

Name:

Date:

10
total marks

Year 5 English Grammar and Punctuation Test 1

1. Which verb is created when these suffixes are added to the noun? **Write the correct verb** for each example.

1 mark

class + -ify

advert + -ise

assassin + -ate

2. **Circle the modal verbs** in the sentence below.

1 mark

'We should leave,' he whispered. 'They could come back at any time.'

3. **Underline the relative clause** in the sentence below.

1 mark

We are going to go back to Devon this year, which is where I first learnt to surf.

4. Read this sentence. What type of word is underlined? **Tick one.**

1 mark

That's the lady who teaches me to play the drums.

possessive pronoun

☐

relative pronoun

☐

personal pronoun

☐

total for
this page

5. The passage below has an error in it. Underline the error and **write the correction** in the box.

1 mark

That behaviour is unrespectful.

6. Read the sentences below. **Circle** the word which links the sentences together to create cohesion.

1 mark

It's important to follow a recipe when making a cake. , you need to make sure you have the ingredients to hand.

Then After that Firstly This

7. **Underline the parenthesis** in the sentence below.

1 mark

Every morning I catch the bus (which stops outside the library) to travel to school.

total for
this page

8. Do the **adverbials** in the table below show time, place or frequency? **Tick one box** for each.

1 mark

| Adverbial | Time? | Place? | Frequency? |
|-------------------|-------|--------|------------|
| in January | | | |
| behind the garage | | | |
| near Cardiff | | | |
| always | | | |

9. Read the sentences below. **Write how many** people went to the shop in the box after each sentence.

1 mark

I went to the shop with my friend Simon and Terry.

I went to the shop with my friend, Simon and Terry.

10. Read the sentence below. **Circle** the word which indicates the degree of possibility within the sentence.

1 mark

Samira is definitely a faster runner than James.

****END OF TEST****

total for
this page

Name:

Date:

Year 5 English Grammar and Punctuation Test 2

10
total marks

1. Which sentence uses parenthesis accurately? **Tick one.**

Our teacher who (we like very much) is called Miss Fox.

☐

Our teacher (who we like very much) is called Miss Fox.

☐

1 mark

2. What is underlined in the sentence below? **Tick inside one box.**

'I can come to your party after all!' shouted Jake.

modal verb

time adverbial

noun phrase

1 mark

3. **Underline** the **adverbial of place** in the sentence below.

We walked quietly down the corridor to the head's office.

1 mark

total for
this page

4. **Add a comma** to the sentence below to make it clear that the Scouts are not eating the rabbit.

1 mark

As the Scouts sat around the fire eating the rabbit hid in the bushes.

5. **Rewrite** the sentences below as **one sentence** which includes a **relative clause**. Remember to use the correct punctuation.

1 mark

The lady has grey hair and glasses. She lives next door to me.

6. The sentence below has a missing word. **Complete** the sentence by using the correct **relative pronoun**.

1 mark

This is the book I told you about.

7. **Draw lines** to match the prefixes to the correct root words.

1 mark

de

heat

dis

respect

mis

activate

over

treat

total for
this page

8. In the sentence below, which word uses the suffix -ify to create the **underlined verb** 'terrify'?
Tick one.

1 mark

I don't want to terrify you, but I think there might be a snake in your bed.

terrific

☐

terror

☐

terrible

☐

9. Read the sentences below. Add the word which links the sentences together to create cohesion.

1 mark

Tommy tiptoed up the path. , he slowly pushed open the gate.

Subsequently Therefore Although However

10. **Underline** the **adverbial phrase** in the sentence below.

1 mark

During the afternoon, we enjoyed playing cricket outside.

END OF TEST

total for
this page

Creative Writing Task:

Advertising Your Town

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

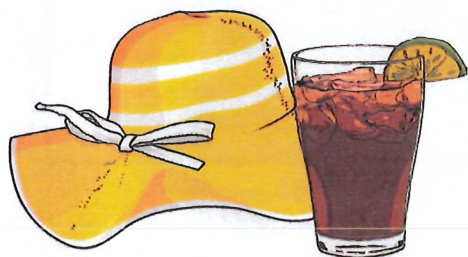
Persuade your reader to take their next holiday to the place where you live.

