

Bus Timetable Trail Chaser

Start at any shape. Calculate how long that particular journey takes. Find the answer and join them together with a line.
Continue doing this until you have connected all of the journeys and times together.

Destination	Bus A	Bus B	Bus C
Newtown	12:05		15:25
Oldtown	12:23	13:50	15:43
Oakley	12:56	14:09	
Parkside	13:04		16:02
Puddleton		14:38	16:23
Whitecross	13:48	14:42	
Creswell	14:12	15:09	17:11
Hilltop	14:36	15:36	17:34
Riverway	15:09	16:14	18:12

Oldtown to
Whitecross
(Bus A)

2,640
seconds

Newtown to
Riverway
(Bus A)

1,860
seconds

Creswell to
Hilltop
(Bus A)

2 hours
24 minutes

1,260
seconds

Oldtown to
Riverway
(Bus B)

Parkside to
Whitecross
(Bus A)

2 hours
47 minutes

Oakley to
Whitecross
(Bus B)

1 hour
25 minutes

33
minutes

Parkside to
Puddleton
(Bus C)

Puddleton
to Creswell
(Bus B)

2 hours
7 minutes

Oldtown to
Oakley
(Bus B)

184 minutes

Newtown to
Riverway
(Bus C)

1,140
seconds

Newtown to
Creswell
(Bus A)

1 hour
51 minutes

Oldtown to
Hilltop
(Bus C)

1,440
seconds

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Direct Speech

1a. Underline the spoken words in the sentence below:

Go and wash your hands, the teacher said.



VF

1b. Underline the spoken words in the sentence below:

Can you shut the door? asked Dan.



VF

2a. Tick the sentence that uses inverted commas correctly.

A. "It's my birthday," Annie said.

☐

B. "Can I come to your party? asked Eli.

☐

VF

2b. Tick the sentence that uses inverted commas correctly.

A. "Where are you going? asked Sam."

☐

B. "You can come too," said Julian.

☐

VF

3a. Circle the inverted commas that are incorrect.

"It is a lovely sunny day," Julia said."



VF

3b. Circle the inverted commas that are incorrect.

"Hurry up!" Why aren't you ready yet?" asked Dad.



VF

4a. Rewrite the sentence below using the correct punctuation.

We could play this game said Albie



VF

4b. Rewrite the sentence below using the correct punctuation.

Would you like to go swimming he asked



VF

Direct Speech

1a. Change the indirect speech in the sentence below into direct speech.

Tiana asked if she could watch television.



A

Direct Speech

1b. Change the indirect speech in the sentence below into direct speech.

Lukas said that he was going to catch the bus.



A

2a. When Tom is playing football, his ball smashes a plant pot.

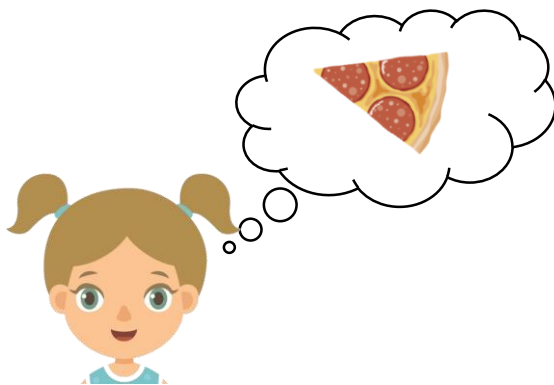


Use direct speech to write what Tom might say to his mum.



A

2b. Kirsten would like pizza for her dinner.



Use direct speech to write what Kirsten might say to the school cook.



A

3a. Suzie has punctuated the direct speech in the sentence below.

"I love apple crumble," Said Lucy.

Is she correct? Explain your answer.



R

3b. Viktor has punctuated the direct speech in the sentence below.

"Do you want to play out? asked Troy."

Is he correct? Explain your answer.



R

Direct Speech

1a. Underline the spoken words in the sentence below:

Mum asked, What would you like to drink?



VF

1b. Underline the spoken words in the sentence below:

I would like lemonade, replied the girl.



VF

2a. Tick the sentence that uses inverted commas correctly.

A. Alice screeched "We are going on holiday!"

☐

B. "Where shall we eat?" I asked.

☐

C. "Come over here! ordered Otto."

☐

VF

2b. Tick the sentence that uses inverted commas correctly.

