



Year 3 - Avon & Kennet Class

Term 6 Home Learning Pack

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This term we will be learning about Famous Places around the world. Below are some activities for you to do in your **HOMEWORK BOOKS** to help you continue your learning.

Week 1: The Great Wall of China

<https://kids.britannica.com/kids/article/Great-Wall-of-China/353210>

The Great wall of China is one of the wonders of the world. Find out about it by going on the Britannica kids website above. Read the information about the wall and watch the video. In your workbook you can mindmap or bullet point 8 facts about the Great Wall of China.

Extension work: On your map of wonders of the world, label and colour in China .

Watch and listen to the great wall of China song on the website below. It's fun!

<https://www.bbc.co.uk/cbbc/watch/the-song-the-great-wall-of-china> Can you write and sing another two lines to go with this song?

Week 2: The Galapagos Islands

<https://www.bbc.co.uk/bitesize/topics/z3fyxcm/articles/zk9cxyc>

Go onto the bbc bitesize website above about the Galapagos Islands: some amazing islands off the coast of South America. Watch both videos, read the text and test your knowledge about these islands.

Mind map 8 facts about these islands. Challenge: Use an atlas or an online atlas to find where the Galapagos Islands are. Mark and label the Galapagos islands on your world map.

Extension work: Charles Darwin visited the islands in 1835. Who was he? What brilliant idea did he come up with? This weblink will help you:

<https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/z9qs4qt>

Week 3: Petra

<https://kids.britannica.com/kids/article/Petra/474432>

Petra is an amazing place: in the middle of the desert there is a kingdom carved from rock. Go on to the website above and read about it.

Also watch this video of this incredible place: <https://www.bbc.co.uk/ideas/videos/welcome-to-petra-a-little-bit-of-heaven-on-earth/p05zn715> (You don't need to understand what the man on the video is saying: just look at the film. It's amazing!) Petra is in a country called **Jordan**. Find the country **Jordan** on your world map label and circle it. Write down 5 facts about Petra in your work book. Then write 5 quiz questions for your teacher and friends to answer.

Extension Work: Make an online quiz. Go on the VLE and write at least 3 questions for your teacher and friends to answer.

Week 4: The Colosseum

<https://www.natgeokids.com/uk/discover/history/romans/colosseum/>

<https://www.historyforkids.net/the-colosseum.html>

The Colosseum is an amazing part of Roman culture and civilisation. Have a look on the websites above to find out more about it.

- What country and city is the Colosseum in?
- Can you list who would be in what areas? (do you think the emperor would be fighting in the arena?)
- Can you list all the uses for the Colosseum?

Extension work → Can you draw or create a model of the Colosseum?
→ Can you create an advertising poster for gladiators?

Week 5: The Lake District

<https://www.bbc.co.uk/bitesize/topics/z3fycdm/articles/zvys8xs>

The Lake District is a beautiful area in the NorthWest of England. Have a look at the bitesize link above to find out more information and be amazed by the beautiful photos.

- Can you mark the area of the Lake District National park on the map of the UK?
- Can you find where Scafell Pike (England's highest peak) is?
- Why do you think people might go and visit the Lake District?

Extension → <https://www.lakedistrict.gov.uk/learning/forteachers/ks2wildlife>

Using this link, read about the red squirrel and why it is so important and rare. Can you make a poster making other people aware of why we need to protect the red squirrel?

Week 6: The Iguacu Falls

https://kids.kiddle.co/Igua%C3%A7u_Falls

The Iguacu falls are some of the most spectacular waterfalls in the world. To find out about it click on the weblink above. There are some amazing pictures! Watch this video if you can:

https://www.youtube.com/watch?v=MtCBSx7TX_M

Write a quick guide to the Iguacu falls. It will need a title: Visit Iguacu Falls!

Write 3 sentences about why one should visit it. You should visit this spectacular place because..... Write about where it is. Bullet point 5 amazing facts about it.

Extension work: Mark and label Brazil and Argentina on your world map. Watch this video on Waterfalls. <https://www.bbc.co.uk/bitesize/clips/ztb76sg> Can you explain what a waterfall is? What is a World Heritage Site? Is the Amazon the longest river in the world?



Map of the UK



WB Monday 1st June – light sources and reflectors

Light sources are objects that create or make their own light, whereas **reflectors** bounce the light from light sources off them and the light then hits our eyes.

- Sort these objects into two groups – one group should be **light sources**, the other should be **reflectors**: candle, mirror, light bulb, hi-vis jacket, torch, Sun, a necklace, a firework in the sky.
- Find out the answer to the question below – talk to the people at home with you, have a look online too, come up with an answer and EXPLAIN it too. The video here is a good starting point:

<https://www.bbc.co.uk/bitesize/clips/zjkc87h>

Is the Moon a light source or does it reflect light?

Once you have found your answer and explanation, record it as a mini-poster, as a paragraph, or (if you have access to a computer) you could make a PowerPoint slide about it. Can you use all of the vocabulary below in your answer and explanation?

Moon	Sun	light	light source	see	source	reflect	difficult
------	-----	-------	--------------	-----	--------	---------	-----------

WB Monday 8th June – identify sources of light

Look at the picture below. Have a go at finding all the **light sources** and all the **reflectors**. Use a ruler and pencil to label these on the picture:



Written task: Using the picture to help you, explain how reflective objects can be used to help us keep safe in the dark.

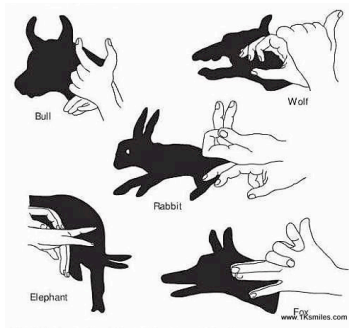
WB Monday 15th June - darkness and light

Have you ever experienced anywhere where you have been in TOTAL DARKNESS and weren't able to see? In places like cities and towns, it's often never truly dark because street lamps and car lights and houses provide light all the time.

- 1) Make a dark den! Find a good place at home to make a den. Make your den AS DARK AS YOU POSSIBLY CAN! Perhaps a small room where you can close the curtains and make the room really dark before you've even got into your den.
- 2) Choose a collection of TEN SHINY, REFLECTIVE items to take into your den.
- 3) Look at these items in your dark den - how well can you see them?
- 4) Grab a torch and take it into your dark den. Shine the torch on to your shiny reflective objects. How well can you see them now?
- 5) THINK :) could you see the objects better before you turned on your torch, or when you looked at them with your torch? In your home learning book, write a small paragraph to explain what you found out.

WB Monday 22nd June - Shadows and Silhouettes

Light travels in straight lines. It cannot go around corners. When light hits an object it is blocked and the object casts a shadow.



- 1) Using a torch or a lamp in a dark room, have a go at making different shaped shadows with your hands, and also with other objects that you have at home. You could even try making some of the shadow puppets shown to the left.

- 2) Light cannot travel easily through *all* objects. **Opaque** objects do not let light pass through and these objects cast strong shadows; **transparent** objects let nearly all light through and cast almost no shadow; and **translucent** objects let some light through and cast weak shadows. Look at the bowls below. Decide which is opaque, which is transparent and which is translucent. Which will cast the strongest shadow? Which will cast the weakest?



- 3) Have a look around your house and see if you can find three opaque objects, three transparent objects, and three translucent ones too. Record what you find in a table in your home learning book.

WB Monday 29th June - shadows continued

Now that you've learnt about opaque, transparent and translucent have a think about what a good, strong shadow looks like.

1) Finish this sentence and record it in your home learning book (be as detailed as you can!): A good shadow looks...



2) Make your own shadow puppet. Using objects in your house (the recycling bin might be a good place to start!), make a shadow puppet. A shadow puppet should make a good, strong shadow on the wall when you shine a torch or lamp on it (for best results, the rest of the room should be as dark as possible. Will you use opaque, translucent, or transparent materials to create your puppet? You could choose a favourite character or animal to base your puppet on - can your audience guess what you have created by looking only at the shadow it casts?

WB Monday 6th July - drawing shadows





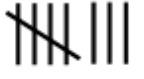
Today's lesson is about spending time outside investigating shadows. REMEMBER THAT YOU SHOULD NEVER LOOK DIRECTLY AT THE SUN, EVEN WHEN WEARING SUNGLASSES.







Remember that shadows form when an opaque object blocks light from the Sun (or from another light source like a lamp).

- 1) Draw a picture of yourself outside on a sunny day - include what you think your shadow will look like. Add labels to your picture to explain what you think is happening.
- 2) Go on a shadow hunt outside. How many different shadows can you spot? How many different shaped shadows can you make? Can you jump on your shadow's head? Where do you think your own shadow starts?
- 3) If possible, get a piece of chalk and another person from your house. Get them to draw around your shadow. Make a note of the time that you did this!
- 4) Have a look again at the first picture that you drew today. Having now been outside and looked at shadows, is there anything about your initial drawing that you would change? Did you remember to include the Sun as the light source in your drawing?
- 5) Later in the day (perhaps after tea time) go back to the chalk outline of your shadow. Has anything about your shadow changed? If so, what's different? Is anything the same? Have any of the other shadows that you noticed earlier changed?

“Brilliant!” exclaimed Ms Hawkins. “We could all use the fresh air!” The classes suggested their favourite seaside activities and Mr Jiang pulled five suggestions out of a hat for them to vote on. “We will use this survey to determine which three activities we will spend our day doing,” he explained.

3. The classes were surveyed and Victoria recorded the votes on a tally chart. She used her chart to create a pictogram to display how many votes each activity got.

Activity	Votes
Sandcastle competition	
Swimming	
Penny Arcade	
Donkey rides	
Kite flying	

Activity	Votes  = 5
Sandcastle competition	
Swimming	
Penny Arcade	
Donkey rides	
Kite flying	

How many students were surveyed?

What mistake has Victoria made on her pictogram?

4. Use the tally chart recreate Victoria's pictogram so it is accurate.

Activity	Votes = 2

"The results are in: we will be enjoying a sandcastle competition, donkey rides on the beach, and a stop at the penny arcade!" Mr Jiang said enthusiastically. The classes buzzed with excitement! The students began designing their sandcastles and the teachers sat down to figure out the cost of the trip.

5. "We need to go on the trip before Friday because that's the last day of school," Ms Hawkins mumbled, "and we can't go on Monday because that's Sports Day." Use the clues to help you fill in the values in the table below.

Day	Child ticket	Adult ticket
Monday		£1 and 25p
Tuesday	75p	£1 and 60p
Wednesday	84p	
Thursday	£1 and 25p	£3 and 50p
Friday		£3 and 50p
Saturday	£1	

- An adult ticket costs twice the amount of a child ticket on Wednesday.
- A child ticket costs the same price on Friday as it does the day before.
- A child ticket on Monday is half the price of a child ticket on Saturday.
- An adult ticket is three times the price of a child ticket on Saturday.

6. Use your completed table to answer the questions below about the trip to the seaside.



When are the most expensive tickets sold?

What is the difference in price between an adult and child ticket on Thursday?

How much will it cost for 10 adults to accompany Year 3 on a trip on Tuesday?

According to Ms Hawkins, on what days can the trip take place?

1a. Complete the missing sections of the pictogram using the information below.

Month	Number of Children
January	
February	
March	
April	
May	



Key:  = 1 child


- A. 4 children have their birthday in January.
 B. 2 more children have their birthday in March than February.
 C. 3 fewer children have their birthday in May than April.



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1b. Complete the missing sections of the pictogram using the information below.

Crisp Flavour	Number of Children
Cheese	
Slightly salted	
Chilli	
Pickled onion	
Beef	






Key:  = 2 children


- A. 14 children like slightly salted flavoured crisps.
 B. 4 fewer children like pickled onion crisps than slightly salted crisps.
 C. 8 fewer children like beef crisps than chilli crisps.



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2a. Answer the questions about the school's favourite sport.






Class	Number of Children
Class 1A	
Class 2A	
Class 3A	
Class 4A	
Class 5A	


Key:  = 5 children

- A. How many children like football in class 2A?
 B. How many children like football in Class 4A and Class 5A?
 C. Which class liked football the most?
 D. Which two classes liked football the least?

▲

2b. Answer the questions about the children's favourite drink.

























Drink	Number of Children
Lemonade	
Cola	
Juice	
Water	
Milk	


Key:  = 10 children

- A. How many children like juice?
 B. How many children like cola and milk?
 C. How many more children like water than lemonade?
 D. Which two drinks are the most popular?

▲


















1a. Leah has created this pictogram.


Day	Number of Hot Dogs Sold
Monday	     
Tuesday	   
Wednesday	       
Thursday	     

Key:  = 2 hot dogs sold

She thinks 3 fewer hot dogs were sold on Monday than on Wednesday. True or false? Convince me.










1b. Danish has created this pictogram.


Day	Number of Pretzels Sold
Thursday	 
Friday	    
Saturday	     
Sunday	   

Key:  = 1 pretzels sold

He thinks four more pretzels were sold on Friday than on Thursday. True or false? Convince me.














2a. Julia is drawing a pictogram. She knows more children swim on Wednesday than on Thursday, but fewer children swim on Wednesday than on Friday. Complete the pictogram showing one of the possibilities.

Day	Number of Children
Wednesday	
Thursday	
Friday	   
Sunday	    

Key:  = 5 children










3a. Ian draws a pictogram to show the minibeasts that Year 3 saw in the garden.


Minibeast	Number of Insects 1 picture = 10 insects
Worm	   
Slug	 
Snail	
Ant	     

We saw 40 worms.



2b. James is drawing a pictogram. He knows more children play the keyboard than guitar, but fewer children play drums than recorder. Complete the pictogram showing one of the possibilities.

Instrument	Number of Children
Recorder	  
Guitar	   
Keyboard	
Drums	

Key:  = 10 children



3b. Amelia draws a pictogram to show when KS1 children have their birthday.

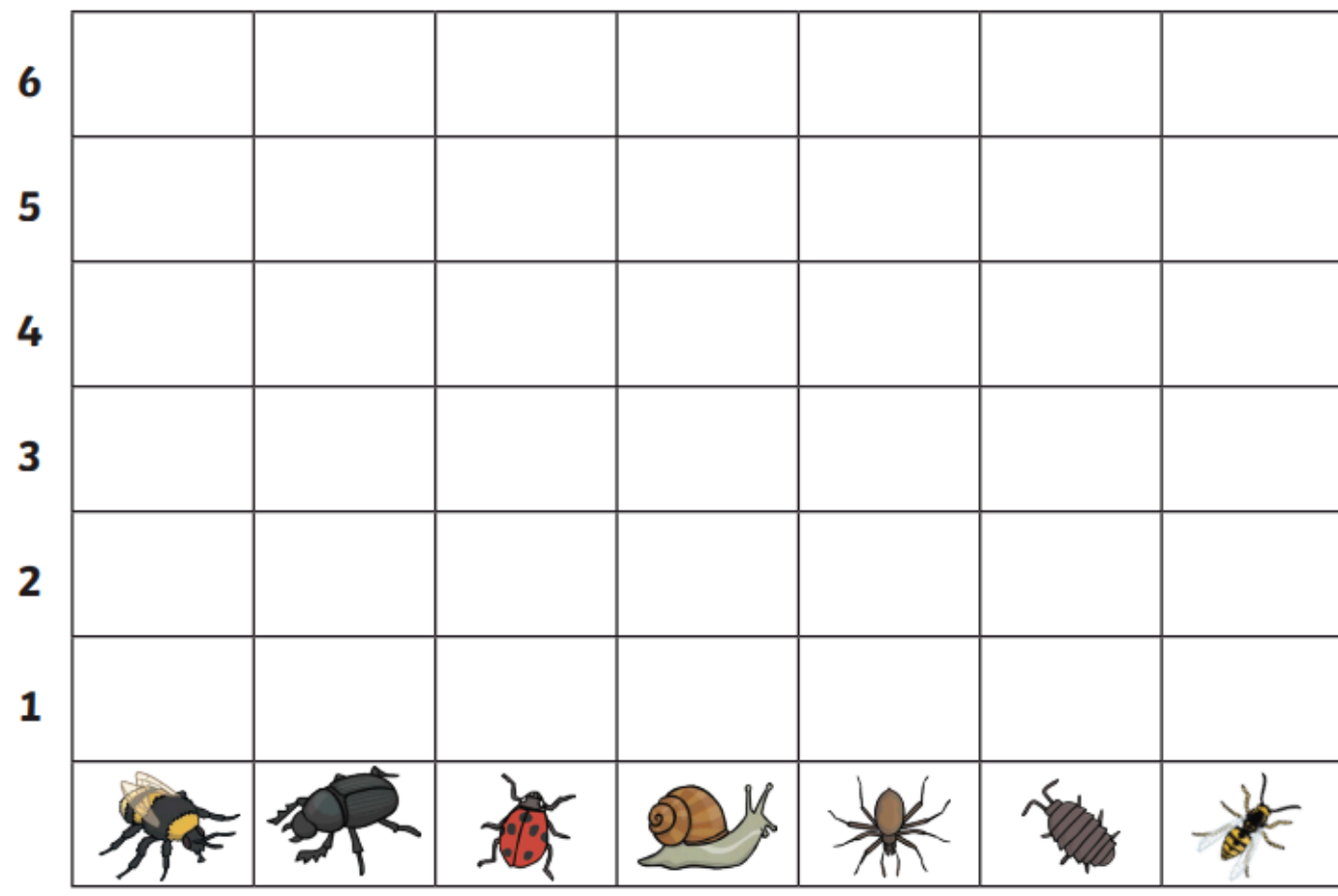
Month	Number of Birthdays 1 picture = 5 birthdays
January	 
February	
March	    
April	  

20 children have their birthday in March.