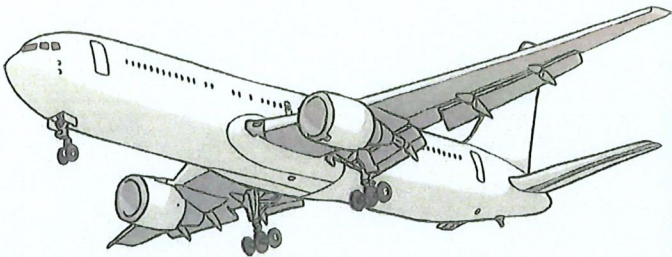


Checklist

- 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.







Handwriting practice lines consisting of 18 horizontal lines.



Handwriting practice lines consisting of 8 horizontal lines.

Creative Writing Task:

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

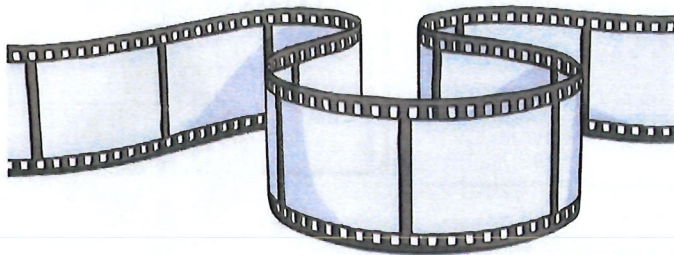
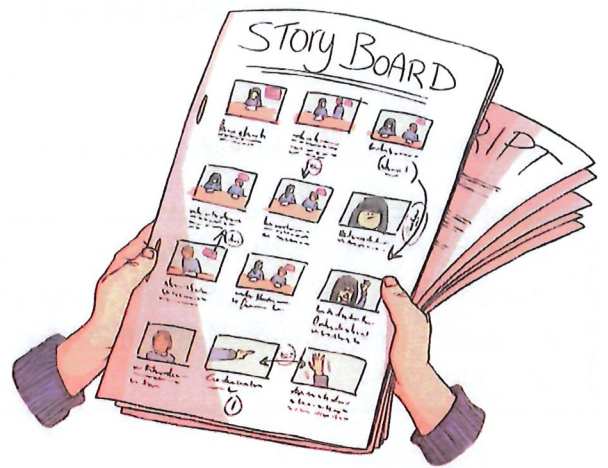
Write a review of the last film you watched. Do not spend more than one quarter of the essay retelling the plot: your review should focus on your opinion about the film.

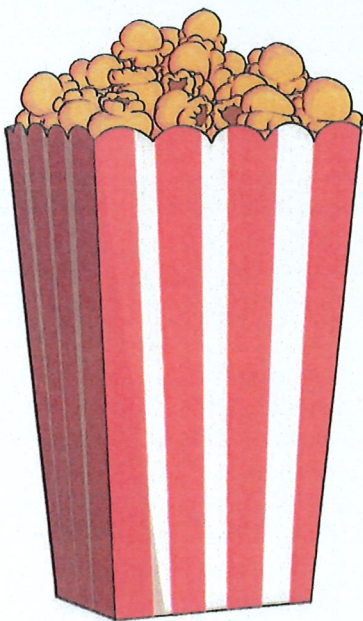


Checklist

- 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.







Creative Writing Task:

Continue the Story

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

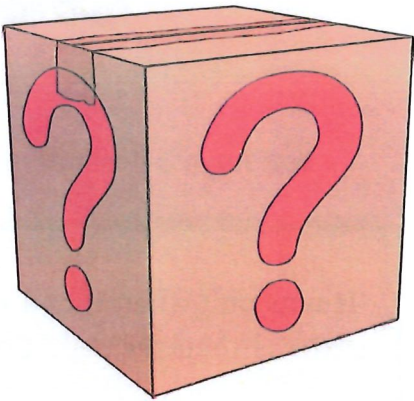
'It was only then that I realised that things were not quite as they seemed.' Continue the story.



