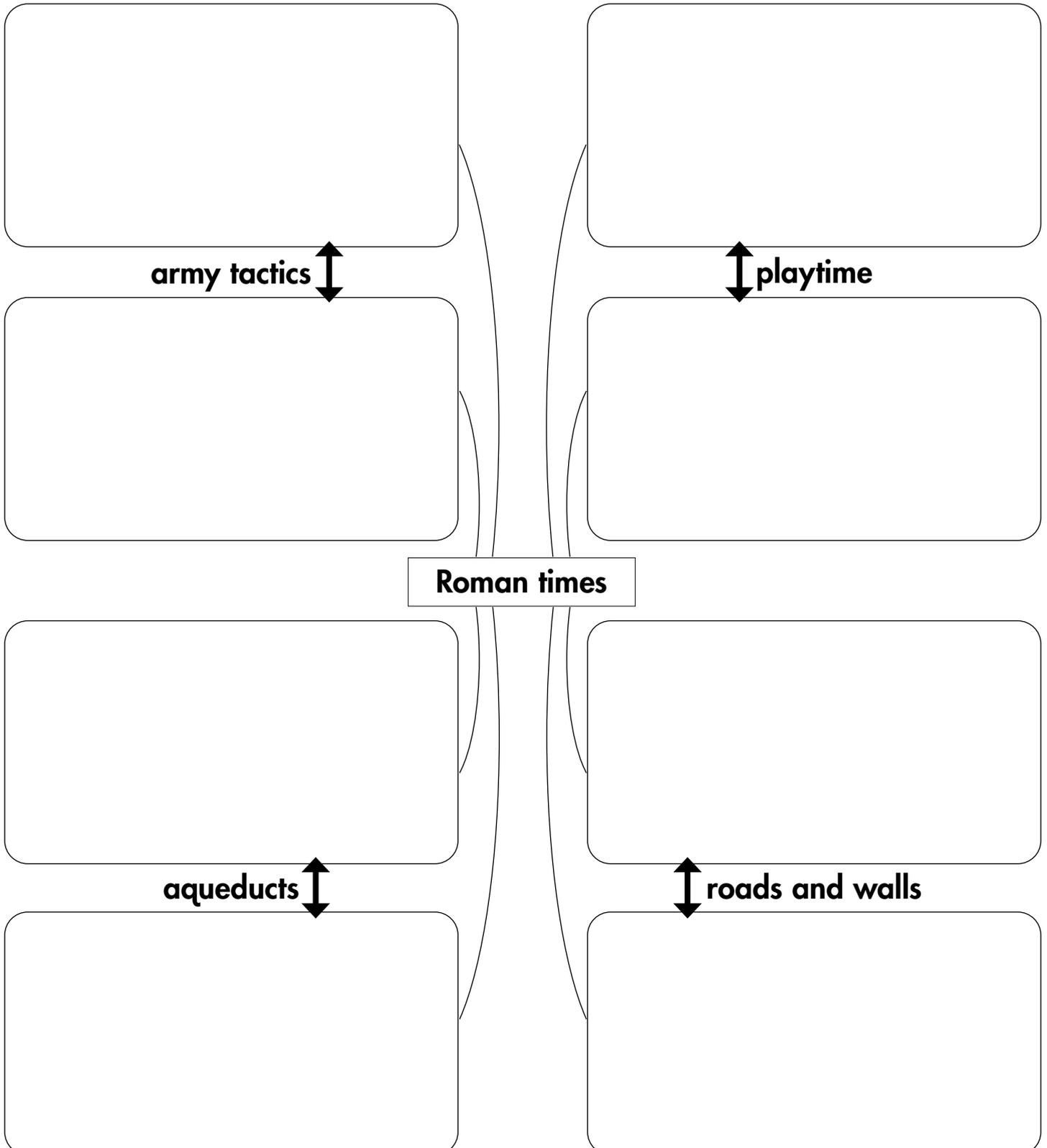
d) Life for Roman children

When the Romans ruled

Worksheet 3: History/Research

Name: _____ Date: _____

When the Romans ruled is full of facts about Roman times. The graphic organiser below organises facts about army tactics, playtime, aqueducts, roads and walls. Choose 2 facts from the text on each of the topics and add them to the graphic organiser.