A. "We have missed the bus, cried" Suzie.

☐

B. "Is this the correct way? enquired the child."

☐

C. Julian shouted, "Sit down!"

☐

VF

3a. Circle any inverted commas that are incorrect.

"How are you feeling today?" the doctor asked "sympathetically."



VF

3b. Circle any inverted commas that are incorrect.

"It's raining," but it's going to brighten up later," reported Faye."



VF

4a. Rewrite the sentence below using the correct punctuation.

Sally said I think we should take our bikes with us



VF

4b. Rewrite the sentence below using the correct punctuation.

The receptionist bellowed next please



VF

Direct Speech

Direct Speech

1a. Change the indirect speech in the sentence below into direct speech.

The old lady asked the shopkeeper for two scones and a loaf of bread.



A

1b. Change the indirect speech in the sentence below into direct speech.

Samuel whispered to Florence that she was his best friend.



A

2a. Carl is playing his drums very loudly in his bedroom.



Use direct speech to write what Carl's mum might say to Carl.



A

2b. Joe and Laurel are running. Joe boasts that he is the fastest runner.



Use direct speech to write what Joe might say to Laurel.



A

3a. Dennis has punctuated the direct speech in the sentence below.

Coach Carter bellowed at the basketball team, "get in line quickly!" and so they all jumped to attention.

Is he correct? Explain your answer.



R

3b. Fiona has punctuated the direct speech in the sentence below.

"Are we nearly there yet?" Emma moaned impatiently in the back seat of the car.

Is she correct? Explain your answer.



R

Direct Speech

1a. Underline the spoken words in the sentences below:

Seb asked, Shall we take the bus?

Not today, replied Ally.



VF

Direct Speech

1b. Underline the spoken words in the sentences below:

I love theme parks, declared Joe.

Me too, agreed his sister.



VF

2a. Tick the sentence that is punctuated correctly.

A. Josh asked, "can I play."

☐

B. "Harry, come in for tea please," called Dad.

☐

C. "I don't want to go to bed yet", moaned Sophia.

☐

VF

2b. Tick the sentence that is punctuated correctly.

A. "It was not offside," protested the footballer

☐

B. "The train has been delayed" he explained.

☐

C. He gasped when he entered the sea, "it's cold!"

☐

VF

3a. Circle any inverted commas that are incorrect.

"Please can I come too?" asked Demi."

"No," answered Hallie, "not today."



VF

3b. Circle any inverted commas that are incorrect.

"Sit down"! ordered the headteacher, "Now!"

"Yes sir," replied the student."



VF

4a. Rewrite the conversation below using the correct punctuation.

I am going to the market said
Adrian would you like anything
no thanks answered his brother



VF

4b. Rewrite the conversation below using the correct punctuation.

Imran shouted to his sister can you
get me a drink please I will she
answered but wait a minute.



VF

Direct Speech

1a. Change the indirect speech in the sentence below into direct speech.

Daniel told Jacob that he could be the goalkeeper first but Jacob said that he would rather not.



A

Direct Speech

1b. Change the indirect speech in the sentences below into direct speech.

Samira asked her grandma if she would like a cup of tea. Her grandma replied that she would and asked for a biscuit too.



A

2a. Mr and Mrs Hill are decorating. Mr Hill wants to paint the walls red but Mrs Hill would prefer white.



Use direct speech to write a short conversation between Mr and Mrs Hill.



A

2b. Tom, Lewis and Becky are playing hide and seek.



Use direct speech to write a short conversation between the children.



A

3a. Hamid has punctuated the direct speech in the sentences below.

Simon called out of the window
“Don’t forget to take your coat with you.”
“I already have it,” his sister called back.

Is he correct? Explain your answer.



R

3b. Louisa has punctuated the direct speech in the sentences below.

“Shall we go to the park to feed the ducks”? asked Krystle.
“Yes, but let’s take our bikes too,” replied Kat.

Is she correct? Explain your answer.



R

Using Fronted Adverbials

Using Fronted Adverbials

1a. Match the adverbials to the most suitable main clause.

A. Just then,

1. we went home.

B. Finally,

2. I will be eight years old.

C. Next year,

3. there was a knock at the door.



VF

1b. Match the adverbials to the most suitable main clause.

A. Outside,

1. the siren sounded.

B. Upstairs,

2. the children played on the swing.

C. Far away,

3. mum was running a bath.



VF

2a. Fill in the gaps with a fronted adverbial that shows where the main clause happened.

