

Year 3 - Summer Week 5 – week beginning 18/05/20

We have had some amazing work sent in from the children over the last few weeks. We know that for a lot of you, teaching is a new skill you have had to pick up quickly! Planning work for parents to teach has been a steep learning curve for us too!?!

Please be reassured that you are all doing a **brilliant** job. Enjoy the holiday, have a break from adverbial phrases, connectives, singing French songs, looking at bones etc etc.

More will be coming your way after half-term... 😊

Guidance can be obtained @ year.3@toddstg.co.uk

Weekly Class Zoom meeting details:

Robins Tuesday 10am ID: 949 6146 5533 Password: 7vrdg7
Robins – you are dressing up – if you wish to.

Wrens Wednesday 10am ID: 746 4528 8217 Password: Wrens1
Wrens you are sharing one of your talents with us.

Don't forget to have one piece of work ready to talk about 😊.
****NO Zoom meetings next week as it is Half Term.****

Please remember that not everything needs printing out!

Two Child friendly online areas for research are:
YouTubeKids and
<https://www.safesearchkids.com/>

We have started creating sub-folders within the shared Google drive to help organise the work and make it easier to find. For example, the Literacy overview and any resources will be in the Literacy sub-folder.

We have included the following in this week's shared Google Drive folder:

In addition to the usual work there is a Road safety activity sheet we have been asked to include.

Maths – in the **Maths Group Activities** google drive sub-folder.

Theme: Addition and Subtraction:

Each Maths group has an activity sheet to be completed first.

There is then a challenge sheet designed to see whether you can use 'addition and subtraction' to solve problems.

*** If your child is in Wrens Maths Group and finding the work a little tricky, look at the work for Robins Maths Group to give them a confidence boost first. ***

Maths weekly skills sheet 6 & answers to Weekly Skills Sheet 5.

DO NOT forget Times Tables Rock Star!

Literacy– in the **Literacy** Google drive sub-folder.

#Non-chronological reports week 1 of 2.pdf

Spellings – words ending in 'sion'.

Dictation – words ending in 'sion'.

***A copy of Punctuation Pirate Pete has been included to remind your children how to draw him and to inform you about how each section of his face links to English Grammar. ***

Comprehension in the **Comprehension** Google drive sub-folder:

There are three comprehensions this week:

One is for those reading History Hackers Roman Rescue.
'**Comprehension – Roman Rescue Chapters 7-9 TEXT.pdf**' and
'**Comprehension – Roman Rescue Chapters 7-9 QUESTIONS.pdf**'.

One star questions are for the children who can find reading a little tricky.
Two star questions are for the average Year 3 reader.
Three star questions are for those children with fluent reading and comprehension skills.

Two are for those who completed the '**I Wish I Was a Fish**' Literacy tasks last week.

'**Literacy Comprehension – easy – An Egg-cellent Competition.pdf**' and
'**Literacy Comprehension – easy – Two for One.pdf**'.

French:

See the separate sheet - **Un petit peu de francais 3.5**

Science – in the **Science** Google drive sub-folder.

Science - Joints and muscles part 2.pdf

See separate sheet in the Google drive folder and **The Skeleton Dance.mp3** for a bit of fun afterwards.

DT – Roman Pottery:

See separate sheet **DT – 3D Roman Vase.pdf** in the google drive folder.

P.E.:

As well as the usual weekly sheet provided in the Google Drive link, Mrs Spencer has asked us to share this link with you:

<https://www.teambedsandluton.co.uk/getting-active-at-home>

There are also two sheets of yoga for your child to try this week – why not join in and see who is best at the Tree Pose 😊?

Please read the quick Preparation and Safety guide in the yoga poses pdf first.

R.E.:

Continue with the project as detailed in **R.E. Project – An Inspirational Christian.pdf** in the Google drive folder.

If you are completing the project electronically, send a copy of the project to the Year 3 email address when it is finished. This way we can put it in one of the future Google drive folders for the other children to look at and we can use the information for some future R.E. work this term.

If you are using Word, or Google Docs, please use standard fonts, or embed the fonts when you save the file, this will ensure that the work the children look at will look like your child intended it to.

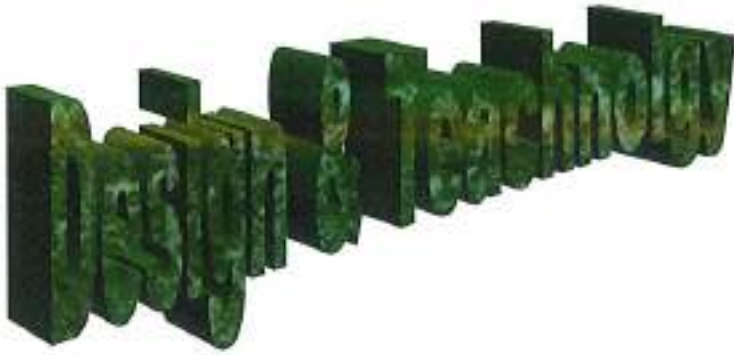
The other option is to save the file as a pdf, this way the work will also stay true to the original.

Whatever format you choose to send it in, please name the file using this naming convention:

RE Project by <insert child's name>

Tasks this week for Wrens & Robins - Summer Week 4 - Week beginning 11/05/20

Subject Area	Activity	Location	Save, or send in.	Completed
Maths	Weekly Skills sheet	Google drive	email score in	Yes / No
	Maths Robins Group activities	Google drive	Answer in book	Yes / No
	Maths Robins Group Challenges	Google drive	Answer in book	Yes / No
	Maths Wrens Group activities	Google drive	Answer in book	Yes / No
	Maths Wrens Group challenges	Google drive	Answer in book	Yes / No
	Answers to Maths #Wrens Group week 4	Google drive	n/a	Yes / No
	Maths - A challenge for the holiday	Google drive	send photos	Yes / No
Literacy	Literacy - Non Chronological reports week 1 of 2	Google drive	Answer in book	Yes / No
		Google drive	Answer in book	Yes / No
Spellings	Spelling Sentences to practise spellings	Google drive	email in score	Yes / No
	'sion' ending words - spelling test	Google drive	Answer in book	Yes / No
	Dictation - 'sion' ending words	Google drive	Answer in book	Yes / No
Comprehension	Comprehension - easy - An Eggcellent Competition	Google drive	Answer in book	Yes / No
	Comprehension - easy - Two for One	Google drive	Answer in book	Yes / No
	Comprehension - Roman Rescue chapter 7-9 TEXT	Google drive	to be read	Yes / No
	Comprehension - Roman Rescue chapters 7-9 QUESTIONS	Google drive	Answer in book	Yes / No
French	Un petit peu de français 3.5	Google drive	n/a	Yes / No
Science	Joints and muscles - part 2	Google drive	notes in book	Yes / No
	The Skeleton dance	Google drive	n/a	n/a
P.E	P.E. Summer week 5 sheet	Google drive	n/a	all
	Getting active at Home webpage	Link in overview sheet		ongoing
R.E.	Project - An Inspirational Christian - continue	Google drive	either	Yes / No
DT	3D Roman Vase	Google drive	photo sent in	Yes / No
Road Safety	Road Safety - Get Ahead Challenges	Google Drive	n/a	Yes / No



Equipment: Balloon, toilet roll tube papier mache glue / liquid glue, newspaper strips approx 10cm, paint, scissors, sellotape/masking tape, paint brush

Aim: To create a 3-dimensional (3-D) Roman Vase

This is a fantastic activity which can produce some wonderful and very rewarding results.

It can be spread over several days and will require adult supervision.

There are numerous videos on YouTube (How to make a papier mache vase using a balloon), here is one of them:

<https://www.wikihow.com/Make-a-Papier-M%C3%A2ch%C3%A9-Vase>

Or follow the instructions below.



1. Blow up your balloon.
2. Cut along the length of your toilet roll. Re-roll the cardboard to make a smaller tube (2p diameter size) and tape firmly.
3. Cut at an angle at one end – this will form the 'spout'. Attach the other end to the knotted end of the balloon.

4. (Use more cardboard to add a handle at this point – if you are feeling clever).
5. Start to cover the balloon in newspaper strips, about 10cm long. Apply glue or paste and stick strips of paper slowly covering the whole balloon and spout. Leave to dry, ideally overnight.
6. Repeat Step 5.



7. Paint the whole vase one 'base' colour e.g., white, or brown.
8. Paint the vase with the decorations you have researched and allow to dry.
9. Pop the balloon through the neck of your vase with a needle and carefully remove it.



Un petit peu de français 3.5

Bonjour Year 3!

I hope you are enjoying learning the parts of the body "les parties du corps" in French and that you like the "Les Os, il en faut" song as much as I do.

<https://www.youtube.com/watch?v=bChrAwLzoSo>

French body parts - Alain le Lait "Des os il en faut"

This week we need to keep on practising those body parts so that we remember them better.

We all know a really repetitive action song in English about 8 parts of the body... You guessed it - "Heads, shoulders, knees and toes." So, why not sing it in French?

<https://www.youtube.com/watch?v=7YEZAwUfaeE>

"Tete, Epaules, Genoux et Pieds" - French Super Songs

It is a simple and repetitive song which speeds up gradually as it goes on, so you must remember the vocabulary quicker every time. By the end I'm sure you will have mastered those eight body parts in French.

Don't forget to do the actions as you're singing as it will really help you remember the words.

Remember ...repetition, repetition, repetition!

This weeks "defi" (challenge) - If you'd like to send me a video clip of you singing along and doing the actions I really would love to see and hear you. 😊

Get Ahead!

Have fun with these puzzles about staying safe near roads

Pedal pairs

Only two of these six cycles are identical. Can you spot the pair?



Quick step!

It takes most people about 20 minutes to walk a mile. But race-walkers can do it in less than 7 minutes!

Word play!

Can you work out the answer to each of these clues? The letters in the circles will spell something you must always be.

- 1 It may be a double decker
- 2 Watch for cars when near this
- 3 A jam found on roads!
- 4 Two wheeled transport you ride

The letters in the circles spell

Walk this way!

Follow the four children's footsteps to see who takes the correct route to the park.



Lights... action!

When it's dark, the law says you must use a front light, a red back light and a red reflector at the back. You can also get lights to go elsewhere on your bike - and even on your helmet and clothes!



Road codes

Use the code to work out the street-smart words below. The squares in the answers spell something you should always do.

Code	Symbol	Letter
☆	☆	A
⊙	⊙	N
⊠	⊠	R
⊛	⊛	F
◐	◐	O
⊡	⊡	S
◑	◑	I
◒	◒	K
◓	◓	L
◔	◔	P
⊞	⊞	T
⊟	⊟	C
⊠	⊠	E

1	⊙	⊛	◐	⊡	⊟	_____
2	⊛	⊠	⊡	⊟	⊟	_____
3	⊛	⊛	⊠	⊛	⊟	_____
4	⊛	⊛	⊛	⊛	⊟	_____
5	⊛	⊛	⊠	⊛	⊟	_____
6	⊙	⊛	⊛	⊛	⊟	_____

The answer is:

Slow down!

You should never scooter faster than a quick walking pace on a pavement.



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Copy Cat

Grab someone else in your house to play. Stand on a sport or marking, facing each other or stand either side of a line.

Actions One person is the leader. Make a shape and the other person copies. Now change to another shape and your partner copies you. *Jump, turn, balance, roll* and use your whole body! Work at different levels too; on the floor, medium and high.



Guess the sport Perform an action from a sport. When your partner guesses they can perform actions from that sport too.



Make a sequence Choose your 6 favourite positions. Can you remember them all?

Show them to your partner and see if they are able to repeat them.



Balance on points

Make a sequence. Take the weight on 4/3/2/1 parts for example

- One foot part – two hands and two feet
- One foot part – two hands and one foot
- One foot part – one hand and one elbow
- One foot part – one foot



Balance on patches

Make and match the legs and arms that are not touching the mat



Play this game during Face time, Whats App video call, Insta, Snap, Teams or Zoom.



Gone Potty!

Agility and Coordination

Equipment: a number of empty flower pots / plastic bowls / plastic beakers. 'Treasures', Lego pieces.

Valleys and mountains. Spread all the pots out. Turn $\frac{1}{2}$ upside down. You choose mountains or valleys. Against a partner both race to turn the pots the right way up for you (either valets or mountains. If you're on your own race against time to turn all the pots the opposite way up.



Hide and seek. Ask someone to spread the pots out (all over the house / garden) hiding a treasure ideally a piece of Lego. Be the first to collect all your treasures.



Hide and build. Ask someone to spread the pots out (all over the house / garden) hiding a piece of Lego under some pots Be the first to collect all your treasures.



Potty dribble. Set your pots out in a line with a space between each. Run in between or slalom through the cones. Race against the clock
H – put the cones closer together with a treasure on top – don't knock any treasure!



Dribble a ball through the cones. Use your feet or hands to dribble a large ball. Try dribbling a ball using a hockey stick or a racket.



