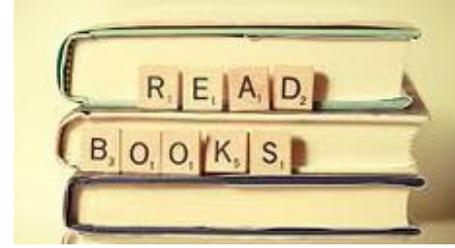




Year 5/6 Optional Snow Day Homework



Please have a look and try to complete this task based around Alice in Wonderland

Reading

Alice in Wonderland

"I'm going to be late! I'm going to be late!" the scurrying, furry, white rabbit spluttered. A large, circular pendant swung fearlessly from his pocket, its shiny clock face reflecting in the bright sun.

Alice stood to attention. 'Who could that be?' she pondered. Quickly and clumsily, the preoccupied rabbit darted down the deep, dark burrow.

Why has the author used the word *darted* to describe how the rabbit moved? (1)

Which word is closest in meaning to *distracted*? (1)

Which word is closest in meaning to *think*? (1)

How do you know that the rabbit was in a hurry? Explain using evidence from the text (2)

How do you think the rabbit figured out he was late? (1)

If the rabbit stopped, what do you think Alice would say to him? (1)

"Oh where did he go? Oh my!" she exclaimed. Alice stopped. Thought a little – then curiosity got the better of her and she proceeded down the hole.

What do you think Alice was thinking about? (1) Why do you think this? Use evidence from the text to support your answer. (1)

Looking down, she puzzled at where he'd vanished to. Bending carefully to her knees, she scrambled and bumbled through the tight darkness ahead.

Scared and confused, intrigued and curious, she delved further. Then she fell. Desperate, she screamed for help, but then realised she was falling ever so slowly. Slowly because she could see jars and read labels as she gently floated downwards into the seemingly everlasting darkness. As light as a feather, she landed at the entrance of a minute, wooden door.

How has the author built up tension in this paragraph?

Find and copy two different words that show that Alice isn't sure what is going on

How would you describe Alice's character? Use evidence from the text to support your answer. (3)

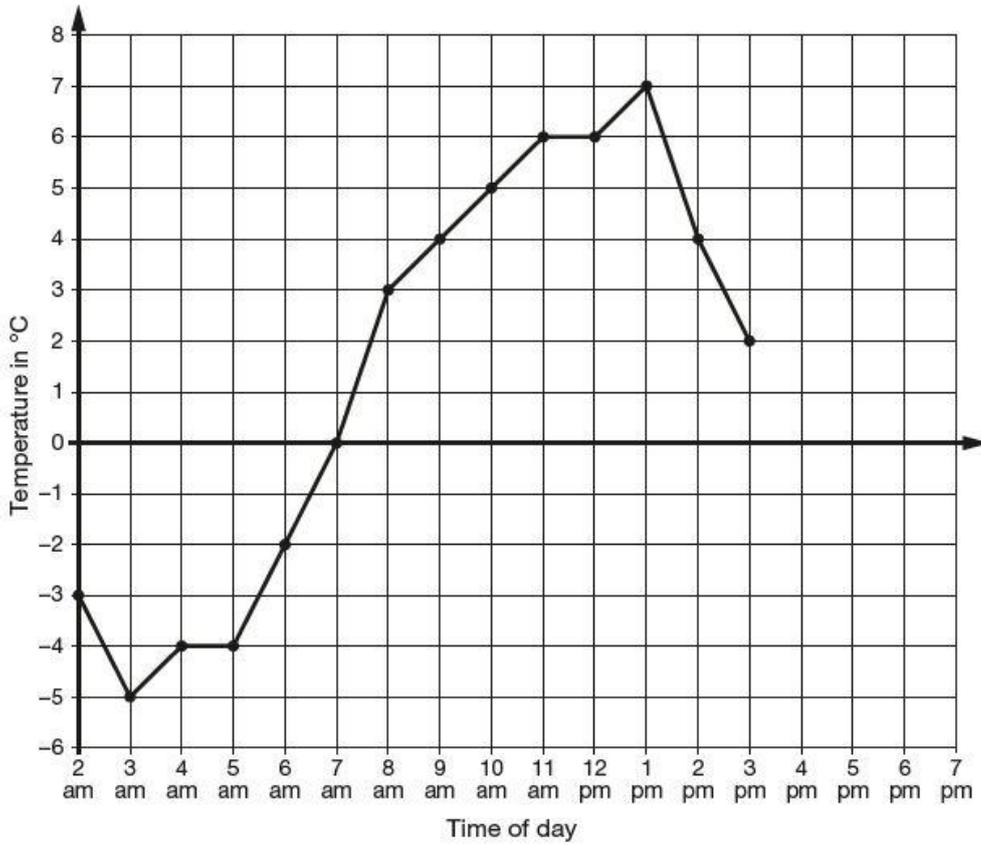
Whole text

How has the rabbit been made to sound mysterious? Use evidence from the text to support your answer. (3)

Writing

If you would like, I would be impressed if you could write the next part of the story including adverbial phrases, modal verbs, correctly punctuated speech, paragraphs, passive voice and ; to separate clauses. Maybe you could read this out to an adult in your house.

This graph shows the temperature in °C from 2 am to 3 pm on a cold day.



Graph questions

Use a ruler and mark on the graph to help work out the answers.

Q1. How many degrees **warmer** was it at 3 pm than at 3 am?

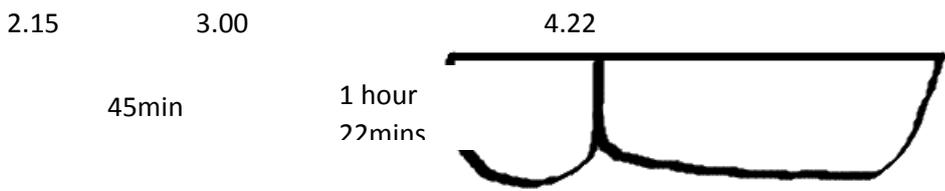
Q2. How many degrees **colder** was it at 3 pm than at 3 am?

Q3. At 6 pm the temperature was 4 degrees lower than at 3 pm. What was the temperature at 6 pm?

Time questions – use a timeline to help. Write your starting time and get to the next hour. Then add on the rest of the time. Don't use column method for times.

Example

Jane starts to build a snowman at 2.15pm and she finish it at 4.22. How long did it take?



Total time = 2 hour 7 minutes.

Q4. You start to build a snowman at 6:45pm.

It takes 2 hours and 35 minutes.

What time will the film finish?

Q5. Liam hires a snow plough He has to return it by 3 pm. The time is 2:25 pm. How many minutes has he got left?

Q6. Amy hires a sledge for 45 minutes. She takes the sledge out at 3:30 pm. At what time must she return the sledge?

Q7. Holly takes **half an hour** to walk from home to the park.

She arrives at the park at 8:25am.

At what time did she leave home?

Q8. Jamie, Kate and Hassan make some snowballs as quick as they can.

Kate's time is 13 seconds.

Jamie finishes 5 seconds before Kate.

Hassan finishes 3 seconds after Jamie.

What is **Hassan's time to make a snowball** in seconds?

Generate 2 of your own time based questions

Additional tasks

Read a book to an adult and fill in your reading record.

Have a hot chocolate.

Build a snowman

Create a snow angel.

Have some fun.

