

Work Packs for Year 5- Week 8

Work should be completed in the book.

Work can be completed on the computer and printed out and stuck in

	Reading	Writing	Numeracy	Other
Day 1	Read Oliver Twist - Chapter 1 This book is on Bug Club	Imagine you have grown up in the workhouse, like Oliver. How would you feel? Write two paragraphs explaining your emotions and thoughts.	Worksheets on Roman Numerals. Attached below Additional work on Mathletics	Compare the rain forest and Epping forest. Consider location plants, temperature, inhabitants, age, rivers passing through
Day 2	Read Oliver Twist Chapter 2	Compare the conditions of the work house to Fagin's place. Explain where you would rather be and why. Explain where you think is the safest place to be.	Addition with decimals Additional work on Mathletics	Complete the work sheet on the location of the Amazon rainforest (Resource below)
Day 3	Read Oliver Twist Chapter 3	Complete the worksheets on fronted adverbials	Subtraction with decimals Additional work on Mathletics	Research deforestation in the Amazon. Then write a letter to the head of the World Wildlife Fund explaining why you object to deforestation.
Day 4	Read Oliver Twist Chapter 4	Revise fronted adverbials Use support sheets below.	Four-digit division with remainders Additional work on Mathletics	Create a map of the world and add all the Fairtrade goods to the map. (Resource below) What do you notice about where the countries are? Are there some countries which seem to produce more than others?
Day 5	Read Oliver Twist Chapter 5	Write a film review See support below	Division (word problems) Additional work on Mathletics	Draw the picture of the rainforest ensure you label the emergent layer, canopy layer, understory layer and Forest Floor layer. Label and explain what the layer is like (dark and humid) and what animals live could live there.

Reading comprehension – please answer the questions in your book.

Monday Oliver Twist Chapter 1

Why were the boys' food rations so light?

Who was Mrs Mann?

What did she do with the money for the boys' food?

Did Mrs Mann look after the boys?

Why did the boys draw lots to see who would ask for more gruel?

Do the boys usually get seconds?

What do they think will happen if they ask for more?

Why doesn't one of the boys volunteer to ask for more?

Why don't they all ask?

Why do you think Oliver kept his dreams of a family to himself?

Does Oliver have friends at the workhouse?

How do the adult characters behave towards the orphans? Would Oliver want to talk to them about his feelings?

Tuesday Oliver Twister Chapter 2

Is Dodger being kind when he offers Oliver a place to stay?

Where does Dodger take Oliver?

What do his new friends expect Oliver to do?

What does "artful" mean? Why do you think Dodger calls himself the Artful Dodger?

Where do you think Oliver was better off: in the workhouse, or when he was staying with Fagin?

Who are better friends to Oliver – the boys in the workhouse or the boys at Fagin's?

What are the dangers of life with Fagin?

Wednesday Oliver Twister Chapter 3

Who do you think the lady in the portrait could be?

What does Mr Brownlow notice about the portrait and Oliver?

How does the portrait make Oliver feel?

Why do you think Oliver needed some fresh air?

Who are Oliver's friends and who are his enemies?

Why does Oliver trust Mr Brownlow?

Who has betrayed Oliver?

What does it mean to trust someone?

Thursday Oliver Twister Chapter 4

Why does Nancy talk to Mr Brownlow and Rose Maylie?

What does she tell Mr Brownlow and Rose?

Why does Nancy decide to try and help Oliver?

Is Nancy brave to talk to Mr Brownlow and Rose?

Is Dodger's punishment fair?