Go outside for some time today and see what minibeasts you can find. Complete the bar chart for what you have by colouring one box in the correct column for each insect you have found.

Colour a box for each item that you find



Write some sentences about your bar chart.

e.g.

There are more ladybirds than snails. There are more spiders than woodlouse.

Times Tables worksheet

Name: _____

$9 \times 6 = \underline{\quad}$

$6 \times 7 = \underline{\quad}$

$8 \times 2 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$9 \times 12 = \underline{\quad}$

$11 \times 9 = \underline{\quad}$

$8 \times 9 = \underline{\quad}$

$11 \times 4 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$0 \times 4 = \underline{\quad}$

$5 \times 4 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$7 \times 3 = \underline{\quad}$

$10 \times 6 = \underline{\quad}$

$7 \times 6 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

$9 \times 4 = \underline{\quad}$

$0 \times 5 = \underline{\quad}$

$0 \times 8 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$11 \times 6 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$12 \times 3 = \underline{\quad}$

$1 \times 2 = \underline{\quad}$

$10 \times 4 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$9 \times 11 = \underline{\quad}$

$1 \times 12 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$6 \times 6 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$4 \times 7 = \underline{\quad}$

$2 \times 6 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$

$0 \times 6 = \underline{\quad}$

$12 \times 9 = \underline{\quad}$

$11 \times 12 = \underline{\quad}$

$0 \times 3 = \underline{\quad}$

$9 \times 2 = \underline{\quad}$

$7 \times 11 = \underline{\quad}$

$11 \times 8 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

$6 \times 12 = \underline{\quad}$

$0 \times 9 = \underline{\quad}$

$8 \times 12 = \underline{\quad}$

$1 \times 8 = \underline{\quad}$

$1 \times 10 = \underline{\quad}$

$4 \times 12 = \underline{\quad}$

$10 \times 3 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

$3 \times 11 = \underline{\quad}$

$9 \times 9 = \underline{\quad}$

$7 \times 5 = \underline{\quad}$

$0 \times 7 = \underline{\quad}$

$4 \times 3 = \underline{\quad}$

$11 \times 11 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$12 \times 10 = \underline{\quad}$

$9 \times 3 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

$10 \times 7 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$2 \times 12 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$8 \times 4 = \underline{\quad}$

$5 \times 12 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$

$11 \times 3 = \underline{\quad}$

$10 \times 12 = \underline{\quad}$

$5 \times 7 = \underline{\quad}$

$8 \times 3 = \underline{\quad}$

$12 \times 2 = \underline{\quad}$

$1 \times 6 = \underline{\quad}$

$0 \times 10 = \underline{\quad}$

$6 \times 2 = \underline{\quad}$

$12 \times 12 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$7 \times 4 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$0 \times 12 = \underline{\quad}$

$7 \times 2 = \underline{\quad}$

$4 \times 11 = \underline{\quad}$

$6 \times 11 = \underline{\quad}$

$10 \times 11 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

$4 \times 4 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$6 \times 3 = \underline{\quad}$

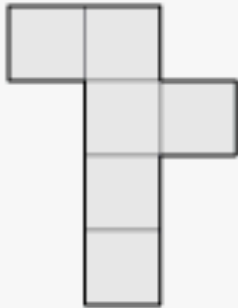
$6 \times 9 = \underline{\quad}$

$1 \times 7 = \underline{\quad}$

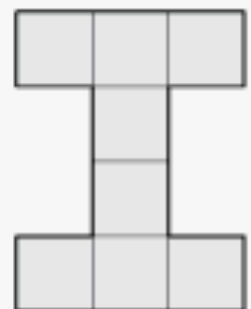
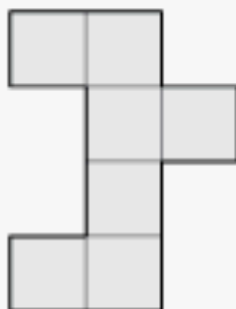
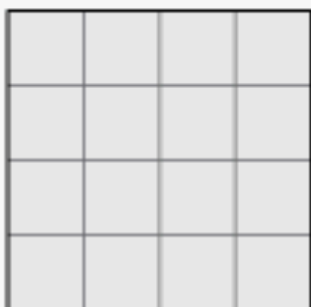
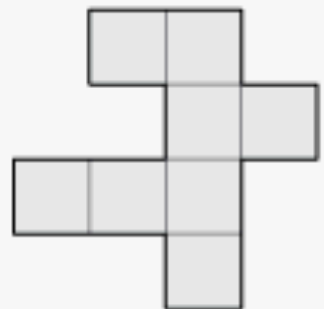
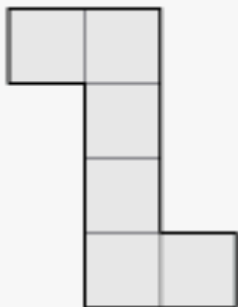
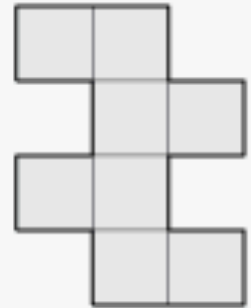
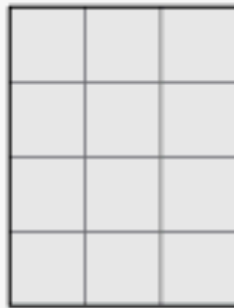
$6 \times 5 = \underline{\quad}$

Count around the edge of each shape to find its perimeter. (We have done this before in class so I am sure you will be very good at it. Maybe use a coloured pencil to count each side as you have counted it.)

Find the perimeter of the following figures. 1 small block is 1 unit long.

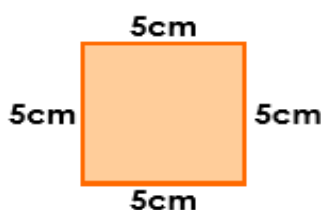


14 units



The perimeter is the length all the way around a shape. You get it by adding up the lengths of all of the sides.

1a. Complete the calculations to work out the perimeter of the square.



Not drawn to scale

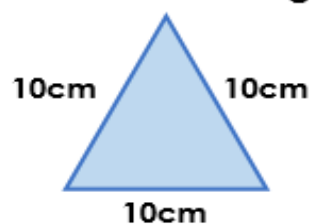
$$5\text{cm} + 5\text{cm} + 5\text{cm} + 5\text{cm} = \boxed{}$$



$$5\text{cm} \times 4 = \boxed{}$$

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1b. Complete the calculations to work out the perimeter of the triangle.



Not drawn to scale

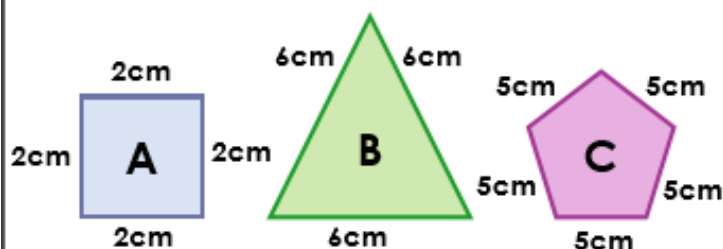
$$10\text{cm} + 10\text{cm} + 10\text{cm} = \boxed{}$$



$$10\text{cm} \times 3 = \boxed{}$$

VF

2a. Match the shapes to their perimeters.

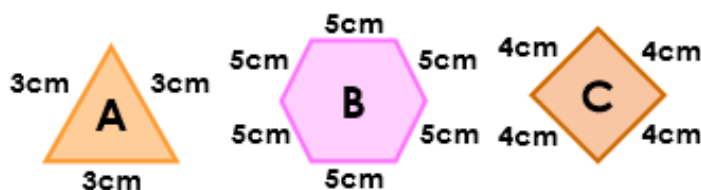


25cm

18cm

8cm

2b. Match the shapes to their perimeters.

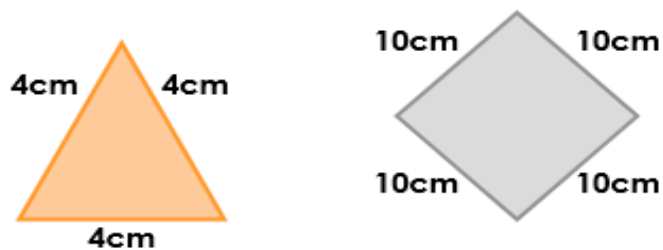


30cm

16cm

9cm

3a. Circle the calculation that does NOT find the perimeter of one of the shapes.



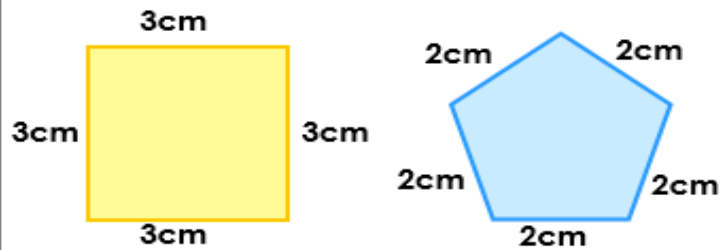
A. $10\text{cm} + 10\text{cm} + 10\text{cm} + 10\text{cm}$

B. $4\text{cm} \times 3$

C. $4\text{cm} + 4\text{cm} + 4\text{cm} + 4\text{cm}$

D. $10\text{cm} \times 4$

3b. Circle the calculation that does NOT find the perimeter of one of the shapes.



A. $2\text{cm} + 2\text{cm} + 2\text{cm} + 2\text{cm} + 2\text{cm}$

B. $2\text{cm} \times 4$

C. $3\text{cm} \times 4$

D. $3\text{cm} + 3\text{cm} + 3\text{cm} + 3\text{cm}$

2a. True or false? Explain why.



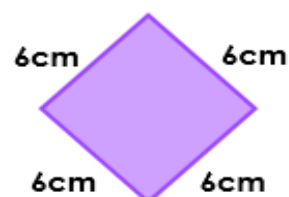
I can find the perimeter of my triangle by calculating $2\text{cm} + 2\text{cm} + 2\text{cm}$.



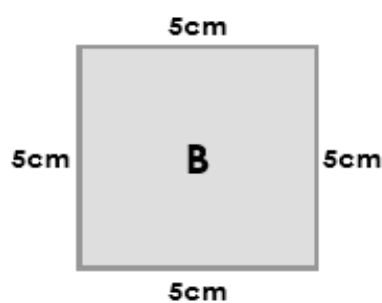
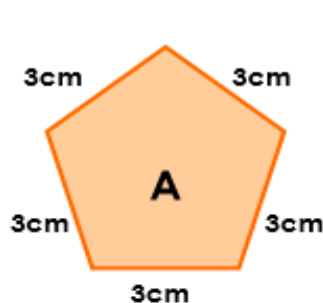
2b. True or false? Explain why.



I can find the perimeter of my square by calculating $6\text{cm} + 6\text{cm} + 6\text{cm} + 6\text{cm} + 6\text{cm}$.

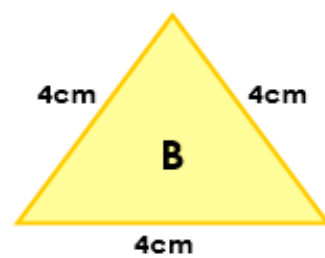
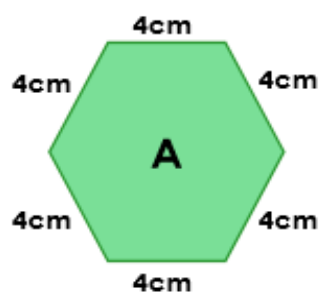


3a. Look at the two regular shapes below. Calculate the perimeter of both shapes.



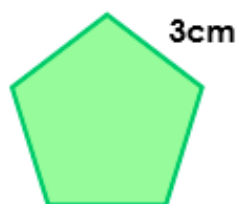
What is the same? What is different?

3b. Look at the two regular shapes below. Calculate the perimeter of both shapes.



What is the same? What is different?

4a. Complete the calculations to work out the perimeter of the regular pentagon.



Not drawn to scale

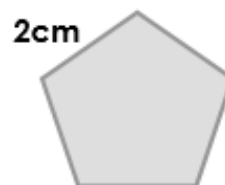
$$3\text{cm} + \boxed{} + \boxed{} + 3\text{cm} + \boxed{} = \boxed{}$$



$$3\text{cm} \times \boxed{} = \boxed{}$$

VF

4b. Complete the calculations to work out the perimeter of the regular pentagon.



Not drawn to scale

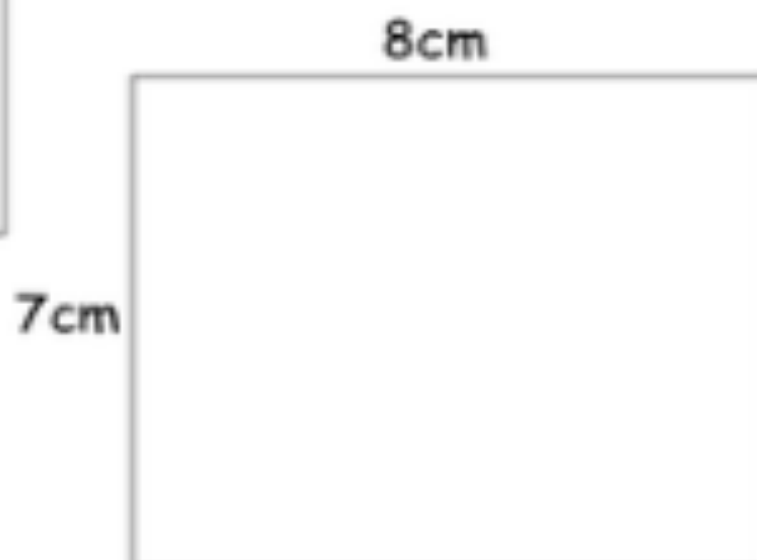
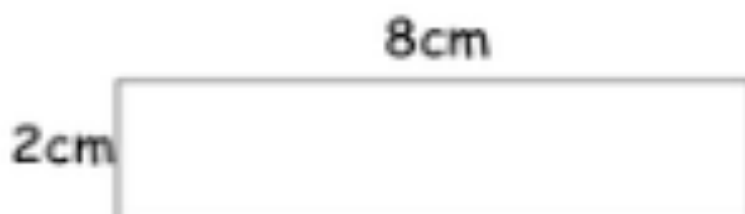
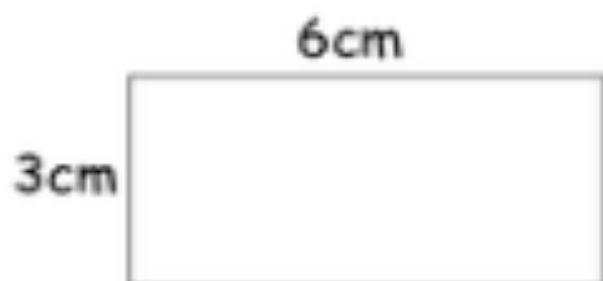
$$\boxed{} + 2\text{cm} + \boxed{} + 2\text{cm} + \boxed{} = \boxed{}$$



$$\boxed{} \times 5 = \boxed{}$$

VF

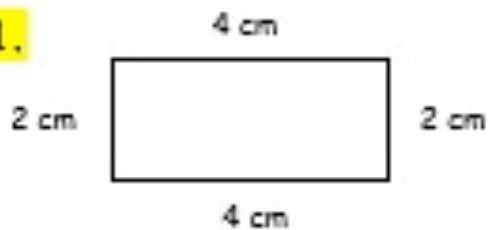
Find the perimeter of these shapes.



Choose the correct perimeter for each shape.

(The measurements are not according to the scale.)

1.

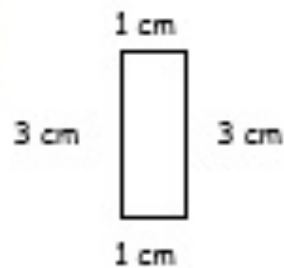


a) 10

b) 12

c) 8

2.

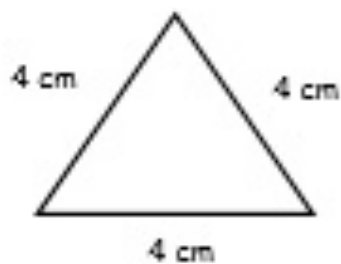


a) 8

b) 6

c) 4

3.

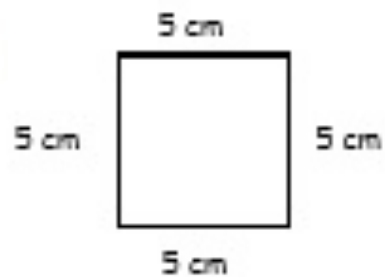


a) 16

b) 12

c) 4

4.

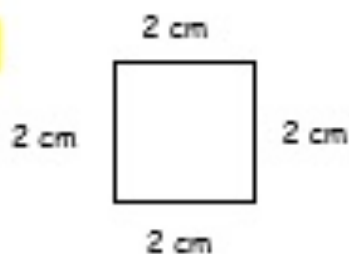


a) 55

b) 5

c) 20

5.

