

# **Year 3 - Comprehension**

## **Fiction, Non - Fiction and Poetry Texts in Themes**

### **e.book version**

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# YEAR 3 - Comprehension

## Themed Fiction, Non-Fiction and Poetry Texts with Questions

### Introduction

Year 3 Comprehension is a collection of fiction, non-fiction and poetry texts grouped in themes suitable for the age group. These exercises can be used to prepare children for SAT style tests or matched to themes the class may be studying at the time. The questions pages are split into three sections. Section A gives an overview of the text with missing words or phrases to find, Section B contains open-ended questions and Section C is a relevant written challenge for more able pupils or those who work quickly. All the pages have been printed 'Landscape' to make maximum use of the space on Interactive Whiteboards. Black and white images are used in the paper book; full colour images have been used in the e.book and download.

Texts written by:

Peter Bell, Heather Bell, Paul Cross and Kath Cope.

Topical Resources publishes a range of Educational Materials for use in Primary Schools and Pre-School Nurseries and Playgroups.

For the latest catalogue

**Tel 01772 863158**

**Fax 01772 866153**

Email: [sales@topical-resources.co.uk](mailto:sales@topical-resources.co.uk)

Visit our Website at:

**[www.topical-resources.co.uk](http://www.topical-resources.co.uk)**

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Illustrated by John Hutchinson, Art Works, Fairhaven,  
69 Worden Lane, Leyland, Preston

Designed by Paul Sealey, PS3 Creative, 3 Wentworth  
Drive, Thornton, Lancashire

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# The Weather Forecast

**Andy and Sarah were learning about the weather in school. As part of their project they decided to write a playscript for a TV weather forecast. This is what they wrote.**

**Andy:** Tomorrow the weather in Scotland will be very cold. There will be lots of snow and all schools are advised to close because of this.

**Sarah:** All children are advised to go out and have snowball fights. There will also be opportunities to build igloos, go sledging and skiing. However, you must wrap up warm with gloves and hats to make sure you don't get frostbite!

**Andy:** Tomorrow the weather in Northern Ireland will be very sunny with high temperatures all day long. Schools will be closed because it will be so hot!

**Sarah:** This will be an ideal day to go to the seaside where you can build sand

castles, bathe in the sea and of course enjoy an ice-cream. Please remember to wear lots of sun tan cream to protect your skin!

**Andy:** Tomorrow the weather in the north of England will be very icy. You will wake up to all the trees and gardens covered in a thick frost. Roads and pavements will be very dangerous and so all children are advised not to travel to school.

**Sarah:** This will be a wonderful day for taking photographs of the lovely frosty scenes. It will also be a good day for making slides and, if supervised by an adult, skating on ponds and canals.

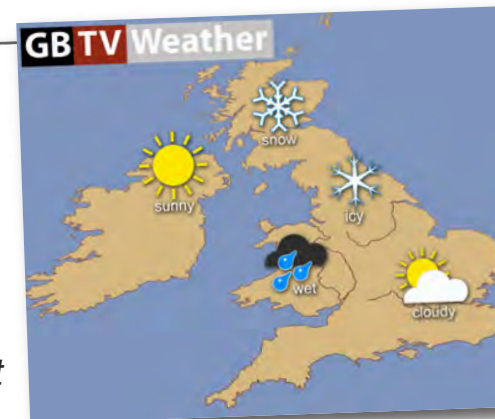
**Andy:** Tomorrow the weather in Wales will be very wet. It will rain all day and there will be risk of floods in some areas. Because of this, all schools will be closed.

**Sarah:** All children are advised to have a long lie in and get up late. This

will be a good day for doing jigsaws, playing board games, making things or going on your computer. Remember to stay indoors to keep yourself nice and dry!

**Andy:** Tomorrow the weather in the south of England will be nice and clear. It will not be too hot or too cold. It will not be wet or icy. All schools will be open as usual.

**Sarah:** All children are advised to report to school in good time and make sure they have done their homework especially if they have a spelling or tables test to look forward to!



# The Weather Forecast

## Section A

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

Andy and Sarah wrote their own script for a weather forecast. They said the weather in

1 **Scotland** **Nothorn Ireland** **Northern England** **Wales**

would be very cold. The weather in

2 **Scotland** **Nothorn Ireland** **Northern England** **Wales**

would be very hot and the weather in

3 **Scotland** **Nothorn Ireland** **Northern England** **Wales**

would be very icy. All schools in these areas would be

4 **open** **busy** **closed** **quiet**

because of the weather. In

5 **Scotland** **Southern England** **Northern England** **Wales**

the weather would be normal and all schools would be open. Children should make sure they have done their

6 **art work** **homework** **reading** **writing**

especially if they have a spelling or tables test to look forward to.

## Section B

1 Who was learning about the weather?

2 Why were the schools 'advised to close' in Scotland?

3 Why were children advised 'not to travel to school' in the north of England?

4 Why would children need to be supervised by an adult before 'skating on ponds and canals'?

5 How do you think the children in Wales would feel about being stuck inside all day because of the rain?

6 How do you think the children in the south of England would feel if they knew other schools across the country were closed?

## Section C

Write your own weather forecast for the next three days in your area with advice to children on what they can do.



# Snow Chaos in Britain

Last winter, heavy snow caused all sorts of problems in Britain.

Many airports had to be closed because the snow fell more quickly than the runways could be cleared. Planes had to be sent to other countries to land. Some passengers were trapped inside planes on runways because they were already on board when the snow fell. The ground crews could not even get the steps back to the planes.

Fresh snow falling on icy roads made them very slippery. People struggled to get to work in their cars because of the traffic moving so slowly and the many accidents. One report told of a man phoning the police to report a jack-knifed lorry on the south bound carriageway of the M6 Motorway when suddenly, another lorry jack-knifed on the north bound carriageway! The road ended up completely blocked.

Hundreds of schools up and down the country were closed because of the snow. Local radio stations were used to inform parents about school closures. Many teachers got stuck on the roads and so were not available to take classes.



One Lancashire headteacher, Roger Wilson, skied to his school when the weather became really bad!

Many families decided to take advantage of the unexpected time off. Parents and children could be seen shooting down hillsides on sleds, making giant snowmen and having huge snowball fights. However, it was reported that swimmers in Budleigh Salterton did not change their plans because of the snow. "I swim in the sea every day of the year," said Mary Waters. "A bit of snow is not going to put me off!"

# Snow Chaos in Britain

## Section A

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

Last winter snow caused problems in Britain. Many

1   **roads**            **airports**            **docks**            **stations**

were closed because runways could not be cleared fast enough. People struggled to get to work by

2   **bicycle**        **walking**            **bus**            **car**

because of the many accidents. The M6 motorway was completely blocked when

3   **two**            **three**            **four**            **five**

lorries 'jack-knifed' in the snow. Many

4   **cars**            **lorries**            **buses**            **teachers**

got stuck on roads and were not available to take classes. Parents and children could be seen shooting down hillsides on

5   **bicycles.**        **snowmen.**        **sledges.**        **snowballs.**

However, in Budleigh Salterton, some

6   **athletes**        **swimmers**        **footballers**        **cyclists**

did not change their plans because of the snow.

## Section B

1 Which lady swimmer was not put off by the snow?

2 What made the roads 'very slippery'?

3 How did parents and children know if their school was closed because of the snow?

4 How did one headteacher get to school when the snow was really bad?

5 How do you think the people inside the plane felt when they were trapped by the snow?

6 What does the phrase 'take advantage of the unexpected time off' mean?

## Section C

Write about all the things you would do if you were unable to go to school because of heavy snow!



# Weather

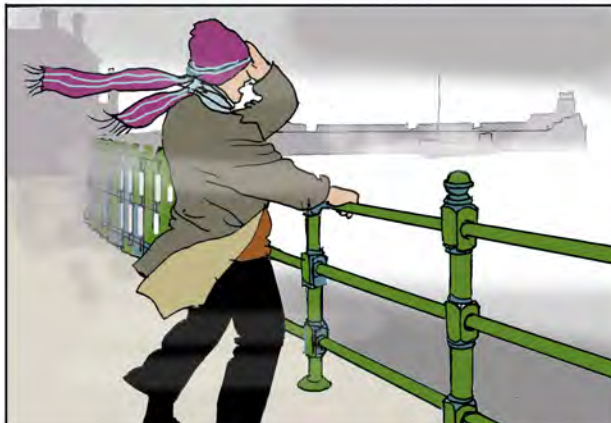
Sing a song of snowflakes,  
Falling on the ground,  
Soon to cover roofs and houses,  
Cars, trees, not a sound!

Sing a song of rainy days,  
Puddles on the street,  
Raincoats, children splashing as they walk,  
Wellingtons on their feet.

Sing a song of wild wind,  
Whistling through the trees,  
Kites are dancing in the sky,  
Wind whipping up the leaves.

Sing a song of sunshine,  
Makes our faces glow,  
Melts away the ice and snow,  
So flowers begin to grow.

Sing a song of weather,  
Seasons come and go,  
Weather changing through the months,  
Rain, wind, sun and snow.



# Weather

## Section A

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

The first verse is about

- 1 **sunshine.**      **snow.**      **wind.**      **rain.**

The second verse is about

- 2 **sunshine.**      **snow.**      **wind.**      **rain.**

The third verse is about

- 3 **sunshine.**      **snow.**      **wind.**      **rain.**

The fourth verse is about

- 4 **sunshine.**      **snow.**      **wind.**      **rain.**

The puddles can be found on the

- 5 **road.**      **street.**      **lane.**      **avenue.**

The last verse says

- 6 **seasons are the same.**      **seasons change.**  
**seasons come and go.**      **there are four seasons.**

## Section B

- 1 What falls 'making not a sound'?

---

---

- 2 What makes flowers begin to grow?

---

---

- 3 Why are the children 'splashing as they walk'?

---

---

- 4 Why does the poem describe the kites as 'dancing in the sky'?

---

---

- 5 Why do you think the wind is described as being wild?

---

---

- 6 The sunshine 'Makes our faces glow.' What does this sentence describe?

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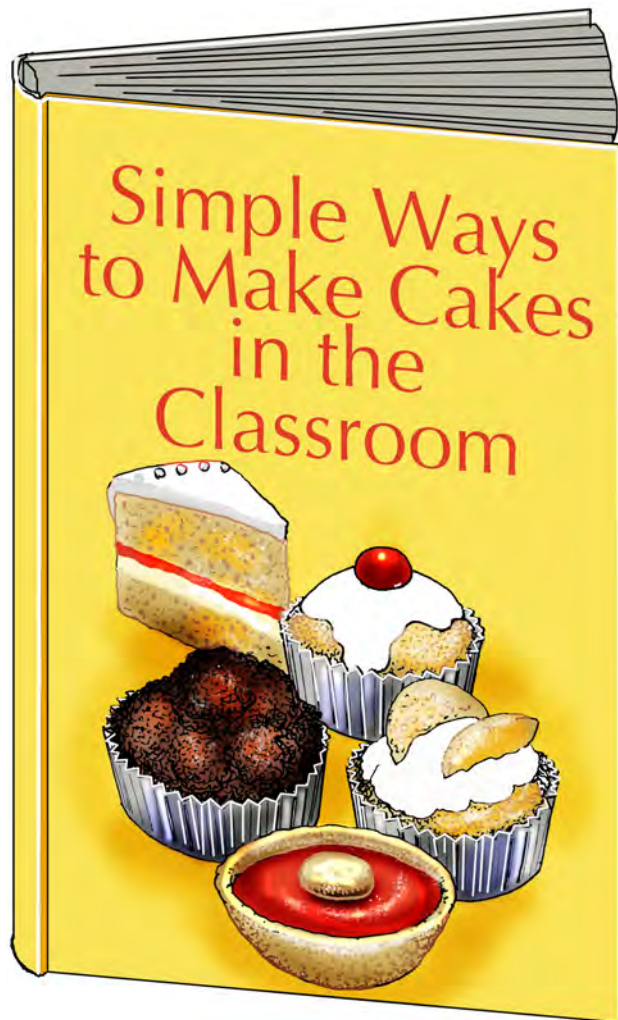
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## Section C

Write your own poem about 'The Weather'.



