



Homework- Summer 1 week 1

Please find below three English tasks and three Mathematics tasks for children to complete for their homework this week. Our recommendation is that children complete Task 1 for English and Maths on Tuesday, Task 2 for both on Wednesday and Task 3 for both on Thursday. This short, frequent style of homework will support children to consolidate their learning. Please find the answers on the class page. *The expectation is that children mark alongside parents/carers or self-mark.*

Children are to hand in their homework on Monday morning, alongside their reading record.

English											
Task 1: Grammar and punctuation	Task 2: Reading comprehension	Task 3: Spelling Pattern									
	<u>See below</u>	<table border="1"> <tr> <td>Verb Endings Past tense</td> <td>When a word ends in ^v -y, change y to i, then add -ed</td> <td>carried, qualified, satisfied</td> </tr> <tr> <td>Verb Endings Past tense</td> <td>Add -ed for past tense.</td> <td>absorbed, camped, delivered, designed, developed, disappeared, disturbed, echoed, finished, rehearsed, remained, stretched, transformed, transported, uncoiled, discovered,</td> </tr> <tr> <td>Adverbs -ly words to add detail to verbs</td> <td>3. where a terminal -e is making a long vowel sound elsewhere in the word, leave it alone and add -ly</td> <td>approximately, extremely</td> </tr> </table>	Verb Endings Past tense	When a word ends in ^v -y, change y to i, then add -ed	carried, qualified, satisfied	Verb Endings Past tense	Add -ed for past tense.	absorbed, camped, delivered, designed, developed, disappeared, disturbed, echoed, finished, rehearsed, remained, stretched, transformed, transported, uncoiled, discovered,	Adverbs -ly words to add detail to verbs	3. where a terminal -e is making a long vowel sound elsewhere in the word, leave it alone and add -ly	approximately, extremely
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Adverbs -ly words to add detail to verbs	3. where a terminal -e is making a long vowel sound elsewhere in the word, leave it alone and add -ly	approximately, extremely									

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7. **Rewrite** the sentence below so that it begins with the adverbial. Use only the same words and remember to punctuate your sentence correctly.

The wizard mixed up a new spell late at night.

8. In a café, a waiter is very busy taking orders. He has lots of customers. Bearing this in mind, which sentence is correctly punctuated? **Tick one.**

The waiter took the customers order's.

The waiter took the customer's orders.

The waiter took the customers' orders.

9. **Circle all the determiners** in the sentence below.

The man's hair was very long, so my uncle cut it using a pair of the clippers he owns.

10. **Underline** the subordinate clause in this sentence.

I don't need a school dinner today because I have brought sandwiches.

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Reading Comprehension

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The Controller of ITV Television,
Viewer Services,
ITV PLC,
Gas Street,
Birmingham.
B1 2JT

23 Brookfield Drive,
Anytown,
Lancashire.
AR2 5LE

23/11/10

Dear Sir/Madam,

I wish to complain about the content of ITV television on a Saturday evening. At the weekend I look forward to doing a few jobs, taking a walk with the dog and then settling down in front of the fire on a cold winter's evening to be entertained by the television. Now I am not a wealthy man and cannot afford the luxuries of satellite television or even a freeview box so I am left with the choice of only five channels and this is where the problem begins. Saturday night television seems to have become dominated with endless rounds of TV talent (or talentless!) shows.

I am a fan of talented singers. I enjoy listening to Dame Kiri Te Kanawa, the New Zealand soprano who has had a highly successful international opera career since 1968. I also enjoy the likes of Dame Shirley Bassey and can see the appeal of Elvis Presley and even the Beatles. However, I do not see the appeal of inviting random members of the public to line up at auditions around the country and be humiliated by judges who have very little musical ability themselves.

In my opinion, real musicians must serve an apprenticeship and this can be done in one of two ways. The likes of Elton John worked night after night in pubs around London finding out for himself just what members of the public enjoy and what they don't. The Beatles drove up and down the country for years in an old transit van playing at clubs and socials learning their trade. Alternatively, an opera singer may practise grades for years and years eventually going to Music College to perfect what they do. Instead, ITV television roll out any Tom, Dick or Harry, stick them on the television and let them think they are stars, worthy of being there.