When the Romans ruled

Worksheet 4: Science/Technology

Name: _____ Date: _____

1. The Roman empire was an important power for nearly 1,000 years. Romans designed many things. We are still inspired by Roman designs today.

Complete the table below. Write a sentence explaining how the structure, weapon or tool was used and draw a small sketch of it.

Structure/ tool/weapon	How was it used?	Sketch
catapult		
battering ram		
tunnel		

When the Romans ruled

Worksheet 4: Science/Technology - continued

Name: _____ Date: _____

Structure/ tool/weapon	How was it used?	Sketch
long wall		
wax tablet		
marbles		

Zed

Worksheet 1: Phonics

Name: _____ Date: _____

The sound /n/ can be spelt 'kn'.

1. Write 'kn' across the page, say the sound /n/ as you write it.

2. Read it (read the word), Write it (write the word).

Read it Write the word

knee _____

know _____

knelt _____

knot _____

3. Write the word in a sentence.

knee _____

know _____

knelt _____

knot _____

Zed

Worksheet 1: Phonics - continued

Name: _____ Date: _____

4. Word Sprint (1 minute)

Here is a list of words. In some of them the /n/ sound is spelt 'kn' and in some of them it is spelt 'n'.

Set a timer for one minute. Start the timer.

Read the first word (knot) and read across the page and then go onto the next row. Sound them out in your head before you say them (if you need to). Keep going.

When the buzzer goes, write down how many words you read.

Practice and see if you can read more words the second time.

knot	knife	new	knew	knob
now	not	know	night	knead
knee	need	north	nip	kneel
new	knight	nap	knit	knew
net	knob	needle	nasty	knelt

- How many words? _____
- How many words? _____

Name: _____ Date: _____

The long vowel sound /air/ can be spelt 'ear'.

5. Read the following words out loud:

bear pear tear wear

6. Complete the sentences using a word from the Word Bank.

wear	tear	bear	pear
-------------	-------------	-------------	-------------

The girl will _____ the paper in half.

Dad packed a _____ for a snack.

I needed to _____ my uniform to school.

The brown _____ was angry.

7. Create question sentences using the above words. Don't forget to use the correct punctuation. Example: Where is the brown bear?

Zed

Worksheet 2: Comprehension

Name: _____ Date: _____

Answer the questions about *Zed*.

1. Where did Ashlee find the black cat?

2. Why do you think Ashlee decided to call the cat 'Zed'?

3. How did Ashlee get the cat to go into the tree hut?

4. What word on page 10 shows that the cat was happy?

5. What was the first trick that Zed did for Ashlee?

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

6. Why did Ashlee get a sinking feeling on page 17?

7. What reason did Ashlee's mum give for not wanting a cat?

8. What is a baby rat called?

9. What was Ashlee's first bright idea?

10. What did Ashlee see under the couch that gave her the second bright idea?

Zed

Worksheet 2: Comprehension - continued

Name: _____ Date: _____

11. Verbs

Verbs tell us what people/things are doing, thinking and saying, e.g. in the sentence “**She chatted to Zed about her day.**” ‘chatted’ is the verb. It tells us that Ashlee talked.

For each of the following sentences, underline or highlight the verbs that say what is being done. The number in brackets tells you how many verbs there are to find.

At home, Ashlee played a game on her laptop. (1)

Ashlee held out a little bit of meat to Zed. (1)

Ashlee took Zed up to her hut and watched him explore. (2)

A ball slipped out of her hand and skidded under a shelf. (2)

“He never eats much,” said Ashlee. (2)

In the morning, Zed was sitting on the step outside the kitchen. (1)

Mum and Ashlee watched Dad dig a hole in the garden and put the dead rats in it. (3)

Mum looked amazed! (1)

12. Write a sentence about Ashlee and a sentence about Zed. Underline the verbs you have used.

Name: _____ Date: _____

Choose **one** of the following three art projects to do.

