

Week 1

The myth of the Giant's Causeway

Comprehension

- (b) explain a natural feature
- Scotland and Northern Ireland
- Possible answer: When Finn saw how big Benandonner really was up close he became worried and afraid.
- Possible answer: Finn and Oonagh pretended Finn was their baby so Benandonner would be worried about how big Finn was compared to himself.
- Possible answer: No, because giants aren't real and there is a geographical explanation for how the columns came to be there.
- Possible answers:
 - brave, cocky, cheeky, strong, large
 - huge, aggressive, dim, red hair
 - clever, quick-witted, kind
- Possible answer: Finn saw his greatest enemy Benandonner.

Word knowledge

- (a) small (b) boy (c) oh
- (a) thunder (b) approach (c) reluctant
(d) realise (e) suck (f) quick
- (a) column (b) wife (c) journey
- (a) enormous, thunderous
(b) Teacher check
- Teacher check
- (a) sea (b) tired (c) blanket
(d) stone (e) hurled/heaved (f) run
(g) bonnet (h) drink (i) mistake

Whuppity Stoorie

Comprehension

- Answers will vary. Teacher check.
- Answers will vary. Teacher check.
- Very worried and upset
- Possible answer: Because the pig was sick, and it was her only hope of making any money to support her family.
- (a) Possible answer: the word 'foolish' implies that the woman will have to pay a great price to the fairy.
(b) Possible answer: if the woman can guess the fairy's name, she may not lose her son.
- Answers will vary. Teacher check.
- (a) having difficulties
(b) sad stories
(c) feeling relieved and unburdened

Word knowledge

- (b) superior
- (a) a long stick used as support when walking
(b) a person's body shape
(c) a prolonged, high-pitched cry of pain
- (a) normally, tightly, gratefully, smartly
(b) joyously (c) Teacher check
- (a) wail (b) heard (c) right
(d) son (e) there (f) some
(g) heal (h) through (i) for
- (a) goodwife (b) anything
(c) herself (d) lighthearted
- (a) hard (b) ugly (c) lighter
(d) future (e) old (f) smartly
(g) quick (h) husband (i) worse

Common and proper nouns

- Proper nouns: Fluffy the Dragon, Cinderella, Princess, Hapland, Three Blind Mice.

Common nouns: disaster, police, sheep, resuscitation, newt, idea, gate, king, slipper, finger, shoes

- idea, newt, king, gate

k	i	n	g
i	d	e	a
n	e	w	t
g	a	t	e

Collective and abstract nouns

- 2. Teacher check

- (a) a host of angels
(b) an orchestra of musicians
(c) a string of ponies
(d) a quiver of arrows
(e) a gaggle of geese

Narrative

- Trefin
- (a) (wild, rugged mountains of) North Wales
(b) past
(c) Ceridwen, the witch
(d) To give her son great powers of wisdom, so people would no longer laugh at him.
- (a) Gwyn accidentally took the potion that was meant for Avagon.
(b) Teacher check
- (a) By chasing Gwyn, hoping to kill him.
(b) She cast him adrift in a small boat.
- He was rescued by Prince Ethen and became the greatest poet in Wales.

The beach

Glorious white sand covered the ground like a jewel-studded carpet. The hot sun slowly moving towards the horizon caused each grain to sparkle like a diamond. The ocean lay like a vast expanse of shiny turquoise cloth glittering in the early evening sun. The surf was active but not angry. The next breaker rose like a curved wall as it travelled towards the shore.

- (a) Missing punctuation is in **bold type**.
(b) The 5 commas are circled.
- Spelling errors are in *italic type*.
(a) cloth, sun, shore
(b) carpet, moving, angry, towards
- (a) (i) glorious, white (ii) glittering (iii) active,
(iv) curved (v) early
- (a) Similes are underlined.
... like a jewel-studded carpet.
... like a diamond.
... like a vast expanse of shiny, turquoise cloth.
... like a curved wall.
- (a) Teacher check

Week 1

Elephants can fly!

This morning London's Heathrow Airport was the centre of a massive operation. **Two** fully grown Indian elephants were flown in from Mumbai, India as part of a worldwide breeding program.

The elephants, a young female named Trisha and Rajah, a ten-year-old male, will be housed in specially constructed compounds at the London Zoo. They will join Mishra, a long-time resident and a favourite with the zoo's many visitors.

Martin Jones, the coordinator of the ambitious project, told reporters that the elephants, which travelled in specially designed crates, flew very well.

- (a) Missing punctuation is in **bold type**.
(b) The 10 commas are circled.
(c) Words with apostrophes are underlined. London's, zoo's
(d) To show ownership
- (a) Spelling errors are in *italic type*.
two, male, many, which, flew
- (a) (i) the elephants' tails (ii) the children's visit (iii) Trisha's compound
(b) past tense: was, were flown, told, travelled, flew
future tense: will be housed, will join
(c) the past tense
- (a) 3
(b) Teacher check. Paragraph 1 explains what happened at Heathrow Airport.

How a thermometer works

A thermometer is *an* instrument used to measure heat.

Thermometers are *made* from a glass tube with a scale on the outside, and filled with a liquid, *usually* mercury.

Mercury is the liquid which is most *often* used, because it always changes in the same way, when the same *temperature* is applied. **It** fills a glass bulb *which* is connected to a thin sealed tube, also partially *filled* with mercury. **When** the glass tube is warmed, the mercury expands and rises to the same *point* in the tube whenever the same *amount* of heat is applied.

Thermometers are used for *many purposes*, including medicine, science and in cooking. **They** play *an* important *role* in our *lives*.