Trust! Ask someone to close their eyes. Do they trust you to guide them through the cones?



Gone Potty!



Make up your own games using plastic pots!

R.E. Project – An Inspirational Christian

This project should be approached in a similar way to your Take Home Tasks. Meaning that research should be carried out, notes taken and then information pulled together to create your final piece of work.

The work can be presented as a booklet, poster, fact file, Word document or PowerPoint (or Google Docs equivalents).

****** If you wish to complete the task in an electronic format, we can arrange to put them in the shared Google drive in a couple of weeks for you to see how other children have completed the task. ******

We are expecting this to take two or three weeks to complete, so the same information sheet will be provided next week too!

You need to understand what the word **inspiration means:**

Collins online dictionary says it is this:

- 1. Inspiration is a feeling of enthusiasm (excitement and urge to do something) you get from someone or something, which gives you new and creative ideas.**
- 2. If you describe someone or something good as an inspiration, you mean that they make you or other people want to do or achieve something.**

Here's what you need to do:

First: You need to choose an inspirational Christian, spend a little time finding the right person before you start doing too much work. Read up about some of the people you find on online, if they don't sound inspirational to you, then someone reading your work might not think so either!

Below are some inspiration people who also follow the Christian Faith. There are plenty of others when you start to investigate, these are just ideas to get you thinking.

Florence Nightingale
J.R.R Tolkien
C.S. Lewis
Mother Teresa
Pope John Paul 2nd
Desmond Tutu
Pope Francis
Martin Luther King Jr.
Chris Pratt

Then: Start collecting information on your chosen person.

This should include the following:

- Their name.
- Date of birth and death if they are dead and where they were born.
- Where they grew up, this might be different to where they were born.
- Their family/home life.
- Why they are inspirational.
- What have they done/did they do to affect the world around them?
- What is their legacy (look it up)?
- Were they born Christian or did they become Christian later in life?
- How has being a Christian guided their life?

These are the basic things you need include.

There will be lots of other information about your person that you find out during your research, if you think it's interesting or relevant them include that too.

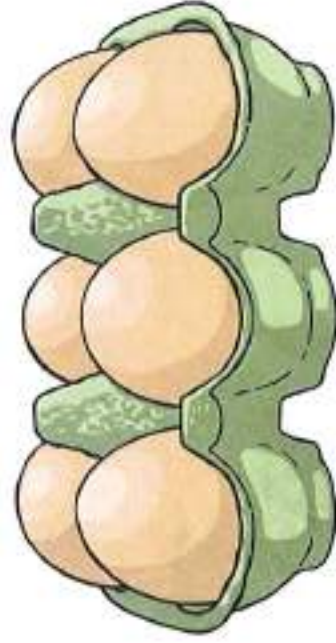
Don't forget to think about including drawing, pictures, photos, maps, etc..

Finally: Begin to put together your presentation.

If it's on paper, make notes and get rough ideas down before having the spelling and sentences checked by an adult. Then start the final neat copy – this will stop silly mistakes spoiling your final piece of work.

An Egg-cellent Competition

- 8 There weren't many things that Billy Edwards was good at. He couldn't hold a tune, he couldn't spell and he couldn't get 10 out of 10 on his mental maths test, no matter how hard he tried. But there was one thing that Billy Edwards was better at than anyone else in the school: the annual sport's day egg and spoon race.
- 72 Billy had been preparing for this day for months. He'd driven his dad mad by running up and down stairs with a hard-boiled egg balanced on the smallest teaspoon he could find in the drawer. Sometimes, if he was feeling particularly brave, he wouldn't boil the egg first... that was a real test of skill. At last, his moment of glory had arrived and he stood at the starting line, determined to win first prize.



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Quick Questions



1. Find and copy a word which tells you that the egg and spoon race only happened once per year.
-



2. Name two things that Billy was not very good at?
-



3. Why would not boiling the eggs first be a 'real test'?
-
-



4. 'At last, his moment of glory had arrived...'
What does this sentence tell you about what Billy was expecting to happen?
-
-
-



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An Egg-cellent Competition

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- 72 Billy had been preparing for this day for months. He'd driven his dad mad by running up and down stairs with a hard-boiled egg balanced on the smallest teaspoon he could find in the drawer. Sometimes, if he was feeling particularly brave, he wouldn't boil the egg first... that was a real test of skill. At last, his moment of glory had arrived and he stood at the starting line, determined to win first prize.



Answers



1. Find and copy a word which tells you that the egg and spoon race only happened once per year.
Accept: annual.



2. Name two things that Billy was not very good at?
Accept two of the following: singing/holding a tune, mental maths tests, spelling.



3. Why would not boiling the eggs first be a 'real test'?
Accept any answer which explains that boiled eggs do not smash and spill, so it is riskier to use eggs which aren't boiled because they would cause more mess.



4. 'At last, his moment of glory had arrived...'
What does this sentence tell you about what Billy was expecting to happen?
Accept any answer which states that Billy was expecting to win and knew that all eyes would be on him when he did.

Two for One

9 All our lives, we have done everything together. We've
19 had the same haircuts, worn the same clothes and we've
30 even finished all of our meals at exactly the same time.
40 But there is one thing that is definitely very different
50 about me and my twin, Johnny: the football teams we
52 play on.
63 I play for the Bolton Buffalos (clearly the best) and Johnny
74 plays for the Leigh Lions. Last Sunday was the first time
83 our teams have competed against each other and the
94 stakes were high. It was the final of the local football
102 league's annual competition and, what a surprise, the
112 Jones twins struck again. We both scored a goal within
124 the last minute of the match and the final score was one
133 all. I guess we're not so different after all.



Quick Questions



1. '...the Jones twins struck again.'
How else could the author have said this?



2. What is the twins' last name?



3. What is similar and different about the twins?
Similar: _____
Different: _____



4. What do the words '(clearly the best)' in brackets
show about the author's opinion on the football
teams the twins play for?

Two for One

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19 had the same haircuts, worn the same clothes and we've
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112 Jones twins struck again. We both scored a goal within
124 the last minute of the match and the final score was one
133 all. I guess we're not so different after all.



Answers



1. '...the Jones twins struck again.'

How else could the author have said this?

Accept any answer which says 'the Jones twins did it again', or 'they were similar in another way' etc.



2. What is the twins' last name?

Accept: Jones.



3. What is similar and different about the twins?

Accept any similarities (haircuts, clothes, meal eating speed, amount of goals scored) and differences (football team) mentioned in the text.



4. What do the words '(clearly the best)' in brackets show about the author's opinion on the football teams the twins play for?

Accept any answer which says that the author plays for the Bolton Buffalos so he clearly thinks they are better than his brother's choice of team.

Questions

This activity is to be completed once Chapters 7-9 of 'History Hackers: Roman Rescue' have been read.

1. How did Charlie reappear after his encounter with the Roman soldiers? Tick one.

- He fell from the sky.
- He rolled across Tilda's feet.
- He collapsed in a heap.

2. What did Charlie tell Tilda to do once they travelled back in time?

3. Underline the **verbs** in this sentence.

Not waiting for his sister's response, Charlie clutched Tilda's hand tight, and with a deep breath of polluted air still filling his lungs, launched them both back towards the time wall.

4. "Oi! Gerraway from me pigs," bellowed an unfriendly voice.

Who did the unfriendly voice belong to? Tick one.

- A peasant farmer
- A Roman soldier
- Someone else. Who? _____

5. The birds flapped and squawked in panic as Charlie and Tilda tried to find an escape route through the blizzard of feathers and wings.

Which word in this sentence helps you to imagine that the air was thick with moving objects and that it was hard to see?

6. What was the name of the Roman Emperor mentioned in the story?

7. Match the adjectives to the nouns with a straight line.

Adjective

huge

thick

polished

Noun

muscles

armour

men

8. Tilda ignored the bearded Roman, gazing up at the tribune instead. "See, Blutos doesn't know how many fingers he's got. One minute he says ten, next he says eleven. You said yourself that on!"

Why has the author used this punctuation at the end of Tilda's speech?

Answers

	I can...
<p>1. How did Charlie reappear after his encounter with the Roman soldiers? Tick one.</p> <p><input type="radio"/> He fell from the sky.</p> <p><input checked="" type="radio"/> He rolled across Tilda's feet.</p> <p><input type="radio"/> He collapsed in a heap.</p>	<ul style="list-style-type: none"> check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
<p>2. What did Charlie tell Tilda to do once they travelled back in time?</p> <p>"As soon as you hit the grass, start running!"</p>	<ul style="list-style-type: none"> check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
<p>3. Underline the verbs in this sentence.</p> <p>Not <u>waiting</u> for his sister's response, Charlie <u>clutched</u> Tilda's hand tight, and with a deep breath of polluted air still <u>filling</u> his lungs, <u>launched</u> them both back towards the time wall.</p>	<ul style="list-style-type: none"> learn the grammar for years 3 and 4 in English Appendix 2.
<p>4. "Oi! Gerraway from me pigs," bellowed an unfriendly voice.</p> <p>Who did the 'unfriendly voice' belong to?</p> <p><input checked="" type="radio"/> A peasant farmer</p> <p><input type="radio"/> A Roman soldier</p> <p><input type="radio"/> Someone else. Who? _____</p>	<ul style="list-style-type: none"> check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
<p>5. The birds flapped and squawked in panic as Charlie and Tilda tried to find an escape route through the blizzard of feathers and wings.</p> <p>Which word in this sentence helps you to imagine that the air was thick with moving objects and that it was hard to see?</p> <p>Blizzard</p>	<ul style="list-style-type: none"> discuss words and phrases that capture the reader's interest and imagination. identify how language, structure, and presentation contribute to meaning.

6. What was the name of the Roman Emperor mentioned in the story?

Septimius Severus

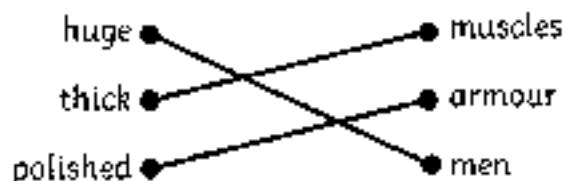
I can...

- check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.

7. Match the adjectives to the nouns with a straight line.

Adjective

Noun



- check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.

8.

Tilda ignored the bearded Roman, gazing up at the tribune instead. "See, Blutos doesn't know how many fingers he's got. One minute he says ten, next he says eleven. You said yourself that onl-"

Why has the author used this punctuation at the end of Tilda's speech?

A dash is used here to show that Tilda's sentence was not finished as someone has interrupted her.

- identify how language, structure, and presentation contribute to meaning.

Questions

This activity is to be completed once Chapters 7-9 of 'History Hackers: Roman Rescue' have been read.

1. What was Charlie relieved to smell? Tick one.

- diesel fumes food cooking a bonfire

2. In which year did Tilda say that the Romans had left York?

3. What did Charlie tell Tilda to do once they travelled back in time?

- Crawl and don't make a noise.
 Start running.
 Keep calm and hide.

4. Tilda's eyes swam with confusion.

What does this metaphor mean? Tick one.

- Tilda was confused because she was covered in water.
 Tilda closed her eyes because she was scared.
 Tilda was looking around, confused by the Romans.

5. Underline the word in the sentence below which means 'exhausted'.

Charlie and Tilda turned to see the haggard face of an ugly peasant farmer glaring through the doorway of his hut.

6. Read the paragraph in Chapter 8 that starts with 'Charlie and Tilda turned...'.
 What is the purpose of this paragraph and what does it add to the story?

7. What were the children accused of being?

8. Underline the **adverb** in this sentence.

The fat soldier smiled wickedly at Charlie.

9. What silent sign did Tilda give Charlie to communicate with him?
- _____

10. "Now, Blutos," Tilda smirked. "You just told us all that you have ten fingers, including thumbs. Is that right?"

Blutos nodded, grinning at his fellow soldiers. None of them noticed that the smile had slipped from their leader's lips.

Why had the tribune stopped smiling?

Answers

	I can...
<p>1. What was Charlie relieved to smell? Tick one.</p> <p><input checked="" type="checkbox"/> diesel fumes <input type="checkbox"/> food cooking <input type="checkbox"/> a bonfire</p>	<ul style="list-style-type: none"> check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
<p>2. In which year did Tilda say that the Romans had left York? AD 401</p>	<ul style="list-style-type: none"> check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
<p>3. What did Charlie tell Tilda to do once they travelled back in time?</p> <p><input type="checkbox"/> Crawl and don't make a noise.</p> <p><input checked="" type="checkbox"/> Start running.</p> <p><input type="checkbox"/> Keep calm and hide.</p>	<ul style="list-style-type: none"> check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
<p>4. Tilda's eyes swam with confusion.</p> <p>What does this metaphor mean? Tick one.</p> <p><input type="checkbox"/> Tilda was confused because she was covered in water.</p> <p><input type="checkbox"/> Tilda closed her eyes because she was scared.</p> <p><input checked="" type="checkbox"/> Tilda was looking around, confused by the Romans.</p>	<ul style="list-style-type: none"> identify how language, structure, and presentation contribute to meaning. discuss words and phrases that capture the reader's interest and imagination.
<p>5. Underline the word in the sentence below which means 'exhausted'.</p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p>Charlie and Tilda turned to see the <u>haggard</u> face of an ugly peasant farmer glaring through the doorway of his hut.</p> </div>	<ul style="list-style-type: none"> check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.