_____ ,
the creature slept.

_____ ,
the chef cooked.



VF

2b. Fill in the gaps with a fronted adverbial that shows how the main clause happened.

_____ ,
the man ran.

_____ ,
they all cheered.



VF

3a. Choose the most appropriate fronted adverbial to complete the sentence below.

...I pushed the secret door.

- A. Sadly,
- B. Tomorrow,
- C. Carefully,



VF

3b. Choose the most appropriate fronted adverbial to complete the sentence below.

...Jay packed his bag and ran.

- A. Usually,
- B. Frantically,
- C. Soon,



VF

4a. Write a main clause that could follow each of the fronted adverbials.

Silently, _____

Mysteriously, _____



VF

4b. Write a main clause that could follow each of the fronted adverbials.

Sometimes, _____

Gently, _____



VF

Using Fronted Adverbials

Using Fronted Adverbials

1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. The machine would not work once again.

B. The lion roared angrily.



A

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. I went on a nature walk yesterday.

B. Emma had lots of friends at school.



A

2a. Using the word bank below, write a sentence with a fronted adverbial.

the	later	tired
returned	bear	on

Remember to use the correct punctuation.



A

2b. Using the word bank below, write a sentence with a fronted adverbial.

we	supper	have
before	usually	bedtime

Remember to use the correct punctuation.



A

3a. Which fronted adverbial has been used correctly? Explain your answer.

A. Sadly we won the trophy.

B. Often, we won the trophy.

C. Last weekend, we won the trophy.



R

3b. Which fronted adverbial has been used correctly? Explain your answer.

A. Echoing loudly, the bell rang out.

B. Next week, the bell rang out.

C. Joyfully the bell rang out.



R

Using Fronted Adverbials

1a. Match the adverbials to the most suitable main clause.

A.

In the blink of an eye,

1.

the footballer scored his first goal.

B.

As the sun set over the mountains,

2.

we were inspired by the beautiful landscape.

C.

In the final minute of the game,

3.

the eagle shot across the sky.



VF

Using Fronted Adverbials

1b. Match the adverbials to the most suitable main clause.

A.

Deep under the murky sea,

1.

the submarine headed for its target.

B.

On the other side of the street,

2.

the man thought about the adventure ahead.

C.

Leaning out of the window,

3.

the new supermarket was being built.



VF

2a. Fill in the gaps with a fronted adverbial that shows where the main clause happened.

_____,
the courageous soldiers were ready.

_____,
the wicked witch cackled loudly.



VF

2b. Fill in the gaps with a fronted adverbial that shows how the main clause happened.

_____,
the magician cast his clever spell.

_____, the
intercity train sped through the station.



VF

3a. Choose the most appropriate fronted adverbial to complete the sentence below.

...I listened at the door.

- A. Without a sound,
- B. With my jacket zipped tightly,
- C. Like a bullet from a gun,



VF

3b. Choose the most appropriate fronted adverbial to complete the sentence below.

...we opened the golden treasure chest.

- A. Wherever we went,
- B. With our hearts beating like drums,
- C. As we dug deeper and deeper,



VF

4a. Write a main clause that could follow each of the fronted adverbials.

In the early morning mist, _____

Without looking, _____



VF

4b. Write a main clause that could follow each of the fronted adverbials.

Trembling with fear and confusion, _____

On the edge of the cliff, _____



VF

Using Fronted Adverbials

Using Fronted Adverbials

1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

They formed their secret plan as
A. carefully as possible and didn't tell a soul.

B. The children and their friends were lost deep in the dark forest.



A

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. Bob cycled to school as quickly as he possibly could but he was still late.

B. She accepted her gold medal for the 100m swim and was glowing with pride.



A

2a. Using the word bank below, write a sentence with a fronted adverbial.

awoke	deep	its	wolf
within	the	hungry	lair

Remember to use the correct punctuation.



A

2b. Using the word bank below, write a sentence with a fronted adverbial.

crept	when	they	nobody
was	all	looking	forwards

Remember to use the correct punctuation.



A

3a. Which fronted adverbial has been used correctly? Explain your answer.

A. Late yesterday evening I walked steadily along the tightrope.

B. Early tomorrow morning, I walked steadily along the tightrope.

C. With arms out wide, I walked steadily along the tightrope.



R

3b. Which fronted adverbial has been used correctly? Explain your answer.