Checklist

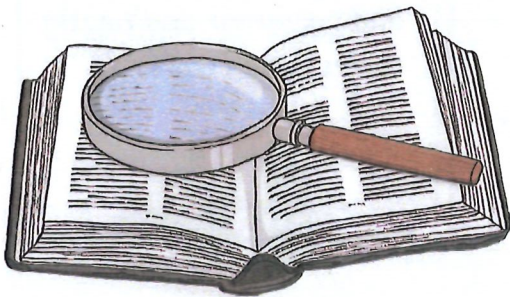
- Plan your writing thoroughly using the sheets provided.
- Think about what will make your writing unique – can you include a twist or standout viewpoint?
- Use a wide range of vocabulary, punctuation and sentence structures.
- Ensure that your handwriting is neat and legible.
- Write at least one side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





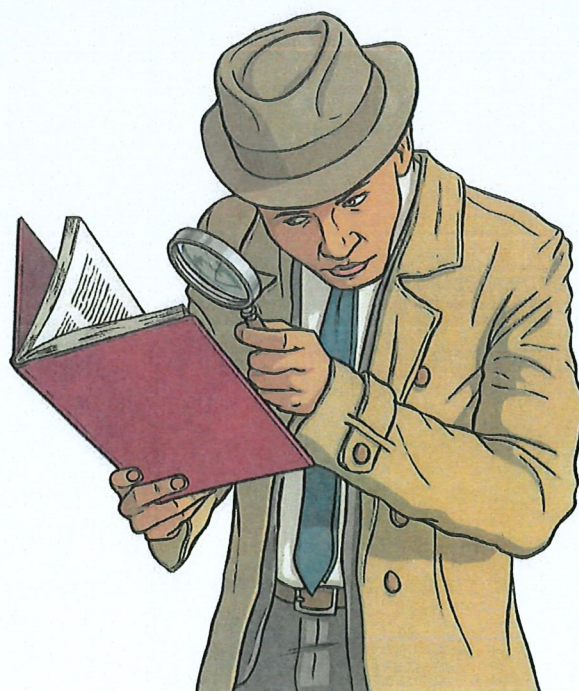
Handwriting practice lines consisting of five horizontal lines.

Handwriting practice lines consisting of ten horizontal lines.



Handwriting practice lines consisting of five horizontal lines.





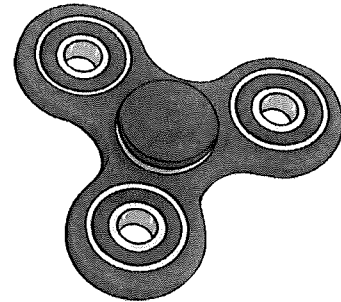
Fidget Spinners

Fidget spinners are gadgets that are made with a ball bearing in the centre and three 'branches' coming from the centre. The 'branches' of the mechanism spin around the middle.

They are made from a range of materials like stainless steel, brass, ceramics, titanium, copper and plastic. The variety of materials used in the bearings alters the vibration and duration of the spin.

How to Spin a Fidget Spinner

Simply hold the middle of the spinner between your index finger and thumb as if you are picking it up. Then, flick one of the outside branches with your middle finger and watch it spin.



Unlike many toys and gadgets, they don't need charging to work so they can be used anywhere at any time.

You can also lie the spinner on a table and hold its centre with your index finger. Use your other hand to flick one of the branches and then let go with your index finger. Depending on the type of spinner you have, it should steadily spin for quite a length of time.

Origins of the Fidget Spinner

Fidget spinners were created by an American inventor, Catherine Hettinger, in the early 1990s. She was ill but still caring for her eight-year-old daughter and found she didn't have the energy to play with her as much as she would have liked to. Catherine began inventing toys for her daughter and between the two of them, they created the first fidget spinner.

In 1997, the fidget spinner was patented, which meant Catherine Hettinger was granted ownership of the design and protected the idea from being copied by others.

However, the patent had to be renewed every few years and in 2005 Hettinger didn't have enough money to renew it. She lost the rights over the design and now many companies make their own versions. The companies are now making a lot of money from sales.

Uses of the Fidget Spinner

Some people believed the fidget spinner would be useful for aiding concentration and focus. It is considered a useful device to help some children who have Attention Deficit Hyperactivity Disorder (ADHD), Autism or other special educational needs that affect concentration or their sensory experiences.