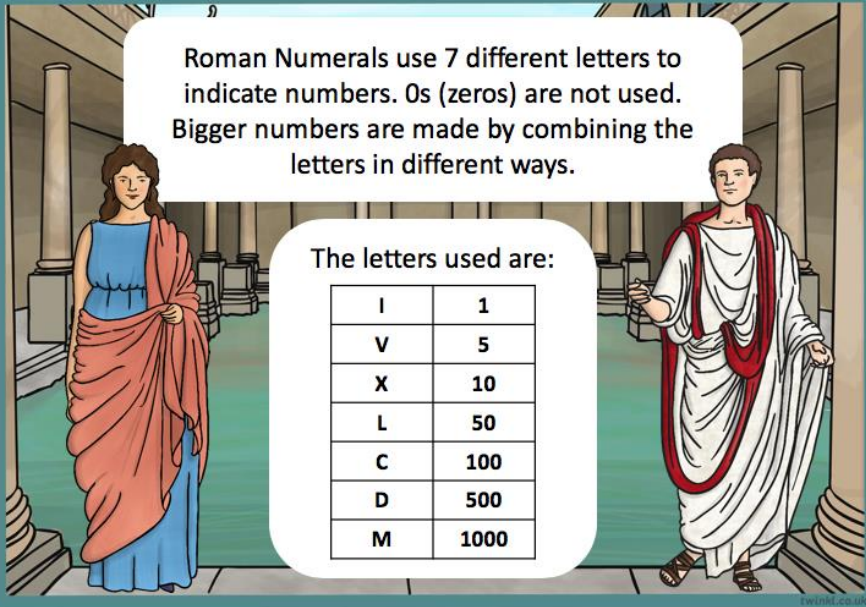
What crime has Dodger committed and what punishment does he receive?

Is it a suitable punishment?

How old do you think Dodger is?
Should anyone else be held responsible for his actions?

Friday Oliver Twister Chapter 5

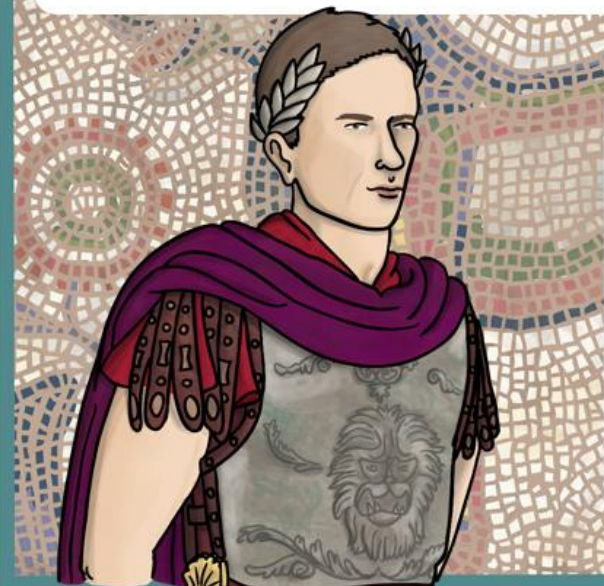
Why did Monks want to remove all traces of Oliver's identity?
Who is Monks?
What was Monks worried he was going to lose to Oliver?
Why doesn't Monks like Oliver? Does the story have a happy ending? Why? What did Oliver dream about when he lived in the workhouse?
Has his dream come true?
Is it a happy ending for Oliver?
Do all of the characters get what they deserve?



Roman Numerals use 7 different letters to indicate numbers. 0s (zeros) are not used. Bigger numbers are made by combining the letters in different ways.

The letters used are:

I	1
V	5
X	10
L	50
C	100
D	500
M	1000



Don't forget: Sometimes numbers are formed by addition but other numbers are formed by subtraction.

Can you make these numbers?

86	LXXXVI
49	XLIX
120	CXX
1900	MCM
2000	MM

If the larger number symbol is followed by a smaller number symbol you must add the two together. You also add if the two symbols are the same.

For example:

$$\mathbf{XI} = 10 + 1 = 11$$

$$\mathbf{VIII} = 5 + 3 = 8$$

$$\mathbf{XIX} = 10 + 9 = 19$$

What are these numbers?

MC

1100

DC

600

LV

55



twinkl.co.uk

Roman Numerals Worksheet



Name: Date:

Translate these Roman numerals. Don't forget to show your working out!

- | | |
|----------------|----------------|
| 1. MD _____ | 4. CXVI _____ |
| 2. MCD _____ | 5. DCLX _____ |
| 3. XXXIV _____ | 6. CXIII _____ |

Write these numbers in Roman numerals.

- | | |
|--------------|--------------|
| 1. 35 _____ | 4. 283 _____ |
| 2. 100 _____ | 5. 570 _____ |
| 3. 99 _____ | 6. 27 _____ |

Arrange these numbers in size order.

