

Rainforest Deforestation

Rainforests are an essential part of our planet, providing oxygen, absorbing carbon dioxide and housing 50% of the animal and plant species of the planet. Not to mention, the medicines and cures that are made using plants only found in a rainforest environment.

Deforestation

Deforestation is the term used for the destruction of the rainforests. This is being done by burning them, chopping down the trees, or in some cases, flooding the areas. This is happening at such a rate that an area the size of twenty football pitches is being destroyed every sixty seconds! If the current rate of deforestation continues, it will take less than a century to destroy all the rainforests on Earth.



Fact File in Numbers

- 20% of the world's oxygen is produced in the Amazon forest.
- 28,000 species of animals are expected to become extinct in the next 25 years due to deforestation.
- $\frac{1}{3}$ of the tropical rainforests that we had have already gone.
- Global production of palm oil has doubled over the last decade.

Why are they being destroyed?

The biggest reason for deforestation is to clear space for food manufacturing, including cattle to be farmed for cheap beef and also growing large crops, such as soya beans and palm oil. Palm oil is now a valuable commodity worldwide and is in many products such as shampoo, detergent, chocolate and cosmetics. In addition, other causes of deforestation, which are also related to making money include; chopping down and using the wood from the forest, building roads for mining metals, gold or diamonds, flooding areas to make dams to generate electricity and also digging for oil.

How can they be saved?

There are plenty of charities fighting against deforestation and people can always help by raising money for those charities. Also, think about the reasons that the forests are being destroyed and how some little changes in your everyday habits could help. For example, the cheap beef farmed in the areas that used to be rainforest land is often used in fast food chains. Could you avoid eating fast food from these outlets? You could also check on your supermarket food labels for the country of origin of any meat you buy. Was it farmed in an area where deforestation is taking place? You could also use rainforest-friendly wood so you know it is not a by-product of deforestation. Finally remember, paper comes from trees so any paper saving you can do, as well as recycling, will help the environment.

Year 5 Reading Comprehension

Questions about Rainforest Deforestation

1. Name a reason **not** to destroy rainforests given in the introductory paragraph.
2. Name **one** of the three ways given that a rainforest can be destroyed.
3. In the final paragraph, what type of adjective is 'rainforest-friendly'?
4. In the fact file, what does the author say will happen in the next quarter of a century?
5. Why does saving paper help the rainforests?
6. Why has the author used an exclamation mark in the 'Deforestation' paragraph?
7. In the third paragraph the author refers to palm oil as a 'valuable commodity', what is a 'valuable commodity'?
8. What is the main reason why deforestation is happening?
9. In the 'How can they be saved?' paragraph, why do you think that the author has asked questions?
10. What is your opinion of deforestation? Will you try and make changes in your daily life?

Year 5 Reading Comprehension

Rainforest Deforestation Answers

Answers

1. Name a reason not to destroy rainforests given in the introductory paragraph.
Any from: medicines, cure for cancer, 50% of animal and plant species live there, gives out oxygen, absorbs carbon dioxide.
2. Name one of the three ways given that a rainforest can be destroyed.
Any from: burning, chopping down, flooding.
3. In the final paragraph, what type of adjective is 'rainforest-friendly'?
A compound adjective.
4. In the fact file, what does the author say will happen in the next quarter of a century?
(28,000) species of animals will become extinct (the text says twenty-five years).
5. Why does saving paper help the rainforests?
Paper is made from wood (making it also causes more carbon footprint).
6. Why has the author used an exclamation mark in the 'Deforestation' paragraph?
The rate of destruction is surprising (discuss this).
7. In the third paragraph the author refers to palm oil as a 'valuable commodity', what is a 'valuable commodity'?
Something that is worth a lot/ something that is very useful / something that is good to trade with because everyone wants it.
8. What is the main reason that deforestation is happening?
Food: Cheap beef, or agricultural crops including soya or palm oil.
9. In the 'How can they be saved?' paragraph, why do you think that the author has asked questions?
To make you ask yourself questions.
10. What is your opinion about deforestation? Will you try and make changes in your daily life?
Open-ended for discussion.

The Industrial Revolution

The Industrial Revolution took place in Britain from the late 1700s to the late 1800s. It is named the Industrial Revolution because it saw people in Britain moving away from farming and agriculture and towards industrial factory work.

What Was Life like before the Industrial Revolution?



Before the Industrial Revolution, many people in Britain lived on farms; they would raise their own livestock and grow their own food.

The fastest way to get anywhere was in a horse-drawn cart and only a small amount of people lived in large towns.

In addition to this, crafts, such as making pots and cloth, were completed within people's homes.

What Made the Industrial Revolution so Successful?

Because the Industrial Revolution marked a period in history in which lots of things changed, historians find it difficult to name one specific moment which started the revolution. Instead, several factors led to Britain's rapid change.

Firstly, several key inventions led to many tasks suddenly becoming much easier. For example, James Watt perfected the design of the steam engine – a machine engine which used coal as a fuel – to make it more efficient. Before the steam engine, machines had to rely on water power; this meant that they could only be built in towns near water. As a result of the steam engine's invention, factories could now be built all over the country.

People started to develop canals, railways and roads. With new, faster steam trains and more transport links, it was a lot easier and faster to move around the country. By 1880, a trip from London to Manchester, which would have taken four days in 1700, now took only four hours! This also meant that goods, such as textiles and coal, could be transported across the country quicker than ever before.



Year 5 Reading Comprehension

The Industrial Revolution

Important Inventions

Alongside the steam engine, there were a number of other key inventions during the Industrial Revolution. In 1764, the spinning jenny was invented: it was a machine that made it much quicker to weave cotton into cloth (compared to a person completing the task by hand). In 1863, the first route on the London Underground was built and, by 1885, Karl Benz had invented the first motorised car.



There is still much debate as to how the spinning jenny gained its name. Some people think that the word 'jenny' sounds a bit like the word 'engine'. Others think that Jenny might have been the name of the inventor's wife or daughter.



What Was Life like during the Industrial Revolution?

Everyday life in Britain changed dramatically during the Industrial Revolution. Before the introduction of the steam engine, most goods were made by hand. However, the introduction of steam power now made it possible to invent machines which were much faster at working than people could be. As a result, large factories were built to house giant machines and people moved from working at home to working long shifts in dirty, noisy and dangerous conditions.

During this time, there were fewer laws to protect children; this meant that children as young as five years old would be sent to work. People were no longer living in small rural communities; the majority now lived in large, industrialised towns. These towns were often overcrowded and were filled with pollution from nearby factories. To accommodate the growing population, houses were constructed quickly and with cheap materials; many were built without running water or proper sanitation.



Year 5 Reading Comprehension

The Industrial Revolution



Rights for Child Workers

Young children who worked in factories were often subjected to terrible and dangerous conditions. To combat this, the government introduced a Factory Act in 1833 which made it compulsory for every child working within a factory to receive two hours of schooling each day. The act also stated that children under the age of nine were not allowed to work in factories and that all children were forbidden from working at night. Although children were now receiving an education, children between the ages of nine and thirteen were still allowed to work up to nine hours per day.

By the late 1800s, revolutionary inventions had helped Britain to become an industrialised country. Soon, the invention of the telephone and the introduction of a widespread sewer system would lead Britain into a new era of technological revolution.