	I can...
<p>6. Read the paragraph in Chapter 8 that starts with 'Charlie and Tilda turned...'. What is the purpose of this paragraph and what does it add to the chapter?</p> <p>This paragraph's purpose is to describe the appearance of the peasant farmer, and make him sound wild and scary. It adds to the danger in this chapter.</p>	<ul style="list-style-type: none"> • identify how language, structure, and presentation contribute to meaning. • discuss words and phrases that capture the reader's interest and imagination. • identify main ideas drawn from more than one paragraph and summarise these.
<p>7. What were the children accused of being?</p> <p>The children were accused of being thieves.</p>	<ul style="list-style-type: none"> • check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
<p>8. Underline the adverb in this sentence.</p> <p style="border: 1px solid black; padding: 5px; text-align: center;">The fat soldier smiled <u>wickedly</u> at Charlie.</p>	<ul style="list-style-type: none"> • learn the grammar for years 3 and 4 in English Appendix 2.
<p>9. What silent sign did Tilda give Charlie to communicate with him?</p> <p>Tilda winked at her brother.</p>	<ul style="list-style-type: none"> • check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
<p>10. "Now, Blutos," Tilda smirked. "You just told us all that you have ten fingers, including thumbs. Is that right?"</p> <p>Blutos redded, grinning at his fellow soldiers. None of them noticed that the smile had slipped from their leader's lips.</p> <p>Why had the tribune stopped smiling?</p> <p>Answers may vary, with some reference to the fact that the tribune is taking this seriously and can see that Tilda is going to win.</p>	<ul style="list-style-type: none"> • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. • identify how language, structure, and presentation contribute to meaning.

Questions

This activity is to be completed once Chapters 7-9 of 'History Hackers: Roman Rescue' have been read.

1. Find and copy two examples that tell the reader how pleased Charlie was to be back safely with his sister.

2. Looking back over her shoulder, Tilda saw the pristine Roman fortress. A second ago it had been little more than a ruin.

Why do you think the author chose to describe the Roman fortress as 'pristine'?

3. Underline the word in the sentence below which means 'exhausted'.

Charlie and Tilda turned to see the haggard face of an ugly peasant farmer glaring through the doorway of his hut.

4. Read the paragraph in Chapter 8 that starts with 'Charlie and Tilda turned...'. What is the purpose of this paragraph and what does it add to the story?

5. Complete the grid, ticking 'simile' or 'metaphor' for each statement.

	Simile	Metaphor
Tilda's eyes swam with confusion.	<input type="radio"/>	<input type="radio"/>
Tilda's heart was beating like an Olympic sprinter's.	<input type="radio"/>	<input type="radio"/>

6. "Now, Blutos," Tilda smirked. "You just told us all that you have ten fingers, including thumbs. Is that right?"

Blutos nodded, grinning at his fellow soldiers. None of them noticed that the smile had slipped from their leader's lips.

Why had the tribune stopped smiling?

7. Describe the appearance of the Roman soldiers using references from the text.

8. "The farmer caught them red-handed, Tribune," a Roman soldier lied, kicking dust into the children's faces.

Why do you think the Roman soldier lied to the Tribune?

9. Summarise Charlie's behaviour in Chapters 8 and 9, giving reasons and examples to justify your opinion.

10. Do you think Tilda and Charlie will be able to escape from being captured? Justify your answer using evidence from the text.

Answers

	I can...
<p>1. Find and copy two examples that tell the reader how pleased Charlie was to be back safely with his sister.</p> <p>'Charlie had never been so relieved'</p> <p>'Charlie breathed a sigh of relief'</p> <p>'He was back, and that meant he was safe'</p>	<ul style="list-style-type: none"> • identify how language, structure, and presentation contribute to meaning.
<p>2. <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> Looking back over her shoulder, Tilda saw the pristine Roman fortress. A second ago it had been little more than a ruin. </div> <p>Why do you think the author chose to describe the Roman fortress as 'pristine'?</p> <p>The adjective 'pristine' means clean and in its original condition. The fortress is described as a 'ruin' in modern-day York and this reinforces the theory that the children have travelled back in time to when the fortress was newly built.</p> </p>	<ul style="list-style-type: none"> • identify how language, structure, and presentation contribute to meaning.
<p>3. Underline the word in the sentence below which means 'exhausted'.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Charlie and Tilda turned to see the <u>haggard</u> face of an ugly peasant farmer glaring through the doorway of his hut.</p> </div>	<ul style="list-style-type: none"> • check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.
<p>4. Read the paragraph in Chapter 8 that starts with 'Charlie and Tilda turned...'. What is the purpose of this paragraph and what does it add to the chapter?</p> <p>This paragraph's purpose is to describe the appearance of the peasant farmer, and make him sound wild and scary. It adds to the danger in this chapter.</p>	<ul style="list-style-type: none"> • identify how language, structure, and presentation contribute to meaning. • discuss words and phrases that capture the reader's interest and imagination. • identify main ideas drawn from more than one paragraph and summarise these.

		I can...									
5.	<p>Complete the grid, ticking 'simile' or 'metaphor' for each statement.</p> <table border="1"> <thead> <tr> <th></th> <th>Simile</th> <th>Metaphor</th> </tr> </thead> <tbody> <tr> <td>Tilda's eyes swam with confusion.</td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> <tr> <td>Tilda's heart was beating like an Olympic sprinter's.</td> <td><input checked="" type="radio"/></td> <td><input type="radio"/></td> </tr> </tbody> </table>		Simile	Metaphor	Tilda's eyes swam with confusion.	<input type="radio"/>	<input checked="" type="radio"/>	Tilda's heart was beating like an Olympic sprinter's.	<input checked="" type="radio"/>	<input type="radio"/>	<ul style="list-style-type: none"> use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing my writing and reading. discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	Simile	Metaphor									
Tilda's eyes swam with confusion.	<input type="radio"/>	<input checked="" type="radio"/>									
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6.	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>"Now, Blutos," Tilda smirked. "You just told us all that you have ten fingers, including thumbs. Is that right?"</p> <p>Blutos nodded, grinning at his fellow soldiers. None of them noticed that the smile had slipped from their leader's lips.</p> </div> <p>Why had the tribune stopped smiling?</p> <p>Answers may vary, with some reference to the fact that the tribune is taking this seriously and can see that Tilda is going to win.</p>	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. identify how language, structure, and presentation contribute to meaning. 									
7.	<p>Describe the appearance of the Roman soldiers using references from the text.</p> <p>Answers may vary. References include: huge men; bulging skin; thick muscles that rugby players would envy; polished armour.</p>	<ul style="list-style-type: none"> discuss words and phrases that capture the reader's interest and imagination. 									
8.	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>"The farmer caught them red-handed, Tribune," a Roman soldier lied, kicking dust into the children's faces.</p> </div> <p>Why do you think the Roman soldier lied to the Tribune?</p> <p>Pupils' own responses. Suggested answer: the Roman soldier may have wanted to 'show off' his thief-catching skills to the tribune in order to make a good impression.</p>	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. 									

	I can...
<p>9. Summarise Charlie's behaviour in Chapters 8 and 9, giving reasons and examples to justify your opinion.</p> <p>Children's own responses. Suggestions include: Charlie acted rashly; Charlie expected to be treated as fairly as in modern-day York; Charlie was quick to retort and was not very sensible when speaking to the soldiers; Charlie did not act as wisely as Tilda.</p>	<ul style="list-style-type: none"> • summarise the main ideas drawn from more than one paragraph, identify key details that support the main ideas. • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.
<p>10. Do you think Tilda and Charlie will be able to escape from being captured? Justify your answer using evidence from the text.</p> <p>Pupils' own responses, justified appropriately.</p>	<ul style="list-style-type: none"> • predict what might happen from details stated and implied.



Chapter 7

A Tumble through Time

"Hey!" snapped Tilda as Charlie suddenly reappeared, rolling across her feet. "I only painted those nails yesterday."

Charlie had never been so relieved to smell diesel fumes. He gulped dirty 21st-century air like a desperate fish and scabbled behind the oak tree's thick trunk.

"Are they gone?" His eyes flashed with panic.

Tilda looked at her brother as though he were mad. "Are who gone?"

"The Roman soldiers," he panted. "Have they gone yet?" Tilda snorted. "Erm, yeah! They left here in 410 AD and I don't think anyone's expecting them back any time soon."

Charlie breathed a sigh of relief and tried to stop shaking. He was back, and that meant he was safe.

Although her brother had only been gone for a few seconds, Tilda couldn't deny that something very strange had just happened. The only people who could vanish through walls and reappear were usually stars of a fantasy movie. Last time she checked, Charlie wasn't in any way magical.

She crouched beside Charlie and whispered, "What just happened?"

Still trying to catch his breath, Charlie grabbed hold of his sister's arm. "The doorway... it really works, Tils. I swear I went back to Roman times and got chased by soldiers with anger management issues. I think they thought I was spying."

"So Professor Howe's journal wasn't a made-up story?"



"No, it definitely wasn't. Look!" Charlie poked his finger through the tear in his tights. "Romans did this, honest."

Tilda's shaking head and creased brow confirmed that despite Charlie's evidence, his sister was struggling to accept his story.

"You still don't believe me?"

Tilda guided a bewildered stare towards the wall. "I don't... it can't... that's not..."

With trepidation already drying his mouth and every fibre of his body telling him he was about to make a huge mistake, Charlie handed Tilda one of the small Roman coins he'd rescued from the meadow.

"As soon as you hit the grass, start running!"

"What are you talking about?"

"And keep your head down!"

Not waiting for his sister's response, Charlie clutched Tilda's hand tight, and with a deep breath of polluted air still filling his lungs, launched them both back towards the time wall.

Brother and sister each fell forward onto a patch of dusty ground. Charlie landed on top of Tilda with a grunt.

At the same moment, the iron point of a javelin grazed into the ground just centimetres away.

Looking back over her shoulder, Tilda saw the pristine Roman fortress. A second ago it had been little more than a ruin. "Hey, isn't that the –"

"Run!" yelled Charlie, dragging his sister towards the mud huts he'd seen during his earlier visit.

Tilda's eyes swam with confusion. "That man over there looks just like a... like a..."

Stumbling across uneven ground, Charlie finished his sister's sentence.

"A Roman soldier. Yeah, I know – that's what I've been trying to tell you!"



"This really can't be happening," she mumbled.

"Sssshhh," Charlie ordered.

"But it worked," Tilda continued. "It actually worked."

"Will you shut up?" pleaded Charlie.

"This is Roman Britain!" Tilda gazed around the village, flicking her eyes from one small mud hut to the next.

"Oil Gerraway from me pigs," bellowed an unfriendly voice.

Charlie and Tilda turned to see the haggard face of an ugly peasant farmer glaring through the doorway of his hut. His long hair appeared to be bleached white, and it hung heavily from his head in untidy strips. Dark eyes raged with hostility.

"Away with yer," he bellowed. "Find yer own beasts. Them's are mine!"

Feeling wholly unwelcome, Charlie and Tilda backed away from the stinking pen. Ducking low and hoping they would remain unseen, the two children crawled past a mound of steaming manure before pushing their

Chapter 8 Living Statues

They crouched low, hiding behind a small wooden fence which appeared to be made from thin sticks and woven tree branches. A trio of pigs wallowed in gloopy mud just a few metres away.

The smell of rotting vegetables and something much, much worse flooded their nostrils, yet Charlie hardly registered the stench. He had more important things on his mind, like keeping away from the group of angry Roman soldiers and their weapons.

Tilda clamped her hand across her nose and mouth. Her eyes flashed left and right, wild with disbelief.

their backs up against the wall of a neighbouring hut.

"Where are we?" Tilda's heart was beating like an Olympic sprinter's.

"I think this is still York," Charlie pointed to the large fortress beyond the white wall. "That's gotta be the building from the Museum Gardens."

Although her eyes could see the building, Tilda's brain was struggling to process these new sights and sounds. "But it looks brand new... and so big."

"That's because it is brand new," Charlie said. "And it is definitely big. When was it first built?"

Tilda tried her best to kickstart her bewildered brain into action, desperately attempting to recite what she'd learned at school. Eventually, she pulled a collection of facts from one of last term's history classes.

"Historians think it was built by the Emperor Septimius Severus," she recalled. "Roman Emperors liked to build big buildings to show how important they were, and Severus was one of the most important ever. He ruled the entire Roman Empire from York between 208 AD and 211 AD." She suddenly gasped.

