

Week 2

Activities and

Answers

Useful Websites to Support Learning

English:

<https://www.spellingcity.com/spelling-games-vocabulary-games.html#>
<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>
<https://www.education.com/games/grammar/>

<https://www.oxfordowl.co.uk/> Username: eps_yearfour Password: yearfour

Maths:

<https://play.trockstars.com/>
<https://play.numbots.com/#/intro>
<https://www.topmarks.co.uk/maths-games/hit-the-button>
<https://www.topmarks.co.uk/maths-games/7-11-years/problem-solving>

Science: Sound topic

<https://www.bbc.co.uk/bitesize/topics/zgffr82>
<https://www.educationquizzes.com/ks2/science/sound/>
<https://www.topmarks.co.uk/Search.aspx?q=sound>
<http://www.primaryhomeworkhelp.co.uk/revision/Science/sounds.html>

History: Vikings

<https://www.theschoolrun.com/homework-help/vikings>
<https://www.bbc.co.uk/bitesize/topics/ztyr9j6>
<https://www.topmarks.co.uk/Search.aspx?q=vikings>



BE SMART ONLINE



S

SAFE Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.

M

MEET Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on www.thinkuknow.co.uk

A

ACCEPTING Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you.


R

RELIABLE You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.

T

TELL Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline – 0800 11 11 or www.childline.org.uk



BE SMART WITH A HEART Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.

WWW.CHILDNET.COM

E-Safety Check Answers

True	False
Tell an adult you trust if anyone asks to meet up with you.	It's OK to tell strangers where you live.
You should never open an email from a stranger.	I can click on any pictures that pop up on screen.
Don't send pictures to people you don't know.	It's OK to click on any of the icons on my screen.
Treat people nicely online.	All messages contain viruses.
Always ask a grown up before you use the Internet.	If someone sends me a nasty message, I can send a nasty message back.
Think carefully before you click.	People online never lie about who they are.



Week 2

Spelling

These are the Year 3 and 4 spelling words we would like you to be practising regularly at home. Another list can be found in your reading record. This list is arranged according to spelling patterns to help make them easier to remember.

suffix -ly, -ally	-ible words	split digraph – long vowel sounds	Other words
accidentally actually occasion(ally) probably	possible	Two letters make one sound that are split (e.g. guide - 'i-e') arrive decide describe extreme guide surprise (review work from Year 1)	answer breath breathe build calendar complete consider continue early earth experiment group guard forward(s)
'n' spelt as 'kn'	-ough letter strings		fruit heard heart history imagine important increase island
knowledge knowledgeable	enough though/although thought through (currently taught in Years 5/6)		learn length material minute natural often particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence special (-tial words) straight strange strength surprise woman/women
-tion and -sion	Words from other countries		
words mention occasion position possess(ion) question	bicycle (cycle - from the Greek for <i>wheel</i>) (bi-meaning 'two')	cross-curricular words	
'or' sound spelt 'ough'	'i' sound spelt as 'u'	earth eight/eighth fruit heart history increase	
caught naughty (regional pronunciation)	busy/business	minute natural opposite position quarter regular weight material experiment length	
'ei', 'ey' and 'eigh' sounds	adding prefixes	's' sound spelt as 'c' before 'e', 'i' and 'y'	
eight/eighth reign weight height (exception)	(dis)appear (dis)believe (re)build (re)position	bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2)	
adverbials	unstressed vowels		
therefore	different favourite February interest library ordinary separate		
-ous words			
famous various	double consonants		
	address appear arrive different difficult disappear grammar occasion opposite pressure suppose		


Spelling Activities

The following activities are linked to spelling rules taught throughout Year 4.

Day 1: Write out the word which is the correct spelling.

5a. Match the start of each word to the correct spelling of the full word.		5b. Match the start of each word to the correct spelling of the full word.	
<u>Start</u>	<u>Full Word</u>	<u>Start</u>	<u>Full Word</u>
vou	voucher	resear	researcher
	vouture		researture
depar	departure	furni	furnicher
	deparcher		furniture
plea	pleature	trea	treasure
	pleasure		treasure

Day 2:

4b. Rewrite the sentence below and correct the spelling mistakes.	6a. Abdul thinks he has written his sentence correctly.
<p>Car drivers have to regularly check the air presture in their tyres, as if it gets too low, they run the risk of getting a punccher.</p>	 Abdul <p>We can just fit all of the furnicher into our classroom but it's a tight squeeze.</p> <p>Is he correct? How do you know?</p>

Spelling Activities

Day 3:

Find all the words that form a family of words based on the same root word.

joyful gleeful
 joyfully
 gladdest
 happiest
 joyfulness

Create a sentence with each of the words formed from the same root word to show how you would use each version.

Day 4:

Which sentence has the correct spelling of the underlined word?

- A. The x-ray showed that I had a nasty fracture at the top of my arm.
- B. The x-ray showed that I had a nasty fraccher at the top of my arm.

Can you find three other words which also use the suffix -ture? Create a sentence for each of them.

Day 5:

Create your own sentence using one word from each column in the word bank. Include at least two adjectives in your sentence.

<u>furnicher</u>	pressure
picture	<u>culture</u>

Hint: Some of the words in the word bank are spelt incorrectly!



Week 2

Guided Reading

Easter

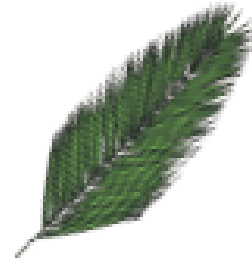
What Is Easter?

Easter is an important Christian festival. It is when Christians remember that Jesus died on the cross and came back to life three days later.

Holy Week begins on Palm Sunday.

What Happened on Palm Sunday?

The Bible tells us that Jesus and his followers went to Jerusalem on Palm Sunday. Lots of people had heard that Jesus was coming so a big crowd had gathered to see him. They waved palm leaves in the air and laid them on the ground for Jesus to walk on.



What Happened on Maundy Thursday?

On Maundy Thursday, Jesus and his followers had their last meal together, known as The Last Supper. Jesus washed his friends' feet and told them that they should always love one another. Jesus then gave each person some bread and wine, explaining that his friends should share bread and wine after his death to remember him.