- (a) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.
an, made, usually, often, temperature, which, filled, point, amount, many, an, role
- (a) Plural nouns are underlined.
Thermometers, purposes, lives
(b) a: thermometer, glass, scale, liquid, thin
an: instrument, important
(c) Teacher check. It is difficult to say two consecutive vowel sounds.

an
made
usually
often
temperature
which
filled
point
amount
many
an
role

Lines

- Teacher check
- (a) vertical line (b) diagonal line (c) parallel lines
(d) horizontal line (e) wavy line (f) zig-zagged line
- Teacher check
Challenge – Answers will vary

Angles

- Answers will vary
- Right angles – (a), (c), (d), (g)
Obtuse angles – (b), (e), (h)
Acute angles – (f), (i)
Challenge – Square or rectangle

Numbers to 9999

- (a) 578 (b) 1284 (c) 3507
(d) 7081 (e) 8328 (f) 5860
(g) 9975 (h) 6925
- Teacher check
- (a) 768, 770 (b) 4531, 4533 (c) 1282, 1284
(d) 5905, 5907 (e) 2358, 2360 (f) 9997, 9999
(g) 6010, 6012 (h) 3619, 3621
- (a) 298, 296, 295, 292, 291
(b) 3672, 3675, 3676, 3678, 3679
(c) 6003, 6005, 6006, 6008, 6010

Challenge – Teacher check

Numbers to 99 999

- (a) 12 953 (b) 30 427 (c) 85 142
(d) 49 605 (e) 90 581
- Teacher check
- (a) 3782, 3784 (b) 9531, 9533
(c) 15183, 15185 (d) 54 602, 54 604
(e) 70 235, 70 237 (f) 49 157, 49 159
(g) 61 704, 61 706 (h) 97 309, 97 311
(i) 49 020, 49 022 (j) 25 367, 25 369

Challenge – smallest 12 358 largest 85 321

Reading and writing numbers

- (a) 49 (b) 8312 (c) 9627 (d) 651
(e) 5034 (f) 7946 (g) 21 711 (h) 63 285
- Teacher check for spelling and accuracy
- (a) 7321 (b) 9654 (c) 8510 (d) 8741
(e) 8642 (f) 9530
- (a) 479 (b) 3568

Challenge – Answers will vary

Measuring in centimetres

- (a) 7 cm (b) 3 cm (c) 5 cm (d) 9 cm (e) 1 cm
- (a) 4 cm (b) 5 cm (c) 2 cm (d) 6 cm
answers may vary due to photocopying
- Teacher check

Challenge – Teacher check

Length – Choosing formal units

- (a) 10 (b) 100 (c) 1000
- (a) cm (b) m (c) cm or m (d) km
(e) cm (f) m (g) m
- (a) paper clip (b) eraser (c) pencil
(d) 30 cm ruler (e) 1 m ruler (f) skipping rope
- (a) Michelle 119 cm (b) Daniel 121 cm
(c) Alex 123 cm (d) Teresa 124 cm
(e) Jordan 126 cm (f) Reece 127 cm
(g) Liz 128 cm (h) Will 130 cm

Challenge – (a) distance between home and school
(b) height of tall gum tree
(c) width of tennis court
(d) height of classroom
(e) your height
(f) scissors
(g) pen

Week 1

Chance experiment

1. Teacher check
 2. (a) very likely (b) likely (c) less likely
(d) unlikely (e) Teacher check
 3. Teacher check
- Challenge – more, less

Life goes around and around

1. morning → afternoon → night → morning → afternoon → night
2. (b) seed → seedling → flower → fruit
(b) egg → larva → pupa → adult
(c) winter → spring → summer → autumn
(d) baby → child → adolescent/teenager → adult → senior

Dice chance experiment

1. Answers will vary
 2. Teacher check
 3. Answers will vary
- Challenge – Teacher check

Week 2

The history of the Olympics

Comprehension

1. Yes, probably Athens; Panathenaic
2. They were considered to be pagan.
3. He funded a revival of the Olympic Games.
- 4.–5. Teacher check
6. It was the first building built specifically for the Modern Olympics.
7. Teacher check

Word knowledge

1. (a) donation—a contribution; gift
(b) revival—restoration to use or health
(c) sponsored—gave help or money to carry out a task
(d) pagan—irreligious/heathen
2. (a) consider (b) offer
(c) excavate (d) Greece
(e) Rome (f) revive
3. stadium, spectator, archery, marathon
4. (a) No (b) Yes
(c) No (d) No
5. (a) recorded (b) used
(c) held (d) competed
(e) loaned (f) banned

Make an easy sausage casserole

Comprehension

1. (e) the first paragraph
2. ... give instructions for making a sausage casserole.
3. Answers will vary.
4. Use salt and pepper to suit personal tastes.
5. 60 minutes approximately
6. Answers may suggest that the ingredients will burn.
7. Answers may state that it is easy to read them when they are in a list or it separates what is required from the steps in the 'Method' that show how to make the dish.

8. (a) sausage—minced pork or other meat in a skin that is cylindrical shaped
(b) recipe—a set of instructions for preparing a dish that includes the ingredients required
(c) stock—a liquid made by boiling meat, fish, vegetables etc.
(d) equipment—the necessary items for a particular purpose
(e) utensil—a tool, container or other article, especially for household use
9. Different ovens take different times.

Word knowledge

1. approximately, beaten, browned, seasoned, mainly
2. (a) evaluate (b) poke (c) main
(d) bubble (e) prepare (f) tradition
3. (a) casserole (b) recipe (c) pepper
4. (a) pre- (b) previous to, before
5. (a) delicious (b) approximately, gently
(c) preparation, evaluation
6. (a) read (b) night (c) some
(d) time (e) peel (f) pour
7. Choose from:
peel, cut, trim, preheat, heat, cook, remove, add, transfer, mix, pour, push, bring, place, stir, season, serve

Verbs

1. (a) Teacher check
(b) **being** verbs include **are, are found, is;**
having verbs include **have**
(c) hunt, live, dig, kill, dodge, strikes, tires, seize, crush, eat
- 2.–4. Teacher check

Command verbs

1. (b) Mix, Add, Stir, Add, Refrigerate
2. (a) Hold (b) Step, slide
(c) Brush, tie (d) Hand
(e) Put
3. Teacher check

Week 2

Recount

1. Teacher check
2. (a) Capital cities tour
(b) Europe
(c) Dad, Mum, Sally
(d) By train
3. (a) (i) 3 (ii) 6 (iii) 2 (iv) 5 (v) 4 (vi) 1
(b) Answers may include: after dinner, after lunch, later on, in the morning, at midday
4. She is writing a book about her holiday and wants to travel the world when she's older.