Year 5 Reading Comprehension

Industrial Revolution Questions

1. When did the government stop children from working at night? Tick one.
1764
1844
1863
1865
2. Number the events from 1-4 to show the order that they occurred.
Getting from London to Manchester takes four days.
Britain moved into the technological revolution.
Children are given two hours of schooling each day.
The spinning jenny is invented.
3. What fuel did the steam engine require?
4. Look at the paragraph beginning Firstly, several...
Find and copy one word which shows that the inventions were important.
5. Why did it become easier to move around the country?
6. Imagine that you are living during the Industrial Revolution. Describe one of your daily activities.
7. Do you think that the government's Factory Act was a positive thing? Explain your answer.
8. How was life before the Industrial Revolution different to life after the Industrial Revolution?
9. Do you think that the Industrial Revolution was good for Britain? Explain your answer.

Year 5 Reading Comprehension

Industrial Revolution Answers

1. When did the government stop children from working at night? Tick one.

☐ 1764
☒ 1833
☐ 1863
☐ 1865

2. Number the events from 1-4 to show the order that they occurred.

1 Getting from London to Manchester takes four days.
4 Britain moved into the technological revolution.
3 Children are given two hours of schooling each day.
2 The spinning jenny is invented.

3. What fuel did the steam engine require?

The steam engine required coal as fuel.

4. Look at the paragraph beginning **Firstly, several...**

Find and copy one word which shows that the inventions were important.

key

5. Why did it become easier to move around the country?

It became easier to move around the country because there were more transport links (such as canals, railways and roads) and there were new, faster steam trains.

6. Imagine that you are living during the Industrial Revolution.

Describe one of your daily activities.

Pupils' own responses provided that the answer makes reference to information within the text, such as: One of my daily activities would be going to work in a dangerous factory because, even though I am only nine years old, children are expected to work.

7. Do you think that the government's Factory Act was a positive thing?

Explain your answer.

Pupils' own responses, such as: I think that the government's Factory Act was a positive thing because it protected children from having to work at night and it made sure that they went to school for two hours per day.

8. How was life before the Industrial Revolution different to life after the Industrial Revolution?

Pupils' own responses provided that the answer makes reference to information within the text, such as: Life before the Industrial Revolution was quiet because many people lived on farms. When the Industrial Revolution started, people began living closer to one another and working in noisy factories instead.

9. Do you think that the Industrial Revolution was good for Britain?

Explain your answer.

Pupils' own responses, such as: I don't think that the Industrial Revolution was good for Britain because people were not treated very well and they had to live in terrible conditions where there was pollution and no running water.

Year 5 Reading Comprehension

YEAR 5 READING



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Carnival in Britain

Carnivals are large outdoor street festivals. They are held in many towns and cities in Britain, with some of the largest attracting more than 100,000 visitors each year.

The first Caribbean carnival in Britain was held approximately forty years ago. People who had come to Britain from the Caribbean, where the carnival tradition is very strong, dreamed of creating a festival of music and dance to bring people together. The carnival was very small, with just a few people walking through the streets in costume and carrying steel drums. Although it was small, that first carnival was a great success.



Now the idea has spread and carnivals have become hugely popular. Everyone can take part. Carnivals are also great summer tourist attractions that make towns and cities exciting places to visit.

The main event in every carnival is the street parade or procession. A carnival parade includes dancers, musical bands and performers, dressed in brightly coloured costumes. There are also large, highly decorated trucks called floats. For a few hours the roads are closed to normal traffic and the carnival procession makes its way through the city like a giant exotic snake.

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An interview with Carl Williams

Artist and carnival costume designer



Where do you find your ideas for the costumes?

In the Caribbean tradition, costumes don't have to look like anything real – you can just use your imagination to create whatever fantasy you like. Of course, colour is very important and the costumes have to be light enough to carry. I often take my inspiration from insects or birds because of the beautiful shapes and colours in nature.



How are the costumes put together?

I run a carnival club – a workshop where people meet to make their costumes. Once we have decided on the design, we construct a frame or skeleton with thin wire. The frame is then covered with shiny lightweight fabrics, such as silk, that will shimmer and sparkle in sunlight. Many of the costumes include complicated head dresses or masks decorated with feathers, sequins and glass beads.

Costumes can take months to prepare and are very expensive to make, but the effects can be stunning.

The Day of the Turtle

This text is from a novel. In the extract, Laura, who lives on an island, has found a turtle on the beach. It is 1907 and the story is told through Laura's diary entries.

I shall remember today as long as I live. This morning I slipped away as soon as ever I could. I'd lain awake most of the night wondering how I was going to get my turtle back into the water. But as I made my way down to Rushy Bay, the morning fog lifting off the sea, I had no idea at all how I would do it.



Even as I uncovered him, I still didn't know. I only knew it had to be done. So I talked to him. I was trying to explain it all to him, how he mustn't worry, how I'd find a way, but that I didn't yet know what way. He's got eyes that make you think he understands. Maybe he doesn't, but you never know. I fetched some seawater in my hat and I poured it over him. He seemed to like it, lifting his head into it as I poured. So I did it again and again.

He was weak though. He kept trying to move, trying to dig his flippers into the sand, but he hadn't the strength to do it. His mouth kept opening and shutting as if he was gasping for breath.

Then I had an idea. I scooped out a long deep channel all the way down to the sea. I would wait for the tide to come in as far as it could, and when the time came I would ease him down into the channel and he could wade out to sea. As I dug I told him my plan. When I'd finished I lay down beside him, exhausted, and waited for the tide.

The tide was coming in now, closer all the time. Then there was barely five yards of sand left between the sea and my turtle, and the water was washing up the channel just as I'd planned it. It was now or never.

I told him what he had to do.

'You've got to walk the rest,' I said. 'You want to get back in the sea, you've got to walk, you hear me?'

He tried. He honestly tried. Time and time again he dug the edge of his flippers into the sand, but he just couldn't move himself.

The flippers dug in again, again, but he stayed where he was. I tried pushing him from behind. That didn't work. I tried moving his flippers for him one by one. That didn't work. I slapped his shell. I shouted at him. All he did was swallow once or twice and blink at me. In the end I tried threatening him. I crouched down in front of him.

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'All right,' I said. 'All right. You stay here if you like. See if I care. You see those gulls? You know what they're waiting for? If they don't get you, then someone else'll find you and you'll be turtle stew.' I was shouting at him now. I was really shouting at him. 'Turtle stew, do you hear me!' All the while his eyes never left my face, not for a moment. Bullying hadn't worked either. So now I tried begging.

'Please,' I said, 'please.' But his eyes gave me the answer I already knew. He could not move. He hadn't the strength. There was nothing else left to try. From the look in his eyes I think he knew it too.

I looked down at him. He was nudging at the sand with his chin, his mouth opening. He was hungry! I don't know why I hadn't thought of it before. I had no idea at all what turtles eat. So I tried what was nearest first - seaweed of all sorts, sea lettuce, bladderwrack, whatever I could find.

I dangled it in front of his mouth, brushing his nose with it so he could smell it. He looked as if he was going to eat it. He opened his mouth slowly and snapped at it. But then he turned his head away and let it fall to the ground.

'What then?' I asked.

A sudden shadow fell across me. Granny May was standing above me in her hat.

'How long have you been there?' I asked.

'Long enough,' she said and she walked around me to get a better look at the turtle.

'Let's try shrimps,' she said. 'Maybe he'll eat shrimps. We'd better hurry. We don't want anyone else finding him, do we?' And she sent me off home to fetch the shrimping net. I ran all the way there and all the way back.

Granny May is the best shrimper on the island. One sweep through the shallows and she was back, her net jumping with shrimps. She smiled down at my turtle.



She told me to dig out a bowl in the sand, right under the turtle's chin, and then she shook out her net. He looked mildly interested for a moment and then looked away. It was no good. Granny May was looking out to sea, shielding her eyes against the glare of the sun.