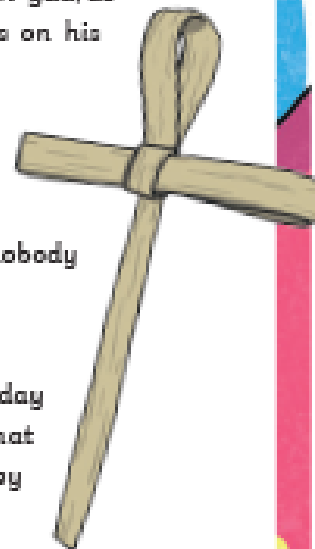


What Happened on Good Friday?

It was on Good Friday that Christians believe that Jesus died. Jesus was made to carry a heavy, wooden cross through the city. The Roman guards nailed Jesus to the cross and placed a crown made of thorns on his head.

What Happened on Holy Saturday?

Christians believe that Jesus' body was placed in a tomb on Holy Saturday. A heavy stone was rolled in front of the entrance and it was guarded by a Roman soldier so that nobody could take his body.



What Happened on Easter Sunday?

Easter Sunday is a happy day for Christians because it is the day that they believe Jesus rose from the dead. The Bible says that Jesus' friends and family went to visit the tomb. When they

Easter

got there, the body had gone. On that day, and for 40 days afterwards, Jesus' friends saw him in lots of different places. They realised that God had raised him from the dead.

How Do Christians Celebrate Easter Sunday?

To celebrate Jesus coming back to life, lots of Christians go to special church services on Easter Sunday.

Did You Know...?

The exact date of Easter Sunday changes every year.

Easter has been celebrated on:

5th April 2015

27th March 2016

16th April 2017

Easter will be celebrated on:

1st April 2018

21st April 2019

12th April 2020



Day 1: Guided Reading Questions

1. Word association: What words or phrases do you associate with the word Easter?

2. Look at the whole text and match the heading to the correct summary. (2 mark)

What is Easter	Jesus and his followers had their last meal together which is known as the last supper. Jesus gave his followers wine and bread.
What Happened on Palm Sunday?	On this day, Christians believe that Jesus' body was placed in a tomb and a heavy stone was rolled in front of the entrance.
What Happened on Maundy Thursday?	On this day, Jesus and his followers went to Jerusalem and there was a big crowd there to see him. They laid palm leaves on the ground.
What Happened on Good Friday?	This is a happy day for Christians as they believe Jesus rose from the dead. Friends and family visited the tomb and found it empty.
What happened on Holy Saturday?	This is the day that Christians believe Jesus died. He was made to carry a heavy cross through the city before being nailed to it.
What Happened on Easter Sunday?	This is an important Christian festival where Christians remember that Jesus died and came back to life three days later.

3. Why is Easter an important festival for Christians?

Easter is an important festival for Christians because ..

4. Can you find out why the Thursday is called Maundy Thursday?

The Thursday is called Maundy Thursday because ...

Day 1: Guided Reading Answers

1. Word association: What words or phrases do you associate with the word Easter?

List of any words linked to Easter including links to Christianity but also chocolate and Easter eggs etc.

2. Look at the whole text and match the heading to the correct summary. (2 mark)

What is Easter	Jesus and his followers had their last meal together which is known as the last supper. Jesus gave his followers wine and bread.
What Happened on Palm Sunday?	On this day, Christians believe that Jesus' body was placed in a tomb and a heavy stone was rolled in front of the entrance.
What Happened on Maundy Thursday?	On this day, Jesus and his followers went to Jerusalem and there was a big crowd there to see him. They laid palm leaves on the ground.
What Happened on Good Friday?	This is a happy day for Christians as they believe Jesus rose from the dead. Friends and family visited the tomb and found it empty.
What happened on Holy Saturday?	This is the day that Christians believe Jesus died. He was made to carry a heavy cross through the city before being nailed to it.
What Happened on Easter Sunday?	This is an important Christian festival where Christians remember that Jesus died and came back to life three days later.

3. Why is Easter an important festival for Christians?

Easter is an important festival for Christians because it is a time when they remember Jesus dying and then rising from the dead on Easter Sunday.

4. Can you find out why the Thursday is called Maundy Thursday?

The Thursday is called Maundy Thursday because the word Maundy means command and on the Thursday, Jesus commanded his disciples to love one another as he had loved them.

Day 2: Guided Reading Questions

Today we are going to explore the grammar and vocabulary within the text and who its audience is.

1.. Look at the paragraph beginning 'On Maundy Thursday,' Find and copy a word which means the same as supporter. (1 mark)

2. What does the word *celebrate* mean in this line? (1 mark)

"To celebrate Jesus coming back to life, lots of Christians go to special church services on Easter Sunday."

The word *celebrate* means...

3. Look at the paragraph beginning "Christians believe that Jesus' body was ..." circle the word closest in meaning to guarded. (1 mark)

Careful protected patrolled watched

4. Look at the paragraph with the heading 'What Happened on Palm Sunday?' Find and copy a group of words which means there were lots of people. (1 mark)

5. Look at the section with the heading 'What Happened on Holy Saturday'. What word could you replace heavy with to complete this sentence? (1 mark)

"A heavy stone was rolled in front of the entrance and it was guarded by a Roman soldier so that nobody could take his body."

You could replace heavy with ...

6. Choose two other conjunctions you could use to complete this sentence. (1 mark)

"Lots of people had heard that Jesus was coming so a big crowd had gathered to see him."

Two other conjunctions you could use are ...

Day 2: Guided Reading Answers

Today we are going to explore the grammar and vocabulary within the text and who its audience is.

1.. Look at the paragraph beginning '*On Maundy Thursday*,' Find and copy a word which means the same as supporter. (1 mark)

Follower

2. What does the word *celebrate* mean in this line? (1 mark)

"To celebrate Jesus coming back to life, lots of Christians go to special church services on Easter Sunday."

The word *celebrate* means enjoy and acknowledge a particular event.

3. Look at the paragraph beginning "Christians believe that Jesus' body was ..." circle the word closest in meaning to guarded. (1 mark)

Careful

protected

patrolled

watched

4. Look at the paragraph with the heading '*What Happened on Palm Sunday?*' Find and copy a group of words which means there were lots of people. (1 mark)

Big crowd

5. Look at the section with the heading '*What Happened on Holy Saturday*'. What word could you replace heavy with to complete this sentence? (1 mark)

"A heavy stone was rolled in front of the entrance and it was guarded by a Roman soldier so that nobody could take his body."

You could replace heavy with weighty, huge, dense, hefty.