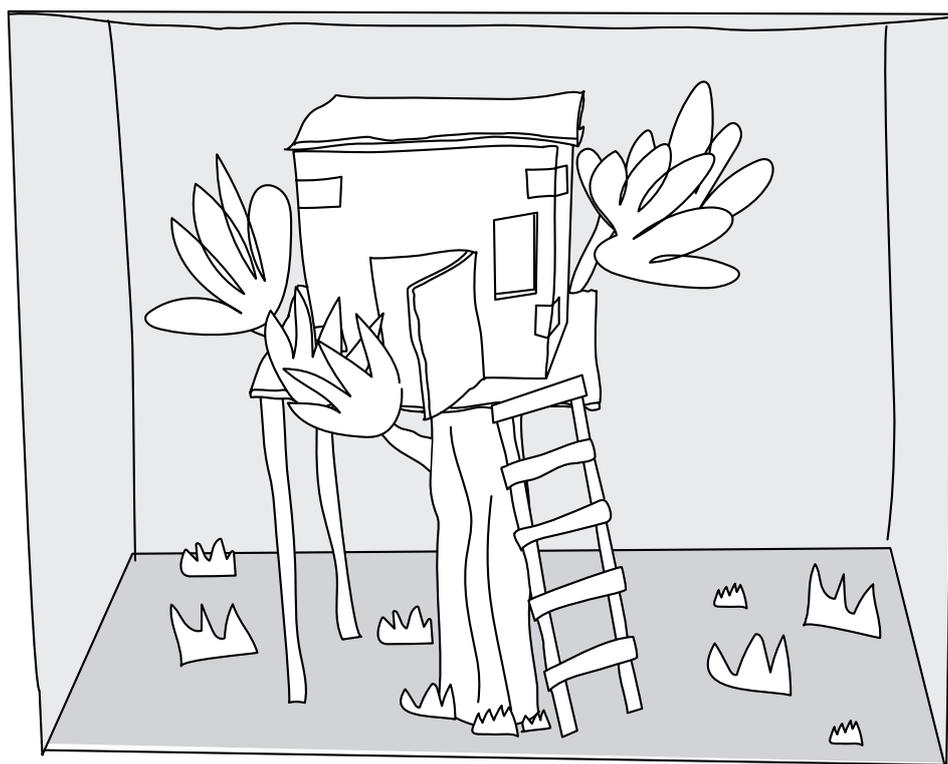
Ia. Decorate the outline of the cat on the next page with different patterns to design your own unique black and white cat.
Then write a short story about your cat.

OR

Ib. Look around your garden or the school grounds to find a rock with a flat surface.
Draw a cat onto your rock using paints or pens.
Then write a description of your cat.

