



As recommended by [gov.uk](https://www.gov.uk)

Home Learning Pack Year 6

Guidance and Answers

Week 2

27/04/2020

Classroom
secrets★

KIDS



Take a picture while you work through this booklet and tweet us [@ClassroomSecLtd](https://twitter.com/ClassroomSecLtd) using the hashtags [#CSKids](https://twitter.com/CSKids) and [#HomeLearningHero](https://twitter.com/HomeLearningHero) to be in with a chance of winning a month's subscription to [classroomsecrets.co.uk](https://www.classroomsecrets.co.uk).

This week's pack supports the [Week 2 timetable](#) on Classroom Secrets Kids.

Monday

Maths – Add and Subtract Integers (page 2)

Question 1 - This question is an open-ended question with multiple answers that could be correct. This question focuses on the skill of adding and subtracting **integers** (numbers which are whole numbers/numbers which are not fractions). This resource is designed to encourage children to work out their answers using the **column addition** and **column subtraction method** (this is where the numbers that are needed to be added and subtracted are arranged in **place value columns**). The place value columns are represented in 'ones', 'tens', 'hundreds', 'thousands', 'ten thousands', and so on. The first column (Planets visited) allows children to choose 2 planets from their starting point (Planet X), as long as they are connected to one another (e.g. Planet X → D → B, Planet X → A → C). The second column (Distance Travelled) allows children to use column addition to add up the total distance travelled from Planet X to their 2 chosen planets. The third column allows children to use column subtraction in order to subtract their answers from the second column from the total distance given in the question (957,487 light-years). Whilst using the column methods, children will need to **exchange** numbers in order to calculate their answers correctly. To **exchange** means to 'carry' or 'borrow' a number from the next place value column (one to the left). For example, $7 + 6 = 13$. There are now 13 ones so we can **exchange** 10 of those ones for 1 ten. For subtraction, we can 'borrow' a number from the next column in order to make a number big enough to subtract from. For example, if no exchanges were made in the calculations below, the answers would look like this:

	9	5	7	4	8	7
+	4	9	9	7	1	6
<hr/>						
	13	14	16	11	9	13
<hr/>						

	9	5	7	4	8	7
-	4	9	9	7	1	6
<hr/>						
	5	?	?	?	7	1
<hr/>						

When exchanges are correctly done, they will result in the correct answers as shown below:

	9	5	7	4	8	7
+	4	9	9	7	1	6
<hr/>						
	6	1	1	1	7	2
<hr/>						
	1	1				

	9	5	7	4	8	7
<hr/>						
	8	14	16	1		
	9	5	7	4	8	7
-	4	9	9	7	1	6
<hr/>						
	4	5	7	7	7	1

3 possible answers to the question (along with correct examples of column addition and subtraction) have been provided on the next page.

This week's pack supports the [Week 2 timetable](#) on Classroom Secrets Kids.

Monday

Maths – Add and Subtract Integers (continued)

