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# Home Learning Pack Year 6

Guidance and Answers

Autumn 2



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## Week 1 Monday

### Relative Clauses (page 2)

A **relative clause** adds extra information to a sentence by using **relative pronouns** such as 'who', 'that' or 'which'. It adds extra information about the **noun** in the sentence and must therefore be related to the noun. For example: My brother, who is ten years old, has brown hair. 'Brother' is the noun and 'who is ten years old' is the relative clause as it adds extra information about the noun 'brother'.

A **relative pronoun** such as 'who', 'that' or 'which', refers back to a noun already mentioned in a sentence.

**Nouns** are naming words. It is a person, animal, thing or place.

**Question 1** – Children will need to circle the correct **relative pronoun** from a choice of three. Children may find it helpful to use each word in a sentence to see which word best suits the purpose of a **relative pronoun**.

The correct choice is **that**.

**Question 2** – Children will need to select the correct **relative pronoun** (from a choice of three) that will correctly fit and complete the given sentence. Children may find it helpful to read the sentence aloud with each word in order to find the **relative pronoun** that best fits.

The correct choice is **which**.

**Question 3** – Children will need to underline the **relative clause** in the given sentence. Children may find it helpful to remind themselves of the definition of a **relative clause**, and use that knowledge to find the answer to the question.

The **relative clause** that needs to be underlined is '**whose name is Kyle**.'

**Question 4** – Children will need to select and write the correct **relative clause** from the choice of three to complete the sentence. Children may find it helpful to read the sentence aloud with each clause in order to find the **relative clause** that best fits.

The correct **relative clause** is '**when the bell rings**.'

## Week 1 Monday

### Relative Clauses – continued (page 2)

**Question 5** – Children will need to rearrange the sentence parts and place them in order so that it creates a complete sentence. There is a choice of two **relative pronouns** given, and children will need to select the correct one when creating their sentence. Children may find it helpful to read the sentence aloud with each **relative pronoun** in order to find the correct one.

The completed sentence should read, 'The boy, whose dad was a teacher, loved school.'

**Question 6** – Children will need to rewrite the two sentences as a single sentence, using the **relative pronoun** 'when' to join them together. Extra words can be added before or after each sentence, as long as the **relative pronoun** is used correctly to create one, single sentence.

Various answers can be created, two of which, are provided below:

'After 90 minutes, when the referee blows the whistle, the game will finish.'

'The game will finish in 90 minutes, when the referee blows the whistle.'

**Question 7** – Children will need to provide an explanation as to whether the underlined part of the sentence can be taken out, without affecting the meaning of the sentence. An example of an appropriate answer is provided below:

No, it does not make sense because the subject of the sentence has been removed, which is essential to ensure that the sentence make sense.

## Week 1 Tuesday

### Modal Verbs (page 3)

**Question 1** – In this question, children are asked to circle the modal verbs. A **modal verb** changes and affects the **verbs** (doing words) in a sentence by expressing the level of degree, possibility, obligation and permission. For example, it might rain, it will rain, it must rain.

Modal verbs include: will, would, should, could, can, may, might, shall, must and ought to.

Circle the modal verbs below. The correct answers are: **should, may, will, shall**

**Question 2** – This question asks children to choose a modal verb from the word bank to complete the given sentence. The sentence must make sense and show how likely it is that the event will happen.

Choose an appropriate modal verb from the word bank to complete the sentence below. The correct answers are: **would, will**

**Question 3** – For this question, children need to write the sentences in the correct place on the table. They must decide whether the modal verb in each sentence suggests that it is certain to happen, or just a possibility that it might happen.

Write the sentences below in the correct place on the table. The correct answers are:

**Certainty: A, C & D**

**Possibility: B & E**

## Week 1 Wednesday

### Commas (page 4)

**Question 1** – In this question, children are asked to identify whether the commas in each sentence have been used for parenthesis, lists or after a fronted adverbial. It would help them to know the following:

**Commas (,)** are used to separate items in a list, after fronted adverbials, to clarify meaning, or to avoid ambiguity.

