

This week's pack supports the Week 3 timetable on Classroom Secrets Kids.

Monday

Question 2 – This question asks children to look at the content of the paragraphs and decide whether the overall meaning of the passage is lost by changing their order. As paragraphs 3 and 4 describe unconnected activities that happened before the taxi arrived, changing their order would not affect the meaning of the passage.

The answer is: **true**. Paragraph 3 and 4 could swap positions and the passage would still make sense.

Question 3 – This question asks which paragraph could start with 'Secondly'. This is checking children understand how to sequence.

The answer is: **As 'firstly' is used to start paragraph 2, paragraph 3 would be the paragraph that could start with 'Secondly'.**

Question 4 – This question asks children to decide where the events of the new paragraph would make most sense in the written passage. As Jess made some toast and ate it in paragraph 4, it would make sense for the new paragraph (which is about washing her plate) to come after paragraph 4.

The answer is: **As the final paragraph is about Jess leaving her house, the new paragraph would make sense to go between either 4 and 5 or 5 and 6.**

Question 5 – The children are asked to write a new paragraph starting with 'suddenly' that would make sense with the events that have already happened. Children might find it easiest to write a new paragraph that focuses on the figure mentioned previously.

There are many different possible answers to this question, such as: **Suddenly, the dark figure started running in her direction. Layla grabbed her board off the ground and held it tightly. She spun around and sprinted as fast as she could.**

Question 6 – This question is similar to question 2. With this passage however, it would not make sense if paragraph 2 and 3 swap positions. The question asks children to explain why it does or doesn't make sense so their answer needs to reference the events in each paragraph.

The answer is: **It wouldn't make sense to have Layla walking on the snow, getting ready to snowboard and then waking up so the paragraphs cannot be changed.**

Question 7 – This question asks children whether the **fronted adverbial** 'Eventually' could be added to the start of paragraph 5. In order to make a decision, children will need to look at the events in paragraph 4.

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Monday

English – Sequencing Paragraphs (page 3 and 4)

In paragraph 4, Layla closes her eyes and it says she left like she was in heaven. Given this description, Layla could have closed her eyes for a long time, so it would make sense to start paragraph 5 with the **fronted adverbial** 'Eventually'.

This week's pack supports the [Week 3 timetable](#) on Classroom Secrets Kids.

Wednesday

English – Consolidating Coordinating Conjunctions (page 8)

A **coordinating conjunction** is a word used to join two main clauses together in a sentence. The main clauses must make sense on their own. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so.

Question 1 – This question asks children to identify a sentence that correctly uses a **coordinating conjunction**. The **coordinating conjunctions** used in this question are 'so', 'yet' and 'nor'. 'So' is used to provide a reason, 'yet' is used to provide a comparison and 'nor' is used to demonstrate negative options or information.

The correct answer is: **Sentence B has used a coordinating conjunction correctly as it provides a point of comparison (Someone who's poorly and ordinarily would not be well enough to do their homework but they were still able to do so).**

Question 2 – This question is asking children to complete each sentence with either 'or' or 'so'. 'or' is used to provide a choice or option and 'so' is used to provide a reason.

The correct answer is: **Sentence A: 'so' should be used as it explains why they took an umbrella. Sentence B: 'or' should be used as it is a question offering a choice between peas and beans**

Question 3 – In this question, children need to identify the **coordinating conjunction** in the sentence and identify its purpose in the sentence. There are seven coordinating conjunctions: for, and, nor, but, or, yet, so.

The correct answer is: **This sentence uses 'nor' which is used to add more negative information.**

Question 4 – This question requires children to rewrite the sentences and change the **coordinating conjunctions** in each. Sentence A uses 'for' and B uses 'nor' which doesn't make sense in this context.

The correct answers are: Sentence A is about a weather forecast and someone not believing it. 'but' would make the most sense in this context. **The weather forecast said it would be hot today, but I didn't believe it.** Sentence B is about someone taking a jumper off and it's warm outside. 'for' would make the most sense in this context. **I took my jumper off, for it was warm outside.**

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Wednesday

English – Consolidating Coordinating Conjunctions (page 8)

Question 5 – This question asks children to explain which sentence is the odd one out. Children's answers will need to focus on the use of **coordinating conjunctions**. When reading the sentences, children may be tempted to say that sentence C is the odd one out as it is the only sentence that uses 'yet'. Children will need to focus on which sentence uses the **coordinating conjunction** correctly.

The correct answer is: **Sentence B is the odd one out as it is the only sentence that doesn't use a coordinating conjunction correctly.**

Question 6 – This question requires children to write three new sentences that start with "It is freezing cold..." and then include either 'but', 'and' or 'yet' in each sentence. One strategy to discuss with children is to focus on the meaning of each **conjunction** and then construct the sentence around each of the means.

There are various answers, an example for each is given below.

It is freezing cold outside but I have a warm coat on.

It is freezing cold and the boiler has broken.

It is freezing cold yet I've kept warm around the camp fire.