'I wonder,' she murmured. 'I wonder. I shan't be long.' And she was gone, down to the sea.

When she came back, her net was bulging with jellyfish, blue jellyfish. She emptied them into the turtle's sandy bowl. At once he was at them like a vulture, snapping, crunching, swallowing, until there wasn't a tentacle left. 'He's smiling,' she said. 'I think he likes them. I think

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perhaps he'd like some more.'

'I'll do it,' I said. I picked up the net and rushed off down into the sea. They were not difficult to find. I scooped up twelve big ones in as many minutes. He ate those and then lifted his head, asking for more. We took it in turns after that, Granny May and me, until at last he seemed to have had enough. I crouched down and looked my turtle in the eye.

'Feel better now?' I asked, and I wondered if turtles burp when they've eaten too fast. He didn't burp, but he did move. The flippers dug deeper. He shifted - just a little at first. And then he was scooping himself slowly forward, inching his way through the sand.

I was cavorting up and down like a wild thing, and Granny May was just the same. The two of us whistled and whooped to keep him moving, but we knew soon enough that we didn't need to. Every step he took was stronger, his neck reaching forward purposefully. His flippers were under the water now. He was half walking, half swimming. Then he dipped his snout into the sea and let the water run over his head and down his neck. He was going, and suddenly I didn't want him to. I was alongside him, bending over him.



'You don't have to go,' I said.

'He wants to,' said Granny May. 'He has to.'

He was in deeper water now, and with a few powerful strokes he was gone, cruising out through the turquoise water of the shallows to the deep blue beyond. The last I saw of him he was a dark shadow under the sea making out towards the island of Samson.

This is the longest day I've ever written in my diary and all because of a turtle. My wrist aches.

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Dragonflies lay their eggs in ponds. A young dragonfly, or nymph, is brown and lives at the bottom of a pond. It will eat almost anything smaller than itself, with its strong jaw which shoots forward to grab its prey. Eventually, the nymph crawls up a stem, its skin splits and an adult dragonfly bursts out.

The Dragonfly

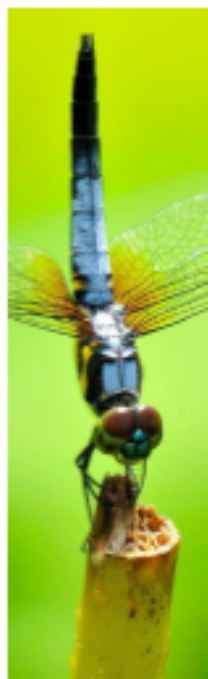
- 1 There was once a terrible monster
 lived in a pond, deep under the water.
- 2 Brown as mud he was, in the mud he hid,
 among murk of reed-roots, sodden twigs,
 with his long hungry belly,
 six legs for creeping,
 eyes like headlights
 awake or sleeping;
 but he was not big.
- 3 A tiddler came to sneer and jeer
 and flaunt his flashing tail –
 Ugly old stick-in-the-mud
 couldn't catch a snail!
 I'm not scared –
 when, like a shot,
 two pincers nab him, and he's got!
- 4 For the monster's jaw hides a clawed stalk
 like the arm of a robot, a dinner fork,
 that's tucked away cunningly till the last minute –
 shoots out – and back with a victim in it!
- 5 Days, weeks, months, two years and beyond,
 fear of the monster beset the pond;
 he lurked, grabbed, grappled, gobbled and grew,
 ambushing always somewhere new –
- 6 *Who saw him last? Does anyone know?*
 Don't go near the mud! But I must go!
 Keep well away from the rushes! But how?
 Has anyone seen my brother? Not for a week now -
 he's been eaten
 for certain!



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- 7 And then, one day, it was June, they all saw him.
 He was coming slowly up out of the mud,
 they stopped swimming. No one dared
 approach, attack. They kept back.
- 8 Up a tall reed they saw him climbing
 higher and higher, until
 he broke the surface, climbing still.
- 9 There he stopped, in the wind and the setting sun.
 We're safe at last! they cried. *He's gone!*
What became of the monster, was he ill, was he sad?
Was nobody sorry? Had he crept off to die? Was he
 mad?
- 10 Not one of them saw how, suddenly,
 as if an invisible knife had touched his back,
 he has split, split completely –
 his head split like a lid!
The cage is open. Slowly he comes through,
 an emperor, with great eyes burning blue.
- 11 He rests there, veils of silver a cloak for him.
Night and the little stars travel the black pond,
 and now, first light of the day,
his shining cloak wide wings, a flash, a whirr,
 a jewelled helicopter,
 he's away!
- 12 O fully he had served his time,
 shunned and unlovely in the drab slime,
 for freedom at the end – for the sky –
 dazzling hunter, Dragonfly!

Libby Houston



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Answers:

READING

Carnival

1. Award 1 mark for reference to the number of visitors or the number of places that hold carnivals, eg:
- 100,000 visitors
 - lots of people go to see them
 - lots of towns hold carnivals.

Also accept the direct quotation from the text: they make cities exciting places to visit.

Do not accept general reasons why people like carnivals, eg: *everyone can take part / they're very colourful.*

1 mark

Content domain: 2b

2. Award 1 mark for:
- (approximately) 40 years ago

1 mark

Content domain: 2b

3. Award 1 mark for any of the following to a maximum of 2 marks:
- street parade/procession
 - dance/dancers
 - musical bands
 - performers (dressed in brightly coloured costumes)
 - large, highly decorated trucks called floats
 - roads closed to normal traffic (as the parade moves through the city)

2 marks

Content domain: 2b

4. Award 1 mark for one of the following:
- summer
 - each year / once a year.

1 mark

Content domain: 2b

5. Award 1 mark for reference to each different aspect of the procession, to a maximum of 2 marks:
- bright colours of the parade / costumes, eg:
 - *the costumes are dazzling and colourful*
 - movement / speed, eg:
 - *people wind / weave in and out of the road*
 - *it moves like a snake does, really slowly.*
 - length of the parade, eg:
 - *it goes along in a long line*
 - *there are lots of floats following each other in a row.*

Also accept less developed answers that fit the criteria, eg: *it moves like a snake / it's long like a snake.*

up to 2 marks

Content domain: 2g

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6. Award 1 mark for reference to any of the following, to a maximum of 2 marks:

- colour, eg:
 - *the colours you want to use.*
- weight, eg:
 - *not too heavy.*
- shape, eg:
 - *the shape and size.*
- using your imagination, eg:
 - *they don't have to be real.*

Also accept:

- time needed
- cost.

up to 2 marks
Content domain: 2b

7. Award 1 mark for the correct choice.

the Caribbean
tourists
nature
the carnival club

✓

1 mark
Content domain: 2b

8. Award 1 mark for reference to any one of the following qualities of the wire (focusing on its thinness):

- the lightness / weight of thin wire, eg:
 - *they need to be light so they can be carried*
 - *so that they don't have to carry heavy costumes.*
- the flexibility of thin wire, eg:
 - *so it is easy to bend them into shape.*

1 mark
Content domain: 2d

9. Award 1 mark for three statements correctly ticked.
Award 2 marks for all four statements correctly ticked.

	True	False
Carnivals are indoor music festivals held in the Caribbean.		✓
The first carnival in Britain was not very successful.		✓
The main part of a carnival is the parade through the streets.	✓	
Carnival costumes take a long time to make and cost a lot of money.	✓	

2 marks

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The Day of the Turtle

10. Award 1 mark for each correctly identified option.
Do not award a mark if a child has circled more than one option.

Content domain: 2b

- (a) At the beginning of the story Laura makes her way down to

Sandy Bay.