"Maybe that's where we are now!"

"Was he a nice Emperor?" Charlie asked.

"I doubt it. You don't usually get to conquer half the world by asking nicely," Tilda replied. "Why?"

Charlie gulped and pointed to their right. "Because I think that lot are from his army."

Tilda swept her gaze up the wide paved road until it reached a troop of Roman soldiers. The sight pushed her head back like a slap.

The men were huge. Their skin bulged with the kind of thick muscles a rugby player would envy, and each wore what looked like enough polished armour to stop a rhino at full charge.

"They're not men," gasped Tilda. "They're like living statues!"

"Let's hope they're not looking for a fight," Charlie said, backing away and dragging Tilda with him.

"What makes you say that?" Tilda gulped.

Charlie shivered as his jog became a sprint. "Because that one with the sharp-looking sword is pointing it straight at us."



Running away proved to be the wrong strategy. Both children skidded around the mud hut and found themselves in the middle of a yard filled with startled chickens and geese.

The birds flapped and squawked in panic as Charlie and Tilda tried to find an escape route through the blizzard of feathers and wings. When a troubled farmer threw open the door of his hut to investigate what was causing all the commotion, the two young time travellers suddenly found themselves face to face with even more trouble.

"Thieves!"

The soldiers were quickly on the scene, flashing their swords and pointing their spears, and roughly apprehended the two children. Moments later, Charlie and Tilda found themselves dumped at the feet of a very mean-looking man. His polished silver headpiece

bristled with an impressive plume of thick, red horse hair. "The farmer caught them red-handed, Tribune," a Roman soldier lied, kicking dust into the children's faces.

The helmet's owner glared down at Charlie and Tilda through eyes that looked like they could start a fire. As he swung his heavy sword towards them, Tilda squirmed to avoid the razor-sharp steel.

"What are these pathetic specimens?" snarled the huge man.

"Chicken thieves, Tribune," barked a particularly large legionnaire. What looked like half the man's breakfast decorated his bushy ginger beard. "A couple of pox-ridden Brigante peasants looking for an easy meal, sir!"

"What a nerve!" Charlie whispered to Tilda. "How many easy meals do you reckon he's eaten?"

"Shurrrup! He's got a sword," Tilda hissed. "Right now, he can say and eat anything he wants."

"Do you know the punishment for theft?" the tribune sneered.

Tilda shook her head. She remembered reading that Romans had odd rules, some of them quite savage, and she just hoped theft was one of their lower misdemeanours.

Perhaps not realising how much trouble they were in, Charlie thought he'd take a wild guess. "How about a strong telling-off?"

"A strong telling-off?" the tribune laughed. "Is this Brigante being serious?"

The tribune's troop laughed like a chorus line.

"Why does he keep calling us Brigantes?" Charlie whispered.

"It's the local tribe," Tilda explained. "They think we're savages."

"We're not savages, you idiot!" snapped Charlie.

"What did you just call me?" Food crumbs flew from the soldier's beard as the legionnaire reached for a dagger

hanging from a belt around his midriff.

"Charlie, shurrup," pleaded Tilda. "You're going to get us into serious trouble."

"But we haven't done anything wrong," her brother insisted. "This lot are a bunch of bullying morons."

As more history class memories came rushing back to her, Tilda began to realise what a big mistake Charlie was making. Twenty-first-century rules are nothing like Roman customs and laws. She remembered reading that punishments for some crimes included being beaten or whipped... or even worse.

The crested tribune leaned forward and glared down at Charlie. "Lying to a Roman soldier is a very serious crime... some might even call it treason."

Before Charlie could get himself into even more trouble, Tilda locked a hand across her brother's mouth. But the look on the Roman leader's face told her that the damage was already done.

"Now, what did this scrawny, thieving peasant dare to call my soldier?" the tribune hissed.

Chapter 9

Fooled by His Own Fingers

"Nothing, sir," Tilda lied. "Forgive my brother – he often gets his words muddled up. He meant to say how much he admired your soldier's athletic physique."

Charlie squirmed free of his sister's grip.

"No I didn't," Charlie admitted. "I said he's an idiot!"

Tilda cupped her head into her hands and groaned. This wasn't going well at all. And when she saw a smaller legionnaire pull a vicious-looking whip from a dirty sack, she realised that things were about to get a whole lot worse.

The tribune instructed two soldiers to drag Charlie into the middle of the paved road. Tilda was held prisoner by the vice-like grip of an unfriendly legionnaire. She watched aghast as her brother struggled to break free.

"Gerroff!" he wailed.

As he twisted and turned like a trout on a hook, three silver coins spun free of Charlie's pouch. The landed on the road with a trio of clinks. The blubbery Roman soldier stooped to claim them.

"What do we have here?" he smirked, gazing down at the coins in his hand. "Three silver denarii. I'll enjoy spending those at the local tavern."

"They're mine," Charlie insisted, straining to snatch back the coins. "I need them!"

The Roman soldier laughed as he pocketed the money. "Not where you're heading, you don't."

Charlie avoided his sister's gaze. He didn't need to



see the desperation in Tilda's eyes to remind him that without those coins, they were stuck in the third century.

"I could have forgiven you the theft of a chicken," the tribune told Charlie. He walked with strong arms clasped behind his back, slowly circling his prisoner. "We all have to eat and that farmer has more than he needs. But when you insult one of my soldiers, you insult me, the Emperor and the whole of the Roman Empire. And that definitely sounds like treason to me!"

Charlie stopped struggling and shrugged. "What if I said sorry?"

"It is too late for an apology," the tribune explained, as he turned to the smaller legionnaire. "Hand me the whip."

"The wh-wh-whip?" spluttered Charlie. "Why do you need a whip?"

The fat soldier smiled wickedly at Charlie. "A couple of hard lashes might teach you a lesson."

"Are you lot crazy?" Charlie yelled, desperately wriggling to escape.

The tribune gave his whip a couple of test cracks. "Now hold still and take your punishment."

"Wait!"

Tilda slipped free of her Roman captor and rushed to her brother's side. "You can't whip him yet. You have to give him a chance to defend himself."

"Nonsense," insisted the fat legionnaire. "Go on sir, lash him hard. He deserves it."

But the tribune didn't lash Charlie. Instead, he put his whip down and gave Tilda a considered nod.

"This girl is smarter than the boy - she knows Roman law."

Tilda breathed a sigh of relief.

"He didn't insult your soldier," she confidently told the tribune. "He was just stating a fact."

The commander laughed. "He called him an idiot. That is clearly an insult."

The soldiers nodded in agreement.

As a plan brewed, Tilda winked at her brother. "So, if we can show that Blutos is in fact an idiot, will you promise not to hurt my brother?"

The tribune rubbed his chin, pondering the question. Tilda hardly dared breathe as she waited for the soldier's response.

Eventually, he nodded. "Maybe... if you can prove it."

Knowing this was the only opportunity that they would get, Tilda spun back to face the bearded giant. Two narrowed Roman eyes told her that Blutos was ready for the challenge.

"How many fingers have you got, Blutos?"

Blutos snorted. "Eight, plus two thumbs."

Folding thick arms across his chest, he offered Tilda a defiant glare.

"Oh, erm..." Sucking her bottom lip and scratching her head, Tilda did her best to sound unsure. "So, how many with thumbs?"

Blutos didn't even think about his answer. "Ten!"

Tilda smiled. So did Charlie.

"Easy, huh?" Tilda asked.

Blutos dismissed Tilda's question with a wave. "Can we club the boy now, sir?"

"Wait! I haven't finished!" Tilda turned to the tribune. "Surely, only an idiot wouldn't know how many fingers and thumbs he had, right?"

The tribune agreed. "A real idiot."

"Okay, Blutos," Tilda continued. "Show me your right hand."

After a moment's pause, Blutos slowly raised his hand up into the air. It resembled a startled starfish.

"Now, Blutos," Tilda smirked. "You just told us all that you have ten fingers, including thumbs. Is that right?"

Blutos nodded, grinning at his fellow soldiers. None of them noticed that the smile had slipped from their leader's lips.

"Great, let's check."

Tilda touched each of the Roman's digits as she began counting backwards from ten.

"Ten, nine, eight, seven..." When she reached his little finger, there was triumph in her voice. "Six! That's six fingers!"

Blutos stared dumbly at his hand.

"How many fingers are on your left hand Blutos?"

"Erm..." Blutos was still trying to come to terms with the news that his right hand had six fingers. "Five?"

Excitement ignited a sparkle in Tilda's eyes. "So, what's six fingers plus five fingers?"

"I... erm... but..." Blutos looked at his fellow soldiers for help, but most of them were too busy staring at their own fingers, counting like anxious toddlers.

"Six plus five, Blutos?" snapped the tribune.

"Erm... eleven?" Blutos reluctantly answered. "But that's not right, sir. Yesterday I only had ten."

Tilda ignored the bearded Roman, gazing up at the

tribune instead. "See, Blutos doesn't know how many fingers he's got. One minute he says ten, next he says eleven. You said yourself that onl-

"Blutos," the tribune snapped. "These dirty Brigante savages are right. You really are an idiot!"

Charlie and Tilda swapped high fives. It seemed that one of the oldest playground tricks in the book had just saved their skins.

What is a non-chronological report?

The word **chronological** is to do with time. If something is **chronological** it means it happens in time order. Like eating a bag of crisps, you need to open the crisps, then put them in your mouth before you can chew and swallow them. You can't eat the crisps before you open the packet or swallow them before they go in your mouth!

For those who like this sort of thing, the word is derived from the Greek words 'khronos' meaning *time* and 'logia' meaning *having an interest in*.

Most books you read are **chronological** texts.

You need to start at page one, read page two etc. to the end of the book. If you don't it would not make sense! Fiction books are **chronological**.

From your previous learning of prefixes, you know the prefix '**non**' means not.

So, if something is **non-chronological** it does not happen in time order.

Non-fiction books of facts like encyclopaedias and reference books etc are **non-chronological** texts. You don't need to read them from start to finish, you can read a few pages from the middle, or the end and they would make sense.

A **report** is a written account of something that has happened.

A good example of a **non-chronological report** would be a magazine. You can read a page of a magazine about one subject without having to read the whole magazine from the beginning.

Other examples of **non-chronological reports** are:

Information leaflets.

Formal letters.

Non-fiction books.

Newspapers.

This week you will:

- ❖ Recap pronouns and how they are used.
- ❖ Look at the features of non-chronological reports.
- ❖ Learn about what an opinion is.
- ❖ Write a non-chronological report.

Task 1 – LO: to recap and use pronouns.

Before we look at pronouns, let's remind ourselves what **nouns** are.

Nouns are the names of things.

There are two types of **nouns**, **common nouns**, and **proper nouns**.

Common nouns:

These are the names of objects and things.

Examples are: table, chair, cat, door, plate and bird.

The **cat** sat on top of the **table**.

Proper nouns:

These are the names of people and places – they always have a capital letter.

Examples are: Toddington, Charlton, Victoria, Gemma, Allan, and Mrs Taylor.

The **cat**, which was called **Jenny**, sat on the **table**.

How do pronouns link to nouns?

Pronouns are words used instead of **nouns** to stop writing becoming very repetitive (same thing over and over) and boring.

Example:

Bob went to the park where **Bob** played on the swings before **Bob** ran back to **Bob's** house. At home, **Bob's** Mum said **Bob** could watch some TV before **Bob** went to bed.

In this example the proper noun 'Bob' appears a lot of times and it soon becomes boring to keep reading it!

Here's the same piece of writing with some pronouns put in:

Bob went to the park where he played on the swings before he ran back to his house. At home, **Bob's** Mum said he could watch some TV before he went to bed.

Most of the uses of 'Bob' have been taken out, the first one has been kept so we know who the piece of writing is about. The second one has been left in to stop the pronouns becoming boring and to remind the reader who the piece of writing is about.

Pronouns are split into three groups:

First (1st) person pronouns.

1st person pronouns are used when you talk about yourself.

Examples are: I, mine and myself.

Second (2nd) person pronouns.

2nd person pronouns talk about someone with you.

Examples are: you, yours, yourself.

Third (3rd) person pronouns.

3rd person pronouns are used to talk about people who are not with you.

Examples are: he / she, hers / his / theirs, herself / himself / themselves.

Examples of pronouns.pdf in the Literacy sub-folder of the Google drive folder gives you lots of examples of pronouns.

Task 1, activity.

Task 1, activity – easy.pdf in the Literacy sub-folder of the Google drive is for those children who did the 'I Wish I Was a Fish' activities over the last two weeks.

Part 1) In your green book, draw a table like the one below.

pronouns	nouns

For the first part of the activity, sort the pronouns from the nouns on page 1 of the activity sheet and write them in the table you drew in your book.

Part 2) Copy each sentence from page 2 of the activity sheet into your book. Then underline the noun and circle the pronoun in each sentence.

