

**LEARN FROM HOME
WORKBOOK 3
FOR PARENTS**

**NOTES
AND
ANSWERS**

PRIM-ED PUBLISHING

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The pages in the *Learn from Home Workbook* series have been taken from a variety of Prim-Ed Publishing's teacher copymasters. These copymasters are hugely popular with teachers and contain a lot of extra material and pages for a teacher's use. This extra material is not needed for the purposes of this workbook series. Therefore, there may be page number references on the workbook pages which do not correspond to the pages within the workbook. Owing to the tight timeline in which we had to get this book to print, we did not have the opportunity to edit these page numbers. Rest assured that these page number references do not affect the activities that your child has to do.

Suggestions for Parents – Week 1

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, narrative writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – a fairy tale and an explanation. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. For younger children, they should be encouraged to read the text aloud when they feel confident about the words and vocabulary. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about vocabulary, suffixes, synonyms, antonyms, root words and homophones. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on nouns. There are different types of noun: common (e.g. book), proper (e.g. Matthew) and collective (e.g. flock). You should encourage your child to find other examples and make a list of each type.

Writing

The genre (style) of writing that the three pages focus on is narrative writing. The three pages here will guide your child step-by-step in writing their own narrative passage. The first page is a text written in the narrative style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'looking at the narrative', so that your child understands that they are now going to look at the way the text is written. There are five steps to analyse here: Title; Orientation; Complication and events; Resolution; and Ending. By discussing and answering the questions on each of the five steps, your child will begin to see the structure. The third page then encourages your child to plan out their own narrative. They are taken through the five steps again, so that they can apply what they have learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 1

MATHS

The maths work this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on group counting, multiples and adding numbers mentally. You can help your child with these by providing them with concrete materials to count. Some children benefit from having a physical number strip or a hundred square (both easily found using an online image search). Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on units of measurement. The focus is on the units of length, capacity and mass/weight. A lot of practical activity can be done on this around the home, using objects that your child can use and compare. The second activity asks your child to measure objects in centimetres, using a ruler. This activity will also lend itself to objects in the home. It is always a good idea to encourage your child to make connections to real-world examples.

Geometry

Work on shape is covered here. The first activity asks your child to identify, describe, name and draw 2-D shapes. Again, use real-world examples, both in the home and in the local environment. The second activity continues with common 2-D shapes, asking your child to recognise shapes by looking at examples and by reading descriptions.

SCIENCE

The theme for the work on science is plants and animals. The four pages here focus on the parts of an insect, observing plants and different habitats. Working on these science lessons presents a good opportunity to use correct vocabulary and language.

Suggestions for Parents – Week 2

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, recount writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – a folk tale and a fairy tale. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. For younger children, they should be encouraged to read the text aloud when they feel confident about the words and vocabulary. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about synonyms, homophones, root words, suffixes and prefixes. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on verbs. Verbs are explained as 'words which can show action, or tell about being or having'. Command verbs are for giving orders. Both pages help your child to understand what verbs are. Further practice can be done orally.

Writing

The genre (style) of writing that the three pages focus on is recount writing. The three pages here will guide your child step-by-step in writing their own recount passage. The first page is a text written as a recount. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'looking at the recount', so that your child understands that they are now going to look at the way the text is written. There are four steps to analyse here: Title; Orientation; Events; and Conclusion. By discussing and answering the questions on each of the four steps, your child will begin to see the structure. The third page then encourages your child to plan out their own recount. In this case, they should plan a recount about their own birthday party. They are taken through the four steps again, so that they can apply what they have learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 2

MATHS

The maths work this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on counting in 50s and 100s, number sequences and rules and subtracting numbers mentally. You can help your child with these by providing them with concrete materials to count. Some children benefit from having a physical number strip or a hundred square (both easily found using an online image search). Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on length. The focus is on metres, centimetres and millimetres. A lot of practical activity can be done on this around the home, using objects that your child can measure. The second activity presents word problems on length. Encourage your child to show their calculations and to discuss the methods they used to solve them.

Geometry

The first activity asks your child to identify 2-D shapes found in 3-D objects. Again, use real-world examples, both in the home and in the local environment. The second activity focuses on naming and describing 3-D shapes, using terms such as edges, vertices and faces.

SCIENCE

The theme for the work on science is plants and animals. The first worksheet focuses on nocturnal animals. The second worksheet is about food for plants and animals. The third and fourth worksheets are based on life cycles and the seasons.

Suggestions for Parents – Week 3

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, procedural writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – an information chart and a recipe. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. For younger children, they should be encouraged to read the text aloud when they feel confident about the words and vocabulary. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about synonyms, antonyms, prefixes, suffixes, adjectives, adverbs and root words. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on adjectives. Adjectives are explained as 'describing' words. Both pages help your child to understand what adjectives are. Further practice can be done orally.

Writing

The genre (style) of writing that the three pages focus on is procedural writing. The three pages here will guide your child step-by-step in writing their own procedure. The first page is a text written in the procedural style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'looking at the procedure', so that your child understands that they are now going to look at the way the text is written. There are five steps to analyse here: Title; Goal; Needs; Steps; and Test. By discussing and answering the questions on each of the five steps, your child will begin to see the structure. The third page then encourages your child to plan out their own procedure. They are taken through the five steps again, so that they can apply what they have learned from the example on the first page. Once the plan has been created, your child can then write (or type) their version.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 3

MATHS

The maths work this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on hundreds, tens and ones, place value, column addition and column addition with trading. You can help your child with these by providing them with concrete materials to count. Some children benefit from having a physical number strip or a hundred square (both easily found using an online image search). Addition with trading will be made easier if concrete materials are given to your child. This will help with understanding the concept. Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

The topic here is based on mass/weight. Your child will order weights, decide which measures and equipment are best for weighing different items, convert weights and solve weight word problems. To complete the second challenge, your child will need a book, weighing scales and weights. A lot of practical activity can be done on this around the home, using objects that your child can weigh or put in order of weight.