Planets visited	Distance Travelled	Distance to Planet X																																																																																				
A and C	<table border="1"> <tr><td></td><td>3</td><td>3</td><td>5</td><td>1</td><td>6</td><td>2</td></tr> <tr><td>+</td><td>2</td><td>7</td><td>6</td><td>0</td><td>1</td><td>0</td></tr> <tr><td colspan="7"><hr/></td></tr> <tr><td></td><td>6</td><td>1</td><td>1</td><td>1</td><td>7</td><td>2</td></tr> <tr><td colspan="7"><hr/></td></tr> <tr><td></td><td>1</td><td>1</td><td></td><td></td><td></td><td></td></tr> </table>		3	3	5	1	6	2	+	2	7	6	0	1	0	<hr/>								6	1	1	1	7	2	<hr/>								1	1					<table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>9</td><td>5</td><td>7</td><td>4</td><td>8</td><td>7</td></tr> <tr><td>-</td><td>6</td><td>1</td><td>1</td><td>1</td><td>7</td><td>2</td></tr> <tr><td colspan="7"><hr/></td></tr> <tr><td></td><td>3</td><td>4</td><td>6</td><td>3</td><td>1</td><td>5</td></tr> </table>									9	5	7	4	8	7	-	6	1	1	1	7	2	<hr/>								3	4	6	3	1	5							
		3	3	5	1	6	2																																																																															
	+	2	7	6	0	1	0																																																																															
	<hr/>																																																																																					
	6	1	1	1	7	2																																																																																
<hr/>																																																																																						
	1	1																																																																																				
	9	5	7	4	8	7																																																																																
-	6	1	1	1	7	2																																																																																
<hr/>																																																																																						
	3	4	6	3	1	5																																																																																
D and E	<table border="1"> <tr><td></td><td>2</td><td>0</td><td>5</td><td>7</td><td>1</td><td>3</td></tr> <tr><td>+</td><td>2</td><td>9</td><td>4</td><td>0</td><td>0</td><td>3</td></tr> <tr><td colspan="7"><hr/></td></tr> <tr><td></td><td>4</td><td>9</td><td>9</td><td>7</td><td>1</td><td>6</td></tr> <tr><td colspan="7"><hr/></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>		2	0	5	7	1	3	+	2	9	4	0	0	3	<hr/>								4	9	9	7	1	6	<hr/>														<table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>8</td><td>14</td><td>16</td><td>1</td><td></td><td></td></tr> <tr><td></td><td>9</td><td>5</td><td>7</td><td>4</td><td>8</td><td>7</td></tr> <tr><td>-</td><td>4</td><td>9</td><td>9</td><td>7</td><td>1</td><td>6</td></tr> <tr><td colspan="7"><hr/></td></tr> <tr><td></td><td>4</td><td>5</td><td>7</td><td>7</td><td>7</td><td>1</td></tr> </table>									8	14	16	1				9	5	7	4	8	7	-	4	9	9	7	1	6	<hr/>								4	5	7	7	7	1
		2	0	5	7	1	3																																																																															
	+	2	9	4	0	0	3																																																																															
	<hr/>																																																																																					
	4	9	9	7	1	6																																																																																
<hr/>																																																																																						
	8	14	16	1																																																																																		
	9	5	7	4	8	7																																																																																
-	4	9	9	7	1	6																																																																																
<hr/>																																																																																						
	4	5	7	7	7	1																																																																																
B and E	<table border="1"> <tr><td></td><td>3</td><td>0</td><td>1</td><td>0</td><td>4</td><td>3</td></tr> <tr><td>+</td><td>1</td><td>7</td><td>8</td><td>9</td><td>7</td><td>4</td></tr> <tr><td colspan="7"><hr/></td></tr> <tr><td></td><td>4</td><td>8</td><td>0</td><td>0</td><td>1</td><td>7</td></tr> <tr><td colspan="7"><hr/></td></tr> <tr><td></td><td></td><td>1</td><td>1</td><td>1</td><td></td><td></td></tr> </table>		3	0	1	0	4	3	+	1	7	8	9	7	4	<hr/>								4	8	0	0	1	7	<hr/>									1	1	1			<table border="1"> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>8</td><td>1</td><td></td><td></td><td></td><td></td></tr> <tr><td></td><td>9</td><td>5</td><td>7</td><td>4</td><td>8</td><td>7</td></tr> <tr><td>-</td><td>4</td><td>8</td><td>0</td><td>0</td><td>1</td><td>7</td></tr> <tr><td colspan="7"><hr/></td></tr> <tr><td></td><td>4</td><td>7</td><td>7</td><td>4</td><td>7</td><td>0</td></tr> </table>									8	1						9	5	7	4	8	7	-	4	8	0	0	1	7	<hr/>								4	7	7	4	7	0
		3	0	1	0	4	3																																																																															
	+	1	7	8	9	7	4																																																																															
	<hr/>																																																																																					
	4	8	0	0	1	7																																																																																
<hr/>																																																																																						
		1	1	1																																																																																		
	8	1																																																																																				
	9	5	7	4	8	7																																																																																
-	4	8	0	0	1	7																																																																																
<hr/>																																																																																						
	4	7	7	4	7	0																																																																																

