Every Monday there will be two options of a reading comprehension to choose from. You only need to choose one.

Option 1 is for more reluctant readers where whole texts might feel a little intimidating.

Option 2 is for more confident, fluent readers.

These texts can be shared and discussed with your child. If they are a little unsure with the text, try reading and discussing the answers together. This is not necessarily a reading task but more of a comprehension task.
The first man to step on the Moon was called Neil Armstrong. He went with Buzz Aldrin and Mike Collins. This is how they got there.

1. The giant Saturn 5 rocket took the three men into space, just above the Earth.

2. They travelled from the Earth to the Moon in a smaller rocket called Apollo 11.

3. Neil Armstrong and Buzz Aldrin landed on the Moon using a tiny spaceship called the Lunar Bug. Mike Collins stayed in Apollo 11, travelling in space, just above the Moon.

4. Neil Armstrong was the first to climb out of the Lunar Bug. He planted an American flag.

5. Many people on the Earth watched all this happen on TV. They were amazed because no one had ever done this before.

6. After collecting some rocks and taking pictures, the men travelled back home.
Option 1 – Now answer the questions

First Man on the Moon

Section A
Circle the best word to match the writing.

The Saturn 5 rocket took

1 one two three four
men into space. They went from the

2  Planet  Sun  Earth  Star
to the Moon. They travelled in Apollo

3  10.  11.  12.  13.
They landed on the Moon in the Lunar

They collected rocks and took some

5  sweets  pictures  stones  dust
before they travelled back home.

Section B

1. Which two men landed on the Moon?
   - Neil Armstrong
   - Buzz Aldrin
   - Mike Collins
   - Lunar Bug

2. Who stayed in Apollo 11 above the Moon?

3. What did Neil Armstrong plant on the Moon?

4. How did many people watch these events?

5. How would Neil feel when he walked on the Moon?

Section C
Write or draw about the first man on the Moon.
Option 2 – read the information text

Devon Cream Tea

Recipe for Scones
Ingredients:
- 225g self raising flour
- pinch of salt
- 55g butter
- 25g caster sugar
- 150ml milk
- 1 egg – beaten

Method
Heat oven to 220C.
Mix together the flour and salt and rub in the butter.
Stir in sugar and milk to make a soft dough.
Knead lightly on a floured surface until about 2cm thick.
Cut out rounds and place on a lightly greased baking sheet.
Brush the tops with the beaten egg.
Bake for 12 to 15 minutes.
Cool on a wire rack.

A cream tea is a traditional dish often enjoyed by people on holiday in Devon, although it is sometimes available in other parts of Britain. It consists of one or two scones served with clotted cream, strawberry jam and a pot of fresh tea.

Clotted cream is a thick cream made by heating 'full-cream' cow's milk using steam and leaving in a shallow pan to cool slowly.

Many people like a cream tea served on a china plate.

Homemade strawberry jam is considered best for a Devon cream tea.

Serve freshly baked scones still warm from the oven cut into two halves. A scone is harder than a cake but softer than a biscuit.
# Devon Cream Tea

## Section A

Choose the best word or group of words to fit the passage and put a ring around your choice.

A cream tea is often enjoyed by people on holiday in

1. Dorset.  
2. Devon.  
3. Cornwall.  
4. Somerset.

It includes one or two scones served with

2. whipping cream  
3. ice cream  
4. clotted cream  
5. single cream

and strawberry jam. This is accompanied by a

3. cup  
4. mug  
5. glass  
6. pot

of fresh tea. A scone is harder than a

4. stone  
5. biscuit.  
6. cake.  
7. vegetable

but softer than a

5. stone.  
6. biscuit.  
7. cake.  
8. vegetable.

Clotted cream is made by heating ‘full cream’

6. goat’s milk  
7. sheep’s milk  
8. cow’s milk  
9. pig’s milk

using steam and leaving to cool slowly.