XXXV, XL, XXX, LX, LV, L, XLV, LXV

_____, _____, _____, _____, _____, _____, _____, _____

CL, CCC, CCL, C, CD, CC, L, CCCL

_____, _____, _____, _____, _____, _____, _____, _____

Count in hundreds from one hundred.

C, CC, _____, _____, D, _____, _____, _____, _____, _____

Count in five hundreds from five hundred.

D, _____, _____, _____, MMD, _____, _____

Complete these calculations.

- | | |
|--------------------|--------------------|
| 1. CD + DC = _____ | 4. XL + LX = _____ |
| 2. VI + IV = _____ | 5. CM + MC = _____ |
| 3. XI + IX = _____ | 6. CX + XC = _____ |

Roman Numerals

1a. Complete the calculations. Write the answers in Roman numerals.

$$\text{LX} + 20 = \boxed{}$$

$$90 - \text{XXXVI} = \boxed{}$$

$$\text{XCI} + 8 = \boxed{}$$



PS

Roman Numerals

1b. Complete the calculations. Write the answers in Roman numerals.

$$\text{XLIX} - 30 = \boxed{}$$

$$85 + \text{XIII} = \boxed{}$$

$$74 - \text{XXIV} = \boxed{}$$



PS

2a. Using your knowledge of Roman numerals to 100, work out the value of the Roman numeral below.

CC

Explain your reasoning.



R

2b. Using your knowledge of Roman numerals to 100, work out the value of the Roman numeral below.

CL

Explain your reasoning.



R

3a. Arrange the cards below to create different Roman numerals. Each card may only be used once.

X

L

I

Find all the possibilities.



PS

3b. Arrange the cards below to create different Roman numerals. Each card may only be used once.

V

X

I

Find all the possibilities.



PS

Place Value

When adding and subtracting decimals, it is important to understand the place value of the numbers.

With $11 + 1.1$ the numbers both have 2 digits, however only one digit in each number has the same place value.

$$11 + 1.1 \neq 2.2 \text{ or } 22$$

$$11 + 1.1 = 12.1$$



Right or Wrong?

Here are some calculations involving decimals. Which have the correct answer? Where the answer is incorrect, can you explain what mistakes have been made?

$$23 + 2.3 = 25.3$$

correct

$$38 + 3.8 = 38.38$$

incorrect $38 + 3.8 = 41.8$

$$5.6 + 5.6 = 10.12$$

incorrect $5 + 5 = 10$, $6 + 6 = 12$, but $0.6 + 0.6 = 1.2$, so $5.6 + 5.6 = 11.2$

Mental Practice

Calculate the answers to these in your head:

$$2.4 + 24 =$$

$$5.7 - 0.57 =$$

$$56 - 5.6 =$$

$$0.04 + 37 =$$

$$19 + 9.1 =$$

$$7 - 0.06 =$$

$$87 + 0.34 =$$

$$280 - 63.2 =$$

$$56 - 0.26 =$$

$$0.23 + 0.062 =$$

Write some of your own for a partner, making sure you have the answer yourself.

Using 0's

Sometimes it is helpful to place a 0 where a digit is not given.

$$\begin{array}{r} 345.6 \\ + 49.24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 345.60 \\ + 49.24 \\ \hline \\ \hline \end{array}$$

Correct?

With formal methods, you need to line up the different place values. The decimal point will also be lined up.

Which calculation is correct? Explain why.

$$\begin{array}{r} 345.6 \\ + 49.24 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 345.6 \\ + 49.24 \\ \hline \\ \hline \end{array}$$

Addition of Tenths

A

1. $0.6 + 0.4 =$
2. $0.8 + 0.5 =$
3. $0.9 + 0.3 =$
4. $0.7 + 0.7 =$
5. $0.4 + 0.8 =$
6. $0.5 + 0.1 =$
7. $0.5 + 0.3 =$
8. $0.2 + 0.6 =$
9. $0.2 + 0.7 =$
10. $0.7 + 0.1 =$
11. $0.3 + 0.9 =$
12. $0.5 + 0.3 =$
13. $0.6 + 0.6 =$
14. $0.7 + 0.8 =$
15. $0.9 + 0.8 =$