Geometry

Continuation of the work on shape from Weeks 1 and 2 is covered here. The first activity asks your child to recognise and identify 3-D shapes. Again, use real-world examples, both in the home and in the local environment. The second activity introduces the different types of prisms.

SCIENCE

The theme for the work on science is light. Each of the three pages here help your child explore the concept of light, focusing on making shadows, making a shadow clock and facts about the sun.

Suggestions for Parents – Week 4

ENGLISH

The English work this week includes two reading comprehensions (text reading, with questions and word study activities following the text), grammar, report writing and activities asking your child to proofread and edit some text passages.

Reading Comprehension

The two texts are based on two different styles of writing – a poem and a flow chart explanation. We suggest that your child only attempts one text in a single session/lesson. It is a good idea to read through each text with your child, ensuring that they can read the words fluently. For younger children, they should be encouraged to read the text aloud when they feel confident about the words and vocabulary. Once they have read the passage through, at least once, they can turn their attention to the comprehension questions (on the 'Comprehension' page). These questions are based on different strategies to help your child understand the text. The page entitled 'Word Reading' is based on the text, but this time the focus is on the words used in the text. Activities here will ask your child to think about syllables, synonyms and homophones. At the bottom of each page is a 'My learning log' section. This is to encourage your child to 'self-assess' their own performance in relation to the activities.

Grammar

The two pages on grammar are on comparing things and adverbs. Comparing things involves adding '-er' or '-est' to words (e.g. big, bigger, biggest). Adverbs are explained as 'words that tell how things happen'. Further practice can be done orally.

Writing

The genre (style) of writing that the three pages focus on is report writing. The three pages here will guide your child step-by-step in writing their own report. The first page is a text written in the report style. Your child should read this and then use the second page to analyse the way the text has been written. Use the language of 'looking at the report', so that your child understands that they are now going to look at the way the text is written. There are four steps to analyse here: Title; Classification; Description; and Conclusion. By discussing and answering the questions on each of the four steps, your child will begin to see the structure. The third page then encourages your child to plan out their own report. They are taken through the four steps again, so that they can apply what they have learned from the example on the first page. Once the plan has been created, your child can then write (or type) their report on their chosen animal.

Proofreading and Editing

The proofreading and editing pages will encourage your child to read texts and identify errors. On each page, there are activities on punctuation, spelling and grammar. These areas will help your child focus on the text and find ways to correct and improve it.

Suggestions for Parents – Week 4

MATHS

The maths work this week is based on activities on number, measurement and geometry. It is recommended that the three sections are distributed throughout the week, so as not to overwhelm your child with maths work.

Number

The number work focuses on place value, representing numbers, addition with trading and subtracting with trading. You can help your child with these by providing them with concrete materials to count. Some children benefit from having a physical number strip or a hundred square (both easily found using an online image search). Check that your child understands what the worksheet is requiring them to practise before they begin.

Measurement

This work is on capacity. The focus is on litres and millilitres – both estimating and measuring. A lot of practical activity can be done on this around the home, using objects that your child can use and compare. It is always a good idea to encourage your child to make connections to real-world examples.

Geometry

Continuation of the work on shape from Weeks 1, 2 and 3 is covered here. The first activity asks your child to identify 3-D shapes from clues. Again, use real-world examples, both in the home and in the local environment. The second activity continues with 3-D shapes, asking your child to trace and draw 3-D shapes.

SCIENCE

The themes for the work on science are sound and heat. The sound worksheets focus on sounds in the environment and on designing and making a musical instrument that makes sounds.

Week 1

Lazy Jack

Comprehension

1. (a) enjoy
2. (c) amusing
3. Answers should indicate that Jack lazed around instead of working.
4. (a) hearth: the floor around a fireplace
(b) tomcat: a male cat
5. (d), (a), (c), (b)
- 6.–7. Answers will vary.

Word Reading

1. (c) did not mean to drop it
2. (c) wobbled
3. (b) scruffy
4. No
5. (a) cool (b) largest
(c) melt (d) carefully
(e) lead (f) beautiful
6. (a) silly – clever
(b) release – capture
(c) poor – rich
7. (a) start (b) large
(c) drag (d) spoke
8. (a) laughing (b) starts
9. permit

How are Donkeys Different?

Comprehension

1. (c) learn something
2. Answers will vary; for example,
To learn about the differences in colour between donkeys and horses.
3. (b) have longer ears
4. Teacher check
5. donkey: will stay still
horse: will gallop away
6. Pupils are likely to say they are sensible because they won't do something if they think it's dangerous.
7. It is not likely a donkey would go show jumping as it does not like to jump over heights.
8. They protect the flocks or herds from predators like foxes.

Word Reading

1. (a) tougher (b) louder (c) coarser
2. Answers will vary; for example,
(a) a horse race run on a racecourse having ditches and hedges as jumps.
(b) animals that prey on and eat other animals
(c) many different kinds
3. (a) frightened (b) regularly
4. (a) hear (b) mane (c) tail
(d) herd
5. (a) main (b) tail (c) here
6. (a) dangerous (b) poisonous (c) mountainous
(d) adventurous

Week 1

Common and Proper Nouns

Teacher check

Collective Nouns

- (a) pod (b) pack/deck/hand
(c) team
- (a) school (b) pod (c) swarm
(d) litter (e) pack (f) herd
- Teacher check

Narrative

- The grasshopper and the owl*
- When: Once upon a time
Who: grasshopper, owl
Where: in a green forest near a quiet stream
- (a) The grasshopper was chirping during the day while the owl was trying to sleep.
(b) (i) 5 (ii) 3 (iii) 1 (iv) 4 (v) 2
- He decided to eat the grasshopper.
- The owl was able to sleep peacefully because she kept eating the grasshoppers which came to live in the nearby tree.

The Blue Whale

The largest animals ever to have been on the earth are still living today.