6. Choose two other conjunctions you could use to complete this sentence. (1 mark)

"Lots of people had heard that Jesus was coming so a big crowd had gathered to see him."

Two other conjunctions you could use are therefore and and.

Day 3: Guided Reading Questions

Today we will be focusing on our retrieval skills. What does retrieval mean?

1. Look at the paragraph beginning *"It was on Good Friday that Christians believe that Jesus died."* what was placed on Jesus' head? (1 mark)

A _____ was placed on Jesus' head.

2. Look at the section with the heading *'What happened on Easter Sunday?'* How long were Jesus' friends seeing him for after he died?(1 mark)

Jesus' friends were seeing him for ... _____

3. Write down two things you are told about Palm Sunday. (1 mark)

Two things you are told about Palm Sunday are ... _____

4. Look over the whole text and say whether each statement is true or false. (2 mark)

	True	False
Christians go to special church services to celebrate Jesus coming back to life.		
Palm leaves were made into decorations for the arrival of Jesus in Jerusalem.		
Jesus was made to carry a heavy, wooden cross on his own through the city.		
Easter has been celebrated on 5th April 2015		

5. Look at the paragraph beginning *"On Maundy Thursday..."* Why did Jesus tell his friends to share bread and wine after his death? (1 mark)

Jesus told his friends to share bread and wine ... _____

6. According to the text, Christians celebrate Easter every year. (1 mark)

True

False

Explain how you know. Use evidence from the text to support your answer.

I think this true/false because ... _____

Day 3: Guided Reading Answers

Today we will be focusing on our retrieval skills. What does retrieval mean?

1. Look at the paragraph beginning *"It was on Good Friday that Christians believe that Jesus died."* what was placed on Jesus' head? (1 mark)

A crown made from thorns was placed on Jesus' head.

2. Look at the section with the heading *'What happened on Easter Sunday?'* How long were Jesus' friends seeing him for after he died?(1 mark)

Jesus' friends were seeing him for 40 days after he died.

3. Write down two things you are told about Palm Sunday. (1 mark)

Two things you are told about Palm Sunday are that Jesus and his followers went to Jerusalem and there was a big crowd of people there to see him. Another point is that the people waved palm leaves and laid them on the floor for Jesus to walk on.

4. Look over the whole text and say whether each statement is true or false. (2 mark)

	True	False
Christians go to special church services to celebrate Jesus coming back to life.	/	
Palm leaves were made into decorations for the arrival of Jesus in Jerusalem.		/
Jesus was made to carry a heavy, wooden cross on his own through the city.	/	
Easter has been celebrated on 5th April 2015	/	

5. Look at the paragraph beginning *"On Maundy Thursday..."* Why did Jesus tell his friends to share bread and wine after his death? (1 mark)

Jesus told his friends to share bread and wine after his death as a way to remember him.

6. According to the text, Christians celebrate Easter every year. (1 mark)

True

False

Explain how you know. Use evidence from the text to support your answer.

I think this true because the text states the yearly dates for Easter Sunday as well as explaining that Christians celebrate Easter Sunday by going to special church services. This shows that it is an event which happens regularly.

Day 4: Guided Reading Questions

1. Look at the paragraph beginning "*It was on Good Friday that ...*" Why do Christians believe Jesus died on this day? (1 mark)

Christians believe Jesus died on this day because ...

2. Look at the section with the heading '*What Happened on Maundy Thursday*'. Explain how you know that it was evening when Jesus and his friends had their last meal together. (1 mark)

I know that it was evening because ...

3. Explain how you know that Easter lasts for a week. (1 mark)

I know that Easter lasts for a week because ...

4. Give two reasons why Jesus' friends and family believe he had risen from the dead. (1 mark)

Two reasons Jesus' friends and family believed he had risen from the dead are ...

5. What does the act of placing palm leaves on the ground suggest about the people of Jerusalem's attitude towards Jesus? (1 marks)

The act of placing palm leaves on the ground suggests ...

Day 4: Guided Reading Answers

1. Look at the paragraph beginning *"It was on Good Friday that ..."* Why do Christians believe Jesus died on this day? (1 mark)

Christians believe Jesus died on this day because it was the day that Jesus was made to carry the cross that he was then nailed to.

2. Look at the section with the heading *'What Happened on Maundy Thursday'*. Explain how you know that it was evening when Jesus and his friends had their last meal together. (1 mark)

I know that it was evening because the meal is referred to as the last supper. Supper is a word used to describe an evening meal.

3. Explain how you know that Easter lasts for a week. (1 mark)

I know that Easter lasts for a week because the text tells us that it starts on Palm Sunday and ends on Easter Sunday. The text also refers to Easter time as being the Holy Week.

4. Give two reasons why Jesus' friends and family believe he had risen from the dead. (1 mark)

Two reasons Jesus' friends and family believed he had risen from the dead are that the tomb was empty when they visited on Easter Sunday and they continued to see Jesus in different places after he had died.

5. What does the act of placing palm leaves on the ground suggest about the people of Jerusalem's attitude towards Jesus? (1 marks)

The act of placing palm leaves on the ground suggests that people thought Jesus was very important therefore he should not walk on the dirt. It shows a sign of respect towards Jesus and that they think he is special.

Day 5: Guided Reading Questions

1. Choose the correct word from the text to complete this sentence. (1 marks)

"The Bible says that Jesus' friends and family went to _____ the tomb"

2. Find and copy an example of a fronted adverbial. (1 mark).

3. How does the author describe the cross that Jesus had to carry through the city? (1 mark)

The author describes the cross as ...

4. Order the statements from 1—5 for when they appear in the text (1mark)

The day after Jesus was hung on the cross, his body was placed in a tomb.

Palm leaves were waved or laid down on the path when Jesus arrived in Jerusalem.

Christians celebrate each year by attending a special church service.

Jesus told his friends to share bread and wine after his death to remember him.

Jesus had been risen from the dead by God.

5. According to the text, what happened to Jesus between Good Friday and Easter Sunday? (2 marks)

Between Good Friday and Easter Sunday, Jesus...

Day 5: Guided Reading Answers

1. Choose the correct word from the text to complete this sentence. (1 marks)

"The Bible says that Jesus' friends and family went to _____ the tomb"

Visit

2. Find and copy an example of a fronted adverbial. (1 mark).

Any of these three:

On Maundy Thursday, On this day, To celebrate Jesus coming back to life,

3. How does the author describe the cross that Jesus had to carry through the city? (1 mark)


The author describes the cross as heavy and wooden.

