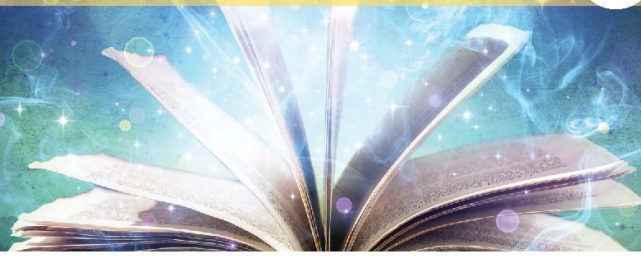


Homework Tasks (Year 5):

- **Comprehension:** Please complete – and mark – ‘The Creature’ on pg.2 and 3 of this file. Answers can be found on pg.4. Your responses should be recorded in your Homework Jotter provided by school.
- **Maths:** Please complete – and mark – ‘Decimal Sequences’ on pg.5 of this file. Answers can be found on pg.6. Please use these to help work out how to answer any questions you are unsure about. Your responses should be recorded in your Homework Book provided by school.

***Please ensure your completed homework books are handed in at school on
Wednesday 25th February.***

- **Spelling:** Please use Spelling Shed to practice the UKS2 Common Exception Words using Stage 5 & 6 in the Play Zone.
- **Multiplication & Division Facts:** Application of multiplication and division facts will take place throughout the week during Fluent in Five and Flashback Four. Please practise all facts up to 12 x 12.
- **Reading:** You are expected to do **at least 20 minutes** of independent reading at home, **every day**. *Please remember to log all new books read – both those at home and at school – in our class reading log as there are no home reading records in Woodpecker Class:*



The Creature

Sneaking to the window, the young apprentice peeked out to watch the Sorcerer leave the dwelling. A sack slung over his shoulder, he knew he would be gone for some time collecting his ingredients, the walk to the shore being at least half an hour.

He turned around, rubbing his hands with glee. Now was his chance, now was his only opportunity. He had waited for what seemed like an age for the elderly wizard to leave him alone in the castle and now he had.

Determined not to waste any time, the young boy abandoned the broom and shot off towards the turret, the one place he knew he was not supposed to go. He scampered up the steps two at a time, pausing only to glance through a slitted window half-way up the staircase. Reassured to still see the retreating back of his master moving away, he sprang up the last flight of stairs and approached the forbidden door.

Inside the room was dark and shadowy. Obscure silhouettes painted the walls in the flickering light from the lamp. The boy hesitated. His eyes scanned the room warily, suddenly feeling he was being watched. Although he could not see anything to raise alarm, he felt a prickling of unease dance around his neck. He tried to shake it away and with a determined set about his brows, he moved towards the table.

The book lay closed, its heavy leather cover ripe with age. Its bindings were snapped shut, shouting to all who would approach that it was not for their eyes. The boy ignored this. Unceremoniously, he flipped the cover open and began flicking through the paper-thin pages. Ancient writings and spells flew past his eyes, some with coloured illustrations. They promised many things: riches, true love, an end to sickness. Some seemed to threaten – a spell to silence your enemy with a terrifying picture of a man clutching his face, his lips seemingly sewed shut; another spell written in a language he could not decipher, but with pictures that made his hair stand on end. These pages were quickly turned. The boy carried on until at last he found what he was looking for and he stopped.

Propping the book up in front of him, his eyes quickly scanned the ingredients again. From his pockets, he pulled a myriad of containers, which he assembled before him on the bench. Grabbing other jars off a nearby shelf, he began hastily pouring the contents into a large black cauldron balanced near the fire. The contents of the jars hissed and bubbled as they were added to the pot and began to smoke as the concoction heated up. With a final pinch of dried bat wing, the boy stepped back and observed his handiwork.

The pot bubbled.

Frowning, he returned to the book and ran his finger down the page, leaving a trail of slime. Realisation dawned and he repeated an incantation over the pot a third time and then waited again. The pot gurgled, the liquid began to boil, then to smoke wildly. Great globs of gloopy mucous began to fling themselves out of the cauldron, dropping onto the stone-flagged floor where they seemed to bind together, coalescing into a kind of creature. Hands formed and IT reached out to



the boy, grasping at his clothing.