English – Paragraphs in Fiction (page 3)

A **paragraph** is a section of a piece of writing, usually focusing on a single theme that is made up of more than one complete sentence. A piece of **fiction** is something that is untrue, as opposed to something that is **factual** (something that is true).

Question 1 - This question asks whether the first paragraph given is focused on a **character** (a person in a piece of writing, play or film).

The statement is **true**: the paragraph is focused on the character of Maya.

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Monday

English – Paragraphs in Fiction (continued)

Question 2 - This question asks whether the fourth paragraph has started with a change of time, location or character. The sentence to focus on is 'Suddenly, from within the confines of the force shield, the main gate exploded.'

The paragraph starts with a **change of location** – 'from within the confines of the force shield'. Even though the first word of the sentence is 'Suddenly' which is linked to time, it is in addition to the change of location, rather than solely focusing on a change in time by itself.

Question 3 - This question asks children to find and copy the **phrase** in paragraph two which shows you the focus has changed to a new location. A phrase is a small group of words that are grouped together to create part of a full sentence.

The phrase needed is '**Just outside the force shield...**'

Question 4 – An **author** is a writer of a book, article, or document. This question asks whether the additional sentence, 'Her mission was complete and she was thrilled to be heading to the rendezvous point with Kona.' should be added to the final paragraph to extend it, or if it would be better suited as a start to a new paragraph.

The additional sentence should **join the final paragraph**; it focusses on the same theme as the paragraph before it (Maya being successful in her task).

Question 5 - This question asks children to include a **sentence opener** to the start of paragraph 3 in order to show a change in time (before the sentence 'Frankie had completed almost two hundred dives...'). A **sentence opener** is when a writer uses a **verb**, (a word to describe an action), a **noun** (a person, thing or place) or a **preposition** (a type of word used to express time, place or cause, for example: after, under, over) to begin their sentence in order to add more detail.

A variety of sentence openers can be given, however, sentences must include a reference to time. For example, '**Recently**, Frankie had completed almost two hundred dives...'

Question 6 - This question asks children whether the author is correct in choosing to add an extra sentence to the end of paragraph one, rather than start a new paragraph.

The author is correct, as the focus is still on the location described in the first paragraph and the creatures that live in it.

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Monday

English – Paragraphs in Fiction (continued)

Question 7 - This question asks children to add a sentence to the end of the final paragraph, making sure the focus stays the same.

When adding a sentence to the end of the final paragraph, it must still be about his childhood dreams e.g. He often wondered if his dream would ever come true.

When writing the first sentence of the new paragraph, it must include a change of location e.g. While swimming near a reef that he was relatively unfamiliar with, Frankie noticed a cloud of sand rising from the sea floor.

Biography task - This question asks children to research and write a **biography** on any individual they would like to research and write about. A biography is an account of someone's life written by someone else. Completed biographies will differ due to the open-ended nature of this task, however, it is important that the focus is that all relevant information is separated into accurate and appropriate **paragraphs**. Extension ideas have also been provided at the end as suggestions for children who would like to extend their learning.

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Tuesday

Maths – Multiply 4-Digits by 2-Digits (page 6)

Question 1 - This question asks children to work out the 3 **calculations** given and select the calculation that provides the smallest answer. A calculation is a way to determine an amount; it may involve addition, subtraction, multiplication or division.

Belinda's calculation provides the smallest amount.

Question 2 - This question asks children to work out the number of cupcakes sold in a year by a bakery, based on the information provided in a word problem. Children will need to read and pick out the relevant information in order to create a calculation.