Task 1, activity – medium.pdf in the Literacy sub-folder of the Google drive is for those children who did the 'Roman Rescue' activities over the last two weeks. Answers are in the **Task 1, activity – medium ANSWERS.pdf**. Don't cheat!

Part 1) In your green book, draw a table like the one below.

pronouns	common nouns	proper nouns

For the first part of the activity, sort the pronouns from the common and proper nouns and write them in the table you drew in your book.

Part 2) Copy each sentence into your book.
Then underline the noun and circle the pronoun in each sentence.

Part 3) Re-write the sentence that starts '*Ash was feeling nervous*' and replace some of the nouns with pronouns to make it read better.

****As usual, the sheets can be printed out, if you have access to a printer. However, in School, we would complete the activities as set out above.****

Task 2 - LO: features of a non-chronological report.

Below is a list of the features a good non-chronological report should have.

As always, not every report will have all these features, but they should have most of them.

We have already covered many of these features when we looked at non-fiction texts earlier in the School year.

1. An eye-catching heading in a large font
2. An introductory paragraph
3. Text split up into paragraphs with each paragraph on a different aspect of the subject
4. Sub-headings for each paragraph
5. Usually written in present tense, but can be past tense too
6. Pictures of the subject
7. Captions under each picture to explain what is in the picture
8. Diagrams with labels
9. Lists of facts in bullet points
10. Graphs or charts showing information about the subject
11. Boxes containing interesting individual facts to grab the attention of the reader
12. Technical vocabulary in bold, possibly with a glossary at the end

Task 2, activity 1.

Spend some time looking at the two PDF files below – they are both the same, one has just got more description about what each of the above features are.

Literacy Task 2 features of a NCR.pdf and **Literacy Task 2 features of a NCR description.pdf** both in the Literacy sub-folder of the Google drive.

They show you many examples of the features mentioned above. Even though it is not labelled, there is an introductory paragraph (2) just under the heading (1), but it doesn't have graphs or charts (10).

Task 2, activity 2:

Now you have familiarised yourself with the features of a non-chronological report, find some examples in books, magazines, newspapers or online.

See how many features listed above you can find in each report.

Try to find at least one with charts or graphs to see how they fit into a report format.

Task 3 - LO: to understand what an opinion is.

What is 'opinion'?

When you hear people speaking, you often hear them say, '*in my opinion*', or '*well that's your opinion*', but what do they actually mean by that?

Everyone, including yourself has an opinion. It's what you think or believe about something. Everything from your favourite colour, food, football team, TV programme, reading book, is based on your opinion.

All the opinions you have are based on what you know (or think you know) and things you have seen or done. They are NOT necessarily based on facts or the truth!

Just because (in your opinion) you think Manchester United is the best football team in the whole wide world ever! Does not mean that it really is, are there facts to prove that?

In your opinion 'The Worst Witch' series of books might be the best books ever about witches, but have you read all the books about witches that have been written?

You might have also heard people say, 'we have a difference of opinion', that means they don't think, or believe the same as the person they are talking to. They have different opinions.

That's how lots of arguments start! You think one thing, the person you are talking to has a different opinion and then you start arguing because of it.

Your Mum thinks your bedroom is a mess and wants you to tidy it up, you think it looks ok and want to go out to play in the garden... 😊

When two people have different opinions on something, instead of arguing, they will probably have a discussion instead.

What is a discussion?

A discussion is a conversation between two or more people where they are talking about one idea or theme.

These are some examples of discussions you've probably had recently:

- What your family is going to eat for dinner.
- Where you are going to go for your walk.
- Whether you will do your literacy work before you go outside to play or afterwards.

Two reasons to have discussions are:

- ✓ To find out what other people's opinions are on something.
- ✓ To try and get all the people involved to agree on something by ending up with the same opinion.

For example:

Your Dad is cooking dinner and he wants to cook a stir-fry; however, you might fancy pizza and your Mum would like pasta. You give your reasons (opinions) why you should have pizza, your Mum explains why she would like pasta and your Dad gives his reasons why you should have stir-fry.

After some discussion:

You might end up changing your parent's opinions, so you end up having pizza for dinner.

Your Mum changes the opinions of you and your Dad, and you have pasta.

Your Dad manages to change your mind, so you have stir-fry.

OR your Dad could just say 'tough you're both having stir-fry' (it happens, he's the one cooking it 😊), but you can't say you didn't try!

Task 3, activity: LO: to discuss a given theme and to try and change someone's opinion!

What you need:

Yourself (2nd person pronoun)

An **adult**, or older **brother** or **sister** (common nouns)

About 20 minutes of time to spend discussing.

Your discussion theme depends on whether you are doing your schoolwork at home or going to School as part of Eagles Class.

If you are doing your schoolwork at home:

Discuss what it's like having to do your schoolwork at home.

Suggested areas for you to discuss and give your opinion on:

What are the advantages of doing schoolwork at home?

What are the disadvantages of doing schoolwork at home?

What do you miss most about school?

What do you miss least about school?

Would you like to be taught at home all the time? y/n and why.

Suggested areas for you adult or older sibling to discuss and give their opinion on:

What have you enjoyed about having your child (younger sibling) at home all the time?

What have you found easy to teach your child (younger sibling) at home?

What have you found difficult to teach at home?

If you are doing your schoolwork in Eagles:

Discuss what it's like to be in School at the moment.

Suggested areas for you to discuss and give your opinion on:

What are the advantages of being in School at the moment?

What are the disadvantages of being in school at the moment?

Being in School has changed a lot, which changes to the School day do you like, and which don't you like?

Would you like to be taught at home instead? y/n and why.

Suggested areas for the person you are discussing with:

What have you enjoyed about having a smaller group of children to teach?

Which changes to the School day do you like, and which don't you like?

Listen to what each other says in the discussion.

If someone disagrees, then they have a different opinion.

Try to change their opinion by giving reasons.

Task 4 LO: write a non-chronological report on your discussion in task 3.

You are going to turn what you said in your discussion in Task 3 into a non-chronological report.

From Task 2, these are the features you will need to include:

1. An eye-catching heading in a large font – what your report is about
2. An introductory paragraph – explaining the theme of your report
3. Text split up into paragraphs with each paragraph on a different aspect of the subject – maybe one on the advantages and one on the disadvantages
4. Sub-headings for each paragraph – your likes and dislikes
5. Write it in present tense – you are writing about what you are doing now, but there may be some past tense if you are telling us about some of the work you have done
6. Pictures of the subject – maybe a drawing of you doing some work
7. Captions under each picture to explain what is in the picture
8. Lists of facts in bullet points – maybe some of your opinions on the theme

To finish off your report, end it with a few sentences giving your opinion on what you think of the situation.

We suggest you plan your report first.

Like your Wow Write, plan it how you feel comfortable. Use a mind-map, or jot down the sections and write down notes under each one.

When you're ready, write your report on a new page in your green books.

Use - **Literacy Task 2 features of a NCR description.pdf** to help you with the layout.

Pronoun Chart

	Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns	Reflexive Pronouns
1 st person	I	me	my	mine	myself
2 nd person	you	you	your	yours	yourself
3 rd person (male)	he	him	his	his	himself
3 rd person (female)	she	her	her	hers	herself
3 rd person	it	it	its	(not used)	itself
1 st person (plural)	we	us	our	ours	ourselves
2 nd person (plural)	you	you	your	yours	yourselves
3 rd person (plural)	they	them	their	theirs	themselves

Match the Pronoun with Its Noun

Put a circle around all of the pronouns in this box. Underline all of the nouns.

fish

me

railway

time

us

them

group

it

she

homework

golf

you

hers

my

tablecloth

our

rabbit

sock

your

I

they

air

him

cushion

his

mine

lesson

rubber

Match the Pronoun with Its Noun

For each sentence, circle the pronoun(s) and underline the noun it means. Look at the example.

When Harry put his rabbit down, **(it)** hopped away.

1. Some people don't like Snickers bars because they have nuts in.
2. Wednesday is PE, so it is my favourite day.
3. Ayan and Petra hung their coats up neatly.
4. Miss Mitchell, you've forgotten your whistle again!
5. That library book is Tessa's, give it back please.
6. Darrel is sulking because he got told off by his teacher.
7. Granny's potato soup is so thick it needs a fork to eat it!
8. That girl is called Maya. Hasn't she got long hair?
9. Km, m and mm are measurements. They are units of length.
10. Mum and dad called out, "Our taxi's here - we'll be back later!"

Pronouns Answers

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Put a circle around all of the pronouns in this box, underline all of the nouns and draw a box around the proper nouns.

me	crying	Ash	dominoes
costume	Hassan	it	they
gnurs	leggings	classroom	her
mine	them	singing	him

For each sentence, underline the noun and circle the pronoun that it has been replaced with. Look at the example:

I tried to lie my faces, but they ended up looking like balls of spaghetti.

- Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
- He fished my cap from underneath the art trolley and plonked it back on my head.
- I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.
- I put my hands over my face to stop it twitching.
- "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. He tugged at my costume for a while and patted my back reassuringly.

Now, see if you can replace some of the nouns in this sentence with pronouns which make the meaning clearer.

Ash was feeling nervous. Ash was feeling so nervous, Ash found even tying Ash's shoelaces difficult. Ash's best friend, Hassan, was worried about Ash.

Ash was feeling nervous. **He** was feeling so nervous, **he** found even tying **his** shoelaces difficult. Ash's **(His)** best friend, Hassan, was worried about **him**.

Pronouns

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

Put a circle around all of the pronouns in this box, underline all of the nouns and draw a box around the proper nouns.

me	crying	Ash	dominoes
costume	Hassan	it	they
yours	leggings	classroom	her
mine	them	singing	him

For each sentence, underline the noun and circle the pronoun that it has been replaced with. Look at the example:

I tried to tie my laces, but they ended up looking like balls of spaghetti.

1. Hassan dislikes anything to do with music and drama almost as much as he dislikes running in PE.
2. He fished my cap from underneath the art trolley and plonked it back on my head.
3. I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.
4. I put my hands over my face to stop it twitching.
5. "Just a minor Velcro mishap. I'll sort you out, don't worry," said Hassan. He tugged at my costume for a while and patted my back reassuringly.

Now, see if you can replace some of the nouns in this sentence with pronouns which make the meaning clearer.

Ash was feeling nervous. Ash was feeling so nervous, Ash found even tying Ash's shoelaces difficult. Ash's best friend, Hassan, was worried about Ash.

Features of Non-chronological Reports

Sub-headings

Each main paragraph has a sub-heading. These tell the reader what each paragraph is about.

Paragraphs

Non-chronological reports are organised into paragraphs. Each paragraph focuses on a different aspect of the subject being discussed. Many non-chronological reports have an introductory paragraph that introduces the subject and gives some basic facts about the topic.

Technical vocabulary

Sometimes, more specialised vocabulary is used in reports – words and phrases that are specific to the subject that is being written about.

Formal language

Another feature of non-chronological reports is factual, formal language. The purpose of this type of report is to give facts, not opinions.

Heading

A non-chronological report needs a large, eye-catching heading so that the reader knows what the report is about.

What is a Sloth?

A sloth is a mammal found in the rainforests of Central and South America. There are two types of sloth – two-toed sloths and three-toed sloths.

Appearance

Sloths have long limbs, rounded bodies and tiny ears. They have long, sharp claws for climbing trees and hanging from branches. Their fur often has a green tinge caused by the algae that grows on it. This algae can help camouflage the sloth, and also a form of protection such as eggs, babies and adults.



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Habitat

Sloths are arboreal animals – this means that they spend most of their time in trees. They eat, sleep and even give birth hanging upside down from branches. Sloths only come down from the trees to go to the toilet!

Diet

Sloths mainly eat leaves, twigs, buds and shoots, but they have been known to occasionally eat insects and birds. They have an extremely slow digestive process which takes up most of their body's energy – one tree can take a sloth 30 days to fully digest!

Movement

Sloths move extremely slowly. They travel through the trees at an average speed of just four metres per minute, and are slow down on the ground. They are fearless, and sloths drink water. They can swim up to three metres below the water.

Did you know...?

1. Sloths are the only mammals that have backward-curving claws.
2. Sloths have a very slow metabolism.
3. Sloths can survive for up to three months without eating.
4. Sloths are the only mammals to walk on their hind legs.



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Images

Non-chronological reports can include images such as photographs, illustrations or labelled diagrams to show pictures of the subject.

Captions

A caption is a short sentence or phrase which describes or explains the image it is written underneath.

Fact box & bullet points

Lots of non-chronological reports have boxes with interesting facts, which are organised into a bullet-pointed list. This makes it quick and easy for the reader to read.

Present tense

Non-chronological reports are usually written in the present tense (unless they are about something that has happened in the past).

Features of Non-chronological Reports

Heading

What is a sloth?

A sloth is a mammal found in the rainforests of Central and South America. There are two types of sloth - two-toed sloths and three-toed sloths.