The blue *whale* is much bigger than the largest dinosaurs. **One** blue whale measured nearly 34 metres and weighed more than 220 tonnes!

Everything about the blue whale is big. Even its tongue may *weigh* up to **four** tonnes! They also call to each other in big voices which can be heard over 800 kilometres away. They are easily the loudest living creatures.

Because they are mammals, blue whales breathe air. This means they must come to the *surface* of the ocean to *breathe*. The 'waterspout' a whale blows out is not really water at all—it is hot *breath* and water vapour.

Mothers feed their young on milk. **By** the time they are a year old, the young calf may weigh more than 20 tonnes! They can live for up to 45 years.

- (a) Missing punctuation is in **bold type**, commas are circled.
(b) 2 commas
- (a) Spelling errors are in *italic type*.
whale, One, weigh, four, surface, breathe, breath
(b) (i) funny, funnier, funniest
(ii) sunny, sunnier, sunniest
- (a) big, bigger, biggest
loud, louder, loudest
strange, stranger, strangest
(b) a pod of whales
a herd of cattle
a flock of sheep
a pride of lions

Week 1

Peep Loses Sheep

The disappearance of a flock of sheep *yesterday* has mystified both police and *their* owner.

yesterday

their

Miss Peep, who was looking after her flock, said she *didn't* know *where* to find them.

didn't

where

I *turned* my back for five minutes and they just vanished! said a distressed Miss Peep. I have been advised to *leave* them alone and they'll come home, but I just don't *know*!

turned

leave

know

Anyone with *information* is asked to contact the police.

information

The sheep are easily distinguished by their wagging *tails*.

tails

- (a) Missing punctuation is in **bold type**.
(b) (i) 4 (ii) 3
(c) never
(d) (i) Direct speech is underlined.
(ii) Speech marks are circled.
(e) (i) 'Have you seen my sheep?' asked Bo Peep.
(ii) 'No I haven't,' replied the farmer, 'but I'll help you look for them'.
- (a) Spelling errors are in *italic type*.
yesterday, their, didn't, where, turned, leave, know, information, tails

3. (a)

Contraction	1st Word	2nd Word
<i>didn't</i>	<i>did</i>	<i>not</i>
<i>they'll</i>	<i>they</i>	<i>will</i>
<i>don't</i>	<i>do</i>	<i>not</i>

- (b) (i) we're (ii) couldn't (iii) I'd (iv) won't

Snake Bites

Steps to follow if a person is bitten by a snake:

- C**heck for danger before helping the victim.
- B**e aware of the following *symptoms* or *signs*:
 - headache • *sweating* • nausea
 - swelling • vomiting • double vision
 - reddening of the affected area • *pain* or tightness in the chest
- R**est and reassure the victim.
- A**pply a *pressure* bandage over the bitten area and around the limb. If a bandage is unavailable use strips of material.
- S**eek medical aid urgently.

Symptoms can occur 15 minutes to two hours after the bite.

- (a) Missing punctuation is in **bold type**, colons are circled. 4. (a) Teacher check
- (a) Spelling errors are in *italic type*.
symptoms, signs, sweating, pain, pressure, limb
- (a) Pupils choose six of the following: Check, Be aware, Rest, reassure, Apply, use, Seek
(b) See underlined words:
chest, limb, person, victim
(c) (i) double vision (ii) affected/bitten area (iii) pressure bandage (iv) medical aid

Week 1

Group Counting

1. Teacher check
2. Teacher check
3. Teacher check
4. (a) 30, 40, 50, 55, 70
(c) 80, 60, 40, 30, 20
(e) 33, 27, 18, 9, 3
(g) 80, 64, 56, 40, 16, 8

Challenge: Teacher check

Multiples

1. Teacher check
2. (a) 12, 124, 510, 998
(c) 32, 48, 80, 96
3. (a) 2, 4 (b) 2, 4, 8 (c) 2

Challenge: (a) 0, 2, 4, 6, 8
(c) 0, 8, 6, 4, 2

Adding Numbers Mentally

1. (a) 432 (b) 308 (c) 295 (d) 164
(e) 956 (f) 783 (g) 550 (h) 861
2. (a) 441 (b) 317 (c) 304 (d) 173
(e) 665 (f) 792 (g) 559 (h) 870
3. (a) 531 (b) 407 (c) 394 (d) 263
(e) 1055 (f) 882 (g) 649 (h) 960
4. (a) 296 (b) 748 (c) 407 (d) 190
(e) 522 (f) 869 (g) 733 (h) 920
(i) 352 (j) 596 (k) 392 (l) 775
(m) 154 (n) 697 (o) 283 (p) 894
(q) 501 (r) 976 (s) 895 (t) 734
(u) 925 (v) 707 (w) 990 (x) 821
(y) 784 (z) 681

Challenge: (a) 26 (b) 160 (c) 1100

Units of Measurement

1. Length: metre (m), centimetre (cm), kilometre (km), millimetre (mm)
Mass: kilogram (kg), gram (g)
Capacity: litre (L), millilitre (mL)
2. (a) cm (b) mL (c) kg (d) m
(e) g (f) L (g) km
3. (a) 5 m = 500 cm, 250 cm = 2.5 m, 7 m 80 cm = 7.8 cm, 100 mm = 10 cm, 9.5 m = 9 m 50 cm, 25 cm = 250 mm

- (b) 1 kg 200 g = 1200 g, 1.5 kg = 1500 g, 2500 g = 2 kg 500 g
(c) 2 L = 2000 mL, 4000 mL = 4 L, 2 L 600 mL = 2600 mL

Challenge: Teacher check

Measuring in Centimetres

1. (a) 3 cm (b) 6.5 cm
(c) 4.5 cm (d) 10.5 cm
(e) 5.5 cm
2. (a) pencil d (b) pencil a
(c) 3 cm, 4.5 cm, 5.5 cm, 6.5 cm, 10.5 cm

3. Teacher check

Challenge: Teacher check

2-D Shapes

1. (a) square, 4, 4 (b) triangle, 3, 3
(c) hexagon, 6, 6 (d) circle, 1, 0
(e) pentagon, 5, 5 (f) octagon, 8, 8
(g) rectangle, 4, 4 (h) semi-circle, 2, 2
2. Teacher check

Challenge: Teacher check

Drawing 2-D Shapes

1. Teacher check
2. (a) octagon (b) circle (c) square (d) triangle

Challenge: Teacher check

Parts of an Insect

Teacher check

Design an Insect

Teacher check

Observing Plants

Teacher check

Different Habitats

Ocean: coral, fish, turtle, seagrass.
Desert: lizard, cactus, snake, camel.
Wetland: frog, flamingo, reeds, lily pad.
Woodland: squirrel, bird, trees, flowers.