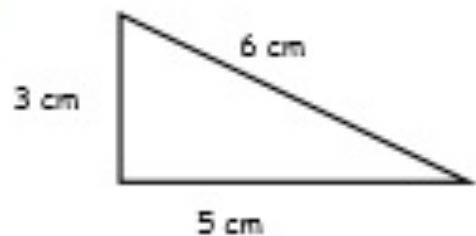


a) 6

b) 2

c) 8

6.



a) 14

b) 8

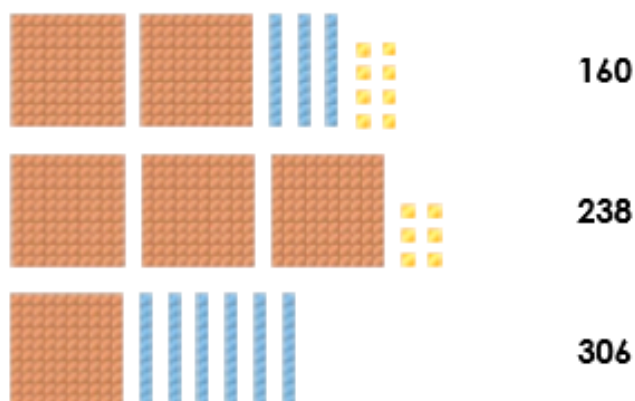
c) 11

Times Tables worksheet

Name: _____

4 x 8= _____	6 x 4= _____	9 x 10= _____	4 x 5= _____
0 x 3= _____	7 x 4= _____	9 x 12= _____	1 x 12= _____
0 x 9= _____	2 x 5= _____	3 x 2= _____	11 x 3= _____
10 x 4= _____	12 x 12= _____	5 x 8= _____	7 x 3= _____
4 x 3= _____	0 x 5= _____	5 x 3= _____	5 x 11= _____
5 x 4= _____	9 x 7= _____	5 x 7= _____	12 x 8= _____
7 x 5= _____	4 x 9= _____	9 x 2= _____	1 x 9= _____
0 x 10= _____	7 x 2= _____	8 x 11= _____	6 x 10= _____
3 x 10= _____	6 x 8= _____	1 x 3= _____	3 x 4= _____
8 x 6= _____	10 x 6= _____	2 x 4= _____	9 x 9= _____
5 x 10= _____	7 x 12= _____	4 x 10= _____	4 x 4= _____
7 x 10= _____	0 x 7= _____	6 x 11= _____	2 x 6= _____
7 x 7= _____	3 x 12= _____	8 x 9= _____	9 x 4= _____
10 x 12= _____	8 x 4= _____	9 x 8= _____	12 x 11= _____
4 x 12= _____	12 x 2= _____	2 x 10= _____	5 x 2= _____
3 x 11= _____	6 x 7= _____	3 x 3= _____	7 x 9= _____
5 x 12= _____	10 x 10= _____	5 x 5= _____	7 x 6= _____
12 x 5= _____	11 x 12= _____	2 x 11= _____	6 x 5= _____
8 x 10= _____	12 x 6= _____	8 x 12= _____	1 x 4= _____
0 x 8= _____	11 x 2= _____	8 x 3= _____	10 x 5= _____
8 x 8= _____	12 x 7= _____	11 x 5= _____	4 x 6= _____
8 x 2= _____	11 x 4= _____	9 x 11= _____	11 x 8= _____
1 x 11= _____	9 x 5= _____	10 x 11= _____	2 x 9= _____
2 x 2= _____	11 x 11= _____	12 x 4= _____	0 x 2= _____
4 x 11= _____	3 x 6= _____	0 x 6= _____	2 x 7= _____

1. Match the blocks to the numbers.



2. Complete the number track below.

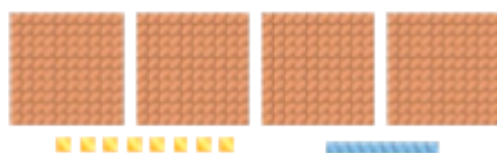


5. Write as many 3-digit numbers as you can using these digit cards.



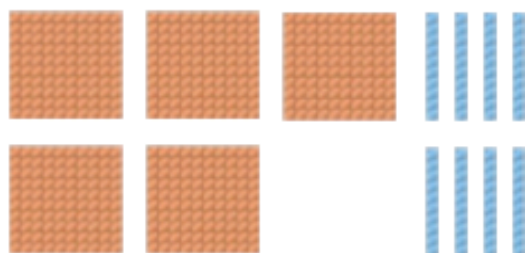
6. Shabana says,

I have made 408.

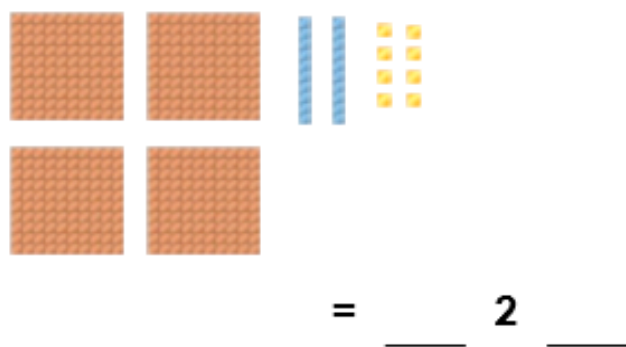


Do you agree? Explain your answer.

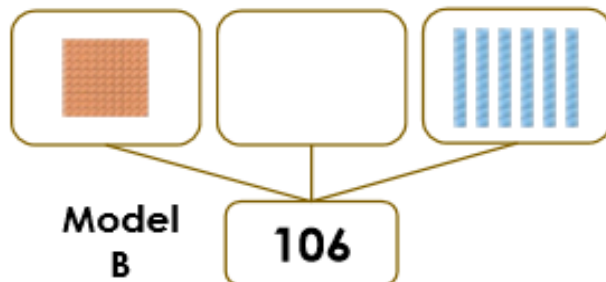
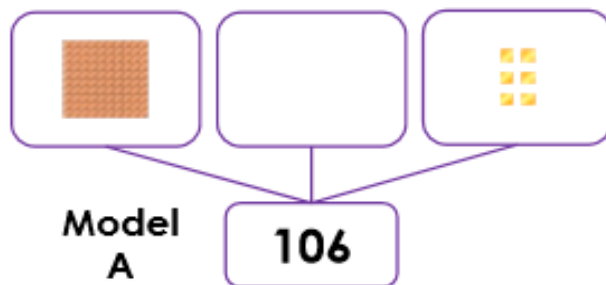
3. True or false? The image below represents the number 580.



4. Fill in the missing digits.



7. Model A is the same as Model B. Do you agree? Explain why.



Is either model correct?

1. Fill in the correct letter to match the place value charts to the correct numbers.

Table 1:





Hundreds	Tens	Ones
		

Table 2:

Hundreds	Tens	Ones
		

A. fifty-two


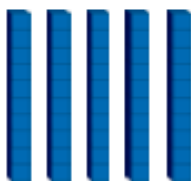

B. 205

C. 310

D. thirty-one

E. 301

2. Fill in the missing numbers and insert shapes to represent Base 10.

Hundreds	Tens	Ones
		

Hundreds	Tens	Ones
600	0	8

3. Suzie has five digit cards.



She wants to make the largest 3-digit number possible using 3 of these cards.



The largest number I can make is six hundred and ninety-four because I've used the three largest digits.

Is Suzie correct? Explain your answer.

1. Use $>$, $<$ or $=$ to complete the statement.

three hundred and fifty-six



$$300 + 40 + 6$$

2. True or false?

two hundred and seventy-five



3. Add 10s to the chart to show a number greater than 317 but less than 400.

100s	10s	1s

4. Which representations show the smallest number?

A.

53 tens

B.

5 hundreds, 2 tens and 2 ones

C.

five hundred and twenty-one

D.

521

5. Look at the statement below. Which numbers could fill the gap?

$$200 + 50 + 7$$

$>$

?

$>$

one hundred and forty-nine

6. Which number is the greatest? Prove it.

seven hundred and thirty-two

$$700 + 20 + 3$$

7. Compare the numbers adding $<$ or $>$ and then follow the clues to crack the code.

five hundred and ninety-two



6 hundreds and 21 ones

A = tens digit of the greatest number
B = ones digit of the lowest number
C = hundreds digit of the lowest number
D = the lowest odd digit

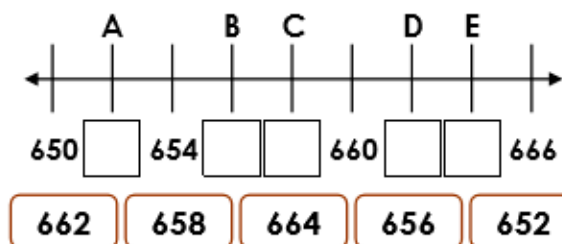
A

B

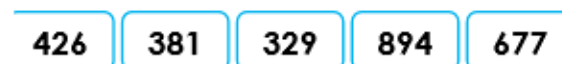
C

D

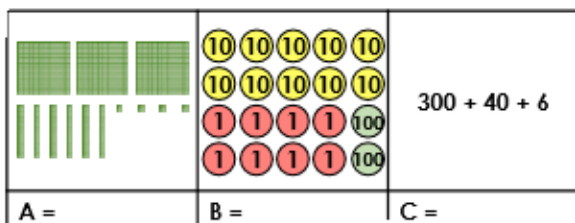
1. Fill the gaps in the number line using the numbers below.



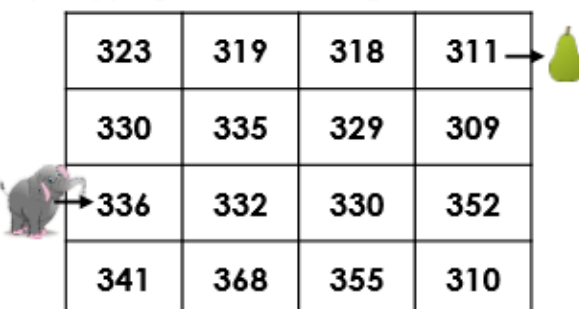
2. Put these numbers in ascending order.



3. What is each representation worth?

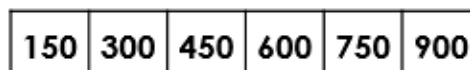
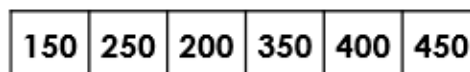


5. Elsie the elephant wants to reach the pear. She can only go through the maze by stepping on descending numbers.



How many routes can she take?

6. Hunter and Willow are placing numbers in ascending order. Explain who is correct?

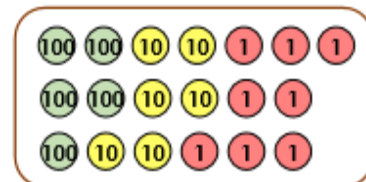


List the numbers in descending order.

4. True or false? Lucie has placed these five numbers in ascending order.

670
767
676
776
777

7. Using the place value counters below, create four different 3-digit numbers. You can reuse counters for each new number.

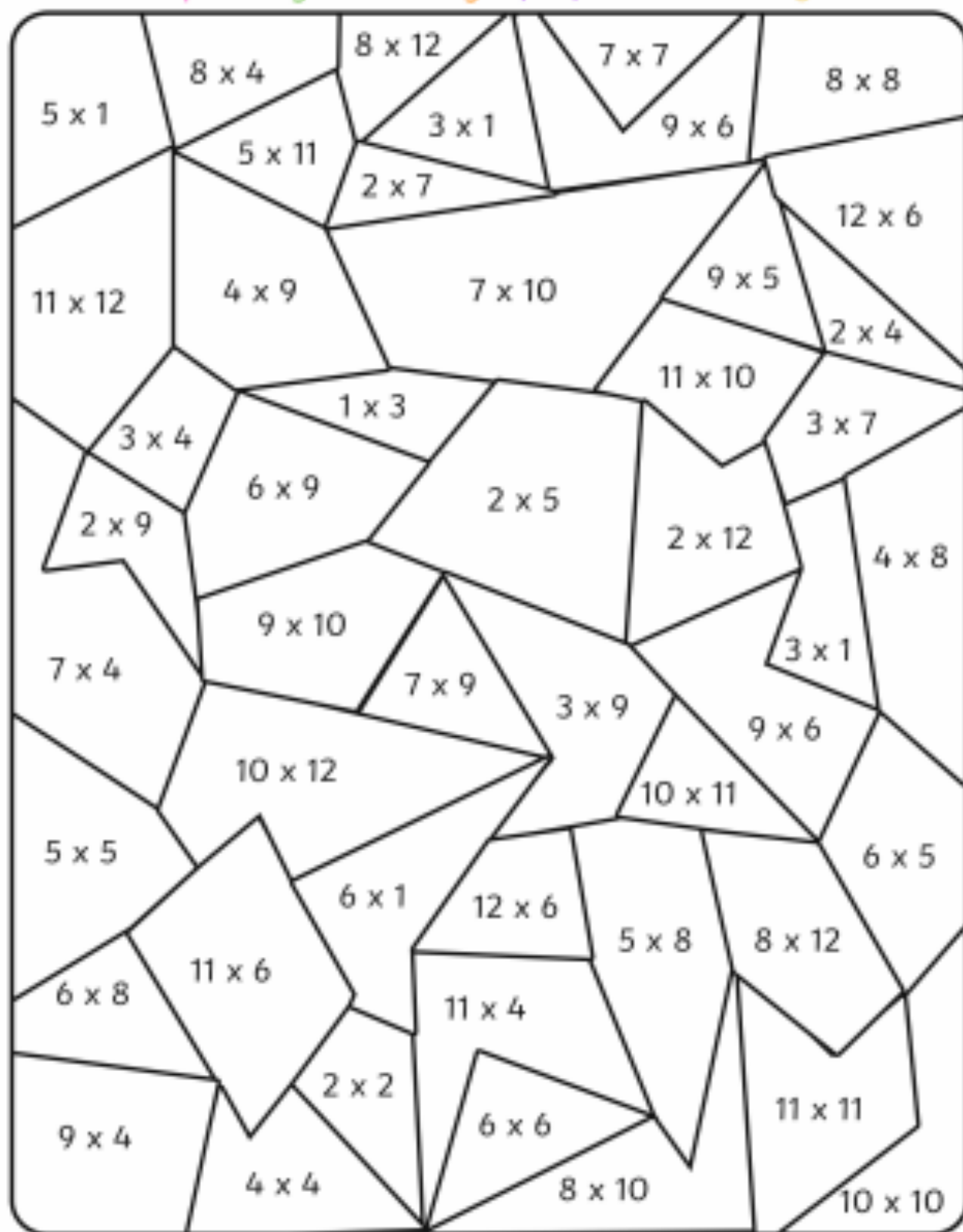


Write the numbers you have created below in descending order.

_____ , _____ , _____ , _____

Work out the answer to the multiplication sentences and colour in the shape with the colour of the correct answer.

0-20 21-40 41-60 61-80 81-100 101-120 121-140
blue pink green orange purple red yellow



Times Tables worksheet

Name: _____

$12 \times 11 = \underline{\quad}$

$8 \times 9 = \underline{\quad}$

$2 \times 8 = \underline{\quad}$

$12 \times 12 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$5 \times 4 = \underline{\quad}$

$0 \times 3 = \underline{\quad}$

$9 \times 3 = \underline{\quad}$

$12 \times 3 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$

$0 \times 11 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$9 \times 9 = \underline{\quad}$

$12 \times 5 = \underline{\quad}$

$12 \times 4 = \underline{\quad}$

$8 \times 11 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$1 \times 12 = \underline{\quad}$

$12 \times 9 = \underline{\quad}$

$0 \times 2 = \underline{\quad}$

$3 \times 8 = \underline{\quad}$

$10 \times 6 = \underline{\quad}$

$3 \times 11 = \underline{\quad}$

$1 \times 9 = \underline{\quad}$

$6 \times 5 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$0 \times 9 = \underline{\quad}$

$7 \times 2 = \underline{\quad}$

$2 \times 12 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$1 \times 7 = \underline{\quad}$

$7 \times 9 = \underline{\quad}$

$1 \times 10 = \underline{\quad}$

$11 \times 7 = \underline{\quad}$

$1 \times 3 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$0 \times 6 = \underline{\quad}$

$12 \times 10 = \underline{\quad}$

$1 \times 2 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$4 \times 12 = \underline{\quad}$

$6 \times 2 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$9 \times 4 = \underline{\quad}$

$12 \times 6 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$

$7 \times 8 = \underline{\quad}$

$5 \times 10 = \underline{\quad}$

$0 \times 5 = \underline{\quad}$

$10 \times 3 = \underline{\quad}$

$10 \times 9 = \underline{\quad}$

$1 \times 5 = \underline{\quad}$

$7 \times 10 = \underline{\quad}$

$6 \times 10 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$8 \times 7 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$

$1 \times 11 = \underline{\quad}$

$4 \times 11 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$0 \times 10 = \underline{\quad}$

$12 \times 7 = \underline{\quad}$

$11 \times 12 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

$6 \times 4 = \underline{\quad}$

$9 \times 12 = \underline{\quad}$

$9 \times 11 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$6 \times 12 = \underline{\quad}$

$7 \times 6 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$1 \times 8 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$2 \times 4 = \underline{\quad}$

$0 \times 7 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$11 \times 5 = \underline{\quad}$

$4 \times 3 = \underline{\quad}$

$0 \times 12 = \underline{\quad}$

$11 \times 9 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$8 \times 4 = \underline{\quad}$

$3 \times 7 = \underline{\quad}$

$8 \times 5 = \underline{\quad}$

$12 \times 2 = \underline{\quad}$

$0 \times 4 = \underline{\quad}$

$10 \times 5 = \underline{\quad}$

$4 \times 4 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$2 \times 2 = \underline{\quad}$




$7 \times 7 = \underline{\quad}$

$11 \times 3 = \underline{\quad}$

$7 \times 5 = \underline{\quad}$

$10 \times 12 = \underline{\quad}$

1. Add the numbers in the place value chart below. Circle the correct answer.

H	T	O
3		8
	4	

+






A. 807

B. 816

C. 817


D. 718

2. Fill in the missing gaps in the place value chart with the correct digits below to complete the addition.

H	T	O
		
		
	8	


+

3. Sanjay and Lucie have both worked out the addition shown below. Whose calculation is incorrect? Explain why.














	3	9	5
+	2	6	4
	6	6	9
	1		

	3	9	5
+	2	6	4
	6	5	9
	1		



1. The following subtraction is incorrect. True or false?

H	T	O
  	 	 
 		












-

Subtract
247

2. Find the mistake in one of the questions below.

A.