Addition of Hundredths

B

1. $0.39 + 0.45 =$
2. $0.36 + 0.94 =$
3. $0.42 + 0.96 =$
4. $0.82 + 0.33 =$
5. $0.36 + 0.51 =$
6. $0.09 + 0.11 =$
7. $0.52 + 0.74 =$
8. $0.2 + 0.23 =$
9. $0.72 + 0.61 =$
10. $0.84 + 0.2 =$
11. $0.59 + 0.38 =$
12. $0.9 + 0.65 =$
13. $0.26 + 0.6 =$
14. $0.86 + 0.99 =$
15. $0.55 + 0.77 =$

Addition of Ones and
Hundredths

C

1. $3.85 + 3.21 =$
2. $9.84 + 1.1 =$
3. $1.85 + 8.26 =$
4. $7.09 + 4.04 =$
5. $4.2 + 6.5 =$
6. $9.88 + 0.42 =$
7. $6.44 + 2.39 =$
8. $2.79 + 7.87 =$
9. $5.18 + 9.92 =$
10. $9.95 + 8.45 =$
11. $9.35 + 9.84 =$
12. $5.4 + 1.94 =$
13. $1.24 + 0.32 =$
14. $9.1 + 5.44 =$
15. $2.09 + 3.82 =$

Four Digit Division with Remainders

1. $8 \overline{)4593}$

2. $5 \overline{)3901}$

3. $3 \overline{)8288}$

4. $6 \overline{)1291}$

5. $9 \overline{)2210}$

6. $5 \overline{)8302}$

7. $4 \overline{)7401}$

8. $9 \overline{)3231}$

9. $5 \overline{)7774}$

10. $6 \overline{)8900}$

11. $12 \overline{)3891}$

12. $17 \overline{)5594}$

13. $24 \overline{)7589}$

14. $31 \overline{)8781}$

15. $38 \overline{)3289}$

16. $46 \overline{)4028}$

17. $16 \overline{)9482}$

18. $56 \overline{)8492}$

19. $18 \overline{)2401}$

20. $44 \overline{)9991}$



The children of Dove Primary School have their sports day today. They are all really excited!

The teachers want to put them into teams. There are **79** children in the school.

Use short division to work out the answers to these problems.

1. How many teams will there be if they are sorted into teams of 3 children? _____

Will there be any children left who are not in a team of 3? _____

2. What if they are sorted into teams of 4 children? _____

Will there be any children left who are not in a team of 4? _____

3. What if they are sorted into teams of 6 children? _____

Will there be any children left who are not in a team of 6? _____

4. What if they are sorted into teams of 8 children? _____

Will there be any children left who are not in a team of 8? _____









5. How many teams will there be if they are sorted into teams of 9 children? _____

Will there be any children left who are not in a team of 9? _____

6. The teachers buy each child an ice cream to have after the races. The ice creams come in packs of 5. How many packs will they need to buy? _____

7. Each child needs a medal for taking part. Medals come in packs of 12. How many packs does Dove Primary School need? _____

Fronted Adverbials

<p>1a. Circle the sentence below which has used a fronted adverbial.</p> <p>A. Suzie walked past the beach after she had finished shopping.</p> <p>B. After finishing her shopping, Suzie went for a walk along the beach.</p> <p>C. Suzie liked to collect shells when she went walking on the beach.</p> <p> VF</p>	<p>1b. Circle the sentence below which has used a fronted adverbial.</p> <p>A. We always sit next to the window above the wing.</p> <p>B. Children usually choose the window seat so that they get the best view during the flight.</p> <p>C. A few rows behind, there are some seats with extra legroom.</p> <p> VF</p>
<p>2a. Insert a comma after the fronted adverbial in the sentence below.</p> <p>On a Monday evening my children both have dancing lessons with different teachers.</p> <p> VF</p>	<p>2b. Insert a comma after the fronted adverbial in the sentence below.</p> <p>Before long the lost dog returned unharmed to his relieved owner.</p> <p> VF</p>
<p>3a. True or false? The adverbial used in the sentence below is an adverbial of frequency and can be moved to the front of the sentence.</p> <p>The mouse was frequently seen running around in the kitchen, avoiding the cat.</p> <p> VF</p>	<p>3b. True or false? The adverbial used in the sentence below is an adverbial of frequency and can be moved to the front of the sentence.</p> <p>My sister is usually in trouble when she sulks in her bedroom and ignores everyone.</p> <p> VF</p>
<p>4a. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.</p> <p>The driver pulled over somewhere near here, and frantically ran out of the car towards the river.</p> <p> VF</p>	<p>4b. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.</p> <p>He left the party earlier than planned so he could rest before his important cricket match the following day.</p> <p> VF</p>