Beach Bay.

Rushy Bay.

Turtle Bay.

1 mark

- (b) She wanted to help the turtle back into the water but didn't know how to.
She poured seawater over him and knew he liked it because he

dug his flippers
into the sand.

raised his head.

opened
and shut
his mouth.

gasped
for breath.

1 mark

- (c) When Granny May came along, they discovered the turtle liked to eat

gulls.

seaweed.

shrimps.

jellyfish.

1 mark

- (d) When the turtle finally swam out to sea Laura felt

pleased
and sad.

frustrated
and glad.

relieved and
delighted.

sorry and
disappointed.

1 mark

11. Award 1 mark for the correct choice.

Laura has a good memory

It was a special day for Laura

Laura expected to live a long time

Laura forgets a lot

✓

1 mark

Content domain: 2d

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12. Award 1 mark for either of the following:

- I'd lain awake most of the night
- I was going to get my turtle back in the water.

1 mark

Content domain: 2d

13. Award 1 mark for answers such as:

- because she had dug a channel
- because she had lain awake all night
- because the digging was hard work.

1 mark

Content domain: 2d

14. Award 1 mark for answers such as:

- he dug his flippers into the sand
- he tried to move his flippers.

1 mark

Content domain: 2b

15. Award 1 mark for answers which refer to:

- *the turtle opening and shutting his mouth*
- *his head movements, nudging at the sand with his chin, etc.*
(either by paraphrase or direct quotation)

1 mark

Content domain: 2b

16. Award 1 mark for the correct choice.

pushed

held

rubbed

dropped

✓

1 mark

Content domain: 2b

17. Award 1 mark for answers that refer to other people wanting to eat / harm / keep the turtle / not wanting to save it / return it to the sea, eg:

- other people might see the turtle as dinner
- they might not be as caring as Laura / Granny May
- people might want to keep the turtle / put it in a zoo
- they might hurt the turtle / leave it there to die / let it be eaten by seagulls.

Accept answers that refer to Laura / Granny May wanting to care for / save the turtle.

1 mark

Content domain: 2d

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18. Award 1 mark for answers that refer to the turtle eating in a very greedy / aggressive way / as though it is extremely hungry, eg:

- it's as if he is attacking the food he is so hungry
- he just stuffs it down
- he is desperate to get at the food / jellyfish.

1 mark

Content domain: 2g

19. Award 1 mark for:

- We took it in turns after that, (Granny May and me).

1 mark

Content domain: 2d

20. Award up to 3 marks for the following points with evidence:

Acceptable points	Possible examples of evidence (accept quotations or paraphrases)
Laura cares about animals / the turtle / she feels a sense of responsibility	<i>I only knew it had to be done</i>
She is resourceful / is good at thinking up ideas / tries different solutions	<i>Then I had an idea</i>
She is determined / perseveres / doesn't give up	<i>When I'd finished, I lay down beside him, exhausted, and waited for the tide</i>
She can work well with others / Granny May	<i>'I'll do it' I said. I picked up the net and rushed off down to the sea</i>

Award 3 marks for a response that identifies two acceptable points, both with evidence.

Award 2 marks for a response that identifies two acceptable points, one with evidence

Award 1 mark for two acceptable points with no evidence or one acceptable point, with evidence.

up to 3 marks

Content domain: 2c

21. Award 1 mark for one of the following points:

- so that he could be in his natural habitat/home
- so that he could find food for himself
- so that he would be safe/survive
- so that he wouldn't be in danger/die by staying on the beach
- so that he could be with other turtles

1 mark

Content domain: 2d

22. Award 1 mark each for any of the following, up to a maximum of 2 marks:

They both

- care about the turtle / want to save the turtle / protect the turtle from others
- try different ways to help the turtle
- are delighted when the turtle starts to move back into the sea
- are physically strong
- are determined people.

up to 2 mark

Content domain: 2h

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23. Award 1 mark for one of the following points:
- Suddenly I didn't want him to/you don't have to go
 - I was cavorting up and down like a wild thing

1 mark
Content domain: 2d

The Dragonfly

24. Award 1 mark for the correctly ticked box.

what insects eat
how dragonflies move
the life-cycle of a dragonfly
the food chain in a pond

✓

1 mark
Content domain: 2c

25. Award 1 mark for the correct choice.

an adult dragonfly
a water snail
a dragonfly nymph
a tiddler

✓

1 mark
Content domain: 2b

26. Award 2 marks for all four boxes correctly ticked.
Award 1 mark for two or three boxes correctly ticked.

Statement	True	False
The monster has six legs.	✓	
The monster was very large.		✓
The monster had a long belly.	✓	
The monster was green.		✓

2 marks
Content domain: 2b

27. Award 1 mark for reference to any of the following, to a maximum of 2 marks:
- appropriate reference to the physical appearance / attributes of the nymph eg:
 - *he is slow / couldn't catch a snail /*
 - *(appears) harmless*
 - *he is ugly*
 - *he's old*
 - *he's a stick-in-the-mud.*
 - appropriate references to the tiddler's actions, eg:
 - *(came to) sneer*
 - *(came to) jeer*
 - *to flaunt his flashing tail*

up to 2 marks
Content domain: 2d

Year 5 Reading Comprehension

28. Award 1 mark for any indication of speed / rapid movement, eg:

- They move really fast.

1 mark

Content domain: 2g

29. Award 1 mark for any indication of the sharpness of the nymph's jaw or how it is used to spear food, eg:

- it was so sharp
- because it's a stick with two pincers on the end
- because he's got spiky jaws and forks are spiky
- with a dinner fork you stab your food.

1 mark

Content domain: 2g

30. Award 1 mark for 'craftily' correctly ticked.

carefully
completely
craftily
cautiously

✓

1 mark

Content domain: 2a

31. Award 1 mark for 'hid' correctly ticked.

hid
swam
caught
fought

✓

1 mark

Content domain: 2a

32. Award 1 mark for reference to the creatures' fear of being eaten / attacked by the nymph, eg:

- because one has gone missing and it might have been eaten
- they don't know where he is, so they can't hide
- they think the nymph will kill them.

1 mark

Content domain: 2d

33. Award 1 mark for:

- they are pleased / happy / relieved / delighted

1 mark

Content domain: 2d

Year 5 Reading Comprehension

34. Award 2 marks for well-developed explanations that show understanding of the cage metaphor and refer to freedom, escape or emergence to new life, eg:

- to show that the dragonfly is happy not to be trapped in his own body
- that it is like a cage keeping him back, and suddenly he feels free
- the skin opens and the dragonfly is free and is not locked up in a cage any more he is free
- that it has been released from its dull brown case. It can now be free and fly away from all its bad deeds. The dragonfly has gone from beast to beauty.

Award 1 mark for partial explanations that identify or imply that the cage represents the skin or the larval stage, or refer to freedom, eg:

- it's trapped in its own body
- the nymph's form was like a cage for the dragonfly
- that he has been trapped in the skin of a nymph and is now coming out of the cage
- it says that the ugly brown cage (his body) has gone...and a bright creature came out.
- it is free from the life of an ugly nymph and is evolving into a beautiful dragonfly.