In my opinion this type of show encourages contestants who are hoping for instant fame, fortune and access to a celebrity lifestyle without being committed to the hard work of perfecting their own performance and then performing at every available opportunity. It is more about money than music! Second rate singers are given endless free publicity on TV whilst the show takes money from advertisements, phone lines, live concerts and recording sales.

The end result almost always seems to be one member of the show singing an existing song with free hype and publicity making sure this recording gets to be a Christmas Number 1. Whatever happened to original music? In the sixties the Beatles experimented with all sorts of different styles, some more successful than others, but at least their work was original. If music were not allowed to evolve, we would still be listening to songs from the first days of the gramophone!

There is also too much play on sob stories of the contestants. I wish to be entertained by the music of someone with a wonderful voice on a Saturday evening, not made to feel guilty about someone who is going through some domestic problem or another. And as for the so-called celebrity judges, when they get up to sing it is obvious at times that they are miming to pre-recorded tracks. What sort of example does that set to contestants in the show? Standards are not very high and sometimes not just about singing. I have witnessed novelty acts with twin boys who can't sing, win over obviously much better performers!

If this style of television show is allowed to continue then no other artists with real talent will ever feel it is worth their while to compose and create new and original works for the Christmas charts as it will be obvious who will get the number one spot from now on. You are turning an original and creative music industry into something that is just a money making machine.

Yours faithfully,
D.I.S. Gruntled

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1 Why do you think the author of this letter starts off with 'Dear Sir/Madam'?

2 What is the author of this letter complaining about?

3 Does the author of this letter like music? Give reasons for your answer.

4 What do you understand by the term 'apprenticeship'?

5 Why do you think the author uses the names 'Tom, Dick and Harry' in his letter?

6 What do you understand by the term 'celebrity lifestyle'?

7 What does the author mean by 'original music'?

8 TV talent shows often show problems people are having at home. Do you think this should influence whether or not people win the contest? Give reasons for your answer?



Grammar answers

7

Late at night, the wizard mixed up a new spell.

- 8 The waiter took the customers order's.
The waiter took the customer's orders.
The waiter took the customers' orders.

9 The man's hair was very long, so my uncle cut it using a pair of the clippers he owns.

10 I don't need a school dinner today because
I have brought sandwiches.

Reading comprehension answers



- 1) It is a formal letter/ He does not know the names of the people who will read it.
- 2) The poor quality of Saturday evening television which is dominated by talent (or talentless) shows.
- 3) Yes he likes music. Accept answers that support this statement. E.g. the author lists his favourite artists and says that he likes talented musicians.
- 4) A period of time spent training or learning a trade or craft.
- 5) This is usually a term that means 'anybody at all'.
- 6) To live like a famous person/to enjoy all the things that a wealthy and well known person would enjoy/having your photograph taken by journalists/ going to parties and meeting famous people.
- 7) Music that is new and not copied from other people.
- 8) Open ended. Accept an answer Yes or No that is supported by credible arguments.