4. Order the statements from 1—5 for when they appear in the text (1mark)

The day after Jesus was hung on the cross, his body was placed in a tomb.	3
Palm leaves were waved or laid down on the path when Jesus arrived in Jerusalem.	1
Christians celebrate each year by attending a special church service.	5
Jesus told his friends to share bread and wine after his death to remember him.	2
Jesus had been risen from the dead by God.	4

5. According to the text, what happened to Jesus between Good Friday and Easter Sunday? (2 marks)

Between Good Friday and Easter Sunday, Jesus died on the cross and then Jesus's body was taken down and placed into a tomb that was protected by Roman soldiers.



Week 2

English

Spelling, Punctuation and Grammar

English- Day 1

a
Can you spot **two** mistakes in this sentence? Underline them and explain why they are incorrect.



As they walked along the side of the pond, the duckling's all followed there mother.

b
Can you think of words ending in -sion or -tion to match these definitions?

A place where people bid to buy goods.

An attack on a place (the Vikings were good at these).

c
Add a suitable fronted adverbial to this sentence. Don't forget to add a comma after your phrase to separate it from the rest of the sentence.



_____ the man relaxed under an umbrella to read his book.

e
Add suitable pronouns or noun phrases in the gaps:

Izaak and his brother, Asim, were going to the mosque.

_____ arrived just in time.

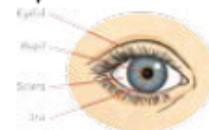
With outstretched arms, the snuggle monster chased the children. _____ was slowly catching them.

d
Mr Whoops has accidentally jumbled up a pair of homophone words. Can you help him to unjumble them?

tpccea xeptec



f
Add 'a' or 'an' determiners back into these explanation sentences:



_____ eye works in a similar way to a camera.

Within the iris, there is _____ tiny hole called the pupil, which lets light through.

The eyelid has _____ unique design, which protects the eye from damage.

What is an adverbial?

An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or a clause. Adverbs can be used as adverbials, but many other types of words, phrases and clauses can be used in this way, including prepositional phrases and subordinate clauses.

What is a fronted adverbial?

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



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

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

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

Next Steps: Adding Commas

Where should the comma go in this fronted adverbial sentence?

**On Tuesday Class 12 are visiting
The Imperial War Museum.**

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

Where should the comma go in this fronted adverbial sentence?

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

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

As they walked along the side of the pond, the **duckling's** all followed **there** mother.



a

Possible answer:

It should say ducklings with no apostrophe as it is a plural and not a possessive 's'. and It should be the pronoun 'their' and not 'there'- this is the wrong homophone word.

Can you think of words ending in -sion or -tion to match these definitions?

A place where people bid to buy goods.

auction

An attack on a place (the Vikings were good at these).

invasion

b

Add a suitable fronted adverbial to this sentence. Don't forget to add a comma after your phrase to separate it from the rest of the sentence.



c

Accept any suitable fronted adverbial phrase marked with a comma, e.g. Trying to avoid the heat of the midday sun, the man relaxed under an umbrella to read his book.

Add suitable pronouns or noun phrases in the gaps:

Accept 'They' or any sensible noun phrase, e.g. 'The two boys'.

Accept 'It', 'He' or any sensible noun phrase, e.g. 'The loveable creature'.

e

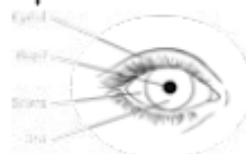
Mr Whoops has accidentally jumbled up a pair of homophone words. Can you help him to unjumble them?

accept except



d

Add '**a**' or '**an**' determiners back into these explanation sentences:



An eye works in a similar way to a camera.

Within the iris, there is **a** tiny hole called the pupil, which lets light through.

The eyelid has **a** unique design, which protects the eye from damage.

f

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Next Steps: Adding Commas

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**On Tuesday Class 12 are visiting
The Imperial War Museum.**

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

Where should the comma go in this fronted adverbial sentence?

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

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

English—Day 2

a
Underline the verbs in these sentences and replace them for more ambitious synonyms (words that means the same). Use a thesaurus if you need to.

During the Ice Age, woolly mammoths lived on Planet Earth. They walked around the land eating leaves and other vegetation.



b
Can you think of root words which match these definitions when added to the prefix inter-?

From an overseas country.

inter_____

To interrupt to add a comment.

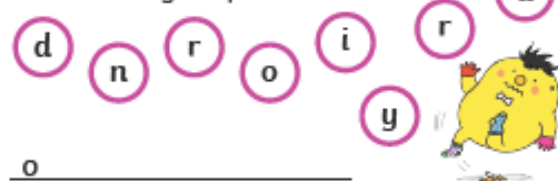
inter_____

c
Can you underline all of the determiners in these sentences?

All four boys in the band were determined to impress.



f
Mr Whoops has been juggling with the letters from one of his Year 4 spelling words. Can you spot what it is?



d
Write a present progressive sentence about this picture that also has a fronted adverbial. Don't forget your comma.



e
Can you unscramble these three possessive pronouns? Use the numbered letters to make another possessive pronoun.

r u s o 3

t e r h i s 2

e s h r 1

1	2	3
---	---	---

Now, use the possessive pronoun you have made in a direct speech sentence.

Next Steps: Types of Fronted Adverbial

Fronted adverbials are used to describe...

the **time** something happens,
e.g. **Before sunrise**, Darius crept into the beast's cave.

the **frequency** (how often) something happens,
e.g. **Every so often**, Darius could hear the beast's ferocious snore.

the **place** something happens,
e.g. **At the back of the cave**, the terrifying creature began to stir.

the **manner** something happens,
e.g. **As quick as a flash**, Darius bounded behind a nearby rock.

the **possibility** (how likely) something will/has happen(ed),
e.g. **Almost certainly**, the deadly beast was nearing closer.

Did you notice
how the fronted
adverbials were
punctuated?

Fronted Adverbial Hunt

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

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

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

English—Day 1 answers

a
During the Ice Age, woolly mammoths **lived** on Planet Earth. They **walked** around the land **eating** leaves and other vegetation.

Accept any more ambitious alternatives, e.g. 'existed', 'roamed' and 'devouring'.



b
Can you think of root words which match these definitions when added to the prefix inter-?

From an overseas country.

inter **national**

To interrupt to add a comment.