Week 2

The Wise Old Donkey

Comprehension

1. In and near the Sioux people's camp in North America.
2. (b), (a), (d), (c)
3. (a) supplies of food and other necessities
(b) feeling shamed and not respected
4. The donkey was carrying the twins so it was important he did not stumble or slip.
5. the twins
6. (a) Answers should indicate:
He was the grandmother's favourite donkey and was trustworthy and dependable.
The twins' father was cross and didn't want the twins to ride on an old donkey instead of a young pony.
(b) Possible answers:
The grandmother knew she could depend on the donkey to look after the twins.
The twins' father realised the donkey was dependable and had taken the twins safely home.

Word Reading

1. (a) large (b) celebration
(c) travel (d) battle
(e) desperately (f) relate
2. (a) exclaim/claim (b) desperate
(c) pass (d) celebrate
3. (a) deciding (b) exclaimed
4. (a) dis (b) not
5. (a) disobey (b) disloyal (c) disagree
(d) dishonest (e) disappear (f) disinfect
6. (a) disappear (b) dishonest (c) disinfect
(d) disloyal
7. disprecious, distrustworthy

The Three Sillies

Comprehension

1. (a) Possible answers: The farmer, his wife and daughter were three silly people./The man went to find three silly things.
(b) Teacher check
2. It had been there a long while as it was covered in cobwebs.
3. (a) It means she went up very quickly.
(b) Answers should indicate that as the woman and cow were joined by the string through the chimney, the weight of the cow falling off the roof caused the woman to be shot up the chimney.
4. Possible answer: The woman could climb the ladder and pull or cut some grass for the cow to eat.
5. The man who was trying to jump into his trousers.
6. Answers will vary.

Word Reading

1. (a) there (b) some (c) son
(d) passed (e) be (f) so
(g) way (h) made (i) inn
2. (a) cellar (b) morning (c) which (d) see, sea
3. (a) reflection (b) Teacher check (c) mirror
(d) action, invention, injection
4. (a) crowded (b) trousers (d) around

5.

'ou' like 'young'	'ou' like 'around'
would	loudly
touch	found
	house
	trousers

Week 2

Verbs

1. was, rose, reached, hid
2. (a) moved, drove
(b) is, will be
(c) had, have
4. (a) were (b) had
(c) be (d) am

Command Verbs

1. Teacher check
2. Collect, Pour, Add, Add, Mix
3. Answers may vary but may include:
(a) Tie
(b) Stop
(c) dig
(d) Put/Place
- 4.-5. Teacher check

Recount

1. (a) *My very special eighth birthday*
(b) Yes
(c) Teacher check
2. (a) Yesterday, I, at my house, it was my eighth birthday
(b) Mum; Dad; Jeff; seven friends; Thomas, the labrador
3. (a) type of party
(b) friends to invite
(c) menu
(d) games to play
4. Teacher check

Chocolate

Chocolate	_____ Chocolate _____
Soft, smooth	_____ smooth _____
Melts on the <i>tongue</i> slowly	_____ tongue _____
Comforting, soothing and <i>delightful</i>	_____ delightful _____
Chocolate	_____ Chocolate _____

1. Missing punctuation is in **bold type**.
2. (a) Spelling errors are in *italic type*.
Chocolate, smooth, tongue, delightful, Chocolate
3. (a) slowly
(b) (i) quickly (ii) softly
(iii) smoothly (iv) sweetly
(v) loudly (vi) firmly
(vii) beautifully (viii) swiftly
(c) Possible answers: soft, smooth, comforting, soothing, delightful
(d) Teacher check
4. (a) Teacher check

The Wind and the Sun

The wind and the *sun* were having an argument.

'I'm stronger than you' announced the wind aggressively.

'No, I'm stronger than you' replied the sun *calmly*.

They agreed to have a contest to solve the argument.

A man was walking in the distance *wrapped* in a thick winter coat.

The sun suggested that whoever could make him remove his coat would be the winner of the contest. The wind agreed to this idea and chose to try first.

He *blew* with all his *might* but the man held on to his coat more tightly than ever.

The sun smiled. He began to shine gently at first then more strongly.

The man undid his coat as the sun continued to *beam*. At last he took it off.

The moral of this fable is the art of persuasion is greater than the strength of force.

- Missing punctuation is in **bold type**, commas are circled.
 - 9 commas
 - Direct speech is underlined.
- Spelling errors are in *italic type*. sun, you, calmly, wrapped, blew, might, beam
- announced – aggressively
 - replied – calmly
 - held on – tightly
 - Teacher check
- Possible answers: announced, replied, agreed, suggested

Biscuit Recipe

Ingredients:

- 1 cup desiccated coconut
- 1/4 cup golden syrup
- 1/2 tsp bicarbonate of soda
- 1 tbsp boiling water
- 1 cup plain flour
- 2/3 cup sugar
- 1 cup rolled oats
- 125 g butter

Equipment:

- biscuit tin
- baking paper
- large mixing bowl
- small saucepan
- sieve
- spoons

Steps:

- **H**eat oven to 180 °C.
- **L**ine biscuit tin with baking paper.
- **S**ieve flour and sugar into large bowl.
- **A**dd oats and coconut.
- **M**ake a well in the centre of the mixture.
- **C**ombine butter and syrup in saucepan.
- **S**tir over low heat.
- **R**emove from heat.
- **D**issolve bicarbonate of soda in water.
- **A**dd to butter mixture.
- **A**dd butter mixture to dry ingredients.
- **M**ix to combine.
- **R**oll one level tablespoon of mixture into a ball and repeat until all mixture is used.
- **F**latten balls slightly on tray.
- **A**llow room for spreading.
- **B**ake 20 minutes until just brown.