Fronted Adverbials

1a. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.

The children in Miss. Treacle's class could barely see the luxurious cruise ship in the distance.



A

Fronted Adverbials

1b. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.

Michael had been living in his grandmother's house with his labrador since 2010.



A

2a. The children are discussing which adverbials are best to use in a sentence.



Always

Will

As soon as they were told



Beth

The children returned to their seats without a sound.

Whose adverbial would fit best?



A

2b. The children are discussing which adverbials are best to use in a sentence.



Below the sea

Simon

Overseas



Isla

The deep sea divers discovered an old, ruined pirate ship.

Whose adverbial would fit best?



A

3a. Linda thinks that the words 'went to the local park' can be moved to the beginning of the sentence and used as a fronted adverbial.

Every Friday afternoon, Charlie went to the local park to play rounders with his friends until late.

Is she correct? Explain your answer.



R

3b. Kieran thinks that the words 'with her cousin' can be moved to the beginning of the sentence and used as a fronted adverbial.







Laurie runs to the ice cream van with her cousin and buys them both a tasty treat.

Is he correct? Explain your answer.



R

Fronted Adverbials

<p>1a. Circle the sentence below which has used a fronted adverbial.</p> <p>A. We all went into the cinema before it rained.</p> <p>B. Finally, we all went to the cinema.</p> <p>C. We all went to the cinema quickly.</p> <p> VF</p>	<p>1b. Circle the sentence below which has used a fronted adverbial.</p> <p>A. Firstly, you should visit the museum.</p> <p>B. You should visit the museum before you do anything else.</p> <p>C. We will certainly visit the new exhibition.</p> <p> VF</p>
<p>2a. Insert a comma after the fronted adverbial in the sentence below.</p> <p>Eventually we all made it to Harriet's birthday party.</p> <p> VF</p>	<p>2b. Insert a comma after the fronted adverbial in the sentence below.</p> <p>Sadly Emma lost her dog at the beach.</p> <p> VF</p>
<p>3a. True or false? The adverbial used in the sentence below is an adverbial of place and can be moved to the front of the sentence.</p> <p>I bought an expensive chocolate bar from the corner shop.</p> <p> VF</p>	<p>3b. True or false? The adverbial used in the sentence below is an adverbial of time and can be moved to the front of the sentence.</p> <p>You will find many tasty snacks in the top cupboard.</p> <p> VF</p>
<p>4a. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.</p> <p>I parked my car under the bridge this morning.</p>	<p>4b. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.</p> <p>The ladies were still dancing in high heels at midnight.</p>

Fronted Adverbials

1a. Rewrite the sentence below with one adverbial phrase at the beginning of the sentence.

Once or twice, the teenagers had been camping with their friends during the summer holidays.



A

Fronted Adverbials

1b. Rewrite the sentence below with one adverbial phrase at the beginning of the sentence.

With huge grins on their faces, they went to the waterpark at the weekend as they loved the slides.



A

2a. The children are discussing which adverbials are best to use in a sentence.



Kyle

occasionally

in large groups



Azra

Dolphins are known to follow ships far out at sea.

Which adverbial fits best at the start and which fits best within the sentence?



A

2b. The children are discussing which adverbials are best to use in a sentence.



Josh

without any warning

in a strange turn of events



Jill

The egg started to move and cracked open.

Which adverbial fits best at the start and which fits best within the sentence?



A

3a. William thinks that the words 'to the local homeless shelter' can be moved to the beginning of the sentence and used as a fronted adverbial.