# Letter to an Author



Bradley Community Primary School,  
Woodfield,  
Bradley  
CA1 5XT  
9/9/10

Dear Oliver James,

We are writing to invite you to come to our classroom and give a cookery demonstration. We know you live close to our school and wondered if you could fit us in sometime, even though you are very busy.

Our class has watched your TV programme 'Easy Ways to Decorate Cakes for Christmas'. We particularly liked the way you used reds and greens to make them look very Christmassy!

Our teacher, Mr Adams, uses your book 'Simple Ways to Make Cakes in the Classroom' all the time for our DT projects. He says he is not a good cook but with the help of your book things always seem to work out.

We would like you to do a demonstration showing us how to make and decorate simple cakes we can sell at our Christmas Fayre. All the money we make goes to help the homeless people in our town have somewhere to go on Christmas Day.

We hope you will write back soon,  
Love from,  
Clare on behalf of Year 3

P.S. When I was on holiday in Devon I went to your restaurant for breakfast. I had fresh pancakes and maple syrup. It was yummy!

# Letter to an Author

## Section A

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

A Year 3 Class is writing to Oliver James, a famous chef. We are writing to invite you to come to our

1 **school**      **classroom**      **hall**      **playground**

to give a cookery demonstration. We have seen your

2 **video**      **DVD**      **film**      **TV programme**

about decorating cakes. Our teacher uses your

3 **book**      **video**      **DVD**      **CD ROM**

for our DT projects. He says he is not a good

4 **teacher**      **person**      **footballer**      **cook**

but things always work out with your help. We would like you to show us how to make

5 **presents**      **cards**      **cakes**      **biscuits**

for our Christmas Fayre. All the money made will go to help homeless people have somewhere to go on

6 **Christmas Day.**      **New Year's Day.**  
**Easter Day.**      **their birthday.**

## Section B

1 Who is this letter going to?

---

---

2 Who has written this letter?

---

---

3 Why have Year 3 chosen this person to write to?

---

---

4 What did Year 3 like about the chef's TV programme?

---

---

5 Why does Mr Adams use 'Simple Ways to Make Cakes in the Classroom'?

---

---

6 How do you think someone would feel if they had nowhere to go on Christmas Day?

---

---

## Section C

Write an imaginary letter to a lonely person inviting them to come and share Christmas Day with you and your family.

# How to Make a Cheese and Tomato Sandwich

**Ingredients Needed:**

white or brown sliced bread  
a tomato  
a block of cheese  
butter or other spread

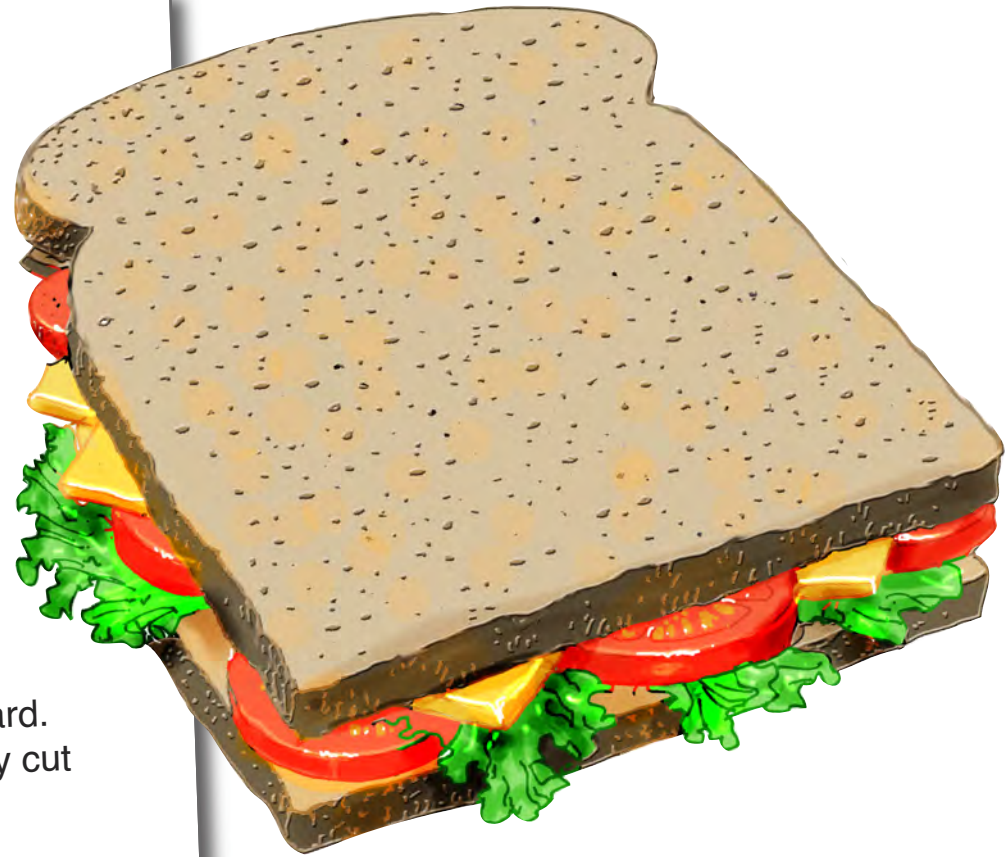
**Equipment Needed:**

butter knife for spreading  
sharp knife for cutting  
chopping board  
plate

*N.B. Always get an adult to supervise children using a sharp knife!*

**Method:**

- 1 Wash and dry your hands carefully.
- 2 Collect two slices of bread and place on a clean working area.
- 3 Open your chosen butter or other sandwich spread. Use the butter knife to collect your chosen spread and drag it evenly across one side of each slice of bread.
- 4 With one hand, hold your tomato very still on the cutting board.
- 5 With your other hand, take the sharp knife and very carefully cut the tomato into slices.
- 6 Next, arrange the slices of tomato on one piece of bread.
- 7 With one hand, hold your block of cheese very still on the cutting board.
- 8 With your other hand, take the sharp knife and cut several thin slices.
- 9 Arrange the cheese on top of the tomato.
- 10 Place the lid on the sandwich and cut into two halves.
- 11 Place on your plate. Your sandwich is now ready to eat.



## How to Make a Cheese and Tomato Sandwich

### Section A

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

These instructions tell you how to make a

- 1 **jam and cheese**                      **cheese and pickle**  
    **cheese and tomato**                      **cheese and ham**

sandwich. First you must wash your

- 2 **face.**                      **hands.**                      **feet.**                      **hair.**

Next, use a butter knife to cover your bread with

- 3 **spread.**                      **jam.**                      **cheese.**                      **tomato.**

Use a sharp knife to cut your

- 4 **apple**                      **pear**                      **tomato**                      **sprout**

into slices and arrange on the bread. Next, cut the

- 5 **cheese**                      **ham**                      **lettuce**                      **bread**

and arrange on top of the tomato. Finally, cut into

- 6 **one**                      **two**                      **three**                      **four**

halves and place on your plate.

### Section B

- 1 What equipment is needed to make this sandwich?

---



---

- 2 What are ingredients?

---



---

- 3 Why do the instructions say 'Always get an adult to supervise children using a sharp knife'?

---



---

- 4 Why do you think a sharp knife is used to cut the tomato into slices?

---



---

- 5 Why do you think the first instruction is to 'wash and dry your hands carefully'?

---



---

- 6 Why do you think the instructions say 'hold your block of cheese very still on the cutting board'?

---



---

### Section C

Write a set of instructions telling how to make your favourite sandwich.



# 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 220°C.  
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.*



*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.*

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

# 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.**      **Devon.**      **Cornwall.**      **Somerset.**

It includes one or two scones served with

- 2 **whipping cream**      **ice cream**  
**clotted cream**      **single cream**

and strawberry jam. This is accompanied by a

- 3 **cup**      **mug**      **glass**      **pot**

of fresh tea. A scone is harder than a

- 4 **stone**      **biscuit**      **cake**      **vegetable**

but softer than a

- 5 **stone.**      **biscuit.**      **cake.**      **vegetable.**

Clotted cream is made by heating 'full cream'

- 6 **goat's milk**      **sheep's milk**      **cow's milk**      **pig's milk**

using steam and leaving to cool slowly.

## Section B

- 1 Fill in the table below about making scones:

Weight of flour:	g
Weight of butter:	g
Weight of caster sugar:	g
Number of eggs:	
Temperature of oven:	C
Baking time:	minutes

- 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.

# The Monster Truck

Jake thought that he was having the best birthday ever when he opened a present containing an orange and blue Monster Truck with yellow and red flames painted across the bonnet. Just when he thought it couldn't get any better, he found an envelope tucked inside the truck box which contained tickets for 'The Mega Monster Truck' show at the City Arena that evening.

When Jake insisted on taking his new truck to the show, his brother laughed at him, "You don't need that! You're going to see the real thing."

Jake's seat was right next to where the trucks entered the arena. He ran his new truck along the top of the barrier as they waited. Suddenly, the stadium was filled with the sounds of roaring engines. Jake leaned over the metal wall, straining to where the trucks were trundling forwards.

"I can see them!" he yelled, "they're coming and they're huge, this big!" He spread his arms widely and to his horror his new truck slipped out of his fingers and down onto the roadway below. Within seconds it disappeared under the wheels of a colossal blue and silver truck.

When all the trucks had gone past, Jake looked down sadly at the roadway; his beautiful truck was flat and twisted. Dad put an arm round his shoulder, "Never mind," he said, "it was an accident. Try to enjoy the show, we'll sort it out later."

The trucks performed some amazing stunts and Jake was thrilled but as the stadium rang to the sound of applause at the interval, he remembered his poor truck. If only he'd left it at home.

He watched as one of the truck drivers bounded up the stairway and stopped at the end of their row. "Where's the little boy whose truck got squashed?" he shouted. Jake put his hand up, scared that he was going to get into trouble.

"Come round to the trucks at the end of the show," the driver shouted, "and I'll make sure that you get a free ride!"