A. Sometime next week, the children knew they were in trouble.

B. Standing in the head teacher's office, the children knew they were in trouble.

C. Somewhere near here the children knew they were in trouble.



R

Using Fronted Adverbials

1a. Match two suitable adverbials to each main clause to make sentences.

- | | | |
|----------------------------------|---------------------------------------|-------------------------------------|
| A. At the crack of dawn, | D. determined and full of hope, | 1. the scientist mixed his potions. |
| B. Although exhausted, | E. deep within his secret laboratory, | 2. the hungry monster emerged. |
| C. As the clock struck midnight, | F. from out of the shadows, | 3. the boy crept on. |



VF

Using Fronted Adverbials

1b. Match two suitable adverbials to each main clause to make sentences.

- | | | |
|--------------------------------|---------------------------------|--------------------------------|
| A. As the seconds ticked by, | D. among a blanket of stars, | 1. Tia turned the handle. |
| B. On the horizon, | E. desperate for his autograph, | 2. Rex reached his idol. |
| C. Pushing through the crowds, | F. with great trepidation, | 3. the moon shone brilliantly. |



VF

2a. Fill in the gaps with two fronted adverbials that show where and when the main clause happened.

_____,
the hideous beast roared.

_____,
he drank the poisonous mixture.



VF

2b. Fill in the gaps with two fronted adverbials that show where and how the main clause happened.

_____,
the musicians played and the choir sang.

_____, the
eagle soared through the evening sky.



VF

3a. Choose two adverbials which are most appropriate to use at the start of the sentence below.

...the young boy tiptoed forward.

- A. In the dead of night,
B. In the blink of an eye,
C. Not wanting to wake his grandma,



VF

3b. Choose the most appropriate fronted adverbial to complete the sentence below.

...the knight guarded the enormous castle.

- A. Standing nobly like a statue,
B. With tremendous courage,
C. Right at that very second,



VF

4a. Write an extended main clause that could follow each of the fronted adverbials below.

As the clock struck midnight, glancing anxiously at the door...

Unfazed by the danger ahead, valiantly and purposefully...



VF

4b. Write an extended main clause that could follow each of the fronted adverbials below.

Disobeying his mother and deciding not to wait any longer...

In the ancient city on the horizon, beyond the mysterious pyramids...



VF

Using Fronted Adverbials

Using Fronted Adverbials

1a. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. He hesitantly made his confession with the light shining in his face, all the while he was under intense pressure from the police.

B. The pirate ship sailed across the wild ocean, it swayed violently in the wind with its canons at the ready.



A

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. The brave knights fought in the castle grounds, they joustted ferociously against the enemy, the king watched from afar.

B. They frantically searched the beach beneath the cliffs, they were under the mask of darkness, all the while feeling complete desperation.



A

2a. Using the picture below, write a sentence with two fronted adverbials.



Remember to use the correct punctuation.



A

2b. Using the picture below, write a sentence with two fronted adverbials.



Remember to use the correct punctuation.



A

3a. Which fronted adverbial has been used correctly? Explain your answer.

A. Long ago, when the world was full of mythical creatures, there stood an old cottage beside a trickling stream.

B. Positioned perfectly on the horizon with the sun glinting all around there stood an old cottage beside a trickling stream.

C. In a land faraway on a distant hillside there stood an old cottage beside a trickling stream.



R

3b. Which fronted adverbial has been used correctly? Explain your answer.

A. Reaching the safety of home just before dawn the boy unlocked the door tiptoed upstairs and climbed back into bed.

B. The boy unlocked the door, tiptoed upstairs and climbed back into bed exhausted by his efforts and his heart beating like a drum.

C. Before anyone could realise, with only seconds to spare, the boy unlocked the door, tiptoed upstairs and climbed back into bed.



R

Where Does Our Food Come From?

A survey by the British Nutrition Foundation questioned children about where our food comes from.



“Cheese comes from plants, tomatoes grow underground and fish fingers are made of chicken,” according to many young children quizzed on where our food comes from.

Where does cheese come from?

Some of the children thought that cheese came from a plant. Cheese is a food commonly made from cow's milk. But, did you know it's not just cow's milk that can make cheese? Milk from buffalo, goats or sheep can be used too. Mozzarella cheese (often used on pizzas) is made from the milk of buffalos.



Where does pasta come from?

When questioned, some children thought pasta comes from animals. Pasta is made from flour mixed with water or eggs. It is kneaded into a dough (a bit like bread) and then made into sheets, twists, tubes or other shapes. It is cooked by either boiling or baking.