Using a washing machine

Requirements:

- water
- washing machine
- electricity supply
- items *to* be washed
- detergent

Method:

- **Separate** light and dark coloured items.
- **Place** a load in machine without overloading.
- **Add** correct amount of detergent.
- **Close** machine.
- **Set** load size.
- **Choose** correct water temperature.
- **Select** washing program.
- **Check** water is turned on.
- **Insert** machine plug into socket.
- **Turn on** electricity supply.
- **Start** machine.

Evaluation:

- **Was your** washing clean?
1. (a) Missing punctuation is in **bold type**, colons are circled.
 2. (a) Spelling errors are in *italic type*. to, separate, of, your
 3. (a) Command verbs are underlined. Separate, Place, Add, Close, Set, Choose, Select, Check, Insert, Turn on, Start
(b) 11 command verbs
(c) play, sleep, drink
(d) Teacher check
 4. (a) without, overload(ing)

My Siamese cat

When **I** went to look at a *litter* of five kittens, **they** all looked so cute that **I** cuddled them all. **One** kept coming back to **me**. The owners said that **he** had obviously chosen **me** and that **he was** the *one I* should *buy*, so **I** did.

His full name is **Kwanlee Cheong Hoi**, but **we** call **him** **Cheong**. **He** is *white* with chocolate-brown ears, face and *tail* and *bright* blue eyes. Like all **Siamese** cats, **he** is sleek and elegant and **he** walks in a *proud* and aloof *manner*.

Cheong chose **me** and **he** makes it very clear that **he** is in charge. **He** has trained **me** well, issuing **his** orders for food or attention in a very *loud* voice which is hard to ignore, especially *when I* am speaking on the *telephone*.

When **Mum** picks up **her** keys, **he** races to the car and stretches out along the back window ledge *ready* to *enjoy* the drive.

Cheong is a wonderful pet and an important part of **my** life.

- (a) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*. litter, kept, was, one, buy, white, tail, bright, proud, manner, loud, when, telephone, ready, enjoy
- (a) Pronouns are in **bold italic type**.
- (b) he – his
she – hers
we – ours
they – theirs
it – its
- (c) Adjectives may include: white, chocolate-brown, proud, aloof, loud
- (d) Teacher check
- (a) Paragraph 2.

Wonderwings

Imagine soaring high in the sky, experiencing the thrill of *flight* ...

Have you ever wished you had the *ability* to fly like a bird? To just flap your arms and take off into the open sky? **Well**, with **WONDERWINGS**, now you can!

Aerodynamically designed, non-polluting, fully tested **WONDERWINGS** can help you take to the skies. **Simply** strap them onto your back, and you're up, up and away! **So** simple, anyone can try it. **It's** easy!

100% *feather*-lined **WONDERWINGS** sold out in other *countries* within days of being advertised—don't miss out!

With **WONDERWINGS**, you can *soar* like an *eagle*. **Order** your pair today!

1. Missing punctuation is in **bold type**.
2. (a) Spelling errors are in *italic type*. flight, ability, feather, countries, soar, eagle
3. (a) a bird, an eagle
(b) (i) a penguin (ii) an owl
(iii) an ant (iv) a kitten
4. (a) Teacher check

2-D shapes

1. (a) oval (b) triangle (c) octagon
(d) square (e) pentagon (f) circle
(g) hexagon (h) rectangle
2. triangle, square, hexagon, rectangle, octagon, pentagon
3. Teacher check, e.g. square and rectangle

Challenge – Teacher check

Describing 2-D shapes

1. (a) hexagon, 6, 6 (b) square, 4, 4 (c) circle, 1, 0
(d) pentagon, 5, 5 (e) triangle, 3, 3 (f) oval, 1, 0
(g) rectangle, 4, 4 (h) octagon, 8, 8
2. (a) triangle (b) square (c) hexagon
(d) circle or oval (e) pentagon (f) rectangle

Challenge – Teacher check

Week 2

Place value

- (a) 4813 (b) 2569 (c) 4127 (d) 1480
- (a) 5 thousand (b) 7 tens (c) 6 ones
(d) 3 tens (e) 4 hundred (f) 8 ones
(g) 5 hundred (h) 0 hundreds (i) 6 thousand
(j) 4 thousand

Challenge – Teacher check

- (a) 5 (b) 3 (c) 2
- (a) 4 (b) 3 (c) 3 (d) 2

Challenge – Teacher check

Adaptations

- Teacher check. Possible solutions:
 - Sharp curved beak to tear meat, long claws for claspng prey, large wingspan for powerful flight with little effort, large eyes to see prey easily.
 - Few or no leaves or flowers (to reduce transpiration), stores or conserves water.
- Teacher check

Animal adaptations

- (a) Thin pointed bill to feed on pollen.
- Teacher check

Adapting behaviour

- 'slip, slop, slap'
- Teacher check – (Some suggestions may be to avoid heat during the day, to feed in safety from predators.)
- Teacher check