# The Monster Truck

## Section A

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

Jake opened his birthday present. It was an orange and blue

1 **Monster Trike.**      **Monster Bike.**      **Monster Truck.**

Inside the box he found

2 **tickets**      **money**      **sweets**      **passes**

for the Monster Truck Show that evening. Jake's

3 **coat**      **bag**      **seat**      **truck**

was next to where the trucks came in. He was leaning over to see them when his truck

4 **was stolen.**      **ended up on the floor.**

**slipped from his fingers.**      **fell apart.**

Dad said,

5 **"Silly boy!"**      **"Never mind."**      **"Oh no!"**      **"Be careful."**

During the interval a driver came over and offered Jake a

6 **new truck.**      **free ride.**      **bag of sweets.**      **free ticket.**

## Section B

1 Why did Jake think he was having the best birthday ever?

2 What did Jake find 'tucked inside the truck box'?

3 Why did Jake's brother laugh at him?

4 How do you think Jake felt when 'suddenly, the stadium was filled with the sounds of roaring engines'?

5 How do you think Jake felt when he saw 'his beautiful truck was flat and twisted'?

6 What did Jake think was going to happen when one of the drivers came looking for him?

## Section C

Write a real or an imaginary account of your very own 'best birthday ever'.



# News of the Week

## Mystery of Strange Beast Continues

On 4th October 2011 the BBC reported that a team of Russian and American scientists would set off on an expedition to try to solve the mystery of the so called 'Abominable Snowman'.

It follows a rise in Yeti (another name given to this creature) sightings in the Kemerovo region, which is 3000 miles east of Moscow. Previous sightings have been in the mountains of the Himalayas.

Sightings of this unknown creature go back as far as 1832. Some say it is over three metres tall, is covered in white fur and walks upright like a human being or a great ape. Other descriptions tell of it being about two metres tall with a human face, an ape-like body and covered with long reddish brown hair.

Local legends tell of a fearsome, savage beast with a high-pitched whistling scream, which has a vile pungent odour. Some say it has feet that point backwards and supernatural powers.



It is said to prowl by night and leave huge footprints in the snow. In 1992 a climbing expedition led by the famous climber Reinhold Messner, discovered giant footprints in and around their camp when they awoke in the morning. As they were high in the mountains in an area very few people pass through, they concluded the tracks belonged to an unknown primate yet to be discovered by science.

# Mystery of Strange Beast Continues

## Section A

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

A team of scientists are trying to solve the mystery of the

- 1 **Loch Ness Monster.**      **Big Foot.**  
**Frankenstein Monster.**      **Abominable Snowman.**

This follows a rise in sightings

- 2 **1000**      **2000**      **3000**      **4000**

miles east of Moscow. Some say it is covered in

- 3 **white**      **brown**      **grey**      **red**

fur. Others say it has long reddish

- 4 **white**      **brown**      **grey**      **red**

hair. Some say it has feet that point

- 5 **forwards.**      **backwards.**      **to the left.**      **to the right.**

A famous climber discovered giant

- 6 **paw prints**      **footprints**      **tracks**      **steps**

in and around his camp when he awoke in the morning.

## Section B

- 1 Complete the table below:

The year BBC report scientists look for Abominable Snowman:	
The year sightings of creature go back to:	
The year a climber discovered footprints in his camp:	

- 2 Which mystery were the scientists trying to solve?

- 3 Where had people claimed they had seen the 'Yeti'?

- 4 Why do you think people could not agree what this creature looked like?

- 5 What do you understand by the phrase 'vile pungent odour'?

- 6 How do you think Reinhold Messner felt when he discovered 'giant footprints' outside his tent?

## Section C

Write a report about an 'imaginary monster' being seen in your area.

# The Loch Ness Monster

Many people believe a large monster lives at the bottom of Loch Ness in Scotland.

## What is Loch Ness?

Loch Ness is the largest freshwater lake in Britain. It is twenty-four miles long and at one point one and a half miles wide. It has an average depth of one hundred and fifty metres but in places it is as deep as three hundred and twenty metres. It is cold and murky and has dangerous currents. A large creature could easily hide in this lake.

## What does the monster look like?

Descriptions of the Loch Ness Monster vary but many say it has a small head, a long thin neck, a hump like body with a long swishing tail. Some people describe it as having flippers instead of feet. In many ways it sounds similar to a plesiosaurus, a reptile that lived at the same time as the dinosaurs!

## Hoaxes

The most famous picture of the Loch Ness monster was the 'surgeon's photo' taken in 1934. However, Christian Spurling admitted the hoax shortly before he died in 1993 at the age of 90. He said it was a model monster, which he helped to build. Dr Wilson, the surgeon, took the photograph.

Footprints of a large animal in the mud along the shore were found to be made by a dried hippo foot that was probably part of an umbrella stand.



## Sightings

- In 565AD Saint Columba is reported to have saved a swimmer from a hungry monster.
- In 1933, after a new road was built along the edge of the Loch, a number of sightings were reported. The first photograph was taken in 1933 by Hugh Gray but it was not very clear.
- In 1934 Arthur Grant claims to have nearly run over a strange beast as he was riding his motorcycle along the new road.
- In 1960 Tim Dinsdale captured the first moving picture but some thought it was a boat.

# The Loch Ness Monster

## Section A

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

Many people believe a large monster lives at the bottom of Loch Ness in Scotland. Loch Ness is the largest

1 **sea**                      **pond**                      **river**                      **lake**

in Britain. Saint Columba saved a swimmer in

2 **655AD**                      **565AD**                      **566AD**                      **556AD**

from a monster. In 1937 a new

3 **bridge**                      **hotel**                      **pier**                      **road**

was built by the Loch and a number of new sightings were reported. Many say the monster has a

4 **small**                      **large**                      **wide**                      **narrow**

head, a long neck, a hump like body and a long

5 **splashing**                      **staring**                      **swishing**                      **strapping**

tail. The most famous picture taken was the

6 **doctor's**                      **nurse's**                      **surgeon's**                      **dentist's**

photo in 1934, which was later admitted to be a hoax.

## Section B

1 Fill in the table below: **Loch Ness Facts**

Length	miles
Width at widest point	miles
Deepest point	metres

2 'A large creature could easily hide in this lake'. Why is this statement true?

3 Why do you think there were 'a number of sightings reported' after a new road was built by the Loch?

4 What is a hoax?

5 Why do you think the most famous picture of the Loch Ness Monster was called the 'surgeon's picture'?

6 Why do you think someone would want to make footprints by the lake using a 'dried hippo foot'?

## Section C

Write a description of an imaginary monster which could live in a large lake or the sea.



# Boudicca

It was almost night-fall. The three men had travelled a long way and were glad to sit down next to the fire and have some food. They stopped talking and stood up when the flap of the tent opened and a tall woman with long tawny hair emerged. The fire-light flickered across her face and lit up the ornate gold necklace she wore, they could see she was very angry. She jammed the spear she was carrying into the soft, brown earth and said harshly, "So, the rumours are true! The Romans are on the march, destroying our towns, stealing our animals and burning our crops!"

The man nearest to her nodded, "I have sent messages to rally the warriors. In three days time, the whole of the Iceni tribe will gather here to await your instructions, Queen Boudicca."

The queen brushed her hair away from her face with a sweep of her hand, "You have done well, Gorvan. At dawn tomorrow we will draw up battle plans and assess our weapons. Now get some sleep."

She picked up the spear and turned to leave.

"Your Majesty!" said a man whose face was hidden in the shadows, "The battle will be fierce, you should take your daughters and flee to the mountains. You will be safe there."

Queen Boudicca spun around and hurled the spear towards him, it shivered through the air and landed at his feet.

"How dare you!" she shrieked, "I am the Queen of the Icenis, I will not run away! I will lead my men into battle and I will win."

The man spoke again, "But what about your daughters? Why put them in danger? Let me lead them to safety."

"You think only of saving your own skin! The girls will be at my side." she snapped and turning sharply she marched back to her tent. As she flung aside the leather flap, two girls jumped out of her way. It was clear that they had been listening and the look of terror on their faces was something Gorvan would never forget.



# Boudicca

## Section A

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

It was almost nightfall. The

1   **two**                      **three**                      **four**                      **five**

men were glad to sit down. The tent opened and a tall

2   **man**                      **boy**                      **woman**                      **girl**

came out. "So it's true that the

3   **Vikings**              **Saxons**                      **Romans**                      **Tudors**

are on the march?" the ruler said. The man

4   **spoke**                      **nodded**                      **winked**                      **saluted**

in reply. "You should take your daughters and

5   **flee to the mountains,"**                      **run away,"**  
**fight the battle,"**                      **escape by ship,"**

said another man. Queen Boudicca spun round and

6   **hurled**                      **collected**                      **dropped**                      **broke**

her spear. "I will lead my men into battle," she shouted.

## Section B

1 What is the name of the queen in this story?

---

---

2 What was the queen's necklace made from?

---

---

3 Why were the three men 'glad to sit down next to the fire and have some food'?

---

---

4 Why did one man suggest the queen should 'flee to the mountains'?

---

---

5 Why did the queen throw a spear towards one of her own men?

---

---

6 Why do you think the queen's daughters had 'terror on their faces'?

---

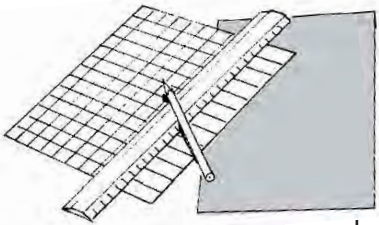
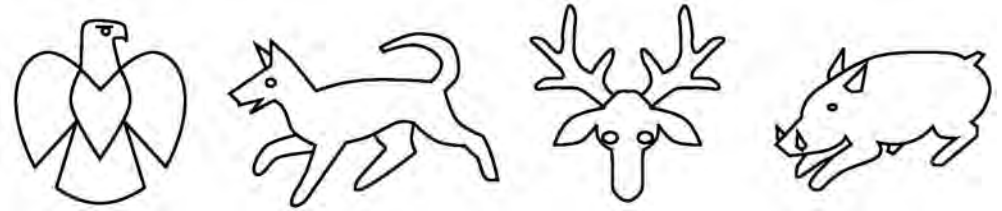
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## Section C

Imagine you are one of the queen's daughters. Write a diary entry telling what you have overheard during the course of the evening and how you feel about it.

# How to Make Your Own Roman Mosaic

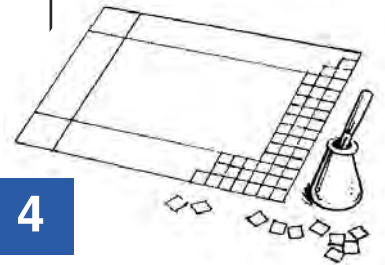
The floors of many Roman buildings were decorated with mosaics. They showed pictures of history and scenes from everyday life. These instructions tell how you can make your own simple 'Roman Mosaic'.



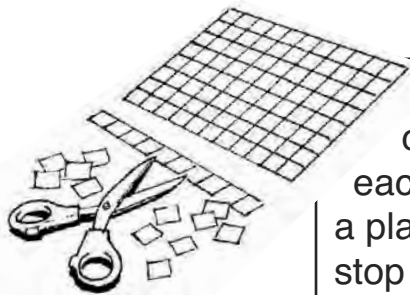
Decide how many different colours you want to use in your mosaic design. Using a ruler and pencil, divide different coloured papers into squares 2cm long by 2cm wide.

1

Next make a very simple large line drawing of an animal of your choice. You can copy one of the designs at the top of the page or make up one of your own.