The device can also aid fine motor skills with some musicians being known to use the fidget spinner to exercise their fingers before a performance.

Fidget spinners have been used more recently to decrease stress, through the rotation of the branches, helping the user to 'zone out' and clear their mind. The theory of the fidget spinner being used for reducing stress means that many office workplaces are seeing a rise in workers using them to help ease stress and lower nervous energy.

Fidget Spinners in School

Some schools have banned fidget spinners as they say they are a distraction to other pupils and affect learning potential as well as being a potential safety hazard.

Some parents of children with Special Educational Needs (SEN) are concerned that banning the devices will cause their children to lose concentration and feel 'different' to their peers if they are allowed them but their friends are not.

Questions

1. Why are the bearings made from different materials?

2. Find and copy one word which means 'length of time'.

3. Write three things that you are told about fidget spinners in the introductory paragraphs.

a) _____

b) _____

c) _____

4. What makes fidget spinners different to most hi-tech toys used today?

5. Write a more suitable sub-heading than 'Origins of the Fidget Spinner'.

6. Put these statements in order by numbering them 1 to 4.

A patent was obtained by Hettinger, which lasted until 2005.

☐

A range of companies have the right to make money from fidget spinners.

☐

Hettinger invented the fidget spinner with her daughter.

☐

Hettinger did not have enough money to renew the patent.

☐

7. Identify three types of people who may benefit from using a fidget spinner and explain how it might help them.

Questions

8. Tick 'True' or 'False' for the statements below. Then, rewrite the false statements correctly.

| | True | False |
|--|------|-------|
| Fidget spinners can help the fine motor skills in fingers. | | |
| Fidget spinners could cause people to develop problems with stress. | | |
| Some people with ADHD might find fidget spinners can help to calm them down. | | |
| The rotating branches sometimes increase nervous energy. | | |

9. Complete the sentences below.

Some schools do not allow fidget spinners because they might...

Parents of children with special educational needs are worried that ...

10. What is your opinion about fidget spinners? Explain your reasons.

Easter Crispy Cookies Recipe

You Will Need:

3 tbsps butter or margarine

300g regular marshmallows

6 cups rice pops

Icing sugar

Sprinkles

Large roasting tin

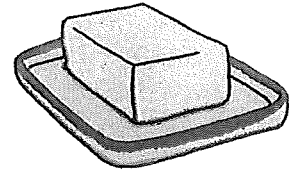
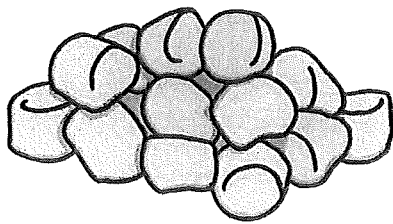
Cooking spray

Greaseproof paper

Egg-shaped cookie cutter

Large saucepan

Cooling rack



Method:

1. Melt the butter in a large saucepan.
2. Add the marshmallows and stir until they have all melted.
3. Take the saucepan off the heat and add the rice pops.
4. Stir all the ingredients together until the rice pops are all covered in marshmallows and butter.
5. Prepare the roasting tin by coating it with cooking spray and pour the mixture in.
6. Put the greaseproof paper over the mixture to prevent it from sticking, and roll it out.
7. Using the egg-shaped cookie cutter, cut the mixture into egg shapes. (If the mixture keeps sticking to the cutter, dip it in water).
8. Put the eggs on a cooling rack until they have set.
9. Make up some icing sugar. This will be used to stick the sprinkles onto the egg. (You could also use melted chocolate if you prefer.)
10. Dip one end of the eggs into the icing sugar then into the sprinkles.
11. Leave the eggs to set.

Egg Parachutes



ACTIVITY 5 | EGG PARACHUTE



STEM Learning Objectives:



Science:
Explore falling objects and the effects of air resistance.



Technology:
Engage in an iterative process of designing and making.



Engineering:
Design, make, test and improve a product.



Maths:
Measure time; compare duration of events.