Also award 1 mark for literal references to the body of the nymph, eg:

- it means his head / skin has split
- the nymph has turned into a dragonfly.

up to 2 marks
Content domain: 2d

35. Award 1 mark for the correct choice.

the clouds
the wings
the skin
the stars

✓

1 mark
Content domain: 2g

36. Award 1 mark each for any of the following, up to maximum of 2 marks:

- (veils of) silver
- shining (cloak)
- jewelled (helicopter)
- dazzling (hunter).

up to 2 marks
Content domain: 2d

Year 5 Reading Comprehension

Tour de France

Each year in July, more than 200 cyclists from 22 teams compete in an epic bicycle race across France: the Tour de France. The race winds its way through sprawling cities, cobbled streets, picturesque countryside and even snow-capped mountains to its climax in Paris. It is divided into stages of different lengths and with types of track.

The first race

The race was first held in July 1903 and was won by a French man, Maurice Garin. Over 100 years later, the Tour has become one of the most high-profile sporting events in the world.

Winning jerseys

Instead of medals, cyclists in the Tour de France are awarded jerseys for their achievements in different categories as the race goes on.

- The yellow jersey is awarded to the rider with the lowest total time of all the stages that have been raced so far. At the end, this cyclist is the winner of the Tour de France.
- The green jersey is awarded to the rider who has accumulated the most points by finishing high in individual stages of the race and winning sprints.
- The polka-dot jersey is awarded to the best-performing racer in stages where difficult hills and mountains are involved.
- The white jersey is awarded to the best-placed rider under 26 years of age at the end of each stage.



British icons of cycling

Philippa York, who competed as Robert Millar, was an early hero, winning the title 'King of the Mountain' for being best at cycling up the steep mountain inclines of the 1984 Tour de France – the first time a British rider won a Tour de France classification. York finished fourth overall, achieving the highest-ranked British position in the Tour de France for over 20 years.

Bradley Wiggins was the first Briton to win the Tour de France in 65 years, in 2012. Wiggins rode for Team Sky and won the race by over a minute. He also won an Olympic gold medal in the same year.

Year 5 Reading Comprehension

Mark Cavendish, unlike Wiggins, was a specialist sprint cyclist. Some of the stages of the Tour de France are short, and so are better suited for riders like him. He won thirty individual stages of the Tour de France, and was awarded an MBE in 2011.

Chris Froome won four Tour de France titles for Team Sky, in 2013, 2015, 2016 and 2017. He also won the other two 'grand tour' European cycling races: the Vuelta a España, in 2017, and the Giro d'Italia, in 2018. He took bronze in the 2017 World Championships, and was given an OBE.

Allegations

The Tour de France hasn't always been known for glory, sporting greatness and human resilience. Some riders are apparently willing to do anything to win, and the sport has been rocked by allegations of cheating – mainly the use of performance-enhancing drugs.

One of these drugs is called EPO. EPO makes the body produce more red blood cells so it can absorb more oxygen. As a result, athletes can produce more energy for longer, giving them an unfair advantage.

Perhaps the most famous conviction for use of EPO was American cyclist Lance Armstrong's. He won seven Tour de France titles, but had all of them invalidated after he tested positive for the drug. After initially denying that he had used it, he finally admitted his sporting crimes on TV, in 2013.

Record winners

Winning the Tour de France is a dream that few riders achieve. However, winning once just wasn't enough for some! The table below shows the Tour's most prolific riders – some of whom won the prestigious title no less than five times. As you will notice, Lance Armstrong is no longer present on this list.

5	Jacques Anquetil	1957, 1961, 1962, 1963, 1964
	Eddy Merckx	1969, 1970, 1971, 1972, 1974
	Bernard Hinault	1978, 1979, 1981, 1982, 1983
	Miguel Indurain	1991, 1992, 1993, 1994, 1995
4	Chris Froome	2013, 2015, 2016, 2017
3	Phillipe Thys	1913, 1914, 1920
	Louison Bobet	1953, 1954, 1955
	Greg LeMond	1986, 1989, 1990

Year 5 Reading Comprehension

Tour de France Fill in the Gap Questions

Read the sentences and choose the correct word or words to fill the gap.

The white jersey is awarded to the best-placed rider _____ years of age at the end of each stage.

The _____ is awarded to the rider with the lowest total time of all the stages that have been raced so far.

The polka-dot jersey is awarded to the best-performing racer in stages where _____ and mountains are involved.

The green jersey is awarded to the rider who has accumulated the _____ by finishing high in individual stages of the race and winning sprints.

Perhaps the most famous _____ for use of EPO was American cyclist Lance Armstrong's.

EPO makes the body produce more red blood cells so it can absorb more _____.

He won seven Tour de France titles, but had all of them _____ after he tested positive for the drug.

Some riders are apparently willing to do anything to win, and the sport has been rocked by allegations of _____ – mainly the use of performance-enhancing drugs.

He won _____ individual stages of the Tour de France, and was awarded an MBE in 2011.

Some of the stages of the Tour de France are short, and so are _____ for riders like him.

Mark Cavendish, unlike Wiggins, was a _____ sprint cyclist.

_____ won four Tour de France titles for Team Sky, in 2013, 2015, 2016 and 2017.

Over 100 years later, the tour has become one of the most _____ sporting events in the world.

The race winds its way through _____, cobbled streets, picturesque countryside and even snow-capped mountains to its climax in Paris.

Each year in July, more than _____ from 22 teams compete in an epic bicycle race across France: the Tour de France.

Year 5 Reading Comprehension

Tour de France Matching Questions

Draw a line with a ruler to match the information.

Bradley Wiggins	•
Philippa York	•
Mark Cavendish	•
Tour de France	•

King of the Mountain 1984	•
Olympic gold medal winner	•
specialist sprinter	•
world's most famous race	•

Giro d'Italia 2018	•
MBE 2011	•
July 1903	•
Tour de France 2012	•

Mark Cavendish	•
Chris Froome	•
Bradley Wiggins	•
first race	•

Chris Froome	•
Jacques Anquetil	•
Greg LeMond	•
Mark Cavendish	•

1990	•
2013	•
never won	•
1957	•

Lance Armstrong	•
green jersey	•
EPO	•
polka-dot jersey	•

best climber	•
produces more red blood cells	•
seven Tour de France titles invalidated	•
most points	•

yellow jersey	•
admitted cheating on TV	•
banned drug	•
white jersey	•

EPO	•
lowest total time	•
best rider under 26	•
Lance Armstrong	•

Year 5 Reading Comprehension

Tour de France True or False Questions

Read the sentences. Put a tick in the correct box to show which sentences are *true* and which are *false*.

The Tour de France happens every year.	True <input type="checkbox"/>	False <input type="checkbox"/>
The Tour de France happens in Germany.	True <input type="checkbox"/>	False <input type="checkbox"/>
The Tour de France was first held in 2012.	True <input type="checkbox"/>	False <input type="checkbox"/>
Bradley Wiggins won the first Tour de France.	True <input type="checkbox"/>	False <input type="checkbox"/>
The race moves through cobbled towns and snowy mountains.	True <input type="checkbox"/>	False <input type="checkbox"/>
Lance Armstrong had seven Tour de France titles invalidated.	True <input type="checkbox"/>	False <input type="checkbox"/>
Mark Cavendish is a specialist sprinter.	True <input type="checkbox"/>	False <input type="checkbox"/>
Bradley Wiggins won the Olympics and Tour de France in the same year.	True <input type="checkbox"/>	False <input type="checkbox"/>
Chris Froome has won the Tour de France four times.	True <input type="checkbox"/>	False <input type="checkbox"/>
Mark Cavendish has won the Tour de France thirty times.	True <input type="checkbox"/>	False <input type="checkbox"/>
200 cyclists from 22 teams compete in the race.	True <input type="checkbox"/>	False <input type="checkbox"/>
The Tour de France is a car race.	True <input type="checkbox"/>	False <input type="checkbox"/>
People have used performance-enhancing drugs to try and win the race.	True <input type="checkbox"/>	False <input type="checkbox"/>
EPO builds larger muscles.	True <input type="checkbox"/>	False <input type="checkbox"/>
Lance Armstrong admitted to cheating on TV.	True <input type="checkbox"/>	False <input type="checkbox"/>

Year 5 Reading Comprehension

Tour de France Multiple Choice Questions

Circle the correct answer for each of the following questions.