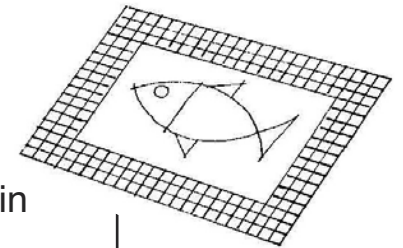
4



Next, take a pair of scissors and carefully cut out the squares. Place each collection of coloured squares in a plastic tub or old yoghurt pot. This will stop the different colours getting mixed up.

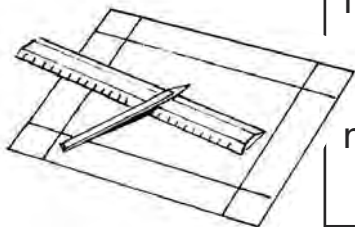
2

Use some of your coloured squares to design a repeating pattern to go in the border. When you are happy with your design, glue the paper squares in place.



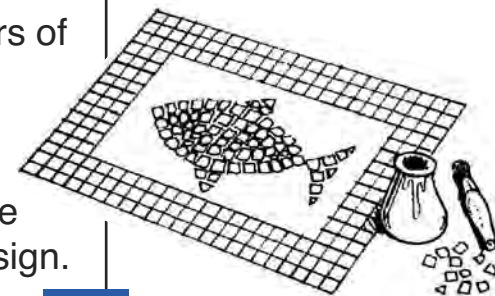
5

On a piece of A4 white paper, draw a frame 6cm wide around the edge. This will provide plenty of room for you to make a border pattern around your mosaic design.



3

Finally, choose one or two colours of squares for your picture. Lay the squares out inside your drawn shape. You may need to trim some squares to fit. Glue in place when you are happy with the design.



6



# How to Make Your Own Roman Mosaic

## Section A

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

Divide different coloured papers into squares

- 1    **1cm by 1cm.**                      **2cm by 2cm.**  
      **3cm by 3cm.**                      **4cm by 4cm.**

Cut out the squares and place them in

- 2    **plastic tubs.**            **boxes.**            **the bin.**            **envelopes.**

Next, draw a

- 3    **line**                      **picture**                      **frame**                      **fish**

six centimetres wide. Then make a very simple

- 4    **model**                      **painting**                      **sketch**                      **drawing**

of an animal of your choice. Use the coloured squares to design a

- 5    **repeating**                      **long**                      **colourful**                      **extended**

pattern to go in the border. Finally, lay coloured squares inside your animal shape and

- 6    **fasten**                      **paste**                      **glue**                      **stick**

in place when you are happy with the design.

## Section B

- 1    What is a 'Roman Mosaic'?

- 2    What is a 'repeating pattern'?

- 3    What sort of pictures could be found in Roman Mosaics?

- 4    Why do the instructions suggest placing 'each collection of coloured squares in a plastic tub'?

- 5    Why do you think some Romans decorated their houses with mosaics?

- 6    Why do you think the instructions ask you to make 'a very simple large line drawing' of an animal before adding coloured squares?

## Section C

Make up your own repeating pattern in squares using only four colours of your choice. Write down a set of instructions for a friend telling how to make the same pattern.



Roman soldiers were equipped to fight and to travel long journeys on foot.

### Clothes

A Roman soldier wore a short-sleeved tunic made of wool or cotton. They wore leather pants down to their knees to protect them from sword blows. On top of their pants they wore a short kilt like skirt. This kept them warm but was easy to move in.

### Helmet

The helmet protected the head, face and neck in battle. Officers wore crests on their helmets so men could follow them into battle.

### Sword

The short 'stabbing sword' was a terrible weapon. It could easily be used in the crush of battle.

### Axe and Spade

An axe was carried to chop firewood for the campfire. A spade was carried to dig trenches to protect the campsite.



# A Roman Soldier's Kit

### Footwear

Roman sandals were made of several thicknesses of leather, studded with hobnails for marching over rough ground.

### Spear

Spears had sharp points to pierce shields and armour. They could be thrown through the air to break an enemy's charge.

### Armour

The body armour was made from overlapping iron strips held together by leather straps. This enabled the soldier to be well protected and still move easily.

### Shield

Shields were made of wood and leather. They were of a curved design so that attacking stones or arrows would be deflected to one side.

# A Roman Soldier's Kit

## Section A

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

Roman soldiers wore pants down to their knees made from

1 **wool.**      **cotton.**      **leather.**      **steel.**

The helmet protected the head, face and

2 **shoulder**      **hair**      **back**      **neck**

in battle. The body armour was held together by leather

3 **strips.**      **straps.**      **cords.**      **string.**

Spears had sharp points to pierce

4 **shops**      **shoes**      **shields**      **shoulders**

and armour. The

5 **tiny**      **short**      **long**      **enormous**

sword was used in battle. An axe and spade were carried to help set up a

6 **tent**      **campsite**      **fence**      **tower**

each evening.

## Section B

1 Who used the kit described in this text?

---



---

2 What weapons did the soldiers carry?

---



---

3 Why do you think the soldiers needed a fire in their campsite?

---



---

4 Why do you think Roman soldiers had to 'travel long journeys on foot'?

---



---

5 How did the curved shield help to protect the Roman soldier?

---



---

6 Why do you think the author describes the sword as a 'terrible weapon'?

---



---

## Section C

Write a short description of a Roman soldier wearing his kit.

# Letter to Father Christmas



5 Brookfield Street,  
Anytown  
AT4 5MR  
1/12/11

Dear Father Christmas,  
I do hope you are keeping well. Thank you for the lovely presents you left under our Christmas tree last year. My favourite was the painting set, as art is my absolute best lesson at school.

I know this is a very busy time for you so I will try not to take up too much space with this letter. My Mum says I have been very good this year and so I can ask for something very special. All my friends like computer games better than anything but I would rather have a Hornby train set.

On holiday in Devon this summer my Dad took me to see a model railway exhibition. There were lots of trains running past miniature buildings. There were even tiny people standing on the station platform. My Dad said he would help me build a railway on a big board if I got a train set for Christmas. We could even build hills and trees to make it look realistic.

I could also do with a new football kit. In case you had forgotten, Manchester United is my favourite team. A new football would be useful as well. I love reading so any adventure book particularly Harry Potter would be great. I love sweets and any extra bits of Lego would also be great.

Finally, if you had a spare game for my computer that also would be very welcome.

Love from Daniel.

P.S. I will leave out a carrot for Rudolf and a mince pie for you!

# Letter to Father Christmas

## Section A

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

Daniel wrote the following in his letter to Father Christmas. Thank you for the presents last year. My favourite was the

1   **modelling**      **racing**      **making**      **painting**

set. My Mum says I have been very

2   **good**      **bad**      **miserable**      **difficult**

this year. On holiday in

3   **England**      **Spain**      **France**      **Devon**

I visited a model railway exhibition with my

4   **Dad.**      **Mum.**      **Uncle.**      **Aunt.**

I could do with a new

5   **cricket**      **rugby**      **netball**      **football**

kit. My favourite team is

6   **Hartlepool**      **Manchester**      **Newcastle**      **Sheffield**

United. Some extra bits of Lego would also be great.

Love Daniel.

## Section B

1 Why was the painting set Daniel's favourite present?

2 Why could Daniel ask Father Christmas for 'something very special' this year?

3 Why did Daniel ask Father Christmas for a Hornby Train Set?

4 How did Daniel 'know this is a very busy time' for Father Christmas?

5 What suggests Daniel is a football fan?

6 How much do you think Daniel likes computer games?

7 Why did Daniel offer to leave out a carrot and a mince pie?

## Section C

Write your own letter to Father Christmas.



# Last Christmas

On Christmas Day I woke really early. It was very frosty and only my Dad was already up. We decided to take the dog for a long walk to contain my excitement and allow everyone else time to come down. When we got back Mum, Gran, Grandad and my brother Tom were all waiting expectantly for us to arrive. Gran made cups of tea and we set about opening our presents.

Just before dinner Matt and his Granny came round. They were closely followed by the mysterious Uncle Jack. He is mysterious because sometimes he visits very regularly and sometimes we don't see him for ages. I wonder why?

As usual, Mum had made a spectacular Christmas dinner. Before tucking in to home-made soup, we all pulled Christmas crackers and put on dreadful paper hats. The main course consisted of turkey with two different types of stuffing! This was served with lots of vegetables including sprouts! Dad had to have his own gravy boat because he uses so much on his dinner. After that we had Christmas pudding with custard but Gran said we could have cheesecake instead if we didn't like that.

After dinner Dad cleared away all the pots and we settled down to play games. First we did a giant jigsaw and then we played Monopoly. I won as usual. Later we played charades but after a while Grandad fell asleep in his chair. I think it was his way of saying, "I don't want to play this silly game!"

We all had a lovely time.



# Last Christmas

## Section A

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

On Christmas Day I woke really early. Dad and I took the

1 **cat**                      **dog**                      **goldfish**                      **reindeer**

for a long walk to allow everyone time to come down. When we got back

2 **Mum**                      **Dad**                      **Gran**                      **Grandad**

made cups of tea before we opened our presents. Just before dinner Matt and his

3 **Mum**                      **Dad**                      **Granny**                      **Uncle Jack**

came round. As usual, Mum made a

4 **tasty**                      **horrible**                      **spectacular**                      **delicious**

Christmas dinner. Dad had to have his own

5 **turkey**                      **gravy boat**                      **stuffing balls**                      **dish of sprouts**

because he uses so much on his dinner. Afterwards,

6 **Matt**                      **Uncle Jack**                      **Grandad**                      **Dad**

fell asleep in his chair. We all had a lovely time.

## Section B

1 Why do you think the writer 'woke really early' on Christmas Day?

2 What does the phrase 'waiting expectantly' mean?

3 Why is Uncle Jack mysterious?

4 Why do you think the author described the paper hats as 'dreadful'?

5 What makes you think not everyone liked Christmas pudding?

6 Why do you think the author won the game of Monopoly?

7 Why do you think 'Grandad fell asleep in his chair'?

## Section C

Write a report about your favourite Christmas Day.

# Christmas is...

## Christmas is...

Carefully wrapped presents,  
The comforting smell of Christmas trees,  
Coloured lights flickering on and off,  
A silver angel perched up high,  
A taste of warm mince pies,  
And the delicious smell of turkey,  
Cooking in the oven.  
The snap of crackers,  
The laughter of children,  
Brightly lighting up the room.  
The star glistening above the stable,  
A baby wrapped up warmly,  
Mary and Joseph smiling proudly,  
Shepherds and wise men, excited, bringing gifts,  
The baby long awaited, is born.

That is Christmas!



# Christmas is...

## Section A

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

The poem is about

- 1 Birthdays. Christmas. Easter. Bonfire Night.

The presents were wrapped

- 2 quickly. slowly. carefully. colourfully.

A silver angel was

- 3 at the very top. hidden amongst the branches.  
perched up high. lit up by the lights.

The mince pies were

- 4 cold. warm. hot. tasty.

The star was glistening

- 5 in the sky on the horizon  
above the stable. over there.

The baby long awaited, is

- 6 born. walking. talking. playing.

## Section B

- 1 What is a 'comforting smell'?

---

- 2 What is a 'glistening' star?

---

- 3 What does 'the snap of crackers' describe?

---

- 4 Why do you think Mary and Joseph were 'smiling proudly'?

---

- 5 Why were the 'wise men excited'?

---

- 6 Where do you think the angel would be perched?

---

- 7 How can 'the laughter of children' brightly light up a room?