WHAT YOU NEED:

Materials:

- Large piece of thin material, e.g. broken umbrella with the spokes removed, bin bag, part of an old lightweight raincoat
- Plenty of packaging material, e.g. bubble wrap, packaging foam, cotton wool, egg box, yogurt pot, foam cup
- Thin string
- A hard boiled egg
- A raw egg



Tools:

- Scissors
- Transparent sticky tape
- Stopwatch



Can you spot any hazards? How can you reduce the risks?

Product Code: SC10130-4-1-20 Made in UK

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WHAT YOU DO:

The aim is to construct a parachute to allow an egg to be dropped out of an upstairs window onto a hard surface without it breaking. Here are some suggestions:

1. Tie four or more strings near the corners or edges of the piece of thin material so that it will act as a parachute.
2. Use the hard boiled egg initially. Package it well, particularly underneath, to cushion the impact when it lands.
3. Attach the other end of the strings to the egg package or basket without getting the strings tangled up!

Ask an adult to hold the parachute by the middle, with the egg package hanging down, drop it out of an upstairs window onto hard ground (e.g. concrete). Time the descent of the egg and then check whether it has broken.

Modify and improve your design as required; for example you could make a larger parachute to slow the egg down more (time the descent to see if this has increased). You could change the number of strings or re-position them to improve your parachute, and/or use more packaging underneath the egg.

Once you are happy with your design, place the raw egg in the package instead of the hard boiled egg. Once it has descended, check whether the raw egg has broken.



STEM Explanation:

The egg and parachute are pulled downwards by gravity.

As they move down the air pushes against them.

The parachute is relatively large, the air resistance gives rise to an upward pull, slowing down the descent of the egg.

The egg must be packaged well to absorb and cushion the impact when it hits the ground.

To prevent the egg from breaking, you can try increasing the air resistance, cushioning the egg better, or both.



Product Code: SC10130-4-1-20 Made in UK

Draw and annotate your parachute here:

What was the result of your first test?

Explain how you improved or refined your design:

Our world – Night and day

Our planet Earth takes a year to orbit the Sun. As it does this, it spins on its axis every 24 hours, giving us night and day.

Questions

- 1 Why does it get dark?
- 2 Why is it daytime on one side of the Earth when it's night time on the other?

Challenges

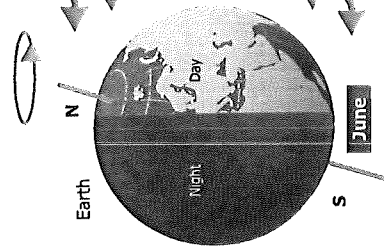
- 1 Make a table comparing differences between night and day where you live: for example, think about what people and animals do.
- 2 Write a short diary of your day and say what the time is.
- 3 Work out what time it is in New York when you start and finish school.

Key words

- Axis
- Earth
- Orbit
- Sun

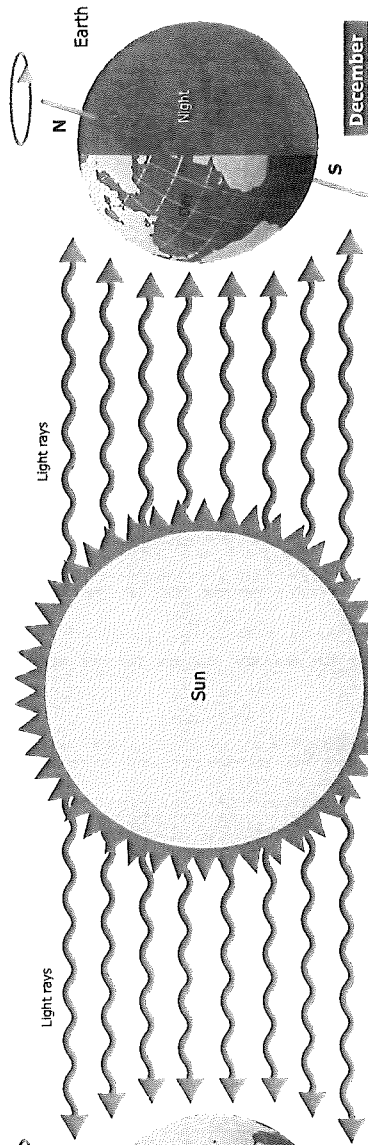
Night and day

The Earth spins on its axis every 24 hours. Places which face towards the Sun get daylight. Places which face away from the sun get night.