B.

H	T	O
 	  	
 		 

-

Subtract
158

	5	⁴ 5	¹ 6
-	3	8	2
	2	3	4

3. Which description matches each of the calculations below? Prove it.



My calculation has been exchanged incorrectly.



My calculation exchanges from the hundreds column.



My calculation exchanges from the tens column.






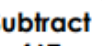





A.

	7	3	5
-	4	7	4
	2	6	1

B.

	8	8	1
-	5	2	9
	3	5	2

C.

H	T	O
 	  	
 		 

-

Subtract
467

DEFINITION - The most efficient method means the method which is not only the quickest but also the least likely to lead to mistakes. Although calculating in my head may be quick, it will not necessarily be the most efficient way as I may make mistakes.

1. Use the different methods below to solve $893 - 251$. Circle the one that is the most efficient.

A.

Subtract using the column method.

-			

B.

Count on using a number line.



2. Match each subtraction to the most efficient method and calculate the answer.

count on

A. $419 - 399 =$

add 1 to both numbers

B. $242 - 212 =$

3. Below are two different methods used to calculate $899 - 699$. Complete both.

A.

	8	9	9
-	6	9	9

B.

	9	0	0
-	7	0	0

Explain why method B is more efficient than A.

1. Match the calculations to their inverse operations.

- A. $684 - 253 = 431$ 1. $51 + 38 = 89$
 B. $89 - 51 = 38$ 2. $684 - 431 = 253$
 C. $431 + 253 = 684$ 3. $89 - 38 = 51$
 D. $51 + 38 = 89$ 4. $431 + 253 = 684$

2. Complete the number sentence below.

$$859 - 431 = 428$$

$$431 + \boxed{} = 859$$

3. Put an 'X' next to the number sentences which could be used to check the answer to:

$$937 - 525 = 412$$

$$525 + 937 = 412 \quad \boxed{}$$

$$412 + 525 = 937 \quad \boxed{}$$

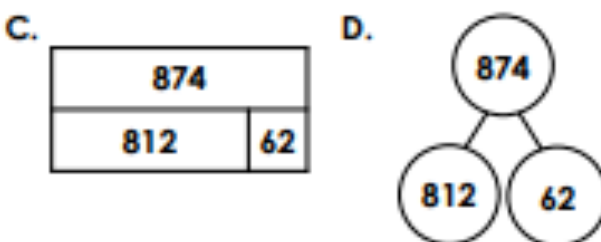
$$525 + 412 = 937 \quad \boxed{}$$

4. Write 2 addition calculations which could be used to check the number sentence below.

$$786 - 31 = 755$$

5. Circle the odd one out. Explain your choice.

- A. $812 + 62 = 874$ B. $812 - 874 = 62$



6. Ali is checking his answer to the calculation: $582 - 71 = 511$

He tries the following calculation:

$$71 + 582$$

Explain the mistake that Ali has made.

What is the calculation he should use?

7. Solve the problem below.

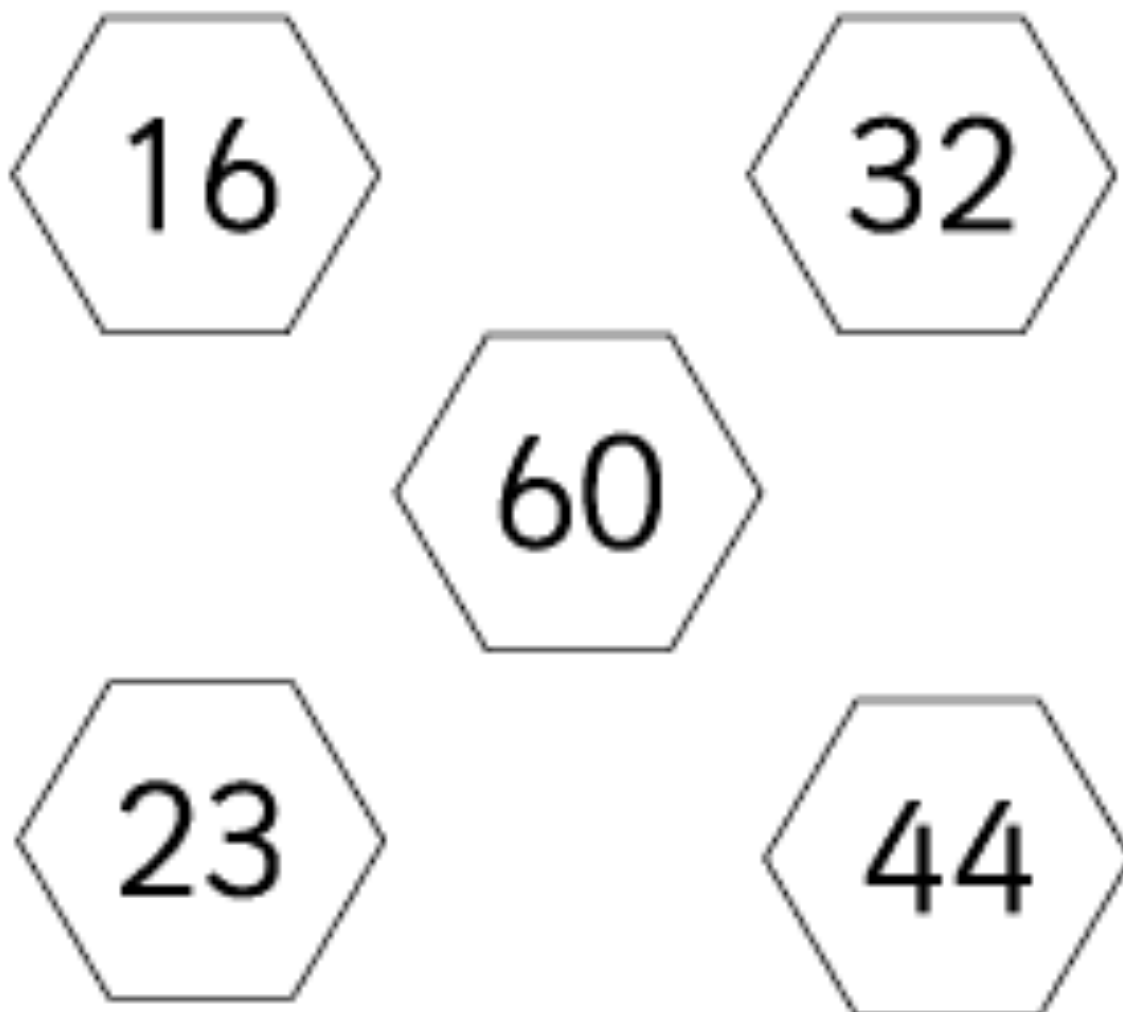
I am thinking of a number.

If I subtract 46 from my number, I get the answer 541.

What number am I thinking of?

Friday 26th June - Maths (Finding all possibilities)

Using only the numbers below, how many different totals can you find? What is the biggest total you can find? What is the smallest total? Can you add more than two numbers? Can you find the total of all of the numbers?



Times Tables worksheet

Name: _____

$12 \times 6 = \underline{\quad}$

$8 \times 8 = \underline{\quad}$

$11 \times 8 = \underline{\quad}$

$12 \times 10 = \underline{\quad}$

$0 \times 8 = \underline{\quad}$

$2 \times 5 = \underline{\quad}$

$8 \times 10 = \underline{\quad}$

$5 \times 8 = \underline{\quad}$

$9 \times 9 = \underline{\quad}$

$0 \times 4 = \underline{\quad}$

$1 \times 7 = \underline{\quad}$

$4 \times 6 = \underline{\quad}$

$12 \times 12 = \underline{\quad}$

$7 \times 7 = \underline{\quad}$

$5 \times 12 = \underline{\quad}$

$10 \times 6 = \underline{\quad}$

$10 \times 8 = \underline{\quad}$

$1 \times 2 = \underline{\quad}$

$6 \times 8 = \underline{\quad}$

$7 \times 11 = \underline{\quad}$

$10 \times 9 = \underline{\quad}$

$8 \times 4 = \underline{\quad}$

$11 \times 7 = \underline{\quad}$

$9 \times 10 = \underline{\quad}$

$5 \times 3 = \underline{\quad}$

$12 \times 4 = \underline{\quad}$

$0 \times 10 = \underline{\quad}$

$5 \times 11 = \underline{\quad}$

$0 \times 5 = \underline{\quad}$

$4 \times 12 = \underline{\quad}$

$1 \times 6 = \underline{\quad}$

$6 \times 2 = \underline{\quad}$

$6 \times 6 = \underline{\quad}$

$4 \times 5 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$7 \times 5 = \underline{\quad}$

$4 \times 9 = \underline{\quad}$

$8 \times 2 = \underline{\quad}$

$4 \times 10 = \underline{\quad}$

$8 \times 7 = \underline{\quad}$

$7 \times 2 = \underline{\quad}$

$3 \times 4 = \underline{\quad}$

$9 \times 7 = \underline{\quad}$

$9 \times 8 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$11 \times 11 = \underline{\quad}$

$11 \times 3 = \underline{\quad}$

$5 \times 5 = \underline{\quad}$

$8 \times 12 = \underline{\quad}$

$12 \times 7 = \underline{\quad}$

$4 \times 3 = \underline{\quad}$

$6 \times 11 = \underline{\quad}$

$11 \times 4 = \underline{\quad}$

$2 \times 11 = \underline{\quad}$

$10 \times 12 = \underline{\quad}$

$4 \times 2 = \underline{\quad}$

$5 \times 9 = \underline{\quad}$

$4 \times 7 = \underline{\quad}$

$0 \times 12 = \underline{\quad}$

$2 \times 10 = \underline{\quad}$

$2 \times 6 = \underline{\quad}$

$3 \times 12 = \underline{\quad}$

$0 \times 7 = \underline{\quad}$

$3 \times 11 = \underline{\quad}$

$3 \times 7 = \underline{\quad}$

$0 \times 3 = \underline{\quad}$

$10 \times 2 = \underline{\quad}$

$9 \times 2 = \underline{\quad}$

$11 \times 10 = \underline{\quad}$

$2 \times 9 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

$2 \times 3 = \underline{\quad}$

$6 \times 3 = \underline{\quad}$

$2 \times 7 = \underline{\quad}$

$12 \times 2 = \underline{\quad}$

$1 \times 8 = \underline{\quad}$

$1 \times 12 = \underline{\quad}$

$12 \times 9 = \underline{\quad}$

$8 \times 3 = \underline{\quad}$

$1 \times 10 = \underline{\quad}$

$1 \times 5 = \underline{\quad}$

$4 \times 11 = \underline{\quad}$

$11 \times 6 = \underline{\quad}$

$0 \times 9 = \underline{\quad}$

$8 \times 9 = \underline{\quad}$

$6 \times 9 = \underline{\quad}$

$0 \times 6 = \underline{\quad}$

$3 \times 3 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$9 \times 3 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$12 \times 3 = \underline{\quad}$

$7 \times 6 = \underline{\quad}$

$8 \times 6 = \underline{\quad}$

$2 \times 12 = \underline{\quad}$

$6 \times 7 = \underline{\quad}$

$1 \times 11 = \underline{\quad}$

$4 \times 8 = \underline{\quad}$

$3 \times 9 = \underline{\quad}$

$7 \times 4 = \underline{\quad}$

Anya has saved £19 altogether. In order to bank the money, it needs to be sorted into whole pounds.

She only has one note and she uses coin bags to sort the rest of her money.



Anya

Each money bag shown below must contain whole pounds made up of the same coin.



Investigate three different combinations of pounds she could have in coins using these money bags. The number of coins in one coin bag is shown.

Complete the table below to help you work this out.

	Coin	Number of coins	Number of whole £s	Total
Combination 1	10p	20	£2	One ____ note and £ ____ in coins.
	1p			
	50p			
	20p			
	5p			
Combination 2	10p	20		One ____ note and £ ____ in coins.
	1p			
	50p			
	20p			
	5p			
Combination 3	10p	20		One ____ note and £ ____ in coins.
	1p			
	50p			
	20p			
	5p			

1. Who has earned the most pocket money over the last two weeks?

Jaxon



Week 1: £5 and 99p
Week 2: £3 and 65p

Florence



Week 1: £3 and 35p
Week 2: £5 and 90p

Aisha








Week 1: £6 and 15p
Week 2: £2 and 80p

2. Find the total of each money bag. Which one does not fit the pattern?





smallest total

→ greatest total

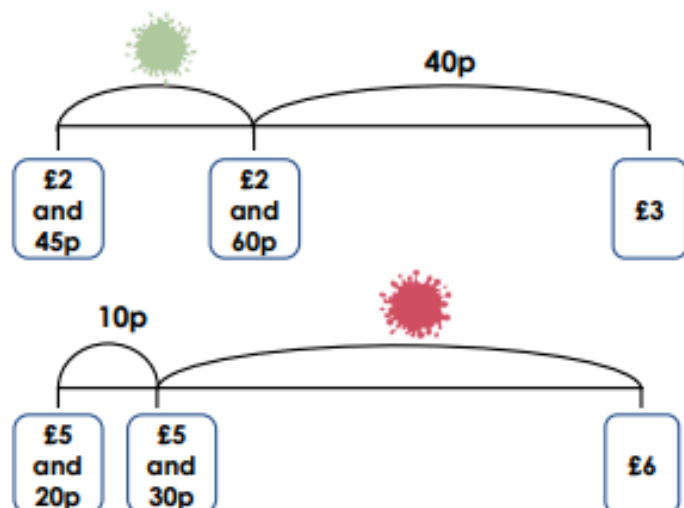
<p>A.</p>  <p>£4 and 70p + £2 and 99p</p>	<p>B.</p>  <p>£6 and 80p + £1 and 90p</p>	<p>C.</p>  <p>£5 and 15p + £3 and 85p</p>	<p>D.</p>  <p>£1 and 5p + £8 and 55p</p>	<p>E.</p>  <p>£7 and 99p + £1 and 20p</p>
---	---	---	---	---

3. Complete the bar model by replacing each splat with an amount or coin shown below.



a. £2	b. 	c. 	d. 10p	e. 2p	f. 	g. £2	h. 
-------	--	--	--------	-------	--	-------	--

1. Match each number line below to the subtraction that it shows.



A. $£6 - 75p = £5 \text{ and } 25p$

B. $£3 - 55p = £2 \text{ and } 45p$

C. $£3 - 45p = £2 \text{ and } 55p$

D. $£6 - 80p = £5 \text{ and } 20p$

2. These children all think they have dropped some money on the same road at some point during the day. Some coins, shown below, were found near the bus stop.



This morning, I had £6 and 35p. Now, I only have £3 and 85p.



I had £7 and 75p this morning. Now, I can only find £5 and 60p.



I know that I had £5 and 20p. I only have £3 and 15p now.

Which child dropped this money?

3. Rosanna and Larry are discussing the subtraction shown below.

$£8 \text{ and } 35p - £4 \text{ and } 70p$



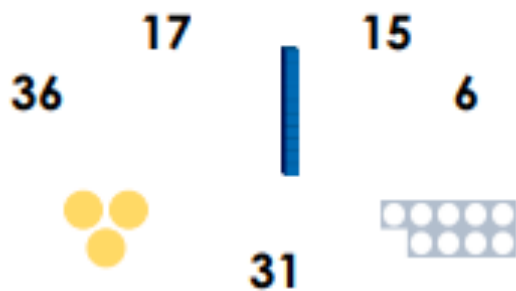
35p - 70p needs an exchange. The answer is £3 and 65p.

$£8 - £4 = £4$.
 $70p - 35p = 35p$.
The difference is £4 and 35p.



Who do you agree with? Explain your reasoning.

2. Circle the numbers and images that are in the 3 times table.



3. Use the array to write 4 number sentences.



4. Complete the number sentences.

$$30 \div \square = 10$$

$$7 \times 3 = \square$$

$$9 \div 3 = \square$$

$$\square = 6 \times 3$$

6. Alina has drawn a pattern.



Every 4th shape will be a square.

