

## Year 3 - Summer Week 3 – week beginning 04/05/20

The projects you started in week 1 should now be finished – unless you are still making observations for a Science project or keeping a diary which can end when you wish.

### **Weekly Class Zoom meeting details:**

Robins Tuesday 10am ID: 949 6146 5533 Password: 7vrdg7

Wrens Wednesday 10am ID: 746 4528 8217 Password: Wrens1

**For this week's meeting** – wear a silly hat, have one piece of work ready to talk about and show and play an instrument you are learning (if you would like to)



### Previous weeks work:

Several parents are requesting access to previous Google drive folders. We have decided to only allow access to the current week and previous week's Google drive for these reasons:

1) In school your child would have a finite time to complete set activities, in Literacy and Maths this is five lessons a week. In the other subject areas this is usually only one lesson with maybe a few minutes here and there to finish things off. We would not have time to continue work we started two or three weeks ago. Therefore, the home learning packs do not cater for this either.

2) If your child is always trying to complete work from two or three weeks ago, they are constantly playing catch up and should probably be focussing their efforts on the work for the present week.

REMEMBER guidance can be obtained @ [year.3@toddstg.co.uk](mailto:year.3@toddstg.co.uk)

### **NOT EVERYTHING NEEDS PRINTING OUT!**

For example: Many tasks can be read from the computer or tablet screens and answered written in the green books provided, just remind your children to write the date and title at the top of the page as they would do in class!

### **2Do Tasks:**

Most of the 2Do tasks are there to assess what your child has learnt from completing the activities for a subject. We know that many of the 2Do tasks are fun, which is why we include them, but they need to be done at the correct time for your child to get the biggest benefit from them. This may also stop your child being asked to do the task again!

Two Child friendly online areas for research are:

YouTubeKids and

<https://www.safesearchkids.com/>

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



## Maths – Multiplication and Division:

Each Maths group has an activity sheet to be completed first.  
There is then a challenge sheet designed to see whether you can use 'multiplication and Division' 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 4 & answers to Weekly Skills Sheet 3.

DO NOT forget Times Tables Rock Star!

## Literacy:

**There are TWO sets of Literacy activities this week.**

The one your child completes depends on which reading level they are on.

If your child is on level 9 or below then they are to complete the tasks in '**Literacy # - Adventure Stories – I wish I Was a Fish.pdf**' in the Google drive.

*\*\* If your child has not been set Literacy tasks in PurpleMash 2Do, then your child is not to do this work! \*\**

If your child is above level 9 then they should complete the tasks in '**Literacy # - Adventure Stories week 1.pdf**'.

Literacy Challenges this week are aimed at those doing the **Adventure Stories week 1** tasks.

Spellings – key words. These are words you need to know how to spell in Year 3.

Dictation – key words.

*\*\*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:

There are two comprehensions this week:

\* One is for those completing the '**I Wish I Was a Fish**' Literacy tasks.

This is called '**Comprehension – Butterflies.pdf**' in the google drive.

\* The other is for those reading History Hackers Roman Rescue.

This is called '**Comprehension – Roman Rescue Chapters 1-3.pdf**' also in the google drive.

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.

**French:**

**See the separate sheet - Un petit peu de francais 3.3**

**Science – The Skeleton – The bones in the body:**

**See separate sheet in the Google drive folder.**

**PE:**

**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>**

**Special Day – VE Day activities – see separate sheet.**



## Information about the 2Do tasks on PurpleMash

There have been several recurring questions from parents via the [year.3@toddstg.co.uk](mailto:year.3@toddstg.co.uk) email address and also from children through 2Email about the 2Do tasks we set on PurpleMash. Hopefully the information given below will help answer some of these questions and help your child get a better experience from them.

Question) Why does your child get the task back to do again once it is completed?

**Answer)** When a 2Do task has been completed we (the Teachers) get notified of this and we are then able to view and comment on the work your child has submitted. Just as in school, if we do not think your child has completed the work to the best of their ability, we can comment on it and set the task to be done again.

*Several common reasons for this are as follows:*

Your child has completed a piece of written work, but we feel that they could have explained things in a better way.

Your child has used very basic sentences or given one word answers when we know they are capable of more varied, or extended sentences.

The answers given do not appear to be related to the 2Do task activity.

In quizzes, or games, your child's score is lower than we would expect. *In this case we recommend your child completes further research into the theme of the quiz, or read the provided information again, before attempting the quiz, or game again.*

Question) When a 2Do task is completed there is no way to 'hand in' the work.

**Answer)** There are several reasons why the 2Do task will not have a 'hand in' button.

If the task is a quiz, or game, once the game is over, or the quiz finished the 'hand in' is automatically done, we either get the child's time, or final score for us to have a look at.

If the task is an activity to create a poster, or piece of writing, the task needs to be saved. Once saved we get the notification that the task has been completed.

Question) The 2Do task will not run.

**Answer)** 2Do tasks have been given a start and an end date. They might show in the 2Do list, but there will be a countdown in the top right of each 2Do task either counting down until the task can be accessed or showing the remaining number of days the task is accessible for. Your child has until the end of the final day to complete the task before they are locked out.

*The start date will be the Monday of the school week and the end date is the following Monday when new 2Do tasks will then become active.*

**\*\* When your child has completed a 2Do task, we have also noticed some common themes in our responses. \*\***

Many of our comments centre around sentences not being correctly formatted, with basic grammatical and spelling errors.

If the 2Do task is to complete a piece of writing, there is usually a word bank visible on the screen for your child to reference. A lot of the spelling errors are words provided on the screen, and we also seem to get several spelling variations of the same word!

*If, while supervising your child on the internet, you see your child making these errors, please ask them to check through their work, just as we would while moving around the classroom during the lesson.*



**Tasks this week for Wrens & Robins** Summer Week 3 Week beginning 04/05/20

Subject Area	Activity	Location	Save, or send in.	Completed
Maths	Weekly Skills sheet	Google drive	e-mail score in	Yes / No
	Maths Robins Group activities	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
Literacy	Literacy # - Adventure Stories week 1	Google drive	Answer in book	Yes / No
	Literacy # - Adventure Stories - I wish I was a Fish	Google drive	Answer in book	Yes / No
	Literacy Challenges	Google drive	Answer in book	Yes / No
Spellings	Spelling Sentences to practise spellings	Google drive	e-mail in score	Yes / No
	Suffix 'key words' - spelling test	Google drive	Answer in book	Yes / No
	Dictation - key words	Google drive	Answer in book	Yes / No
Comprehension	History Hackers - Batman Rescue chapters 1-3	Google drive	Answer in book	Yes / No
	Comprehension - Butterflies	Google drive	Answer in book	Yes / No
French	Un petit peu de français 3.3	Google drive	n/a	Yes / No
Science	The bones in the body	Google drive	notes in book	Yes / No
	The Skeleton dance	Google drive	n/a	n/a
P.E.	P.E. Summer week 3 sheet	Google drive	n/a	e-l
	Getting active at Home webpage	Link in overview sheet		ongoing
R.E.	Project: An Inspirational Christian	Google drive	either	Yes / No
Special Day	V.E. Day	Google drive	Answer in book	Yes / No



## Chapter 1

## A Very Difficult Door

Small fingers gripped Tilda Hacker's elbow from behind, squeezing until painful shivers shot up to her shoulder. The eleven-year-old stopped climbing the bare staircase with a sigh, glancing down at the nervous face behind her.

Beneath the scruffy blonde haircut that might look more at home on a terrier, Charlie Hacker's blue eyes threw worried glances toward the narrow door looming at the top of the stairs. "What if the attic is haunted?"

"Don't be such a numpty!" Tilda peeled her younger

brother's slim fingers away from her arm and sent strands of sandy hair flying back across her shoulders with a flick. "Why would Dad send us to the attic if it was haunted?"

"Errm, because he doesn't believe in ghosts?" the ten-year-old reminded her. "And he's too busy to remember that I do!"

Tilda wrinkled her freckled nose as invisible specks of freshly-disturbed dust threatened to make her sneeze. It had been years since anyone had climbed the narrow staircase. She still felt pleased that her mother and father had trusted her to explore the attic and hunt for anything valuable. Perhaps they saw her potential to become a proper antiques dealer, just like them.

The Hackers had lived in the creaking rooms above their antique shop for almost three months now. According to letters that the postman still slipped through their door, the previous resident had been a man called Professor Howe. For reasons nobody knew, he'd left in a hurry over a year earlier, leaving behind all his possessions and stacks of unpaid bills.

Since buying the house at an auction, the family had spent every spare hour decluttering their new home,



room by room. Now, only the attic needed to be cleared.

Tilda leaned her slender frame against an uneven wall. "Don't you think we'd know by now if this house was haunted?"

"Ghosts don't exactly send you a friend request, Tils!" Charlie fired his older sister a look that seemed to challenge her IQ. "Besides, everyone knows York is England's most haunted city." The thought seemed to send a shiver dancing through Charlie's body. "Dad says there's a pub not far from us that once had an entire legion of Roman soldiers walk right through the cellar. They're probably up there right now, plotting how best to scare us both."

"Well, someone should tell them they needn't bother," Tilda said. "You seem to be doing a pretty good job of that all by yourself."

Tiring of Charlie's whimpering, she grabbed his wrist and restarted her ascent. "Come on - I'll go in first and check it out. I mean, how scary can a group of dead men in skirts be anyway?"



The unpolished brass door handle bit like ice against Tilda's palm. It refused to move.

"Good," cheered Charlie. "I'll tell Dad the lock is broken. He'll never fork out for the repair."

Refusing to give up so easily, Tilda grabbed the handle with both hands and heaved against it a second time. Determination drove her to keep trying, until beads of sweat were tickling her nose and her hand felt like it had just caught a champion tennis player's hardest serve.

Tilda nursed her hand and glared at the stubborn metalwork. This felt like stalemate.

"Told you it was broken," Charlie said triumphantly.

"The only way you'll ever get through is by kicking the door down."

Tilda whirled around and snatched a handful of her brother's T-shirt. "Charlie Hacker, you're a genius!"

"Eh?"

"Gimme one of your trainers."

"What? No! They won't fit you."

"I'm not going to wear it, silly. I'm going to use it to get through the door."

Too impatient to wait, Tilda crouched and grasped hold of her brother's right shoe.

"Hej! Gerroffi!"

"You can have it back in a minute. I just need something tough enough to tackle this handle."

"It's made of rubber and foam," bleated Charlie.

"You're going to murder my trainer."

"These things are designed to run up mountains. I'm sure it can take a couple of thumps and wallops."

"You'll be getting the thumps and wallops if you ruin that thing. Do you know how much these cost?"

Showing how little she cared, Tilda slammed the shoe against the door handle with all the strength she could muster. The rubber sole hit its mark with a determined thud, then bounced away faster than a ricocheting bullet, throwing Tilda against the solid stone wall.

"That thing's not going to move, Tils." Charlie insisted.

"You're wasting your time."

"I'm not letting a door handle get the better of me."

Crouching like a resolute brawler, Tilda moved back towards the door. When the shoe struck the handle a second time, she cleverly used the rubber sole's recoil as fuel for her third and fourth strikes. Each blow grew more and more forceful, until...

"It moved!" she gasped. "It's working."

"Try telling my poor trainer that."

Further blows weakened the handle and excitement bubbled in her stomach, until eventually the handle gave a satisfying click.

As the door sprang ajar, a lip of unexpected yellow light poked through a gap no wider than a mouse's head. Slim fingers of dust coiled into the stairwell, closely followed by the scent of dried timber.

Tilda handed back her brother's shoe, sniffing the air like a curious puppy. "Well, it certainly doesn't smell haunted."



More than anything, the room smelled as if nobody had paid it much attention since the house had been constructed.

Apparently happy that his shoe had survived unscathed, Charlie slipped it back onto his foot before the room's scent caught his attention too.

"It smells like Grandad's woodworking shed." Charlie's nose flared above a slight smile. "I love the smell of wood."

Tilda raised an eyebrow. "So, you're coming in then?"

Charlie's smile vanished as he shuffled awkwardly.

"Yeah! Of course! I just need a minute to let my... erm... shoe recover. The stressed foam could give way at any time and snap my ankle!"

Tilda gave him a begrudging nod; in her younger brother's database of excuses, that was certainly one of his best.

When she gently eased the door open, reluctant hinges shrieked like startled seagulls. If she hadn't been so excited by the thought of what hidden treasures awaited her, Tilda might have wondered how long it

had been since the door had moved.

The combination of light and dust blinded her for a moment as her feet landed on bare floorboards. Warmth she hadn't expected wrapped itself around her like welcoming arms.

Once acclimatised to the room's unexpected brightness, Tilda could hardly believe the sight that greeted her.

The attic stretched across the entire length and width of the building; as Tilda's gaze bounced from one corner to the next, she was shocked to see that every centimetre of space was filled with exactly the same thing...

Nothing.



## Chapter 2

### Disappointed by Dust

Tilda felt robbed – as if one of the spectres Charlie so feared had crept from behind the bare rafters and made off with all of her hopes.

The original floorboards were almost hidden beneath a toe-deep dusty carpet. Freshly-disturbed streams of dust tumbled like flour from the roughly-sawn ceiling beams and the sloping bare walls. Disappointment prized a sigh from Tilda's lips as her shoulders drooped. The prospect of discovering the previous occupant's forgotten possessions and secrets had actually been quite exciting. Now, the thought of returning to her parents empty-handed seemed to land a large stone in the bottom of

her stomach.

"Any sign of ghosts?" Charlie called from the stairway behind her.

"Not unless they're hiding beneath all this dirt."

"Eh?" Charlie poked his head around the door. "Ah-chooo!" His sneeze sent a mini ash cloud rolling across the walls. "It's empty!" he said.

He hustled past her, striding out into the middle of the room. Thick shafts of bright yellow sunshine flooded through large skylights.

"How can this room be empty?" Unlike Tilda, Charlie had hoped to find piles of junk and bric-a-brac that he could sell online. "The rest of the house was filled with clutter. This doesn't make sense."

Tilda shrugged as she moved to explore an empty space in the farthest corner of the attic. There were no signs that the room had ever been used. "Maybe the stairs were too steep for Professor Howe."

"Are you kidding? Mum said Professor Howe was only in his early forties," Charlie reminded her, "and he was

a treasure hunter, remember? I doubt he'd let a single set of stairs stand in his way."

"Well, maybe he just didn't like heights."

Charlie continued to explore the room, slapping ceiling beams, stamping on floorboards and tapping the walls.

"What are you doing?"

"Shhhi!" Charlie pressed an ear to the wall, drumming against the painted plaster. "I'm checking for hidden panels."

Groaning at the ten-year-old's stupidity, Tilda clasped her hands to her hips. "Charlie, why would anyone-

"Hah! Found something!"

Her brother seemed to be locked in a corner of the room, hunched like a beggar. His head was so still that it might have been glued to the wall itself. Only the index finger of his left hand moved, tapping gently.

"There's definitely something here."

"Yeah, it's called the wall!"

"No, not *Really!*" With his other hand, Charlie beckoned his sister towards him. "There's something behind this plasterboard."

Slowed by doubt, Tilda moved to join her finger-tapping brother.

"It sounds hollow," Charlie told her, shuffling to his left to make room. "Listen for yourself."

Tilda gave Charlie a weary glance as she pushed her ear against the thinly-painted plaster.

"Listen!"

Charlie tapped a section of wall high above her head. It sounded flat and solid.

When Charlie tapped again, this time slightly lower, Tilda heard an identical sound.

"It's just a normal wall, Charlie."

"Keep listening."

When Charlie tapped just centimetres from his sister's head, the difference was immediate. Tilda jerked away



from the wall, as if she had just been electrocuted.

"You heard it, right?" asked Charlie. "It sounds hollow."

Tilda nodded. Her brother was correct. That didn't happen often!

"Maybe there's something hidden behind it." Charlie suggested. "We need to find out."

"But it's a solid wall," Tilda reminded him. "We can't just break through it."

They both took a time-out, scratching their heads. Each studied the seemingly ordinary wall in front of them. Tilda scanned its length and breadth, searching for any flaws or joins that might indicate a doorway.

Taking a more hands-on approach, Charlie dropped to his knees and began tapping the floorboards nearest the wall.

When he looked back towards his sister, his excited smile told Tilda that the hunt for treasure was back on.

"We were looking in the wrong place. See!"

Charlie's small fingers hooked themselves around an almost invisible groove in the wood, prizing a one-metre-square section of floorboards up off the ground.

Tilda gasped, peering down into a thin shaft containing a narrow ladder. "A trapdoor!"

Oddly, the rungs of the wooden ladder were angled from the floor towards the wall. Anyone climbing down them would have to duck to avoid striking the top half of their body against hard plaster.

Charlie thrust his head and shoulders into the space, twisting so he could peer beneath and behind the wall.

"There's a small room behind the wall," his voice sounded muffled and distant. "And this one's not empty!"



### Chapter 3 Trapdoor Treasure Trove

The day had just become way more interesting, sending Tilda's emotions on a rollercoaster ride from deep disappointment back to white-knuckle excitement.

Following her brother, Tilda was surprised to find that the underfloor shaft actually contained a second ladder. It was identical in size to the first but angled in the opposite direction, up towards the hidden room.

Even before she began climbing the second set of rungs, Tilda knew that the secret room would be nothing like the attic. She could smell the difference.

The air was thick with the scent of history. The antique shop below them had a similar smell: occasional wafes of slowly-decaying wood and fabrics, ancient fermenting polish and water-damaged paper gradually decomposing. Yet those smells were modern compared with the cocktail of odours that seemed to form a barrier between the secret room and the rest of the world. This was the scent of ancient artefacts, spewing fragrances that didn't belong in the twenty-first century.

"You have got to see this." Charlie had already scaled

the second ladder and was now kneeling on the floor of the secret room. "It's like some kind of vault."

Excitement sent giddy butterflies fluttering in Tilda's stomach. As she scrambled to join her brother, the sights that greeted her struck like a freeze-ray.

Charlie had been wrong. This wasn't a vault at all. This was more like a treasure chamber.

"Wow!"

"Told you," Charlie giggled. "This lot must be worth a fortune!"

The room itself was larger than Tilda had expected, perhaps even longer and wider than the family's garage. Yet it was so jam-packed with clutter that there was barely enough room for two people.