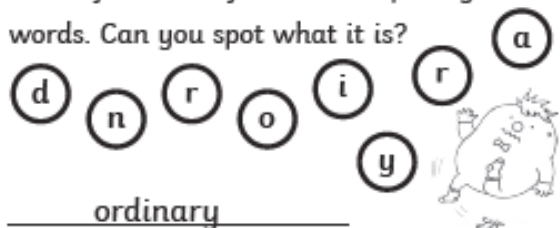
inter **ject**

c
Can you underline all of the determiners in these sentences?

All **four** boys in **the** band were determined to impress.



f
Mr Whoops has been juggling with the letters from one of his Year 4 spelling words. Can you spot what it is?

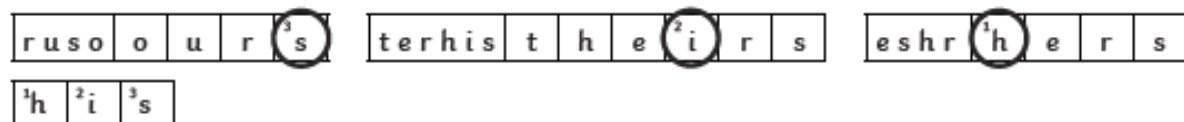


d
Write a present progressive sentence about this picture that also has a fronted adverbial. Don't forget your comma.

Accept any sentence with 'is', an -ing verb form and a correctly punctuated fronted adverbial, e.g. *Before bedtime, the girl is brushing her teeth.*



e
Can you unscramble these three possessive pronouns? Use the numbered letters to make another possessive pronoun.



Now, use the possessive pronoun you have made in a direct speech sentence.

Accept 'his' in a direct speech sentence, e.g. *"Don't touch that pizza! It is his!" shouted Dad at the bickering brothers.*

Next Steps: Types of Fronted Adverbial

Fronted adverbials are used to describe...

the **time** something happens,
e.g. **Before sunrise**, Darius crept into the beast's cave.

the **frequency** (how often) something happens,
e.g. **Every so often**, Darius could hear the beast's ferocious snore.

the **place** something happens,
e.g. **At the back of the cave**, the terrifying creature began to stir.

the **manner** something happens,
e.g. **As quick as a flash**, Darius bounded behind a nearby rock.

the **possibility** (how likely) something will/has happen(ed),
e.g. **Almost certainly**, the deadly beast was nearing closer.

Did you notice
how the fronted
adverbials were
punctuated?

Fronted Adverbial Hunt

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

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

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

English—Day 3



a
Add a sensible subordinate clause to this sentence. Circle the subordinating conjunction that you have used:

Cameron gazed longingly through the window

b
Place the plural possessive apostrophe correctly in this sentence:

All of the boys boots were very wet from the snow.

c
Put ticks in the correct boxes:

	expanded noun phrase	main clause	subordinate clause
after we had eaten lunch			
the rickety bridge over the lake			
when the hero arrived			

d
Circle **all** of the determiners in these sentences:

The greedy penguin ate five mackerel and an octopus.

Now write a sentence that uses the determiner 'an'.

e
Mr Whoops has made **two** clumsy spelling mistakes in his sentence. Can you underline them and correct them?

Yesterday, I went on an exciting advenshure into the mysterious forest.

While trekking through the undergrowth, I spotted a rare crecture as it disappeared into its hole.



f
Can you add suitable prepositions to these sentences?

My mischievous dog ran _____ our gate. Suddenly, she darted _____ the busy road. A passing car had to brake and the man _____ the steering wheel looked very angry.

Writing Your Own Fronted Adverbials: ISPACE

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



-Ing word

e.g. Shaking with fear, ...



Simile

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



Preposition

e.g. Behind the clouds, ...



Adverb

e.g. Anxiously, ...



Conjunction

e.g. After he opened his eyes, ...



-Ed word

e.g. Exhausted, ...

Practise Your Skills

Now, it's your turn.

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



_____, the jubilant winner
of the talent contest celebrated.

Practise Your Skills

Now, it's your turn.

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

I
S
P
A
C
E

_____, the parachutist
landed with a bump.

Practise Your Skills

Now, it's your turn.

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

I
S
P
A
C
E

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

English—Day 1 answers

English—Day 3 answers



a
Circle the subordinating conjunction that you use.

Accept any sensible sentence with a subordinate clause with an appropriate circled subordinating conjunction, e.g. Cameron gazed longingly through the window because the ice cream van had pulled up outside.

b
Place the plural possessive apostrophe correctly in this sentence:

All of the boys' boots were very wet from the snow.

c
Put ticks in the correct boxes:

	expanded noun phrase	main clause	subordinate clause
after we had eaten lunch			✓
the rickety bridge over the lake	✓		
when the hero arrived			✓

d
Circle all of the determiners in these sentences:

The greedy penguin ate five mackerel and an octopus.

Now write a sentence that uses the determiner 'an'.

Accept any sentence which uses the determiner 'an', e.g. 'I ate an egg for breakfast

e
Mr Whoops has made **two** clumsy spelling mistakes in his sentence. Can you underline them and correct them?

Yesterday, I went on an exciting advenshure into the mysterious forest.

While trekking through the undergrowth, I spotted a rare creeture as it disappeared into its hole.

adventure

creature



f
Can you add suitable prepositions to these sentences?

Any suitable prepositions, e.g. through, across and behind.

Writing Your Own Fronted Adverbials: ISPACE

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



-Ing word

e.g. Shaking with fear, ...



Simile

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



Preposition

e.g. Behind the clouds, ...



Adverb

e.g. Anxiously, ...



Conjunction

e.g. After he opened his eyes, ...



-Ed word

e.g. Exhausted, ...

Practise Your Skills

Now, it's your turn.

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



_____, the jubilant winner
of the talent contest celebrated.

Example answers: Smiling from ear to ear, Elated, In front of all the other contestants,

Practise Your Skills

Now, it's your turn.

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



_____, the parachutist
landed with a bump.

Example answers: After jumping out of the plane, Suddenly, Like a rock,

Practise Your Skills

Now, it's your turn.

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



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

Example answers: Early that morning, All around him, Unsurprisingly,

English—Day 4

Place a comma after the fronted adverbial in the sentence and then underline the subordinate clause.



With his arms outstretched the evil pea shouted at the shocked crowd before he flew off into the night.

a

Think of **two** different adverbs that could describe this verb:

"What was that noise?" asked the boy _____.