**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.

**Parenthesis** is a word, phrase or clause added to a sentence to give further information or clarification. The sentence will still make sense without the parenthesis. Parenthesis is shown using parentheses, which can be a pair of commas, brackets or dashes. For example: Lucy put on her shoes, the red ones, before going outside.

Mark an 'x' in the boxes to show whether the commas in the sentences below are used for parenthesis (P), lists (L) or after a fronted adverbial (FA). The correct answers are:

A) fronted adverbial; B) parenthesis; C) list

**Question 2** – This question asks children to add the missing commas into the given sentences. Children need to think about how commas are used before speech, after fronted adverbials and to add parenthesis.

Add the missing commas into the sentences below. The correct answers are:

A) Maya asked, "Why doesn't the sun shine at night?"

B) Even though it was freezing, cold food was all that was available from the kiosk at the station.

C) My best friend, who has recently moved to Spain, has invited my family to stay at her new house, which has a pool, during the summer holidays.

**Question 3** – For this question, children need to decide which child has used commas for parenthesis correctly and explain how they know. They must remember that parenthesis is a word, phrase or clause added to a sentence to give further information or clarification, and that commas are used to mark the beginning and end of the parenthesis.

Who has used commas correctly? Explain why. The correct answers is: **Lola has used commas correctly for parenthesis around the subordinate clause 'some of which we didn't have at home'. Derek has incorrectly used commas for parenthesis around the object in the main clause.**

## Week 1 Thursday

### Verb Tenses (page 5)

**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.

**Past progressive tense** is used when an action has continued for a period of time in the past, for example: It was raining last night.

**Past perfect tense** relates to actions that were completed before a certain point in the past, for example: The man sighed because he had missed his train.

**Simple present tense** is used to describe when an action is happening now or when it happens regularly, for example: I walk to school.

**Present progressive tense** expresses continuing action that is occurring now, for example: I am listening.

**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.

**Question 1** – In this question, children need to complete the table by writing the past simple, past perfect or past progressive form of the example given. Use the definitions above to help.

Complete the table. The correct answers are:

Past Simple	Past Perfect	Past Progressive
I ran	I had run	I was running
I walked	I had walked	I was walking
I stood	I had stood	I was standing

**Question 2** – In this question, children are required to place an 'x' in the box to identify whether 'had cut' is in the past simple, past perfect or past progressive form. Use the definitions above to help and the verb 'had' should provide a clue.

Place an 'x' in the box to identify the correct tense of the underlined verb form. The correct answer is: **past perfect**

## Week 1 Thursday

### Verb Tenses – continued (page 5)

**Question 3** – In this question, children need to identify which sentence is written in the **present progressive tense** (see page 7). This is used to express continuing action that is occurring now, for example: He is sweeping the floor.

Place an 'x' in the box to identify the sentence written in the present progressive. The correct answer is: **B**

**Question 4** – In this question, children are required to identify and underline verbs written in the **simple present tense** (used to describe when an action is happening now or when it happens regularly, for example: I walk to school).

Underline any verbs which use the simple present tense in the sentence below. The correct answer is: **goes; walk; reach**

**Question 5** – In this question, children are required to rewrite a sentence written in **simple past** (e.g. I walked the dog) to a sentence written in the **simple present** (e.g. I walk to school).

Change the sentence from simple past to simple present. The correct answer is: **Georgia throws the ball and her sister catches it.**

**Question 6** – In this question, children need to identify which sentence is the odd one out. To do this, they need to identify which verb form each sentence is written in. Refer back to the definitions on page 7 to help.

Which is the odd one out? Explain why. The correct answer is: **Sentence C is the odd one out as it is written in the past progressive tense. Sentences A and B are written in the simple past tense.**

**Question 7** – In this question, children are asked to identify which child has correctly written a sentence in the **past perfect tense** (e.g. he had missed his train). Refer back to the definitions on page 7 to help.

Who is correct? Explain how you know. The correct answer is: **Ashley is correct. Andrew has written his sentence using the simple past tense.**



## Week 1 Friday

### Synonyms and Antonyms (page 6)

**Synonyms** are words that have the same meaning. For example: Unhappy is a synonym of sad.

**Antonyms** are words that have an opposite meaning. For example: Cold is an antonym of warm.

**Question 1** – This question asks children to label each box with an 's' if the word is a synonym of 'excellent', or an 'a' if the word is an antonym of 'excellent'. If the word has a similar meaning to 'excellent' then it must be a synonym. If the word has an opposite meaning to 'excellent' then it must be an antonym.