---

## Section C

Write your own poem about 'Christmas'.



# In Search of Treasure

The pirates talked late into the night of their plans to dig for the treasure as soon as the sun came up. Jack lay in his hammock listening, wondering if they would ever sleep. When at last the room was full of their snoring, he crept across the room trying not to step on the floor board that creaked and opened the door slowly. He tip-toed across the deck being careful to stay in the shadows until he reached the rope ladder that trailed over the hull of the ship down to where a small, tethered rowing boat was bobbing up and down in the shallows. He slid down the ladder, loosened the rope and seized the oars.

Half an hour later, he hauled the boat onto the shore of Black Rock Island, grabbed the lantern and ran along the beach until he reached the rickety wooden bridge that led towards the forest.

A winding, narrow path led him up the steep hillside between tangled tree roots and wispy creepers that stuck to his clothes. At last, as the pale streaks of dawn crept across the horizon, he reached the top of the hill and stood in a small clearing. Only then did he rest, he sat down on a rock and reaching down into his pocket, he pulled out a crumpled piece of parchment.

The sun was rising quickly now and looking out to sea, he could see the pirate ship straining at her anchor.



Jack laughed aloud as he thought of them waking to discover that both he and the treasure map had gone. There was no time to lose, he unfolded the map and spread it out. The route to the treasure was clearly marked out, he measured his footsteps carefully counting as he went, turning first one way and then another until at last he stood on a patch of ground where the grass was sparse. Surely this was the spot. He was stuffing the map back into his pocket as he heard the sound of men shouting and saw them launching another rowing boat. He was laughing at the thought of them climbing the hill only to find that the treasure was gone when he realised his one mistake. He looked round wildly then flung himself down on the sparse grass and began digging frantically with his hands.

# In Search of Treasure

## Section A

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

The pirates planned to dig for treasure as soon as the

1   **Sun**                      **Moon**                      **Earth**                      **sea**

came up. When they were asleep Jack

2   **tramped**      **dashed**                      **crept**                      **tip-toed**

across the room. He slid down the ladder into the

3   **boat.**                      **water.**                      **deck.**                      **sand.**

He rowed to the island and ran until he reached the rickety wooden

4   **gate**                      **fence**                      **bridge**                      **house**

that led to the forest. He sat down to rest and pulled a crumpled piece of parchment out of his

5   **pocket.**      **jacket.**                      **sock.**                      **hat.**

He unfolded the

6   **map**      **handkerchief**                      **sail**                      **jacket**

and spread it out. He flung himself down and began digging frantically with his hands.

## Section B

1 Why did 'Jack lay in his hammock listening'?

2 How did Jack know the other pirates were asleep?

3 Why did Jack 'stay in the shadows' until he reached the rope ladder?

4 Why was the rowing boat 'bobbing up and down'?

5 What are 'the pale streaks of dawn'?

6 How do you think the other pirates reacted when they discovered Jack had taken the treasure map?

7 Jack 'realised his one mistake'. What mistake did he make?

## Section C

Make up your own story about what happens next to Jack and the other pirates.

# The Treasure Hunt

Four children are at an outdoor centre for the day. They have been given a map and told to find the hidden treasure. The first clue tells them to start at the main entrance and go south east to the woods.

**Aran:** How do I know which way is south east?

**Kasem:** Use the compass to find north. Then we can work out where south east is.

**Tama:** Hold the compass level!

**Saburo:** It must be that way. Quick, let's run.

The four children run across the field to the edge of the wood.

**Aran:** Where now?

**Kasem:** Look, hanging from that tree branch, there's a letter written on a piece of card.

**Tama:** What does it say?

**Saburo:** It's the letter 'D'. We'd better remember that.

**Aran:** Where now?

**Kasem:** Look, on the back of the letter card is the next instruction. "Go south west to find the pond."

**Tama:** Quick, let's run again.

The four children run across the field towards the pond.

**Saburo:** Slow down, I can't keep up.

**Aran:** Here's the next one, fastened to the gate. It's the letter 'O'.

**Kasem:** Where now?

**Tama:** On the back it says "Go north to the swings".

**Saburo:** Quick, let me have the compass. North is that way!

The four children run in the direction indicated by the compass needle.

**Saburo:** Slow down, I can't keep up.

**Aran:** Here's the next one, tied to the swing. It's the letter 'G'.

**Kasem:** First 'D', then 'O' and now 'G'.

**Tama:** I wonder what it means?

**Kasem:** Where now?



**Saburo:** It says on the back of the letter card to "Go north west towards the 'old well.'"

**Kasem:** Quick, give me the compass. If north is that way and west is that way...

**Tama:** Northwest must be over there.

**Aran:** Quick, let's run again!

The four children run in the direction of the old well.

**Saburo:** Slow down, I can't keep up.

**Kasem:** There's the old well.

**Tama:** And there is the next letter, 'it's an 'L'!

**Aran:** Where next?

**Kasem:** It says, "Look for the treasure in what you already have."

**Tama:** But we haven't got anything!

**Saburo:** Only those four letters.

**Aran:** What were they again?

**Kasem:** They were 'D', 'O', 'G' and 'L'.

# The Treasure Hunt

## Section A

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

Four children were at an outdoor centre for the day. Kasem said they must use the compass to find

1    **north**                    **south**                    **east**                    **west**

then they could work out where

2    **north east**            **south east**            **north west**            **south west**

is. Hanging from the tree they found the letter

3    **D**                    **O**                    **G**                    **L**

on a piece of card. The next instruction said find the

4    **wood.**            **pond.**            **swings.**            **old well.**

The second letter found was

5    **D.**                    **O.**                    **G.**                    **L.**

Tied to the swing they found the letter

6    **D.**                    **O.**                    **G.**                    **L.**

When they had collected all of the letters they had 'D', 'O', 'G' and 'L'.

## Section B

1    What tools did the children have to help find the treasure?

2    In which four places did the children find the letter cards?

3    How can you use a compass to find south?

4    How did the children know where to go next after they had collected each letter?

5    How did the children know they had come to the end of the treasure hunt?

6    Saburo couldn't keep up with the other children. How do you think he felt when this happened?

7    What treasure did the children find?

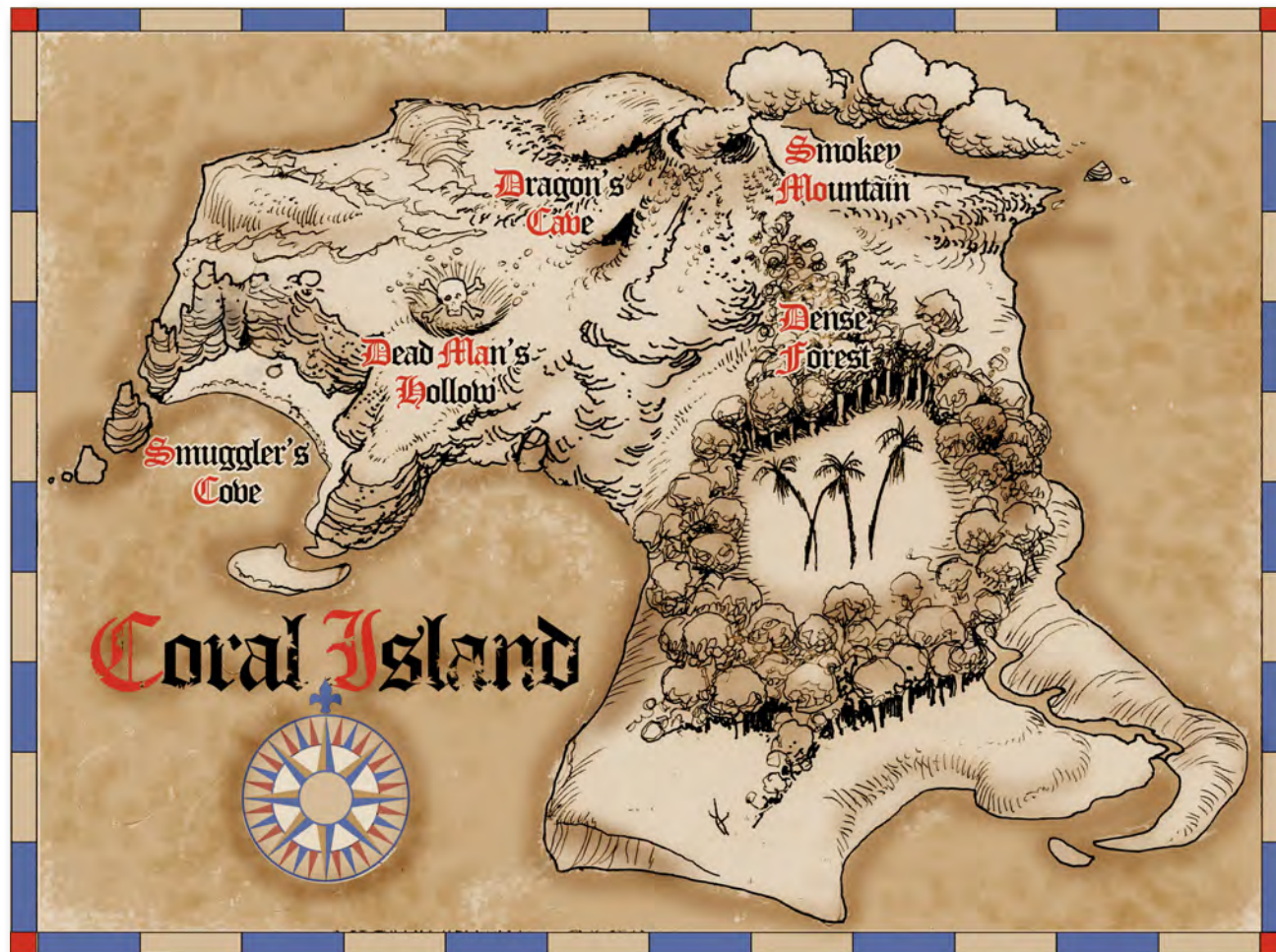
## Section C

Continue the playscript making up what the children do next.



# How to Find Tom Flint's Treasure

- 1 Take a ship to Coral Island and drop anchor off the west coast.
- 2 Row a small boat into Smuggler's Cove – this is the only safe beach to land on the island.
- 3 Find the old path and follow it to Dead Man's Hollow.
- 4 Stand in the middle of Dead Man's Hollow and look up to see the Dragon's Cave. You will know this cave by the fire smoke marks on the rocks around the entrance.
- 5 Follow the track past the entrance to Dragon's Cave all the way to the top of Smokey Mountain. This is an old volcano, which frequently erupts.
- 6 Wait for a clear day and look south for the big 'W', which is made out of four giant palm trees. This stands in a clearing deep in the forest.



- 7 There is no path in this direction, you will need to 'hack your way' through the dense forest to reach your destination. Beware the creatures of the wood!
- 8 Stand underneath the big 'W' and face southeast.
- 9 Take ten paces forward and turn right.
- 10 Take five paces forward. You should now be standing in soft sand.
- 11 Dig down one metre and find 'your dream'.