A small desk and chair had been pushed into one corner, piled high with ledgers and thick scrolls. Wooden trunks and chests, mostly studded with iron bands and rivets, were stacked in the remaining corners. Yet it was the room's walls that entranced Tilda. They were a kaleidoscope of treasures, reaching forward from centuries past to create the most incredible mural.

Her eyes could barely take it all in; beautiful portraits and landscape paintings hung in carved golden frames across one entire surface. Opposite, chainmail shirts, leather jerkins and bronze chest plates watched from the wall like soldiers waiting for battle. Another wall housed heaving shelves piled high with leather-bound books, wax-sealed folders wrapped in ribbon and stacks of what looked like parchment.

"It's incredible." Tilda's heart was racing so hard that she thought it might tear a hole through her chest. Perhaps this was this how Howard Carter felt when he crashed through the wall of Tutankhamun's tomb.

Above her, Charlie plucked a musket from a ceiling hook and peered down its barrel.

"Do you think this thing is loaded?"

Tilda snatched it from him and clambered up into the room. The weapon felt heavy in her hand; the wooden stock had the shape and smoothness that only real fingers could forge.

"We shouldn't touch any of these things," Tilda said, carefully placing the musket back onto its hook. Beside it, a collection of sheathed swords and rifles



hung like macabre stalactites.

"But they're ours now," Charlie pointed out. "Mum and Dad bought the house and all its contents – and this looks a lot like contents to me."

"But they don't belong here," Tilda warned him. "This kind of stuff should be in a museum. This is real history."

"Do you think it was Professor Howe's personal collection?"

"Dunno. Tilda squeezed past her brother, heading for the desk and chair. For some reason, she couldn't shake the feeling they were trespassing. "Maybe there's something over here that can tell us more."

Seated at the small desk, Tilda carefully began searching the stacks of papers and ledgers for some kind of clue. She tried not to think about the items she was touching. Most were handwritten in ink, scratched across hard paper that must have been made centuries earlier. Some of the ledgers appeared even older, written in languages she couldn't even begin to decode. Yet one item stood out like a rose in a bed of dandelions: a journal so new it almost glowed.

When she opened it up and began to read the neatly arranged handwriting, her jaw slowly dropped open.

"What is it?" Charlie leaned over his sister's shoulder. "What does it say?"

Tilda shook her head; this certainly wasn't what she had expected to find.

"Either he was writing some kind of fantasy novel, or Professor Howe had gone a bit bonkers."

As she ventured deeper and deeper into the professor's journal, the content became stranger and stranger.

"None of this makes sense... he's talking about hunting for treasure by going back in time. Look," she jabbed at a page of writing. "He mentions the musket you showed me... says he stole it from a soldier during the English civil war."

She turned back a few pages and next pointed to a paragraph of text. "And here, he says one of those duelling swords was given to him as a gift by a fifteenth-century nobleman."

Charlie sniggered. "Maybe he didn't disappear at all.

Maybe he got a job as a Hollywood script writer... sounds like it would make an awesome sci-fi movie."

Tilda turned through more of the journal's pages, causing a loose sheet to drop onto the floor.

Charlie stooped to pluck it off the ground. "Hey, what's this?"

They both stared at a strip of tightly-folded paper. Two words were written neatly across the front: **ACCESS GATES.**

"Why would Professor Howe have a leaflet about gates?" Charlie wondered. "This house doesn't even have a garden."

Tilda snatched the leaflet from her brother. "Gate is just another word for a door, silly. Ancient cities like York had doors around the city walls to keep people out. They called them gates."

"Ah, I see. So that's why you get places like Micklelegate and Fishergate?"

"Exactly!" Tilda nodded. "Maybe this is just a map of all those ancient gates."

She gently cleared an area of space on the desktop and slowly unfolded the leaflet. Section by section, a map showing the streets of York emerged. Yet this wasn't quite the kind of map Tilda had expected to see. Not one of the city's famous gates was included.

Instead, the detailed sketch showed York's modern-day streets and roads, many leading to and from a collection of historic sites: the medieval Minster; Viking encampments; the first Roman settlements; a Norman garrison; even places Tudor kings had once called home.

The map contained a score of different locations, each marked and identified by its own neatly-drawn door. Beside many of these doors sat a series of dates and tiny icons in the shape of a key. One or two even had the universally recognised sign for danger – a skull and crossbones.

"What do you think it means?" Charlie asked.

Tilda kept gazing at the map, looking from one door to the next, hoping to see a pattern. Finally, she spotted something she recognised.

Turning back to the professor's journal, she flicked through

its pages until she found the one she was looking for.

As her finger pressed against a date scribbled on the map, she compared it to the one at the top of the journal page. They matched!

She checked several more, finding identical matches too. Suddenly, Tilda understood how the two documents worked together. The buzz of solving that particular puzzle made her wonder if she was perhaps more suited to a career as a detective than an antiques dealer.

"This can't be possible," she told Charlie. "It has to be made up."

Her brother's puzzled expression prompted more explanation.

"These dates all match the detailed entries in the professor's journal. And each entry talks about a single trip he made on that day."

Now Charlie looked even more puzzled. "What's so unusual about that? Everyone takes trips."

"Not trips like these," Tilda insisted. "These are trips back in time."



# Inverted Commas for Direct Speech

Warm-up



# Inverted Commas

There are two places where inverted commas are needed when writing direct speech:

“What’s the matter, Dina?” said Sid.

Inverted Commas

Inverted Commas

You need to **open** your inverted commas with a " (66) before the first word which is being spoken.

You need to **close** your inverted commas with a " (99) after the last word **which is being spoken**.

Imagine that inverted commas are like hands;  
They hold within them **only** the words which are being spoken.

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“What’s the matter, Dina?” said Sid.



# Punctuation

There are two places where other forms of punctuation are needed when writing direct speech:

“What’s the matter, Dina?” said Sid.

You need to end the speaking with:

- a comma
- a question mark, if it is a question.
- an exclamation mark, if it is an exclamation.

You will need to finish your sentence with a full stop after the reporting clause.

Examples of other punctuation in direct speech are:

“How exciting it is!” exclaimed Sarah.

“I don’t know what to do,” said Sayeed.

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# Reporting Clauses

After the speech itself, a reporting clause gives a little bit of information about **who is speaking** and **how it was said**.

"What's the matter, Dina?" **said Sid.**

Reporting Clauses

In this case, Sid is speaking.

If Sid said it in a different way, you could change 'said' to...



"What's the matter, Dina?" **asked Sid.**

"What's the matter, Dina?" **whispered Sid.**

"What's the matter, Dina?" **uttered Sid.**

"What's the matter, Dina?" **shouted Sid.**

Back



# It's Your Turn...

Here is a conversation between Ami and her son, Sunil. Write the direct speech on a piece of using inverted commas and the correct punctuation.



Ami

## There are many ways to write this, here are a few...



Ami

"Sunil, can you come and help me send an email?" Ami said.

"Sunil," said Ami, "can you come and help me send an email?"

**Don't forget said is boring!**

"Sunil, can you come and help me send an email?" Ami asked.

"Sunil," asked Ami, "can you come and help me send an email?"

# In a Conversation..

Where more than one person is talking, remember you need to start new line for each new speaker.

Here is a conversation between Mr. Miller and Max. Write the direct speech on a piece of paper using inverted commas and the correct punctuation.



## Did you get it right?

Where more than one person is talking, remember you need to start new line for each new speaker.

Your writing should look something like this!



"Please could you take those to Jessica's classroom?" Mr Miller asked. *(even though there's space here Max starts speaking below!)*

"No problem, Sir." Replied Max.



# It's Your Turn...

Here is a conversation between three friends. Write the direct speech on a whiteboard using inverted commas and the correct punctuation.

Remember: new speaker, new line!

What are your plans for tonight?



Lis  
a

I don't really have any.



Janine



Alex

Do you fancy going to the park?

# Froggy Freeze Frame

Write what each frog is saying using the correct speech punctuation...



# Correctly Punctuate the Speech

Below are all examples of incorrectly punctuated speech.  
Talk through with an adult, or older brother or sister what is wrong with  
each line of direct speech.

"You need to get off the bus here" said the driver.

Stop annoying me! shouted Sophie.

"Who goes there" grumbled the troll.

"What a beautiful day it is! rejoiced Sheila."

"That's all the money I have, explained Frank.

# Correctly Punctuate the Speech

Did you manage to correct these sentences?

“You need to get off the bus here,” said the driver.

“Stop annoying me!” shouted Sophie.

“Who goes there?” grumbled the troll.

“What a beautiful day it is!” rejoiced Sheila.

“That’s all the money I have,” explained Frank.



# Direct Speech Quick Quiz

Take a quiz to see if you are an expert!  
**Is this speech punctuated correctly?**

"We're having roast chicken on Sunday," said James.

**Yes**

**No**

The inverted commas are not being used correctly. Where should they be?

# Direct Speech Quick Quiz

Take a quiz to see if you are an expert!  
**Is this speech punctuated correctly?**

"I didn't win at bowling but I still had fun," said Ruksana.

**Yes**

**No**

How did you know that it was correct?

# Direct Speech Quick Quiz

Take a quiz to see if you are an expert!  
**Is this speech punctuated correctly?**

“Yes you can come to my party,” said Niamh.

**Yes**

**No**

There are no inverted commas! Where should they be?

# Direct Speech Quick Quiz

Take a quiz to see if you are an expert!  
**Is this speech punctuated correctly?**

"I've never been to France," stated Cody.

**Yes**

**No**

Which sneaky piece of punctuation is missing from this direct speech?



# Direct Speech Quick Quiz

Take a quiz to see if you are an expert!  
**Is this speech punctuated correctly?**

"Where have I left my keys?" asked Dad crossly.

**Yes**

**No**

They've even included an adverb in the reporting clause. Way to go!

# Direct Speech Quick Quiz

Take a quiz to see if you are an expert!  
**Is this speech punctuated correctly?**

"I am an expert at punctuating direct speech," bragged the teacher.

**Yes**

**No**

This teacher is an expert. Now you are too!



# Missing Punctuation



I can punctuate direct speech.

Someone has removed all the inverted commas and full stops from the extract below.  
Can you improve it by adding the correct punctuation?

Use these punctuation marks:

“ ”	.
Inverted commas	Full stop

Any sign of ghosts? Charlie called from the stairway behind her

Not unless they're hiding beneath all this dirt

Eh? Charlie poked his head around the door Ah-chooo His sneeze sent a mini ash cloud rolling across the walls It's empty! he said

He bustled past her, striding out into the middle of the room Thick shafts of bright yellow sunshine flooded through large skylights





# Missing Punctuation Answers

I can punctuate direct speech.

Someone has removed all the inverted commas and full stops from the extract below. Can you improve it by adding the correct punctuation?

Use these punctuation marks:

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Inverted commas	Full stop

“Any sign of ghosts?” Charlie called from the stairway behind her.

“Not unless they’re hiding beneath all this dirt.”

“Eh?” Charlie poked his head around the door. “Ah-choo!” His sneeze sent a mini ash cloud rolling across the walls. “It’s empty!” he said.

He bustled past her, striding out into the middle of the room. Thick shafts of bright yellow sunshine flooded through large skylights.

# Missing Punctuation



I can punctuate direct speech.

Someone has removed the speech punctuation from the extract below. Can you improve it by adding the correct punctuation?

Use these punctuation marks:

?	!	,	" "	.
Question mark	Exclamation mark	Comma	Inverted commas	Full stop

Any sign of ghosts Charlie called from the stairway behind her

Not unless they're hiding beneath all this dirt

Eh Charlie poked his head around the door Ah-chooo His sneeze sent a mini ash cloud rolling across the walls It's empty he said

He bustled past her striding out into the middle of the room Thick shafts of bright yellow sunshine flooded through large skylights

How can this room be empty Unlike Tilda Charlie had hoped to find piles of junk and bric-a-brac that he could sell online The rest of the house was filled with clutter This doesn't make sense

# Missing Punctuation Answers

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"Eh?" Charlie poked his head around the door. "Ah chooo!" His sneeze sent a mini ash cloud rolling across the walls. "It's empty!" he said.

He bustled past her, striding out into the middle of the room. Thick shafts of bright yellow sunshine flooded through large skylights.

"How can this room be empty?" Unlike Tilda, Charlie had hoped to find piles of junk and bric-a-brac that he could sell online. "The rest of the house was filled with clutter. This doesn't make sense."

# Missing Punctuation



I can punctuate direct speech.

Someone has removed all of the punctuation from the extract below. Can you improve it by adding the correct punctuation?

Use these punctuation marks:

?	!	,	“ ”	.
Question mark	Exclamation mark	Comma	Inverted commas	Full stop

**Don't forget** to start a new line for each new speaker! **You will need to rewrite the extract.**

Any sign of ghosts Charlie called from the stairway behind her Not unless they're hiding beneath all this dirt Eh Charlie poked his head around the door Ah-chooo His sneeze sent a mini ash cloud rolling across the walls It's empty he said He bustled past her striding out into the middle of the room Thick shafts of bright yellow sunshine flooded through large skylights How can this room be empty Unlike Tilda Charlie had hoped to find piles of junk and bric-a-brac that he could sell online The rest of the house was filled with clutter This doesn't make sense Tilda shrugged as she moved to explore an empty space in the farthest corner of the attic There were no signs that the room had ever been used





# Missing Punctuation Answers

I can punctuate direct speech.

Someone has removed all of the punctuation from the extract below.  
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Use these punctuation marks:

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Question mark	Exclamation mark	Comma	Inverted commas	Full stop

"Any sign of ghosts?" Charlie called from the stairway behind her.

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He bustled past her, striding out into the middle of the room. Thick shafts of bright yellow sunshine flooded through large skylights.

"How can this room be empty?" Unlike Tilda, Charlie had hoped to find piles of junk and bric-a-brac that he could sell online. "The rest of the house was filled with clutter. This doesn't make sense."

Tilda shrugged as she moved to explore an empty space in the farthest corner of the attic. There were no signs that the room had ever been used.

"Maybe the stairs were too steep for Professor Howe."

"Are you kidding? Mum said Professor Howe was only in his early forties," Charlie reminded her, "and he was a treasure hunter, remember? I doubt he'd let a single set of stairs stand in his way."

# History Hackers: Roman Rescue Character Profile

I can discuss my understanding of the text.

Choose a character.



Charlie Hacker



Tilda Hacker

Use a thesaurus and a copy of 'History Hackers: Roman Rescue' to complete this character profile.

Words and phrases to describe your character's appearance:

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Draw a picture of your character.

Words and phrases to describe your character's appearance:

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What does your character do in the story?

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---

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tall

short

young

older

male

female

hair

mischievous

kind

helpful

mysterious

funny



# History Hackers: Roman Rescue Character Profile

I can draw inferences such as characters' feelings, thoughts and motives from their actions.

Choose a character.



Charlie Hacker



Tilda Hacker

Use a thesaurus and a copy of 'History Hackers: Roman Rescue' to complete this character profile.

Describe your character's appearance, using evidence from the text.

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What does your character do in the story?

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Draw a sketch of your character.

What do their actions tell you about their personality?

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# History Hackers: Roman Rescue Character Profile

I can draw inferences such as characters' feelings, thoughts and motives from their actions, and justify my inferences with evidence.

Choose a character.

Charlie Hacker

Tilda Hacker

Use a thesaurus and a copy of 'History Hackers: Roman Rescue' to complete this character profile.

Describe your character's appearance, using evidence from the text.

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Draw a sketch of your character.

What does your character do in the story?

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What does this tell you about the character?

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Describe the character's personality.

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Find and copy words and phrases to back up your ideas.

---

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---

---

How does your character change in the story?

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Find and copy phrases and sentences to back up your ideas.

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# Compound Nouns

Warm-Up

twinkl

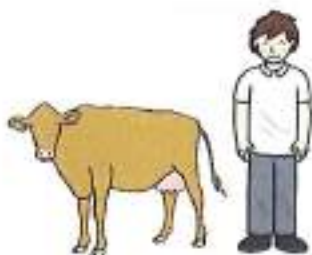




Can you match up these pictures to make compound nouns? Can you write the compound words you have made?



butter + fly = butterfly



cow + boy = cowboy



eye + lid = eyelid



rain + coat = raincoat



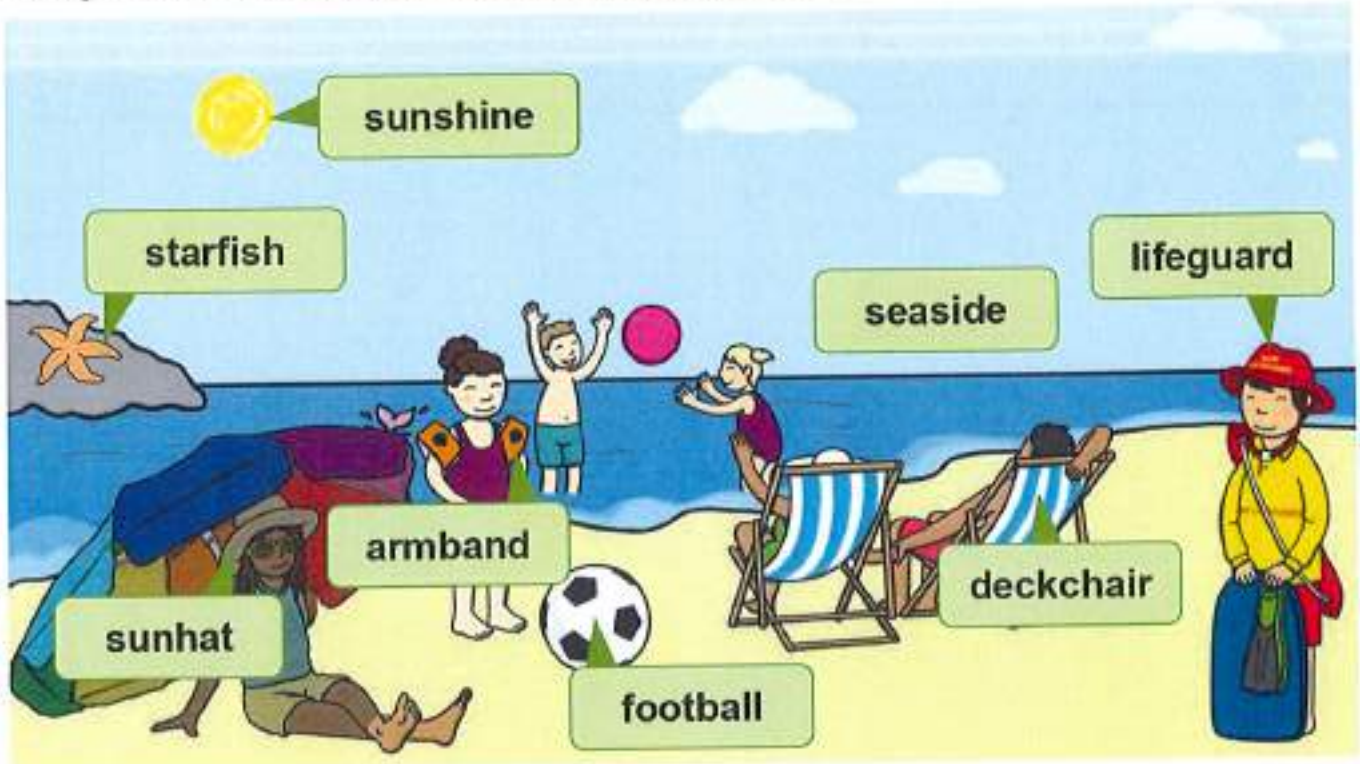
cup + cake =  
cupcake



Can you use one of the compound words you have made in a sentence? e.g. The cowboy ate the cupcake.