Mathematics

Task 1:
Fluency

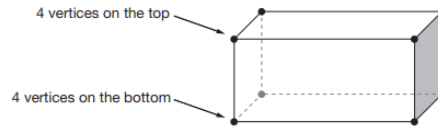
Task 2:
Varied Fluency

Task 3:
Reasoning

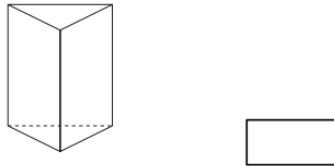


- | | |
|----|---|
| 1 | $7465 + 330 + 359 =$ <input type="text"/> |
| 2 | $980 \times 0 =$ <input type="text"/> |
| 3 | $10 +$ <input type="text"/> $= 274$ |
| 4 | $4600 \div 2 =$ <input type="text"/> |
| 5 | <input type="text"/> $+ 50 = 154$ |
| 6 | $9.12 + 3.7 =$ <input type="text"/> |
| 7 | $120 \div 2 =$ <input type="text"/> |
| 8 | $680 \div 5 =$ <input type="text"/> |
| 9 | $8420 -$ <input type="text"/> $= 6871$ |
| 10 | $8144 \times 10 =$ <input type="text"/> |
| 11 | $360 \div 6 =$ <input type="text"/> |
| 12 | $10 \times 3 \times 2 =$ <input type="text"/> |
| 13 | $1210 \div 11 =$ <input type="text"/> |
| 14 | $700000 - 700 =$ <input type="text"/> |
| 15 | <input type="text"/> $= 151 \times 9$ |
| 16 | $1.79 \div 10 =$ <input type="text"/> |
| 17 | $2136 \div 89 =$ <input type="text"/> |
| 18 | $\frac{2}{6} + \frac{7}{12} =$ <input type="text"/> |

A cuboid has **8 vertices**.



How many vertices does this 3-D shape have?



A different 3-D shape has **8 vertices**.

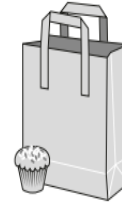
It has **6 faces**. Each face is the **same**.

Put a ring around the correct name for this 3-D shape.

- square pyramid cylinder
- cube rectangle

[1 mark]

Maria bakes cakes and sells them in bags.



She uses this formula to work out how much to charge for one bag of cakes.

$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

£

Olivia buys a bag of cakes for £5.15

Use the formula to calculate how many cakes are in the bag.



[3 marks]



- 19 $895 \times 64 = \square$
- 20 $19.67 \times 1000 = \square$
- 21 $2\frac{1}{5} + 2\frac{4}{5} = \square$
- 22 $\frac{5}{10}$ of 90 = \square
- 23 $7 - \square = 3.236$
- 24 $\frac{1}{8} \div 3 = \square$
- 25 $\frac{2}{3} - \frac{1}{4} = \square$
- 26 $45 - 5.307 = \square$
- 27 60% of 3800 = \square
- 28 4% of 7000 = \square
- 29 $3 \times 1.4 = \square$
- 30 20% of 121 = \square
- 31 $\frac{1}{3} \times \frac{1}{8} = \square$
- 32 $2\frac{2}{5} - \frac{1}{2} = \square$
- 33 $1578 \times 45 = \square$
- 34 $8 - 7\frac{1}{3} = \square$
- 35 $2 + 3 \times 2 = \square$
- 36 $\frac{2}{4} \times 200 = \square$

[2017]

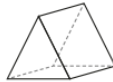
Tick each shape that has the same number of faces as vertices.



Cube



Square-based pyramid



Triangular prism



Triangular-based pyramid

[2 marks]

3

This table shows information about four solid shapes.

[2005]

Complete the table.

One has been done for you.

	number of flat surfaces	number of curved surfaces
sphere	0	1
cone		
cuboid		
cylinder		

[2 marks]