- Missing punctuation is in **bold type**.
- flower
 - plane
 - role
 - too, two
- Heat, Line, Sieve, Add, Make, Combine, Stir, Remove, Dissolve, Add, Mix, Roll, Repeat, Flatten, Allow, Bake
- Heat oven to 180 °C.
 - Stir over low heat.

Week 2

Counting in 50s and 100s

- 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
- 50, 100, 150, 200, 250, 300, 350, 400, 450, 500, 550, 600, 650, 700, 750, 800, 850, 900, 950, 1000
- 1000, 900, 800, 700, 600, 500, 400, 300, 200, 100
- (a) 70, 90, 120, 130, 140
(b) 120, 100, 70, 50, 20
(c) 50, 100, 250, 350, 450
(d) 850, 800, 700, 650, 550, 500
(e) 1700, 1800, 2000, 2300
(f) 1400, 1200, 1000, 800

Challenge: 2000, 1800, 1600, 1400, 1200, 1000, 800, 600, 400, 200, 0

Number Sequences and Rules

- (a) 80, 84, 88, 92, 96, 100
(b) 800, 700, 600, 500, 400, 300, 200, 100, 0
(c) 40, 48, 56, 64, 72, 80, 88, 96, 104, 112, 120
(d) 40, 44, 48, 52, 56, 60, 64, 68, 72, 76, 80
(e) 500, 450, 400, 350, 300, 250, 200, 150, 100, 50, 0
(f) 80, 72, 64, 56, 48, 40, 32, 24, 16, 8, 0
- (a) Counting backwards in 100s.
(b) Counting forwards in fours.
(c) Counting backwards in eights.
(d) Counting backwards in 50s.
(e) Counting forwards in 50s.
(f) Counting forwards in eights.

Challenge: Teacher check

Subtracting Numbers Mentally

- (a) 430 (b) 306 (c) 293 (d) 162
(e) 954 (f) 781 (g) 548 (h) 859
- (a) 421 (b) 297 (c) 284 (d) 153
(e) 945 (f) 772 (g) 539 (h) 850
- (a) 331 (b) 207 (c) 194 (d) 63
(e) 855 (f) 682 (g) 449 (h) 760
- (a) 290 (b) 741 (c) 404 (d) 182
(e) 512 (f) 851 (g) 717 (h) 908
(i) 338 (j) 526 (k) 372 (l) 715
(m) 124 (n) 617 (o) 243 (p) 714
(q) 381 (r) 896 (s) 295 (t) 234
(u) 125 (v) 207 (w) 790 (x) 221
(y) 84 (z) 281

Challenge: Maria = 786, David = 726, Paula = 676

Metres, Centimetres and Millimetres

- (a) 10 (b) 100
- (a) cm, ruler (b) m, metre stick
(c) mm, ruler (d) cm, ruler
(e) m, metre stick

Challenge: Teacher check

Length Word Problems

- (a) 52 cm (b) 21 mm (c) 75 m
(d) 225 km (e) 145 cm

Challenge: Teacher check

Shapes and Positions

- (a) circle, rectangle (b) oval
(c) square (d) triangle, circle
(e) rectangle (f) triangle
- (a) square (b) circle
(c) triangle (d) rectangle

Challenge: rectangle, pentagon

3-D Shapes

- (a) 12, 8, 6, rectangular prism
(b) 8, 5, 5, square-based pyramid
(c) 15, 10, 7, pentagonal prism
(d) 9, 6, 5, triangular prism
(e) 6, 4, 4, triangular-based pyramid
(f) 12, 8, 6, cube

- Teacher check

Challenge: Teacher check

Week 2

Nocturnal Animals

1. bat, koala, owl, possum, snail
2. Nocturnal animals sleep during the day and are active at night.
3. Bats use high-pitched sound (sonar) signals. These signals bounce off the objects in front of them.

Food for Plants and Animals

Teacher check

Lifecycles and Seasons

1. seed → seedling → flower → fruit
2. (a) Leaves change colour, dry and fall to the ground – autumn.
(b) Trees in full bloom – summer.
(c) Buds appear, flowers bloom and birds build their nests – spring.
(d) No seeds sprouting, trees are bare – winter.
3. Teacher check – refer to above.

Lifecycles and Seasons

1. egg → caterpillar → pupa → butterfly
2. (a) winter (b) summer (c) winter
3. (a) Hibernate means to spend the winter withdrawn in close quarters.
(b) Animals lower their body temperature and decrease their heart rate during hibernation to conserve the body's energy needs to a bare minimum.

Week 3

Wonderful Wales and Spectacular Scotland

Comprehension

1. (a) Scotland (b) Wales
2. (a) moorland (b) tartan
3. Teacher check
4. (a) Physical features (b) Location (c) Population
5. Answers should indicate that the retrieval chart and headings make it easier to find the information and compare countries.
6. An opinion
7. Example of an answer: Similarity—both have mountainous regions. Difference—Scotland has exposed rocky shorelines and Wales does not.
8. No, because both animals are mythical creatures.