Can you spot all the compound words in this picture? Can you say a sentence using **two** of the compound words in this picture?



Example answer: I sat in my **deckchair**  
and enjoyed the **sunshine**.





# Fronted Adverbials:

What Is a Fronted Adverbial?



# Aim

- I can recognise and use fronted adverbials.

# Success Criteria

- I know that fronted adverbials are words, phrases or clauses that come before the main clause in a sentence.
- I know that fronted adverbials modify the verb or the main clause by describing the time, frequency, manner, place or possibility.
- I can use a comma after a fronted adverbial.
- I can write my own fronted adverbials using the acronym 'ISPACE'.



# Fronted Adverbial Hunt

## What is an adverbial?

An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or a clause (a piece of information in a sentence that doesn't make a sentence on its own).

## What is a fronted adverbial?

When an adverbial is used at the beginning of a sentence, they are often called 'fronted adverbials'.



# Next Steps: Types of Fronted Adverbial

Fronted adverbials are used to describe...

the **time** something happens,

e.g. **Before sunrise**, David crept into the bear's cave.

the **frequency** (how often) something happens,

e.g. **Every so often**, David could hear the bear's ferocious snore.

the **place** where something happens,

e.g. **At the back of the cave**, the terrifying bear began to stir.

the manner something happens,

e.g. **As quick as a flash**, David bounded behind a nearby rock.

the **possibility** (how likely) something will/has happen(ed),

e.g. **Almost certainly**, the deadly bear was getting closer.

Did you notice how the fronted adverbials were punctuated?



## Next Steps: Adding Commas

Every fronted adverbial word, phrase or clause needs to be followed by a comma to separate it from the main clause of the sentence. Where should the comma go in this fronted adverbial sentence?

Slowly and carefully, they released the juvenile badger back into the wild.

Does the fronted adverbial describe the time, frequency, manner, place or possibility of the action in the main clause?

## Next Steps: Adding Commas

Where should the comma go in this fronted adverbial sentence?

On Tuesday, Wrens Class are visiting  
The Roman Museum at St Albans.

Does the fronted adverbial describe the time, frequency, manner,  
place or possibility of the action in the main clause?

# Next Steps: Adding Commas

Where should the comma go in this fronted adverbial sentence?

Without a doubt, Billy was going  
to finish the race in first place.

Does the fronted adverbial describe the time, frequency, manner,  
place or possibility of the action in the main clause?



# Next Steps: Adding Commas

Where should the comma go in this fronted adverbial sentence?

Out in the field, the horse and  
her new foal galloped.

Does the fronted adverbial describe the time, frequency, manner,  
place or possibility of the action in the main clause?

# Fronted Adverbial Hunt

Can you spot the fronted adverbials in this piece of text? Do they describe the **time**, **frequency**, manner, **place** or **possibility** of the action in the main clause?

**Against all the odds**, Captain Curk got to his rocket before his oxygen supply ran out. **Back in the safety of his shuttle**, he removed his helmet and began to prepare for take-off. Suddenly, there was a loud crash at the shuttle door. The aliens must have caught up with him. Feeling intimidated, the captain quickly strapped himself into his seat as the door began to buckle. **Almost certainly**, the aliens would capture him if he didn't leave this planet right away. With a trembling finger, he pressed the launch button...10, 9, 8, 7, 6, 5, 4, 3, 2, 1...BLAST OFF!

**Seconds later**, Curk was in the air but something was wrong. The fuel tank gauge showed a dangerously low level of fuel. The extra-terrestrial creatures must have caused it to leak. Sputtering noisily, the spacecraft started to stall. What was the captain going to do?



# Writing Your Own Fronted Adverbials: ISPACE

Use ISPACE can help you remember six different ways to create fronted adverbials...

I

**-Ing word**

e.g. Shaking with fear, ...

S

**Simile**

e.g. Like a raging bull, ...

P

**Preposition**

e.g. Behind the clouds, ...

A

**Adverb**

e.g. Anxiously, ...

C

**Conjunction**

e.g. After he opened his eyes,

...

E

**-Ed word**

e.g. Exhausted, ...

# Fronted Adverbial or Subordinate Clause?

If you begin your fronted adverbial with a subordinating conjunction, for example...



## Conjunction

e.g. After he opened his eyes,

This could also be described as a subordinate clause as it contains a subject and a verb.

So, sometimes fronted adverbials can also be subordinate clauses.

# Practise Your Skills



Now, it's your turn.

Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

, the jubilant winner of the talent contest celebrated.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?



# Practise Your Skills



Now, it's your turn.

Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

\_\_\_\_\_, the parachutist landed with a bump.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

# Practise Your Skills



Now, it's your turn.

Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

, the trees were covered with a fine dusting of snow.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

# Practise Your Skills



Now, it's your turn.

Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

, she began to cry.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?



# Practise Your Skills



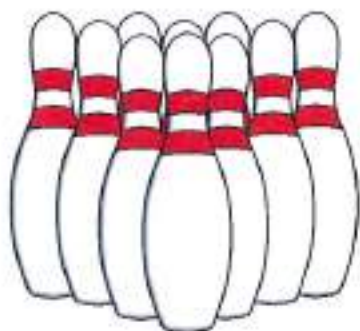
Now, it's your turn.

Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

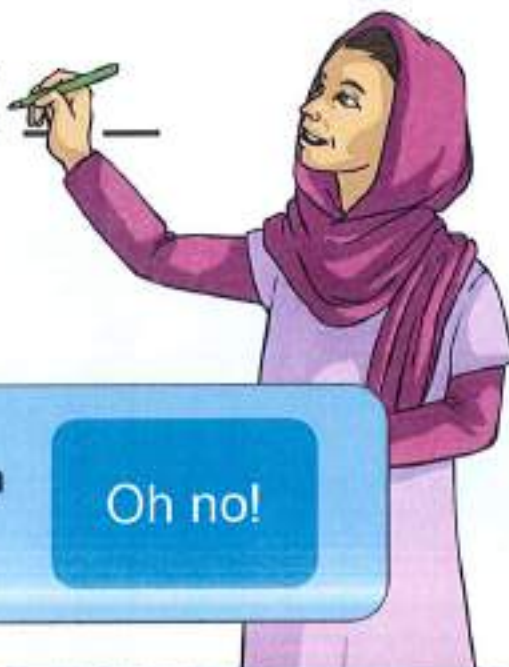
\_\_\_\_, the audience gasped.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

We are going to play 'Fronted Adverbial Ten Strikes and You're Out'.  
Can you and your partner guess the letters within the  
fronted adverbial before it's too late?



--- a ---

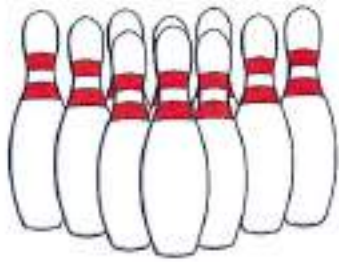


When an incorrect letter is chosen,  
press the 'Oh no!' button to make a pin  
disappear. Can you guess all of the  
missing letters before you strike out?

Oh no!



This fronted adverbial uses a **P** **Preposition**  
n



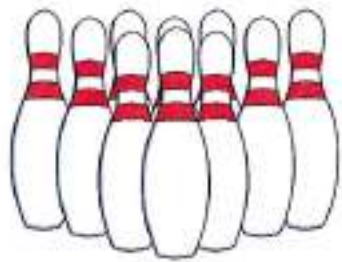
Oh no!

I n t h e p o o l  
the children splashed happily.

a b c d e f g h i  
j k l m n o p q r  
s t u v w x y z



This fronted adverbial uses a **C** Conjunction



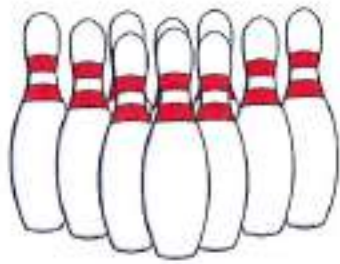
Oh no!

A f t e r t h e y  
f i n i s h e d  
s c h o o l,  
the pupils walked home.

a b c d e f g h i  
j k l m n o p q r  
s t u v w x y z



This fronted adverbial uses a  -ing verb



Oh no!

W h i s p e r i n g

q u i e t l y

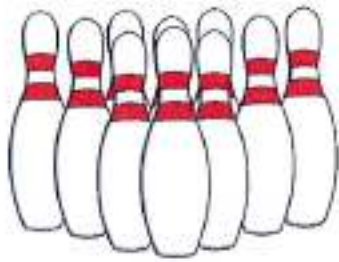
the students discussed their  
work in the library.

a b c d e f g h i  
j k l m n o p q r  
s t u v w x y z





This fronted adverbial uses a  Simile



Oh no!

L i k e a  
s p e e d i n g  
c h e e t a h

Usain Bolt completed  
the 100 metre sprint.

a b c d e f g h i  
j k l m n o p q r  
s t u v w x y z





## Quick Quiz: Question 1

Where should the commas be in these sentences to separate the fronted adverbials from the main clauses?

- a) Clumsily, the waitress dropped all of the plates on the restaurant floor.
- b) Like an erupting volcano, Mum suddenly lost her temper.
- c) Although it was raining the children still went on the school trip.

## Quick Quiz: Question 2

Can you think of appropriate fronted adverbials to describe the action in these main clauses?

- a)                      the children bought Mum a bunch of  
flowers.
- b)                      the witch stirred the potion.

## Quick Quiz: Question 3

Can you remember all of the different ways that you could start a fronted adverbial using the 'ISPACE' acronym?

- I -Ing word
- S Simile
- P Preposition
- A Adverb
- C Conjunction
- E -Ed word





# Spot the Fronted Adverbials

A fronted adverbial is a word, phrase or clause at the beginning of a sentence that gives more details about the time, place, frequency, possibility or manner of the action in the main clause. We always use a comma after a fronted adverbial to demarcate it from the main clause.

1. Can you place a comma after the fronted adverbial in these sentences? In each of the boxes, decide whether the fronted adverbial adds more detail about the time, place, frequency, possibility or manner of the action in the main clause.

For example: After the storm, the people of the town cleared up the damage from the flooding.

a) Baffled by the mathematical problem the professor felt frustrated.

b) Under the bridge the misunderstood troll waited patiently for his goat friends.

c) Once a year the people put on their costumes and partied at the carnival.

d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.

e) Almost certainly Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Searching frantically Kian hoped it wasn't too late to save his people. Through the bushes Kian searched and searched. Under rocks and inside caves he scoured although he just couldn't find the ever-life potion. He sat down with his head in his hands. Depressed and disheartened a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Feeling utterly confused he looked up and saw exactly what he was looking for...the ever-life potion! It was dangling from a tree in a potion bottle tied with a golden ribbon. Like a jack-in-the-box Kian leapt up and grabbed the bottle. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands, he held the one thing that could save everyone in his village.



## Spot the Fronted Adverbials

3. Now, write five fronted adverbial sentences of **your own**, where the fronted adverbials describe the **time**, **place**, **frequency**, **possibility** or **manner** of the action in your main clauses.

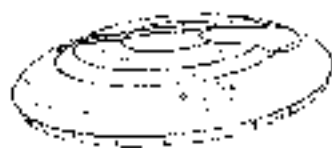
time \_\_\_\_\_

place \_\_\_\_\_

frequency \_\_\_\_\_

possibility \_\_\_\_\_

manner \_\_\_\_\_



# Spot the Fronted Adverbials Answers

1. Can you place a comma after the fronted adverbial in these sentences? In each of the boxes, decide whether the fronted adverbial adds more detail about the **time**, **place**, **frequency**, **possibility** or **manner** of the action in the main clause.

a) Baffled by the mathematical problem, the professor felt frustrated.

manner

b) Under the bridge, the misunderstood troll waited patiently for his goat friends.

place

c) Once a year, the people put on their costumes and partied at the carnival.

frequency

d) Before the holidays, the Y6 pupils had a farewell celebration at their junior school.

time

e) Almost certainly, Eva's team would win the upcoming sports day.

possibility

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Searching frantically, Kian hoped it wasn't too late to save his people. Through the bushes, Kian searched and searched. Under rocks and inside caves, he scoured although he just couldn't find the ever-life potion. He sat down with his head in his hands. Depressed and disheartened, a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Feeling utterly confused, he looked up and saw exactly what he was looking for...the ever-life potion! It was dangling from a tree in a potion bottle tied with a golden ribbon. Like a jack-in-the-box, Kian leapt up and grabbed the bottle. As Kian hurriedly ran back, his feet hurt and his lungs felt like they might explode. Inside his hands, he held the one thing that could save everyone in his village.

3. Now, write five fronted adverbial sentences of your own, where the fronted adverbials describe the **time**, **place**, **frequency**, **possibility** or **manner** of the action in your main clauses.

Various answers possible.



# Fronted Adverbials

Read this extract from 'History Hackers: Roman Rescue'.

Small fingers gripped Tilda Hacker's elbow from behind, squeezing until painful shivers shot up to her shoulder. The eleven-year-old stopped climbing the bare staircase with a sigh, glancing down at the nervous face behind her.

Beneath the scruffy blonde haircut that might look more at home on a terrier, Charlie Hacker's blue eyes threw worried glances toward the narrow door looming at the top of the stairs. "What if the attic is haunted?"

"Don't be such a numpty!" Tilda peeled her younger brother's slim fingers away from her arm and sent strands of sandy hair flying back across her shoulders with a flick. "Why would Dad send us to the attic if it was haunted?"

"Erm, because he doesn't believe in ghosts?" the ten-year-old reminded her. "And he's too busy to remember that I do!"

Tilda wrinkled her freckled nose as invisible specks of freshly-disturbed dust threatened to make her sneeze. It had been years since anyone had climbed the narrow staircase. She still felt pleased that her mother and father had trusted her to explore the attic and hunt for anything valuable. Perhaps they saw her potential to become a proper antiques dealer, just like them.

The Hackers had lived in the creaking rooms above their antique shop for almost three months now. According to letters that the postman still slipped through their door, the previous resident had been a man called Professor Howe. For reasons nobody knew, he'd left in a hurry over a year earlier, leaving behind all his possessions and stacks of unpaid bills.

Since buying the house at an auction, the family had spent every spare hour decluttering their new home, room by room. Now, only the attic needed to be cleared.

Tilda leaned her slender frame against an uneven wall. "Don't you think we'd know by now if this house was haunted?"

"Ghosts don't exactly send you a friend request, Tils!" Charlie fired his older sister a look that seemed to challenge her IQ. "Besides, everyone knows York is England's most haunted city." The thought seemed to send a shiver dancing through Charlie's body. "Dad says there's a pub not far from us that once had an entire legion of Roman soldiers walk right through the cellar. They're probably up there right now, plotting how best to scare us both."

"Well, someone should tell them they needn't bother," Tilda said. "You seem to be doing a pretty good job of that all by yourself."

Tiring of Charlie's whimpering, she grabbed his wrist and restarted her ascent. "Come on - I'll go in first and check it out. I mean, how scary can a group of dead men in skirts be anyway?"

Extract from the Twinkl Originals KS2 story 'History Hackers: Roman Rescue'



Use the pictures of the children's discovery to write a piece of descriptive writing about what happens next. Your writing should include **fronted adverbials** for time, place and manner. Use the word bank to help you.



Time/Frequency	Place	Manner
Always	Above the ground	Slowly
Immediately	Here	Awkwardly
Soon	Outside	Like a ...
In the spring	In the distance	As quick as a flash
After a while	Everywhere	Without a sound
Before long	Nearby	Unexpectedly
Often	Down by the water	Gracefully
Daily	Through the trees	As though dancing to music
Sometimes	Over the hilltops	Majestically
Rarely	Somewhere near here	Evenly
Once	Far away	As _____ as _____
Never before	North of here	With _____



# My birthday list



Mia's mum told Mia all about the things she was going to do for her birthday.

Write a list of all the things you would like to do for your birthday.

## Check your work:

Did you use capital letters and full stops?



# Words ending with..... ed



Make a new word by adding **ed** to the words in the list.

This is one to show you how

sound + ed = sounded

Write the new words that you have made

word		new word
touch	+ ed	
shout	+ ed	
guess	+ ed	
remember	+ ed	
pattern	+ ed	

Can you find four more words that end with **ed**?

1.....

3.....

2.....

4.....

Can you write a sentence for each of these words?

1. started    2. coloured    3. jumped    4. whispered

1.

2.

3.

4.

# Change the tense



Write the sentences below in the **past tense**

1. Mia **is** very excited because she **is** going to be seven.

.....

.....

2. Mia **can** only think about one thing, being seven.

.....

3. Mia **thinks** about all the things she **will** do for her birthday.

.....

.....

4. Mia and her friends **are** going to go to Spin City for her birthday.

.....

5. Dad **is** going to cut the birthday cake like a number seven.

.....

6. Mum **laughs** because she **stops** dad just in time.

.....

.....

**Check your work:**

Read your sentences very carefully.



# Surprise!



Mia had a big surprise on her birthday when she saw Poppa Joe in the kitchen.

Think about giving someone a surprise on their birthday.

Who would your surprise be for and what would the surprise be?

**Check your list:**

Can you think of anything else?





## Missing words



Choose the right word from the word list below to finish the sentences.

