



Homework – Summer 1 week 2

English

Task 1: Grammar and punctuation	Task 2: Reading comprehension	Task 3: Spelling Pattern	
<p><u>See Below</u></p>	<p style="text-align: center;">The Right to an Education</p> <p>1 Children's rights In 1989, governments around the world agreed to protect the rights of children and young people. The United Nations Convention on the Rights of the Child (UNCRC) lists 54 rights that all children have. These include important rights, for example the right to life and to the best possible health; the right to have a name and a nationality; the right to believe what you want to believe and to have privacy; the right to have time to relax and play, and time to go to school.</p> <p>8 The right to an education Articles 28 and 29 in the UNCRC say that every child has the right to an education, and this education should try to develop each child's personality, talents and abilities.</p> <p>11 No chance to go to school There are over 65 million primary-school-aged children in the world who can't go to school, so they may not have the opportunity to find out what they are good at. Many of these children are working to help to feed their families; others are homeless or are travelling with their families and trying to find a better or a safer place to live.</p> <p>16 In some countries, children walk for over two hours to get to school. Children who live even further than that from their nearest school may never get the chance to go. Why might it matter if all these children don't go to school?</p> <p>19 No resources In some countries there may be buildings for schools, but no teachers. Or perhaps there is no water and no toilets. Or it may be there is no chalk or no blackboards for teachers to write on, or no paper or pencils for children to write with.</p> <p>23 In these schools, books may be in short supply; 14 or 15 children may have to share the same maths book or there may be one reading book for the whole class to share.</p> <p>25 In countries where there are a lot of poor people, one class may have up to 100 children of all ages sitting in the shade of a big tree, or crammed onto benches in a stuffy classroom. Do you think these children are receiving an education that develops their personality, talents and abilities?</p> <p>29 Why is an education important? We should all care that so many children aren't in school because, without an education, their talents may be wasted and they may never know what they are good at. The best way for poor countries to become richer is for their children to be educated.</p> <p>33 Children who go to school and learn to read, write and do arithmetic are more likely to have better lives than children who don't go to school. Children who go to school become adults who are more likely to have jobs and are more likely to send their own children to school. In many countries around the world, school is seen as a privilege. Without education, people often don't have the chance to develop their personality, talents and abilities.</p> <p>38 What can you do? You are lucky. You can help others to have some of the same chances that you have by supporting your school's charitable fundraising days and ask that collections at events like class assemblies or school concerts go to education charities around the world.</p> <p>42 You can also take your old clothes, books and toys to charity shops. The charities will either send them to schools in poorer countries, or sell the things and give the money to the schools. Find out about charities that you can support which work to get children around the world into a school, and that will help children to develop their personalities, talents and abilities.</p>	<p>'ch' and 'gue' words</p>	<p>-sure and -ture</p>
		<p>league colleague plagued fatigued chemist echoed aching anchor persuade leisure</p>	<p>measured treasure enclosure creature picture nature furniture adventure definitely muscles</p>

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1 List **four** rights from the text that are included in the UNCRC.

2b

1 mark

2 In the UNCRC, what is the purpose of education?

2b

1 mark

3 "*crammed onto benches in a stuffy classroom*" (paragraph 7). What is the impact of this kind of language in this text?

2g

1 mark

4 At the end of paragraph 7, the writer asks: "*Do you think these children are receiving an education that develops their personality, talents and abilities?*"

Use ideas and facts from the text to give and to explain your answer to the question.

2d

2 marks

5 "*In many countries around the world, school is seen as a privilege.*" (Paragraph 9)

In this sentence, what does the word "*privilege*" mean? Tick **one**.

a special opportunity that should be valued a rule that only rich people can follow

a talent or ability that everyone already has somewhere you go to meet your friends

2a

1 mark

6 In paragraph 10, why do you think the writer says "*You are lucky*"? Use ideas from the text in your answer.

2d

1 mark

7 Tick **one** message that is the same in the section called "***No chance to go to school***" and the section called "***Why is an education important?***".

65 million children don't go to school for very good reasons.