OR

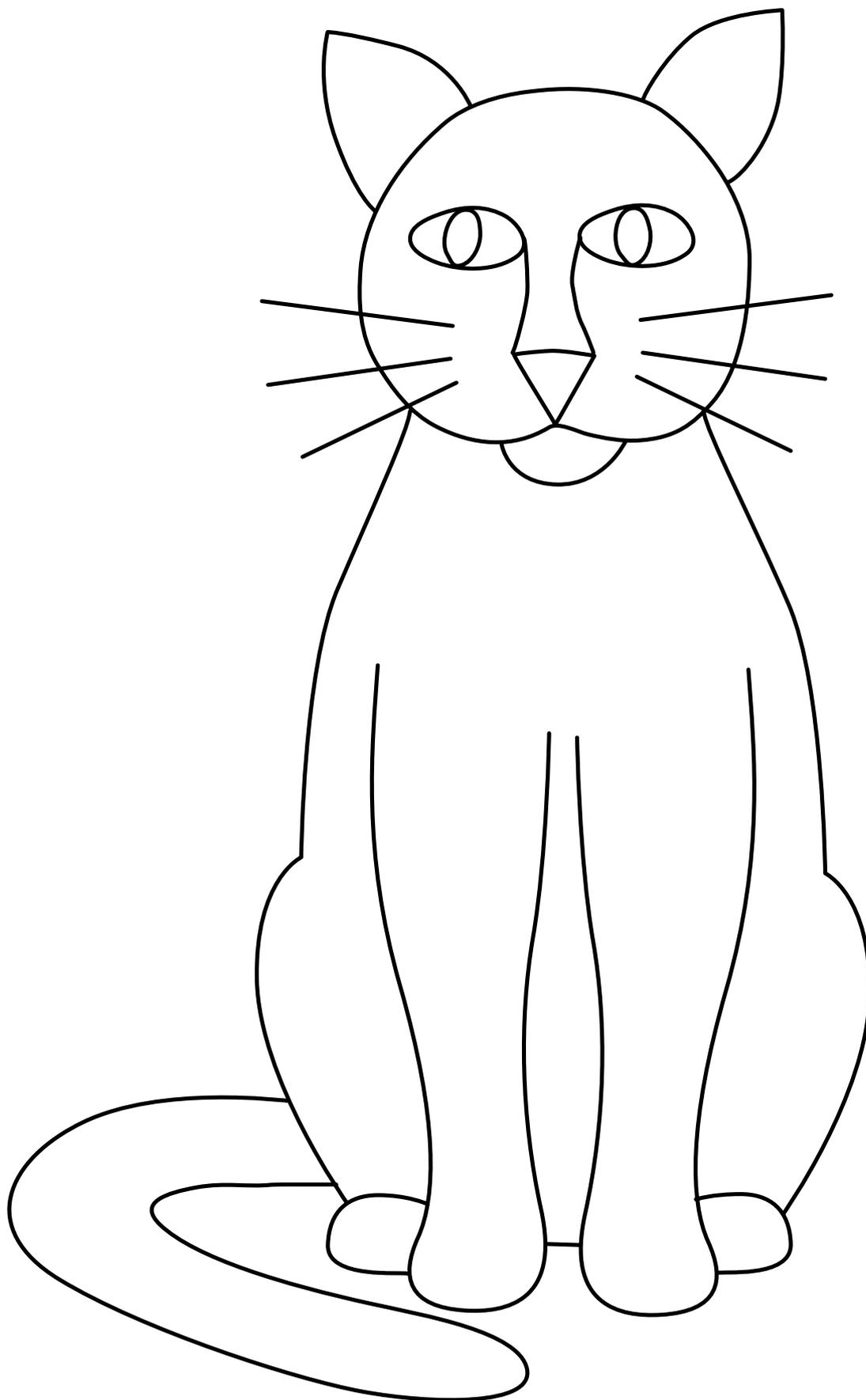
Ic. Create a diorama of a tree with your own treehouse in it, using materials that you find around the house.
Then write a short report on the materials that you used, what you found hard and what you found easy.



Zed

Worksheet 3: Art - continued

Name: _____ Date: _____



Name: _____ Date: _____

2. Write your short story, description or report, here.

Worksheet 4: Science/Our living world

Name: _____ Date: _____

Cats are 'felines'. This word means 'cat-like'. Felines are meat-eating mammals. It is not just pet cats that are felines. 'Big cats' are felines too. Other felines include:

- Tigers
- Jaguars
- Lions

1. Do some research or brainstorm with a partner to add three more felines to the list.

- _____
- _____
- _____

2. Find information about these feline species in a book or on the computer. Choose one of the felines, and write two sentences about it.

I have chosen to write about _____

3. Illustrate your sentences either with a drawing of your chosen feline, or with a photo of one printed from the computer.