Number 1 has been done to help you

painted	flinging
carefully	wiped
<b>running</b> ✓	stayed
loaded	changed

- Mia was soon up, dressed and **running** down the stairs.
- "I'm **SEVEN today!**" Mia shouted, ..... her arms into the air and looking around the kitchen.
- Mia ..... opened the present which was wrapped in brown paper and tied up with a piece of string.
- Mia had played the game many times when she had ..... with her Grandpa
- There was a packet of coloured cardboard fish, each with a number ..... on the side.
- Poppa Joe ..... a little tear out of his eye.
- Mia quickly ..... into her new fish T-shirt and dolphin trainers.

# Missing punctuation



Read part of the story below.

There are 5 missing full stops, 6 missing CAPITAL LETTERS and 4 commas.

Can you add them to the story?

mia carefully opened the present which was wrapped in brown paper and tied up with a piece of string everyone looked inside the parcel mum and dad didn't even know what it was the brown paper fell open and there inside was a box like a jigsaw puzzle box quite flat with some faded pictures of fish and some numbers

mia knew what it was straight away; she had played it many times when she had stayed with her grandpa there inside were six little sticks each with a piece of string attached and a small magnet tied to the end

**Check your work carefully:**

Did you correct all the missing punctuation?



## When I grow up



In the story Mia said that she wanted to work at the Sea Life Centre when she grew up.

What would you like to do when you grow up?

Write about what you would do in your job.

**Check your sentences:**

Do you need to add anything else?

# Missing endings



Choose the word endings below to finish the sentences.

ed

ing

Number 1 has been done to help you

1. Mia sat in the back of the car with Poppa Joe, singing and laughing all the way to the Sea Life Centre.
2. Mum, Dad and Poppa Joe walk... behind giggling at Mia.
3. Mia was try..... to see as much as she could before they had to leave.
4. Mia proudly show.... Popa Joe her new trainers.
5. Back at home, Mia ran into the house to set up the fish.... Game.
6. Mia open.... the box and stood the cardboard fish tank on top of the lid.
7. "Pasta and pizza," call... Dad as he came out of the kitchen hold..... the pizza in one hand.



## The right sentence



Read the sentences very carefully and choose the sentence which you think is the right one from the story.

Draw a line under the right sentence.

1. Mia was a lot older than Poppa Joe.
  2. Poppa Joe was a lot older than Mia.
- 

1. Mum, Dad and Poppa Joe walked behind giggling at Mia.
  2. Mum, Dad and Poppa Joe walked behind shouting to Mia.
- 

1. Poppa Joe and Mia slept all the way home in the back of the car.
  2. Poppa Joe and Mia sang all the way home in the back of the car.
- 

1. Back at home, Mia ran into the house to set up the fishing game.
  2. Back at home, Mia ran into the house to set the table.
- 

1. "Beans on toast," called Dad as he came out of the kitchen.
  2. "Pasta and pizza," called Dad as he came out of the kitchen.
- 

1. Mum stood with a beautiful cake shaped like a number seven.
2. Mum stood with a beautiful cake shaped like a fish.

## If I was a Fish!



In the story, Poppa Joe and Mia became fish and they swam around inside the fish game.

If you could be a fish, what would you look like and what adventures would you have under the sea?

Check your writing carefully



# Change the tense



Write the sentences below in the **present** tense.

Look at the word underlined and re-write it in the present tense.

1. Mia tried her best to get to sleep.

.....

.....

2. Mum heard Mia moving around in her room.

.....

.....

3. Poppa Joe was starting to make himself comfortable.

.....

.....

4. Mia opened the box and stood the cardboard fish tank on its lid.

.....

.....

5. Mia looked down at her body, but all she could see was a tail.

.....

.....



# Missing punctuation



**Read part of the story below.**

There are **5** missing commas, **14** missing CAPITAL LETTERS and **8** full stops.

Can you add them to the story?

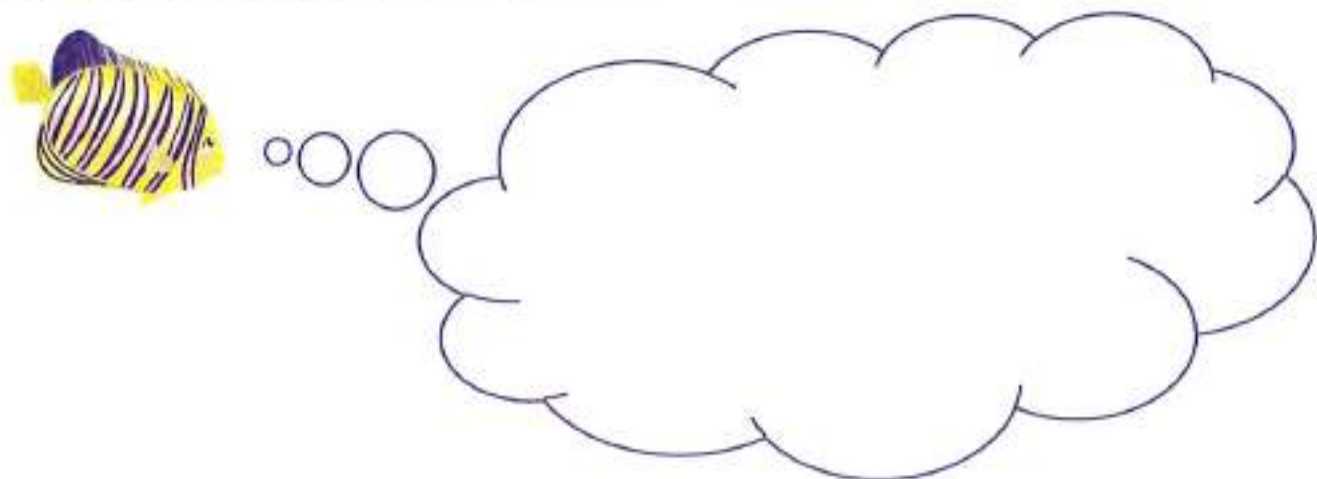
off they swam round and round the little fish tank meeting all the other little fish in poppa joe's fish game everything was so colourful and bright not like the faded little cardboard fish at the bottom of the box

they swam past all the pictures painted on the inside of the cardboard tank everything looked so new

mia followed poppa joe through the seaweed and around the treasure box past the octopus and sharks she said "hello" to the starfish and seahorses and swam on further to the little shipwreck

she was having an amazing time with poppa joe suddenly Mum came into the bedroom

**What do you think Mia was thinking when she saw her fish tail?**

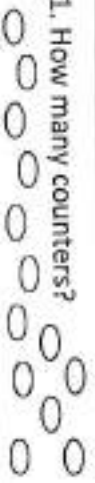






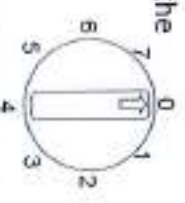




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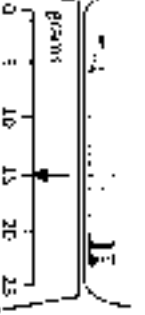


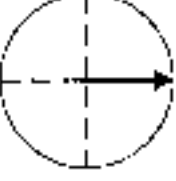
Class/Group: \_\_\_\_\_

A: Number and Place Value		B: Fractions and Measure		C: Measure and Geometry	
1. How many counters? 	1:1 <b>13</b>	11. What fraction of the balls is circled? 	1:2:1 <b><math>\frac{1}{2}</math></b>	16. If today is Monday, tomorrow is: a. Sunday b. Tuesday c. Friday	1:16 <b>b</b>
2. What is the missing number? 10 20 <input type="text"/> 40 50	1:2 <b>30</b>	12. Colour in $\frac{1}{4}$ of this shape. 	1:1:2 <b>1 part</b>	17. How many months are in a year? a. 7 b. 12 c. 52	1:17 <b>b</b>
3. What number is one more than 49?	1:3 <b>50</b>	13. Which pan has the lighter weight in it? 	2:1:3 <b>2</b>	18. Draw the hands to show: Half past nine.	1:18 <b>Hands shown as shown</b>
4. Write a number that is less than 8.	1:4 <b>Any &lt;8</b>	14. How much water is in the bowl? 	1:1:4 <b>150ml</b>	19. What is this shape? a. square b. triangle c. circle 	1:19 <b>a</b>
5. Write this number in numerals: nineteen	1:5 <b>19</b>	15. How much altogether? 	2:1:5 <b>8p</b>	20. What number will the dial be pointing to after being turned through half a turn? 	1:20 <b>4</b>
6. What symbol is missing? 7 <input type="text"/> 3 + 4 =	1:6 <b>=</b>	7. What is the missing number? 13 + <input type="text"/> = 20	8. $9 + 18 =$	8. $9 + 18 =$	1:8 <b>27</b>
9. Mike has 12 sweets. He eats 8 of them. How many does he have left?	1:9 <b>4</b>	9. 2 cakes come in a box. If you buy 5 boxes, how many cakes do you have?	10. 2 cakes come in a box. If you buy 5 boxes, how many cakes do you have?	10. 2 cakes come in a box. If you buy 5 boxes, how many cakes do you have?	1:10 <b>10</b>
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-7)		Y (8-15)	
				G (16-20)	

Name: \_\_\_\_\_

Date: \_\_\_\_\_





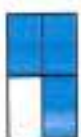

Class/Group: \_\_\_\_\_

A: Number and Place Value	B: Fractions and Measure	C: Measure and Geometry
1. What is the missing number? 82 83 84 85 <input type="text"/>	11. Colour in half (½) of the shape. 	16. Which comes latest in the day? a. tea b. lunch c. breakfast 
2. What is the missing number? 5 10 15 <input type="text"/> 25	12. Circle a quarter (¼) of the balls 	17. How many weeks are in a year? a. 12 b. 30 c. 52
3. What number is one less than 38?	13. Circle the empty glass. 	18. Draw the hands to show: 5 o'clock 
4. Pat has 3 sweets. Sam has 5. Who has the least? 15	14. How heavy is the pencil? 	19. What is this shape? a. square b. triangle c. circle 
5. Write this number in words. 15	15. How much altogether? 	20. The arrow points: a. up b. down c. right 
6. What symbol is missing? 15 <input type="text"/> 4 = 11	16. What is the missing number? 2 + 8 = <input type="text"/>	17. What is the missing number? 12 = <input type="text"/> × 6
7. What is the missing number? 18 - 5 = <input type="text"/>	18. 3 children each have 5 pens. How many pens do they have altogether? Total (A) _____ Test Total (A+B+C) _____	19. Total (B) _____ R (0-7) _____ Y (8-15) _____ Total (C) _____ G (16-20) _____

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 5 10 15 20 <input type="text"/>	2:1 <b>25</b>	11. $4 \times 10 =$	2:11 <b>40</b>	21. What units would you use to measure the mass of a pencil? a. centimetres b. grams c. millimetres	2:17 <b>b</b>
2. What is the value of the 6 in this number? 56	2:2 <b>6 (units)</b>	12. $18 \div 2 =$	2:12 <b>9</b>	22. How many faces does a cube have? a. 6 b. 8 c. 12	2:24 <b>a</b>
3. Estimate the number labelled. 	2:3 <b>16-17</b>	13. What symbol is missing? $45 \div 5$ <input type="text"/> 9	2:12 <b>=</b>	23. Name the shaded face on this cylinder. 	2:25 <b>Circle</b>
4. Use $<$ , $>$ or $=$ to make this correct: 28 <input type="text"/> 13	2:4 <b>&gt;</b>	14. What symbol is missing? 7 <input type="text"/> $3 = 21$	2:12 <b>x</b>		
5. Write this number in numerals. eighty four	2:5 <b>84</b>	15. Tick ( $\checkmark$ ) if true: $3 \times 4 = 4 \times 3$ <input checked="" type="checkbox"/> $20 \div 2 = 2 \div 20$ <input type="checkbox"/>	2:13 <b><math>\checkmark</math> x</b>		
6. There are 20 sweets in a bag. Tom eats 13 of them. How many are left?	2:6 <b>7</b>	16. 12 is shared between 3 people. How much does each person get?	2:14 <b>£4</b>		
7. $7 + \square = 20$	2:7 <b>13</b>	17. 6 cars each have 2 people in them. How many people are in the cars?	2:14 <b>12</b>	24. Tick ( $\checkmark$ ) the shape that does not contain a right-angle. 	2:26 <b>Parallelogram</b>
8. $52 - 18 =$	2:8 <b>34</b>	18. Circle two thirds of the strawberries. 	2:15 <b>2 parts</b>		
9. Is this true? Write 'yes' or 'no'. $15 - 6 = 6 - 15$	2:9 <b>No</b>	19. Shade in $\frac{3}{4}$ of the shape. 	2:15 <b>3 parts</b>		
10. Use $49 + 24 = 73$ to help find: $73 - 49 = \square$	2:10 <b>24</b>	20. What is $\frac{1}{3}$ of 12?	2:16 <b>4</b>	25. Ben is facing South. What direction will he be facing after turning through 2 right angles? 	2:28 <b>North</b>
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**


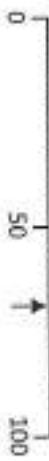




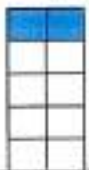

<p>1. What is the missing number? 12 22 39 42 52 <input type="text"/></p>	<p>11. <math>9 \times 5 =</math> _____</p>	<p>21. Which of these has the greatest capacity? a. a bath  b. a bucket  c. a cup </p>
<p>2. Circle the 3s that have a value of 3. 13 38 43 31</p>	<p>12. Which are the odd numbers? 2 7 16 23</p>	<p>22. How many minutes are there in 1 hour? a. 12 b. 24 c. 60</p> 
<p>3. What number is labelled? </p>	<p>13. What symbol is missing? <math>3 \times 5</math> <input type="text"/> 15</p> <p>14. What symbol is missing? 14 <input type="text"/> 7 = 2</p>	<p>23. Which of these shapes has 4 sides? a. triangle b. circle c. square</p>
<p>4. Put these in order, smallest first: 34 4 43 3</p>	<p>15. Is this true? Write 'yes' or 'no'. <math>15 \div 3 = 3 : 15</math></p>	<p>24. Complete the sentence: A square based pyramid has 8 a. vertices b. edges c. faces</p> 
<p>5. Write this number in words. 71</p>	<p>16. 4 flowers each have 7 petals. How many petals are there in total?</p>	<p>25. This dial is pointing at 6. What number will it point to after being turned clockwise through 3 right angles?</p> 
<p>6. A garden has 15 trees. 9 more are planted. How many trees now?</p>	<p>17. I have 18 eggs. If they come in boxes of 6, how many boxes do I have?</p>	
<p>7. Use <math>11 + 9 = 20</math> to answer: <math>55 + \square = 100</math></p>	<p>18. What fraction of the strawberries is circled? </p>	
<p>8. <math>9 + 7 + 8 =</math> _____</p>	<p>19. Write the fraction two quarters in numerals.</p>	
<p>9. Tick (✓) if true: <math>28 - 7 = 7 \cdot 28</math> <input type="checkbox"/> <math>38 + 6 = 6 + 38</math> <input type="checkbox"/></p>	<p>20. What is <math>\frac{1}{4}</math> of 20?</p>	
<p>10. Use <math>62 - 17 = 45</math> to help find: <math>17 + 45 =</math> <input type="text"/></p>	<p>Total (B) _____ R {0-9} _____</p>	<p>Total (C) _____ Y {10-19} _____ G {20-25} _____</p>
<p>Total (A) _____ Test Total (A+B+C) _____</p>		



Name: \_\_\_\_\_

Date: \_\_\_\_\_







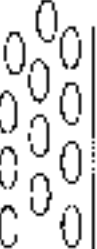


Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract	B: Multiply, Divide and Fractions	C: Measure and Geometry
<p>1. What is the missing number? 0 50 100 <input type="text"/> 200 250</p>	<p>11. <math>40 \div 8 =</math></p>	<p>23. The cup holds 250 millilitres of liquid. The jug holds 1 litre of liquid. How many more millilitres does the jug hold?</p> 
<p>2. What is the 7 worth in this number? 347</p>	<p>12. <math>9 \times 8 =</math></p>	<p>750</p>
<p>3. Write this number in words. 602</p>	<p>13. <math>18 \times 3 =</math></p>	<p>22. Tom bought 3 cans of pop that were 75p each. How much did they cost in total? Give your answer in pounds and pence.</p>
<p>4. Estimate the labelled number? </p>	<p>14. I buy 5 packs of balloons. I have 45 balloons. How many are in each pack?</p>	<p>22. £2 and 25p</p>
<p>5. Write a number that is bigger than 793 using the same three digits.</p>	<p>16. Circle <math>\frac{1}{10}</math> of the marbles. </p>	<p>23. What time does this clock show? </p>
<p>6. <math>302 - 10 =</math></p>	<p>16. What fraction is shaded? </p>	<p>23. 5 (minutes) past 3</p>
<p>7. <math>752 - 93 =</math></p>	<p>17. What is <math>\frac{1}{6}</math> of 18?</p>	<p>24. How many right angles make a complete turn? </p>
<p>8. Circle the best estimate to <math>98 + 131</math> 220 <u>230</u> 240 250</p>	<p>18. This shape is in tenths. Shade in <math>\frac{1}{5}</math>. </p>	<p>4</p>
<p>9. Use <math>12 + 25 = 37</math> to help solve: <math>370 - 120 =</math> <input type="text"/></p>	<p>19. Add the fractions. <math>\frac{2}{7} + \frac{3}{7}</math></p>	<p>25. Circle the horizontal line. </p>
<p>10. What is the missing number? <math>182 - \square = 124</math></p>	<p>20. Write the smallest fraction. <math>\frac{1}{5}</math> <math>\frac{1}{6}</math> <math>\frac{1}{4}</math> <math>\frac{1}{2}</math></p>	<p>Left line circled</p>
<p>Total (A)</p>	<p>Total (B)</p>	<p>Total (C)</p>
<p>Test Total (A+B+C)</p>	<p>R (0-9)</p>	<p>Y (10-19)</p>
		<p>G (20-25)</p>