Is she correct? Explain your answer.

7. There are 12 eggs in a carton. How many eggs would there be in 3 cartons?



Write the number sentence to show how you worked this out.

Card sharp

Take ten cards numbered 0 to 9.



1. Pick three cards with a total of 12.
You can do it in 10 different ways.
See if you can record them all.
2. Now pick four cards with a total of 12.
How many different ways can you do it?
3. Can you pick five cards with a total of 12?

Times Tables worksheet

Name: _____

$4 \times 4 = \underline{\quad}$

$0 \times 4 = \underline{\quad}$

$3 \times 10 = \underline{\quad}$

$8 \times 3 = \underline{\quad}$

$11 \times 7 = \underline{\quad}$

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$5 \times 10 = \underline{\quad}$

$10 \times 10 = \underline{\quad}$

$3 \times 5 = \underline{\quad}$

$9 \times 4 = \underline{\quad}$

$5 \times 2 = \underline{\quad}$

1. Complete the statements below using <, > or =.

6×4

4	4	4	4	4	4

○

4×6

6	6	6	6

9×4

4	4	4	4	4	4	4	4	4

○

4×8

8	8	8	8

4×12

12	12	12	12

○

11×4

4	4	4	4	4	4	4	4	4	4

4. Use the bar models to solve the calculation below.

If:

$3 \times 4 = 12$

12		
4	4	4

Then:

$3 \times 8 = \square$

?		
8	8	8

2. Find and correct the mistakes in each bar model.

A. $3 \times 4 = 10$

4	4	4

B. $7 \times 4 = 27$

4	4	4	4	4	4	4

5. Use >, < or = to compare the statements below.

A. 12×4 □

B. □ 7×8

C. 5×8 □

3. Ryan and Amelie are discussing the 4 times table.

Ryan

I know that $4 \times 4 = 16$, and I know that 8 is double 4, so I can find the answer to 8×4 by doubling the answer to 4×4 .

Amelie

I know that $3 \times 4 = 12$, and I know that 3 is half of 6, so I can find the answer to 6×4 by halving the answer to 3×4 .

Who is correct? Explain why.

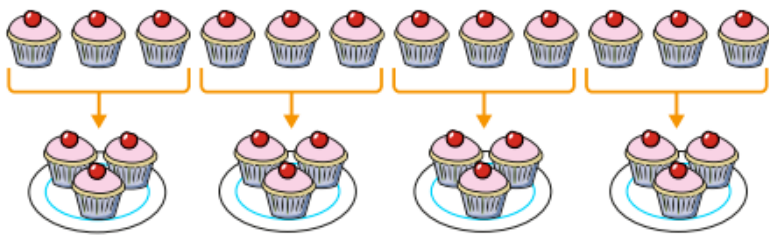
6. Sarah is trying to solve the calculation below.

6×8

To solve this calculation, I can do 1×8 and 5×8 and add the answers together

Do you agree? Explain your answer.

1 Here are 12 cakes.



Complete the sentences.

There are plates.

Each plate has cakes.

12 shared into equal groups is

2 Circle groups of 4 flowers.



a) How many groups of 4 flowers did you make?

b) Complete the sentence.

There are groups of 4 in 16

Mo is working out whether numbers divide equally by both 2 and 4

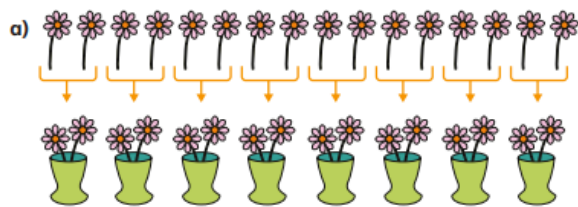
Complete the table and continue the pattern.

The first one has been done for you.

Number	Divided equally by 2 is . . .	Divided equally by 4 is . . .
2	1	does not divide equally
4		
6		
8		
10		
12		

What do you notice?

1 Complete the sentences.

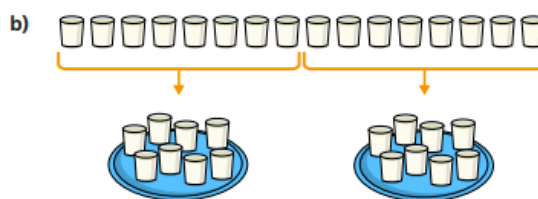


There are flowers.

There are vases.

Each vase has flowers.

16 shared into equal groups is



There are 16 glasses of milk.

There are glasses of milk on each tray.

There are trays.

16 shared into equal groups is

To do questions 2 and 3 you might want to get some objects to help. For question 2, you could get 40 raisins and share them out or 40 pieces of pasta. For question 3, you will need 32 objects. For question 5, you will get 40 objects again. (Don't worry there isn't a question 4!)

2 Make an array using 40 counters.

Use the array to help you complete the divisions.

a) $40 \div 8 = \square$ b) $40 \div 5 = \square$

3 32 coins are shared between 8 people.

How many coins does each person get?

5 40 kg of potatoes are packed into 8 kg bags.

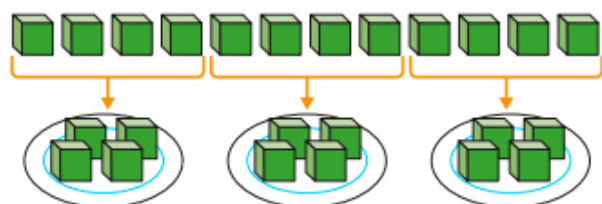
How many 8 kg bags can be filled?

For the question below, get the number of objects. Share them into 8 groups. If there are none left over then the number divides by 8 exactly. If there are some left over then the number does not divide exactly.

Which numbers divide by 8 exactly?



How did you work this out?



Complete the sentences.

There are 12 cubes.

There are plates.

Each plate has cubes.

12 divided into equal groups is

2 Mo has 15 pencils.

He shares them equally into 3 pots.



How many pencils will there be in each pot?

3 Divide 18 counters into groups of 3 counters.

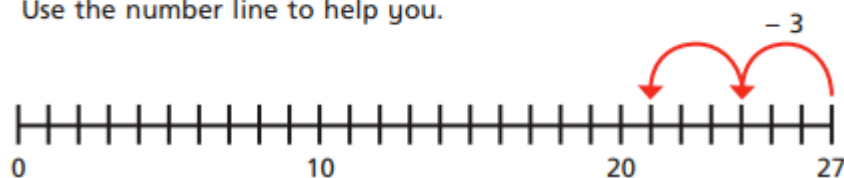
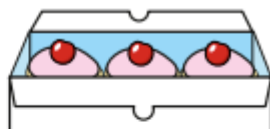
Draw a picture to show what this would look like.

4 There are 27 cakes.

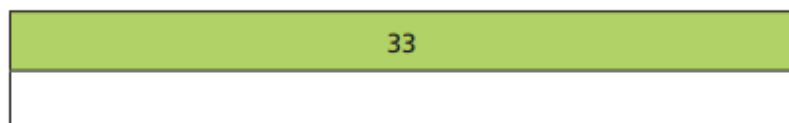
A box can hold 3 cakes.

How many boxes of 3 cakes can be filled?

Use the number line to help you.



5 Complete the bar model for the division $33 \div 3 = 11$



Is there more than one way to do this?

For question 5, split the bottom bar into 3 sections. Then start sharing 33 dots out into the 3 groups. Are there 11 in each group?

Spaceship



Some Tripods and Bipods flew from planet Zeno.
There were at least two of each of them.

Tripods have 3 legs.
Bipods have 2 legs.
There were 23 legs altogether.

How many Tripods were there?
How many Bipods?

Find two different answers.



Times Tables worksheet

Name: _____

$11 \times 3 = \underline{\quad}$

$8 \times 2 = \underline{\quad}$

$9 \times 4 = \underline{\quad}$

$5 \times 6 = \underline{\quad}$

$12 \times 4 = \underline{\quad}$

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$6 \times 3 = \underline{\quad}$

Week beginning, Monday 1st June

Comprehension: Healthy Eating

Healthy Eating Meal Plan

When you are growing, it is important that your body gets the right nutrients. Your bones and muscles are developing, so they need certain foods and drinks to help them. You can make choices of what you eat and drink to help you grow healthy and strong.

Seven- and eight-year-olds need between 1,200 and 2,000 calories per day, depending on their height and how active they are.

Calories should come from: • Fat – mostly healthy fats like the fats found in olive oil, fish and nuts. • Carbohydrates – mostly wholemeal carbohydrates like brown rice and wholemeal bread. • Protein – mostly lean protein, like fish or chicken.

Breakfast A nutritious, balanced breakfast will keep you energized and satisfied all morning. Why not try a fruit smoothie made with ice, strawberries, blueberries and bananas, or a bowl of porridge or yogurt with sliced apples and a sprinkle of cinnamon?

Lunch Greasy foods like chips and burgers are okay to eat once in a while, but try to balance them with other healthier options, like carrot sticks or an apple. Keep your choices varied, fresh and tasty. A healthy lunch is high in protein, vegetables, fruit and fibre, but low in fat, salt and sugar. For example: • A wholemeal turkey sandwich with lettuce and tomato, pretzels or wholemeal crackers, and fresh veggies with guacamole to dip them into or • Chicken and peppers in a wholemeal pitta bread with a few cherry tomatoes and an apple.

Dinner Helping an adult to prepare your food is fun. Challenge yourself to make healthy changes to your favourite foods! For example: if you love lasagne, make it with wholemeal pasta, just a sprinkle of cheese, turkey mince and plenty of veggies, like broccoli and mushrooms. Serve the lasagne with a large helping of salad. Here are some other ways to turn your favourite foods into healthier choices: • Make a homemade pizza using wholemeal crust, chicken pieces and your favourite veggies, then top with a bit of cheese or • Try homemade burgers made with turkey mince served in a wholemeal bread bun, with a side of 'veggie-fries' instead of chips.

Snacks Try to keep snacks to two or three times a day. Eating crisps or sweets is fine, but try not to eat them every day! Some healthy snack choices include: • Vegetable sticks • Fruit • Yoghurt

What we eat isn't all that's important! Think about what you are drinking, too. Don't always drink fizzy-pop and juice drinks – drink water instead! Water helps our body in many ways: It carries nutrients to cells; It helps to remove waste products from our major organs; it helps us to control our body temperature. Water is constantly being lost from our body (when we go to the toilet, when we breathe and when we sweat) so if we don't drink enough we become dehydrated. Dehydration can cause tiredness, headaches, lack of concentration, and dry skin. If you're taking part in sports or if the weather is warm it is important to drink extra water.

A balance of nutritious foods help you to grow strong and healthy. Eating a variety of nutritious foods can help you stay healthy for the rest of your life.

Healthy Eating Meal Plan – Comprehension Questions

1. Why is it important to choose healthy things to eat and drink?
2. When should you eat greasy foods like chips or burgers?
3. How many times a day should you have a snack if you're hungry?
4. What is the best thing to drink for your body?
5. What are the three types of food that most calories should come from?
6. What should your food be low in?
7. What could you eat instead of crisps and sweets?
8. Name one example of how water helps our bodies.
9. How many calories per day should a seven- or eight-year-old have?
10. What should your food choices be?

Tuesday : Comprehension Fighting Fit

Fighting Fit: An old soldier's next step

FIGHTING FIT

To read the rest of my story, click on these links:

- Life before my injury
- My time in the army
- The moment everything changed
- My struggle
- My new hope

I'm going to the Games!

By Gavin Ford 30th May 2017

I'm going to the Games! I cannot believe it! I have had to keep it a secret. Prince Harry told the newspaper and T.V. people today. That means I can now tell everyone who reads my blog!

First, I want to say thank you to all of you. Without your kind words about this blog, I might not have got this far. You have made a huge difference to me. You have made my life better. You have helped me to push myself harder. Without you all, I would not be going to Toronto for the Invictus Games 2017! So, thank you all!

I found out I would be going a few weeks ago. I was so excited when I got the phone call, but I could only tell my wife Janine and my parents. We were all so happy. This might be the happiest I have been since my injury.

If you do not know my story, you can read it by clicking the links on the left side of the page. The quick version is that I lost my left leg, just above the knee, when fighting in Afghanistan. I was in the British Army. I was 27 when I lost my leg. I am 33 now.

In the years after my injury, I have had to get used to life with just one leg. It can be tricky sometimes. However, I have great help from my family. It was my wife who said I should start working out. Maybe she thought I got too fat!

I always enjoyed working out when I was in the Army. However, I got lazy and sad when I lost my leg. I did not want to start working out again.

Then I remember watching the Paralympics on T.V. I saw all the people running and jumping and lifting weights and playing sports. All of them had disabilities. Some of them had only one leg like me. I was inspired.

"Why don't you go to a gym then?" my wife said. I joined a gym the very next day.

It has been a few years since I joined the gym. Now I am going to the Invictus Games as a Powerlifter for Team GB!

I have been chosen to be part of the Great Britain team with my hero, Sean Gaffney. He won the Heavyweight Powerlifting Gold Medal last year. He is so strong. I will be in the Heavyweight team with him. Last year, Team GB won Gold, Silver and Bronze so the other teams will want to beat us this year! I had better be good enough!

My training will get harder as the Games get nearer. They will be taking place from the 23rd to the 30th September 2017. This year they are happening in Toronto, Canada. I cannot believe I get to go to Canada! How amazing!

I am really looking forward to being part of the team. We have amazing people on Team GB. There are 12 sports played at the Invictus Games. When Prince Harry told the world who was on our team, we all had to have a photo taken. I got to meet my team mates. They are great. There are Wheelchair Basketballers, Wheelchair Rugby players, archers, swimmers and loads more on Team GB! How exciting!

I cannot wait to be with the team for the eight days of the Games. I want to watch as many sports as I can. I am really excited to see Sledge Hockey. Sledge Hockey is Ice Hockey for people with disabilities. The players have amazing sleds which they sit on and whizz around. In Canada they love Ice Hockey, so as a treat they are showing the world how good Sledge Hockey can be. Maybe it will be part of the Invictus Games soon! Who knows?

What I do know is that I will be a part of the Invictus Games 2017! I am so, so, so, so, so excited! Thank you again for your support. Leave a comment. Subscribe to the blog. Follow my journey on here!

Questions

1. When was this blog written?
2. What does the capital letter used for the word 'Games' tell you about that word?
3. Who is Gavin Ford?
4. What was Gavin's old job?
5. 'Fighting fit' is a phrase people use to describe someone who is very fit. Why is it also a good name for this blog?
6. What is a blog?
7. Where are the Invictus Games happening in 2017?
8. Describe Gavin's journey from being 'lazy and sad' to 'going to the Invictus Games'.
9. What do you think a 'Powerlifter' does? Explain your answer.
10. Knowing that this is an internet blog, explain what the words 'like', 'comment' and 'subscribe' mean (used at the bottom of the blog).

Wednesday - Wizard Writing

Task: Mrs Smith wants your help in teaching the children in Key Stage 1 about having a healthy life style. Write a speech that persuades the children in Reception, Year 1 and Year 2 to be healthy in what they do and in what they eat!

REMEMBER: in a persuasive speech, you need to be ENCOURAGING and you need to give lots of positive reasons for someone else to do something. Using a couple of rhetorical questions in your speech will help to draw the reader in too.

Here's an example of a persuasive speech - it's got some great sentence openers that you could steal and use in your

Good afternoon, my name is Natalie Hicks and I would like to explain why you should vote for me in the student council elections on May 1st.

I have been attending this school since I was 5 years old so I care a lot about what happens here. I learned to read at this school, I lost my first tooth at this school and I have enjoyed every minute of my time here. However, I think that together we could make some changes that would benefit everyone.

Have you ever wondered what recess would be like if the equipment we had was even better? How about if you got to choose how any money raised at the school was spent? I plan to arrange new and exciting fundraising opportunities and then ask you - the children - what we should spend our money on to make sure we have the best equipment possible.

Furthermore, I will make an excellent school councillor because I have really good ideas. I have shown this in my school work and in my enterprise projects. I know what children at this school want because I have a lot of friends and I talk to lots of people. I am good at talking to adults - it always says so on my school reports.

Additionally, I am trustworthy and honest. This is an extremely important quality in a school councillor. If my friends tell me a secret, they can depend on me not to tell anyone else. Just the other day I found \$5 in the playground and handed it straight in to the office.

I have explained why I am undoubtedly the best candidate for this position. I know the school, I have good ideas which I can communicate and I am reliable and honest. Vote for me!



Persuasive Writing

Introductions

I think...
For this reason...
I feel that...
I am sure that...
It is certain...
I am writing to...
Of course...
In the same way...
On the other hand...
In this situation...



Making Your Point

Firstly, secondly, thirdly...
Furthermore...
In addition...
Also...
Finally...
Likewise...
Besides...
Again...
Moreover...
Similarly...
Surely...
Certainly...
Specifically...
If... then...
because...

Details

For example...
In fact...
For instance...
As evidence...
In support of this...
Endings
For these reasons...
As you can see...
In other words...
On the whole...
In short...
Without a doubt...
In brief...
Undoubtedly...

Other Words

reasons
arguments
for
against
unfair
pros
cons



This word bank contains some more persuasive language.

Planning

Introduction - explain who you are and why you are here to chat to Key Stage 1.