Label the boxes to show whether the words are a synonym or an antonym of 'excellent'. The correct answers are: **Outstanding and superb are synonyms. Dreadful and poor are antonyms.**

**Question 2** – In this question, children are asked to decide whether the words in the first column of the table are a synonym, antonym or **unrelated** (no connection or link) to the word 'sincere'. If they do not know what the word 'sincere' means, it would help them to find a definition of the word in a dictionary. Use the definition of a synonym and antonym (above) to help.

Is each word in the table a synonym of, antonym of, or unrelated to the word 'sincere'? The correct answers are:

Word	Synonym	Antonym	Unrelated
interfere			x
genuine	x		
dishonest		x	
truthful	x		

**Question 3** – In this question, children are asked to write a synonym and antonym of the word 'tough'. It might help to include the word 'tough' in a sentence. When 'tough' is replaced by a synonym, the meaning of the sentence should stay the same. When 'tough' is replaced by an antonym, the meaning of the sentence will be different.

Write a synonym and antonym of the word tough. Various answers, for example:

synonyms – strong, sturdy, resilient

antonyms – weak, fragile, flimsy

## Week 1 Friday

### Synonyms and Antonyms – continued (page 6)

**Question 4** – In this question, children need to find and underline a pair of words that are synonyms of each other and a word that is their antonym. Children will find it easier to identify the synonyms first, and then find the word that is their antonym.

Underline the pair of synonyms and their antonym in the paragraph. The correct answers are: **The synonyms are 'incapable' and 'unable'. The antonym is 'able'.**

**Question 5** – In this question, Erica is saying that 'rough' can only ever be an antonym of 'smooth'. Children are asked to prove whether this is correct. To do this, they will need to investigate whether 'rough' is an antonym of any other words. It might be helpful to find synonyms of 'smooth' first, and check whether 'rough' is an antonym of those words also.

Is Erica correct? Prove it. The correct answer is: **Erica is not correct, because there are other words for which 'rough' is an antonym e.g. sleek, flat.**

**Question 6** – In this question, children are asked to rewrite the sentence by changing the underlined word for a synonym. They are then asked to rewrite the sentence again, but this time changing the underlined word for an antonym. They should notice how the meaning of the sentence changes when an antonym is used.

Rewrite the sentence; once changing the underlined word for a synonym, and once for an antonym. Various answers, for example: **Accept any appropriate synonym that still makes sense within the sentence e.g. interesting, captivating. Accept any appropriate antonym e.g. dull, boring.**

**Question 7** – In this question, children are asked to explain whether changing the word 'desperately' to 'calmly' alters the meaning of the sentence. Children should start by identifying whether 'calmly' is a synonym or antonym of the word 'desperately'. They should then decide whether the meaning of the sentence is changed. If it is, they will need to explain how it is changed.

Does changing the word 'desperately' to 'calmly' in the sentence alter its meaning? In what way? **The meaning of the sentence is altered because 'calmly' is an antonym of 'desperately'. The use of 'calmly' changes the urgency of the action.**

## Week 2 Monday

### Identifying Verbs in Sentences (page 7)

**Question 1** – In this question, children are asked to circle the correct **verb tense** to complete the sentence. A verb is an action word such as jump, skip, shout. The tense tells us whether the verb was done in the past, is being done in the present or will be done in the future.

Circle the correct verb tense to complete the sentences below. The correct answers are:  
A. were, spending, cleaning; B. Running, catch, waved; C. been, work, complete

**Question 2** – This question asks children to identify which sentences include a **linking verb** and an **action verb**. Action verbs are commonly called 'doing words' because they name an action that someone does, for example: Tyler ran for the bus. Note that this can be a way of recognising verbs but it doesn't reliably distinguish verbs from nouns, as nouns can be used to name the action, for example: The run for the bus was tiring. Linking verbs link the noun (or pronoun) to the rest of the sentence, for example: She likes ice cream. A simple way to identify linking verbs is to substitute the verb for a form of 'be' (e.g. is, was, are). If the sentence still makes sense, it is a linking verb.