Children value school enough to walk for two hours to get there.

Children may have to work to feed their families.

Without education, children may not develop their talents.

2h

1 mark

8 Why do you think the author uses questions throughout this text?

2g

1 mark

9 What is the main message of this text? Tick **one**.

100 children in a class is too many.

People with no education can never have good lives.

We should all try to make sure that children can go to school.

You can help by taking your old books and toys to charity shops.

2c

1 mark



1. What does the prefix un- mean in undo, unzip and unhappy?

--

2. Add brackets to this sentence:

My friends Luke and Lee love football.

3. Circle all the nouns in the sentence below:

The fire burned brightly in the hut.

4. Insert commas in the right place:

I bought apples oranges bananas and peaches from the supermarket.

5. Explain why you need a comma in the sentence:

Last weekend, I went to a theme park with my family.

--

6. Change this sentence into the past progressive tense:

We ran for the bus.

--

7. What is the word class of the underlined word?

The Queen wears exquisite jewellery!

--

8. Add an appropriate adverb to this sentence:

She completed her work _____.

--

9. Circle the modal verb in the sentence:

She couldn't believe she had won the lottery!

--

10. Change this sentence to the active voice:

A man was mauled by a bear.

--



1. What does the prefix un- mean in undo, unzip and unhappy?

Not

2. Add brackets to this sentence:

My friends (Luke and Lee) love football.

3. Circle all the nouns in the sentence below:

The fire burned brightly in the hut.

4. Insert commas in the right place:

I bought apples, oranges, bananas and peaches from the supermarket.

5. Explain why you need a comma in the sentence:
Last weekend, I went to a theme park with my family.

Last weekend is a fronted adverbial.

6. Change this sentence into the past progressive tense:
We ran for the bus.

We were running for the bus.

7. What is the word class of the underlined word?
The Queen wears exquisite jewellery!

verb

8. Add an appropriate adverb to this sentence:
She completed her work _____.

Any appropriate adverb: quickly, slowly, quietly etc.

9. Circle the modal verb in the sentence:

She couldn't believe she had won the lottery!

10. Change this sentence to the active voice:
A man was mauled by a bear.

A bear mauled a man.

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Question	Answer	CD/Mark	Useful strategies
1. List four rights from the text that are included in the UNCRC.	Accept any four of: <ul style="list-style-type: none"> • to life • to the best possible health • to have a name • to have a nationality • to believe what you want to believe • to have privacy • to have time to relax and play • to have time to go to school. 	2b 1 mark	<i>Question focus: retrieve and record information.</i> Strategies: <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read the paragraph to find the information you need. • Don't just use your existing general knowledge. Check in this text.
2. In the UNCRC, what is the purpose of education?	to try to develop each child's personality, talents and abilities	2b 1 mark	<i>Question focus: retrieve and record information.</i> Strategies: <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Consider where in the text to look for the answer. • Carefully read the paragraph to find the information you need • Do not just use your existing general knowledge. Check in this text.
3. "crammed onto benches in a stuffy classroom" (paragraph 7) What is the impact of this kind of language in this text?	Accept an answer that understands the language is emotive/biased/tries to evoke images. E.g. <ul style="list-style-type: none"> • It makes me feel sorry for the children. • It helps me to understand what the rooms are like. • It shows the text is biased. 	2g 1 mark	<i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i> Strategies: <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for the quotation and consider when and where it is used. • What is the impact on you of this type of language?
4. At the end of paragraph 7, the writer ask: "Do you think these children are receiving an education which develops their personality, talents and abilities?" Use ideas and facts from the text to give and to explain your answer to the question.	Accept an answer, based on the text, that recognises the limitations of the education on offer. E.g. No – in a class of 100 the teacher will not know the children well enough. No – children who are crammed on benches in a stuffy classroom will not be able to concentrate. No – if 14 children are sharing a maths book, they can't all be learning.	2d 2 marks	<i>Question focus: explain and justify inferences with evidence from the text.</i> Strategies: <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Reread the relevant section of the text looking for ideas you could include in your answer. • Identify a fact you could use, then think of an explanation as to why it is relevant. Award 1 mark for an answer that uses facts and ideas from the text which state the limitations of the provision. Award 1 mark for an explanation as to what the potential impacts of the provision would be. Award 2 marks for an answer that both states the limitations and explains its potential impact.