Word Reading

1. (a) Teacher check; Denoting a factor of 1000
(b) Teacher check; kilogram, kilobyte, kilojoule
2. (a) al (b) ous (c) al (d) al (e) ous
(f) al (g) ous (h) ous
3. (a) exposed (b) sheltered
4. (a) east (b) south (c) north-west (d) northern
(e) largest (f) wide (g) male (h) day
(i) cold
5. (a) close (b) largest (c) many (d) wide
(e) regions (f) cold (g) mixture (h) solo
(i) traditional
6. castle, cold, Cardiff, kilometres, chorus, echo, character

Wonderful Welsh Cakes

Comprehension

1. (a) Yes (b) The writer has used words like 'wonderful', 'delicious' and 'Eat and enjoy!' to describe them.
2. They are traditionally cooked on a bake stone over a fire.
3. grooved
4. It makes it easier and clearer to follow the instructions.
5. (6) Roll out the dough until it is about 1½ cm thick.
6. (c) Sugar and cinnamon are added.
7. The Welsh cakes could stick to the griddle.
8. To suggest other ways to serve the Welsh cakes.

Word Reading

1. (a) light (b) flavour (c) flute
(d) originate/origin (e) beat (f) grease
(g) eat (h) cook (i) tradition
(j) raise (k) dust (l) serve
(m) mix (n) roll (o) measure
2. (a) lightly (b) traditionally (c) firmly
(d) thickly (e) warmly (f) wonderfully
3. heavily
4. Teacher check
5. (a) England (b) Ireland (c) Scotland
(d) Spain (e) Denmark (f) Sweden

Week 3

Adjectives

- (a) a **loud** noise
(b) **silver**
(c) a **dust** storm
(d) a **large** bucket, **old** cloths and the **green** garden hose
(e) a **shiny, silver** spaceship
- 2.–3. Teacher check

Procedure

1. *Marvellous milkshake*
2. To make a chocolate milkshake
3. (a) Teacher check
(b) blender, glass, straw, tablespoon, cup or ice-cream scoop
4. (a) 6
(b) Pour, Add, Blend, Pour, Drink, Keep
(c) verbs
(d) (i) the, the
(ii) the, the, the, the
(iii) a
5. The answer should indicate that (a) the procedure could be followed and (b) the milkshake tasted good.

Adjectives

1. The following are suitable answers.
(a) carrot: crunchy, orange, long
(b) tiger: fierce, striped, old, young
(c) hair: shiny, orange, long, curly
(d) truck: shiny, orange, long, wide, old
(e) lady: tall, kind, old, young
2. Possible answers: ocean waves during a storm, a shark, a crocodile, a racing car
3. Possible answers:
(a) winding, dusty, long; old, tumbledown, lonely
(b) huge, scary, timid; loud, scary, soft
(c) red, green, juicy, crunchy, ripe, crisp, shiny; juicy, large, seedless, delicious

Alaskan Holiday

Dear **C**arol

My *holiday to Alaska* was fantastic. I'll tell you about it.

After the long flight from **L**ondon, we landed in **V**ancouver where a bus transferred us to *our* cruise ship.

It took ages to get *through* customs and immigration, but finally we were on *board*. **W**e explored the ship and found the pools, restaurants, the gym and places *where* you could get free hamburgers, hot dogs, pizza and ice-creams.

We visited an interesting

port every *second*

day. **W**e

anchored next

to a glacier

for a

whole

day and

watched the

ice breaking *off*. **I**t was really loud.

Please *write* and tell me about your holiday.

Your friend **J**ill

1. (a) Missing punctuation is in **bold type**.
(b) I'll
(c) I and will
(d) Carol, Alaska, London, Vancouver, Jill
2. (a) Spelling errors are in *italic type*.
holiday, to, our, through, board, where, second, whole, off, write, Your
3. (a) Answers will include: was, landed, transferred, took, were, explored, found, could, visited, anchored, watched
(b) (i) told (ii) wrote
(c) (i) she, will (ii) did, not
(iii) I, would or I, had (iv) do, not

Week 3

Pet Parade

'It's time for the pet parade', Mrs Sindle said to her class. 'If your pet is still outside, you had better bring it into the classroom now.'

Phillip put up his hand.

'Yes, Phillip, what's *wrong?*'

'Mrs Sindle, I think I'd better leave my pet outside. He *would* fight all the other pets—and probably eat them, too.'

'Heavens! What sort of pet is it, Phillip?'

'It's a long-nosed, long-tailed, short-legged, hairless terrier', said Phillip, very proudly.

'I don't think I've ever *heard* of that animal *before*', said Mrs Sindle. 'Does it have another name?'

'Oh, yes, Mrs Sindle. In Africa, *where* it comes from, they call it a crocodile!'

- (a) Missing punctuation is in **bold type**.
(b) Direct speech is underlined.
- (a) Spelling errors are in *italic type*.
wrong, would, heard, before, where
- (a) (i) I'd (ii) it's
(iii) don't (iv) I've
(v) what's
(b) long-nosed, long-tailed, short-legged, hairless
- (a) Teacher check
(b) (i) outside
(ii) comes
(iii) before

The Gecko

A gecko is a *type* of lizard. **G**eckos are found all around the world. **G**eckos are *different* from other lizards. **T**hey have large pads on their feet. **T**hese pads help them to hold on when *climbing*. **T**hey have large eyes *which* do not have eyelids. **T**hey can use their *tongues* to lick their eyes clean. **T**heir *bodies* are covered in soft skin with tiny scales.