Place an 'x' in the boxes of the sentences which include a linking and an action verb. The correct answers are: A and C

**Question 3** – This question asks children to firstly identify the verbs in each sentence, and then replace them with an **antonym** to change the meaning of the sentence. Antonyms are words that have an opposite meaning. For example: 'cold' is an antonym of 'warm'.

Replace the verbs in the sentences below with an antonym to change the meaning of the sentence. Various answers, for example:

- A. Lisa and Kelly aren't the best of friends, which is why they loath spending time together.  
B. We weren't happy about the changes made to our timetable as we really disliked spending Friday afternoon completing tests.

## Week 2 Tuesday

### Identifying Determiners, Conjunctions and Prepositions in Sentences (page 8)

**Question 1** – In this question, children are asked to decide whether the given words are determiners, conjunctions or prepositions, and write them in the correct place on the table. The following definitions will be useful:

A **preposition** is a type of word used to tell you where or when something is in relation to something else, for example: after, under, over.

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).

A **determiner** is a word that comes before a noun or a noun phrase, for example: the, a, two.

Write the words below into the correct place on the table. The correct answers are:

**Determiners:** my, several, their, that;

**conjunctions:** while, because, unless, when, even though, however;

**prepositions:** through, next to.

**Question 2** – This question asks children to complete the sentences using the conjunctions, determiners or prepositions provided. Use the definitions of these words to help.

Complete the sentences below with suitable conjunction(s), determiner(s) or preposition(s). The correct answers are: Jane crawled through the undergrowth even though she knew her mum would be cross.

**Question 3** – For this question, children need to decide whether Selina and Jeremy have managed to include two determiners, two conjunctions and two prepositions in their sentences (see above for definitions).

Who do you think has achieved this? Explain why. The correct answers is:

Neither of them have achieved this. Jeremy has used two determiners: their and our; two prepositions: off and while; and one conjunction: so.

Selina has used two determiners: my and your; two conjunctions: when and before; and one preposition: off.

## Week 2 Wednesday

### Was or Were? (page 9)

**Question 1** – In this question, children are asked to circle the odd one out. To do this, they need to use their knowledge of the subjunctive form. The **subjunctive** is a verb form used to express a hypothetical situation, or something that you wish would happen, rather than an actual situation. The subjunctive verb 'were' is used in sentences for wishful thinking, hypothetical statements and unreal situations, for example, *I wish I were older* (wishful); *If I were a teacher, I would...* (hypothetical); *Sally acts as if she were the boss* (unreal). A verb is a word used to describe an action, for example: shout, stop, jump, skip etc.

Circle the odd one out. The correct answer is: **C is the odd one out as the verb 'were' is used as a linking verb, and not to express a wish or a hypothetical situation.**

**Question 2** – This question asks children to identify and underline words that need to be changed to ensure sentences are written in the subjunctive form. Children need to identify verbs which can be replaced by the subjunctive verb 'were'.

Underline the words that need to be changed so the sentences are in the subjunctive form. The correct answers are: **A = had, B = was, C = was**

**Question 3** – In this question, children need to decide whether the sentence can be written in the subjunctive form. They need to decide whether any verbs can be substituted by the subjunctive verb 'were'.

Can this sentence be written in the subjunctive form? Explain your reasoning. The correct answer is: **Yes, because 'were' could be used in the subjunctive form to express a wish. The sentence could say: The hockey game kicks off at 11 o'clock; I wish I were allowed to play but I have to visit my grandma.**

## Week 2 Thursday

### Recognising Subjunctive Form (page 10)

**Question 1** – In this question, children are asked to identify which sentences have been written in the subjunctive form (see page 13). Children need to look out for the use of the subjunctive verb 'were' used to express a hypothetical situation, or something that you wish would happen, rather than an actual situation.

Mark an 'x' in each box to show whether the subjunctive form has been used correctly in each sentence. The correct answers are: **A and C**

**Question 2** – This question asks children to complete each sentence with the appropriate verb to ensure it is written in the subjunctive form. To do this, children also need to recognise the subjunctive form of **action verbs** (a doing word used to express an action), where the verb is in the basic form (without the -s). For example: They insisted that he *play* the piano.