In which month does the Tour de France take place?

January	May	July	September
---------	-----	------	-----------

How many teams compete in the Tour de France?

12	18	22	26
----	----	----	----

In which city does the Tour de France finish?

London	Lyon	Paris	Brussels
--------	------	-------	----------

When was the Tour de France first held?

1991	1954	1918	1903
------	------	------	------

Which jersey is awarded to the best rider under the age of 26?

green	white	yellow	polka-dot
-------	-------	--------	-----------

Which jersey is awarded to the rider who performs the best on difficult hills and mountains?

green	white	yellow	polka-dot
-------	-------	--------	-----------

Who won the Tour de France in 1989?

Jacques Anquetil	Bernard Hinault	Greg LeMond	Miguel Indurain
------------------	-----------------	-------------	-----------------

Who won the Tour de France in 1992?

Jacques Anquetil	Bernard Hinault	Greg LeMond	Miguel Indurain
------------------	-----------------	-------------	-----------------

Which of the following cyclists admitted using EPO?

Bradley Wiggins	Lance Armstrong	Phillipe Thys	Eddy Merckx
-----------------	-----------------	---------------	-------------

What does EPO make the body produce more of?

red blood cells	energy	oxygen	carbohydrates
-----------------	--------	--------	---------------

Year 5 Reading Comprehension

Year 5 Reading Comprehension

Tour de France Sequencing Questions

Look at *The Tour de France*. Number the statements from 1 to 5 to show the order they occur in the text. Look at the first line of each paragraph to help you.

The race was first held in July 1903, and was won by a French man, Maurice Garin.

The Tour de France hasn't always been known for glory, sporting greatness and human resilience.

Instead of medals, cyclists in the Tour de France are awarded jerseys for their achievements in different categories as the race goes on.

Perhaps the most famous conviction for use of EPO was American cyclist Lance Armstrong's.

Each year in July, more than 200 cyclists from 22 teams compete in an epic bicycle race across France: the Tour de France.

Look at the table in *The Tour de France*. Number the statements from 1 to 5 to show the order they appear in the table.

Chris Froome

Eddy Merckx

Miguel Indurain

Louison Bobet

Phillipe Thys

Look at *The Tour de France*. Number the statements from 1 to 5 to show the order they occur in the text.

He also won an Olympic gold medal in the same year.

One of these drugs is called EPO.

At the end, this cyclist is the winner of the Tour de France.

He also won the other two 'grand tour' European cycling races: the Vuelta a España, in 2017, and the Giro d'Italia, in 2018.

However, winning once just wasn't enough for some!

Year 5 Reading Comprehension

Year 5 Reading Comprehension

Tour de France Find and Copy Questions

These questions are about *The Tour de France*.

Look at paragraph one. Find and copy a word that suggests that teams are fighting against each other to win.

Look at paragraph one. Find and copy a word that suggests that the race is very big and exciting.

Look at the 'Winning jerseys' section. Find and copy a word that suggests that riders earn points in each stage.

Look at the paragraph beginning 'Philippa York...'. Find and copy a word that suggests that the mountains are very tough to ride up.

Look at the paragraph beginning 'Chris Froome...'. Find and copy a word that suggests that Chris Froome finished in third place in the 2017 World Championships.

Look at the 'Allegations' section. Find and copy a word that suggests that cycling was negatively affected by cheating allegations.

Look at the paragraph beginning 'Perhaps the most famous...'. Find and copy a word that suggests that Lance Armstrong's titles were taken away and no longer stand.

Look at the paragraph beginning 'Winning the Tour de France...'. Find and copy a word that refers to the Tour's most successful riders.

Year 5 Reading Comprehension

Tour de France Underline or Highlight Questions

Read the paragraphs below and then follow the instructions.

Allegations

The Tour de France hasn't always been known for glory, sporting greatness and human resilience. Some riders are apparently willing to do anything to win, and the sport has been rocked by allegations of cheating – mainly the use of performance-enhancing drugs.

One of these drugs is called EPO. EPO makes the body produce more red blood cells so it can absorb more oxygen. As a result, athletes can produce more energy for longer, giving them an unfair advantage.

Perhaps the most famous conviction for use of EPO was American cyclist Lance Armstrong's. He won seven Tour de France titles, but had all of them invalidated after he tested positive for the drug. After initially denying that he had used it, he finally admitted his sporting crimes on TV in 2013.

Underline or highlight a word that means fame for being impressive.

Underline or highlight a word that means stating that something is not true.

Underline or highlight a word that means to confess to something.

Underline or highlight a word that means able to recover easily from difficulty.

Underline or highlight a word that means improving or making better.

Underline or highlight a word that means breaking the rules in order to win.

Year 5 Reading Comprehension

Tour de France Answers

12. THE TOUR DE FRANCE

FILL IN THE GAP

1. under 26
2. yellow jersey
3. difficult hills
4. most points
5. conviction
6. oxygen
7. invalidated
8. cheating
9. thirty
10. better suited
11. specialist
12. Chris Froome
13. high-profile
14. sprawling cities
15. 200 cyclists

MATCHING

Bradley Wiggins	Olympic gold medal winner
Philippa York	King of the Mountain
Mark Cavendish	specialist sprinter
Tour de France	world's most famous race
Giro d'Italia 2018	Chris Froome
MBE 2011	Mark Cavendish
July 1903	first race
Tour de France 2012	Bradley Wiggins
Chris Froome	2013
Jacques Anquetil	1957
Greg LeMond	1990
Mark Cavendish	never won
Lance Armstrong	seven Tour de France titles invalidated
green jersey	most points
EPO	produces more red blood cells
polka-dot jersey	best climber
yellow jersey	lowest total time
admitted cheating on TV	Lance Armstrong
banned drug	EPO
white jersey	best rider under 26

LABEL

1. Miguel Indurain
2. Mark Cavendish
3. Philippa York
4. Bradley Wiggins
5. Lance Armstrong
6. Jacques Anquetil
7. yellow jersey
8. polka-dot jersey
9. yellow jersey
10. green jersey
11. white jersey
12. Greg LeMond
13. Philippe Thys
14. Miguel Indurain
15. Eddy Merckx
16. Louison Bobet
17. Bernard Hinault

TRUE OR FALSE

1. True
2. False
3. False
4. False
5. True
6. True
7. True
8. True
9. True
10. False
11. True
12. False
13. True
14. False
15. True

MULTIPLE CHOICE

July

22

Paris

1903

white

polka-dot

Greg LeMond

Miguel Indurain

Lance Armstrong

red blood cells

SEQUENCING

2, 4, 3, 5, 1

3, 1, 2, 5, 4

2, 4, 1, 3, 5

FIND AND COPY

compete

epic

accumulated

steep

bronze

rocked

invalidated

prolific

UNDERLINE OR HIGHLIGHT

glory

denying

admitted

resilience

(performance-) enhancing

cheating

Victorian Inventors

Delve into the history files and discover more about three great 19th-century inventors whose creations continue to affect our lives today.