After her thirtieth birthday party, Charlotte took any leftover food to the local homeless shelter.

3b. Carrie thinks that the words 'the next door neighbours' can be moved to the beginning of the sentence and used as an adverbial.

Bravely, the new residents asked the next door neighbours to mind their own business from now on.

Fronted Adverbials

1a. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.

Niamh ran home excitedly to see her birthday cake.



A

Fronted Adverbials

1b. Rewrite the sentence below with the adverbial phrase at the beginning of the sentence.

The team captain jumped up happily when they scored a goal.



A

2a. The children are discussing which adverbials are best to use in a sentence.



Nearby

Bill

Outside



Libby

_____ it was sunny but not particularly warm.

Whose adverbial would fit best?



A

2b. The children are discussing which adverbials are best to use in a sentence.



This morning

Finn

Already



Ava

_____ his cat came home with a mouse he had found.

Whose adverbial would fit best?



A









3a. Jenny thinks that the phrase '*in the morning*' can be moved to the beginning of the sentence and used as a fronted adverbial.

The postman will deliver our letters
in the morning.

3b. Riley thinks that the phrase '*into his mum's car*' can be moved to the beginning of the sentence and used as a fronted adverbial.

Shaun finds it hard to get into his
mum's car.

Fronted Adverbials

<p>1a. Circle the sentence below which has used a fronted adverbial.</p> <p>A. A beautiful second goal flew into the back of the net after a few agonising minutes on the pitch.</p> <p>B. Shortly after, following a tense few minutes on the pitch, another goal flew into the back of the net.</p> <p>C. All the spectators cheered as another shot zoomed effortlessly into the net.</p> <p> VF</p>	<p>1b. Circle the sentence below which has used a fronted adverbial.</p> <p>A. Carefully, without making a sound, Tommy unbuckled Esme and carried her into the house.</p> <p>B. Tommy crouched down awkwardly and unbuckled his daughter without disturbing her sleep.</p> <p>C. Esme, who was blissfully unaware of what was happening, was lifted up.</p> <p> VF</p>
<p>2a. Insert a comma after the fronted adverbial in the sentence below.</p> <p>To annoyingly make matters worse, after being delayed in the airport for three hours, Ben's suitcase couldn't be located.</p> <p> VF</p>	<p>2b. Insert a comma after the fronted adverbial in the sentence below.</p> <p>A few hours later that day despite Olive's repeated presses of the doorbell, nobody answered and she began to worry.</p> <p> VF</p>
<p>3a. True or false? The adverbial of frequency used in the sentence below can be moved to the front of the sentence.</p> <p>Much to her disappointment, during the holidays, Julia rarely had many visitors.</p> <p> VF</p>	<p>3b. True or false? The adverbial of frequency used in the sentence below can be moved to the front of the sentence.</p> <p>Oddly enough, Richard, who normally had a great sense of direction, couldn't find his way back to his hotel.</p> <p> VF</p>
<p>4a. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.</p> <p>It's really important to eat more carbohydrates than usual before a big race as the muscles in your body will store more energy allowing for plenty of exercise.</p> <p> VF</p>	<p>4b. Identify which adverbial in the sentence below can be moved to the beginning of the sentence.</p> <p>Melanie had wanted a promotion in the company for a long time although it was unlikely to happen now as her new manager wasn't very fond of her.</p> <p> VF</p>

What to do today

IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.

1. Read 'Butterflies' by Kevin Crossley Holland

- Read the story aloud. Practise reading aloud so that you can make the surprise in the story clear. Can you add actions as you read?
- Read *Butterflies Version 1*. What is missing? Write the missing words on this version. These are adverbials.

2. Revise Adverbials

Use the *Revision Cards* to remind you of these.

Now complete the activities on 'Adverbials 1 and 2'.

3. Now for some writing

Write a paragraph about what might happen next in the story. What will the girl do about all the butterflies?

Try these Fun-Time Extras

- Can you use the [butterfly template](#) to make your own spectacular butterfly design?
- Can you find out about the 'Mount of Butterflies'? Use a web search then make a poster about what you find out about the mountain and about monarch butterflies.
- Can you make a paper butterfly following these instructions: <https://www.youtube.com/watch?v=phY05EEJXJM> ?