Use the verbs below to complete the sentences. Only use each verb once. The correct answers are: **A – were, B – work, C – find**

**Question 3** – In this question, children need to compare three different pieces of writing in order to identify who has made the mistake when using the subjunctive form. Children need to check the use of the subjunctive verb 'were' and the subjunctive form of action verbs.

Which person has made errors when writing in the subjunctive form? Explain why. Rewrite their sentence in the correct subjunctive form. The correct answer is: **Ellie. She should have written 'I wish I were able to meet up with you more often.'**

## Week 2 Friday

### Using Subjunctive Form (page 11)

**Question 1** – In this question, children are asked to identify sentences written in the subjunctive form. Children need to check the use of the subjunctive verb 'were' and the subjunctive form of action verbs.

Place an 'x' in the box of sentences written in the subjunctive form. The correct answers are: **B, C and D**

**Question 2** – In this question, children need to decide whether the statement that Maisie is using the subjunctive form is true or false. Children need to check the use of the subjunctive verb 'were' and the subjunctive form of action verbs.

True or false? Maisie is using the subjunctive form. The correct answer is: **True**

**Question 3** – In this question, children need to explain the mistake Frankie has made when writing in the subjunctive form. Children will have to check the use of the subjunctive verb 'were' and the subjunctive form of action verbs.

Explain the mistake he has made. The correct answer is: **Frankie has used the wrong form of the verb 'to be': The sentence should be: If I were really ill, my mum would call the school or take me to the doctors.**

## Additional Resources

### Guided Reading – Poetry for the Great Fire (pages 12-14)

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.

The answers to the questions are as follows:

In the haiku, which part of the body does the poet use to personify the fire? What is the effect of this? **The mouth. It creates the idea that the fire is a living thing hunting for and eating food.**

The free verse poem has no rhymes until the final two lines. What is the effect of finishing the poem with a rhyming couplet? **It makes the last two lines stand out and stick in a reader's memory. It makes the warning easier to remember.**

How does the free verse poet use death imagery to move from burning wood to the ruins the fire leaves behind? **The poet describes the wood as 'dry as a bone' and therefore easy to ignite. The use of the word 'bone' then links into the imagery of the ruins as skeletons in a graveyard.**

Is the limerick more or less serious than the other poems? **Less serious**

What other word or phrase could you use instead of 'bore' in the sonnet? **Gave birth to; made; created etc.**

Why does the word 'sacked' make it sound as though the fire is like an invading army? **The word can be used to mean 'plunder and destroy' in the sense of a battle.**

What is the message spelled out by the acrostic poem? **The Great Fire of London**

Which is your favourite of these poems? Why? **Personal answer; must be explained.**



## Additional Resources

### Guided Reading – A Week on Galapagos (pages 15-19)

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.

The answers to the questions are as follows:

1. Write the features that tell you this text is a diary. *It is written in the first person, includes some chatty language, has dates as sub-headings and personal thoughts and feelings are included.*
2. Look at the first paragraph. Find and copy the word which is a synonym of 'boat'.  
*vessel*
3. In what three ways was Jenny similar to Darwin? *She writes about and studies the animals of the Galapagos Islands. She sailed to the Galapagos Islands. She is a naturalist.*
4. Look at the diary entry for Tuesday 26<sup>th</sup> March. Find and copy the word which is similar in meaning to 'fearless'. *intrepid*
5. 'I'm glad I've shared some of their secrets.' What were the secrets that Jenny was referring to? *That the tortoise has adapted its shell to be either domed or saddleback shaped. That the tortoise feeds and forages differently on different islands depending on the sources of food available. That the tortoise has evolved to help the species survive.*
6. Why does Jenny use the word 'intricate' to describe the natural world? *To show that the natural world can be complex.*
7. Why did Jenny sketch the finches? *To replicate Darwin's experience. To compare the beaks of the finches on different islands. She wanted a lasting memory of her trip and wanted to capture the beauty of the birds to remember forever.*
8. 'Nature had dictated the fate of this species.' What does this phrase mean? *It means nature can be powerful and can control whether a species survives or becomes extinct.*
9. Look at the diary entry for Friday 28<sup>th</sup> March. The text says the palaeontologists are like detectives. Find and copy the words which show this. *investigate, clues, discover*