Ideas for ways of making breakfast, lunch and dinner healthy:


Different ways that you can keep fit and exercise:

Ending/Conclusion - reasons why it is important to eat well and keep active:

At least four sentence openers from either the example or the word mat that I'm going to try and use:

Wizard writing - a speech to persuade the children of Key Stage 1 to eat healthily and be active

Success criteria:

- Introduction;
 - Persuade Key Stage 1 to eat healthily;
 - Persuade Key Stage 1 to be active;
 - Use three rhetorical questions to draw your reader in;
 - Use four sentence openers from the example text/word mat;
 - End by telling the children WHY it is so important that they follow your advice;
 - Check! Have you used capital letters to start each sentence and the correct punctuation at the end? How about commas to separate adjectives in a list?
- 

[illegible]

[illegible]

Thursday: SPAG: Sentences

1. Label the sentence below by drawing arrows from the word types.

The old door opened quietly.

noun

verb

adjective

adverb

2. Complete each sentence by writing the correct punctuation mark in the correct column of the table.

Sentence	Full Stop	Question Mark	Exclamation Mark
Example: When will the postman arrive		?	
Put your hand up if you need a pencil			
What time does the film start			
What a sunny day it is			
Harry is going to the seaside today			

3. Using only the words below, Millie says,

Martin

tree

to

the

and

Jack

I can create a complete sentence.



Is she correct? Convince me.

Friday: SPAG: Apostrophes

1. Match the contractions below to the letters replaced by the apostrophes.

what's

wi

you'd

i

she'll

woul

2. Circle the contractions which could replace some words in the sentence below:

Mikaela was not happy with what they had done.

can't

wasn't

they'd

it'll

3. Alvin and Zoe are talking about apostrophes.



Alvin

I combined two words to make the contraction won't. I replaced only the letter o.

I combined two words to make the contraction won't. I replaced the letters i, l, l and o.



Zoe

Who is correct? Prove it.

Sandy watched the rain run down the car window and thought it was just typical that today of all days it had decided to pour it down. He buried his nose back in his book and tried to ignore the scenery outside. His mom and dad were in the front of the car talking excitedly about the new house and the plans they had for redecorating it. But all Sandy could think about was how much he already missed his old house, especially his old room, with his treasured computer and familiar book shelf with the titles he'd read a hundred times.

He had lived in the centre of the city for as long as he could remember and over the years had grown up to love his three-storey town house with the rushing cars whizzing by. The view from his window was one of tall buildings and bright city street lights, never quite silent, never quite still. Nothing like Marchton. Marchton was where they were heading now. It was a small village in the middle of nowhere, or it may as well have been. His dad had told him that only three-hundred people lived in the entire village. Sandy thought that the same amount of people probably lived on his street at home, but it wasn't his home anymore. "Not long now, Sandy," his mom called back. "We're nearly there." Great! Sandy could only see fields and trees for miles around. How could people live here? Where were the cinemas and the shopping centres? He was dreading life in this place. He would hate it; he just knew it. It didn't take long to reach the tiny village, its church steeple being the only thing that stood out on the horizon.

His dad pulled over in front of an ancient-looking cottage complete with a wooden door and a thatched roof. "We're home," his dad said proudly. Sandy just grunted in reply. It stank out here of filthy animals and much worse. Sandy quickly grabbed his bag and headed straight upstairs to what he was told would now be his room. Inside it looked bare, with just a bed and an old pair of curtains. This was not home. He flopped on to the bed and reached for his book again. Hopefully the adventures hidden in the pages would take him far away from Marchton. Later that night Sandy's mom came into his room. "It'll be ok you know. You've got school tomorrow and I'm sure you'll make lots of new friends."

But Sandy didn't want new friends: he wanted his old friends. As soon as his mom had gone, Sandy reached for his laptop to send an email to Sadie and Jayden to tell them how awful it was here. No internet signal! This day was getting worse by the minute. He decided to sleep, so this day would finally be over. The next morning came too quickly. Before he knew it, he was dressed in a stupid blue and yellow uniform heading to Marchton Village Primary School. He remained silent throughout breakfast and the journey there through the country lanes and winding streets. His mom and dad had been constantly trying to keep him smiling by telling him it would all be fine. He didn't believe them. This was all their fault anyway. His mom had got herself a new job, complete with a pay rise and a company car, but it meant that they had to move a million miles from anywhere. His parents kissed him goodbye before he headed inside the school, but he shrugged them off. "Good morning Class C," his new teacher, Miss Morley said in a sing-song voice. "This is our new boy, Sandy." "H.. h.. hi," Sandy stuttered. Sandy wondered where the rest of the children were. So far he had only counted 19 children and that

was including himself. His old class had over 30! The children did their best to make him feel at home, but their strange accents and different ways of doing things made him feel uneasy.

After what seemed like forever, it was lunchtime. A girl called Emma had been partnered with him. She seemed ok, but he really wasn't in the mood for talking to anyone. "I used to be like you," she said. "I was the new girl last year." "Really?" Sandy asked, suddenly interested in what she had to say. "Yeah, my dad and I moved here from the city. It totally freaked me out at first. Now he's getting married to Miss Morley. Can you imagine? My teacher is also my stepmom." She laughed. And that was it... they had something to talk about and once they started talking there was no stopping him. He realised he'd made his first friend in Marchton. He hated to admit it, but maybe his mom was right. That afternoon, he found out the class were studying the Ancient Romans. Sandy had already learnt about this at his old school and became the resident expert on the subject. Everyone wanted him to be in their group for the project. That felt great.

When they were getting ready for home time, Miss Morley announced the after-school clubs which would be going on this term. He could just imagine the type of things on offer in Marchton... gardening, country dancing, farming skills! "There's computing club, basketball club and science club this term children. Sign up on the lists by the door." Pleasantly surprised, Sandy signed his name on each piece of paper. As he left school, the sun was shining and the air smelt clean and fresh. "See you tomorrow, Sandy," said Emma. "I'll ask my mom if you can come for tea tomorrow if you like. Maybe we could play Xbox." Sandy smiled. "Sounds great," he yelled as he waved at her. His dad approached him nervously. "Soooo... how was your first day?" "It was actually... brilliant." Sandy talked all the way home about the things they'd done, the children he'd met and the new clubs he wanted to join. Maybe, just maybe, he was going to be just fine after all.

Comprehension Questions

1. How did Sandy describe the view from his old bedroom?
2. What do you think Sandy means by the phrase in the 'middle of nowhere'?
3. What sorts of building was Sandy looking out for when he drove into Marchton?
4. Use a dictionary to find the meaning of the word 'awful'.
5. What does Emma suggest they do when Sandy visits for tea?
6. How do you think you would feel if you had to move house or school?
7. Would you like to live in a countryside location like Marchton? Explain your answer.
8. How do you think Sandy feel about moving to Marchton at the beginning of the text?
9. What does the word 'ancient' mean when Sandy describes the cottage?
10. What was the reason Sandy and his family were moving to Marchton?

Tuesday: comprehension:

The Big Race

Each year, there is a big bicycle race in France. It is called 'Le Tour de France' which means 'The Tour of France' in English. Some people just call it 'Le Tour'. It is very famous. People from all over the world come to watch the race. Teams of top cyclists come to take part. The race has lots of different parts. These parts happen all over France.

The first race happened in 1903! This year's Tour will be the 104th Tour de France (some Tours were missed while some big wars happened). The race this year will start on the 1st July. It will finish on the 23rd July. Riders will only have two days to rest; every other day they will have to race.

The rider in the lead of the race at the start of each day is given a yellow top to wear. The person who is in the lead at the end of the last day keeps the yellow top. It shows they have won!

Who will win the yellow top this year? We will have to wait and see, but we can imagine what might happen. Carry on reading to find out where the Tour will go and read some questions and answers from riders. The riders and results are all made up but their answers might teach you something about each part of the race!

Date: 1st July

Place: Dusseldorf

Distance: 14km/9 miles

Winner: Antonio Rossi

Antonio, how does it feel to start the Tour with a win? What do you think of starting the Tour in a different country?

Oui, yes, it feels very good to start with a win. It was a very short race today. To start with one of the special, short 'Time Trials' was great for me. I am known to be fast. I am the sprinter on my team, so I should do well in Time Trials.

To start Le Tour de France in Germany seems funny but it is enjoyable. It makes things interesting. It gives us new places to ride and see. I remember when a few years ago the Tour started in Yorkshire, in England. That was very fun too!

Date: 9th July

Place: Nantua to Chambéry

Distance: 181.5km/113 miles

Winner: Olivier Girac

Olivier, this win gives you a good chance of being the 'King of the Mountains' at the end of the Tour. How was the ride today? How does it feel to have made it to the top first?

It feels amazing to have done well in the first really hard mountain race. We have had some hills and mountains to climb on other days but today's mountains were huge! I have won 25 mountain points today. That is enough to take the lead. I will get to wear the red-spotted white top tomorrow. I hope I can keep it! I would be proud to be King of the Mountains at the end of the whole race!

Date: 17th July

Place: Le Puy-En-Velay

Distance:

Winner:

I'm here again with Antonio Rossi, who has not done as well as some people thought he might. Antonio, you started so well. What has gone wrong? Will this second day of rest help you?

I do not know what has gone wrong. We have had some small injuries in our team. Maybe those injuries are slowing us down. I just can't get into good places. I need to be near the front to be able to win each race. We are not close enough. I hope this second rest day will make things better for the last races. Maybe our legs will get better.

Date: 21st July

Place: Embrun to Salon-De-Provence

Distance: 222.5km/138 miles

Winner: Chris Leadbetter

Chris, today's race was the longest race in the whole Tour. How does it feel to know that you won't have to ride as far again? You have been given the yellow top for tomorrow's race. Do you think you can win the whole Tour?

My legs are very happy that they will not have to ride 138 miles again for a while! I am so happy to be in first place at the moment. I must say thank you to my team. They have been riding so well. They work hard to help me get to the front and stay there. If I do win, it will be a win for the whole team! With only two more races to go, we have a good chance to win. I know that Antonio Rossi and his team are close behind. Fernando Alvarez has a chance to win as well. We will have to try to keep those two behind us!

Date: 23rd July

Place: Montgeron to Paris

Distance: 103km/64 miles

Winner: Chris Leadbetter

Chris, you have just won the 2017 Tour de France! How does it feel? The yellow top is yours to keep!

C'est incroyable! It's just incredible! I can't believe it has happened! I have worked so hard for this! I have wanted to be a cyclist since I was about five! To win the Tour de France is amazing! I have to say a huge thank you to my team. They have also worked so hard to help me. The people who have looked after us and made our tired legs better have also been great.

I also want to say 'merci' to all the French people who have cheered us on. They have made us feel so happy. So merci, thank you, to France!

Comprehension Questions: Answer questions in your book

1. What does the word 'top' mean in the first paragraph?
2. What does the word 'top' mean in the third paragraph?
3. Which word best describes Antonio Rossi on the 17th July? Unhappy; clever; old.
4. What does 'Le Tour de France' mean?
5. What is the Tour de France?
6. Why is there nothing written next to 'Distance' and 'Winner' on 17th July?
7. Why did the tour not take place in some years?
9. What is interesting about where this year's Tour starts?
10. What does the word 'top' mean in the interviewer's question to Olivier Girac?

Wednesday: Wizard Write: Describe a landscape

Factual Description: Cradle Mountain National Park (Tasmania)

Imagine you are exploring the Cradle Mountain National Park with a friend. You stop to take a photo and you see this amazing landscape. Write a description about this beautiful National Park.



Think about:

- how you will sequence the information;
- appropriate language for a factual description;
- grammatical features, sentence structure and punctuation found in a factual description.

Remember to:

- plan your description;
- introduce the subject;
- describe its appearance;
- check your spelling and edit your writing when you have finished.

Planning Sheet and Word Bank

Introduction: say where you are, what you are doing there

Make notes about what you can see and hear:

Make notes about how you feel

Words you can use:

mountain ridge lake sky peak reflection snowy snow- capped
crystal clear fresh slope sharp still relaxed breathe alone
tranquil calm pure alive excited

Thursday: SPAG: Apostrophes

1. Put an 'X' under the words that should have an apostrophe to show possession.

The wizards spell did not work as he planned, so now his enemys fireballs



are speeding toward his unprotected fortress.



2. Circle the sentence that has used possessive apostrophes correctly.

A. Mr Jone's dentist is very good but he can be a little rough.

B. My boss's car is fancier than my sister's but she doesn't mind.

C. My mixer's broken and I can't get another.

3. Daniel is writing sentences using possessive apostrophes.

A. Jame's dog has beautiful, white fur but he never manages to keep it clean.

B. Thomas's car sped along the open road and raced through the wide, empty street's.

Explain the mistakes he has made.

Friday: SPAG: Direct Speech

1. Circle the direct speech that will not follow the reporting clause below.

Dylan queried, _____

A. "How did the weather change so quickly?"

B. "Be careful on the slide."

C. "Have you seen my costume?"

2. Complete the sentences by choosing a reporting clause from the word bank below and continue the direct speech.

Add the correct punctuation to each sentence.

A. Elijah _____ the people at the park watch out _____

B. Malcolm _____ his friend where did _____

asked

thanked

shouted

warned

3. Surbhi has narrated what her teacher said to the class.



Miss Mercy has calmly explained that an adverb is a word that describes a verb.

Write this as direct speech with a reporting clause.
Punctuate your sentence correctly.

2nd July 2017

LONDON NEWS

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ANYONE FOR TENNIS?

By Andy Black, our Sports Writer.

The Wimbledon tennis competition starts tomorrow. Every year, lots of fans come to watch.

The competition is held every year here in South London. The All England Tennis Club in Wimbledon is the place to be for the next two weeks. The competition is the oldest tennis competition in the world.

The world's best players are coming to play. Andy Murray will be trying to win the competition for the third time. He won the men's competition last year.

The women's competition will not have the winner from last year. Top player Serena Williams is pregnant and so cannot play.

With no Serena to worry about, Angelique Kerber might win for the first time. The German lost in the final to Serena last year but is now World Number 1. She is very good at hitting the ball back into difficult places. Look for the left-hander to go a long way in the competition.

In the men's games, Andy Murray will probably have a tough time. Murray is World Number 1, but right behind him is Novak Djokovic. Djokovic has won Wimbledon three times. He was World Number 1 for 223 weeks! That is over four years!

The finals will be played on Centre Court at the All England Tennis Club, on the 15th and 16th July.



Djokovic lost at another big competition just a few weeks ago. He will want to win Wimbledon even more now!

"Andy Murray will need to be very, very good," said tennis expert, Jonathan Jennings. "Djokovic will want to make a new memory for this year. A pleasant one to get rid of his loss last month."

"Angelique Kerber will have an easier way to the final now Serena Williams is out. However, there will also be a lot of pressure on her. Will she be okay, or will she fall apart? We will have to wait and see!"

One thing we always have to 'wait and see' about at Wimbledon, is the weather. Will games be halted because of rain? Or will we have sun every day? For one person who works at the All England Tennis Club, these are very important questions.

Comprehension Tennis

"We have to keep an eye on the weather," said Fatema Begum, who helps to look after the grass at the club. "The courts have to be covered up when it rains. We have practised dragging the covers over. We are ready. I hope we will have sun for the whole competition!"

The good news is that Centre Court now has a roof. The biggest court at the club will be the place where the finals are played. If rain is going to come, the court will have its roof closed. That means we are certain to get the finals at the right time.

The roof also means that people who come to watch the finals will stay dry if it rains. On other courts, people will get wet!

People who come to watch the games on the big hill at the club will also have to wear coats! 'Henman Hill' (as it was called after British tennis player Tim Henman) has now been named 'Murray Mount' after Andy Murray. Every year, people who do not get tickets to watch the games, sit on the hill and cheer

the players on. They watch the games on a huge screen. The hill is next to Court Number 1.

"We heard the cheers from Henman Hill when we were here last year," said Molly Curtis. Molly is a tennis fan, who comes to the competition every year. She goes to school a mile down the road from the All England Tennis Club.

"It is an amazing place to be. So many people and such good tennis! I want to play here one day!"

It is an exciting event for all the people who live near the club. It is an exciting event for all of London, and the rest of the country! It all begins tomorrow!

The Wimbledon Tennis Competition will happen from 3rd – 16th July 2017, at the All England Tennis Club. For more info, find our FREE poster about the competition in the Sports section of London News.

Questions:

1. How much does the London News cost?
2. What is an 'expert'?
3. What are the main things written about in this article? Choose three things.
4. Who was the report written by and what is their job?
5. What does it mean that Angelique Kerber might 'go a long way in the competition'?
6. Explain the name 'Murray Mount'.
7. What does the fact that 'Centre Court' is capitalised tell you about the words?
8. When you have read the first two paragraphs, explain two things you think you will read about in the rest of the article. Why do you think they will be included?

Tuesday: Comprehension: Tennis

Read the text again and answer these questions in your book:

9. Why will Novak Djokovic want to make a 'new memory' at Wimbledon?
10. What would it mean for Angelique Kerber to 'fall apart' at Wimbledon?
11. What does the word 'halted' mean? Use a dictionary to find out.
12. What date will the 2017 Wimbledon tennis competition start? How do you know?
13. Find three facts about Angelique Kerber.
14. Why will there be 'a lot of pressure' on Angelique Kerber?
15. What do the italics in the final paragraph tell you about what is written?