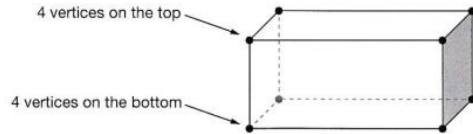
Answers -Maths

Fluency

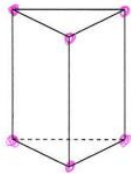
1	$7465 + 330 + 359 =$ <input type="text" value="8154"/>	<input type="radio"/>	19	$895 \times 64 =$ <input type="text" value="57280"/>
2	$980 \times 0 =$ <input type="text" value="0"/>	<input type="radio"/>	20	$19.67 \times 1000 =$ <input type="text" value="19670"/>
3	$10 +$ <input type="text" value="264"/> $= 274$	<input type="radio"/>	21	$2\frac{1}{5} + 2\frac{4}{5} =$ <input type="text" value="5"/>
4	$4600 \div 2 =$ <input type="text" value="2300"/>	<input type="radio"/>	22	$\frac{5}{10}$ of 90 = <input type="text" value="45"/>
5	<input type="text" value="104"/> $+ 50 = 154$	<input type="radio"/>	23	$7 -$ <input type="text" value="3.764"/> $= 3.236$
6	$9.12 + 3.7 =$ <input type="text" value="12.82"/>	<input type="radio"/>	24	$\frac{1}{8} \div 3 =$ <input type="text" value="1/24"/>
7	$120 \div 2 =$ <input type="text" value="60"/>	<input type="radio"/>	25	$\frac{2}{3} - \frac{1}{4} =$ <input type="text" value="5/12"/>
8	$680 \div 5 =$ <input type="text" value="136"/>	<input type="radio"/>	26	$45 - 5.307 =$ <input type="text" value="39.693"/>
9	$8420 -$ <input type="text" value="1549"/> $= 6871$	<input type="radio"/>	27	60% of 3800 = <input type="text" value="2280"/>
10	$8144 \times 10 =$ <input type="text" value="81440"/>	<input type="radio"/>	28	4% of 7000 = <input type="text" value="280"/>
11	$360 \div 6 =$ <input type="text" value="60"/>	<input type="radio"/>	29	$3 \times 1.4 =$ <input type="text" value="4.2"/>
12	$10 \times 3 \times 2 =$ <input type="text" value="60"/>	<input type="radio"/>	30	20% of 121 = <input type="text" value="24.2"/>
13	$1210 \div 11 =$ <input type="text" value="110"/>	<input type="radio"/>	31	$\frac{1}{3} \times \frac{1}{8} =$ <input type="text" value="1/24"/>
14	$700000 - 700 =$ <input type="text" value="699300"/>	<input type="radio"/>	32	$2\frac{2}{5} - \frac{1}{2} =$ <input type="text" value="1 9/10"/>
15	<input type="text" value="1359"/> $= 151 \times 9$	<input type="radio"/>	33	$1578 \times 45 =$ <input type="text" value="71010"/>
16	$1.79 \div 10 =$ <input type="text" value="0.179"/>	<input type="radio"/>	34	$8 - 7\frac{1}{3} =$ <input type="text" value="0 2/3"/>
17	$2136 \div 89 =$ <input type="text" value="24"/>	<input type="radio"/>	35	$2 + 3 \times 2 =$ <input type="text" value="8"/>
18	$\frac{2}{6} + \frac{7}{12} =$ <input type="text" value="11/12"/>	<input type="radio"/>	36	$\frac{2}{4} \times 200 =$ <input type="text" value="100"/>



A cuboid has **8 vertices**.



How many vertices does this 3-D shape have?



6

A different 3-D shape has **8 vertices**.

It has **6 faces**. Each face is the **same**.

Put a ring around the correct name for this 3-D shape.

square pyramid cylinder

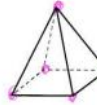
cube rectangle

[1 mark]

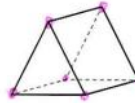
17] Tick each shape that has the same number of faces as vertices.



Cube
8 VERTICES
6 FACES



Square-based pyramid
5 VERTICES
5 FACES



Triangular prism
6 VERTICES
5 FACES



Triangular-based pyramid
4 VERTICES
4 FACES

[2 marks]

3 This table shows information about four solid shapes.

105] Complete the table.

One has been done for you.

	number of flat surfaces	number of curved surfaces
sphere	0	1
cone	1	1
cuboid	6	0
cylinder	2	1

[2 marks]



Reasoning

Maria bakes cakes and sells them in bags.



She uses this formula to work out how much to charge for one bag of cakes.

$$\text{Cost} = \text{number of cakes} \times 20\text{p} + 15\text{p for the bag}$$

How much will a bag of 12 cakes cost?

$$\begin{aligned} 12 \times 20 + 15 \\ = 240 + 15 \\ = \underline{\underline{255}} \end{aligned}$$

£2.55

Olivia buys a bag of cakes for £5.15

→ £5 FOR CAKES
→ 15p FOR BAG

Use the formula to calculate how many cakes are in the bag.

$$\begin{aligned} \frac{500}{20} &= \frac{50}{2} \\ &= \underline{\underline{25}} \end{aligned}$$

25

[3 marks]