Butterflies by Kevin Crossley-Holland

The girl sat on the sofa with her homework book on her knee. 'Butterfly Poem' she wrote at the top of the page. She could hear the thump thump-a-thump of the pop music in the flat upstairs. Then a boy shoved the evening newspaper through the letter-box—and then the telephone rang ...

How difficult it was to concentrate.

But after a while the girl caught a few colourful words and set them down on her white page. Then some more. And the more words she caught, the easier they became to catch, the best words in the world.

Next morning, the girl got ready to go to school. She opened her homework book and flicked to the page headed 'Butterfly Poem'. But where were the words? They had all gone. The girl looked at her book in amazement—she turned it upside down, she checked no page had been torn out, she leafed through it in case the words had somehow escaped to another page . . .

Then it seemed to the girl as if her arms and legs were made of air, and her head was rising through the ceiling. She kissed her mum goodbye and closed the front door ..

The girl rubbed her eyes. She screwed them up and opened them again. All around her were little scraps of orange and turquoise and jasmine and violet: the whole grey street where she lived was quick and brightly-coloured with hundreds and thousands of butterflies.

Adverbials 2

These sentences are an extension of the story!

Read them, then choose the best adverbial to add from the list below.

Use each once only.

Choose whether to add the adverbials before or after the main clause. Check capital letters and punctuation when you have chosen.

1. she told Miss Blank, her teacher
2. she felt like a fool
3. she wished for the butterflies to return
4. a young man knocked on the door
5. there were several coloured butterflies

**when she looked at the empty page
with some anxiety
as soon as she got back from school
around his head
with all her heart**

Make up adverbials to add before or after the main clause. Check capital letters and punctuation when you write your sentence.

6. the man held a shining covered basket
7. some butterflies flew
8. she jumped
9. he lifted the cover
10. she could not believe what she saw



Revision Card

Adverbials

Adverbials tell us more about a verb.

Adverbials can be

a word,

hungrily

a phrase,

between the cracks

or a clause.

after the song ended

Adverbials

Adverbials tell us more about a verb.

The creature **prowls**.

The creature **prowls with hungry eyes**.

The creature **prowls beneath the bed**.

The creature **prowls during the night**.

In each sentence, the **verb** is modified by the **adverbial**.

Adverbials

Adverbials often open with a **preposition**.

The creature prowls **with hungry eyes**.

The creature prowls **through the long grass**.

The creature prowls **during the night**.

The **preposition** is part of the **adverbial** and links information to the sentence.

Adverbials

You can change the position of **adverbials**.

The creature prowled **with hungry eyes**. **With hungry eyes**, the creature prowled.

The creature prowled **through the grass**. **Through the grass**, the creature prowled.

When an **adverbial** appears in front of the sentence it is modifying it is called a **fronted adverbial**.

In the moonlit garden, the creature prowled.

Fronted adverbials are separated from the main clause by a **comma**.

Writing

Write a paragraph about what happened next...

- What will the girl do next?
- What will she do with the butterflies?
- How will she arrive at school?
- What might her teacher say?

Try to include adverbials in your writing.

Spot the Fronted Adverbials

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Can you place a comma after the fronted adverbial in these sentences?

For example:

After the storm, the people of the town cleared up the damage from the flooding.

- a) Baffled by the mathematical problem the professor felt frustrated.
- b) Under the bridge the misunderstood troll waited patiently for his goat friends.
- c) Once a year the people put on their costumes and partied at the carnival.
- d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Through the bushes Kian searched and searched. Under all of the rocks he hunted but he just couldn't find the potion. He sat down with his head in his hands. Feeling depressed a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Confused he looked up and saw exactly what he was looking for...the magical potion! It was dangling from a tree in a potion bottle. Like a jack-in-the-box Kian leapt up and grabbed it. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands he held the one thing that could save everyone in his village.

3. Now, write two fronted adverbial sentences of your own, where the fronted adverbials describe the **time** and **place** of the action in your main clauses.

time _____

place _____

Creative Writing Task:

Film Review

You have 30 minutes to complete the following task. Use the checklist to help you.