Question 7 – This question asks children to explain whether they agree or disagree with a statement about the use of a **coordinating conjunction** and write a sentence to explain why. This explanation will need to focus on the purpose of the **conjunction** used.

There are various answers, but one example is given below.

As the sentence is about Bushra not liking milk and not eating butter anymore (negative information), the sentence is correct to use 'nor' as 'nor' is used to add negative information to sentences.

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Thursday

English – Present Perfect or Simple Past? (page 10)

The **present perfect tense** is used to talk about experiences that are not time specific, an action that has started in the past but has an outcome in the present, or an action that has started in the past and is continuous up until the present. It is formed by using the present tense of the verb 'have' plus a past participle, for example: I **have been** to Spain

The **simple past tense** is used to describe an action that has started and ended in a time before now. For example: I **walked** the dog.

Question 1 – This question asks children to circle the missing **verb** or **verbs** (a word used to describe an action) from each sentence. This question is checking the understanding of **tenses** and the **verb** forms used to demonstrate either '**present perfect**' or '**simple past tense**'.

To answer the question, children may find it useful to read the sentence, replacing the blank line with each of the given verb forms in turn to identify which sound correct.

The correct answers are: A: Ellie has broken her leg; B: Sam built a new shed.

Question 2 – This question is asking children to decide if a sentence is in the '**present perfect**' or '**simple past**' tense (as explained above).

The correct answers are: A: "has bought" – present perfect; B: "opened" – simple past; C: "flew" – present perfect; D: "misspelt" – simple past; E: "have stolen" – present perfect

Question 3 – This question is asking children to swap the **tenses** of the two sentences. Sentence A is written in '**present perfect**' tense and needs to be rewritten in '**simple past**' tense. Sentence B is written in '**simple past**' tense and needs to be rewritten in '**present perfect**' tense.

The correct answers are: A: We lived in this house for five years and we were very happy here; B: Kayleigh has worn her old boots at the park and has stepped in the mud.

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Thursday

English – Writing a Recount (page 11)

Recount

In this activity children are asked to write a recount of a day that they have really enjoyed in the past year. This is a retelling of the day in time order using some time specific **adverbials** to sequence the writing. Encourage children to think about a day they remember well and to include as much detail as they can. Some of the vocabulary children may want to include in their writing is provided in a word bank, alongside a checklist of the features that they must use.

Vocabulary

An **expanded noun phrase** is a noun phrase which gives more information about the noun, such as, using adjectives to describe it. For example: The tall, beautiful roses.

Adjectives describe nouns. They can describe aspects like colour, shape, size and age, amongst other qualities.

Simple past tense is used to describe an action that has started and ended in a time before now. For example: I walked the dog.

An **adverb** is type of word that gives more information about a verb. It can tell you how, when, where or how often. Some examples include slowly, yesterday, regularly.

Adverbials are groups of words which add detail to the verb. They add extra information, such as how or when an action was carried out. For example: She read her book before bedtime. The verb is 'read' and the adverbial is 'before bedtime'.

Fronted adverbials are adverbials which have been moved to the front of the sentence. The fronted adverbial is usually followed by a comma, for example: Before bedtime, she read her book.

A text written in the **first person** is a text written about the author. It uses pronouns such as I, me, my, mine and our.

Chronological order is writing events in the order that they happened.

A **conjunction** is a word used to join two clauses. There are different kinds of conjunction such as for time (e.g. **after**), place (e.g. **where**) and cause (e.g. **because**).

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Additional Resources

English – Guided Reading – The Same But Different (pages 12-16)

Children should read the extract and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or check using a dictionary/online search.

The answers to the questions are as follows:

1. Use the word bank below to complete the sentence to explain what is meant by the same but different. The three schools have lots of similarities in some ways, but also have key differences.
2. How many children attend Jenson's Primary School? Over 1,200 pupils
3. What does the word 'rural' mean when referring to Whitsham village? In the countryside.
4. Use the word bank below to complete the sentences to explain what Clarissa means when she uses the phrase 'on our school roll'. A school roll is the register of the children who attend the school.
5. Why do you think Clarissa's class have children from different year groups in one class? There are very few pupils who attend the school.
6. What evidence is there to show Jenson's Primary School is a multi-cultural school? Pupils speak over 60 languages at the school.
7. Use the word bank below to complete the sentence to explain why there are so few pupils attending Whitsham Primary School. It is located in a small, rural village with few people living there.
8. Why do you think the teachers at Clarissa's school in Whitsham have worked there for many years? People who live there tend to stay there for a long time. Many of the teachers live in the village.
9. What sort of activities can you take part in at 'Star Town' in Birmingham? Crazy golf; playing laser tag; watching movies and playing arcade games.

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Additional Resources

English – Reading – The Same But Different (pages 12-16)

10. Using evidence from the text, how do the entertainment opportunities vary between Whitsham and Birmingham?

Sort the activities into the table.

Birmingham	Whitsham
<ul style="list-style-type: none">entertainment centresmusic venuesrestaurantsshopstheatres	<ul style="list-style-type: none">churchcricketparties and celebrationsroundersvillage greenvillage hall