Expanded notation

- (a) 4 thousands, 5 hundreds, 2 tens and 7 ones
(b) 3 hundreds, 1 ten and 9 ones
(c) 5 thousands, 2 hundreds and 1 one
(d) 9 thousands, 7 hundreds, 4 tens and 6 ones
(e) 3 thousands, 8 tens and 1 one
(f) 1 thousand, 4 hundreds, 5 tens and 2 ones
- (a) $700+10+2$; (b) $1000+600+30+7$;
(c) $6000+500+70+2$; (d) $2000+300+90+8$;
(e) $8000+90+3$; (f) $3000+200+10+4$;
(g) $5000+800+5$; (h) $7000+600+30+5$;
- (a) $4 \times 1000 + 7 \times 100 + 1 \times 10 + 2 \times 1$
(b) $7 \times 1000 + 9 \times 100 + 0 \times 10 + 3 \times 1$
(c) $1 \times 1000 + 2 \times 100 + 7 \times 10 + 4 \times 1$
(d) $9 \times 1000 + 6 \times 100 + 8 \times 10 + 5 \times 1$
(e) $5 \times 1000 + 0 \times 100 + 6 \times 10 + 1 \times 1$
- (a) 400, 7 (b) 6000, 40
(c) 8000, 500, 9 (d) 3000, 900, 20

Challenge – (a) 63 467 (b) 24 839

Skip counting by 2, 3, 4 and 5

- (a) 565, 580, 585 – counting forward by 5's
(b) 434, 438, 442 – counting forward by 2's
(c) 744, 756, 760 – counting forward by 4's
(d) 998, 997, 995, 993 – counting backward by 1's
(e) 109, 115, 121 – counting forward by 3's
- (a) 100, 102, 104, 106, 108, 110
(b) 705, 710, 715, 720, 725, 730
(c) 433, 436, 439, 442, 445, 448
(d) 584, 588, 592, 596, 600, 604
(e) 755, 760, 765, 770, 775, 780
(f) 972, 974, 976, 978, 980, 982
(g) 512, 516, 520, 524, 528, 532

Challenge – Teacher check

Measuring in square centimetres

- (a) 4 cm^2 (b) 7 cm^2 (c) 8 cm^2 (d) 10 cm^2
(e) 9 cm^2 (f) 6 cm^2 (g) 5 cm^2 (h) 12 cm^2
- 4 cm^2 , 5 cm^2 , 6 cm^2 , 7 cm^2 , 8 cm^2 , 9 cm^2 , 10 cm^2 , 12 cm^2
- Teacher check

Challenge – Answers will vary

Area and perimeter

- (a) Area = 8 cm^2 P = 12 cm (b) A = 9 cm^2 P = 12 cm
(c) A = 12 cm^2 P = 16 cm (d) A = 12 cm^2 P = 16 cm
- Answers will vary

Challenge – Teacher check

Summarising data

- 2. Teacher check
- (a) 13 (b) 7 (c) 8 (d) pizza slice (e) pastie (f) 5

Challenge – Teacher check

Venn diagrams

Week 3

Mr Miacca

Comprehension

- (c) warn children of danger.
- Possible answer: Mr and Mrs Miacca don't pronounce the letter 'h' and they shorten some words. Their speech is informal.
- Possible answer: so the reader can get a sense of the characters' accents.
- Possible answers:
 - brave, cheeky, clever, confident, fast
 - frightening, big, dangerous, rough
 - trusting, obedient, naive
- Possible answers:
 - Tommy's mother would have felt very worried and concerned for her son's safety. She may have reported him missing to the police and/or sent out search parties to look for him.
 - Mrs Miacca would have felt surprised and then tricked and disappointed when Tommy didn't return with the pudding. She might have tried to lie to Mr Miacca so she didn't have to admit that she let Tommy go.
 - Mr Miacca would have felt angry, hungry and frustrated to find Tommy gone not once but twice. He may have been angry with his wife the first time, and he might have gone looking for Tommy both times.

Word knowledge

- (b) lifted
- (a) herbs (b) them (c) husband
- (a) tough (b) relieved (c) good (d) inconsiderate
- (a) street (b) frightening (c) huge (d) scarcely
- (a) boy (b) course (c) pause (d) right (e) sure (f) him

6. (a)

base word not changed		final consonant doubled	'e' dropped
turned	bothered	snapped	composed
hoisted	exclaimed	dropped	tired
pulled	called	chopped	escaped
pinched	appeared		
commented	answered		
explained	asked		
boiled	ordered		
bolted	added		

- (b) relief

The legends of King Arthur's swords

Comprehension

- To relate two legends; To entertain the reader.
- Answers will vary.
- Sword 1: in an anvil mounted on a rock
Sword 2: in a woman's hand in the middle of a great lake
- Basically honest, but tried to take advantage of a situation and Arthur's ignorance; Respectful of his father etc.
- puzzled
- Answers will vary.
- Answers may include: to add interest; to break up the narrative; to tell more about the characters etc.
- There are two titles.
- (a) with fear, anxiety or other emotion; anxiously
(b) a heavy iron block on which metals are hammered and shaped
(c) weeping, wailing; expressing grief

Word knowledge

- (a) frantically, excitedly, suspiciously, kindly, promptly
(b) frantic
- Possible answers include:
(a) led (b) unkindly, refused
- (a) confused/perplexed
(b) cross/annoyed/irritated/irate
(c) fetch/get
(d) emerged
- (a) re-
(b) Teacher check; again, back
(c) Teacher check
- young, trouble, country
- (a) sent (b) way (c) him (d) which

Adjectives – 1

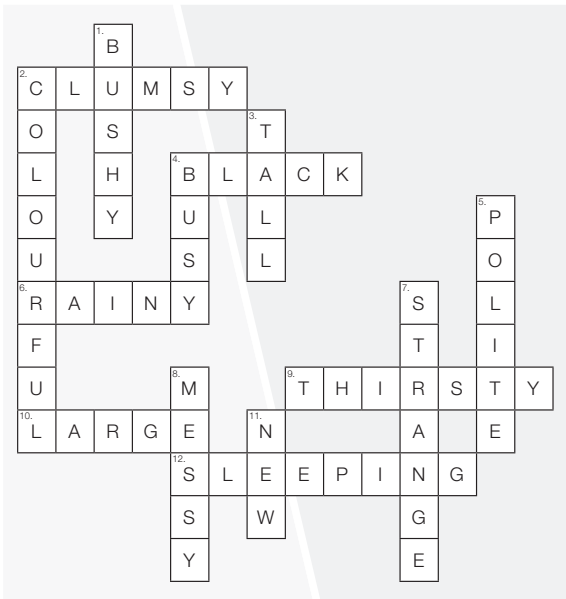
1. Adjectives are in bold print.