Name: \_\_\_\_\_

Date: \_\_\_\_\_


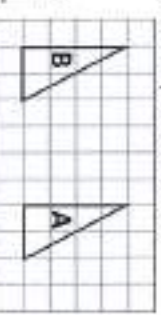
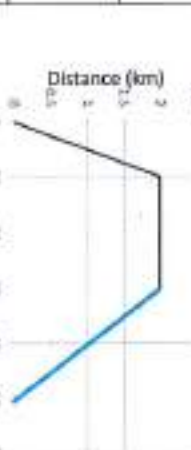
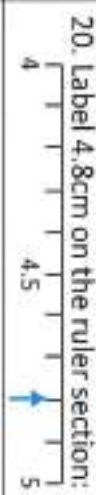
Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract	B: Multiply, Divide and Fractions	C: Measure, Geometry and Statistics
1. What is the missing number? D) 100 200 300 <input type="text"/> 500	11. $48 \div 4 =$	21. David says the time is "3 o'clock in the afternoon". Which of these means the same thing? a. 3 am    b. 3 noon    c. 3 pm
2. What is the 9 worth in this number? 901	12. $4 \times 7 =$	22. Which month has 28 days? a. January b. February c. March
3. Put these in order, largest first. 716 175 517 761	13. Use $35 \times 7 - 5$ to solve: $350 \div 70 =$	23. On the grid draw a pentagon.
4. Draw an arrow to estimate 35. 0                      50                      100	14. What is the missing number? $45 : \square = 3 \times 3$	24. Number of boys & girls in Class 7: Key:  means 3 pupils boys    girls 
5. Tom counts up in 50s starting from 100. What will his 4 <sup>th</sup> number be?	15. What is the $\frac{2}{10}$ , $\frac{3}{10}$ , $\frac{1}{10}$ missing fraction? 	25. How many boys and girls are there in Class 7?
6. $524 - 100 =$	16. Shade $\frac{2}{3}$ of the counters. 	26. Write the $\frac{3}{7}$ , $\frac{4}{7}$ , $\frac{6}{7}$ , $\frac{2}{7}$ smallest fraction.
7. $372 - 89 =$	17. What fraction is labelled? 	27. This shape is in sixths.  Shade in $\frac{2}{3}$ .
8. Write a sum to check $46 - 19 = 65$ . Check: $65 + 19 = 46$	19. Subtract the $\frac{5}{6} - \frac{1}{6}$ fractions.	Show 14 girls on the pictogram.
9. After spending 39p, Tom still has 43p left. How much did he start with?	20. Write the $\frac{3}{7}$ , $\frac{4}{7}$ , $\frac{6}{7}$ , $\frac{2}{7}$ smallest fraction.	28. How many boys and girls are there in Class 7?
10. What is the missing number? <input type="text"/> + 239 = 302	Total (A) _____ Total (B) _____ R (0-9) _____	Total (C) _____ Y (10-19) _____ G (20-25) _____
Test Total (A+B+C) _____		

Name: \_\_\_\_\_

Date: \_\_\_\_\_

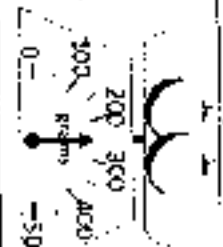



Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the missing number? 18 <input type="text"/> 30 36 42	4:1 <b>24</b>	11. $9 \times 11 =$	4:9 <b>99</b>	21. What is the area of this shape? 	4:20 <b>8cm<sup>2</sup></b>
2. What is the missing number? 4,000 5,000 6,000 <input type="text"/> 8,000	4:1 <b>7000</b>	12. Circle the sum that is the same as $22 \times 5$ : <input checked="" type="radio"/> $2 \times 5 \times 11$ <input type="radio"/> $2 \times 3 \times 22$	4:10 <b><math>2 \times 5 \times 11</math></b>	22. Circle the name that describes the biggest angle. Right angle <input checked="" type="radio"/> <b>Obtuse angle</b> Acute angle	4:24 <b>Obtuse angle</b>
3. Round this number to the nearest 100: 2,167	4:2 <b>2,200</b>	13. $356 \times 3 =$	4:11 <b>1,068</b>	23. To transform shape A onto B: Translate A <input type="text"/> units to the <input type="text"/> . 	4:27 <b>6, left</b>
4. What is 1,000 less than 1,465?	4:2 <b>465</b>	14. To work out $47 \times 6$ you could do: <input type="text"/> $\times 6 + 7 \times$ <input type="text"/>	4:12 <b>40, 6</b>	24. The distance time graph shows a trip to the shops. The return journey takes 20 minutes. Show this. 	4:29 <b>Line drawn from (30, 2) to (50, 0)</b>
5. What is 6 less than 2?	4:3 <b>-4</b>	15. Circle the equivalent fraction to $\frac{1}{4}$ . <input checked="" type="radio"/> $\frac{3}{12}$ <input type="radio"/> $\frac{5}{16}$ <input type="radio"/> $\frac{2}{20}$	4:13 <b><math>\frac{3}{12}</math></b>	25. How long did the person spend at the shops?	4:30 <b>20 mins</b>
6. What is the value of the 7 in this number? 2,789	4:4 <b>700</b>	16. Complete the sequence: $\frac{37}{100}$ $\frac{38}{100}$ $\frac{39}{100}$ <input type="text"/>	4:14 <b><math>\frac{40}{100}</math></b>	Total (A)	
7. Write the number 90 in Roman numerals.	4:5 <b>XC</b>	17. $\frac{3}{7} + \frac{5}{7}$	4:15 <b><math>\frac{8}{7}</math></b>	Total (B)	
8. $1,235 - 624 =$	4:6 <b>611</b>	18. Write $\frac{1}{2}$ as a decimal number.	4:16 <b>0.5</b>	Total (C)	
9. Write the sum to check $3,128 + 854 = 3,982$ : $3,982$ <input type="text"/> $854$ <input type="text"/> $3,182$	4:7 <b><math>-, =</math></b>	19. $8 + 10 =$	4:17 <b>0.8</b>	Test Total (A+B+C)	
10. I have 5. I spend 1.50 then 2.45. How much do I have left?	4:8 <b>£1.05</b>	20. Label 4.8cm on the ruler section: 	4:18 <b>ARROW</b>	Y (10-19)	
Test Total (A+B+C)		R (0-9)		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? 50 <input type="text"/> 100 125 150	11. $77 + 12 =$	21. Two apples are weighed. 
2. What is the missing number? 54 63 72 <input type="text"/> 90	12. Use $2 \times 4 \times 12 = 96$ to answer: $24 \times 4$	How much does 1 apple weigh? 
3. What is 1,000 less than 4920?	13. $83 \times 7 =$	22. Draw the hands to show: <b>17:50</b>
4. Round this number to the nearest 1,000: 1,343	14. Shop A sells 6 pens for 3. Shop B sells 2 pens for 90p. Which is cheaper?	23. What is the name of this quadrilateral? 
5. Put these numbers in order, smallest first: 3 -2 0	15. $\frac{1}{2} = \frac{\square}{4} - \frac{\square}{4}$	24. Plot the point (3, 0). Label it C.
6. Put these in order, smallest first: 3,743 1,273 2,837	16. I have $\frac{1}{10}$ of a cake. How many pieces do I cut it into to make $\frac{1}{100}$ ?	
7. What number does this Roman Numeral represent? <b>XIV</b>	17. $\frac{11}{4} - \frac{9}{4}$	25. Points A, B and C form 3 corners of a rectangle. Plot the fourth corner of the rectangle and label it D.
8. $3,473 + 1,230 =$	18. Write $\frac{1}{100}$ as a decimal number.	Total (A) _____ Total (B) _____ Total (C) _____
9. Write the sum to check $239 - 154 = 85$ $85 + \square = \square$	19. What is the value of the 2 in: 1.72	Y (10-19) _____ G (20-25) _____
10. A 38cm tall plant grows 36cm a year. How tall will it be after 2 years?	20. Round 7.8 to the nearest whole number.	Test Total (A+B+C) _____



All about...

# Butterflies



Butterflies are some of the most interesting insects in the world. There are over seventeen thousand different species worldwide.



## Fascinating Facts

A butterfly's life cycle is made up of four parts.

1. The female butterfly lays her egg on a leaf.
  2. The egg hatches and a caterpillar comes out. It lives and eats on the leaf where it was born and will shed its skin many times.
  3. When the caterpillar has grown much bigger, it creates a chrysalis.
  4. Inside the chrysalis the caterpillar turns into a butterfly, the chrysalis breaks open and a butterfly comes out.
- Butterflies can live for between 2 days and 11 months.

## Where Do They Live?

Butterflies live in lots of different places depending on what season it is. They like to live in warm places and can be found in many countries around the world. Butterflies tend to live where they can find food. They are awake during the day looking for food and at night they may be found on the underside of a leaf or tucked away in a crevice in a rock.

## What Do They Eat?

Butterflies get all of the food they need by drinking. They have a long, thin tube in their mouth called a proboscis, which they use like a straw to suck up their food. Adult butterflies eat all sorts of things, such as juices from oranges and watermelons. They also eat nectar from different types of flowers and water.

## Staying Safe

Some types of butterflies have eye spots on their wings. If a predator comes near they flutter their wings, showing their eye spots, which scares the predator away. Some butterflies taste horrible and bright colours usually warn other animals of this.

Questions about...

# Butterflies



Answer the questions below in full sentences.

1. Where do butterflies live?

---

---

2. When are butterflies awake?

---

---

3. What do they like to eat?

---

---

4. How do they eat their food?

---

---

5. How do butterflies stay safe?

---

---

6. What does a caterpillar do before it turns into a butterfly?

---

---

7. How long can butterflies live for?

---

---



# Questions

This activity is to be completed once Chapters 1-3 of 'History Hackers: Roman Rescue' have been read.

1. How old is Tilda Hacker? Tick one.

- Seven years old     Twelve years old     Eleven years old

2. Tick the adjective that best describes how Charlie is feeling during Chapter 1.

- Excited     Nervous     Upset

3. Tilda leaned her slender frame against an uneven wall.

Use a dictionary to find the meaning of the word 'slender'.

---

4. Complete the sentence using one of the words below.

Tilda's gaze bounced from one corner to the next, she was shocked to see that every centimetre of space was filled with exactly the same thing...

- Boxes     Nothing     Rubbish

5. Why do you think Tilda snatched the gun away from Charlie?

---



---

6. Link the items of clothing with their descriptions. Use a ruler.

chainmail

chest plates

leather

jerkins

bronze

shirts

7. Yet one item stood out like a rose in a bed of dandelions: a journal...

Why is the journal like a rose in a bed of dandelions?

---

---

8. What do you think might happen next? Find and copy a clue from the text.

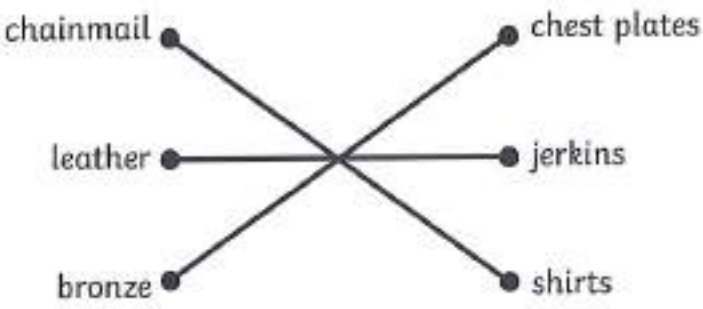
---

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# Answers

	I can...
<p>1. How old is Tilda Hacker? Tick one.</p> <p><input type="radio"/> Seven years old</p> <p><input type="radio"/> Twelve years old</p> <p><input checked="" type="radio"/> <b>Eleven years old</b></p>	<ul style="list-style-type: none"> <li>check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>
<p>2. Tick the adjective that best describes how Charlie is feeling during Chapter 1.</p> <p><input type="radio"/> Excited    <input checked="" type="radio"/> <b>Nervous</b>    <input type="radio"/> Upset</p>	<ul style="list-style-type: none"> <li>check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>
<p>3. <span style="border: 1px solid black; padding: 5px; display: inline-block;">Tilda leaned her slender frame against an uneven wall.</span></p> <p>Use a dictionary to find the meaning of the word 'slender'. <b>'Slender' means slim in a graceful way.</b></p>	<ul style="list-style-type: none"> <li>use dictionaries to check the meaning of words that I have read.</li> </ul>
<p>4. Complete the sentence using one of the words below.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>Tilda's gaze bounced from one corner to the next, she was shocked to see that every centimetre of space was filled with exactly the same thing...</p> </div> <p><input type="radio"/> Boxes    <input checked="" type="radio"/> <b>Nothing</b>    <input type="radio"/> Rubbish</p>	<ul style="list-style-type: none"> <li>check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>
<p>5. Why do you think Tilda snatched the gun away from Charlie?</p> <p><b>Possible answers: it could have been dangerous; it wasn't his gun to touch; she wanted to see it.</b></p>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>

	I can...
<p><b>6.</b> Link the items of clothing with their descriptions. Use a ruler.</p> 	<ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>
<p><b>7.</b> Yet one item stood out like a rose in a bed of dandelions: a journal...</p> <p>Why is the journal like a rose in a bed of dandelions?  <b>The journal looks beautiful and new compared to the things around it; roses are famously more beautiful and precious than dandelions.</b></p>	<ul style="list-style-type: none"> <li>• check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> <li>• identify how language, structure, and presentation contribute to meaning.</li> </ul>
<p><b>8.</b> What do you think might happen next? Find and copy a clue from the text.  <b>Pupils' own responses, justified with evidence from the text.</b></p>	<ul style="list-style-type: none"> <li>• predict what might happen from details stated and implied.</li> </ul>

# Questions

This activity is to be completed once Chapters 1-3 of 'History Hackers: Roman Rescue' have been read.

1. Who is the eldest child?

Tilda

Charlie

2. Find and copy some evidence from Chapter 1 that shows that Charlie is feeling **nervous**.

---

3. 

The eleven-year-old stopped climbing the bare staircase with a sigh, glancing down at the nervous face behind her.

How is Tilda feeling during this sentence? Which words tell you this?

---



---

4. Why was it strange that the room was empty?

---

5. Read the paragraph in Chapter 3 that starts with 'The air was thick...'

What is the main purpose of this paragraph?

---



---

6. Why does Tilda think the artefacts should be in a museum?

Use evidence from the text to support your answer.

---



---



---

7. Underline the fronted adverbial in this sentence.

Seated at the small desk, Tilda carefully began searching the stacks of papers and ledgers for some kind of clue.

- 8.** Write a question about something you want to find out after reading Chapters 1-3.

---

---

- 9.** What main event do you predict will happen during Chapter 4?

Write down the clues in the text which make you think this.

---

---

---



# Answers

	I can...
<p>1. Who is the eldest child?</p> <p><input checked="" type="radio"/> Tilda    <input type="radio"/> Charlie</p>	<ul style="list-style-type: none"> <li>check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>
<p>2. Find and copy some evidence from Chapter 1 that shows that Charlie is feeling <b>nervous</b>. <b>Any appropriate evidence.</b></p>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>
<p>3. <div style="border: 1px solid black; padding: 10px; text-align: center;">The eleven-year-old stopped climbing the bare staircase with a sigh, glancing down at the nervous face behind her.</div></p> <p>How is Tilda feeling during this sentence? Which words tell you this? <b>Tilda is feeling frustrated and impatient – she stops 'with a sigh', which tells us that this sort of thing has happened before.</b></p>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>
<p>4. Why was it strange that the room was empty? <b>The rest of the house had been full of clutter.</b></p>	<ul style="list-style-type: none"> <li>check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>
<p>5. Read the paragraph in Chapter 3 that starts with 'The air was thick...'. What is the main purpose of this paragraph? <b>The purpose of this paragraph is to highlight the difference in smell between the secret room and the rest of the house.</b></p>	<ul style="list-style-type: none"> <li>identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>

	<b>I can...</b>
<p><b>6.</b> Why does Tilda think the artefacts should be in a museum?</p> <p>Use evidence from the text to support your answer.</p> <p><b>Possible answers: the artefacts all appear to be real; the artefacts were all well-kept and displayed to a high standard;</b></p> <p><b>"This kind of stuff should be in a museum. This is real history"; "...hunting for treasure by going back in time"; "He mentions the musket you showed me... says he stole it from a soldier during the English civil war".</b></p>	<ul style="list-style-type: none"> <li>• identify main ideas drawn from more than one paragraph and summarise these.</li> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>
<p><b>7.</b> Underline the fronted adverbial in this sentence.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p><u>Seated at the small desk</u>, Tilda carefully began searching the stacks of papers and ledgers for some kind of clue.</p> </div>	<ul style="list-style-type: none"> <li>• learn the grammar for years 3 and 4 in English Appendix 2.</li> </ul>
<p><b>8.</b> Write a question about something you want to find out after reading Chapters 1-3.</p> <p><b>Answers may vary.</b></p>	<ul style="list-style-type: none"> <li>• ask questions to improve my understanding.</li> </ul>
<p><b>9.</b> What main event do you predict will happen during Chapter 4? Write down the clues in the text which make you think this.</p> <p><b>Pupils' own responses, justified with evidence from the text.</b></p>	<ul style="list-style-type: none"> <li>• predict what might happen from details stated and implied.</li> </ul>

# Questions

This activity is to be completed once Chapters 1-3 of 'History Hackers: Roman Rescue' have been read.

1. Who is the eldest child? Explain how you know.

---

2. a) Underline the fronted adverbial in this sentence.

Tiring of Charlie's whimpering, she grabbed his wrist and restarted her ascent.

- b) What does 'ascent' mean in this sentence?

---

3. "Come on – I'll go in first and check it out. I mean, how scary can a group of dead men in skirts be anyway?"

Who could Tilda be referring to by 'dead men in skirts'? Explain how you know.

---



---

4. Charlie's smile vanished as he shuffled awkwardly. "Yeah! Of course! I just need a minute to let my... erm... shoe recover. The stressed foam could give way at any time and snap my ankle!"

Why do you think Charlie's smile vanished? Use evidence from the text.

---



---



---

5. In Chapter 1, what simile is used to describe the door opening?

---

6. Read the paragraph in Chapter 3 that starts with 'Her eyes could barely take it all in...'. What is the main purpose of this paragraph? What is the overall impact on the reader?

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---



---

7. Circle a metaphor and underline a simile in the following sentence.

Excitement sent giddy butterflies fluttering in Tilda's stomach. As she scrubbed to join her brother, the sights that greeted her struck like a freeze-ray.

8. The weapon felt heavy in her hand; the wooden stock had the shape and smoothness that only real fingers could forge.

What does this description suggest?

---

---

9. Why do you think Tilda felt like they were trespassing?

---

---

10. What main event do you predict will happen during Chapter 4? Write down the clues in the text which make you think this.