"What was that noise?" asked the boy _____.

Add a conjunction to one of the sentences and add more detail.

b

Can you fill the spaces using the correct word?

(there/their/they're)

1. **They put on _____ coats.**

2. _____ **was a squirrel in the garden.**

3. "_____ **playing well today!" said the coach.**

Why has an apostrophe been used in the word 'they're'?

d

Tick all the sentences that contain a conjunction.

☐

After he had breakfast, Clinton set off for school.

☐

He ate a chocolate mousse after his sandwich.

☐

During playtime, he ate an apple from his lunchbox.

e

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find **three** of them?



cent

c

Explain the **two** things that are wrong with these sentences and correct them.

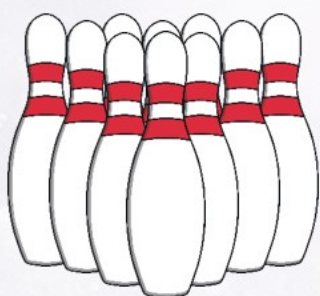
The yoga instructor are demonstrating the pose to the class. Yoga can have a great affect on a person's flexibility.

f

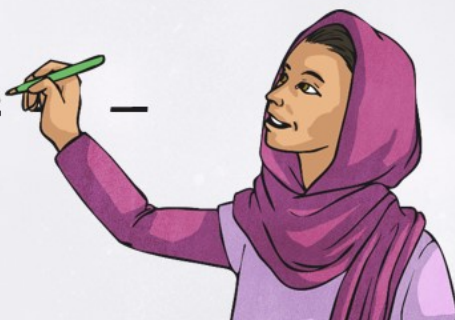


English—Day 4

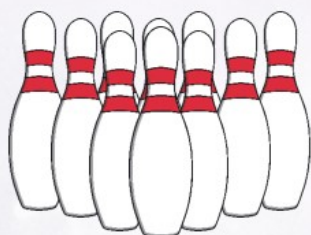
Can you guess the fronted adverbial from the letters you have been given?



— — — a —

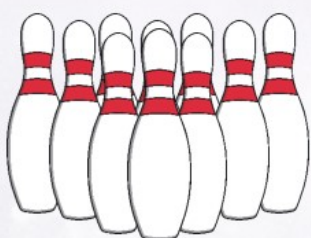


This fronted adverbial uses a **C** Conjunction



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

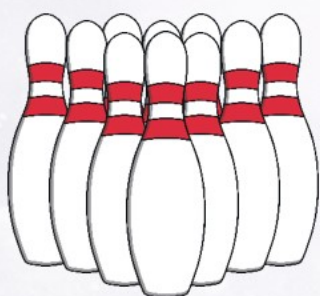
This fronted adverbial uses a **I** -Ing verb



W h — s p — r — n g
q — i e t — y,
the students discussed their
work in the library.

English—Day 4

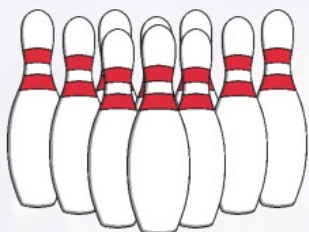
Can you guess the fronted adverbial from the letters you have been given?



— — — a —



This fronted adverbial uses a  Simile



L — k — a
s p e — d i — g
c — e — t — h,
Usain Bolt completed
the 100 metre sprint.

English—Day 1 answers

English—Day 4 answers

Place a comma after the fronted adverbial in the sentence and then underline the subordinate clause.



With his arms outstretched, the evil pea shouted at the shocked crowd before he flew off into the night.

a

Think of **two** different adverbs that could describe this verb:

Accept any adverbs, e.g. anxiously, happily, fearfully.

Add a conjunction to one of the sentences and add more detail.

Accept any sentence with an added conjunction and additional information, e.g. "What was that noise?" asked the boy fearfully but he dare not move.

b

Can you fill the spaces using the correct word?

(there/their/they're)

1. They put on their coats.
2. There was a squirrel in the garden.
3. "They're playing well today!" said the coach.

Accept any answer that mentions the apostrophe being used for contraction/omission.

d

Tick all the sentences that contain a conjunction.



After he had breakfast, Clinton set off for school.



He ate a chocolate mousse after his sandwich.



During playtime, he ate an apple from his lunchbox.

e

Clumsy Mr Whoops has lost all the words from this word family. Can you help him to find four of them?

Accept any three correctly spelt words with the root word 'cent' (meaning hundred), e.g. percent, percentage, century, centimetre, centilitre.

c

Explain the **two** things that are wrong with these sentences and correct them.

The yoga instructor are demonstrating the pose to the class. Yoga can have a great affect on a person's flexibility.

An explanation that the subject and verb don't agree - are/is and that the wrong homophone has been used - should be 'effect'.

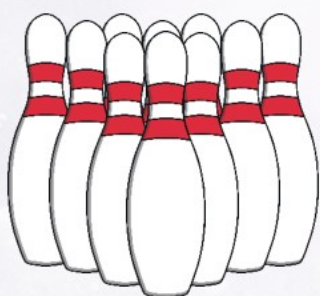


f

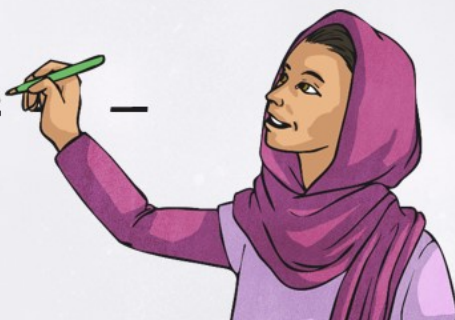
English—Day 1 answers

English—Day 4 answers

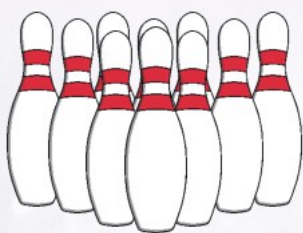
Can you guess the fronted adverbial from the letters you have been given?