A dragonfly is a **flying** insect. It gets its **scary** name because it looks like a **tiny** dragon. However, a dragonfly is a **gentle** creature and does not bite or sting people. It can have a **blue, red or green** body and **white, yellow or black** markings. A dragonfly has **compound** eyes, **large** wings, and **strong** jaws and **sharp** teeth for crunching up other insects. It is most likely to be found near **damp** places.

- (a) flying
(b) scary
(c) blue, red, green
(d) white, yellow, black
(e) strong, sharp
(f) damp
- (a) (i) long (ii) warm
(iii) local (iv) icy
(v) lazy (vi) chilly
(b) (i) lazy, long, local
(ii) chilly/icy, chilly/icy, warm

Week 3

Adjectives – 2



Dinosaur feast

The dinosaur moved *through* the forest. _____ through
He *sniffed* the air to the west. _____ sniffed
He spotted his goal—a *herd* of beasts _____ herd
Enjoying their own grassy *feast*. _____ feast
He lowered *his* head and started to run _____ his
On gigantic, *bony* feet. _____ bony
His *gaping* jaws took aim and soon _____ gaping
The *prey* was his to eat. _____ prey
A bite or *two* and then the hunter _____ two
Began his own *meaty* feast. _____ meaty

- (a) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.
through, sniffed, herd, feast, his, bony, gaping, prey, two, meaty
- (a) he, his, their
(b) and
(c) He lowered his head. He started to run.
(d) a herd
- (a) (i) west (ii) gigantic
(iii) started/began (iv) lowered

Procedure

- Banana and choc chip muffins
- The goal of the recipe is to make 12 banana choc chip muffins.
- Teacher check
- (a) (i) 9 (ii) 4 (iii) 15 (iv) 11 (v) 1 (vi) 13
(b) Answers will vary. Possible answer: It is important that the steps are followed in order otherwise the recipe will not work. For example, the oven needs to be turned on before the mixture is placed in it etc.
(c) capital letter, full stop
- The muffins will taste good.

Swimming gold!

Saturday 15 March. Today has been the best day of the year so far for me. The club swimming championships were held and for the first time I was a competitor. I was both excited and scared all at the same time.

My event was the 200-metre individual medley. As I climbed on to the block and waited for the starter's gun, I imagined I was in an Olympic final. I knew I wasn't the fastest over 50 metres in any of the individual strokes, but with the four of them together I had a good chance of winning. My dive felt perfect and I was under way. Each stroke felt smooth and strong, but I believe it was the hours I spent practising my turns that really made the difference. In less than four minutes the gold was mine.

- (a) Missing punctuation is in **bold type**.
(b) (i) 9 capitals for sentence beginnings (ii) 12 for the pronoun 'I'
(iii) 3 for proper nouns
(c) The 6 commas are circled.
(d) The colon is circled.
- (a)

Silent 'b'	Silent 'k'	Silent 'g'	Silent 'n'
climb	know	gnome	autumn
thumb	knight	gnat	column
lamb	kneel	gnarled	hymn
- (a) The past tense verbs with 'ed' are underlined.
excited, scared, climbed, waited, imagined
(b) (i) to hold – held (ii) to know – knew (iii) to have – had
(iv) to feel – felt (v) to spend – spent
(c) me, my, mine

Volcanoes

Volcanoes are places on the Earth's surface *through which* molten rock, called magma, and gas from far below the surface erupt.

Volcanic eruptions can be violent, spilling hot lava, ash, dust, gas and cinders over large areas.

They can trigger tsunamis, earthquakes, floods, rockfalls and mudflows.

Eruptions have caused *some* of the worst disasters in *history*, killing thousands of people.

Categories of volcanoes include: active, dormant (sleeping) and extinct (no longer active).

Every time a volcano erupts it becomes bigger, because as the lava cools it forms a *new* layer of rock.

Although our understanding of volcanoes has increased, predicting *when* they will erupt and limiting the damage they *cause* is still difficult.

- (a) Missing punctuation is in **bold type**.
(b) The colon is circled.
- (a) Spelling errors are in *italic type*.
through, which, some, history, killing, new, when, cause
(b) (i) volcanoes (or volcanos)
(ii) disasters
(iii) eruptions
- (a) (i) erupted
(ii) included
(iii) caused
(iv) triggered
(v) were
(vi) became
(b) (i) will cause
(ii) will cool
(iii) will form
(iv) will be

3-D shapes

- (a) sphere (b) pyramid (c) cube
(d) cone (e) cylinder (f) prism

2. Teacher check

Challenge – Teacher check

Prisms and pyramids

- (a) pentagonal prism (b) octagonal prism
(c) rectangular prism (d) triangular prism
(e) square prism (f) hexagonal prism
- (a) octagonal pyramid (b) rectangular pyramid
(c) pentagonal pyramid (d) square pyramid
(e) hexagonal pyramid (f) triangular pyramid