24,336 cupcakes were sold last year; children will need to multiply 16 by 1,521 in order to get this answer.

The question then asks children to work out the number of sprinkles needed for a year in order to decorate the muffins that the bakery sells. To work this out, 2,128 sprinkles (the number used in a month) needs to be multiplied by 12 (because there are 12 months in a year).

The number of sprinkles used in a year is **25,656 sprinkles**.

Question 3 – This question asks children use the **digit cards** provided to complete the multiplication calculation in order to create 3 different calculations. The answers created, however, will need to be between 25,000 and 35,000. **Digit cards** refers to a physical resource which can be used to create numbers. The digits 0 to 9 are written on individual cards (or paper) and can be arranged to make different numbers. They are especially useful when investigating the value of digits within a number on a place value chart.

Various answers, for example: $2,211 \times 13 = 28,743$; $2,231 \times 13 = 29,003$; $2,211 \times 14 = 30,954$.

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Tuesday

English – Parenthesis (page 7)

Parenthesis is a word, phrase or clause added to a sentence to give further information or clarification. The sentence will still make sense without the parenthesis. A parenthesis is usually marked in a sentence using a pair of commas, brackets or dashes. For example: Lucy put on her shoes (the red ones) before going outside.

Question 1 - This question asks whether each given sentence uses **punctuation** correctly for parenthesis. **Punctuation** are the marks used in writing (such as full stop, comma, and brackets, etc...) in order to separate sentences and to clarify meaning. Children will need to tick whether each sentence is true or false.

The answers are as follows: **A) true; B) false; C) true**. B is the only incorrect use of punctuation for parenthesis because if the section in brackets was to be taken out, then the sentence would no longer make sense.

Question 2 - This question asks children to select the correct sentence that has used **dashes** correctly for parenthesis. A dash is a punctuation mark used to separate a word or phrase after an **independent clause**. An independent clause is a full sentence that makes sense by itself.

B uses dashes correctly for parenthesis because it is the only sentence that would still make sense if the information in between the dashes were to be taken out.

Question 3 - This question asks children to rewrite a given sentence (that includes a mistake) correctly. They are then tasked to explain the mistake given in the sentence. The mistake made in the sentence given is the use of **brackets** (punctuation marks that can be used to show parenthesis). She has used brackets around part of the **main clause**. A **main clause** contains a subject and a verb and makes complete sense on its own. A main clause can also be a simple sentence. For example: I read books.

The correct sentence is: **The newly refurbished classrooms (decorated during the Christmas holidays) were a lovely surprise for the teachers and pupils when they arrived in school for the beginning of the new term.**

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

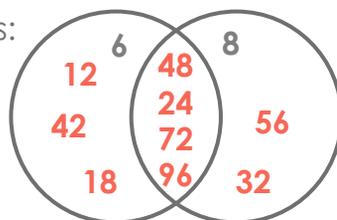
Wednesday

Maths – Common Multiples (page 8)

Question 1 – This question relies on children using their knowledge of **multiples** (a product of one number multiplied by another e.g. **multiples** of 10 would include 20, 30, 40 etc) to sort numbers into the **Venn diagram**. A **Venn diagram** is a way of sorting things. It allows us to sort a group of data into two or three circles which overlap in the middle. Each circle follows a given rule, so any numbers or objects placed in the overlapping parts follow both rules.

The children need to decide whether the given numbers are part of the 6 times table (a multiple of 6), the 8 times table (a multiple of 8) or both. If the number is a multiple of 6 and 8, then it should be placed in the middle.

The numbers should be sorted as follows:



Question 2 – This question requires the children to find **common multiples** of 9 and 12, which means that they are finding numbers that are in both the 9 and 12 times tables. The number 36 (the first **common multiple** of 9 and 12) has been given already. The children must find the next 3 numbers in the **sequence** (a sequence in this case is a series of numbers that increases in value each time). Children can use the key facts table for the 9 and 12 times tables for support. The process is repeated to find common multiples of 4 and 7.