Appearance

Sloths have long limbs, round heads and tiny ears. They have long, sharp claws for climbing trees and hanging from branches. Their fur often has a green tinge caused by the algae that grows on it. This algae can help camouflage the sloth, and hide it from predators such as eagles, snakes and jaguars.

Sub-heading



An algae-covered sloth

Habitat

Sloths are arboreal animals - this means that they spend most of their time in trees. They eat, sleep and even give birth hanging upside down from branches. Sloths only come down from the trees to go to the toilet!

Image

Diet

Sloths mostly eat leaves, twigs and shoots, but they have been known to occasionally eat insects and birds. They have an extremely slow digestive process which takes up most of their body's energy - one leaf can take a sloth 30 days to fully digest!

Movement

Sloths move extremely slowly. They travel through the trees at an average speed of just four metres per minute, and are even slower on the ground. They are however good swimmers, and can move up to three times faster in the water.

Paragraphs



A three-toed sloth

Caption

Technical vocabulary

Fact box & bullet points

Did you know...?

- Three-toed sloths eat leaves. Their heads are about 40cm (that's a three-quarter metre!)
- Sloths sleep for between 16 and 19 hours a day.
- They only go to the toilet once a week!

Maths

A challenge for the half term 'holiday'

Your challenge is to invent, design and make a new Maths game based around the times tables facts.

You can design a totally new game, or adapt one that you have, or know how to play already.

We have done this for the last few years and had some amazing results, some ideas from previous years have been to adapt games like Snakes & Ladders, or Snap and Top Trumps.

THINGS TO THINK ABOUT:

- Try to make the rules easy to follow.
 - Make it fun to play.
- Design it so that it can be played in about 10-15 minutes.
- How will someone who is good at their tables be able to play against someone who isn't so confident?
- How can adults play against children fairly?

** Don't forget to include instructions! **

😊 Have Fun! 😊


Addition and Subtraction

Task 1 LO Add three 2-digit numbers compact addition

Active

Place 0 – 9 cards around the room. Run to collect a single digit card. Return and say two facts about that number e.g. 'odd', 'multiple of two'. Run and collect 2 single digits, add together and give two facts about the new number. Finally collect two single digits put them together to make a new number and give two facts about that number.

a) Complete the following additions using column addition. *Remember to write the largest number first and to leave a space to show carrying.

1. $42 + 31 + 25$	5. $56 + 37 + 48$		46
2. $53 + 32 + 43$	6. $74 + 56 + 36$		21
3. $34 + 25 + 32$	7. $85 + 47 + 38$		25 +
4. $63 + 42 + 34$	10. $45 + 24 + 38 + 34$		$\underline{1}$ 92

Task 2 LO Estimating

Active Count in tens up to and back from 130 whilst performing star jumps.

a) Round each of these numbers to the nearest multiple of ten;

43, 86, 27, 36, 18, 54, 72, 25 and 67.

b) Choose two numbers below that you think have a near total of 100

21, 45, 93, 24, 48, 82, 61, 27, 33, 42, 17, 14, 26

Do this five times

c) Repeat, your target total is now 150 and you can use three numbers.

62 and 39

'Round' to 60
and 40

Check 62

39

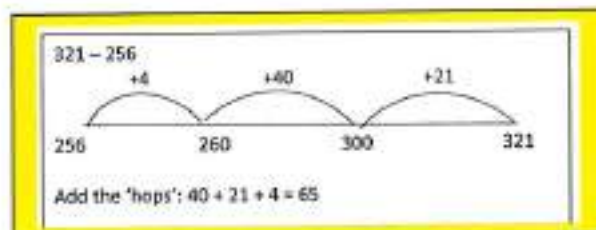
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Task 3 LO Use Frog to help calculate change

We are going to use the 'Frog' *hopping* method to count-on.

This helps us to *find the difference* between 2 numbers.



In the example shown John has 3.21. He spends 2.56. We find out how much he has left by *counting on*.

*Always start with the smallest number.

*Hop to the next multiple of 10

*Hop to the next 100

*(Hop to the final 100, if needed)

*Hop to the final (larger) number.

***Add up the 'hops'.**

- a) Molly has 5 pocket money (500p). Use 'Frog' to count on and calculate how much change she would get after buying one of these toys

					
2.50	3.50	50p	2.70	3.71	3.37

- b) Now use Frog to calculate change from each of the toys, if bought using a 5 note.

Task 4 LO Using 'Frog' to count on and find the difference

					
£2.50	£3.50	50p	£2.70	£3.71	£3.37
					
£6.50	£7.10	£8.20	£10.10	£14.53	£17.81

- a) Find the difference, in cost between the two toys.

*Remember to count on from the lower price (smaller number)



Estimating totals

21

48

42

26

45

82

38

Choose three numbers which you think will have a total near to 100.

Find the exact total.

Look for another three. Repeat. Can you get closer to 100?

Choose three number which you think will have total near to 150. Find the exact total. Choose another three. Can you get closer to 150?

14

24

27

93

61

33

17

73

Finding change



Teddy bear
£4.79



Racing car
£3.46



Jigsaw
£2.95



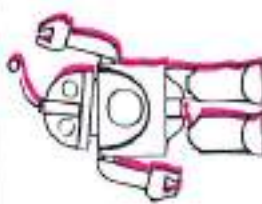
Art set
£8.38



Scooter
£14.75



Space hopper
£7.89



Robot
£12.65



Space craft
£18.47

Choose a toy a you could buy with a £5 note and work out the change.

Draw coins to show how you might get the change for one toy.

Choose two toys you could buy with a £10 note and work out the change.

Draw notes/coins to show how you might get the change for one toy.

Choose two toys you could buy with a £20 note and work out the change.

Draw notes/coins to show how you might get the change for one toy.

How much more?

£10  £8.79

 £10

1. How much more is needed to buy the game?



£15  £6.78

 £6.78

2. How much is needed to buy the game?



£19  £5.68

 £5.68

3. How much is needed to buy the game?



- 4. £5.89 + = £10
- 5. £7.25 + = £10
- 6. £9.49 + = £10
- 7. £8.58 + = £10
- 8. £6.72 + = £10

Wrens Maths Group activities for Summer Week 5 – Adding and Subtracting Money.

**** All the answers can be recorded in your green exercise book. ****

Adding and subtracting money – pounds and pence – using column method, can be done in the same way you have added and subtracted numbers before.

You just need to remember to include the units – either £ or p and include the decimal point (the .) to show where the pounds end and the pence begin.

You only use one unit when writing amounts of money down.

It's £12.54 or £12 and 54p NEVER £12.54p.

The decimal point (.) can make a HUGE difference.

£320 is a lot more than £32.00 or £3.20 and all because of that little dot!

Task 1: LO: adding money using column method.

Adding money using column method is just the same as adding any numbers. As mentioned above, you just need to remember to put the decimal point in (the dot) and remember to add the units to your answer – 3.25 is a decimal number, £3.25 is an amount of money.

Here's a recap on how to add money using column method:

TIP 1 – put the decimal point in as you write the prices down and add it to your answer as you work it out, that way you will not forget it!

TIP 2 – you only need to add the £ or p in the answer, you do not need to add it to every amount.

So, for the two examples $£16.23 + £12.46 =$ and $£24.19 + £27.36 =$, column addition looks like this:

	1	6	.	2	3				2	7	.	3	6	
	1	2	.	4	6	+			2	4	.	1	9	+
			.						1		.	1		
£	2	8	.	6	9			£	5	1	.	5	5	

****REMEMBER****

You write the largest amount first followed by the next largest amount, no matter how they are written in the number problem you are trying to solve, just like in the second example above!

Task 1, activity - add these amounts of money using column method.

1) £25.16 + £19.52 =

2) £37.47 + £11.72 =

3) £17.03 + £18.18 + £16.50 =

4) £427.34 + £332.85 =

5) £141.63 + £109.21 + £93.79 =

Task 2: LO: subtracting money using column method.

Subtracting money using column method is just the same as subtracting any numbers, surprise! 😊

Here's a recap on how to subtract money using column method, same tips apply as they did for adding:

So, for the three examples £59.46 - £23.15 =, £73.69 - £54.57 = and £67.29 - £23.94 =, column subtraction looks like this:

			.					6		.						6	.				
	5	9	.	4	6			7	13	.	6	9				6	7	.	12	9	
	2	3	.	1	5	-		5	4	.	5	7	-			2	3	.	9	4	-
£	3	6	.	3	1			£	1	9	.	1	2			£	4	3	.	3	5

Task 2, activity - subtract these amounts using column subtraction.

1) £83.32 - £51.11 =

2) £97.81 - £68.21 =

3) £82.83 - £44.67 =

4) £529.46 - £157.24 =

5) £473.83 - £292.92 =

Task 3: LO: one-step word problems involving money.

The word problems below are all one-step problems, that means you only need to solve one number problem to find the answer.

- 1) Ben buys a toy car for £5.79 and a ball for £4.55, how much does he spend in total?
- 2) Sue is a customer in her sister's pretend shop. She has £6.78 toy money in her purse and 'spends' £3.84 on items from the shop. How much change will Sue get from her sister?
- 3) Helen has £32.50 in her piggy bank; her Mum gives her £3.50 pocket money and her Nan gives her £25 for her birthday. How much money does Helen have now?
- 4) Mia has £53.25 and buys a new game for £29.99, how much does she have left to spend later?
- 5) Tom spent £17.65 on books, Sue spent £23.95 on books and Harry spent £26.50 on new books. How much do they all spend in total?

Task 4: LO: two-step word problems involving money.

The word problems below are all two-step problems. That means you need to solve two number problems to work out the answer to each question.

- 1) Brian has £32.50 before he goes shopping. He spends £9.85 on new toys and £12.60 on a present for his Mum's birthday. How much does he have left after his shopping trip?
- 2) Sam has £29.47 and Felicity has £24.70. If they spend £36.90 on a takeaway, how much do they have left?
- 3) Bob needs to save £100 to buy some new parts for his bike. In week 1 he saves £22.15, week 2 he saves £19.50 and £24.76 in week 3. How much does he need to save in week 4 to reach his total?
- 4) Vicky has saved £65.17 and her brother Charlie has saved £64.62. Their Mum says she will make it up to £150 so they can buy some new games for their PS4. How much does Mum have to give them?
- 5) Niamh has £54.45 in her piggy bank and her Dad gives her £35. If she spends £76.50 on some new clothes, how much money does she have left?

Now try the Maths challenges!

Wrens Maths Group Challenges –
adding and subtracting money.

**This week there are 8 money
related challenges to choose
from.**

**Read through the challenges
and choose four.**

You can do more if you wish.

Answers next time 😊.

Maths Mastery

Challenge Cards



Maths Mastery - Money

1. How many different ways can you make the total of £2.95?

You can use the same value coin more than once.

What is the least amount of coins you could use?



Maths Mastery - Money

2. At a market stall by the seaside, Hannah can buy the following items:

postcard 25p

lolly 35p

ice cream 75p

cake £1.20

cola 55p



Hannah has £2. She buys three items and has less than £1 in change. Which three items could she have bought?

Maths Mastery - Money

3. Maurice the magpie has been stealing again!

He has stolen 3 silver coins.

What different totals could the coins make?



Maths Mastery - Money

4. What is the most amount of money that can be made using:

- a) 3 of these coins?
- b) 4 of these coins?
- c) 7 of these coins?



What is the least amount of money that can be made using:

- d) 3 of these coins?
- e) 4 of these coins?
- f) 7 of these coins?

Maths Mastery - Money

6. Ben bought a balloon.

He gave the shopkeeper six coins to pay for it.

What could Ben have paid for the balloon?

Look at your answers. Which ones are reasonable amounts to pay for a balloon?



Maths Mastery - Money

5. Freddie has these coins:

Which individual items could Freddie pay for exactly without needing change?



Maths Mastery - Money

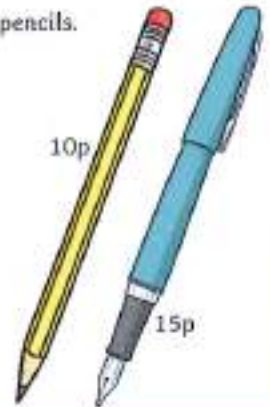
7. Inrik went to buy some pens and pencils.

He had £2.50.

He bought 4 times as many pens as pencils.

He was given 40p change.

How many pens and pencils did he buy?



8. Pete the Pirate and his 2 brothers find some money.

They have a sister called Poppy.

If the brothers shared the money just amongst themselves, they would each get £20 more, than if they shared it equally with their sister too.

What was the sum of money that they had found?



Wrens Maths Group Answers for Summer Week 4 – Estimating and Rounding.

Activity Task 1: LO: rounding to the nearest ten and hundred.

Task 1 Activity:

Number to round	To the nearest 10	To the nearest 100
Example: 237	Rounds up to 240	Rounds down to 200
311	Down to 310	Down to 300
479	Up to 480	Up to 500
652	Down to 650	Up to 700
787	Up to 790	Up to 800
898	Up to 900	Up to 900
1546	Up to 1550	Down to 1500
1764	Down to 1760	Up to 1800

Activity Task 2: LO: using rounding to estimate answers.