Hours of daylight

As the Earth makes its yearly orbit, places tilted away from the Sun get less hours of daylight while those tilted towards it, get more.

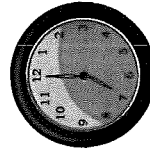


All in a day

When you're going to bed someone else is just starting their day! These clocks show the time in different parts of the world when it is midday in London, U.K.



Los Angeles
04:00
(-8 hours)



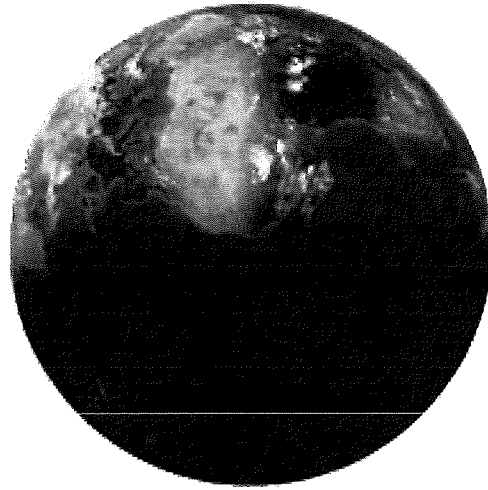
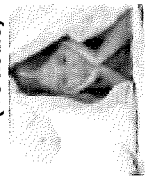
New York
07:00
(-5 hours)



London
Midday
12:00

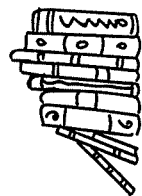


Tokyo
20:00
(+8 hours)






Questions

- 1 Why does it get dark?
- 2 Why is it daytime on one side of the Earth when it's night time on the other?

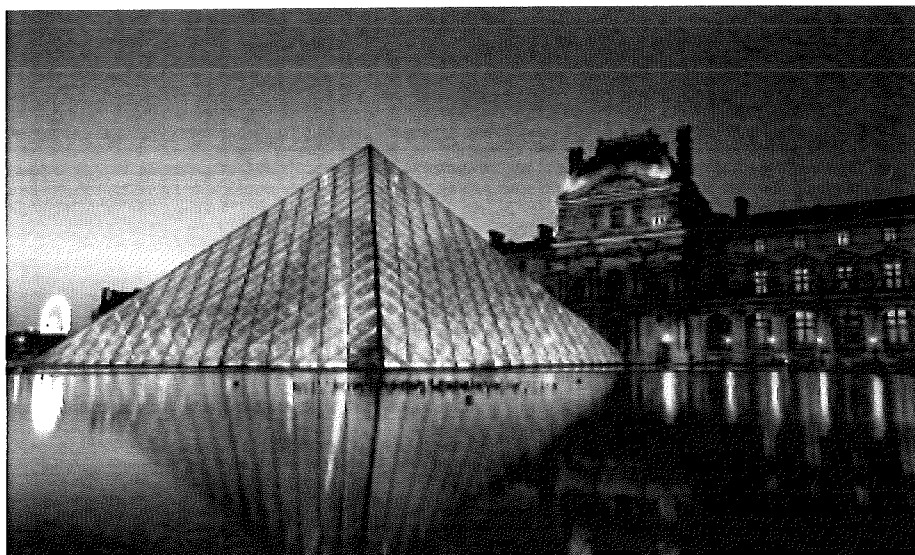


Challenges

- 1 Make a table comparing differences between night and day where you live: for example, think about what people and animals do. 
- 2 Write a short diary of your day and say what the time is. 
3. Work out what time it is in New York when you start and finish school. 



Mona Lisa



The Mona Lisa (La Joconde) is a very famous painting by the Italian artist Leonardo da Vinci. It is thought to have been painted between 1503 and 1506.

It has been on display at the Louvre Museum in Paris since 1797.

The Mona Lisa is one of the most valuable paintings in the world. It holds the Guinness World Record for the highest insurance valuation in history!

On the page opposite can you draw a self-portrait of yourself in the style of the Mona Lisa?