Some are as small as 5 cm and others grow up to 30 cm in *length*. **G**eckos are nocturnal and like to feed on *insects*.

type
different
They
climbing
which
tongues
bodies
Some
length
insects

- (a) Missing punctuation is in **bold type**.
- (a) Spelling errors are in *italic type*.
type, different, They, climbing, which, tongues, bodies, Some, length, insects
- (a) (i) large (ii) large (iii) soft (iv) tiny
(b) Answers will include: different, small, nocturnal
(c) (i) don't (ii) they've
- (a) Answers include: eyeball, eyebrow, eyelash, eyesight, eyesore, eyetooth, eyewitness

Week 3

Hundreds, Tens and Ones

- (a) 23 (b) 58 (c) 180
(d) 427 (e) 716
- (a) 5 tens and 2 ones
(b) 8 tens and 0 ones
(c) 1 hundred, 6 tens and 0 ones
(d) 4 hundreds, 5 tens and 8 ones
(e) 7 hundreds, 1 ten and 5 ones
(f) 9 hundreds, 0 tens and 2 ones
- Teacher check

Challenge: (a) 6 (b) 12 (c) 19 (d) 24

Place Value

- (a) 91 (b) 726 (c) 508 (d) 957
- Teacher check

Challenge: Teacher check

Expanded Column Addition

- (a) 61 (b) 65 (c) 94 (d) 96
(e) 82 (f) 138
- (a) 597 (b) 691 (c) 818 (d) 894
(e) 921 (f) 742

Challenge: (a) 98 (b) 161 (c) 791

Column Addition with Trading

- (a) 41 (b) 35 (c) 43 (d) 60
(e) 965 (f) 1091 (g) 764 (h) 993
(i) 763 (j) 891

Challenge: (a) 860 (b) 773 (c) 1385 (d) 1390

Grams and Kilograms

- 200 g, 500 g, 750 g, 1 kg, 1.2 kg, 1.5 kg, 2 kg, 5 kg
- (a) kg, bathroom (b) g, kitchen/balance
(c) kg, bathroom

Challenge: Teacher check

Mass Measurements

- (a) 500 (b) 2000 (c) $\frac{1}{4}$ (d) 5
- (a) 100 g (b) 400 g (c) 900 g (d) 600 g
- (a) 950 g (b) 31 kg
- (a) 3 kg 250 g (b) 6 kg 405 g
(c) 8 kg 995 g (d) 4 kg 780 g

Challenge: Teacher check

Comparing Shapes

- (a) hexagonal prism, , 18 edges, 12 vertices, 6 rectangular faces and 2 hexagonal faces
(b) rectangular prism, , 12 edges, 8 vertices and 6 rectangular faces
(c) triangular prism, , 9 edges, 6 vertices, 2 triangular faces and 3 rectangular faces
(d) cube, , 12 edges, 8 vertices and 6 square faces
(e) square-based pyramid, , 8 edges, 5 vertices and 5 faces
- Teacher check

Challenge: Teacher check

Prisms

- (a) pentagon (b) rectangle
(c) triangle (d) octagon
(e) hexagon
- (a) rectangular (b) triangular
(c) hexagonal

Challenge: 5, 9, 6

Making Shadows

- Pupils need to find a shape that blocks out the least amount of sun. Lying down in a ball shape may be the best way to achieve this.
- Pupils need to find a shape that blocks out the most amount of sun. Standing tall and wide and holding out clothing may be the best way to achieve this.
- (a) No
(b) If you jump off the ground you will separate from your shadow.
- Teacher check

Shadow Clock

- 2. Teacher check
- Answers may include:
Will not work if there is no sun.
Are not precisely accurate.
Will change as the Earth moves around the sun.
Difficult to read inside.

Sun Facts

Teacher check

Week 4

Ferocious Dragons

Comprehension

- (b) second and fourth
- (a) ferocious (b) gruesome (c) emit
- dragons
- Answers should indicate that dragons emit fire so powerfully that it would kill anything within range.
- (a) wings like bats (b) scales like lizards
(c) tails like serpents
- (a) Yes
(b) The writer talks about dragons as if they are real; e.g. he/she says if you want to visit one you must be extremely brave/keep your distance if one is living near you.
(c) Teacher check
- Teacher check

Word Reading

- na/ture, fu/ture, mix/ture, pic/ture, fur/ni/ture, de/par/ture, ad/ven/ture, sig/na/ture
- (a) furniture (b) picture (c) departure
- (a) emit (b) dwell (c) dreary
(d) gigantic/towering
- Teacher check (d) Their, there, they're
- (a) breath (b) breathe

Life Cycle of a Sunflower

Comprehension

- (a) substances necessary for life and growth
(b) fine, yellowish powder
(c) the plural of 'ovum' meaning 'egg'
(d) removed or taken out
- The flow chart has arrows which show the reader the correct order to follow in the life cycle.
- (c), (d), (a), (b)
- The seeds wouldn't germinate because they need warmth and dampness.
- They both carry water and nutrients.
- (a) Yes
(b) The author says positive things about them such as 'lovely plants' and they look like they're smiling.
- Teacher check

Word Reading

- pleasure, measure
- Teacher check
- (a) pleasure (b) treasure (c) enclosure
(d) pressure (e) measure
- explanation, germination, information
- in/jec/tion, poll/u/tion, ac/tion, na/tion, in/ven/tion, sta/tion, fic/tion, sol/u/tion
- (a) damp (b) bright (c) warm
(d) smiling (e) begins (f) above

Week 4

Comparing Things

- wet, deep, dark, cold, wetter, deeper, darker, colder, wettest, deepest, darkest, coldest
- (a) Monday (b) Wednesday
(c) Saturday (d) Wednesday
(e) Saturday (f) Saturday
- (a) My dad has a **shiny** car but Uncle Dan's is **shinier**.
(b) Jade has **curly, brown** hair. Lisa's hair is **curlier** and **browner**. But Hayley's hair is the **curliest** and the **brownest**.

Adverbs

Teacher check

Report

- The dragonfly*
- The dragonfly is a flying insect.
- (a) 5
(b)–(f) Teacher check
- (a) No
(b) The writer likes the way the dragonfly's colours glisten in the sun as it hovers over the water.

Fish for Classroom Pets

Mrs Hunter, girls and boys, I believe that we must *choose* fish as our *class* pets.

choose
class

Fish are beautiful and very relaxing to watch. *They're* silent and they won't stop us *from* hearing **Mrs Hunter** or *each* other.