Task 2 activity 1: Estimate the answers to these questions by rounding the numbers to the nearest 10 – you don't need to work out the actual answer!

$89 + 34 =$ roughly 120

$243 - 68 =$ roughly 170

$134 + 148 =$ roughly 280

$351 - 219 =$ roughly 130

$487 + 242 =$ roughly 730

$573 - 225 =$ roughly 340

Task 2 activity 2: Which answer is a close estimate of:

1) $87 + 74 =$

- a) 150 b) 130 c) 160 d) 140

2) $259 - 163 =$

- a) 90 b) 100 c) 70 d) 80

3) $455 - 121 =$

- a) 330 b) 360 c) 340 d) 350

4) $323 + 238 =$

- a) 560 b) 550 c) 540 d) 530

Challenge 1:

To round to the nearest 1000 you need to look at the digit in the hundreds column.

100, 200, 300 and 400 **round down** to the nearest 1000.

500, 600, 700, 800 and 900 **round up** to the nearest 1000.

Example:

3479 sits between 3000 and 4000.











It has the digit 4 in the hundreds so it **rounds down** to 3000

3749 has the digit 7 in the hundreds so it **rounds up** to 4000.

Name: _____

Date: _____


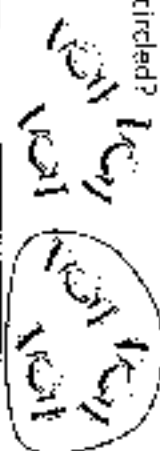

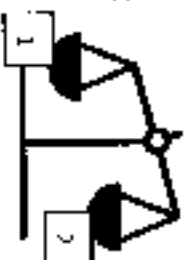


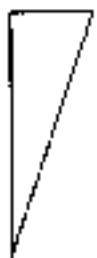

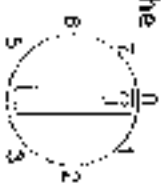
Class/Group: _____

A: Number and Place Value		B: Fractions and Measure		C: Measure and Geometry	
1:1	1. What is the missing number? 0 <input type="text"/> 2 3 4	1:11	11. Circle half ($\frac{1}{2}$) of the sweets. 	1:16	16. I go to bed in the: a. morning b. afternoon c. evening. 
1:2	2. What is the missing number? 2 <input type="text"/> 6 8 10	1:12	12. Colour in $\frac{1}{4}$ of this shape. 	1:17	17. What month comes before April? a. February b. May c. March
1:3	3. What number is one more than 24? 25	1:13	13. Circle the shortest arrow. 	1:18	18. What time does this clock show? Half past 12 
1:4	4. What number is labelled? 	1:14	14. How long is the matchstick? 5cm 	1:19	19. What is this shape? a. cuboid b. pyramid c. sphere 
1:5	5. Write this number in words: Four	1:15	15. How much altogether? 	1:20	20. The teddy bear is: a. on the chair. b. under the chair. c. next to the chair. 
1:6	6. What symbol is missing? 8 <input type="text"/> 5 = 13	1:16	16. How much altogether? 13		
1:7	7. What is the missing number? $10 - 9 = \square$	1:17	17. How much altogether? 5		
1:8	8. $19 + 4 =$	1:18	18. How much altogether? 23		
1:9	9. Tom has 5 apples. Kim has 8 apples. How many apples altogether?	1:19	19. How much altogether? 13		
1:10	10. 10 pens are shared by 2 children. How many pens do they get each?	1:20	20. How much altogether? 5		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-7)		Y (8-15)	
				G (16-20)	

Name: _____

Date: _____





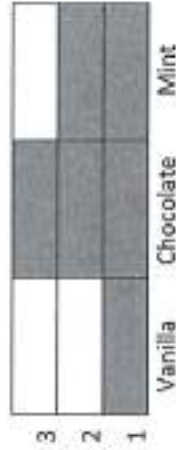

Class/Group: _____

A: Number and Place Value	B: Fractions and Measure	C: Measure and Geometry
1. How many counters? 	11. What fraction of the sweets is circled? 	16. If today is Friday, tomorrow is: a. Monday b. Saturday c. Thursday
2. What is the missing number? 10 20 30 40 []	12. Colour in $\frac{1}{4}$ of this shape. 	17. About how many weeks are in a month? a. 4 b. 7 c. 12
3. What number is one less than 49?	13. Which pan has the heavier weight in it? 	18. Draw the hands to show Five o'clock. 
4. Write a number that is more than 8.	14. How much water is in the bowl? 	19. What is this shape? 
5. Write this number in numerals: seventeen	15. How much altogether? 	20. What number will the dial be pointing to after a quarter turn clockwise? 
6. What symbol is missing? 11 <input type="checkbox"/> 8 + 3	16. Total (A) _____ Total (B) _____ R (D-7) _____	Total (C) _____ Y (8-15) _____ G (16-20) _____
7. What is the missing number? 4 + [] = 20	17. Total (A) _____ Test Total (A+B+C) _____	
8. 17 - 9 =		
9. Mike has 15 sweets. He eats 9 of them. How many does he have left?		
10. 3 cakes come in a box. If you buy 3 boxes, how many cakes do you have?		





Name: _____

Date: _____

Class/Group: _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 87 77 67 57 47 <input type="text"/>	2:1 37	11. $90 \div 10 =$	2:11 9	21. Tim has twenty pence (20p). Tick the coins that have the same value. 	2:19 10p + 10p
2. What is the value of the 9 in this number? 92	2:2 90	12. Which are the even numbers? 2 17 16 23	2:11 2, 16	22. Sam has fifty pence (50p). He buys an apple for thirty pence (30p). How much change does Sam get? 	2:20 20p
3. Draw an arrow to label 8. 	2:3 Arrow	13. What symbol is missing? $35 = 5 \square 7$	2:12 x		
4. Use <, > or = to make this correct: $2 \times 4 \square 5 + 3$	2:4 =	14. What symbol is missing? $4 = 32 \square 8$	2:12 ÷		
5. Write this number in numerals. thirty nine	2:5 39	15. Tick (✓) if true: $8 \div 4 = 4 \div 8 \square$ $9 \times 7 = 7 \times 9 \square$	2:13 x ✓	23. What time does this clock show? 	2:22 Quarter past 12
6. There are 29 people on a train. 16 get off. How many people now?	2:6 13	16. 4 boys share 20 chocolates. How many chocolates does each boy get?	2:14 5		
7. $20 - \square = 14$	2:7 6	17. 4 bags each contain 6 apples. How many apples are there in total?	2:14 24	24. Favourite ice-cream flavours of some pupils are shown below. 	2:29 3
8. $67 - 10 =$	2:8 57	18. What fraction is shaded? 	2:15 $\frac{2}{3}$		
9. Is this true? Write 'yes' or 'no'. $27 + 7 = 7 + 27$	2:9 Yes	19. How many quarters are in 1 whole?	2:15 4	How many pupils chose chocolate? 25. How many pupils were asked in total?	2:30 6
10. Use $92 = 23 + 69$ to help find: $92 - 69 = \square$	2:10 23	20. Complete the equivalent fractions. $\frac{1}{2} = \frac{2}{\square}$	2:16 4		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	


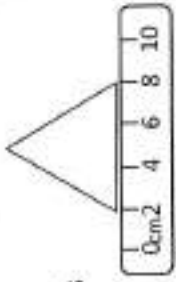

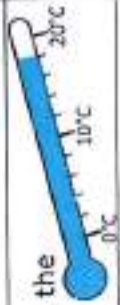

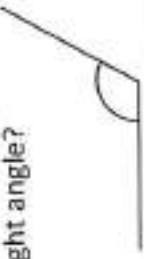



Name: _____ Date: _____ Class/Group: _____

A: Place Value, Add and Subtract	B: Multiply, Divide and Fractions	C: Measure and Geometry
1. What is the missing number? $0 \quad 2 \quad 4 \quad 6 \quad \square \quad 10 \quad 12$	11. $35 \div 5 =$	21. Estimate the weight of a banana. Write a, b or c. a. about 15g b. about 150g c. about 15kg 
2. What is the value of the 4 in this number? 49	12. Which are the odd numbers? $3 \quad 6 \quad 9 \quad 12$	22. How many ten pence (10p) coins are the same value as a fifty pence (50p) coin? 
3. What number is labelled? 	13. What symbol is missing? $4 \quad \square \quad 6 - 24$	23. Katie has sixty pence (60p). She spends forty-five pence (45p). How much money does she have left?
4. Which numbers are > 15 ? $12 \quad 14 \quad 16 \quad 18$	14. What symbol is missing? $30 \div 6 \quad \square \quad 5$	24. Which is longest? Write a, b, or c a. an hour b. 80 minutes c. quarter of an hour
5. Write this number in numerals. fifty three	15. Is this true? Write 'yes' or 'no'. $10 \div 5 = 5 \div 10$	25. Draw the hands to show Quarter to four. 
6. There are 30 children in a class. 12 are girls. How many are boys?	16. 4 children share 32 sweets. How many sweets does each child get?	26. Use $65 + 18 = 83$ to help find: $83 - 18 = \square$
7. $20 - 7 =$	17. 4 teams enter a 7 a-side contest. How many players are in the contest?	Total (A) _____ Test Total (A+B+C) _____
8. $58 - 10 =$	18. Write the fraction one half in numerals.	Total (B) _____ Y (10-19) _____
9. Is this true? Write 'yes' or 'no'. $17 + 18 = 18 + 17$	19. How many quarters are in 2 whole ones?	Total (C) _____ G (20-25) _____
10. Use $65 + 18 = 83$ to help find: $83 - 18 = \square$	20. What is $\frac{1}{2}$ of 14?	Total (A) _____ Total (B) _____ Total (C) _____



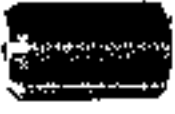
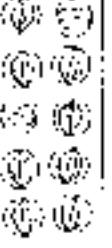

Name: _____

Date: _____

Class/Group: _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
3:1	1. What is 10 more than this number? 67	3:10	11. $56 \div 8 =$ 7	3:19	21. How much does this strawberry weigh?  35g
3:2	2. What is the 5 worth in this number? 750	3:10	12. $12 \times 4 =$ 48	3:20	22. What is the perimeter of this equilateral triangle?  18cm
3:3	3. Write $<$ or $>$ to make this correct: $812 \square 796$	3:11	13. $17 \times 4 =$ 68	3:26	23. Ian turns through a quarter turn. How many degrees has he turned through?  90
3:4	4. Show 18°C on the thermometer. 	3:12	14. There are 3 girls for every 2 boys. If there are 12 girls, how many boys?		
3:5	5. Make the smallest number possible using the digits 2 7 and 5 .	3:13	15. What is one tenth of 8? 0.8		
3:6	6. $459 + 1 =$ 460	3:14	16. Circle $\frac{1}{7}$ of the marbles. 		
3:7	7. $256 - 173 =$ 83	3:15	17. What is $\frac{3}{5}$ of 25? 15	3:27	24. Is this angle bigger or smaller than a right angle?  Bigger
3:8	8. Circle the best estimate to $102 - 69$: 15 20 25 30	3:16	18. $\frac{8}{12} = \frac{?}{3}$ 		
3:9	9. A school has 500 tickets to sell for a play. They sell 289. How many left? 211	3:17	19. Add the fractions. $\frac{3}{9} + \frac{3}{9}$ $\frac{6}{9}$ or $\frac{2}{3}$	3:28	25. Which pair of lines are parallel? a.  a. b.  b.
3:9	10. What is the missing number? $25 + \square - 13 = 30$ 18	3:18	20. Write the smallest fraction. $\frac{1}{5}$ $\frac{1}{3}$ $\frac{1}{7}$ $\frac{1}{2}$ $\frac{1}{7}$		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19)	
				G (20-25)	