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<p>5. "In many countries around the world, school is seen as a privilege (paragraph 9)." In this sentence, what does the word "privilege" mean? Tick one.</p>	<p>a special opportunity that should be valued</p>	<p>2a 1 mark</p>	<p><i>Question focus: explain the meaning of words in context.</i> Strategies: <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text to find the word in the question. • Carefully read that part of the text, thinking about what the word might mean. • Look at the options given in the question. Which word has the closest meaning? </p>
<p>6. In paragraph 10, why do you think the writer says "You are lucky"? Use ideas from the text in your answer.</p>	<p>Accept any answer that recognises both:</p> <ul style="list-style-type: none"> • that the child has access to schools with teachers and resources • that because they can go to school, their life chances are improved. <p>E.g. I'm lucky because it's easy for me to get to school and everything I need is here. If I work hard, I might get a good job when I leave school.</p>	<p>2d 1 mark</p>	<p><i>Question focus: explain and justify inferences with evidence from the text.</i> Strategies: <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Reread the relevant section of the text looking for ideas you could include in your answer. • Identify a fact you could use, then think of an explanation as to why it is relevant. <p>Award 1 mark for an answer that uses facts and ideas from the text and recognises that the chance for a good, well-resourced education is a bonus.</p> </p>
<p>7. Tick one message that is the same in the section called "No chance to go to school" and the section called "Why is education important?".</p>	<p>Without education, children may not develop their talents.</p>	<p>2h 1 mark</p>	<p><i>Question focus: make comparisons within the text.</i> Strategies: <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Read the options in the question. • Remember, the idea must be in both sections. </p>
<p>8. Why do you think the author uses questions throughout this text?</p>	<p>Accept an answer that identifies the impact of questions being any of:</p> <ul style="list-style-type: none"> • to make the text more personal • to make you think • to draw the reader in. 	<p>2g 1 mark</p>	<p><i>Question focus: explain how meaning is enhanced through choice of words and phrases.</i> Strategies: <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Scan the text for questions and consider when and where they are used. • Think about what the impact is and what you think the writer intended. </p>
<p>9. What is the main message of this text? Tick one.</p>	<p>We should all try to make sure that children can go to school.</p>	<p>2c 1 mark</p>	<p><i>Question focus: summarise main ideas from more than one paragraph.</i> Strategies: <ul style="list-style-type: none"> • Carefully read the question, marking key words. • Reread the text considering the answer. • Evaluate each of the options in the question – they are all true, but which one summarises the message of the whole text? </p>



Mathematics

**Task 1:
Fluency**

1 $\frac{3}{4} + 3\frac{1}{4} = \square$

2 $1\frac{1}{3} + \frac{2}{3} = \square$

3 $\frac{1}{3} + 3\frac{2}{3} = \square$

4 $\frac{2}{3} + 2\frac{1}{3} = \square$

5 $3\frac{5}{7} + 3\frac{2}{7} = \square$

6 $2\frac{3}{4} + 2\frac{1}{4} = \square$

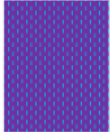



**Task 2:
Varied Fluency**



A school have had a large donation of money to renovate an empty classroom. The School Council decided it should be the new Year 6 Common Room; somewhere for the Year 6 children to relax and enjoy each other's company on wet breaks, and for the school to use for clubs. There is a rumour that if it is done well, there might even be a youth club with a DJ booked every Friday night!

You and your friends have volunteered to help out. Who knew there were so many calculations involved in decorating?