---

---

---



# Answers

	I can...
<p>1. Who is the eldest child? Explain how you know. <b>Tilda is the eldest; Charlie is referred to as her 'younger' brother.</b></p>	<ul style="list-style-type: none"> <li>check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> </ul>
<p>2. a) Underline the fronted adverbial in this sentence.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p><u>Tiring of Charlie's whimpering</u>, she grabbed his wrist and restarted her ascent.</p> </div>	<ul style="list-style-type: none"> <li>learn the grammar for years 3 and 4 in English Appendix 2.</li> </ul>
<p>2. b) What does 'ascent' mean in this sentence? <b>'Ascent' means a climb or walk to the top of something.</b></p>	<ul style="list-style-type: none"> <li>check that the text makes sense to me, discuss my understanding and explain the meaning of words in context.</li> <li>use dictionaries to check the meaning of words that I have read.</li> </ul>
<p>3.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>"Come on – I'll go in first and check it out. I mean, how scary can a group of dead men in skirts be anyway?"</p> </div> <p>Who could Tilda be referring to by 'dead men in skirts'? Explain how you know. <b>Roman soldiers – Charlie mentioned a legion of soldiers walking through a cellar.</b></p>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>
<p>4.</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Charlie's smile vanished as he shuffled awkwardly. "Yeah! Of course! I just need a minute to let my... erm... shoe recover. The stressed foam could give way at any time and snap my ankle!"</p> </div> <p>Why do you think Charlie's smile vanished? Use evidence from the text. <b>Any reference to Charlie feeling nervous/worried/anxious/scared. Evidence from the text must be provided.</b></p>	<ul style="list-style-type: none"> <li>draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</li> </ul>
<p>5. In Chapter 1, what simile is used to describe the door opening? <b>The hinges 'shrieked liked startled seagulls'.</b></p>	<ul style="list-style-type: none"> <li>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>

	I can...
<p>6. Read the paragraph in Chapter 3 that starts with 'Her eyes could barely take it all in...'. What is the main purpose of this paragraph? What is the overall impact on the reader?</p> <p><b>The purpose of this paragraph is to describe the secret room. The reader feels like the room is bursting with objects, so many that Tilda can't look at everything fast enough.</b></p>	<ul style="list-style-type: none"> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>
<p>7. Circle a metaphor and underline a simile in the following sentence.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Excitement sent giddy butterflies fluttering in Tilda's stomach.</p> <p>As she scabbled to join her brother, the sights that greeted her struck like a freeze-ray.</p> </div>	<ul style="list-style-type: none"> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>
<p>8.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>The weapon felt heavy in her hand; the wooden stock had the shape and smoothness that only real fingers could forge.</p> </div> <p>What does this description suggest?</p> <p><b>The description suggests that this was a real weapon that had once been used regularly by someone, rather than a cheap or unimportant replica.</b></p>	<ul style="list-style-type: none"> <li>• identify how language, structure and presentation contribute to meaning.</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>
<p>9. Why do you think Tilda felt like they were trespassing?</p> <p><b>The room had been left full of someone's belongings and Tilda knew they should have told an adult rather than rummaging through what they found.</b></p>	<ul style="list-style-type: none"> <li>• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>• participate in discussions about books that are read to me and those I can read for myself, build on my own and others' ideas and challenge views courteously.</li> </ul>
<p>10. What main event do you predict will happen during Chapter 4?</p> <p>Write down the clues in the text which make you think this.</p> <p><b>Pupils' own responses, justified with evidence from the text.</b></p>	<ul style="list-style-type: none"> <li>• predict what might happen from details stated and implied.</li> </ul>



## Un petit peu de français 3.3

Year 3

Bonjour!

This week another link to You Tube for a song to help you practise your numbers from last week. Remember to watch it a few times over, joining in more each time.

<https://www.youtube.com/watch?v=UsEz58BbIMY> Numbers to 20 - song

It's also a good idea to watch and listen again a couple of days later to see how much you can remember. Little and often is usually better than one long session of language learning.

Can you remember the months of the year? Listen again to the song from last week to remind you.

Can you remember the months without the song?

How about the numbers to 20?

Remember repetition, repetition and...repetition!

Bonne Chance!

## Adventure Stories – Week 1 of 2 – week beginning 04/05/20

### I Wish I was a Fish



This week we are suggesting a daily approach to Literacy based on a story called '**I Wish I was a Fish**'.

The Activities have been set as 2Do tasks in PurpleMash.

There are reading and comprehension activities linked to each chapter together with some writing activities linked to the story. The writing activities should be completed in the green book that was sent home or using Purple Mash as appropriate (please see below).

**Each day has the same format:**

**First:** read the chapter allotted to that day.

**Second:** complete the quiz for that chapter.

**Third:** complete the joining words activity for that chapter.

**Forth:** complete the missing words activity for that chapter.

**Finally:** complete the GPS (grammar, punctuation and spelling) activity listed below for each chapter. If you have a printer available, it can be printed or read from the screen and the work done in the green book.

**\*\* The last two activities for each day are art and puzzle based and can be completed for a bit of fun 😊. \*\***

**We are aware that there are lots of computer based activities for this week's work, however we felt that this was the best way for your child to access the learning outcomes we wished your child to achieve this week.**

#### Day 1

**Chapter 1, "It was the night before Mia's seventh birthday, and she was too excited to get to sleep."**

**Choose **one** of the three activities from the Literacy - Chapter 1 - GPS Activities.pdf. In the Google drive folder.**

#### Day 2

**Chapter 2, "There is a very big surprise waiting for Mia and a very special present too,"**

**Complete Activity 3 in the Literacy - Chapter 2 - GPS Activities.pdf and try to fill in the missing punctuation. In the Google drive folder.**



### Day 3

**Chapter 3, "The family visits the Sea Life Centre and Mia makes a wish with a fish-shaped birthday cake."**

**Complete Activity 2 from The Literacy - Chapter 3 - GPS Activities.pdf and write down the completed sentences. In the Google drive folder.**

### Day 4

**Chapter 4, "Something happens to the little fish game and Mia and Poppa Joe go off on an adventure."**

**Complete Activity 2 from The Literacy - Chapter 4 - GPS Activities.pdf and write down the completed present tense sentences. In the Google drive folder.**

### Day 5

**Final chapter, Chapter 5, "Where Mia meets her friends at Spin City and finally gets to go on the Octopus ride. Had Mia had a dream or had her birthday wish come true?"**

**Complete Activity 1 from The Literacy - Chapter 5 - GPS Activities.pdf - A New Ride for Spin City! Write your description in your green book. In the Google drive folder.**

## Adventure Stories – Week 1 of 2 – week beginning 04/05/20

Adventure stories are fictional pieces of writing where events (things that happen in the story) move quickly, the characters often get into some sort of trouble, or danger and need to solve problems and overcome obstacles in order to find ways to escape and 'save the day'!



The adventure story we have based the next fortnight's work on is called '**History Hackers – Roman Rescue**' it is about two children whose family move into an antique shop in York. While exploring the attic above the shop, the two children soon discover that the previous owner was a lot more than just an ordinary shop keeper!

The story is fun and exciting and lots of things happen to the two children during their adventure and links nicely to this term's Roman theme. However, some of the text is quite hard to understand, so we suggest that you (the parent), or an older brother or sister of your child, spend quite a lot of time reading and discussing the events, the use of language and any unfamiliar words in each chapter of the book before your child begins any of the work. This is something we

do in School as part of carpet time as an introduction to the lessons.

The work over the next two weeks builds to a long write task at the end of next week's work.

A long write is where your child has had a chance to think about and plan a piece of writing. In this case they will be writing part of an adventure story. The work in this week's Google folder is designed to help them prepare for writing their story next week.

Many of this week's tasks are based on History Hackers - Roman Rescue Chapters 1 to 3. In the Google drive as:

**'Literacy # Text – Roman Rescue Chapters 1-3.pdf'**.

Over the next four tasks you will:

Recap directed speech and practise writing directed speech.

Write a character profile for one of the children in the Roman Rescue book.

Remind yourself what compound words and compound nouns are.

Learn what fronted adverbials are and use them to create fronted adverbial sentences.



## **Task 1 – Direct Speech.**

### **Task 1a – What is direct speech?**

Direct speech is the part of the story text the characters speak out loud. Usually as part of a conversation with other characters in the book. We have covered how to write direct speech several times in Year 3 already.

In grammar, there are certain ways in which direct speech is shown in writing:

The PowerPoint 'Literacy task 1a – inverted commas PowerPoint.pptx' walks you through these as well as giving you some practise at writing with inverted commas and spotting some common mistakes!

Any writing can either be done on scrap pieces of paper, or in your green books.

### **Task 1b - activity:**

Use Literacy task 1b – inverted commas worksheet.pdf in the Google drive. If you have a printer you can print out the worksheet you need. If you don't you have two options, copy the sentences into your green work book and add the direct speech punctuation as you go (this is what we would do in class), or discuss where you should put the punctuation with an adult, or older brother or sister.

The answers are provided, however try not to look until you think you have finished!

The two star sheet is suitable for most Year 3 children.

One star is obviously easier, and the three star is designed for those who are confident in their ability to use direct speech.

## **Task 2a – A character profile.**

### **What is a character Profile?**

A character profile is a piece of work which describes a character from the book. It gives you information about their appearance (what you can see by looking at them) and their personality (what sort of person they are on the inside).

Describing a character's appearance is the easy part - it involves using some of your five senses.

It is basically what they look like!

Do not forget that age is important too!

Describing a character's personality is a bit trickier!

Personality is something you cannot see, it is how someone behaves, how they interact with other characters and how they feel about things and the situations they get into.

You must look for clues in the story to find out a character's personality.

Whether someone is brave, scared, nervous, loud, happy, kind, naughty, rude or polite is all part of their personality.

What the character is interested in is also part of their personality. They may be a super keen footballer or love reading books or Science. What they do not like is also just as important! They may hate football or reading or Science!

## **Task 2b – activity:**

**Literacy task 2b – character profile templates.pdf** in the Google drive

If you can print out the sheet then do so, if not it's easy to reproduce the sections in your green books.

The two star sheet is suitable for most Year 3 children.

One star is obviously easier, and the three star is designed for those who are confident in their ability to write character profiles.

Please note – there is an error in the one star sheet – the second piece of writing on the left should say 'words and phrases to describe your character's personality' NOT appearance.



### **Task 3** – compound words – sometimes called compound nouns.

Compound words are simply two nouns you can join to make one new noun.

Examples of compound words: class + room = classroom  
fire + man = fireman

Compound nouns tend to be examples of compound words where you would not necessarily join the two nouns together, but you still make a new noun by putting them next to each other.

Examples of compound nouns: ice + cream = ice cream  
sun + hat = sun hat

Work through '[Literacy task 3 – compound nouns.pptx](#)' in the google drive.

Once you're happy with compound words and nouns then complete the activity below.

#### **Task 3a** – activity:

Either use a timer or ask someone to time you for two minutes while you write down as many compound nouns, or compound words as you can think of.

In your green books, write some sentences using some of the words above.

Try writing some using direct speech from task 1!

#### **Task 4 – What are fronted Adverbials?**

Work through the PowerPoint '**Task 4 – fronted adverbials.pptx**' in the google drive. This should explain what a fronted adverbial is.

#### **Task 4a - Complete worksheet 1.**

**Literacy task 4a – fronted adverbials worksheet 1.pdf** in the Google drive gets you thinking about which part of the sentence beginning is the fronted adverbial and where the comma should go to separate it from the rest of the sentence.

It also gets you thinking about what the fronted adverbial is describing, time (when it is happening), place (where it is happening), frequency (how often it happens), possibility (how likely it is to happen) or manner (the way in which it happens).

The two star sheet is suitable for most Year 3 children.

One star is obviously easier, and the three star is designed for those who are confident in their ability to use fronted adverbials.

If you have a printer you can print out the worksheet you need. If you don't, then complete the work in your green book

#### **Task 4b – Complete worksheet 2.**

**\*\* Please finish reading chapters 1 to 3 of the book before you look at this activity – you will spoil chapter 3 if you don't! \*\***

**Literacy task 4b – fronted adverbials worksheet 2.pdf** in the google drive is based on the book you are reading for Literacy.

The extract in the worksheet finishes at the point Tilda and Charlie are about to enter the attic for the first time.

Using sentences that begin with fronted adverbials, explain in your own words what happens to the children next.

You don't have to write huge amounts! Four or five good sentences should be enough.

**TIP** - think about the key points, the events in the story that must happen so the rest of the story can continue.



# Literacy Challenges



## Challenge 1 – Direct Speech:

In the Disney Toy Story films, the toys come to life when their owners aren't around to see or hear them!

Gather two or three of your toys and imagine what they might say to each other if you were not around.

Think about what they would talk about:

Who would they talk about?

What would they talk about doing?

What are some of the things they might have done?

Where might they like to go?

There are many other things they could talk about too; these are only some ideas to get you started.

Once you have an idea about how the conversation will go, write it down in your green book.

Remember to:

Use inverted commas “ and ” to show when one of your toys is speaking out loud.

Think of more exciting words than the word said.

Every time a new toy starts to speak, start their speech on the next line down in your book.

## Challenge 2 – Character profile:

For Literacy task 2, you have written a character profile for either Tilda or Charlie Hacker.

Now have a go at writing a character profile on yourself!

Remember to include a description of your appearance and personality.

Once you have finished, ask an adult to read it, do they agree!?! 😊.

## Challenge 3 – Compound words:

As you read Roman Rescue, or anything else you might be reading at the moment, look for compound words (two nouns joined together to a new one-word noun) or compound nouns (two nouns next to each other to create a new noun) and begin to make a list.

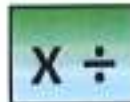
#### Challenge 4: Fronted adverbials:

Write an account of your day (retell what you have done) using fronted adverbials.

Remember fronted adverbials are used to describe:

- the time something happens, e.g. **Before sunrise**, David crept into the bear's cave.
- the frequency (how often) something happens, e.g. **Every so often**, David could hear the bear's ferocious snore.
- the place where something happens, e.g. **At the back of the cave**, the terrifying bear began to stir.
- the manner something happens, e.g. **As quick as a flash**, David bounded behind a nearby rock.
- the possibility (how likely) something will/has happen(ed), e.g. **Almost certainly**, the deadly bear was getting closer.





All the answers can be recorded in your exercise book.

Make a set of digit cards using playing cards, the joker could be your 0! Or take ten pieces of paper and writing the digits 0 to 9 on them. One digit per piece.

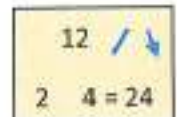
**Task 1 LO Doubling numbers using partitioning (X by 2)**

- a) Double these numbers 4,6,7,8,9 (use your 2x tables). b) Next double these number using partitioning; 14, 34, 22, 24, 18.

Now let's see what happens if the tens or ones are larger than 4.

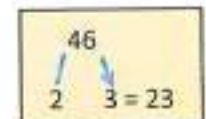
- b) Create ten more 2-digit numbers and double them *showing* your partitioning.

*\*PRODUCT' the answer you get when you multiply two numbers together*



**Task 2 LO Halving numbers using partitioning (÷by 2)**

- a) Halve these numbers (divide by 2), making use of your 2 times table knowledge; 16, 22, 26.  
 b) Now halve these two-digit numbers; 10, 20, 30, 40, 50, 60, 70, 80, 90. Q Can you see a pattern? Write it down.  
 c) Use partitioning to halve these two-digit numbers; 24, 46, 68 and 86.  
 d) It is harder to remember how to halve these 'tens'; 32, 56, 78.



Halving an odd number will leave us with  $\frac{1}{2}$  in the answer. For example 13 halved =  $6\frac{1}{2}$   
 Try these; 27, 29, 33, 37, 55.

**Task 3 LO: use the grid method to multiply 2-digit numbers (teens) by 1-digit numbers**

We know that  $2 \times 14$  is 28 but what about  $3 \times 14$ . We could add 3 'lots' of 14;  $14 + 14 + 14 = 42$  but it is easier for use to use the Grid Method.

*We still partition 14 into tens and ones but then we complete the calculation in a grid. Multiply the tens by the single digit and then the ones. Add the answers together.*

Partition		1	4	
x	10	4		
3	30	12	42	

- a) Now try  $5 \times 14$  and  $6 \times 14$ . (use the times table grid attached).  
 b) Calculate using Grid Method  $4 \times 13$ ,  $6 \times 13$ ,  $3 \times 15$ ,  $7 \times 15$ ,  $8 \times 12$ ,  $9 \times 12$

Task 4 LO: use the grid method to multiply 2-digit numbers (teens) by 1-digit numbers

- a) Choose any 1-digit number and then choose a 1-digit number to multiply it with. Show all your calculations, using Grid Method.

1-digit	2-digit
3	21
	22
4	23
	24
5	25
	26
6	27
	28
7	29

For example  $4 \times 24 =$

Partition				2	4
×	20	4			
4	80	16	96		

## Multiplication Table

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



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

### Task 1

Make a set of digit cards by taking ten pieces of paper and writing the digits 0 to 9 on them. One digit per piece.

If you have a set of playing cards, use those, the joker could be your 0!

Turn the pieces of paper, or cards, over and shuffle them.

#### Task 1A: LO: doubling and halving numbers.

Choose two digit cards at random.

Look at the digits you have.

You can make two 2-digit numbers, write them both down in your green book.

For example – if you chose the digits 4 and 7 you can make the numbers 47 and 74.

Double both numbers and write down the answer you get.

Repeat this process four more times so you have doubled ten numbers in total.

Doubling can be done in one of two ways, either multiply the number by 2, or add the number to itself.

So double 47 could be  $47 \times 2$  or  $47 + 47$ .

You will have something like this:

47 doubled is 94      74 doubled is 148

For each number think about how you doubled it.

Did you partition the number double 40, double 7 then add the answers together?

How did you cope with a number like 74 where the answer is in the hundreds?

Discuss some of the ways you did it with an adult.

### Task 1B:

Halving is the opposite of doubling.

So instead of multiplying by two you need to divide by two.

Numbers that are even are easy to halve, the quickest way is to partition the number into tens and ones, halve each number then add the answers together.

So, half of 74 would be half of 70 (35) add half of 4 (2) equals 37.

Halving odd numbers is just as easy, you just need to remember you will have a  $\frac{1}{2}$  in your answer.

I would halve 47 like this: 47 is  $46 + 1$

Half of 46 is 23 and half of 1 is  $\frac{1}{2}$

Therefore, half of 47 is 23 add  $\frac{1}{2} = 23 \frac{1}{2}$ .