Challenge – Teacher check

Week 3

Percentages

- (a) $\frac{8}{100}$ or 0.08 (b) $\frac{4}{100}$ or 0.04 (c) $\frac{9}{100}$ or 0.09
(d) $\frac{5}{100}$ or 0.05 (e) $\frac{18}{100}$ or 0.18 (f) $\frac{37}{100}$ or 0.37
(g) $\frac{71}{100}$ or 0.71 (h) $\frac{96}{100}$ or 0.96 (i) $\frac{50}{100}$ or 0.50
- (a) 3%, 18%, 28%, 31%, 39%, 43%, 50%, 64%
(b) 2%, 4%, 5%, 6%, 8%, 9%, 10%, 12%
(c) 14%, 26%, 37%, 40%, 67%, 79%, 81%, 92%

Challenge – 75%

Multiplying by 2, 3, and 4

- (a) $3, 2 \times 3 = 6$ (b) $7, 2 \times 7 = 14$ (c) $8, 3 \times 8 = 24$
(d) $3, 3 \times 3 = 9$ (e) $6, 4 \times 6 = 24$ (f) $8, 4 \times 8 = 32$
- Column 1, 2 – 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24
Column 3, 4 – 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36
Column 5, 6 – 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48

Challenge – 4, 8, 12, 16, 20, 24

Multiplying by 5 and 10

- (a) $2, 2 \times 5 = 10$ (b) $7, 5 \times 7 = 35$ (c) $5, 5 \times 5 = 25$
(d) $10, 10 \times 2 = 20$ (e) $10, 10 \times 4 = 40$ (f) $10, 3 \times 10 = 30$
- Column 1, 2 – 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60
Column 3, 4 – 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, 110, 120

Challenge – 10, 20, 30, 40, 50, 60

Measuring in millilitres

- (a) 50 mL (b) 250 mL (c) 300 mL (d) 375 mL
(e) 500 mL (f) 600 mL (g) 750 mL (h) 1 L
(i) 1.5 L (j) 2 L
- (a) 250 mL (b) 500 mL (c) 750 mL
(d) 1000 mL or 1 L
- cream – mL, medicine – mL, ice-cream – L, glue – mL,
dishwashing liquid – L, sauce – mL, shampoo – mL,
petrol – L, oil – mL
- (a) 20 mL (b) 250 mL (c) 400 mL (d) 500 mL
(e) 600 mL (f) 750 mL (g) 1 L (i) 2 L
(j) 4 L

Challenge – 15 doses

Volume

- (a) 9 (b) 9 (c) 26 (d) 14 (e) 9 (f) 24 (g) 20 (h) 24
- Teacher check

Challenge – Answers will vary

Two-way tables

- (a) 6 (b) 3 (c) like reading (d) 3

Likes fruit	Dislikes fruit	Likes veg.	Dislikes veg.
Luke	Alexandra	Alexandra	Luke
Anna	Mathew	Mathew	Jack
Beth	Jack	Beth	Edward
Henry	–	Elise	Henry
Molly	–	Molly	–

(a) 2 (b) 1 (c) 8

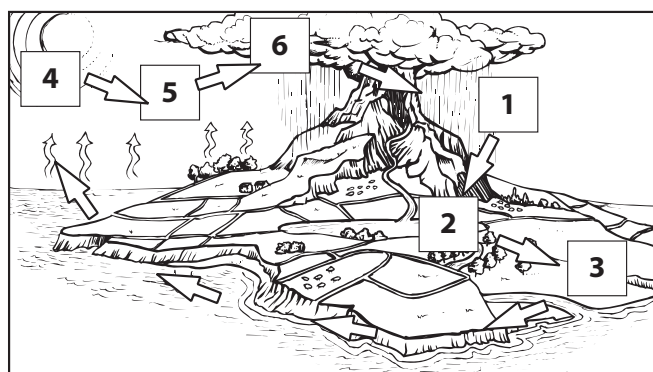
Challenge – Answers will vary

Pictographs

- (a) Team sport (b) gym (c) 40 (d) 50 (e) 30
- Teacher check

Challenge – Teacher check

The water cycle



Background Information

The water cycle is fundamental to our understanding of weather patterns. The planet's water is moving constantly. This circulation of water gives us an environment that sustains life.

Water can exist in three different states: liquid, solid (ice) and vapour (steam). Specific conditions are needed for water to be able to change states between a solid, liquid and a gas.

Tiny droplets of water (water vapour) exist in the air as clouds. When the temperature drops, the vapour condenses and falls as rain. If it is very cold, the rain will fall as hail or snow. The water on the land drains to a low point until it reaches lakes, rivers or the ocean. Heat from the sun makes the water evaporate, turn into water vapour and rise again.

Weather chart

- Answers will vary
- See Background Information

Background Information

Weather conditions on earth rely on many elements: wind, temperature, moisture, air pressure and humidity. Wind is the movement of air. Temperature is the degree of heat in the atmosphere. Moisture refers to the water vapour in the air that falls as rain when the conditions are right. Air pressure is the force of the atmosphere on the Earth. Humidity is the amount of water vapour (moisture) in the air. People often refer to humid days as being 'muggy'.

Knowing about the weather (especially wind) is important for pilots and the safety of their passengers. Anglers need to know whether to venture out to sea for the day's catch. Will there be storms that may leave them unable to return?

For farmers, information about the weather is crucial. Farmers will, out of necessity, plant crops even if there is a possibility of a drought the following year. Although weather patterns can be observed and weather predicted, there can be no guarantees. Farmers are always looking to the sky when they are harvesting their crops. Because crops have to be dry before they are cut down, farmers must wait for sequential dry days. A small rainfall can put off harvesting for days. Rain can affect the quality of the product as water can stain crops such as barley. When harvesting begins, farmers must listen to weather information each day. If heat and high wind are declared, harvesting will stop. This is to prevent the tragedy that could occur from a harvester catching fire and the flames spreading across paddocks of crops.

Wild winds!