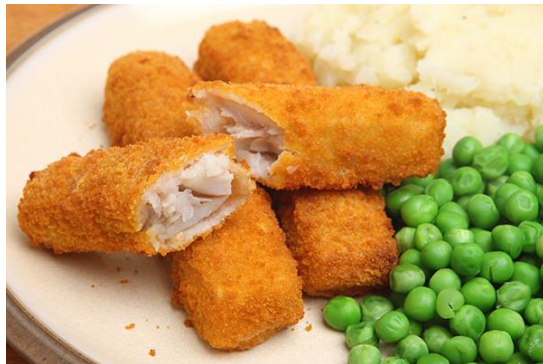
Where do tomatoes come from?

Some children thought that tomatoes grow underground – a bit like carrots. They do, in fact, grow above the ground on a plant. The tomato plant can grow to be very tall. When they first grow, they are green but as they ripen, they turn red.



Where do fish fingers come from?

The clue for the ingredients of a fish finger is in the title. No, it doesn't mean they are made from fingers! They are made from fish. Shockingly though, some children thought they were made from chicken. Fish fingers are usually made from haddock or cod, which are types of fish.



Where does milk come from?

Do you ever stop to think where your food and drink comes from? Some children have no idea that milk comes from cows, research has revealed. Lots of children live in cities and so have never seen a cow, or even heard one 'moo'. Some children said they thought milk comes straight from the fridge or supermarket, but how did it get there? The research also revealed that some city-living children believe that a cow is the size of a double decker bus, and some think they're as small as cats.



What counts as one of your five-a-day?

Some children thought that Fruit Pastilles and strawberry jam counted as part of their daily fruit and veg. There are lots of health benefits to getting five portions of fruit and vegetables every day.



Many children say they know lots about healthy eating, but do not follow it. Why do you think that is?

Roy Ballam, Managing Director of British Nutrition Foundation, believes schools and families should work together to educate children and motivate them to make healthier choices.

Next time you're in the supermarket, stop and think about where your food and drinks have come from.

The survey by the British Nutrition Foundation questioned 5,040 UK children.

Where Does Our Food Come From? – Challenge Activity

Section A

Use the information from the text to determine whether the statement is true or false.

	True	False
The survey was carried out by the British Nutrition Foundation.	☐	☐
Cheese comes from a plant	☐	☐
Pasta is made from dough, a bit like bread.	☐	☐
Tomatoes grow on a plant.	☐	☐
Fish fingers are usually made from trout or swordfish.	☐	☐
Some city-living children believe that a cow is the size of a double decker bus.	☐	☐
Many children say they don't know very much about healthy eating.	☐	☐

Where Does Our Food Come From? – Challenge Activity

Section B

Use the information from the text to answer the questions.

1. Who did the British Nutrition Foundation question about where our food comes from?

2. What is the cheese made from buffalo's milk called?

3. What did some of the children that were questioned think pasta was made from?

4. Tomatoes grow above the ground, on a plant. Name a vegetable that grows under the ground.

5. What are the two most common fish that are used in fish fingers?

6. Why haven't some children ever seen a cow?

7. Many children say they know lots about healthy eating but do not follow it. Why do you think that is?

A Refugee Camp



Visit kids.classroomsecrets.co.uk for online games to support learning.

A Refugee Camp – Follow-Up Work

Why might people be living in a camp like this?

Describe the photo in your own words.

What have the tents been made from?

State TWO facts and TWO opinions about this photo.

List 5 nouns that you can see in this photo.

How does this photo make you feel?

What do you think it is like living in this camp?

What might this photo be used for?

This photo was taken on a sunny day. Describe what you think it would be like in the camp if it had been raining.

Using only the resources they have available, how could this camp be improved?

A Refugee Camp – Vocab 1

Write the definitions for each of these words.

refugee	
camp	
immigrant	
persecution	
migration	
politics	
population	
asylum	
aid	
flee	
crisis	
shelter	

My Autobiography

An autobiography is a piece of writing that is all about you. Answer the questions below in full sentences with information about you and your life.

What is your name? When is your birthday? Where were you born?

Where do you live? Who do you live with?

What do you like to do to have fun?

What is your happiest memory? Why?

What do you want to be when you grow up? Why?

Now put all your sentences together to create your own autobiography.

My Autobiography