The sequence of common multiples should continue as follows:

9 and 12 = 72, 108, 144

4 and 7 = 56, 84, 112

Question 3 – In this question, the children need to identify which pair of numbers do not have 126 or 132 as a **common multiple**.

The children might start by looking at 126. They check whether it is a **common multiple** of 4 and 11. It must be a **multiple** of both. They can use the key facts for support. The process can be repeated to check if 132 is a **common multiple** of 4 and 11. Repeat the process for the remaining pairs of numbers.

The answer is as follows: 5 and 6 cannot be matched to 126 or 132.

132 is a common multiple of 4 and 11. 126 is a common multiple of 7 and 9.

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Wednesday

English – Using Bullet Points for a List (page 9)

Question 1 – To be able to complete this question, the children need to understand that **bullet points** are used to draw attention to important information that can be identified quickly by the reader.

The children need to understand that if each sentence were to be separated out into a list, each individual object or ingredient will need a bullet point.

The correct number of bullet points needed are as follows: **A = 4, B = 5 and C = 3**

Question 2 – The children must underline the part of the sentence which is the clause that goes before the **colon** when converting sentences into a bullet pointed list. A **colon (:)** is used to introduce a list. A **clause** must contain a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb.

The following clauses should be underlined:

- A. Before she went back to school in September Lucy bought some new items
- B. Sally received a selection of thoughtful gifts for her birthday
- C. Dogs enjoy a range of activities

Question 3 – The children need to check the bullet pointed list carefully for any errors. Is the colon in the right place? Are bullet points used to list the different items? Does the clause before the colon make sense? Has it been punctuated correctly? If the list doesn't include full sentences, capital letters and full stops are not needed. For example:
I received some nice gifts for my birthday:

- fluffy slippers
- warm pyjamas

Mr Brown made the following mistake: His use of the verb 'ate' does not make sense as the items listed are not all edible. The verb needs to be changed to something like bought.

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Thursday

Maths – Order of Operations (page 10)

Question 1 – This question relies on children using their knowledge of **calculations** and **brackets**. A **calculation** is way to determine an amount. It may involve addition, subtraction, multiplication or division. **Brackets** are used to show the order in which an operation or calculation should be completed. Anything inside brackets should be completed first. Children must also understand that if no brackets are used then multiplications and divisions are completed first, followed by an addition or subtraction. If both in a pair are used, for example a multiplication and division, then they are completed in the order in which they are shown.

The calculations should be matched to the numbers as follows: **A. 120; B. 90; C. 35**

Question 2 – This question requires the children to find the missing number, remembering their knowledge of order of operations. In this case, the division will be completed before the addition.

The missing number to write in the box provided is **6**

Question 3 – In this question, the children need to identify the calculation that gives an answer of 130. To do this they will need to complete all four calculations, remembering to use the correct **order of operations** as explained in Question 1 . For example, in the first calculation, $12 \times 7 + 9 \times 2$, the multiplications must be completed first to given the addition $84 + 18$, which can then be completed.

The calculation with an answer of 130 is **C**

Question 4 – In this question, the children are required to add **brackets** into a calculation to make the answer correct. **Brackets** are used to show the order in which an operation or calculation should be completed. Anything inside brackets should be completed first.

The brackets should be added as follows:

A. $(12 + 14) \div 2 = 13$

B. $11 \times (12 - 5) = 77$

C. $9 \div 3 \times (22 - 12) = 30$

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Thursday

Maths – Order of Operations (continued)

Question 5 – For this question, the children need to create a **calculation** (see question 1) for each answer given. They are only able to use the numbers given and will be required to use **brackets** for one of the calculations. They need to use their knowledge of the **order of operations** and the relationships between the numbers.