1. Teacher check
2. (a) Teacher check (refer to list of introduced ideas for examples)
(b) Teacher check

World climate

Comprehension

1. The following should be ticked: an opening paragraph, paragraphs of information, maps and images
2. latitude, altitude, winds, distance from the sea, ocean currents
3. (a) vegetation (b) animals
(c) thinner (d) rain
(e) invisible lines running horizontally across the earth's surface
(f) height above sea level
4. in line with the horizon
5. The air is thinner and cannot hold heat as easily.
6. Coastal regions get more rain because moisture from the sea forms clouds and falls as rain or evaporates before it reaches the inland regions.
7. Answers will vary.
8. Polar regions would get hotter.

Word knowledge

1. (a) affected—influenced or touched by something
effected—caused to happen; bring about
(b) current—a body of water or air moving in a certain direction
currant—a small dried fruit made from a grape
2. (a) Latin—trans (across), portare (carry); transport—carry across
(b) Answers may include: transfer, transit, translate, transplant
3. evaporates, colder, climatic, precipitation, thinner, temperatures, hotter
4. (a) -ly (b) easily, easy
5. (a) equator (b) horizon/horizontal
(c) add/addition/additional
(d) pole
6. (a) moisture (b) Teacher check

Great Australian artists

Comprehension

1. ... give brief biographies of three Australian painters.
2. Answers include the following: name, date of birth and death, birthplace, painting subjects(s), notable achievements, famous paintings by name or type, painting style
3. Hart—painted with bold brushstrokes using strong, vivid colours
Namatjira—painted watercolours highlighting the dark ranges and the play of light and shadow on trees
McCubbin—emphasised light and colour in nature
4. (a) inspires—urges a person to do something creative
(b) prolific—producing much or abundantly
(c) citizenship—the status of a citizen, with rights and duties
(d) depictions—to represent by; to portray
5. To become well-known (or make a name for himself) so that he could continue to work as an artist.
6. Many brief points of information can be included.
7. Hart and Namatjira

Week 4

Word Knowledge

1. Teacher check
2. Answers may include: farmer, camel, driver, baker, solicitor, clerk, coach, painter, barber, instructor, sculptor, artist
3. (a) country—rural
(b) instructor—teacher
(c) prominent—leading
4. identical
5. Outback, landscapes, membership, artworks, dragonflies, watercolour, lifetime, highlighting
6. (a) Artistic
(b) Answers could include: antique, boutique, unique.
7. generation (4) seriously (4) attention (3) movement (2)
8. Across or between nations
Latin 'inter' means among, across

Comparing things

1. wavy, cheeky, wavier, cheekier, waviest, cheekiest
2. (a) tidy, tidier, tidiest
(b) famous, more famous, most famous
(c) narrow, narrower, narrowest
(d) horrible, more horrible, most horrible
(e) wonderful, more wonderful, most wonderful
3. Teacher check

Adverbs

1. The following adverbs should be underlined: beautifully, woefully, enthusiastically, reluctantly, swiftly, easily, slowly, awkwardly, neatly, carelessly, patiently, perfectly, quickly, messily
2. (b) woefully (c) enthusiastically (d) carelessly
(e) patiently (f) messily
3. Answers may include:
(a) earlier ⇨ later
(b) After ⇨ Before
(c) always ⇨ never

Report

1. Fairview Hockey Club
2. (a) True
(b) False
(c) True
3. (a) 5
(b) (i) Paragraph 2
(ii) Teacher check
(c) (i) plays
(ii) attends, is
(d) (i) Elise positions herself well during short corners.
(e) Teacher check
4. (a) Elise's hockey coach
(b) Teacher check

The Trojan horse

Queen **Helen** of **Greece** was kidnapped by **Prince Paris** who took her back to his home in **Troy**. The **Greek** people were very *upset* and sent **Ulysses** and his warriors to **Troy** to get their queen back.

Athena, the goddess of war, told **Ulysses** to build a huge wooden horse and to leave it outside the gates of **Troy**. The **Greeks** *pretended* to leave **Troy** but *instead* they hid inside the huge horse.

The **Trojans** discovered the horse and *brought* it into their city. Believing the war was over, they had a huge celebration. *Afterwards*, when everyone was tired, they all fell asleep.

When all was *quiet*, the **Greeks** opened the wooden horse and attacked the **Trojans**. They rescued Queen **Helen** and set *sail* for their home in **Greece**.

1. Missing punctuation is in **bold type**.
2. (a) Spelling errors are in *italic type*.
upset, pretended, instead, brought, afterwards, quiet, sail
3. (a) The past tense of each verb is underlined.
to send – sent, to tell – told, to bring – brought,
to discover – discovered, to open – opened, to rescue – rescued
(b) The first 3 are irregular, complete word change. The last 3 are regular, add -ed.
(c) (i) huge, wooden
(ii) home, people, warriors, queen
(iii) Possible answers: warriors, gates
4. (a) Teacher check, possible answers include: enormous, gigantic, immense

Pottery places

Material☺

- pencil • scissors
- paper • rolling pin
- string • a ball of clay
- skewer • carving tools
- knife • 2 flat, thin pieces of wood

Instruction☺

1. Roll the clay between the *pieces* of wood until it is an even *thickness*.
 2. Use paper about the same size as the clay to draw a house shape.
 3. Cut out the house, place it on the clay and *trace* around it with the *knife*. Remove the extra clay.
 4. Use the tools or excess clay to add detail to the house shape.
 5. Poke a hole near the top with the skewer.
 6. Allow to dry and hang by the string to display.
1. (a) Missing punctuation is in **bold type**.
(b) The colons are circled.
 2. (a) Spelling errors are in *italic type*.
pencil, scissors, skewer, pieces, thickness, trace, knife
(b) knife
(c) Teacher check
 3. (a) Teacher check
(b) (i) girl: she, her, hers
(ii) boy: he, him, his
(iii) parents: they, them, theirs
(iv) toy: it, its
 4. Teacher check

Week 4

Monkeynaut

Gordo, the squirrel monkey, was *launched* into space by the United States Army on 13 December 1958 inside the nose-cone of a spacecraft called Jupiter AM-13. Scientists wanted to see if a human being could survive a flight into space.