# How to Find Tom Flint's Treasure

## Section A

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

Take a ship to Coral Island and anchor off the

1    **north**                    **south**                    **east**                    **west**

coast. Stand in Dead Man's Hollow and look for the

2    **Lion's**                    **Wolf's**                    **Tiger's**                    **Dragon's**

Cave. Stand on Smokey Mountain and look

3    **north**                    **south**                    **east**                    **west**

for the big 'W'. This is made from

4    **three**                    **four**                    **five**                    **six**

giant palm trees. Beware the

5    **spiders**                    **darkness**                    **dangers**                    **creatures**

of the wood. From the big 'W' take

6    **five**                    **ten**                    **fifteen**                    **twenty**

paces forward and turn right. Take five more paces and dig for 'your dream'.

## Section B

1 Why must you land on the island at Smuggler's Cove?

2 How do you think Dead Man's Hollow got its name?

3 How can you recognise the Dragon's Cave?

4 How would you feel waiting for a 'clear day' on top of a volcano which frequently erupts?

5 What do you think 'hack your way' through the dense forest means?

6 Why must you 'beware of the creatures of the wood'?

7 What do you think the author means by 'your dream'?

## Section C

Write a set of instructions to direct somebody to 'hidden treasure'



Anytown Muesum,  
Anytown  
AT1 8LE  
14/11/11

Dear Children,  
Thank you for your letter enquiring how a 'Mummy' would have been created in Ancient Egypt. This is what used to happen.

First, trained men called embalmers washed the dead person's body with sweet smelling palm oil. Next the brain was pulled out of the head bit by bit using a long bronze hook. Finally, the organs were removed from the body. All of the removed items were then stored in pottery jars.

Next, the body was put in a bath of natron to dry it out. This took forty days. A lucky charm, the 'Eye of Horus', was placed on the body to ward off evil spirits. Sweet smelling oils were rubbed into the skin to soften and preserve the body. Finally, the body was wrapped in layers of linen bandages. Lucky charms were placed in between the layers of bandage.

When the bandaging of the body was complete, a mask of gold and jewels was made. It was placed over the head and shoulders of the body. The mask's face was made to look like the person who had died. The wrapped and decorated body was placed inside a human shaped wooden coffin. The priest said magic spells and finally the wooden coffin was sealed with wax.

I hope this information helps you with your project.

Yours faithfully,  
B.C. History (Museum Curator)

# LETTER FROM THE MUSEUM



# LETTER FROM THE MUSEUM

## Section A

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

Dear Children, This is how a

1 **Mummy**      **Daddy**      **Uncle**      **Aunty**

would have been created. First, the body was washed with

2 **soap**      **washing-up liquid**      **palm oil**      **shampoo**

and then the organs were removed and stored in

3 **jam**      **pottery**      **stone**      **glass**

jars. Next, the body was dried in a

4 **trough**      **bath**      **shower**      **tub**

of natron before being wrapped in layers of linen

5 **cloth.**      **strips.**      **bandages.**      **sheet.**

Finally, a mask made of gold and

6 **jelly**      **jewellers**      **jolly**      **jewels**

was placed over the head and shoulders of the body.

## Section B

1 Who wrote this letter?

2 Why did this person write to the children?

3 What were embalmers trained to do?

4 What were lucky charms used for?

5 Why do you think only wealthy ancient Egyptians were made into mummies when they died?

6 Why do you think robbers liked to break into the tombs of dead Pharaohs?

7 Why do you think the wooden coffin was sealed with wax?

## Section C

Write your own letter to a museum curator asking how a pyramid was built in ancient Egypt.



# TUTANKHAMUN'S TOMB

**Lord Carnarvon** was a very wealthy man. He paid for **Howard Carter**, an archaeologist, to search for **Tutankhamun's Tomb**. When **Carter** found the entrance he 'wired' **Carnarvon** to come. On 26th November 1922 the two men, with help from some others, set about entering the tomb for the first time.

**Carnarvon:** *I came as soon as I received your telegram.*

**Carter:** *I wired you as soon as we discovered the steps hidden in the sand. I knew you would want to be here when we went in.*

**Carnarvon:** *How did you find the steps?*

**Carter:** *The water carrier stumbled across them. The wind had blown the sand away from the top step.*

**Carnarvon:** *How far have you gone?*

**Carter:** *The men have removed all the sand from the steps. They lead down to a wall below the ground's surface, a bit like a man-made cave.*

**Carnarvon:** *How exciting after all these years, lead me to it!*

**Carter** led **Lord Carnarvon**, **Lord Carnarvon's daughter** and the workmen to the site where they had found the hidden steps.

**Carter:** *Look down there.*

**Lord Carnarvon** looked down at the steps that had been discovered hidden by the desert sand.

**Carnarvon:** *No wonder we took so long to find it. What now?*

**Carter:** *Hand me that hammer and chisel and then have a candle ready. I'm going in.*

**One of the workmen** handed **Carter** the tools. He carefully walked down the steps and then started to hammer away at the top left hand corner of the wall.

**Carnarvon:** *How is it going?*

**Carter:** *It's beginning to crumble.*

**Suddenly** a piece of stone falls inside the opening and warm stale air rushes out.

**Carter:** *Just a bit more, and another, and another! Quickly man, light that candle and pass it to me.*

**Lord Carnarvon** makes several attempts to light the candle. Finally it lights and he passes it to **Carter** who stretches his arm through the opening with the candle gripped tightly.

**Carnarvon:** *What can you see? What can you see? Have the grave robbers beaten us to it?*

**Carter:** *It's so bright out here in the sun I am struggling to focus. I'll just get a little closer.*

**Carnarvon:** *Can you see anything?*

**Carter:** *Yes, wonderful things!*



# TUTANKHAMUN'S TOMB

## Section A

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

Lord Carnarvon paid Howard Carter to look for Tutankhamun's

1 **coffin.**      **grave.**      **tomb.**      **mask.**

When Carter found the entrance he

2 **telephoned**      **faxed**      **emailed**      **wired**

Carnarvon to come. The men removed the

3 **sack**      **sand**      **railings**      **door**

from the hidden steps. Carter used a hammer and a

4 **nail**      **spade**      **chisel**      **saw**

to knock some stones out of the wall. As the first stone fell, warm stale

5 **sand**      **water**      **oxygen**      **air**

rushed out. Carnarvon asked if Carter could see

6 **gold.**      **a coffin.**      **a chariot.**      **anything.**

"I can see wonderful things," replied Carter.

## Section B

1 What was Howard Carter's job?

2 What do you think a telegram is?

3 What do you think the term 'water carrier' refers to?

4 Why were the steps to the tomb difficult to find?

5 Carter said, "I'm going in." Where was he going?

6 Why was Lord Carnarvon concerned the grave robbers may have 'beaten us to it'?

7 What do you think Carter meant when he said he could see "wonderful things"?

## Section C

Continue this playscript telling what Carter and Carnarvon said to each other as they enter the tomb for the first time.

# ANCIENT EGYPTIAN TRANSPORT

Evidence from objects dug up by archaeologists show us how goods were transported in ancient Egypt.

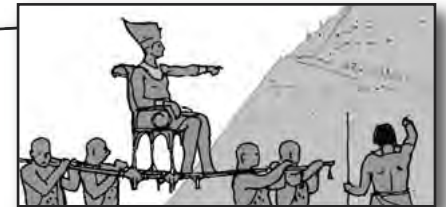
## Reed Boats

A model in Tutankhamun's tomb showed him using a small boat made from reeds to hunt in the marshes close to the River Nile. Many wall paintings showed larger reed boats with sails being used to carry goods up and down the River Nile.



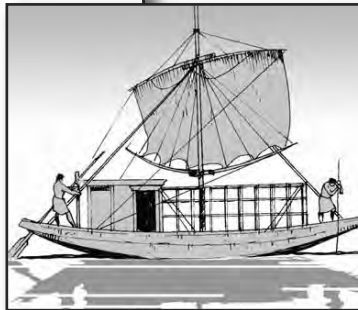
## Litters

A stone carving shows a Pharaoh being carried in a chair on two poles on the shoulders of four slaves. These 'litters' would only be used for short journeys in the city.



## Wooden Boats

A wooden model from a tomb in the Valley of the Kings shows us that wooden boats with sails, oars and large rudders were used for the heaviest of loads on the River Nile.



## Carrying Large Loads

Stone carvings in the Temple at Thebes show slaves carrying large loads on their backs fastened to a pole. Heavier loads were carried on two poles between two men.



## Chariots

On the staff of a fan from Tutankhamun's tomb are engravings of the king hunting wild animals. The Egyptians had copied the idea of the wheel from the Sumerian people. The staff shows us that the Egyptians had trained horses to pull wheeled chariots.



## Donkeys

Papyrus rolls (an early form of paper) with hieroglyphic writings tell us about food crops being brought to the Pharaoh's stores in reed baskets carried on donkeys.



# ANCIENT EGYPTIAN TRANSPORT

## Section A

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

Evidence dug up by

1 **miners** **workmen** **archaeologists** **moles**

show us how ancient Egyptians transported goods. A

2 **toy** **painting** **hieroglyphic** **model**

showed Tutankhamun using a reed boat. A

3 **stone** **wooden** **papyrus** **cardboard**

model boat was found in the Valley of the Kings.

4 **An engraving** **A boat** **A model** **A painting**

from Tutankhamun's tomb showed him using a wheeled chariot. A stone carving shows a Pharaoh being

5 **carried** **wheeled** **pulled** **pushed**

in a chair. Hieroglyphic writing on

6 **paper** **card** **papyrus rolls** **kitchen roll**

show donkeys carrying food in baskets.

## Section B

1 What were large reed boats with sails used for?

---

---

2 Which type of boat carried the heaviest loads on the River Nile?

---

---

3 Where did the Egyptians get the idea of the wheel?

---

---

4 How did a Pharaoh travel in a city?

---

---

5 How do you think slaves felt about carrying heavy loads with a pole?

---

---

6 What is 'papyrus'?

---

---

7 What do you think a 'hieroglyphic' is?

---

---

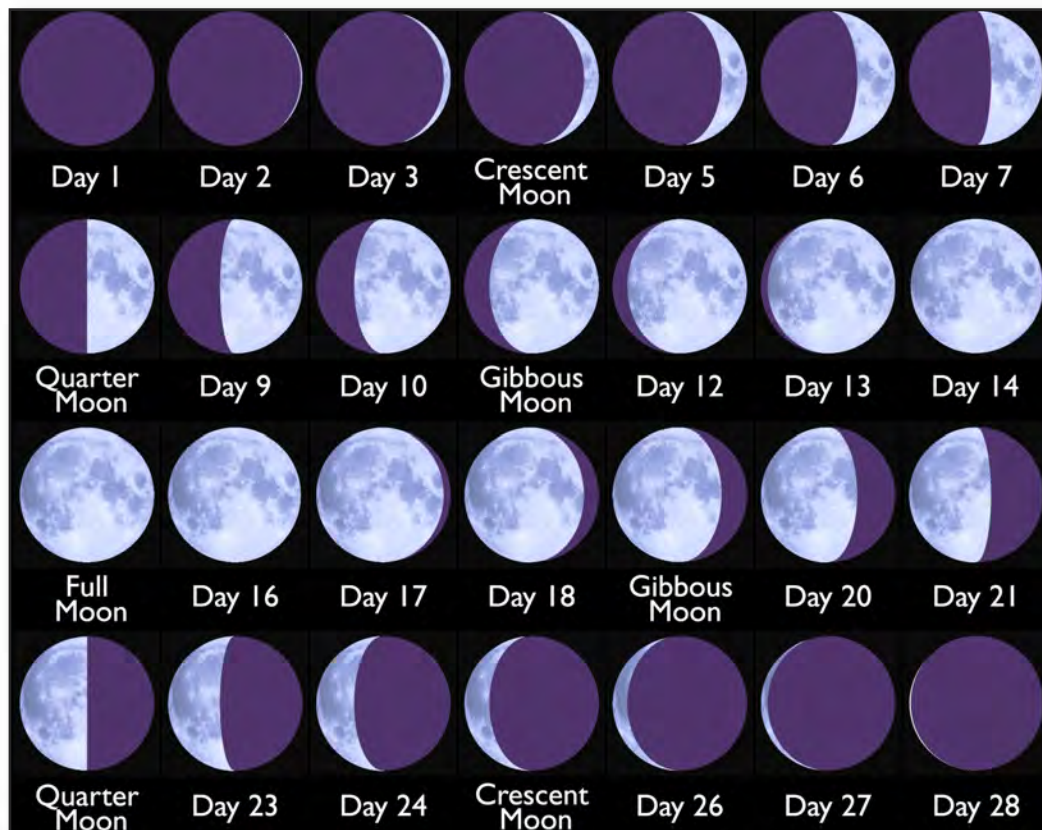
## Section C

Write an imaginary report about a Pharaoh going hunting with his chariot when a wheel falls off!