Write a review of the last film you watched. Do not spend more than one quarter of the essay retelling the plot: your review should focus on your opinion about the film.



Checklist

- Plan your writing thoroughly using the sheets provided.
- Think about what will make your writing unique – can you include a twist or standout viewpoint?
- Use a wide range of vocabulary, punctuation and sentence structures.
- Ensure that your handwriting is neat and legible.
- Write at least one side of A4.
- Read through your work. Remember to check your spelling, punctuation and grammar and neatly correct any errors.



The Amazon Rainforest

Complete the map of South America with:

- name labels for each country;
- the location of the Amazon rainforest marked in green;
- the location of the Amazon river in blue;
- the names of the oceans around South America.

How many countries does the Amazon rainforest cover **completely**?

How many countries are **partly** covered by the Amazon rainforest?

Find out what the area of the Amazon rainforest is in square kilometres.

Find out how long the Amazon river is in kilometres and in miles.

_____ km / _____ miles

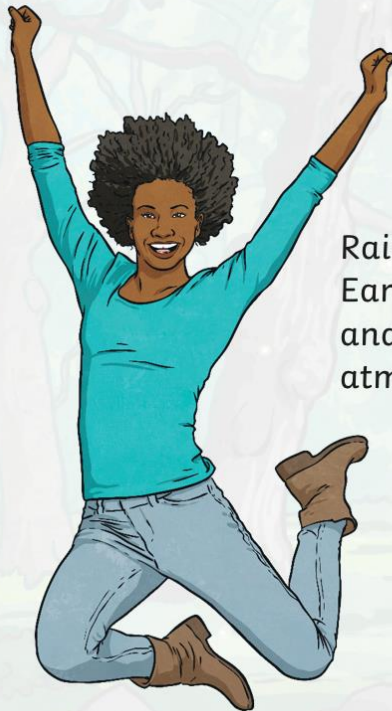


Why Are Rainforests so Important?

25% of medicines come from plants found in the rainforest.



Why Are Rainforests so Important?



Rainforests are often known as the 'lungs of the Earth'. The trees absorb harmful carbon dioxide and produce 20% of the oxygen in Earth's atmosphere.

Why Are Rainforests so Important?



Rainforests get their name from the heavy rains that fall almost every day. Trees soak up the water and help prevent erosion. Without them the soil would wash away.

What Are the Effects of Deforestation?



Lack of biodiversity: The number of different species becomes smaller.

Climate change: Scientists believe deforestation has a worldwide effect on climate. Trees store carbon dioxide. When they are cut down, carbon dioxide builds up in the atmosphere and is known as a greenhouse gas which causes global warming.

What Is Deforestation?

Deforestation occurs when trees are cut down across a wide area which is then permanently cleared for another use.



Did You Know...?

Every 20 minutes, an area of rainforest the size of 20 football pitches is cut down. If this rate continues, there will be no rainforests in 100 years.









What Are the Effects of Deforestation?



Soil erosion: Tree roots help hold the soil and prevent it being washed away. Without trees, the soil is washed into rivers and streams, blocking them, causing flooding and contaminated drinking water.

Droughts: Trees are an important part of the water cycle. Without them, there will be a lack of rain.

Habitat loss: Animals and plants lose their home so some may become endangered or extinct.

Product	Appearance	Top Producing Countries	Special Conditions Required
bananas		India Uganda China	Steady warmth without extremes of temperature. Steady moisture in the air and in the ground.
coffee		Brazil Vietnam Colombia Indonesia	Rainy season and a dry season. Warmth. High altitude.
tea		China India Kenya	Can grow in lots of conditions. Prefers distinct seasons with rainfall during growing season but does not like long winters.
pineapples		Philippines Brazil Thailand	High percentage of sunny warm days with cooler nights.
cocoa		Ivory Coast Indonesia Ghana	Warm countries close to the Equator, reliable year-round rainfall.
honey		China Turkey India	Honey bees have adapted to conditions all over the world.
sugar		Brazil India China	Tropical and subtropical climates. Lengthy rainy seasons.
mangoes		India China Thailand	Tropical lowlands near the Equator. Long dry season, short wet season.