— — — a —

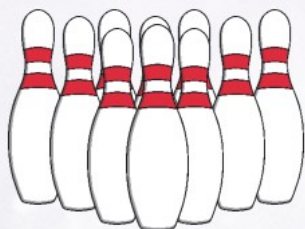


This fronted adverbial uses a **C** Conjunction



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

This fronted adverbial uses a **I** -Ing verb

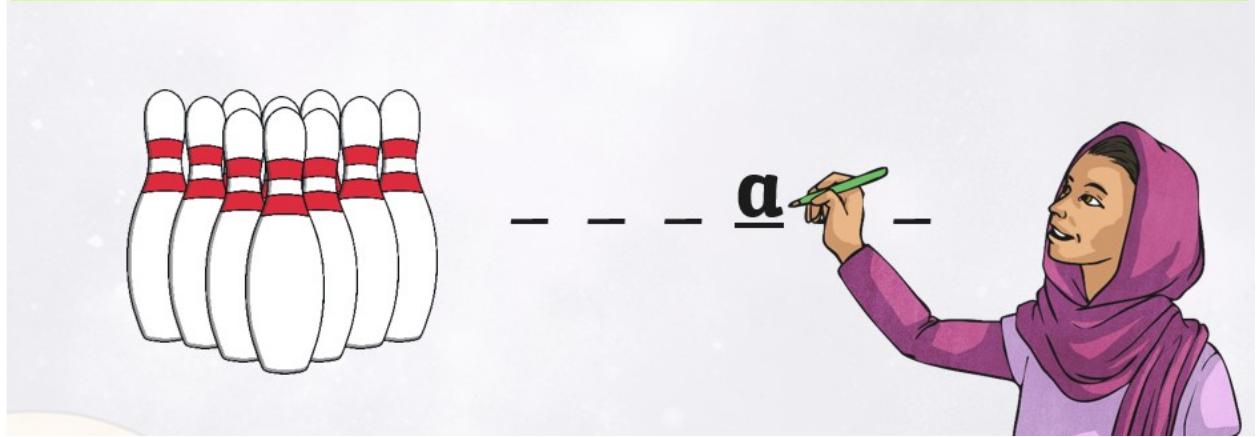


W h i s p e r i n g
q u i e t l y,
the students discussed their
work in the library.

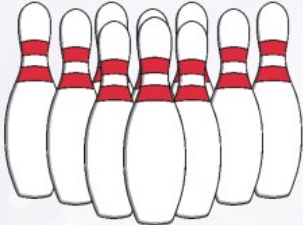
English—Day 1 answers

English—Day 4 answers

Can you guess the fronted adverbial from the letters you have been given?



This fronted adverbial uses a  Simile



L i k e a
s p e e d i n g
c h e e t a h,
Usain Bolt completed
the 100 metre sprint.

English—Day 5



a
Add the missing verbs to these sentences so that they are grammatically correct.

Heading for the supermarket, the Fairtrade bananas _____ packed onto the haulage lorry. The lorry driver _____ ready to set off.

b
Can you write a sentence containing a plural possessive apostrophe about these soldiers?



e
Sort these words into the table:

determiners	prepositions

during opposite nine many
Add another word to each column.

d
Mr Whoops has got in a terrible muddle with his 'ch' words that sound like a 'k'. Can you help him to match each definition with the correct word?



the repeating part of a song

you might hear one of these inside a cave

a person in a book or film

c
Join the prefixes to the correct root words:

re-

practical

im-

obey

dis-

arrange

Now, use one of the words you have made in a direct speech sentence:

f
Rewrite this sentence with the subordinate clause at the beginning. Don't forget the comma!

The crisps were strewn all over the carpet as the toddler had dropped them.



Quick Quiz: Question 1

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

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

Quick Quiz: Question 2

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

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

Quick Quiz: Question 3

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

I

S

P

A

C

E



English—Day 1 answers

English—Day 5 answers



a
Add the missing verbs to these sentences so that they are grammatically correct.

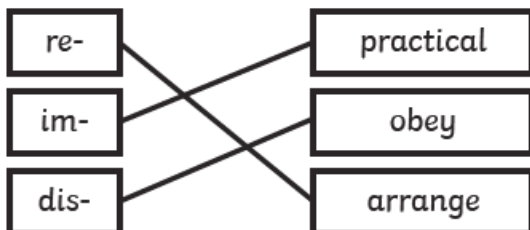
Heading for the supermarket, the Fairtrade bananas are/were packed onto the haulage lorry. The lorry driver was ready to set off.

e
Sort these words into the table:

determiners	prepositions
nine	during
many	opposite

Accept any determiners and prepositions added to the correct column.

c
Join the prefixes to the correct root words:



Accept 'rearrange', 'disobey' or 'impractical' in a direct speech sentence, e.g. "We will have to rearrange the staff meeting," said the head teacher.

b
Accept any plural possessive apostrophe



sentence, e.g. The soldiers' feet all marched in time.

d
Mr Whoops has got in a terrible muddle with his 'ch' words that sound like a 'k'. Can you help him to match each definition with the correct word?



chorus	the repeating part of a song
echo	you might hear one of these inside a cave
character	a person in a book or film

f
Rewrite this sentence with the subordinate clause at the beginning. Don't forget the comma!

The crisps were strewn all over the carpet as the toddler had dropped them.



As the toddler had dropped them, the crisps were strewn all over the carpet.

Quick Quiz: Question 1 answers

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

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

Quick Quiz: Question 2 answers

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

- a) As she was so amazing, the children bought Mum a bunch of flowers.
- b) In her dingy cave, the witch stirred the potion.

English—Day 1 answers


English—Day 5 answers

Quick Quiz: Question 3

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

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





Week 2: Maths activities



★ Day 1: Adding two four digit numbers

★ Remember to layout your column addition accurately to avoid silly mistakes!

1a. Match the calculation to the correct answer.

	2	0	3	5
+	1	0	7	3
<hr/>				
<hr/>				

A

1,000	1,000	1,000	
1	1	1	1
1	1	1	1

B

Three thousand and eighteen

C

3,108



VF

1b. Match the calculation to the correct answer.

	5	6	2	4
+	3	7	5	3
<hr/>				
<hr/>				

A

1,000	1,000	100
10	10	10
1		

B

9,377

C

Nine thousand and seventy-seven



VF

2a. What number is missing from the calculation?

	5	4	3	
+	1	5	5	1
<hr/>				
	6	9	9	0
<hr/>				
			1	



VF

2b. What number is missing from the calculation?

	3	7	3	8
+	1		5	0
<hr/>				
	5	6	8	8
<hr/>				
	1			



VF

3a. Complete the calculation.

	4	2	3	6
+	3	6	2	7
<hr/>				
<hr/>				



VF

3b. Complete the calculation.