Horror filled his face, yet he remained spellbound, frozen to the spot as the creature shifted and solidified before him. Features formed and a mouth tried to utter something, but not in any tongue that the boy understood. It reached out again, its fingerless hands making contact with the boy's bare arm.

Its touch broke the spell.

The apprentice screamed and flinging the creature away from him, made for the door. Fumbling at the handle, he glanced over his shoulder. It was moving towards him, shifting and dragging itself closer and closer. The boy abandoned his exit and backed away, shivering behind his mixing bench, cowering in the face of the magic he had misused.

Suddenly the door swung open. Light streamed through as the sorcerer entered, his robes swirling around him in a flow of stars. He shouted an incantation and the creature disappeared with a POP! Turning to his apprentice, he glared down a long nose and, with a disapproving stare, pointed a single finger out of the door.

The boy slunk forward and exited the room. He trudged down the stairs, head bowed, eyes down. It had been a narrow escape. "Next time though," he thought, "Next time, it will be different. I'll only try something small next time, just until I'm sure I have the hang of it." With a glance back up the staircase, he picked up his broom and began to sweep the floor.

INFERENCE FOCUS

1. How do we know the boy is not supposed to be into room with the book?
2. Why do you think the boy begins to feel uneasy once he enters the room?
3. Is the boy careful when he mixes the spell? Use the text to explain your answer.
4. The way the boy ascends the stairs and the way he comes down them is very different. How does the author use this to show the mood of the boy?

VIPERS QUESTIONS

R

What is the boy's job?

V

How does the boy treat the book? Which words sum this up?

V

Which word is used to describe the creature coming together?

E

Has he learned his lesson? Use the text to explain your answer.

P

What do you think the sorcerer will do next?

Answers - Stage 5 - The Creature:

1. He waits until he is alone so won't get caught. It is the "forbidden door". The books "bindings were snapped shut, shouting to all who would approach that it was not for their eyes. The boy ignored this". He feels uneasy – he knows he is doing something he shouldn't.
2. The boy is doing something he shouldn't. He knows he will be in trouble if he is caught. The wizard may have left some kind of spell there to tell him someone is there who should not be – that's how he gets back so quickly at the end.
3. He is not careful. He has a random assortment of containers with ingredients, he grabs and "hastily" pours the ingredients in. He gets the spell wrong. It all implies he is not careful.
4. At the start he is full of excitement and hope, so he springs up the steps and "quickly" gets on with his spell. At the end he is feeling disheartened and knows he is in trouble. His facial gestures show he knows this and the way he walks shows he knows he is in trouble and feels some regret for how thing turned out.

R: Apprentice sorcerer / floor sweeper

V: He is disrespectful to the book. He ignores the warning of the closed book and bindings. The word "unceremonious" and the way he "flips the cover open", then leaves mess on the page show he is not careful. He also gets the spell wrong and has to re-read it.

V: Coalesce

E: No. He says he will try again. However, he says "next time" it will be a "smaller" bit of magic, so maybe knows it was too ambitious and has learnt his lesson a bit.

P: The sorcerer may:

- Punish the boy / throw him out
- Lock the room up and keep the book more safely
- Talk to the boy about what he did
- Teach the boy to be more careful

Decimal Sequences

4. Jonny's bicycle tyre gets a puncture when he is 1.488km from home. He can cycle 0.186km before needing to stop and pump it up. Use this information to complete the sequence below.



1.488					0.744				
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VF
HW/Ext

5. True or false? Toby's description matches the sequence.



The first term is 4.321 and the sequence increases by 0.080 each time.

3.835	3.916	3.997	4.078	4.159	4.24	4.321
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VF
HW/Ext

6. Find the rules and use them to complete the decimal grid.

2.255	2.005	1.755		1.255
2.25	2		1.5	
	1.995	1.745		1.245
2.24		1.74	1.49	
	1.985		1.485	



RPS
HW/Ext

Homework

Decimal Sequences

Expected

4.

1.488	1.302	1.116	0.93	0.744	0.558	0.372	0.186
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5. **False. The first term is 3.853 and the sequence increases by 0.081 each time.**

6. **The rule across the table is subtract 0.25 and the rule down the table is subtract 0.005.**

2.255	2.005	1.755	1.505	1.255
2.25	2	1.75	1.5	1.25
2.245	1.995	1.745	1.495	1.245
2.24	1.99	1.74	1.49	1.24
2.235	1.985	1.735	1.485	1.235