The calculations for the answers given should be as follows:

$$12 \times (4 + 3) = 84$$

$$12 \times 4 \times 3 = 144$$

Question 6 – This question requires the children to identify whether the statement is correct. To do this they will need to complete the **calculation** (see question 1) themselves using the knowledge of the **order of operations** and compare their method and result to what Lucy thinks.

Children should identify that **Lucy is correct, because she has completed the multiplication and division first, then added the answers together.**

Question 7 – In this question, the children need to identify which **calculation** (see question 1) each child has completed. To do this, they will need to complete the calculations to be able to match the answer to the correct child.

The calculations should be matched with the following names: **A. Isabel; B. Alice**

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Thursday

English – Using Colons and Semi-Colons in a List (page 11)

Question 1 – In this question, children need to identify if a **colon** or **semi-colon** has been used incorrectly. A **colon (:)** is used to introduce a list or to separate two **clauses** where the second clause following the colon explains or gives examples illustrating the first. A **semi-colon (;)** is used to separate a list when commas are used as part of the objects in the list. A **semi-colon** can also be used to join two independent clauses which are closely linked or related. A **clause** contains a subject and a verb. For example: The child ran. 'The child' is the subject and 'ran' is the verb.

The two pieces of incorrect punctuation are **A and D**.

Question 2 – For this question, children need to rewrite the sentence with the correctly inserted **colons** (see question 1) and **semi-colons** (see question 1).

The sentences should be rewritten as follows:

- A. This year, I'm hoping to visit the following places: St Ives, Cornwall; Weymouth, Dorset; Blackpool, Lancashire; and Wells-next-to-the-sea, Norfolk.
- B. The winners of the competition are as follows: Nigella Doon, age 12; Pedro Kinsella, age 9; Lottie Munroe, age 11; and Freddie Goodman, age 10.

Question 3 – This question requires the children to look at the sentence and add in the punctuation to determine whether Tabitha is correct. Once they have added in the punctuation (**commas**, **colons**, and **semi-colons** – see question 1) they can count how many of each punctuation type they have used and see if this matches what Tabitha thinks.

Tabitha is correct. This is because the sentence should be punctuated as follows:
The team will consist of the following members: Polly Smith, head coach; Mal Williams, assistant coach; Hattie Neil, captain; and Simone Glover, vice-captain.

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Friday

Maths – Add and Subtract Integers

Click on the link to watch the learning video clip on adding and subtracting integers. As the video progresses, it will give questions to answer. Pause the video and answer the questions. Underneath the video, you will find information on the questions and their answers. <https://classroomsecrets.co.uk/free-add-and-subtract-integers-year-6-four-operations-learning-video-clip/>

English – Using Hyphens to Avoid Ambiguity (page 12)

A **hyphen (-) to avoid ambiguity** refers to when a hyphen is used to join two words to clarify meaning and avoid any confusion in a sentence. For example 'man-eating shark' has a different meaning to 'man eating shark'.

Question 1 – The children will need to select the sentence which has used hyphens correctly to avoid ambiguity.

The correct sentence is **B** because the use of 'moving-cars' does not make sense in sentence A, but clarifies that Matilda 're-dressed' herself in sentence B.

Question 2 – The children will need to place in 'X' in the correct box to identify where a hyphen will need to be placed, in order to avoid any ambiguity in the given sentence.

The **second box** should be marked 'X', because without it, the meaning of the words 'in' and 'depth' could be confused to mean something else.

Question 3 – The children will need to decide whether the use of the hyphen in the sentence shown is either correct or incorrect.

The answer is **true** because the use of the hyphen in the word 're-marked' tells us clearly that Mr Davies has already marked the tests once, and is doing so again due to the rumours of cheating.

Question 4 – The children will need to decide which words provided in the word bank are needed to correctly complete the two sentences given. 'Recoiled' is a **verb** (an action) commonly used to show fear, disgust or shock, however, 're-coiled' gives an indication that something is being put away.

The sentences should be completed as follows:

Nigel re-coiled the ropes when he had finished on the boat.