Now halve the ten numbers you generated in task 1A:

47 halved is  $23 \frac{1}{2}$       74 halved is 37

## Task 2: LO: to multiply using grid method.

Before we start, let us talk maths language for multiplication and division.

**Multiplier** – the number you are multiplying by, so in  $12 \times 3$  the multiplier is 12. We usually say lots of, or groups of.

**Multiplicand** – the number you are multiplying, so in  $12 \times 3$  the multiplicand is 3.

**Multiple** – a number is in that times table, so 4, 8, 12 are some multiples of 4.

**Product** – the answer you get when you multiply two numbers together, so the product of  $3 \times 4$  is 12.

**Factor** – a number you can multiply together with another number to get the answer, so 1, 2, 3, 4, 6 and 12 are all the factors of 12.

We learn our tables up to 12 lots of. Obviously however, there are a huge amount of numbers above 12 and so we might need to multiply numbers by more than 12!

To do this in Year 3 we use grid method – this is a step towards long multiplication that you will learn to do in Year 4.

Grid method uses partitioning to split large multipliers into smaller multipliers you should know because you are learning the times tables. Just like adding, it does not matter how you times the numbers, the answer will be the same.

$12 + 5 = 17$  you can partition 12 into  $10 + 2$  and still get the same answer  $10 + 2 + 5 = 17$ !

Here is how we do it:

Number problem:  $16 \times 4 =$

There are several ways of partitioning the number 16 depending on how well you know your times tables –  $10 + 6$  or  $12 + 4$

Therefore,  $16 \times 4$  can be split in to either  $10 \times 4 + 6 \times 4$  OR  $12 \times 4 + 4 \times 4$ .

In the grid method it looks like:

$$\begin{array}{r|l} \times & 4 \\ \hline 10 & 4 \ 0 \\ 6 & 2 \ 4 \\ \hline & 6 \ 4 \end{array} \quad \text{or} \quad \begin{array}{r|l} \times & 4 \\ \hline 12 & 4 \ 8 \\ 4 & 1 \ 6 \\ & 1 \\ \hline & 6 \ 4 \end{array}$$

For larger numbers you can partition these ways example:  $26 \times 4$

$$\begin{array}{r|l} \times & 4 \\ \hline 10 & 4 \ 0 \\ 10 & 4 \ 0 \\ 6 & 2 \ 4 \\ & 1 \\ \hline & 1 \ 0 \ 4 \end{array} \quad \text{or} \quad \begin{array}{r|l} \times & 4 \\ \hline 20 & 8 \ 0 \\ 6 & 2 \ 4 \\ & 1 \\ \hline & 1 \ 0 \ 4 \end{array}$$

**Task 2A:**

Work these number problems out using grid method.

$$18 \times 4 =$$

$$17 \times 9 =$$

$$19 \times 8 =$$

$$27 \times 6 =$$

**Extension:**

What about  $36 \times 5$  and  $54 \times 6$  how could you set those out using grid method?

What about  $123 \times 5$  or  $132 \times 8$ ?



### Task 3 LO: to divide using multiplication.

In Year 3 we divide large numbers using multiplication.

This is because you know your times tables and that division is the opposite to times tables. It is also building up to using your times tables when you learn long division in Year 4.

We are doing the reverse of what you have done in Task 2.

Let us look at  $48 \div 4$  you should know the answer is 12!

REMEMBER: you know this because you are 4 times as clever as you think you are.  
If you know  $12 \times 4 = 48$  you know  $4 \times 12 = 48$  and  $48 \div 12 = 4$  and  $48 \div 4 = 12$

To use multiplication to solve this we will use the 4 times table to solve  $48 \div 4 =$ :

$10 \times 4 = 40$  (we need to add 8 to this to get 48) so  
 $\underline{2 \times 4 = 8}$        $10 \times 4 + 2 \times 4 = 12 \times 4 = 48$  because you know this you know  $48 \div 4 = 12$   
So  $12 \times 4 = 48$

Another example:  $78 \div 6$

$$10 \times 6 = 60$$

$$\underline{3 \times 6 = 18+}$$

$$13 \times 6 = 78 \quad \text{so } 78 \div 6 \text{ must be } 13$$

#### Task 3A:

Use this method to solve these division number problems:

$$66 \div 4 =$$

$$126 \div 6 =$$

$$184 \div 8 =$$

$$198 \div 9 =$$



**Task 4** LO: to solve  $\times$  and  $\div$  word problems.

Read the word problems below.

They either use multiplication, or division to find the answer.

For each question write down the number problem you need to use to solve the problem and then work it out.

Example:

Tom reads 4 books a week during the Summer holidays. If there are 6 weeks in the Summer holidays, how many books did Tom read?

Number problem:  $4 \times 6 =$  and the answer is 24

- 1) Sue has 8 packets of sweets, there are 6 sweets in a pack. How many sweets does Sue have?
- 2) The Bakery sells cakes in boxes of four. If they have 72 cakes, how many boxes can they sell?
- 3) The Teacher gets 16 boxes of pencil crayons, there are 8 pencil crayons in a box. How many pencil crayons altogether?
- 4) The Librarian can get 9 books on a shelf, if they have 54 books, how many shelves do they fill?
- 5) There are 54 children in Year 3, if they are told to get into groups of 6 to complete some work, how many groups will there be?
- 6) Ben collects football cards. His book holds 5 cards a page, if he has 15 full pages, how many cards does he have?

***Now have a go at the Maths Challenges.***

***Do not forget your Weekly Skills (email in you score) and your Times Tables Rock Stars!***

## Wrens Maths Group Challenges – Multiplication and Division.

### Challenge 1:

Write down all the words, or phrases, you could see in word problems that would give you the clue that need to multiply to find the answer.

Do the same with the word division.

There are some in Maths Task 4 to start you off!

### Challenge 2:

Use some of the words from challenge 1 and ideas from Maths Task 4, to write six of your own one step word problems involving multiplication and division.

Get an adult to read them through and see if they can pick out the number problem needed to solve each one.

You might need to change some of the wording if they get confused.

If you are feeling mean, ask them to solve the number problems too!

You might need to teach them how we do grid method for multiplication and use multiplication to solve division at the same time!

### Challenge 3:

Here are four word problems that need you to do two bits of working out to find the answer. They are called two step problems.

You need to read the problem and work out which numbers you need to use first.

Then decide what you do with the answer and the number from the problem you have not used to solve the problem.

All the problems involve multiplication or division, some might be two multiplication problems, others two division problems, some might be one of each.


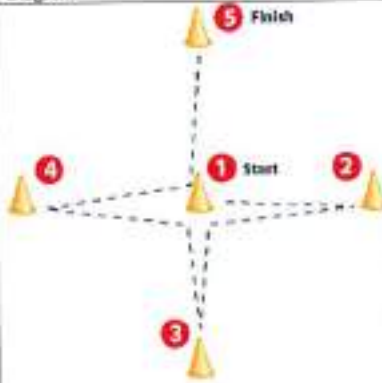
- 1) Niamh has 5 packets of stickers, there are 12 stickers in a pack. She shares them with her sister Millie, how many stickers does each girl get?
- 2) Helen can get 6 stickers on a page in her book. If she has 144 stickers how many pages can she fill. If there are 8 pages in a book, how many books does she have?
- 3) Ben eats four sweets a day. If there are 8 sweets in a pack how many packs should he buy to have enough sweets for 28 days?
- 4) Pencils are packed into packets of 10, then boxes of 6 packets to go to shops to be sold. How many boxes can be filled with 1080 pencils?






# A B C

Agility, balance and coordination are really important types of fitness. They help us to move quickly, without falling over and mean that we can use different parts of our body together at the same time.

We can measure how good we are at *Agility, Balance and Coordination*. Practising for these tests help us to get better at each type of fitness.

Test	Description	Diagram
	<p>Place a marker on the floor. Take 5 large steps away and place another marker. Do this again until you have a total of 4 markers 5 steps away from the centre.</p> <p>Find a timer or count in 'elephants'.</p> <p>Start in the middle, run out to one marker and back to touch the middle. Run out to each marker and finish in the centre.</p>	
	<p>Make sure you have a good space around you.</p> <p>Find a timer or count</p>	



 <p>A hand-drawn illustration of the word "BALANCE" written in a jagged, hand-drawn font. The word is positioned on a horizontal line that serves as a seesaw. Below the seesaw is a simple drawing of a person's legs and feet, with the letter "A" written underneath, suggesting a person is balancing on the seesaw.</p>	<p>'elephants'.</p> <p>Hold one foot behind you and balance for as long as you can.</p> <p>E - lift leg to the side and do not hold</p> <p>H - try balancing on your other foot</p>	 <p>A photograph of a woman with long brown hair, wearing a green tank top and blue leggings. She is standing on her right leg, with her left leg lifted and bent at the knee, holding her foot with her left hand. She is looking towards the camera.</p>
<p>coordination</p>	<p>You will need a ball and a wall.</p> <p>Throw the ball against the wall and catch it. How many in a row?</p> <p>E - Let the ball bounce and use two hands.</p> <p>H - no bounce and catch with opposite hand</p>	 <p>A simple line drawing of a person standing and throwing a ball against a vertical wall. The ball is shown in mid-air, having just hit the wall and is about to be caught by the person's hands. A horizontal line represents the ground.</p>

 You can measure everyone in your house.

Name	<i>Agility</i>	Start of the week	Midweek	End of the week

Name	BALANCE	Start of the week	Midweek	End of the week

Name	coordination	Start of the week	Midweek	End of the week

## 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 2<sup>nd</sup>  
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.

## Science – The Skeleton – The names and position of the bones in the human body.

Last week you should have learnt why we have a skeleton:

- 1) for support – to keep our body the shape it is.
- 2) for protection – some bones keep some of our organs safe.
- 3) to help us move around.

You should also have learnt that:

Our bones are made of calcium - like your teeth.

We don't have bones in our noses or ears – they are made from cartilage (the same as shark skeletons!)

The largest bone is in our leg and helps us walk.

The smallest bone is in the ear and helps us hear!

The video below recaps most of this:

<https://www.youtube.com/watch?v=vRuh9aBwUdM>

This week you are going to learn the names of some of the bones in your body and where they are.

If you remember I said that when you looked at the PowerPoint **Science – The skeleton and bones.pptx** you would be learning things for this week too.

### **First:**

Revisit the PowerPoint **Science – The skeleton and bones.pptx** in the drive folder. This time focus on the pages that name some of the bones and explain where they are in your body.

### **Next:**

Watch these videos below they begin to introduce the names of some of the bones in your body and tell you how many of each you have:

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

[https://www.youtube.com/watch?v=DcOKroG\\_VHo](https://www.youtube.com/watch?v=DcOKroG_VHo)

### **Then:**

Visit this website – by hovering over the names of the bones and then clicking, you get more information about each one.

<https://www.dkfindout.com/uk/human-body/skeleton-and-bones/skeleton/>



**Activity:**

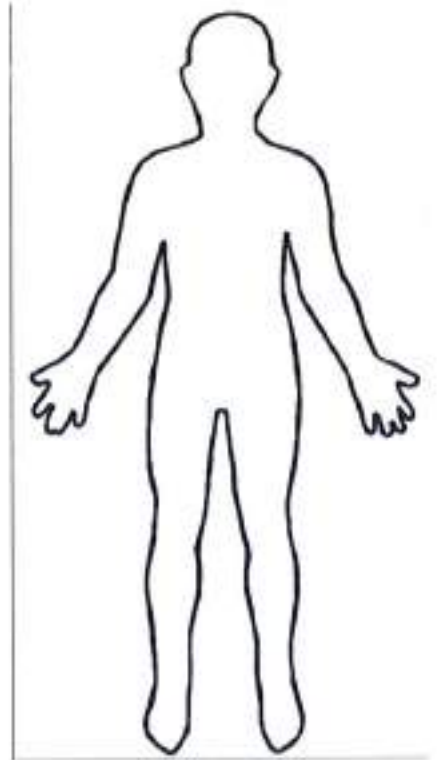
1) Start a new page in your green book.

LO: The bones in the human body.

2) Find a teddy, doll, or similar that fits onto a page in your green book.

Lay it flat so the arms and legs are slightly apart, then using a pencil, draw around it to get a rough, human shaped out line.

It should look a little like this picture. Don't worry if it's not perfect!



3) Use **Science activity – The skeleton inside your body.pdf** to help draw a skeleton inside your body outline.

Be careful where you draw them!

For example, the pelvis (the one that looks a bit like two elephant ears) needs to be at the top of the legs not halfway up your body



4) Use **Science activity – The bone names.pdf** to label your drawing with the scientific names of the bones in the human body.

**Challenge:**

Label the diagram you created in the activity with the common bone names that you know:

For example – the patella is also called the knee cap.

Look at the bones in the two activity pdfs.

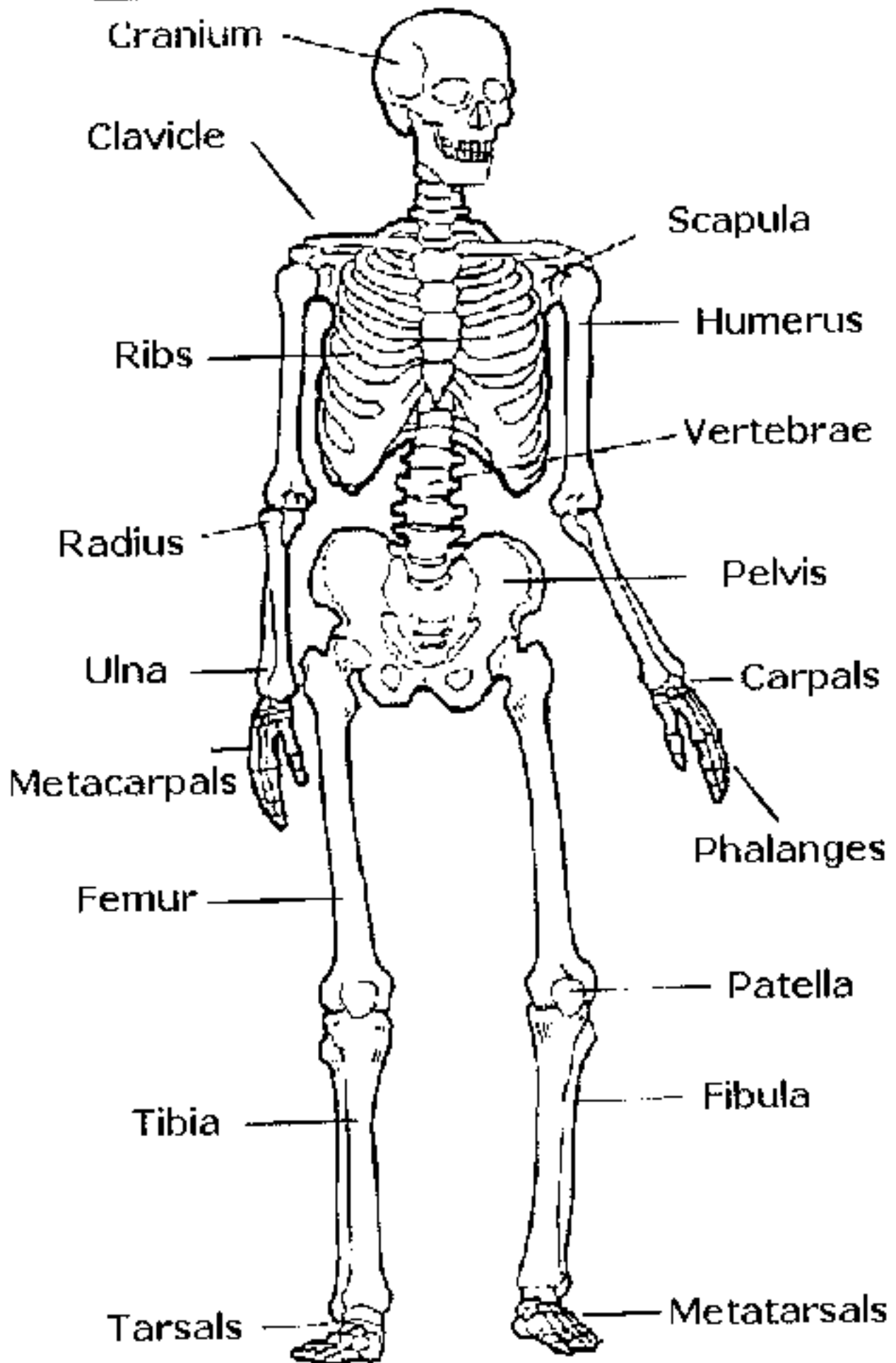
In particular, the bones in the arms and legs – what do you notice?