Name: Margaret E. Knight

Most Famous Invention: Paper bags

Born in Maine, USA on 14th February 1838, Margaret E. Knight was nicknamed 'the lady Edison' due to the amount of inventions she made. She was the daughter of James Knight and Hannah Teal but sadly her father passed away when she was young. This meant that Margaret received only a basic education and went to work in a cotton mill when she was still a child.



At 12, Margaret witnessed an accident at the mill. This prompted her to invent a safety device for the **mechanical loom**, which is thought to have stopped the loom if something got caught in it.

In 1867, Margaret was employed by the Columbia Paper Bag Company. In 1868, she invented a machine that folded and glued paper to form flat-bottomed paper bags. Charles Annan stole her design but Margaret took him to court and won the right to **patent** her design.

Margaret continued inventing useful objects, including a number of engines, for the rest of her life.

Did You Know...?

During the Victorian era, women were seen as less intelligent than men; many people did not believe that Margaret was capable of inventing useful things.

Name: George Washington Carver

Most Famous Invention: Peanut products

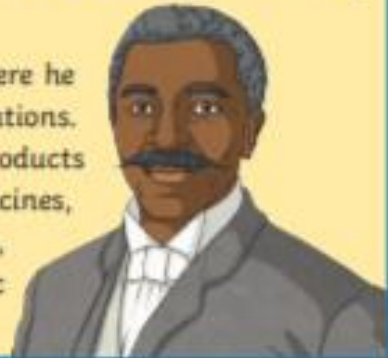
George Washington Carver was an African-American teacher, scientist and inventor. He became known as 'the peanut man' due to his inventions that used peanuts to create many useful objects and materials.

George was born into slavery sometime in the early 1860s to Mary and Giles, an enslaved

Victorian Inventors

couple owned by Moses Carver. In 1865, slavery ended but Moses and his wife, Susan, decided to continue to look after and educate George and his brother, James, in their home. George was interested in science and the arts and later became a **botanist** after attending university.

In 1896, George became a teacher at Tuskegee University where he taught for 47 years. During this time, he also worked on his inventions. There were all related to plants. He invented more than 300 products from peanuts, including: plastics, paints, dyes, cosmetics, medicines, oils, soap, ink and wood stains and 118 from sweet potatoes, including: postage-stamp glue, flour, vinegar and synthetic rubber. He even invented a plant-based petrol.



Did You Know...?

During the Victorian era, many African-Americans were sold as slaves and they were not treated as equals; they were often not allowed to receive an education.

Name: William Henry Fox Talbot

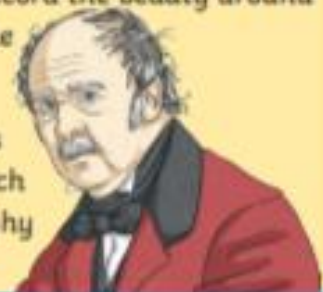
Most Famous Invention: Light-sensitive paper

William Henry Fox Talbot was born on 11th February, 1800 in Melbury, Dorset, and went on to become a **Member of Parliament (MP)**, scientist, inventor and a pioneer of photography.

William's father died when he was less than a year old and he and his mother lived in many different homes until she remarried in 1804. After receiving his early education at home with a **governess**, William went to Harrow School and then to Cambridge University in 1817.

In 1832, he married Constance Mundy and was elected as MP for Chippenham in the same year. In 1833, he visited Lake Como in Italy where he wanted to record the beauty around him but his sketching skills were limited; he dreamed up a machine which would automatically make the sketch for him.

He was interested in studying light and chemicals and used this knowledge to go on to invent his 'art of photogenic drawing', which used light-sensitive paper. He went on to further develop photography with the use of chemicals which 'fixed' the image onto the paper.



Victorian Inventors

Glossary

botanist: An expert in or a student of the scientific study of plants.

governess: A woman employed to teach children in a private household.

mechanical loom: A machine for making fabric by weaving yarn or thread.

Member of Parliament (MP): A person formally elected to the UK government.

patent: A government licence excluding others from making, using or selling an invention.

Year 5 Reading Comprehension

Victorian Inventors Questions

1. How old was Margaret when she witnessed an accident at the mill? Tick one.

11	<input type="checkbox"/>
12	<input type="checkbox"/>
13	<input type="checkbox"/>
14	<input type="checkbox"/>

2. Order the following statements from 1-5 to show the order they happened in William's life.

William married Constance Mundy and became an MP.

William invented light-sensitive paper.

William's father died.

William visited Lake Como.

William dreamed of a machine that could sketch for him.

3. Name two of the jobs William did?
4. Fill in the missing words from the sentence.

During the Victorian era, many _____ were sold as _____ and they were not treated as _____.

5. Find and copy a phrase from the text that shows that George's exact birthdate is not known.
6. Summarise William's first invention, and his reasons for making it, in 30 words or less.
7. Why do you think that Charles Annan stole Morgan's design?
8. Why do you think that George became a botanist?
9. Describe an invention that you would like to make.

Year 5 Reading Comprehension

Victorian Inventors

Answers

1. How old was Margaret when she witnessed an accident at the mill? Tick one.

☐ 11

☒ 12

☐ 13

☐ 14

2. Order the following statements from 1-5 to show the order they happened in William's life.

2	William married Constance Mundy and became an MP.
5	William invented light-sensitive paper.
1	William's father died.
3	William visited Lake Como.
4	William dreamed of a machine that could sketch for him.

3. Name two of the jobs that William did?

Accept any two of the following: Member of Parliament (MP); scientist; inventor.

4. Fill in the missing words from this sentence:

During the Victorian era, many **Africans** were sold as **slaves** and they were not treated as **equals**.

5. Find and copy a phrase from the text that shows that **George's exact birthdate is not known.**

sometime in the early 1860s

Year 5 Reading Comprehension

6. Summarise William's first invention, and his reasons for making it, in 30 words or less.

Pupils' own responses, such as: Because his sketching skills were limited, William dreamed up a machine to sketch for him. Due to his interest in light and chemicals, he went on to invent light-sensitive paper.

7. Why do you think that Charles Annan stole Margaret's design?

Pupils' own responses, such as: Charles did not think that a woman was capable of inventing something so useful and wanted to receive the credit for Margaret's invention.

8. Why do you think that George became a botanist?

Pupils' own responses, such as: As a child, George was interested in both science and the arts and by becoming a botanist, he was able to combine his two passions: studying plants and then recording his findings.

9. Describe an invention that you would like to make.

Pupils' own description of an invention.

VE Day

What is VE Day?

VE Day stands for Victory in Europe Day and is celebrated on 8th May. It was the end of six years of suffering, misery and courage during the Second World War in Europe. Although it was not the end of the Second World War, it was the end of warfare in Europe.

How did it happen?

On the morning of 7th May, 1945, following Hitler's death in the April, the German President of the Third Reich, Grand Admiral Donitz, gave orders that General Jodl should go to the American Head Quarters based in France. Jodl surrendered on behalf of the Germans, to the Western and Russian officers, and agreed to all their demands.

The Announcement

The British people began celebrating as soon as they heard the news. Although no official announcement had been made, bell ringers in the churches around the country, were on standby to ring out the good news when an official notice was given.

Joseph Stalin, the leader of the Russians, was taking his time to announce the surrender, but the British Prime Minister, Winston Churchill, did not want to give Stalin the chance to hold up what everyone already knew! Churchill made the following announcement at 19.40, 7th May.



"In accordance with arrangements between three great powers, tomorrow, Tuesday, will be treated as Victory in Europe Day and will be regarded as a holiday."



The Effects of War

In Britain, during the war in Europe, half a million homes were destroyed, thousands of ordinary people were killed and millions of lives had been torn apart.



Did you know ...?