These words have been taken from the text. Match each word to the correct meaning.

Section B

Use a dictionary to help you write the meaning of each of these words:

Word Meaning

1. pleasant a. needing much effort or skill to achieve
2. pressure b. known for sure
3. difficult c. attempt to persuade someone into doing something
4. certain d. an event in which people take part in order to win
5. competition e. giving a sense of happy satisfaction or enjoyment

Wednesday: Wizard Write **Wizard Write: your wizard write this week is to write an exciting adventure story about visiting Petra, the kingdom carved from stone in the Desert**

Petra is a city carved out of the rocks in Jordan. The central point of the city, the temple, has been featured in many Hollywood films, including 'Indiana Jones and the Last Crusade'.

Until 30 years ago, Petra remained home to cave-dwelling natives. The Bedouin people who lived there were eventually relocated to caves nearby in order to preserve the site of Petra; however they remain the only people allowed to work and trade within the city. It is rumoured that some lucky tourists manage to find a cave to sleep in for a night, although this is not official practice!

Petra has become a focal point for the incredible abilities of the Nabatean people to carve buildings out of solid rock and construct a working water system in the middle of a dry desert.

Petra was used to attracting around 800,000 visitors per year; however, owing to political unrest and war in neighbouring countries such as Syria, tourist numbers have dwindled in recent years.



My Story Plan

Write about how you got to Petra: did you travel by camel? Donkey?
Did you reach Petra through a stone passageway? Describe it ...in detail

Describe the kingdom: what you saw, how you felt in detail

Describe what happens. Did you go into one of the buildings? Did you find a secret passageway? Did you discover something? or see something? What happened? How did you escape?

WOW WORDS

Powerful Adjectives

dusty
soft, smooth
dark
gloomy
silent, still
hot
secret
hidden
ancient
mysterious
exquisite
nervous
excited

Powerful Verbs

Crept
crawled
dashed
gasped
screamed
grabbed



Descriptive language

soft, rose-coloured stone flickering shadows
howls, growls,
hissing sand the burning sun my heart was
beating wildly

Useful words

treasure golden tunnel passage way



Success Criteria:

- I can describe in detail what I can see, hear, touch and how I am feeling
- I can describe a place using powerful adjectives
- I can check and correct the punctuation, spelling and grammar of my writing
- I can write in clear sentences

[illegible]

Thursday: SPAG: Paragraphs: What is a paragraph?

Everybody fell silent. The sound of a pirate drum boomed through the caves. It got louder and louder with every beat. They were getting too close.

"Will...will they find us again?" Rosie squeaked. "How do they know where we are?"

All of a sudden, they heard a loud bark. It was Bonnie! The pirates had found her and had used her to find the group!

Rosie gasped and turned to run in the direction of the bark but Caleb grabbed her arm before it was too late.

"Everyone into the water!" whispered Caleb. "Bonnie will lose our smell if we swim deeper into the caves. We'll find a way to save her later, but we have to leave right now!"

Rosie turned back and started to cry. Kwisera was staring back into the darkness. Caleb was scared, but he got the others to jump into the water.

"Swim!"

1. Write down the first word of each paragraph.

2. True or false? A new paragraph would still be needed if the sentence 'Rosie turned back and started to cry' was changed to Caleb saying, "It's our only chance!"

3. Which paragraph introduces Bonnie?

4. Why did the fifth paragraph have to be started?

to introduce a new character

to introduce a new point in time

to introduce a new speaker

Recognising the Present Perfect Form in Sentences

1a. Circle the sentence that is not in present perfect form and explain why it is wrong.

A. She has asked for a pen.

B. They moved house.

C. I have pulled the rope.



R

Recognising the Present Perfect Form in Sentences

1b. Circle the sentence that is not in present perfect form and explain why it is wrong.

A. We climbed the stairs.

B. He has pushed the car.

C. Max has passed the ball.



R

2a. Complete the present perfect form sentences using the word bank below. The words can only be used once.

A. I _____ washed the car today.

B. He _____ gone to work.

have

will

hasn't



A

2b. Complete the present perfect form sentences using the word bank below. The words can only be used once.

A. Millie _____ walked across the road.

B. They _____ looked at the car.

have

has

was



A

3a. Grace has completed the table below.

	Simple past	Present perfect
A. I have walked home.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B. I improved my work.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. They have pushed in.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D. He has moved desks.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Has she completed the table correctly? Explain your reasoning.



R

3b. Harris has completed the table below.

	Simple past	Present perfect
A. I stopped running.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B. Theo has moved.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C. She has asked me.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D. We have stopped.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Has he completed the table correctly? Explain your reasoning.



R

Week Beginning: Monday 22nd June: Letter from WW11

Fear that German bombing would cause civilian deaths prompted the government to evacuate (move) children from British towns and cities during World War II. Evacuation took place in several waves. Evacuees were sent to rural locations considered to be safe. The following is a letter written by 8 year old Alice, to her beloved father shortly after she was evacuated.

Letter to my Dad

My dearest Papa,

I have arrived, after this strange journey began with a walk to school! We all climbed onto buses that took us to the station, where special trains were waiting. I actually felt quite excited, Papa. I know I should have felt scared, but I didn't. It is an adventure and I know I will see you and Mama soon.

I made sure I had my gas mask and food for the journey. Mama had packed me a delicious picnic of sandwiches, apples and even a small piece of chocolate! You'll laugh, Papa; I had to wear a label - like I was an item in a shop! It had my name, address, my school and where I was going. I think it might have been in case I got lost.

The countryside is so different to London - it's just full of surprises! There are real cows in the field below my bedroom window and they are enormous - much bigger than dogs! Did you know that's where milk comes from? I never really thought about how it got in the bottle before our milkman pops it on our step. It's fascinating.

Mama got a list from school to tell us what I could bring with me. I've borrowed Nanny's little case and I've got a change of underclothes, night clothes, my slippers, spare socks, my toothbrush, comb, towel, soap, face cloth, handkerchiefs and a warm coat. I'm glad I brought my coat - it seems windier here in the countryside. Mrs Brown, who I live with, is teaching me to knit. I unravelled one of Mr Brown's old jumpers, and I'm using the wool to knit myself a vest. It's difficult, but Mrs Brown is a good teacher.

I think I am going to be very content here. There is a farm right next door. Nelly (her real name is Mrs Tipperton, but she says we can call her Nelly) owns the farm and it has loads of chickens, cows and calves. There are horses and pigs as well as four cats. I love to help out on the farm. Nelly says I am a 'great help.' I'm glad she thinks I am good at helping because I'm trying really hard not to be a nuisance.

Papa you'll never guess what happened the night before last... a calf was born! Nelly came round to tell us yesterday morning. We had a little peek over the gate but we had to be really quiet, so we didn't scare the mum or the baby. Nelly says she going to name the calf Alice, after me! I was so happy when Nelly told me because now there will still be an 'Alice' here in the countryside even when I return to London. The worst job on the farm is feeding the pigs – they smell awful! Even worse than our outside privy!

The cats are lovely. They are called Tabby, Mr Whiskers, Poppy and Snowy. I bet you can't guess what colour Snowy is, Papa? She's black! Mr Whiskers is brilliant at catching mice and he gives them to Nelly as presents – I don't think Nelly likes it, but she always says 'thank you'.

I miss you and Mama so very much and I hope this letter finds you both well.

Stay safe, All my love,

Alice (Your daughter, not the cow!)

Questions

1. Why were children evacuated from British towns during WWII?
2. What is the purpose of the commas in 'a change of underclothes, night clothes, my slippers, spare socks, toothbrush, comb, towel, soap, face cloth, handkerchiefs and a warm coat'?
3. What is the worst job on the farm, and why?
4. Why did Alice think her father wouldn't guess the name of the cat?
5. Why is Alice's father described as beloved?
6. Why did Alice think her dad would laugh at her label?
7. What does Alice mean when she writes that she's 'trying really hard not to be a nuisance'?
8. Why does Alice add 'Your daughter, not the cow' at the end of the letter?

Tuesday: Comprehension: Tom's exciting morning

Tom woke up early. He knew the taxi was just around the corner. He felt like it was Christmas morning but it was the middle of August. He grabbed his case and knocked on his parents' door eagerly. They shouted back,

"It's nearly time Thomas, go and wake Olivia up!" Tom ran into his sister's room and jumped on the bed. They both grinned and chatted about the week ahead.

A little while later, the taxi was outside so Tom grabbed his sunglasses and cap. He chuckled to himself because it was very dark and cold outside! Tom and Olivia sprinted to the back seat of the taxi whilst Mum and Dad threw the suitcases into the boot. Then, Mum made sure Olivia was secure in her special booster seat. Mum also went back inside to get Buster the dog!

Olivia's face dropped and she poked her brother who also looked worried.

"Where are you taking Buster?!" they both said cautiously. Mum smiled,

"Just to grandmas. We're going to be gone for a while!" Their faces relaxed and they giggled at how silly they had been!

As they approached their destination, Olivia tapped her brother on the arm and pointed outside.

"They look like giant birds!" she said. Tom thought this was really funny and he laughed with his sister. Mum and Dad looked at their watches. Their faces dropped. They quickly got Olivia out of her seat and put her in her pram. Dad grabbed Tom's hand and they paid the man quickly.

"Come on guys!" Dad said sounding slightly worried.

Comprehension questions

1. How do we know Tom felt excited in Paragraph One? Try and find all the clues.
2. Why do you think Tom chuckled to himself when he went outside in Paragraph Two?
3. Where do you think Tom is going? Explain why you think this.
4. Pretend you are Tom. Write down how you are feeling and what you are thinking as you travel in the taxi.
5. Why has Tom packed sunglasses?
6. Why do you think Olivia and Tom were worried when Mum went back into the house to get Buster?
7. What do you think Olivia was pointing to when she said "**they look like giant birds!**"?
8. What do you think happened when Mum and Dad looked at their watches in paragraph four?

Wednesday: Wizard Write: Write a Riddle Poem

A riddle poem is when you describe something by giving clues about what it is.

Choose something to describe. It could be anything: the moon, an animal, an object.

Then give clues to describe it: but don't give it away!

See example below:

Day 1 Riddles


- I am a snowman's nose,
- And a reindeer's Christmas Eve treat.
- I'm good to eat, but crunchy when raw;
- Bugs Bunny's favourite.

What am I?

Click to reveal the answer!

Instructions: use the next list to help you write your own riddle about a banana

- I look like
- I sound like
- You find me
- I have
- I am
- I feel



LA
I look like
I sound like
I have
I am
I feel

MA
Remember to use WOW words and connectives like 'but' and 'so'

HA
Remember to use WOW words and a connective like 'however' and 'although'

Do you know what the answer to the riddle poem above is?

You don't have to write about a banana: it could be anything! Here is my riddle poem.

I always follow you

When the sun is hidden I am invisible

When the sun is out you see me

I never leave you

I am your constant companion

What am I? (A shadow)

Planning my riddle

My mystery object or animal is:

Plan your riddle. Use some lines beginning with: I look like, You find me, I sound like, You find me, I am, What am I?

Write 8 lines

Write a simile to use in your poem

A simile compares one thing with another using as or like. For example: I am as light as a feather, I am as tall as a skyscraper

Write a line with however or although. For example: Although I am silent, I am always there.



My Riddle

Success Criteria:

I can describe my object/animal clearly with clues

I can use similes

I can use the word however or although in a line

I can set my work out like a poem: one sentence a line

[illegible]

4. True or false? There are 2 statements and 2 exclamations in the paragraph below.

Raven hopped into his row boat, leaving Tyler standing alone on the docks. When would he be back? Would he ever come back? He watched as Raven grew smaller and smaller as he neared his waiting ship and crew. What an awful morning this had turned out to be! Tyler had lost his oldest friend and his lucky eyepatch, and it wasn't even noon yet!



VF
HW/Ext

5. Which sentence has been sorted incorrectly?

Statements	Questions
A. I love playing with my sister but she can be a little mean	B. Why does the moon always face the same way even though it's moving
Commands	Exclamations
C. Pass me the pencil that you dropped	D. What kind of dog is this



VF
HW/Ext

6. Using only the words below, create as many sentence types as possible.

a	it	wonderful	what
was	sunny	day	

Which sentence type can you not make? Explain why.



AR
L1/L2/Ext

Friday: SPAG: capital letters, full stops and commas.

Put in the capital letters and full stops in this writing on the sheet:

it was a dark and stormy night the rain was lashing down and the wind was howling mr c was snoozing alone in his leather armchair in his old, creaking house in the middle of nowhere suddenly he heard a crash outside he sprang from his armchair and dashed outside to see what was the matter the chimney pot was smashed on the ground the wind had blown it off the top of the roof while mr c picked up the pieces, his front door was slammed shut by the angry wind he rushed to the door and tried to pull it open but it was no good "oh no!" exclaimed Mr C, "how am I going to get in now?" Then he heard a loud, angry growl behind him.....

Commas are used in a list: put commas in these sentences

Copy these sentences in your book and put in the commas

1. Yesterday I went to the shops and bought apples pears and bananas.
2. I sat and slept in my old tattered leather armchair.
3. My hobbies are: riding my bike going on minecraft playing with lego and football.
4. I have many pets: two dogs two cats five goldfish three gerbils and a snake called Sid!
5. When I grow up I would like to go to Australia Russia Japan Kenya and the USA.
6. My favourite foods are: chocolate peanuts ice cream pizza and melon.

Comprehension: Garden Birds

- Swifts and swallows migrate to Africa.
- They can fly 200 miles every day.
- Many die from starvation, exhaustion and storms.

British Birds



Robins:

- have a bright red breast;
- are very aggressive and will fight birds who come to their territory;
- sing all year round;
- can be seen in British gardens all year round.

Magpies:

- have a loud, chattering call;
- can be easily seen with their black and white feathers;
- hunt for leftover food and dead animals;
- are important insect controllers.



Blue Tits:

- have bright yellow and blue feathers;
- lay eggs between the end of April and May;
- male and female blue tits look the same;
- in winter, family flocks join up with other blue tits to find food together.

Questions

1. How do birds help the environment? Tick **two**.

- ☐ They scatter seeds.
- ☐ They sing beautifully.
- ☐ They eat insects.
- ☐ They build nests.

2. What is a starling's favourite food?

3. Which two birds were there more sightings of in early 2019? Tick **one**.

- ☐ magpies and redwings
- ☐ goldfinches and redwings
- ☐ crows and goldfinches
- ☐ swifts and swallows

4. When do swifts and swallows **return** to the UK? Tick **one**.

- ☐ When the weather gets cold.
- ☐ When the weather gets warmer.
- ☐ When they are tired.
- ☐ When it is too stormy.

5. Tick the boxes to say whether the sentences are true or false.

Sentence	True	False
Robins only sing in the winter.		
Magpies have black and white feathers.		
Blue tits lay eggs at the end of May.		
Robins are peaceful birds.		

6. What is migration?

7. Why do you think the RSPB was created? Use evidence from the text to support your answer.

Pet Care of a Bearded Dragon



Bearded dragons are from the lizard species. They are often referred to as “beardies” and are one of the most popular lizards in captivity in the UK. Their name comes from the spikey folds of skin around their neck, which inflate and turn black when they are excited or defending themselves.

They originate from the dry scrublands and woodlands of Australia, therefore in captivity they need their environment to replicate their natural surroundings in the wild.

Environment

Bearded dragons must be kept in a vivarium. This is a large, secure, glass enclosure. A recommended size to accommodate one lizard is a vivarium which is 120cm long and 60cm high. Beardies can grow up to 45cm long and need room to move around and stretch out.

As bearded dragons are ectothermic and use the environment to regulate their body temperature, they need a warm end of the vivarium and a cool end. There must also be a basking zone, which is the warmest part of the enclosure. They like to lie, or bask, on a natural stone near the heat lamp provided. A thermostat must be installed to ensure the temperature doesn't fluctuate. It must not drop below 22°C at night.

Substrate

The base of the vivarium needs to be covered with a sand and soil mixture, due to the bearded dragon's natural instinct to dig. Stone tiles should have ridges to help the reptile grip.



Did You Know?

Bearded dragons are diurnal which means they are active during the day.

Two's Company

Bearded dragons are fiercely territorial. Males live a solitary life and in the wild, chase other males off their space. Females can fight if they are in groups - they have been known to bite the toes off other lizards and sometimes kill! Captive bearded dragons should be singular.

Signs of a healthy lizard:

- clear, bright eyes;
- thick base to its tail;
- hips will not be sticking out;
- bright colour after basking.

Signs of calcium deficiency:

- muscle twitching;
- swollen legs;
- fragile bones;
- deformed limbs, spine, jaw.

Sunbathing Lizard

A bearded dragon can be taken outside on sunny, warm days to feel the benefit of natural UV light. Shade must be available and the reptile must be constantly supervised.

Bearded Dragon: Comprehension Questions

1. Explain how bearded dragons came to be known by this name.

2. Why do you think their captive environment needs to replicate their natural environment?

3. Explain why the vivarium needs to be secure and large.

4. A thermostat must be installed to 'ensure the temperature doesn't fluctuate'. What does this mean?

5. A new owner of a bearded dragon is planning to put newspaper in the bottom of the vivarium. Explain what you think of this idea, and what other suggestions would you make?