They're
from
each

Fish are easy to look after. **We** *would* only need to clean their tank every few *weeks* and to remember to feed them once a day. **The** weekends *wouldn't* be a problem. **They** could stay in the classroom and we could *buy* some *of* that slow release fish food.

would
weeks
wouldn't
buy
of

Another good argument is cost. **I** know *where* we can borrow a tank and a pump. **We'd** only need to *buy* the fish and a little bit of fish food. **They** *don't* eat much.

where
buy
don't

Please support me by voting FISH 1 in our class pet ballot.

Please

- Missing punctuation is **bold type**.
- (a) Spelling errors are in *italic type*.
choose, class, They're, from, each, would, weeks, wouldn't, buy, of, where, buy, don't, Please
- (a) Answers will include: believe, choose, are, need, be, stay, buy, is, know, can borrow, eat, support
(b) Answers will include:
they're – they are
won't – will not
wouldn't – would not
we'd – we would
don't – do not
- (a) Answers will include: weekends, classroom, another
(b) Teacher check

The Egg and Bottle Experiment

You will need:

- a hard-boiled egg without the shell
- a bottle with a neck slightly smaller *than* the egg
- a *piece* of paper
- a match

Method:

1. **C**heck the egg will sit firmly in the neck of the bottle.
2. **T**ear the paper into *strips* and put them into the bottle.
3. **L**ight the paper by dropping a *burning* match into the bottle.
4. **Q**uickly sit the egg in the neck of the bottle. **Y**ou will see the egg being sucked into the bottle with a gurgle and a pop!

How it works

As the paper *burns*, it uses up all the oxygen in the air. **T**he egg has sealed the neck of the bottle so no more air can get inside. **T**his reduces the air pressure inside the *bottle* and the egg is sucked in. **I**n fact, the outside air *pressure* pushes the egg into the bottle!

1. (a)–(b) Missing punctuation is in **bold type**.
(c) Colons are circled.
2. (a) Spelling errors are in *italic type*.
than, piece, Check, strips, burning, burns, bottle, pressure
3. (a) Check, Tear, put, Light, sit
(b) tall, taller, tallest
quick, quicker, quickest
high, higher, highest

Explorer's Diary

Sunday 14 **M**arch

This morning we left the river and *travelled* inland. **W**e made our way through the razor sharp twigs and *brambles* and arrived at a clearing at dusk. **W**e made camp here.

Tuesday 16 **M**arch

We left camp yesterday with 8 natives. **W**e spent *two* days trying to get *through* the jungle to the river ... by sunset we could *hear* the splash of a *waterfall*.

Wednesday 17 **M**arch

At sunlight, we left camp and followed the sound of the waterfall. **T**here it was! **W**e had found the famous circular lake. **W**e slept *by* the lake with the native *guides*.

1. (a) Missing punctuation is in **bold type**.
2. Spelling errors are in *italic type*.
(a) two, through, hear, by
(b) travelled, brambles, waterfall, guides
3. (a) 9
(b) (i) will leave (ii) will arrive (iii) will spend (iv) will follow
4. (a) (i) February (ii) centimetre(s) (iii) United Kingdom

Week 4

Place Value

- (a) 5 hundreds (b) 8 ones
(c) 9 hundreds (d) 3 tens
(e) 5 ones (f) 0 tens
(g) 8 tens (h) 1 one
(i) 2 hundreds
- (a) 7 hundreds + 1 ten + 4 ones
(b) 9 hundreds + 4 tens + 5 ones
(c) 7 tens + 9 ones
(d) 2 hundreds + 8 ones
(e) 6 hundreds + 3 tens
(f) 8 hundreds + 4 tens + 1 one
- (a) 74 (b) 392 (c) 951 (d) 190

Challenge: Teacher check

Representing Numbers

- (a) $80 + 2$ (b) $100 + 70 + 5$
(c) $900 + 20 + 6$ (d) $300 + 50 + 1$
(e) $400 + 80 + 6$ (f) $200 + 90$
- (a) 57 (b) 294 (c) 417 (d) 602
(e) 835 (f) 942
- Teacher check

Challenge: Teacher check

Column Addition with Trading

- (a) 250 (b) 271 (c) 380 (d) 373
(e) 584 (f) 584 (g) 628 (h) 718
(i) 865 (j) 749 (k) 924 (l) 934
- (a) 384 (b) 327 (c) 540 (d) 465
(e) 833 (f) 842 (g) 918

Challenge: (a) 375 (b) 813 (c) 759 (d) 642

Subtracting with Trading

- (a) 17 (b) 8 (c) 17 (d) 18
(e) 438 (f) 425 (g) 629 (h) 539
(i) 337 (j) 548

Challenge: (a) 627 (b) 523 (c) 327 (d) 228

Litres

- Teacher check
- Teacher check
- Cream (300 mL), Fizz pop (375 mL),
Choc milk (600 mL), Milk (2 L), Paint (4 L)

Challenge: Teacher check

Litres and Millilitres

- Pop (250 mL), Tomato sauce (500 mL), Choc milk (600 mL), Yoghurt (1 L), Cordial (1.5 L), Milk (2 L), Juice (4 L), Paint (10 L)
- (a) L, 1 litre jug (b) mL, 100 mL beaker
(c) L, 1 litre jug

Challenge: Teacher check

What Am I?

- (a) cube
(b) rectangular prism
(c) pyramid
(d) triangular prism
(e) pentagonal prism
(f) cylinder
- Teacher check

Challenge: Teacher check

3-D Shapes and Pictures

- Teacher check
- Teacher check
- Rectangular prisms: 2, cylinders: 4,
pyramids: 3, cones: 1

Challenge: Teacher check

Sound

- Teacher check.
- Answers will vary depending on types of sounds used.
- Answers will vary.

Making Sounds

- Answers will vary

Heat

- Answers will vary.
- Natural – humans, sun, fire.
Human-made – hairdryer, electric heater, oven, microwave, light bulbs.
- Teacher check.
- Pupils should mention that it is dangerous to go near objects that produce heat as they may be burnt or scalded.