**Finally:**

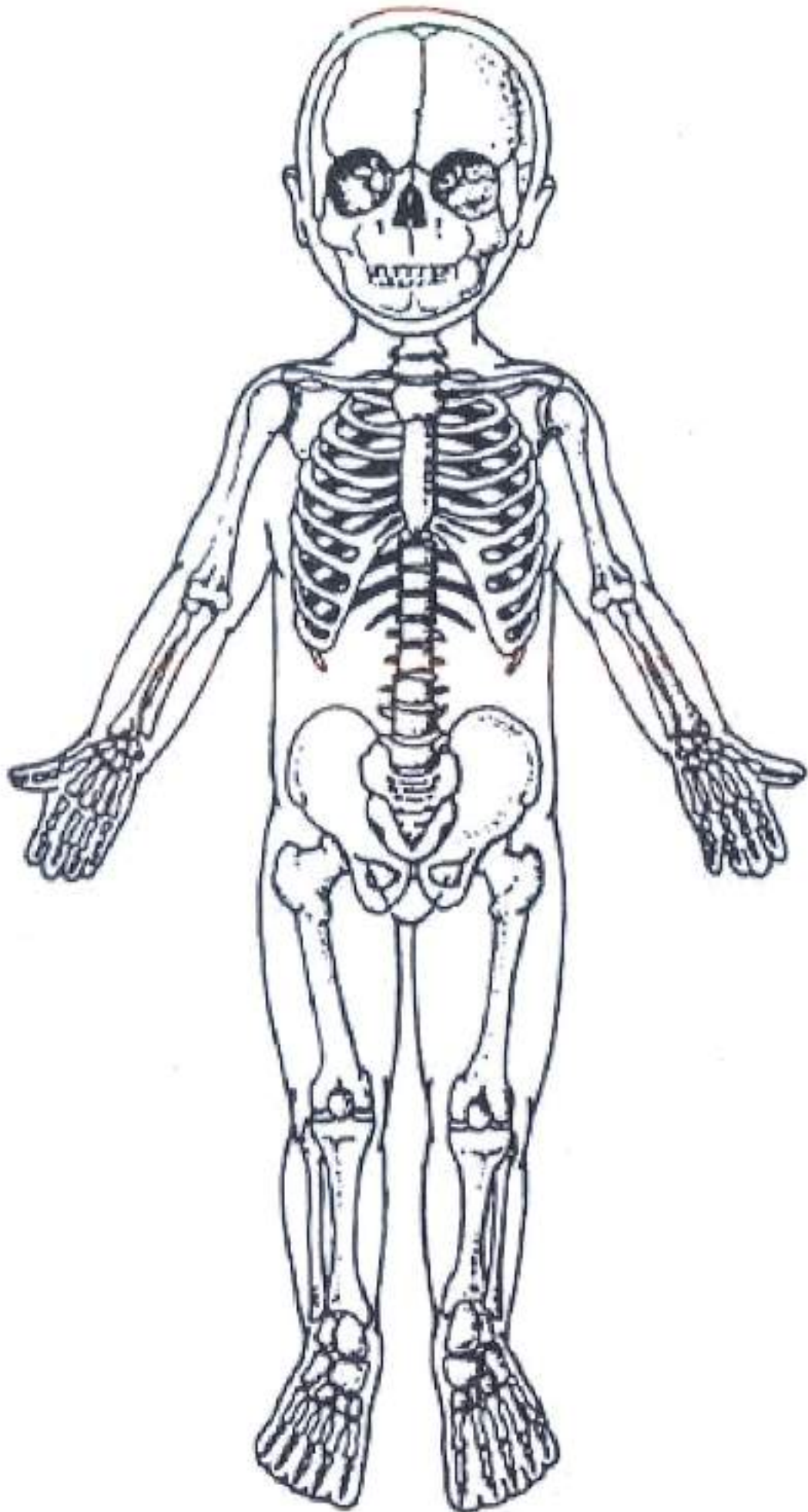
As a bit of fun, listen and dance along to **Science – The Skeleton Dance.mp4** in the google drive folder.



The scientific names of the bones in the human body



The skeleton inside your body.



## VE Day

The eighth of May 2020 marks the 75<sup>th</sup> anniversary of VE Day.

The two websites below explain what VE Day is:

<https://www.bbc.co.uk/newsround/48201749>

<https://www.dkfindout.com/uk/history/world-war-ii/ve-day/>

These YouTube videos show you how people celebrated it in 1945:

<https://www.youtube.com/watch?v=q9Me9Z-k1ag>

<https://www.youtube.com/watch?v=fwxL0pk2A6s>

The PowerPoint on the Google drive '**Special day – VE Day.pptx**' also sums this information up quite nicely.

There were lots of things planned for the VE Day, but for obvious reasons they have had to be cancelled 😞

Here are some ideas you could try doing at home instead, choose one or two of them and see what you can come up with:

- Design a medal for someone who fought in WW2.
- Design a commemorative plate, or cup to celebrate the 75<sup>th</sup> anniversary.
- Design a new memorial to go on Toddington Green.
- Write a letter to someone who fought in WW2 to say thank-you for everything they did to make VE Day happen.
- Draw a Union Jack with '75<sup>th</sup> Anniversary' marked it and display it in your window.
- Be creative and come up with your own ideas!

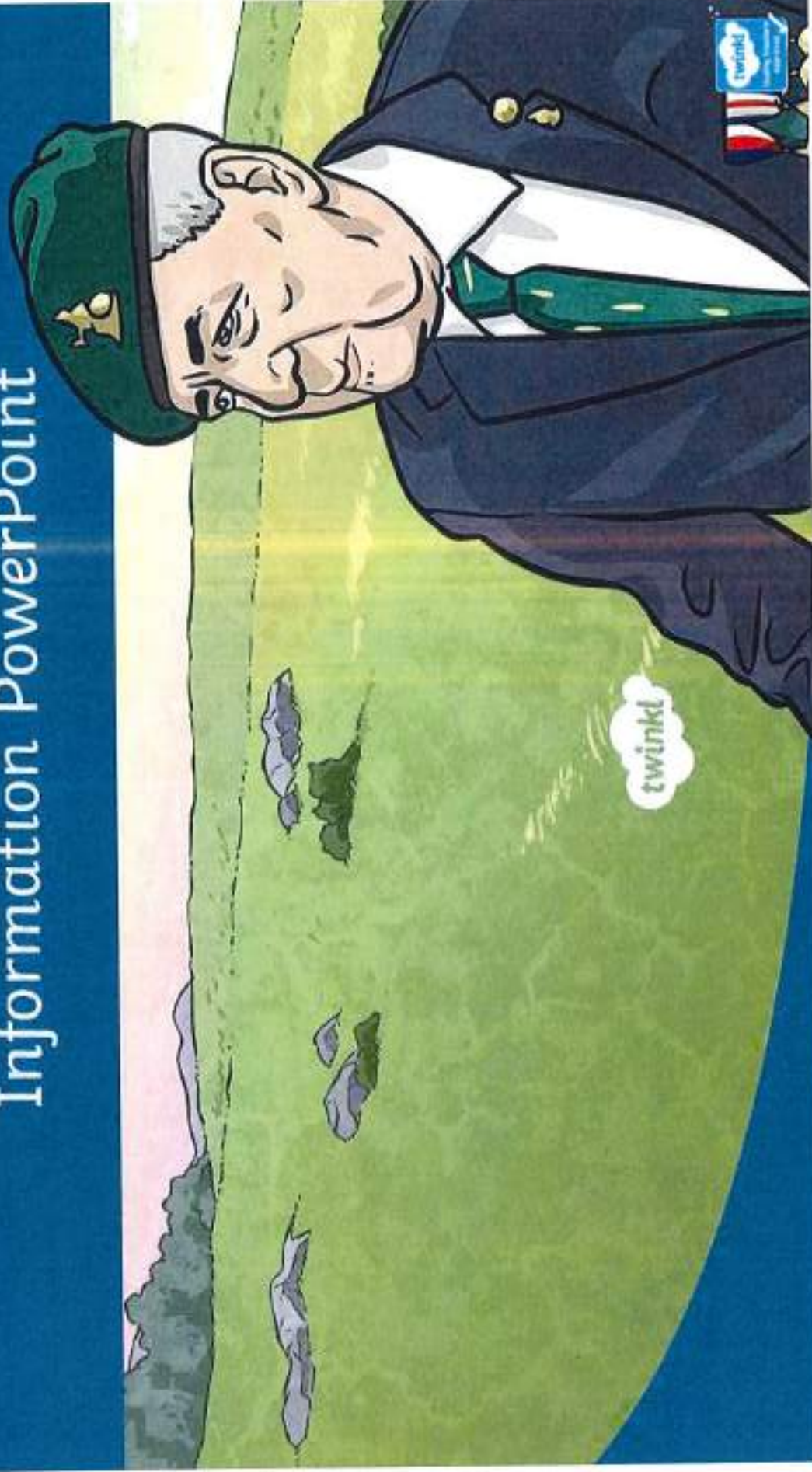
This video will show you how to easily draw the Union Jack if you are not sure where to start.

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



# VE day 75<sup>th</sup> Anniversary

Information PowerPoint



# VE Day - 75 Years

The year 2020 marks 75 years since the original VE Day!



But what was VE day?

Here are some images of people celebrating the first VE Day.



Does anyone have any ideas what VE Day might be?



# What is VE Day?

VE Day

Victory in Europe Day





# Second World War

Britain had been at war since September 1939. The war had caused great hardships for the entire country.



Cities, such as Coventry, London and Plymouth were badly bombed and many were killed. Buildings were destroyed and people were left homeless.



It was usually impossible for soldiers to visit home due to the war.



384,000 British soldiers were killed and many more were wounded.




Food was rationed; before the war, Britain imported lots of its food from abroad. With German submarines manning the seas, importing food was too risky.





# The News Spreads

Before long, the exciting news spread that the war in Europe was over. People ran out on the streets to celebrate and church bells were rung to spread the news.



In accordance with arrangements between the three great powers, tomorrow, Tuesday, will be treated as Victory in Europe Day and will be regarded as a holiday.



# VE Day

The following day was one of great celebration. Churchill made a speech in which he said: 'My dear friends, this is your hour. This is not victory of a party or of any class. It's a victory of the great British nation as a whole.'

Communities had street parties and churches held services of thanksgiving.



# VE Day 2020

To celebrate 75 years since the original VE Day, the May Day Bank Holiday has been moved for the second time in history.

Although it's usually on a Monday, this year, the May Day Bank Holiday will be on Friday 8<sup>th</sup> May to coincide with the anniversary of VE Day.

The last time the May Day Bank Holiday was moved was also for VE Day - to celebrate its 50<sup>th</sup> Anniversary in 1995!



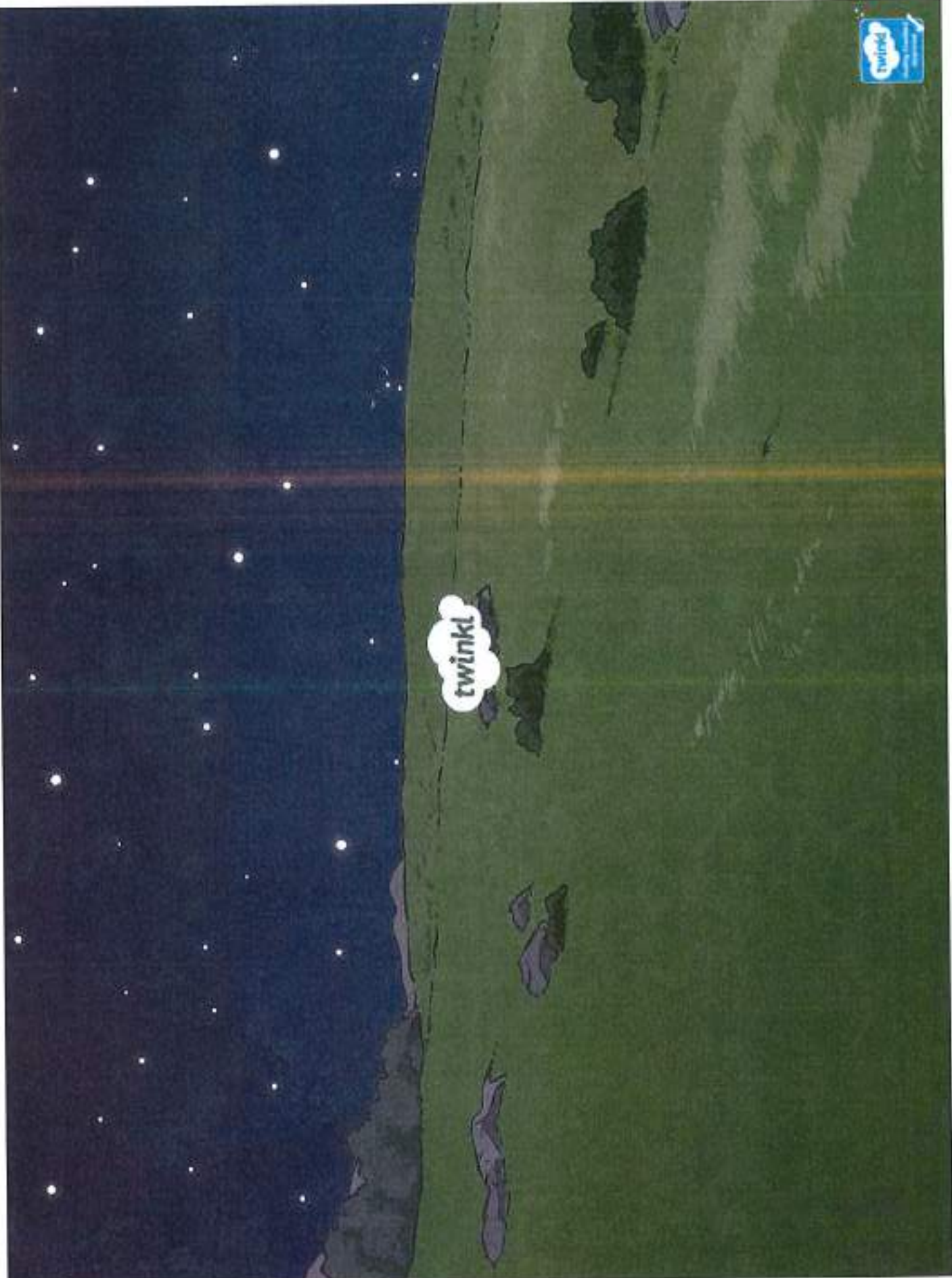


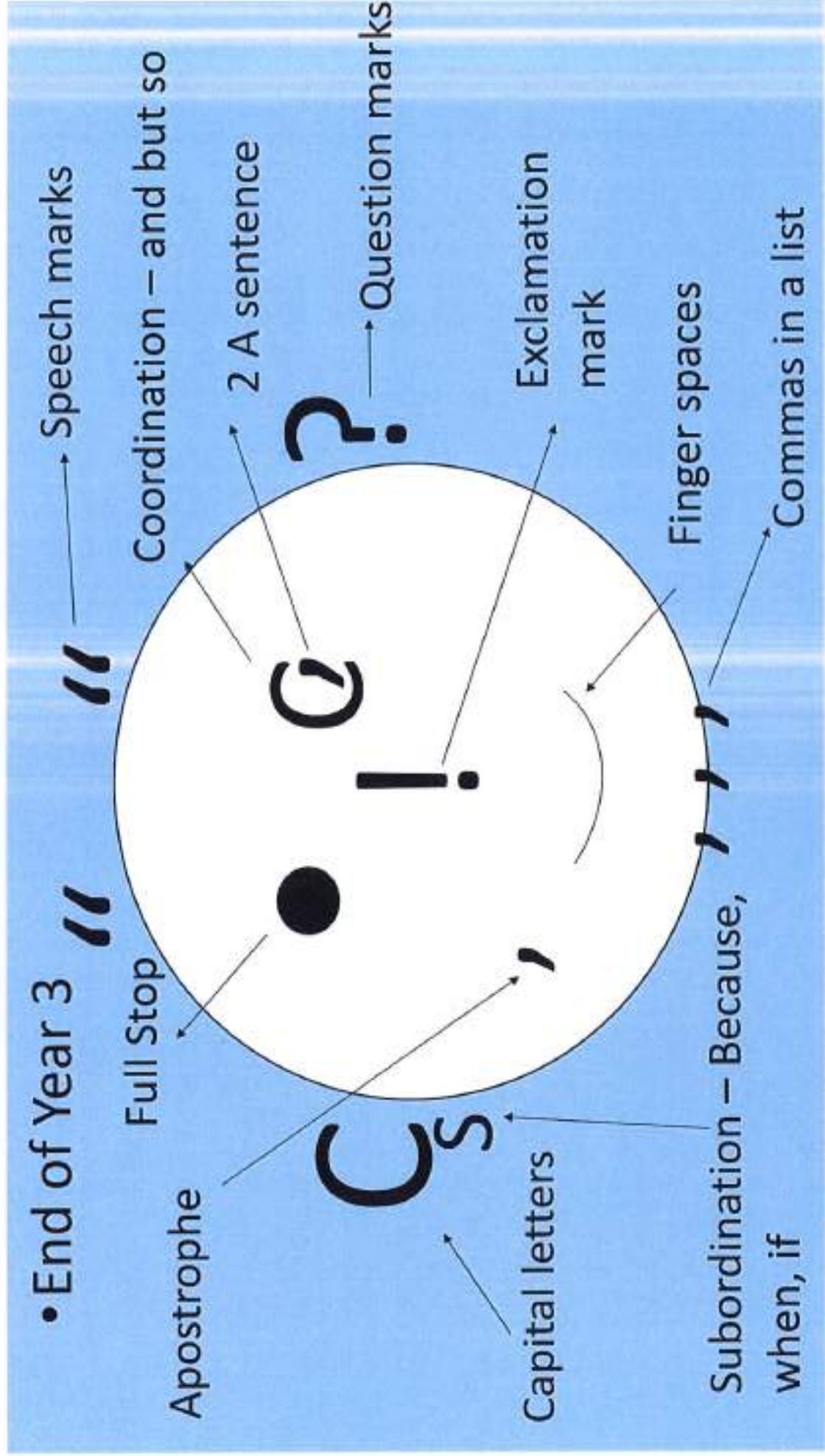






twinkl









## Dictation - Suffix 'er' and 'est' words.

### Red and Yellow Groups.

Sam was quick, but Sue was the quickest at eating.

It is warmer today than it was yesterday.

"The quietest table wins a prize," said the teacher.

The closest apple was also the largest and ripest.

"The simpler the better," said Nan.

### Blue Group.

The cat was slower than the dog.

"I am the quickest at running," said Sam.

Today is warmer than Tuesday.

Dan was nicer than Sue.

"The largest apple was the red one," Nan said.

### Rainbow Group.

Who has blue eyes?

"I work during the day," said Mum.

Today is different to Monday.

Does the Earth spin around?

- 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 & Yellow Groups	Blue Group	Green Group
Adding the suffix 'er' and 'est'.	Adding the suffix 'er' and 'est'.	
Suffix 'er' explains what someone does or compares things.	Suffix 'er' explains what someone does, or compares things.	away did dig jump were
Suffix 'est' means the worst, or best of something.	Suffix 'est' means the worst, or best of something.	
Most of the time just add 'er' or 'est' quick - quicker - quickest slow - slower - slowest warm - warmer - warmest rich - richer - richest quiet - quieter - quietest	Most of the time just add 'er' or 'est' quick - quicker - quickest slow - slower - slowest warm - warmer - warmest	Rainbow Group different does during earth eyes
Red group - bright - brighter - brightest	Words ends in 'e' just add 'r' or 'st'	
Words ends in 'e' just add 'r' or 'st' close - closer - closest nice - nicer - nicest large - larger - largest ripe - riper - ripest simple - simpler - simplest	close - closer - closest nice - nicer - nicest large - larger - largest	
Red group - brave - braver - bravest		

\*\* Notes for Red, Yellow and Blue groups. The first word in each row is the root word. The middle word the 'er' word and the third the 'est' word. When testing your child choose either the 'er' or 'est' word from each row to test them on, so they still get 17, 10 or 6 spellings respectively. \*\*