6. Why do you think the live food that will be fed to the dragon needs to be fed and looked after?

7. What is the purpose of putting a powder supplement on the live food before giving it to the dragon?

8. Your friend is going to get a much larger vivarium and put three bearded dragons in there.
What would you tell them?

9. A bearded dragon has a swollen leg and one of its muscles is twitching. What could be wrong with it, what could have caused it and what might help, until you can get it to a reptile expert?

10. Write a definition for each of these words:

Diurnal:_____

Omnivore:_____

Ectothermic:_____

WIZARD WRITE

Instructions to make a shadow puppet

In Science a couple of weeks ago, you made a shadow puppet. Think about how you did this because today you are going to write instructions for making a shadow puppet. Here are the things that will make this writing successful.

- > Write a title
- > Write a list of the things needed with bullet points
- > Use a picture or diagram
- > Write my instructions in the right order with numbers
- > Use sentence openers to order the instructions
- > Use 'bossy' verbs
- > Use capital letters and full stops

Useful Vocabulary

When words

first
next
then
when
after
before
while
penultimately
lestly
finally

Doing words(verbs)

put
fold
press
turn
make
attach
cook
cut
place
take
hold
pull
wait
measure
check
look

How words

carefully
gently
slowly
firmly
evenly
sensibly

Remember to think carefully about the order you put the instructions in. Make sure they are clear so can be followed by other people.

Planning sheet:

What you need:

Remember to include everything you need -the materials and the equipment.

What to do:

Make notes of the key steps. Which time words will you use?

Top Tips:

Is there something people must do in order to ensure their puppets are effective?

Instructions for how to make a shadow puppet



Top Tip:

1. Underline the errors in each sentence.

- A. Hardin asked his dad, where are my shoes."
- B. "I often forget to tie my laces before I leave the house. Ruby admitted shyly
- C. Walter exclaimed "tap your nose softly and pat your shoulder quietly."
- D. "Polly, how do I open this cupboard so I can feed the birds, Brenda asked loudly

2. Using the word bank below, complete the sentences and add all the correct punctuation.

A. "Where is the fruit and vegetables aisle. The woman at the supermarket _____ angrily.

B. "When answering questions about a text it is important to read the question and text, before you ask for help?" Marcel _____.

questioned

mumbled

clarified

3. Nikita is using the checklist to make sure she has used all the correct writing features for speech.

Andy was walking through the park with his dog. He saw his friend tracey and he excitedly asked her how are you, my dear friend."

Has she completed the checklist correctly?
Explain how you know.

Punctuation Feature	Tick if included
Capital letters	✓
Inverted commas	✓
Comma before speech	✓
Punctuation to close speech	✓

1. Circle the features that have been used in the underlined expanded noun phrase in each sentence.

A. Brandon sang for his fans in Manchester.

determiner

adjective

prepositional
phrase

B. Mum drove her new car down the motorway.

determiner

adjective

prepositional
phrase

2. Circle the expanded noun phrase that would change the meaning of the sentence.

Sam looks after some scary monsters in the dark.

A. a gentle monster in school

B. several terrifying monsters at night

C. hundreds of monsters in a cave

3. Use the word bank to improve the sentence below by adding an expanded noun phrase. Your sentence must have at least one adjective and one preposition.

We went on a trip.

to

long

coach

friendly

under

exciting

in

animals

walking

bench

Week Beginning 6th July: Comprehension: The Mayas. (The Mayas were an ancient civilisation in South America)

Help Wanted: Ancient Mayan Citizen

Job Role: Ancient Mayan citizen

Location: Tikal, Guatemala

Salary: 500 cacao beans and 2 sacks of salt per year

So you think you can handle the job of being an Ancient Mayan? Look at the following job description to see if you're up to the task.

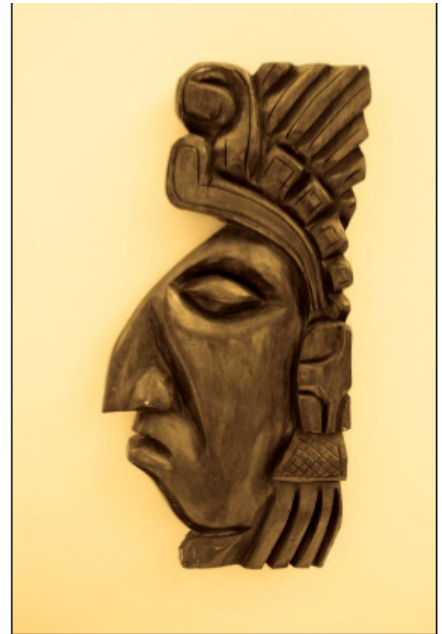
Travel: Firstly, you will need to be able to travel to our beautiful location in an area of Mesoamerica, called the Yucatan, which you might now know as Southern Mexico and Central America. The land in this area varies between high mountain ranges, exotic rainforests and stunning coastlines. There are no vehicles, so your only mode of transport will be walking.

Education: You will need to be able to fluently read and write using our Ancient Mayan symbols. The Mayan alphabet system is made up of over 1000 symbols which represent different sounds made in our language. We also use symbols instead of numbers.

Skills: Your main job is likely to be based in farming, so you will need to have skills in growing and harvesting crops. You will also need to be able to turn the dense jungle into suitable farmland, the forests often need to be cut back and burned so the nutrients from the ash can make the soil fertile.

Diet: You must be happy to survive on a diet consisting of fruits, nuts, vegetables, beans and grains. But above every other food, you must love maize! This food is a very important part of our lives and even features in our creation story. We use maize in lots of different ways. It can be ground to make flatbread or porridge and can even be fermented to produce beer. Another special food for us Mayans is cacao, which is enjoyed because of its rich chocolatey flavour and is often mixed with chilli to create a delicious drink.

Appearance: To be considered as beautiful in our Mayan society, you should ideally have a large nose and a sloped forehead. Crossed eyes are also considered to be very attractive in our culture. If your head is not already the correct shape, it can be bound between two flat boards in order to create the perfect shape. As well as this, a



bead on a string can be attached to the boards so that it can make you become crosseyed. You can always make your nose look bigger using clay if you wish.

Religion: Of course you will need to respect and praise the Ancient Mayan gods. We have many gods, such as Hun Ixim, the maize god, who decides whether a crop will succeed or fail. You will need to read our precious holy book 'The Popul Vah', which includes the story of our creation.

Society: Our king is at the top of our society and is thought to have godlike powers with huge temples built in his name. The king's family, nobles and other royals are also treated with great respect. Craftspeople and merchants are next, followed by farmers and finally slaves. On special occasions, great celebrations are held in our communities so commoners and slaves can get to see the king and his family.

Leisure Time: You may be invited to play ball games, as these are very popular in our Mayan world. The aim of our favourite game is to keep a rubber ball in the air using different parts of your body and then pass it through the stone hoops. However, hands and feet are not allowed to be used. At the end of the game, if you are on the losing team you may be offered up to the gods as a blood sacrifice.

Contact Us: If you are interested in applying for the job, please get in touch with us at: The Lost World Pyramid, Tikal, Guatemala, MA1 OYA.

Questions:

Help Wanted: Ancient Mayan Citizen – Comprehension

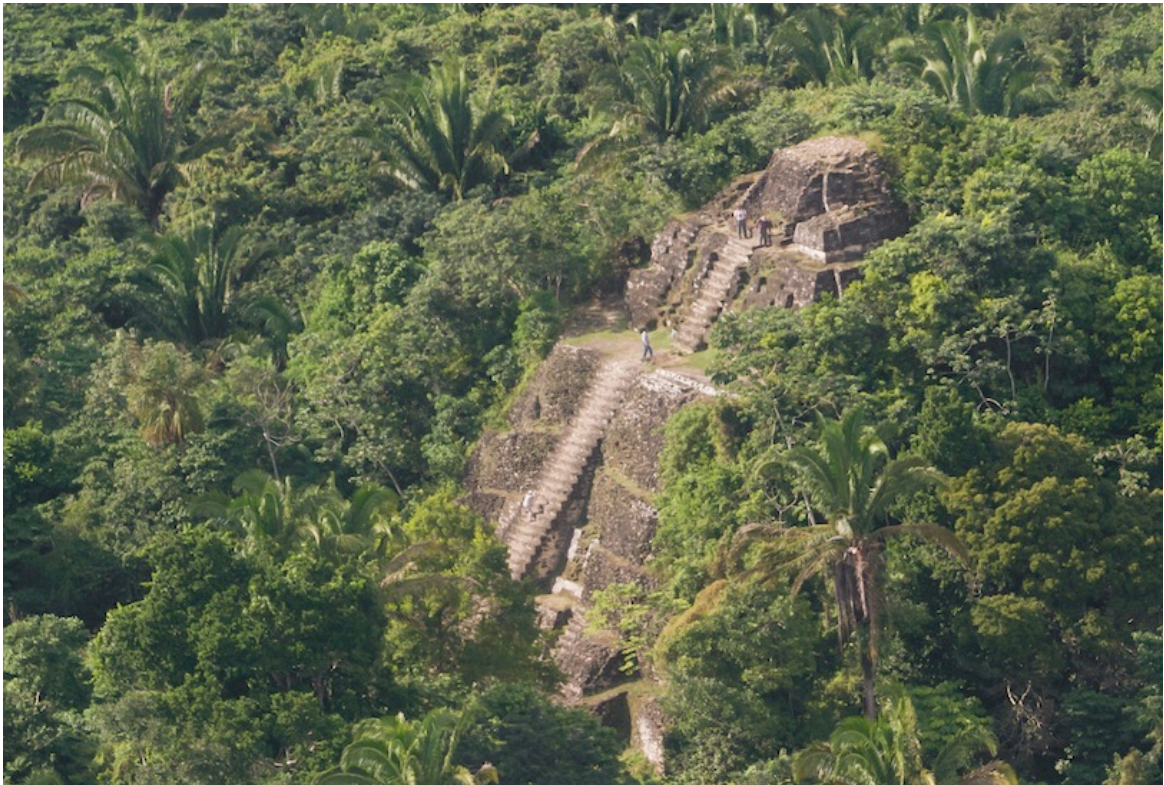
1. What type of text is this?
2. What is the salary for the role of an Ancient Mayan citizen according to this text?
3. What is the Mayans most favourite food?
4. What is the role of the god 'Hun Ixim'?
5. What is 'The Popul Vah'?
6. Would you have liked to have lived in the Ancient Mayan times? Explain your answer.
7. Why has the writer included an address at the end of the text?

Tuesday: Comprehension: read text again answer these questions:

8. What is the purpose of this text?
9. The text asks for people who can 'fluently' read and write in Ancient Mayan. What does 'fluently' mean in this context?
10. Summarise the contents of the 'Education' section of the text.
11. In the text it mentions the 'dense rainforest'. What does the word 'dense' mean in this context?
12. Make a list of foods eaten by the Ancient Mayans.
13. Which words and phrases from the text show that the Mayans lived in an attractive area?
14. Use a dictionary to find what the word 'fertile' means in this context.
15. Find three facts from within the 'Religion' section of the text.
16. Summarise the contents of the 'Society' section of the text.
17. What is meant by the term 'Leisure Time'?
18. What does the word 'sacrifice' mean in the context of this text?

Wednesday: Wizard write - diary entry

We are going to continue on with a Mayan theme in this week. Have a look at the picture below which is of an ancient Mayan temple in Belize, a country in Central America. It was built by the Mayan people thousands of years ago!



One way of getting to this temple is by travelling up a river by boat, and then trekking through a jungle. Imagine that you make this journey, and after hours and hours of travelling up a river in a boat and through a hot, humid jungle, finally get your first glimpse of the temple of Lamanai.

Task: use your imagination to write a diary entry to describe your experiences the day you travelled to and saw the temple of Lamanai. Think about:

- How you would have felt on the morning of your trip;
- What it would have been like taking a boat up the river;
- What would it have been like walking through the jungle? What sounds would you have heard? What would you have seen?
- What emotions did you feel when you first caught sight of the temple through the trees?
- Describe the temple itself;
- How did you feel when it was time to go? Were you ready to leave or not? Why?

Emotions

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happy
content
pleased
relaxed
peaceful
jolly
pleased
glad



overjoyed
delighted
excited
thrilled
elated
ecstatic
jubilant
over the moon
tickled pink
on cloud nine



unhappy
sad
upset
down
disappointed
troubled



scared
afraid
worried
troubled
concerned
fearful
nervous
apprehensive



angry
cross
furious
grumpy
moody
mad



surprised
shocked
amazed
dumbfounded



embarrassed
abashed



tired
sleepy



drained
weary



confused
baffled



bewildered
bemused

Jungle Senses

See

bright
animals
sunshine
mud
leaves
greenery
trees
tigers
blue sky



Hear

parrots squawking
water falling
tigers growling
ants crawling
snakes hissing
trees swaying
frogs calling



Smell

fragrant
cut grass
woody
pleasant
rotten
manure
pungent



Touch

scaled
soft
rough
silky
bumpy
wet
furry
bushy
prickly



Words/phrases to describe your feelings:

In the morning _____

When travelling in the boat: _____

When walking through the jungle: _____

When you first glimpsed the temple: _____

At the end of your day: _____

Words/phrases you could use to describe the
jungle - sounds you could hear/what you could
see:

Words/phrases you could use to describe what
the temple looked like: _____

- Write in the **FIRST PERSON** - use pronouns such as ***I, myself, my, mine, we*** etc
- Describe what you **saw and heard** on each stage of your journey that day in as much detail as you can;
- Describe your **emotions** on each stage of your journey;
- Remember to use capital letters to begin each sentence, and appropriate punctuation at the end of each one too.

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper or a form designed for handwritten entries. There are no margins, text, or other markings on the page.

Root Words, Prefixes and Suffixes

1a. Find all the possible combinations of prefixes and suffixes with the root word 'sleep'.

un-	-s
-ing	-er



A

Root Words, Prefixes and Suffixes

1b. Find all the possible combinations of prefixes and suffixes with the root word 'park'.

-er	-ing
-s	un-



A

2a. Sophie says,



I have added the prefix 'un-' to all of these words.

think	love
kind	helpful
wanted	play

Which words do not work and why?



R

2b. Kevin says,



I have added the suffix '-ful' to all of these words.

use	joy
more	happy
help	wish

Which words do not work and why?



R

3a. Which word is the odd one out? Explain your answer.

trees	bears
stopped	eggs

3b. Which word is the odd one out? Explain your answer.

teacher	smallest
fisher	player

Root Words, Prefixes and Suffixes

4a. Find all the possible combinations of prefixes and suffixes with the root word 'fold'.

un-

-est

-less

-er

auto-

-ly



A

Root Words, Prefixes and Suffixes

4b. Find all the possible combinations of prefixes and suffixes with the root word 'quick'.

super-

-est

-er

-ness

-ful

-ly



A

5a. Meg says,



I have added the prefix 'super-' to all of these words.

stand

market

glue

star

hero

love

Which words do not work and why?



R

5b. Daniel says,



I have added the suffix '-less' to all of these words.

heart

finger

jump

thank

power

height

Which words do not work and why?



R

6a. Which word is the odd one out? Explain your answer.

unwanted

helpful

careful

unhelpful



R

6b. Which word is the odd one out? Explain your answer.

undecided

unprepared

unharmful

decidedly



R

The table below indicates our spelling focus for this term. A spelling test will take place each Friday. It is essential that your child learns these spellings and continues to learn the Year 2 common exception words that they are not spelling correctly. We gave out the Year 3 and 4 spellings at Parents' evening. These must also be learnt.

Test date	Rule	Words to Practise
05.06.20	Statutory words and the 'uh' sound spelt 'o'	done come love above sure
12.06.20	The 'uh' sound spelt 'ou'	touch double find poor father
19.06.20	Homophones	tail tale weak week hour our
26.06.20	Statutory words	eye prove move even again
03.07.20	Homophones	their there would wood hear here
10.07.20	Statutory words	They school friend house our

The table below indicates our spelling focus for this term. A spelling test will take place each Friday. It is essential that your child learns these spellings and continues to learn the Year 2 common exception words that they are not spelling correctly. We gave out the Year 3 and 4 spellings at Parents' evening. These must also be learnt.

Test date	Rule	Words to Practise
05.06.20	Statutory words and the 'uh' sound spelt 'o'	Monday other above wonder month
12.06.20	The 'uh' sound spelt 'ou'	double trouble young country rough
19.06.20	Homophones	witch which grown groan flour flower
26.06.20	Statutory words	library famous extreme calendar important
03.07.20	Homophones	brake break their there here hear
10.07.20	Statutory words	Enough exercise every minute learn

The table below indicates our spelling focus for this term. A spelling test will take place each Friday. It is essential that your child learns these spellings and continues to learn the Year 2 common exception words that they are not spelling correctly. We gave out the Year 3 and 4 spellings at Parents' evening. These must also be learnt.

Test date	Rule	Words to Practise
05.06.20	Statutory words and the 'uh' sound spelt 'o'	wonder another brother woman discover
12.06.20	The 'uh' sound spelt 'ou'	encourage country flourish enough toughest
19.06.20	Homophones	threw through bored board weather whether
26.06.20	Statutory words	although therefore increase particular consider
03.07.20	homophones	groan, grown, plain, plane he'll, heal, heel
10.07.20	Statutory words	Important position particular occasion occasionally