

6 Weeks of 3 in 3 new year 5 pupils

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Week 1 - text

What do you get if you add a netball team to a string quartet, a married couple, new-born triplets and a football team? Your first thought might be ‘a strange party’, but if you want a mathematical answer, you need to dig deeper. That’s because they are all completely different from each other. In order to add them together, you should first find something they all have in common – the fact that they are groups of people. Once you know how many are in each group, you’re away. The same is true when you add fractions – they all need to share the same common thing, their denominator.

Week 1 - questions

1. Which two teams are mentioned?

a) _____

b) _____

2. Which words are used to describe the triplets?

3. Why might the reader's first thought have been that it was '*a strange party*'?

Week 1 – text

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Week 1 - questions

1. ... *you need to dig deeper* ...

In this context, which words are closest in meaning to **dig deeper**? **Circle one.**

count higher

think harder

use a spade

use a calculator

2. According to the text, what would be the **first** thing you would need to do to add them together?

3. What do fractions need to have in common when you add them together?

Week 2 - text

Is there anything that frustrates you about writing? Maybe you don't like having to check spellings or meanings in a dictionary. Perhaps you wish that you already had such a great knowledge of words that you didn't need to check a thesaurus to find the one that is most pertinent (it means relevant). You might even dislike having to make notes or plans. But imagine going to visit a professional writer. What do you think you would find? That's right – a dictionary, thesaurus, notes and plans. Like tractors to farmers or thermometers to nurses, those are the tools of the writer's trade.

Week 2 - questions

1. *Is there anything that frustrates you about writing?*

In this context, which word is closest in meaning to **frustrates**? Tick one.

writes

excites

annoys

bends

2. According to the text, what two things could you check in a dictionary?

a) _____

b) _____

3. Why does the text explain what **pertinent** means?

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Week 2 - questions

1. According to the text, what might you dislike having to do?

2. Who should you imagine visiting, according to the text?

3. What does the text suggest are the *tools of the writer's trade*? Name **two**.

a) _____

b) _____

Week 3 - text

We often hear about the damage that humans cause to the environment. While this is certainly true, we can also have a positive impact. For example, there is a really cool insect that lives in our country called the stag beetle. These beetles are big – nearly eight centimetres long – with fierce looking ‘antlers’. If you’re lucky, you might see them flying around on warm evenings. Sadly, they are dying out, however, mostly due to the lack of suitable habitat. If you have the space, why not help to protect them by creating a pile of rotten logs where they can lay their eggs?

Week 3 - questions

1. **Find** and **copy** the word in the first sentence that is closest in meaning to **harm**.

2. What sort of impact does the text say that humans can have on the environment?

3. Why do you think the author believes that stag beetles look 'cool'?

Week 3 - text

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Week 3- questions

1. Why does the author put the word '*antlers*' in inverted commas?

2. When might you see stag beetles flying about?

3. Which word is closest in meaning to **suitable**? **Tick one.**

smart

tidy

wooden

appropriate

Week 4 - text

You might believe that the Anglo Saxons are long gone and, to a certain extent, you'd be right. As far as Britain is concerned, their time was really between the eighth and eleventh centuries. But there are still traces where they live on, if you know where to look – including your own address. Many of the place names that are so familiar to us today actually come from Anglo Saxon roots. If your home town's name ends in bury, borough, ton or ley, then the Anglo Saxons started a settlement there. Your next question is, what do these roots mean?

Week 4 - questions

1. ... *to a certain extent, you'd be right.*

In this context, which words are closest in meaning to **a certain extent**? **Circle one.**

totally sure

extreme amount

without question

in some ways

2. ... *As far as Britain is concerned ...*

In this context, which word is closest in meaning to **concerned**? **Circle one.**

involved

worried

extinct

invaded

3. According to the text, when did the Anglo Saxons have *their time*?

Week 4 - text

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Week 4 - questions

1. According to the text, which endings to place names come from Anglo Saxon roots?
Find and copy two examples.

a) _____ b) _____

2. How does the author try to make this text feel relevant to you?

3. *Your next question is, what do these roots mean?*
Why do you think the author doesn't explain what the roots mean?

Week 5 - text

If you glance at a map of Britain, with a bit of imagination you might think that it looks like someone sitting down. Scotland is the head; the arms are folded over a very full tummy to make Wales; Devon and Cornwall are the outstretched legs and feet; and East Anglia is, well, what we use to sit on. If that is the case, then the backbone of this craggy figure must be the Pennines – a range of hills, moors and mountains that divides northern England. Large sections of the Pennines are protected as an area of outstanding natural beauty.

Week 5 - questions

1. ... *If you glance at a map ...*

In this context, which word is closest in meaning to **glance**? **Tick one.**

open

look

fold

colour

2. What does the text suggest that a map of Britain looks like (with a bit of imagination)?

3. What are the arms *folded over* the top of?

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Week 5 - questions

1. According to the text, what are *Devon and Cornwall*?

2. **Find** and **copy** the name of the place that is described as *a range of hills, moors and mountains*.

3. **Find** and **copy** the word in the last sentence that is closest in meaning to **looked after**.

Week 6- text

So, you've found a musical instrument that you want to play; how long it will take for you to become good at it? This question, you won't be surprised to learn, will have various answers. First, it depends on how good you want to be. If you want to play music professionally, you will probably have to practise for thousands of hours to reach the right standard. But remember, music should be a pleasure, and there is nothing wrong with just getting to a level that gives you enjoyment, providing, of course, that it's not too painful for everyone else!

Week 6 - questions

1. *This question, you won't be surprised to learn, will have various answers.*
Why does the author say you won't be surprised to learn?

2. **Find** and **copy** the word in the second sentence that means **different**.

3. According to the text, what does the answer to the question in the first sentence depend upon?

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Week 6- questions

1. ... *If you want to play music professionally ...*

In this context, what does **professionally** mean? **Circle one**

badly

all the time

quite well

for a living

2. For how long will you probably have practised to be able to play professionally?

3. According to the text, music should be what?