## Section B

1. Fill in the table below about making scones:

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight of flour:</td>
<td>g</td>
</tr>
<tr>
<td>Weight of butter:</td>
<td>g</td>
</tr>
<tr>
<td>Weight of caster sugar:</td>
<td>g</td>
</tr>
<tr>
<td>Number of eggs:</td>
<td></td>
</tr>
<tr>
<td>Temperature of oven:</td>
<td>C</td>
</tr>
<tr>
<td>Baking time:</td>
<td>minutes</td>
</tr>
</tbody>
</table>

2. Why do you think this meal is called a ‘Devon Cream Tea’?

3. Why do you think scones are served ‘freshly baked still warm from the oven’?

4. Why do you think homemade jam is considered best for a Devon Cream Tea?

5. Where else can you buy a ‘Devon’ Cream Tea?

6. Why do you think ‘many people like a cream tea served on a china plate’?

## Section C

Describe another traditional dish that you have tried or know about e.g. fish and chips.
Day 2 English
Spelling Focus
Last week we looked at the possessive apostrophe. Look at the sentences and see if you can spot any marvellous mistakes.

1. The cat drank it’s milk.
2. The bee’s flower was purple.
3. Tilly and Mia’s shoes were wet.
4. The dogs bone was lost.
5. Under the stairs, was Sallys coat.

Did you spot them? The incorrect sentences were 1, 4 and 5. Where did the apostrophe need to go? Now can you correct them?
Here are the corrections!

1. The cat drank its milk.
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4. The dog’s bone was lost.
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Did you spot them? The incorrect sentences were 1, 4 and 5. Where did the apostrophe need to go? Now can you correct them?
Activity 1:

This family are very possessive of their food! Can you write labels for all the food in their fridge using apostrophes to show possession? One has been done for you.
Activity 2:

Look at the three different-coloured bus routes. Can you answer the questions about the different children’s houses? Make sure you use apostrophes to show possession in your answers.

1. Whose house does the yellow route visit?

2. Which two houses does the blue route visit?

3. Whose house does the red route not visit?

4. Where does the green route finish?

Can you make up your own route? Write down the houses you would visit in the order you would visit them. Don’t forget to use apostrophes to show possession.
Activity 2 answers:

Look at the three different-coloured bus routes. Can you answer the questions about the different children’s houses? Make sure you use apostrophes to show possession in your answers.

1. Whose house does the yellow route visit? 
   Destiny’s house
2. Which two houses does the blue route visit?
   Mariam’s house and Molly’s house
3. Whose house does the red route not visit?
   Liam’s house
4. Where does the green route finish?
   Sam’s house

Can you make up your own route? Write down the houses you would visit in the order you would visit them. Don’t forget to use apostrophes to show possession.
Day 3 English

Text Focus
Story Mapping Time!

**Activity:** Today you are going to map Sunny’s journey around Africa when he visited all his friends and family. Try to include the key places and some adjectives to describe what each place looked like. If you want to, you can turn it into an actual map.

However, you will need to leave 2 gaps for your own ideas at the end ready for tomorrow’s lesson.

See the example on the next page.

Here is the link for Meerkat mail if you would like to listen to the story again:

https://www.youtube.com/watch?v=tA_1b6C2Z9Q
Day 4 English

Text Focus
Activity 1: Today you are going to think of two new places that Sunny can visit and add them in on your story map. It could be a place that you researched for last week when you designed Sunny’s suitcase or a place you have looked up in your Geography. Some pictures below may help you with this!

Make sure you add in some detail to give clues on where your place is and who Sunny may visit there.
On this story map example, Miss Hutt has added in the Great Pyramids of Egypt and Mount Kilimanjaro in Tanzania and who Sunny will be staying with each time: Sally and Susan the weasel and Cryil the Civet.
**Activity 2:** When you have finished your extended story map, you then need to add onto it a few adjectives to describe what your place is like. If you remember, Sunny likes to add adjectives (describing words) to give an idea on what each place is like!

Here, the swamp is slimy and disgusting and Sunny is cold and tired.

Mount Kilimajaro might be described as freezing (when you reach the top), steep and rocky.
Day 5 English

Handwriting

Recap the diagonal join to an ‘n’ and ‘m’.
an   an   an
and
am
amble
ant
can
came
camp
hand