The three great powers were Britain, France and the Soviet Union, now known as Russia.

Bring on the Celebrations!

People began decorating the streets with banners, bunting and ribbons. They organised street parties where neighbours shared food, which was still rationed, and listened to the radio news broadcasts.

King George VI and the Queen appeared eight times on the balcony of Buckingham Palace, and their two daughters, Princess Margaret and

Princess Elizabeth – who is now Her Majesty the Queen – walked amongst the crowds! Churchill told the crowds, "This is your victory!"

Churchill spoke to the nation, reminding them that although Japan still had to be defeated, and the war was not yet over, for now Great Britain "May allow ourselves a brief period of rejoicing. God Save the King!"

The End of the VE Day

At 21:00, King George VI made a final broadcast to the nation. Buckingham Palace was lit up in floodlights for the first time since the start of the war, and two searchlights formed a V, the sign of peace, above St Paul's Cathedral in London.

All the lights were turned off again the next day.



Although everyone was pleased the war in Europe had ended, for many the celebrations would have been a sad reminder of the loss of many loved ones. They would have been fighting abroad, caught by the enemy or died in air raids attacks. This meant that many did not completely feel the lasting joy of the time.

Year 5 Reading Comprehension

VE Day Questions

1. In detail, explain what the VE Day ended.
2. What did General Jodl do?
3. What does 'the bell ringers were on standby' mean?
4. Explain, in your own words, the effects of war in Europe, on Britain.
5. What did Stalin do, and how did this affect Britain?
6. What date was VE Day?
7. Name two ways people might have lost loved ones during the war win Europe?
8. Describe how people celebrated VE Day.
9. Why do you think the author has used an exclamation mark when commenting on the princesses walking around in the crowds in London?
10. Was this the end of the war? Explain your thoughts.
11. Why do you think two searchlights were lit in the shape of a V?

Year 5 Reading Comprehension

VE Day Answers

1. In detail, explain what the VE Day ended.
Answers will vary, based on: VE Day ended six years of suffering, misery and courage during the Second World War in Europe/ ended warfare in Europe.
2. What did General Jodl do?
General Jodl went to the Head Quarters based in France. He surrendered on behalf of the Germans, to the Western and Russian officers, and agreed to all their demands.
3. What does 'the bell ringers were on standby' mean?
The 'bell ringers were on standby' means the bell ringers were waiting to be told when they could all ring the church bells to let people know the good news.
4. Explain, in your own words, the effects of war in Europe, on Britain.
Answers will vary.
5. What did Stalin do, and how did this affect Britain?
Stalin took his time announcing the surrender, so this meant Churchill could not let Britain know officially that there was an end to the war in Europe.
6. What date was VE Day?
VE Day was Tuesday, 8th May 1945.
7. Name two ways people might have lost loved ones during the war in Europe.
Accept any two: fighting abroad, caught by the enemy or died in air raids attacks.
8. Describe how people celebrated VE Day.
People celebrated VE day by decorating the streets with banners, bunting and ribbons, and by having street parties, and sharing food.
9. Why do you think the author has used an exclamation mark when commenting on the princesses walking around in the crowds in London?
Answers will vary.
10. Was this the end of the war? Explain your thoughts.
No this was not the end of the war because Japan still needed to be beaten.
11. Why do you think two searchlights were lit in the shape of a V?
I think two searchlights were lit in the shape of a V as a sign of peace.

Usain Bolt

Biography

So, how do you become the greatest sprinter of all time?

Usain St. Leo Bolt once said, 'When I was young, I didn't really think about anything other than sports.' He first showed sprinting potential at a very young age and became the fastest 100m runner at his school by the age of 12. Whilst at secondary school, Usain was encouraged to concentrate on sprinting, which led him to win his first High School Championships medal. Since then he has set new world records, overcome injuries, won many medals, become a national treasure in his home country of Jamaica and he hasn't even finished yet!

Usain was born on 21st August 1986 in Jamaica. He grew up with his brother and sister, and enjoyed playing football and cricket.

He took part in his first race whilst at primary school, but sprinting wasn't his first love. Bolt has often said that if he hadn't have become a sprinter, he would have loved to have been a fast bowler, having been inspired by Waqar Younis, a former cricket player.

Whilst at high school, Usain focused on sprinting and won his first silver medal in the 2001 High School Championships. His talent caught the eye of former Jamaican Olympic sprinter Pablo McNeil, who went on to become his coach. Pablo would sometimes get frustrated with Bolt as he didn't always take his training seriously and enjoyed playing practical jokes.



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Usain Bolt

The 2001 World Youth Championships was Usain's first appearance on the world stage. He didn't win any medals, but he did set a new personal best in the 200m race. The World Junior Championships came next for Usain and it was here that he became the youngest World Junior gold medallist.



In 2004, Usain became the first junior sprinter to run 200m in under 20 seconds. With this fantastic time, he turned professional and he was also chosen to compete in the Jamaican Olympic team. Bolt went to the Olympic Games in Athens in 2004 but a leg injury ruled him out of winning any medals. He had offers to go and train in America but Usain wanted to stay true to his roots and even though the training facilities were basic, he stayed in Jamaica. For some time after that, injuries caused him problems but he always came back stronger.

As the years passed by, Bolt took his sport more seriously and began to train harder to win events. At the 2008 Beijing Olympic Games, he broke more world records and won gold in the 100m, 200m and relay. This was followed by the World Championships in Berlin, where he improved his times even further.

Bolt competed in the 100m, 200m and relay at the London 2012 Olympic Games, where he won golds in each event once again. This made him the first person to win all three events at consecutive Olympic Games. Following his performance in London, a fellow runner said, 'There's no doubt he's the greatest sprinter of all time.'

Usain is nicknamed 'Lightning Bolt' and continues to be widely regarded as being the fastest sprinter of all time. He plans to retire in 2017.

Olympic Games	Event	Medals
2008 Beijing	100m, 200m, relay	Gold
2012 London	100m, 200m, relay	Gold

Year 5 Reading Comprehension

Usain Bolt Questions

1. When and where was Usain born?
2. By what age had Bolt become the fastest 100m runner at his school?
3. Who is he inspired by?
4. Why did Pablo McNeil get frustrated with Bolt?
5. How do you think Bolt felt when he was chosen to represent his country in the Olympic Games?
6. Why do you think Usain reached a point in his life where he decided to take his sport more seriously and train harder?
7. Why is Usain nicknamed 'Lightning Bolt'?
8. Which do you think is Usain's greatest achievement to date? Why?

Year 5 Reading Comprehension

Usain Bolt Answers

1. When and where was Usain born?
Usain was born in Jamaica on 21st August 1986.
2. By what age had Bolt become the fastest 100m runner at this school?
He became the fastest 100m runner at his school by the age of 12.
3. Who is he inspired by?
He is inspired by Waqar Younis, a former cricket player.
4. Why did Pablo McNeil get frustrated with Bolt?
He got frustrated with Usain because he didn't always take his training seriously and enjoyed playing practical jokes.
5. How do you think Bolt felt when he was chosen to represent his country in the Olympic Games?
Answers will vary.
6. Why do you think Usain reached a point in his life where he decided to take his sport more seriously and train harder?
Answers could include reference to: Usain realising his own potential, upcoming important sporting events were getting closer, not wanting to become injured again and /or that he felt the need to please people who had believed in him, like his trainer and the Jamaican president.
7. Why is Usain nicknamed 'Lightning Bolt'?
It's a play on words because of his surname and also to signify his speed - as fast as lightning!
8. Which do you think is Usain's greatest achievement to date? Why?
Answers will vary.