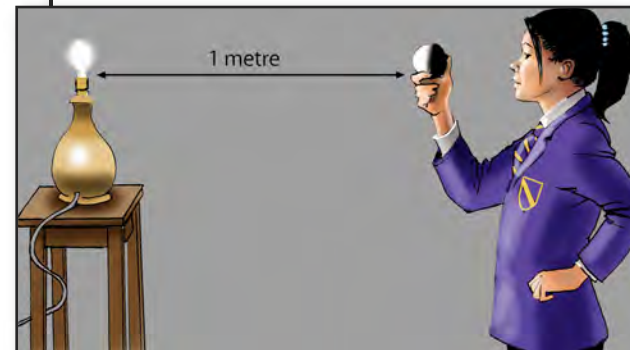
# Shadows on the Moon

The Moon appears to change shape over a 28 day period (approximately one month). This is due to how much sunlight is reflected off the Moon's surface each evening. Study the shapes below and see if you can spot the pattern.



A crescent moon is when less than half of our Moon's face is lit. A gibbous moon is when more than half of our Moon's face is lit. A quarter moon is when half of our Moon's face is lit. This sounds strange, but you must remember that the rear of our Moon will also be in darkness, so in fact, only one quarter of the whole sphere is lit. A full moon is when the whole of the face of our Moon is lit.

## Classroom Experiment



In a darkened room, use a bedside lamp to represent the Sun and a small white ball

to represent the Moon. Stand about 1 metre from the lamp. (Your head represents the Earth.) To see moon shadows, move the white ball around your head.

# Shadows on the Moon

## Section A

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

The Moon appears to change shape over the course of one

1 **day.**      **week.**      **month.**      **year.**

Day four is called a

2 **quarter**      **crescent**      **gibbous**      **full**

moon. Day eleven is called a

3 **quarter**      **crescent**      **gibbous**      **full**

moon. A quarter moon first appears on day

4 **four.**      **eight.**      **eleven.**      **fifteen.**

A crescent moon is when less than

5 **a quarter**      **a half**      **three quarters**      **the whole**

of our Moon's face is lit. A gibbous moon is when more than

6 **a quarter**      **a half**      **three quarters**      **the whole**

of our Moon's face is lit.

## Section B

1 Does the Moon change shape?

---

2 Over how many days does the change take place?

---

3 What is a full moon?

---

4 What represents the Sun in the classroom experiment?

---

5 What does the 'small white ball' represent in the classroom experiment?

---

6 How can you see 'moon shadows' in the classroom experiment?

---

7 What makes our Moon appear to change shape?

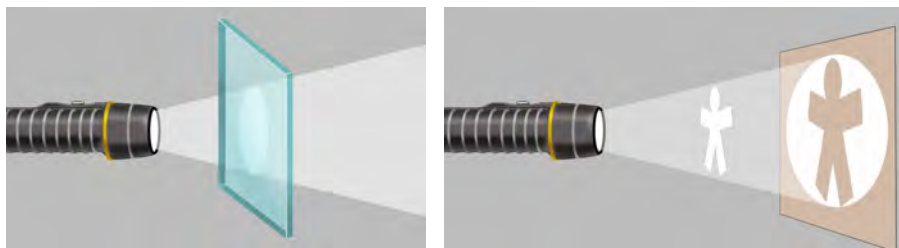
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## Section C

Write your own account telling how our Moon appears to change shape over the course of one month.

**Work in a darkened room.**

- 1 Switch on a torch and look for the light rays.
- 2 Shine your torch through glass or clear plastic. You will see most of the light travels straight through.
- 3 Shine your torch at a solid object (e.g. a cut out cardboard figure). You will see a shadow forms behind the figure.
- 4 Shine your torch at some other solid objects and look for the shadow shapes that are made.

**Shadow Shapes**

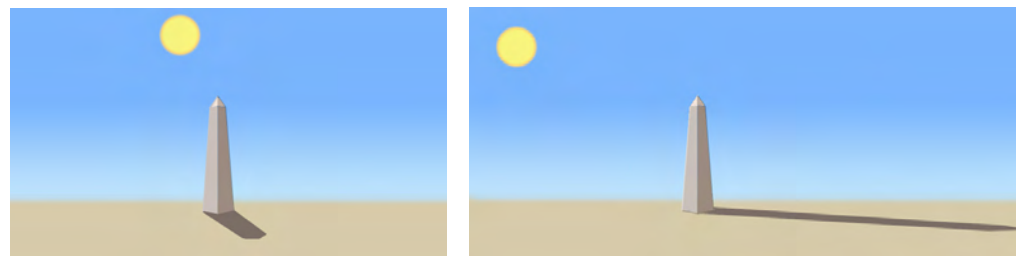
Shadows are always similar in shape to the objects forming them. Can you link these shadows to the objects?



# How to Make Shadows

**Long and Short Shadows**

- 1 To make short shadows, hold your torch (or other light source) high above the object.
- 2 To make long shadows, hold your torch low down.

**Complex Shadows**

Some shadows are very clear. These tend to have one source of light. Some shadows are fuzzy. These occur when there is more than one source of light. Fuzzy shadows have a dark region in the middle called the umbra with a less dark area around it called the penumbra.



# How to Make Shadows

## Section A

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

Remember to work in a dark room. Switch on your torch and look for

1    **'X'**                    **death**                    **light**                    **dark**

rays. If you shine your torch towards

2    **glass**                    **wood**                    **brick**                    **metal**

the light rays pass through. If you shine at a

3    **soiled**                    **sorted**                    **soggy**                    **solid**

object a shadow is formed. Shadows are always similar in

4    **colour**                    **shape**                    **feel**                    **sound**

to the objects forming them. If you have one source of light shadows can be

5    **clean.**                    **clever.**                    **clear.**                    **close.**

If you have more than one source of light shadows can be very

6    **fury.**                    **furry.**                    **fuzzy.**                    **fun.**

## Section B

1    What do these instructions tell you?

---

---

2    When is a shadow formed?

---

---

3    How can you make short shadows?

---

---

4    Which shadows are very clear?

---

---

5    When are fuzzy shadows made?

---

---

6    Why do you think the instructions recommend working in a darkened room?

---

---

7    Why are shadows always similar in shape to the objects that made them?

---

---

## Section C

Write a set of instructions telling how to make shadows with a candle.



# I love the Darkness!

I love the darkness!  
As I snuggle beneath the covers,  
Strange shapes and beings soon appear.

My carelessly dropped clothes,  
Become the den of some wild creature.  
Which might jump up and bite my toes.  
My wardrobe a great lumbering giant,  
Leaning heavily against my bathroom wall.  
Passing cars half light up my stuffed monkey,  
Who hangs from the curtain pole,  
Just like he is about to swing down on my bed,  
And screech in my ear.  
The belt of my dressing gown blowing in the breeze,  
Is a slithering snake that slides slyly under my pillow.

Suddenly a light blinds my eyes,  
I slowly open them, to see the monkey,  
Hanging from the curtain pole,  
The giant tucked up inside my wardrobe,  
The snake slipped back inside my dressing gown pocket.

Strange creatures, slip back into the shadows.  
They hate that light, like me.  
I love the darkness!



# I love the Darkness!

## Section A

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

This poem is about

- 1   **daylight.**      **night time.**      **darkness.**      **bedtime.**

In the poem strange shapes and

- 2   **monsters**      **beings**      **animals**      **aliens**

appear. Carelessly dropped clothes become the den of

- 3   **thieves.**                      **some wild creature.**  
     **badgers.**                      **children.**

My wardrobe becomes a great lumbering

- 4   **robot.**      **monster.**      **giant.**      **creature.**

My stuffed monkey is about to

- 5   **swing down**      **jump**      **crawl**      **scamper**

on my bed. My dressing gown belt becomes a

- 6   **slithering snake.**                      **flapping flag.**  
     **kite's tail.**                              **waving banner.**

Suddenly, light makes the creatures slip back into the shadows.

## Section B

- 1 Why do you think the writer 'loves the darkness'?

---

- 2 What does the phrase 'snuggle beneath the covers' mean?

---

- 3 Do you think 'strange shapes and beings' really appear?

---

- 4 What is 'a great lumbering giant'?

---

- 5 What does the phrase 'screech in my ear' mean?

---

- 6 'Suddenly a light blinds my eyes.' What happens when the light appears?

---

- 7 What do you think could have caused the light to suddenly appear?

---

## Section C

Write your own poem about darkness.

(NB: When answers are given as full sentences they are examples only)

### Page 3 - The Weather Forecast

#### Section A

- 1) Scotland
- 2) Northern Ireland
- 3) Northern England
- 4) closed
- 5) Southern England
- 6) homework

#### Section B

- 1) Andy and Sarah were learning about the weather.
- 2) There was lots of snow.
- 3) The roads and pavements would be very dangerous.
- 4) Frozen ponds and canals can be very dangerous.
- 5) Open ended. Accept an answer that indicates that the children may be bored/want to be out in fresh air.
- 6) Open ended. Accept an answer that indicates that the children would be jealous/see this as unfair.

### Page 5 - Snow Chaos in Britain

#### Section A

- 1) airports
- 2) car
- 3) two
- 4) teachers
- 5) sledges
- 6) swimmers

#### Section B

- 1) Mary Waters
- 2) Fresh snow falling on icy roads.
- 3) Local radio stations informed parents.
- 4) Skied
- 5) Open ended. Accept answers that are supported by a statement.
- 6) Use the time to do something different/special/something they had not been expecting to do.

### Page 7 - Weather

#### Section A

- 1) snow.
- 2) rain.
- 3) wind.
- 4) sunshine.
- 5) street.
- 6) seasons come and go.

#### Section B

- 1) snow
- 2) sunshine
- 3) There are puddles on the street.
- 4) The wind moving the kites makes them look as though they are dancing.
- 5) Open ended. Accept an answer that indicates an understanding that the wind can be unpredictable/sometimes violent.
- 6) The effect sun has on our faces – sunburn.