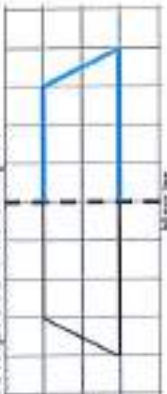

Name: _____ Date: _____ Class/Group: _____

A: Place Value, Add and Subtract	B: Multiply, Divide and Fractions	C: Measure and Problem Solving
1. What is the missing number? $0 \quad 4 \quad 8 \quad \square \quad 16$	11. $28 + 4 =$	21. Alfie is 1m 12cm tall. Zac is 91cm tall.
2. What is the 6 worth in this number? 361	12. $8 \times 6 =$	How much taller is Alfie than Zac?
3. Write this number in numerals. four hundred and sixty two	13. Use $9 \times 6 = 54$ to solve: $9 \times 12 =$	22. What is the perimeter of this rectangle? 
4. What number is labelled? 	14. What is the missing number? $4 \times \square = 50 - 22$	23. Cans of pop are 60p each. I have 2. How many cans of pop can I buy?
5. Make the largest number possible using the digits 6 4 8.	15. What is the missing number? $0.7 \quad 0.8 \quad 0.9 \quad 1.0 \quad \square$	
6. $603 - 10 =$	16. Circle $\frac{4}{10}$ of the marbles 	24. Draw the hands to show twenty five minutes past eight.
7. $723 - 312 =$	17. What is $\frac{1}{4}$ of 12?	
8. Circle the best estimate to $48 + 89$ 110 120 130 140	18. $\frac{1}{3} = \frac{?}{6}$	25. How many minutes are equal to 180 seconds?
9. One orange costs twenty pence. How much will five oranges cost?	19. Add the fractions. $\frac{2}{9} + \frac{5}{9}$	
10. What is the missing number? $\square - 23 = 9$	20. Write the smallest fraction. $\frac{1}{5} \quad \frac{1}{6} \quad \frac{1}{4} \quad \frac{1}{2}$	
Total (A) Total (A+B+C)	Total (B) Total (B+C)	Total (C) Total (A+B+C)

Name: _____

Date: _____

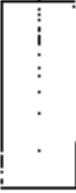
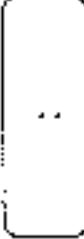
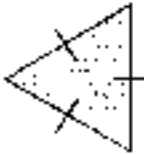
Class/Group: _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
4:1	1. What is the missing number? 1,000 <input type="text"/> 3,000 4,000 5,000	4:9	11. $6 \times 9 =$	4:19	21. Tim and Sue both weighed themselves. Tim's weight was 31.5 kg. Sue's weight was 32000g. How many grams heavier was Sue? 
4:1	2. What is the missing number? 200 225 250 <input type="text"/> 300	4:10	12. Complete the sum that is equal to $6 \times 7 \times 12:$ <input type="text"/> $\times 12$	4:20	500
4:2	3. Round this number to the nearest 1,000: 2,167	4:11	13. $236 \times 8 =$	4:25	22. Tick (✓) the shape that has exactly one line of symmetry. <input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/>
4:2	4. What is 1,000 more than 960?	4:12	14. To work out 39×8 you could do: $30 \times$ <input type="text"/> $+$ <input type="text"/> $\times 8$	4:26	23. Complete this shape: 
4:3	5. If the temperature starts at 3°C, then drops by 9°C, what is it now?	4:13	15. $\frac{15}{40} = \frac{3}{?}$	4:29	Shape drawn
4:4	6. What is the value of the 8 in this number? 2,789	4:14	16. What is the missing number? 2.96 2.97 2.98 2.99 <input type="text"/>	4:30	24. Favourite meats of Lower School: 
4:5	7. Write the number 13 in Roman numerals.	4:15	17. $\frac{11}{15} + \frac{4}{15}$		Bar drawn
4:6	8. $8,629 - 5,318 =$	4:16	18. Write $\frac{3}{4}$ as a decimal number.		
4:7	9. Estimate the answer to: $4,012 + 15,982$	4:17	19. $23 \div 10 =$		
4:8	10. From 500 tickets, pupils buy 235 & parents buy 188. How many are left?	4:18	20. Using 10, Rob buys a drink for 90p and a wrap for 2.50. How much left?		25. How many pupils are there in Lower School? 77
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19) G (20-25)	

Name: _____

Date: _____

Class/Group: _____

A: Place Value, Add and Subtract	B: Multiply, Divide and Fractions	C: Measure and Geometry
1. What is the missing number? $18 \quad 27 \quad 36 \quad \square \quad 54$	11. $66 \div 6 =$	21. There are 650 millilitres of liquid in a jug. How much more liquid needs to be added to make 1 litre?
2. What is the missing number? $49 \quad \square \quad 63 \quad 70 \quad 77$	12. Two factors of 32 add up to 33. What are they?	22. What is the perimeter of this rectangle? 
3. What is 1,000 more than 2,350?	13. $314 \times 7 =$	23. At lunch, Kirsby has a starter and a main meal. She pays with a £20 note. How much change does she get? All Starters £4.95 All Mains £9.90
4. Round this number to the nearest 10: 3,275	14. In a class of 18 there are 2 girls for every 1 boy. How many are boys? $15. \frac{2}{3} = \frac{5}{15}$	24. How would 6:15pm be shown on a 24 hour digital clock? 
5. What is $2 - 9$?	16. What is the missing number? $\square \times 200 = 2.01 \quad 2.02 \quad 2.03$	25. What is the special name for this type of triangle? 
6. What is the value of the 3 in this number? 3,296	17. $\frac{5}{14} + \frac{8}{14} =$	26. Write 0.25 as a fraction.
7. Write the number 67 in Roman numerals.	18. Round 56 to the nearest whole number.	Total (A) _____ Total (B) _____ Total (C) _____
8. $3,912 + 1,179 =$	19. $45 \div 10 =$	Y (10-19) _____ R (0-9) _____
9. Write the sum to check $492 + 210 = 702$: $702 - \square = \square$	20. Round 56 to the nearest whole number.	Test Total (A+B+C) _____
10. I have £2. I spend £1.15 then 65p. How much do I have left?	Total (A) _____ Total (B) _____ Total (C) _____	G (20-25) _____

Making Muscles

You will need:

elastic bands

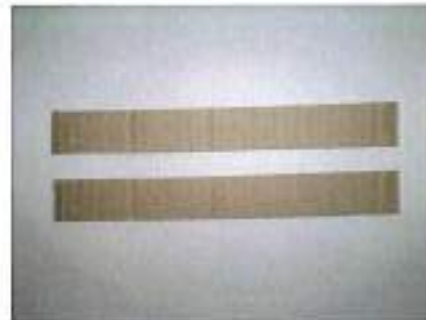
strips of thick, strong cardboard

split pin

stapler & scissors



1. Cut two equal lengths of card from thick strong card.



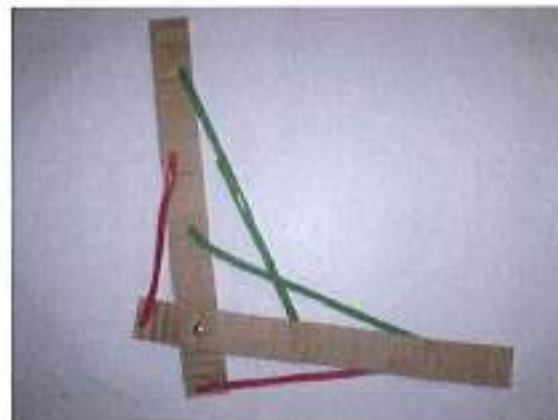
2. Place one strip of card on top of the other.



3. Push a split pin through both pieces of card. This must be no less than 5cm in from the edge.

4. Cut 4 elastic bands to length. Two will be short (red) and two will be need to be longer (green).

5. Staple the elastic bands in place. The two shorter ones will attach on the outside of the arm and the 2 longer bands will attach on the inside of the arm. Attach them all so they are tight but not pulling.



Science – Joints & Muscles part 2.

Last week you learnt what joints are and why we have them.

Here is the information in brief for you again:

What is a joint?

Put simply a joint is where two, or more, bones in the skeleton meet, or join hence the term joint! There are two types of joint.

Fixed joints – the ones that can't move, like those in your skull.

Flexible joints – the ones that can move, like your elbow.

So why do we have joints?

Fixed joints - hold different parts of the skeleton together.

Flexible joints - allow the skeleton to move.

From a few weeks ago you learnt that one reason humans have a skeleton is for movement. You learnt last week that to move our skeleton we need flexible joints between the bones. However, that's not the whole story, there's still one thing missing to enable the human body to move and that's muscles.

So, this week you will learn how muscles work with the bones and joints in the human body to enable the human body to move.

Task 1 – LO: how muscles work.

Watch the video below, it gives you a really good idea about what muscles are and how they work:

Don't forget you can watch it more than once!

<https://www.bbc.co.uk/bitesize/clips/zpp6n39>

From the video you learnt:

- ✓ There are over 600 muscles in the human body.
- ✓ Muscles work in pairs to move the different parts of the body.
- ✓ Muscles make the body move by **contracting** (getting shorter) and pulling on the bones.
- ✓ When a muscle is not working it **relaxes** (gets longer).

The muscles you have just felt moving are called **biceps**.

The muscles **contracting** to pull your arm down, while your biceps **relax**, are called **triceps**.

Task 1, activity – feel your muscles working.

- 1) Hold your left arm straight out in front of you - like the lady did in the video.
- 2) Place your right hand gently in the middle of your upper arm - don't squeeze your arm, just place the hand loosely on top.
- 3) Slowly, lift your left hand up towards your shoulder - you should feel the muscles below the skin pulling up and start to bulge as they **contract** to pull the bones in your lower arm up to meet your shoulder.
- 4) Now, slowly lower your hand – you will feel the muscles below your hand slide down as they **relax**, and the bulge disappears.

Task 1, activity 2 – describe how your muscles work.

Using the LO above, describe in your own words how muscles work, use what you did in activity 1 to help you.

How you do it is your choice:

You can split the page into four and draw pictures, labelling them to make diagrams and write a couple of sentences for each picture.

You can draw one large diagram and do the writing around it (a bit like a mind map).

Use these words in your work:

- Muscle(s)
- Contract
- Relax
- Joint(s)
- Bone(s)

The following video puts together all the things we have covered over the last few weeks:

<https://www.bbc.co.uk/teach/class-clips-video/science-ks2-how-do-muscles-and-bones-work/zfgtscw>

There are also a few things in there that we haven't covered!

Task 2 - making muscles.

Make some muscles.pdf in the **Science** sub-folder of the Google drive explains how to make a simple model of a hinge joint.

If you do not have all the equipment, be inventive, thin card like a cereal box can be folded over a few times and taped or glued down to make thicker card. If you don't have split pins (who does!?!) just tie the pieces together loosely with string or thread.

Extension tasks:

Have a look through the following extension tasks, there are a few this week, and choose the ones you like the look of. Try to complete at least two of them.

Extension task 1:

Last week in Task 3, you labelled the upper half of the skeleton diagram in your green book, with the different types of joint.

If you remember from previous weeks work, your upper body skeleton has lots of similarities to the lower half of your skeleton!

Have a look at the lower half of the human skeleton and find another example of a ball and socket joint, hinge joint and saddle joint.

Label them on your skeleton diagram.

Extension task 2:

When you bang your elbow hard your arm sometimes goes all tingly and feels numb for a little while.

People often say you have hit your funny bone.

You have spent some time looking at bones, have you seen a bone labelled 'funny bone'? **NO!**

Find out what your funny bone really is.

Extension task 3:

There are two types of muscle movements, voluntary and involuntary. Do some research on them and find out what the difference is, and which muscles move voluntarily, and which don't.

Extension task 4:

Find out where the smallest and largest muscles are in the human body.

Research what their job is, what would we not be able to do without them?

Extension task 5:

The second video mentioned that crabs have something called an exoskeleton. Research this type of skeleton – does it have the same purpose as a human skeleton? What other types of animal have exoskeletons?

Extension task 6:

We have concentrated on the human skeleton because we are humans and so we have learnt more about our bodies, how we are supported, move and how the organs inside our bodies are protected from harm. However, humans are part of a large group of animals called mammals. Cats, dogs, rabbits, cows

sheep and whales are a few examples of animals that are mammals like us.

There are lots of images and information about the skeletons of these and other mammals online. Why not have a look at some, can you find the bones you've learnt about in their skeletons to?

In the case of the whale, some of their bones might look completely different!

Why might this be?

Dictation - 'sion' ending words.

Red and Yellow Groups.

Before school, the Roman invasion was shown on television.

"In maths we are doing division." the teacher said.

The conclusion of the illusion was a loud explosion!

"I will do my revision after lunch." the boy told his Mum.

The erosion of the cliffs was worse after the storm.

Blue Group.

The man fixed the television before break.

"The invasion will happen on Friday." said the Roman soldier.

The car collision closed the road.

"I have made my decision." said Nan.

You do division in maths.

Rainbow Group.

"Please leave the light on." said Sam.

"I might get some sweets." Dad said.

The man had lots of money.

I counted the number of pencils.

1) Use a pinkish pencil crayon to underline all your capital letters, full stops and speech marks that are in the right place

2) Use a green pencil crayon to underline all the missing capital letters, full stops and speech marks.

3) Use a green pencil crayon to underline three spelling mistakes and re-write them in pencil five times

4) Draw your Punctuation Pirate Pete

5) Re-write one of the sentences with green underlining and put back what you missed out the first time to make it better. 😊

Red and Yellow Groups.

'sion' ending words.

collision
conclusion
decision
division
erosion
illusion
invasion
revision
television
vision

Red only - confusion

Red only - explosion

Blue Group.

'sion' ending words.

collision
decision
division
invasion
television
vision

Green Group

had
been
come
has
red

Rainbow Group.

leave
light
might
money
number