## Additional Resources

### Guided Reading – A Week on Galapagos – continued

10. Read the last diary entry. How did Jenny feel about the journey? Use evidence from the text to support your answer. *She felt honoured to be able to witness the unique and distinctive wildlife with her own eyes. She felt excited to be following in Darwin's footsteps. She felt amazed at the evolution of the wildlife there. She felt in awe of the beauty she witnessed.*

11. Write two facts for each animal mentioned in the text.

#### Tortoise

*Can live for over 100 years.*

*Can have a dome or saddleback shell.*

#### Finch

*Can have delicate, pointy beaks to eat insects or flowers.*

*Can have robust beaks to eat hard-shelled nuts.*

#### Iguana

*Has a short, blunt nose.*

*They can shrink in length when food is scarce.*

## Additional Resources

### Guided Reading – The Lie (pages 20-23)

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.

The answers to the questions are as follows:

1. How would you describe William's mood as he left the village? Which words give you this idea? **Happy/Jolly/Excited – 'With a wave and a wink'**
2. How does the writer describe the weather on the day that William left? How does that affect the mood of the text? **'It was a balmy afternoon' – this means that it was pleasantly warm and helps evoke an image of a warm and relaxed summer's day.**
3. How is James described to the reader? **He is described as being stronger, broader and more athletic than his brother, and a perfect specimen of a soldier.**
4. What does the word 'conscription' mean? **Compulsory enlistment in the armed forces.**
5. In paragraph eight, the writer doesn't tell us exactly what James is finding. Why do you think that might be? **To confuse the reader, just as James would be confused.**
6. Where did the white feathers first start appearing? **On the shop floor, his bicycle seat and wheel spokes.**
7. What do white feathers symbolise? **Cowardice – being a coward because you hadn't signed up to fight for your country.**
8. Why didn't James sign up at the same time as his brother? **He was only 15, so he was too young to fight.**
9. Some paragraphs are only one sentence long. Why do you think the author did this? **It makes those sentences appear more important as they require a paragraph on their own. The words stand out more and the reader can't help but notice them.**
10. How do you think James felt when he was handed the white feather? Explain why. **Personal response, for example: upset/ashamed/determined/guilty – children must explain why they think this using what they know they know about James.**
11. Do you think James had already considered signing up before the white feather was given to him? Use evidence from the text to support your answer. **Yes. Evidence could include: 'It was getting tedious', 'James dreamt of adventure', 'James longed to be with him'.**

## Additional Resources

### Guided Reading – The Stone Enquirer (pages 24-27)

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.

The answers to the questions are as follows:

1. What writing technique has been used in the headline and why? **Alliteration has been used, creating rhythm and emphasis to make the headline memorable.**
2. Which foods are gathered whilst travelling great distances? **Berries, seeds and roots**
3. In paragraph one, which word has a similar meaning to 'travellers'? Why do they travel? **Nomads are travellers. Travelling allows families to find new sources of food every day and prevents them from depleting the resources in one area.**
4. Why did Mr. Granite choose to create his 'farm'? **He found the traditional way of life hard and wanted to find an easier alternative for producing food.**
5. Look at the paragraph which begins, '*Granite explains...*'  
Find and copy the adjective which describes animals being kept on a farm.  
**domesticated**
6. Give two ways that Mr. Granite's farm will improve the way of life for his community.  
**They will not need to keep moving from place to place.  
They will have a more consistent food source.**
7. '*We have shared the labour between all the residents.*' In this sentence, explain what '*labour*' is referring to. **Labour is referring to the workload. Men herd and farm the animals. Women raise the children and take care of the homes.**
8. '*others are replicating his idea.*' Explain what this phrase means. **It means others are copying his idea and creating their own small farming communities.**
9. Summarise the final paragraph in one sentence. **They are collaborating and sharing to ensure their new ideas benefit everyone.**
10. Based on what has happened, what might the next newspaper article report on? **How successful the farming communities have been.**

# Home learning



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