### Page 9 - Letter to an Author

#### Section A

- 1) classroom
- 2) TV programme
- 3) book
- 4) cook
- 5) cakes
- 6) Christmas Day

#### Section B

- 1) Oliver James
- 2) Clare (on behalf of Year 3)
- 3) He is a famous cook/ he lives close to school/ the teacher uses his cookbook/ he is good at making and decorating cakes.
- 4) The way he used reds and greens to make the cakes look Christmassy.
- 5) For DT projects/he is not a good cook.
- 6) Accept an answer with supporting statement e.g. Sad because.....

### Page 11 - How to Make a Cheese and Tomato Sandwich

#### Section A

- 1) cheese and tomato
- 2) hands.
- 3) spread.
- 4) tomato
- 5) cheese
- 6) two

#### Section B

- 1) Butter knife, sharp knife, chopping board, plate.
- 2) The different foods needed to make the sandwich – bread, butter, tomato and cheese.
- 3) A sharp knife can be dangerous/An adult needs to make sure you do not cut yourself.
- 4) A blunt knife will not cut slices easily.
- 5) To make sure your hands are clean so that you do not spread germs.
- 6) You need to hold it still in order to cut it safely.

### Page 13 - Devon Cream Tea

#### Section A

- 1) Devon.
- 2) clotted cream
- 3) pot
- 4) cake
- 5) biscuit.
- 6) cow's milk

#### Section B

1)	Weight of flour:	225g
	Weight of butter:	55g
	Weight of caster sugar:	25g
	Number of eggs:	1
	Temperature of oven:	200°C
	Baking time:	12-15 minutes

- 2) It is often served in Devon.
- 3) They taste better like this/ they are best eaten fresh.
- 4) People think homemade jam tastes better than bought jam.
- 5) In other parts of Britain.
- 6) Open ended. Accept an answer with a supporting statement.

## Page 15 - The Monster Truck

### Section A

- 1) Monster Truck.
- 2) tickets
- 3) seat
- 4) slipped from his fingers.
- 5) "Never Mind."
- 6) free ride.

### Section B

- 1) He got what he really wanted, a Monster Truck.
- 2) Tickets for 'The Mega Monster Truck Show'.
- 3) He was taking his toy truck when he was going to see the real thing.
- 4) Very excited.
- 5) Very upset/ disappointed/ angry.
- 6) He thought he was going to get into trouble.

## Page 17 - News of the Week

### Section A

- 1) Abominable Snowman.
- 2) 3000
- 3) white
- 4) brown
- 5) backwards.
- 6) footprints

### Section B

- 1)
 

The year BBC report scientists look for Abominable Snowman:	2011
The year sightings of creature go back to:	1832
The year a climber discovered footprints in his camp:	1992
- 2) The mystery of the 'Abominable Snowman'
- 3) The Kemerovo region and The Himalayas.
- 4) There may be more than one/ people may be confused about what they have seen/ they may be exaggerating.
- 5) A very unpleasant, strong smell.
- 6) Open ended. Accept frightened, nervous or other emotion with supporting statement.

## Page 19 - The Loch Ness Monster

### Section A

- 1) lake
- 2) 565AD
- 3) road
- 4) small
- 5) swishing
- 6) surgeon's

### Section B

- 1)
 

Length	Twenty four miles
Width at widest point	One and a half miles
Deepest point	Three hundred and twenty metres
- 2) The lake was so huge a large creature could easily hide and not be seen.
- 3) More people used the road by the Loch.
- 4) A trick/ something false/ something to make people believe something is true when it is not.
- 5) It was taken by a surgeon called Dr Wilson.
- 6) It would leave large unusual footprints that would fool people into thinking that a large, strange creature had made them.

## Page 21 - Boudicca

### Section A

- 1) three
- 2) woman
- 3) Romans
- 4) nodded
- 5) flee to the mountains,"
- 6) hurled

### Section B

- 1) Boudicca
- 2) Gold
- 3) They had travelled a long way and were tired.
- 4) The battle would be fierce/she would be safe there/she could take her daughters.
- 5) She was angry because he suggested she should flee to safety/she thought he was a coward.
- 6) They had heard their mother say they would be with her in the battle and were afraid.

## Page 23 - How to Make Your Own Roman Mosaic

### Section A

- 1) 2cm by 2cm
- 2) plastic tubs
- 3) frame
- 4) drawing
- 5) repeating
- 6) glue

### Section B

- 1) A floor decoration.
- 2) A pattern of colours and shapes that is made over and over again.
- 3) Scenes from everyday life.
- 4) So that they don't get mixed up.
- 5) To make them attractive.
- 6) So that it won't be too complicated to fill in.

## Page 25 - A Roman Soldier's Kit

### Section A

- 1) leather.
- 2) neck
- 3) straps.
- 4) shields
- 5) short
- 6) campsite

### Section B

- 1) A Roman soldier.
- 2) Sword, spear
- 3) To keep warm/ cook food.
- 4) There was no other transport/they had to march to where the enemy were.
- 5) They deflected stones and arrows.
- 6) It could be used to kill people and inflict terrible injuries.



**Page 27 - Letter to Father Christmas****Section A**

- 1) painting
- 2) good
- 3) Devon
- 4) Dad.
- 5) football
- 6) Manchester

**Section B**

- 1) Art is his favourite/best subject at school.
- 2) Mum said he had been very good this year.
- 3) He had been to a model railway exhibition and he liked it/ Dad said he would help him build a model railway on a big board.
- 4) It was Christmas time and Father Christmas would have lots of presents to deliver.
- 5) He wanted a new football and football kit.
- 6) Open ended. Not much – he would rather have a train set/ a lot – he still asked for another game for his computer.
- 7) a treat for Father Christmas and Rudolf / it was traditional.

**Page 29 - Last Christmas****Section A**

- 1) dog
- 2) Gran
- 3) Granny
- 4) spectacular
- 5) gravy boat
- 6) Grandad

**Section B**

- 1) He was excited.
- 2) Waiting eagerly for something to happen.
- 3) Sometimes he visits regularly and sometimes they don't see him for ages/they never know when he is going to visit.
- 4) They look very silly.
- 5) Gran offered cheesecake as an alternative.
- 6) Open ended. Accept an answer with supporting statement.
- 7) He was tired/he didn't want to play a game.

**Page 31 - Christmas is...****Section A**

- 1) Christmas.
- 2) carefully.
- 3) perched up high.
- 4) warm.
- 5) above the stable.
- 6) born.

**Section B**

- 1) A good/familiar smell that reminds you of something pleasant.
- 2) A star that shines/reflects light.
- 3) The sound made when crackers are pulled.
- 4) They were delighted at the birth of the baby.
- 5) They were excited to see the long awaited baby.
- 6) On top of the Christmas tree.
- 7) Open ended.

**Page 33 - In Search of Treasure****Section A**

- 1) Sun
- 2) crept
- 3) boat.
- 4) bridge
- 5) pocket.
- 6) map

**Section B**

- 1) He didn't want the men to know he was listening/he was pretending to be asleep.
- 2) They were snoring.
- 3) So that he wouldn't be seen.
- 4) It was moving up and down on the waves.
- 5) The sun coming up made the light look pale and streaky.
- 6) They were angry and shouting as they launched a boat to follow Jack.
- 7) He had not brought a spade and had to dig with his hands.

**Page 35 - The Treasure Hunt****Section A**

- 1) north
- 2) south east
- 3) D
- 4) pond.
- 5) O.
- 6) G.

**Section B**

- 1) Map, compass.
- 2) Woods, pond, swings, old well.
- 3) A compass needle always points north so south is in the opposite direction.
- 4) There was an instruction on the back of each letter.
- 5) There were no more directions/it told them to look for the treasure in what they already had.
- 6) Unhappy, upset left out
- 7) The letters spelt the word 'GOLD'.

**Page 37 - How to Find Tom Flint's Treasure****Section A**

- 1) west
- 2) Dragon's
- 3) south
- 4) four
- 5) creatures
- 6) ten

**Section B**

- 1) It is the only safe beach to land on.
- 2) People died/ were buried there.
- 3) Fire smoke marks on the rocks around the entrance.
- 4) Very nervous in case it erupted.
- 5) There was no path and you would have to cut your way through the undergrowth.
- 6) There might be dangerous animals.
- 7) A dream of finding treasure.

**Page 39 - Letter From the Museum****Section A**

- 1) Mummy
- 2) palm oil
- 3) pottery
- 4) bath
- 5) bandages.
- 6) jewels

**Section B**

- 1) B.C. History (Museum Curator).
- 2) In response to a letter the children had written/to tell them how a 'Mummy' would have been created in Ancient Egypt.
- 3) To wash, prepare and embalm the body.
- 4) To ward off evil spirits.
- 5) It was an expensive thing to do.
- 6) To steal the gold and jewels.
- 7) To stop it being opened/ to stop the damp getting in/ to keep the mummy dry.

**Page 41 - Tutankhamen's Tomb****Section A**

- 1) tomb.
- 2) wired
- 3) sand
- 4) chisel
- 5) air
- 6) anything

**Section B**

- 1) He was an Archaeologist.
- 2) Accept an answer that indicates an understanding that a telegram is a form of letter sent by wireless.
- 3) A man who took water to other people.
- 4) They were covered in sand.
- 5) Into the tomb.
- 6) The robbers might have got to the treasure first and stolen it.
- 7) He could see many ancient treasures.

**Page 43 - Ancient Egyptian Transport****Section A**

- 1) archaeologists
- 2) model
- 3) wooden
- 4) An engraving
- 5) carried
- 6) papyrus rolls

**Section B**

- 1) To carry goods up and down the River Nile.
- 2) Wooden boats with sails, oars and large rudders.
- 3) The Sumerian people.
- 4) In a chair on two poles carried on the shoulders of four slaves.
- 5) Open ended - accept an answer with supporting statement.
- 6) An early form of paper.
- 7) Written symbols/letters.

**Page 45 - Shadows on the Moon****Section A**

- 1) month.
- 2) crescent
- 3) gibbous
- 4) eight.
- 5) a half
- 6) a half

**Section B**

- 1) No.
- 2) 28 days
- 3) When the whole of the face of the moon is lit.
- 4) A bedside lamp.
- 5) The moon.
- 6) Move the white ball round your head.
- 7) It depends how much sunlight is reflected off the moon's surface.

**Page 47 - How to Make Shadows****Section A**

- 1) light
- 2) glass
- 3) solid
- 4) shape
- 5) clear.
- 6) fuzzy.

**Section B**

- 1) How to make shadows.
- 2) When a light shines on a solid object a shadow forms behind it.
- 3) Hold the light above the object.
- 4) Those formed with only one source of light.
- 5) When there is more than one source of light.
- 6) There is only one source of light/shadows will be clearer.
- 7) Accept an answer that demonstrates an understanding that light can't pass through a solid object.

**Page 49 - I Love the Darkness****Section A**

- 1) darkness.
- 2) beings
- 3) some wild creature.
- 4) giant.
- 5) swing down
- 6) slithering snake.

**Section B**

- 1) He can use his imagination
- 2) Make himself comfortable under the duvet/blankets on his bed.
- 3) No it his just his imagination.
- 4) The wardrobe.
- 5) Make a loud piecing scream.
- 6) For a moment he can't see.
- 7) Open ended. Accept an answer with supporting statement.