Beth recoiled in terror at the sight of the monster.

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Friday

English – Using Hyphens to Avoid Ambiguity (continued)

Question 5 – For this question, the children will need to rewrite the sentence given, by adding a **hyphen** (see previous page) in the correct place.

The sentence should be rewritten as the following: **The fast-paced game was over in a matter of minutes.**

Question 6 – This question is asking if the sentence is correct. Children need to use their knowledge of hyphens to identify if the hyphen has been used correctly.

Children should identify that **Patrick is incorrect because re-served describes serving again.**

Question 7 – This question has two steps to it. First, the children must replace the comma with a hyphen. The second step to the question requires the children to explain how the meaning of the sentence has now changed because of the change of punctuation.

The sentence should be changed to: **My favourite luggage is my deep-green duffle bag.** Alongside an explanation of how the meaning changes: **By replacing the comma with a hyphen, the word deep now describes the shade of green.**

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Additional Resources

English – Reading – Howard Carter's Diaries (page 13)

Children should read the extract and answer the questions giving as much detail as they can. Any unfamiliar vocabulary should be highlighted and children should be encouraged to discuss its meaning or check using a dictionary.

The answers to the questions are as follows:

Why did Howard Carter have to wait 19 days before being able to fully excavate the area? He had to wait for Lord Carnarvon to arrive from England. Back in that era it took much longer to travel from England to Africa.

Why did the author use the description: 'as if wrapping a gift for one's birthday,' to describe covering up the excavation? Justify your answer with evidence from the text. Personal response; must be justified. Possible answer being: this was such an exciting discovery that he wanted to save it for Lord Carnarvon and so as he covered it up, it was like wrapping up a surprise gift for Lord Carnarvon, as if it was his birthday and this was his present.

What is different about the sentence structure and grammar in the last line of the diary entry dated Sunday 5th November, compared to the rest of the text? And why do you think this is? The sentence is written in a different style because it is a message via cable to England. Messages had to be kept short and so that is why full sentences and punctuation are not really used.

Find and copy 3 examples of words or groups of words that indicate the hard work needed to excavate an area. toiling hard; sheer determination; fill my heart with weariness, knowing how much effort; after much clearance; back-breaking; stamina-testing.

What was it that Howard Carter discovered on Saturday 25th November that was unsettling? Justify your answer with evidence from the text. They found evidence that indicated that the burial had been disturbed and that it was possible that everything had been stolen, 'this was looking desperately more and more like plundering'.

What did the author mean by the line: 'My mind could not process what was happening' in the diary entry from Sunday 26th November? Howard Carter had searched for so long to find this tomb that he could not believe that it was now possible that he had found it.

Why did they use candles when they had electric torchlights? The candles were needed to 'test for the foul gases'.

This week's pack supports the Week 2 timetable on Classroom Secrets Kids.

Additional Resources

English – Reading – Howard Carter's Diaries (page 13)

What did the author mean by the description: 'as the flame flickered so did my heart' ?
Personal response; must be justified. Possible answer: The heart flickered, like the flame, because it was excited by what they had found.

How was Lord Carnarvon feeling during the excavation? Possible answer: He was feeling excited but nervous because in the entry dated Sunday November 26th Howard Carter wrote the comments: 'added to the suspense and to Lord Carnarvon's anxiety.' 'Unable to bear it no longer, Lord Carnarvon called out to see if I could see anything.'

Look at the diary entry dated Sunday November 26th, what evidence was there for Howard Carter that they had found a tomb? Howard Carter recognised that the location and features 'mirrored almost exactly the doorway to the tomb where the cache of Akhenaten was discovered.'

What does this mean : 'Without further hesitation, but with vigilant delicacy'? Many variations but it should show an awareness that the action was done immediately yet carefully.

There is a wide range of language used in this text. Find a phrase which particularly interests you and explain why you chose it. Personal response; must be justified.