1. There are 4 different wallpaper rolls left in the store cupboard. Each has a different fraction of the roll left.

A.  $\frac{2}{3}$ B.  $\frac{11}{15}$ C.  $\frac{3}{5}$ D.  $\frac{5}{6}$

Put the wallpaper amounts into ascending order: $\square < \square < \square < \square$

2. The School Council really like wallpaper D. They hope to find more, but need to know how much more they require.

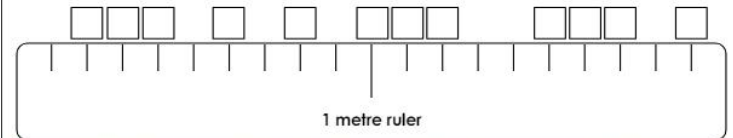
For the section they want to wallpaper, they will need $2\frac{1}{4}$ rolls. How many more rolls of wallpaper do they need?

**Task 3:
Reasoning**

3. There are 3 walls to paint and each wall needs $\frac{4}{5}$ of a pot of paint to give it two coats. A parent has donated 4 paint pots from her garage and each pot is $\frac{3}{4}$ full. Will this be enough paint to finish the painting? Explain your answer.



4a. There is a window in the room that needs a pair of curtains. To make the curtains, they need a total length of $\frac{8}{10}$ of fabric. Tick the box on the ruler that shows where the fabric needs to be cut.

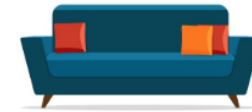


4b. The School Council need to divide this length by 2 to find the length of each curtain. What fraction of the fabric length is used for a single curtain?



5. The carpet layer has sent his bill. He spent $2\frac{5}{10}$ of an hour cutting the carpet and laying the grippers and $4\frac{2}{3}$ of an hour laying the carpet.
How much time should he charge for? Give your answer in hours and minutes.

6a. Now the carpet is down, the furniture must be ordered! The wall is $3\frac{9}{25}$ metres long and the sofa measures $1\frac{4}{5}$ metres. How much space is left for a side table?



6b. The children found a side table that is $\frac{7}{10}$ of a metre wide. Will one table fit at either side of the sofa?

7. The School Council have spent $\frac{3}{4}$ of their budget, which was originally £160. How much is left for other decorations?



Fluency answers

1	$\frac{3}{4} + 3\frac{1}{4} =$	<input type="text" value="4"/>
2	$1\frac{1}{3} + \frac{2}{3} =$	<input type="text" value="2"/>
3	$\frac{1}{3} + 3\frac{2}{3} =$	<input type="text" value="4"/>
4	$\frac{2}{3} + 2\frac{1}{3} =$	<input type="text" value="3"/>
5	$3\frac{5}{7} + 3\frac{2}{7} =$	<input type="text" value="7"/>
6	$2\frac{3}{4} + 2\frac{1}{4} =$	<input type="text" value="5"/>

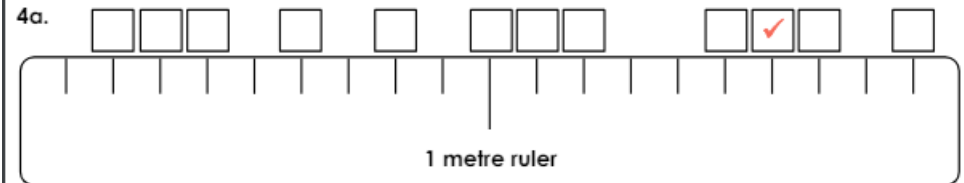
Varied fluency + reasoning and problem solving answers

1. $C < A < B < D$

2. $1\frac{5}{12}$

3. Yes. $3 \times \frac{4}{5} = 2\frac{2}{5}$ required. 4 paint pots that are $\frac{3}{4}$ full = 3 pots, so there is enough.

4a.



4b. $\frac{2}{5}$

5. He should charge for 7 hours and 10 minutes.

6a. $1\frac{14}{25}$ of a metre left

6b. Yes they have enough space, as both of the side tables would measure $1\frac{2}{5}$ of a metre, which is less than $1\frac{14}{25}$ of a metre.

7. £40

8. Jamal used 9 kg, leaving 15 kg, so there is enough to make the buns.

9. 40 buns

10. $\frac{4}{7}$ of the original guest list are attending.