Gordo wore a *special* helmet and was strapped into a chair. He had buttons and levers to press during the flight to see if he could perform jobs as well as survive the *flight*.

Gordo survived the flight but, when the spacecraft touched down in the Atlantic Ocean, he *drowned* because the device that was supposed to keep him *afloat* did not work.

- (a) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.
launched, Scientists, special, flight, drowned, afloat
- (a) Answers may include:
 - is launching, launches
 - is strapped, straps, is strapping
 - survives, survive, is surviving, are surviving
 - is supposed to
- (a) nose-cone, spacecraft
(b) Teacher check
(c) (i) December (ii) United States
(d) (i) Rd (ii) Qld

Shape faces

- (a) square (b) circle
(c) circle, rectangle (d) hexagon, rectangle
(e) square, triangle (f) triangle, rectangle
- octagon, triangle

Challenge – Teacher check

2-D and 3-D shapes

- (a) cube (b) triangular pyramid (c) cylinder
(d) rectangular prism (e) square pyramid
- (a) triangles and rectangles (b) squares

Challenge – 6,12,8

Rounding numbers

- (a) 40 (b) 60 (c) 10 (d) 40 (e) 80 (f) 60
(g) 80 (h) 60 (i) 100 (j) 150 (k) 350 (l) 610
- (a) 300 (b) 400 (c) 200 (d) 500 (e) 500 (f) 400
(g) 900 (h) 300 (i) 700 (j) 300 (k) 800 (l) 1000
- (a) 1000 (b) 3000 (c) 5000 (d) 5000 (e) 9000
(f) 2000
(g) 7000 (h) 7000 (i) 9000 (j) 5000 (k) 8000
(l) 9000
- (a) 2000 (b) 5000 (c) 10 000 (d) 8000 (e) 6000
(f) 8000
- (a) 90 (b) 160 (c) 70 (d) 200

Challenge – 5232, 4789, 5032, 4728, 5306, 4500

Rounding money

- (a) 30c (b) 90c (c) \$1.00 (d) \$6.40 (e) \$23.60
(f) 50c (g) 10c (h) \$1.50 (i) \$18.80 (j) \$61.30
- (a) 50c (b) 70c (c) \$1.30 (d) \$4.50 (e) \$2.10
(f) 7.40 (g) \$10.00 (h) \$21.60 (i) \$58.40
- (a) \$3.00 (b) \$6.00 (c) \$9.50 (d) \$7.50
(e) \$18.50 (f) \$36.00
- (a) \$100.00 (b) \$200.00 (c) \$300.00 (d) \$700.00
(e) \$800.00 (f) \$600.00
- (a) \$70 (b) \$70 (c) \$50 (d) \$180
(e) \$100 (f) \$110

Challenge – \$715.00, \$678.00, \$657.00, \$732.00, \$699.00

Addition

- $5 + 5, 7 + 3, 9 + 1, 4 + 6, 2 + 8$
- (a) $7, 3 + 4 = 7$ (b) $12, 5 + 7 = 12$
(c) $15, 6 + 9 = 15$ (d) $12, 4 + 8 = 12$
(e) $13, 6 + 7 = 13$ (f) $16, 5 + 11 = 16$
(g) $12, 3 + 9 = 12$ (h) $16, 2 + 14 = 16$
- (a) 10, a (b) 12, d (c) 12, d (d) 15, i
(e) 16, n (f) 14, g (g) 15, i (h) 17, s
(i) 13, e (j) 10, a (k) 17, s (l) 18, y
Sentence = adding is easy
- (a) 13 (b) 20 (c) 17 (d) 27 (e) 25 (f) 28

Challenge – Teacher check

Temperature – 1

- (a) 10 °C (b) 50 °C (c) 15 °C (d) 25 °C
- Teacher check
- 11 °C, 15 °C, 19 °C, 21 °C, 23 °C, 27 °C, 32 °C, 34 °C, 38 °C, 40 °C

Challenge – Teacher check

Reading scales

- (a) 35 °C (b) 55 cm (c) 125 mL (d) 25 kg
- 20, 30, 40, 60, 70, 80, 90
- (a) 100 g (b) 400 g (c) 900 g (d) 600 g
- (a) 150 mL (b) 800 mL (c) 300 mL (d) 1000 mL

Challenge – To save space. They would not all fit, so lines are used to represent numbers.

Strip graphs

- (a) 25 % (b) 10 % (c) 18 % (d) loaves of bread
(e) cakes
- Teacher check
- Teacher check – (a) 14 (b) 5 (c) 2

Challenge – Teacher check

Interpreting data

- (a) 5 (b) 6 (c) 4 (d) reading
(e) drawing
- (a) Friday (b) Wednesday (c) 30 °C (d) 25 °C
(e) 20 °C

Challenge – Teacher check

Our environment

- Teacher check
- (a) Possible answers
 - rain: good effect – animals, plants will flourish, soil will hold together and not be blown away, bad effect – flooding, destroy crops and soil.
 - logging: good effect – we have furniture to sit on, paper to write on and houses to live in, bad – forests destroyed, land cleared and soil in bad condition.
 - fire: good effect – germinate seeds providing food for animals and plants to flourish, bad – destroy plants and animals, destroy their homes and our homes.
 - people: bad effect – pollution, logging, mining, greenhouse effect, land-clearing, overpopulation, extinction of animals, good effects – in the last twenty years, we have begun to consider the consequences of our actions. We now recycle, use less chlorofluorocarbons, car pool, conserve environments to prevent animal extinction and much more.