	5	8	6	2
+	2	8	2	1
<hr/>				
<hr/>				



VF

4a. Complete the calculation so that the missing digit leads to an exchange.

	Th	H	T	O
+				



VF

4b. Complete the calculation so that the missing digit leads to an exchange.

	Th	H	T	O
+				



VF



Day 1: Adding two four digit numbers (Challenge)

1a. Match the calculation to the correct answer.

6,961 add one thousand, two hundred and twenty-five

A

Eight thousand
100 LXXXVI

B

Eight thousand
100 100 86

C

100 8,000
seventy-six



VF

1b. Match the calculation to the correct answer.

Five thousand, four hundred and eighty-two add 3,497

A

9,000
100 nine

B

Eight thousand
900 LXXIX

C

9,000
Seventy-nine



VF

2a. What number is missing from the calculation?

$$9, \square 67 + 381 = 9948$$



VF

2b. What number is missing from the calculation?

$$4,258 + 5,5 \square 1 = 9,839$$



VF

3a. Complete the calculation.

$$9,369 + 425 =$$



VF

3b. Complete the calculation.

$$6,366 + 2,273 =$$



VF

4a. Complete the calculations with the same number so that the missing digit leads to an exchange.

A

$$2,3 \square 5 + 1,454 =$$

B

$$3,926 + 2, \square 43 =$$



VF

4b. Complete the calculations with the same number so that the missing digit leads to an exchange.

A

$$4,628 + 2,1 \square 1 =$$

B

$$6,3 \square 5 + 3,413 =$$



VF

Day 1: Adding two four digit numbers answers

Varied Fluency

1a. C: 3,108

2a. 9

3a. 7,863

4a. Inserting numbers from 7 to 9 will lead to an exchange. If 7 is used, the answer is 7,908.

Varied Fluency

1b. B: 9,377

2b. 9

3b. 8,683

4b. Inserting numbers from 6 to 9 will lead to an exchange. If 6 is used, the answer is 9,069.

Day 1: Adding two four digit numbers (Challenge) answers

Varied Fluency

1a. A: 8,186

2a. 5

3a. 9,794

4a. For both calculations to need an exchange, the numbers 5 to 9 must be inserted. If 5 is used, A totals 3,809 and B totals 6,469.

Varied Fluency

1b. B: 8,979

2b. 8

3b. 8,639

4b. For both calculations to need an exchange, the number 9 must be inserted. If 9 is used, A totals 6,819 and B totals 9,808.

Day 2: Adding two four digit numbers

Remember to layout your column addition accurately to avoid silly mistakes!

1a. Which two numbers add together to make the answer 4,031?

A

1,000	1,000	1,000
100	100	
10	10	1

B

1,000	1,000	100
100	100	100
10	10	

C

1,000	100	100
100	100	100
100	10	1

D

1,000	1,000	1,000
100	100	100
1	1	1

1b. Which two numbers add together to make the answer 5,220?

A

1,000	1,000	1,000
100	100	10
1	1	1

B

1,000	1,000	1
1	1	1
1	1	1

C

1,000	1,000	
100	100	100
10	10	1

D

1,000	1,000	1,000
100	10	10
1	1	1

2a. Frankie is adding two 4-digit numbers together.

	4		3	4
+	3		8	1
<hr/>				
		5		

What digits could be in the hundreds column so that no exchange takes place?

2b. Ashante is adding two 4-digit numbers together.

	3	4		7
+	2	3		1
<hr/>				
			4	

What digits could be in the tens column so that an exchange takes place?

3a. Terri thinks that an exchange takes place from the tens column in the calculation below.

	8	3	2	1
+	1	3	5	9
<hr/>				

Is she correct?
Prove it.

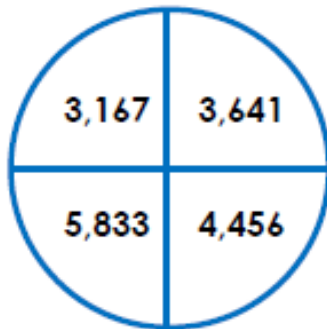
3b. Delilah thinks that an exchange takes place from the hundreds column in the calculation below.

	5	3	1	1
+	3	8	1	2
<hr/>				

Is she correct?
Prove it.

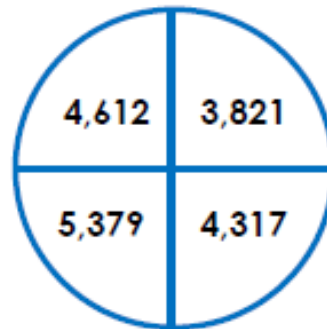
Day 2: Adding two four digit numbers (Challenge)

1a. Which two numbers add together to make the answer 8,097?



PS

1b. Which two numbers add together to make the answer 8,433?



PS

2a. Eva is adding two 4-digit numbers together.

The answer has a five in the tens column where an exchange has taken place.

What digits could be in the tens column of the two numbers being added together?



PS

2b. Laura is adding two 4-digit numbers together.

The answer has a seven in the hundreds column and an exchange has taken place from the tens to the hundreds.

What digits could be in the hundreds column of the two numbers being added together?



PS

3a. Meg thinks that an exchange takes place from the tens column in the calculation below.

$$1,732 + 7,353$$

Is she correct?
Prove it.



3b. Jack thinks that an exchange takes place from the hundreds column in the calculation below.

$$6,744 + 2,165$$

Is he correct?
Prove it.



Day 2: Adding two four digit numbers answers

Reasoning and Problem Solving

1a. $2,420 + 1,611 = 4,031$ (C and B)

2a. Pupils must recognise there will be 1 from the previous exchange, so the numbers could be 4 and 0; 3 and 1; 2 and 2.

3a. She is incorrect. The exchange takes place from the ones to the tens ($9 + 1 = 10$).

Reasoning and Problem Solving

1b. $2,007 + 3213 = 5,220$ (A and B)

2b. Pupils must recognise they will need to make 14 in order for there to be an exchange, so the answers could be 9 and 5; 8 and 6; 7 and 7.

3b. She is correct. An exchange will take place because $300 + 800 = 1,100$.

Day 2: Adding two four digit numbers (Challenge) answers

Reasoning and Problem Solving

1a. $3,641 + 4,456 = 8,097$

2a. Pupils must recognise that the two numbers will need to make 15. Various answers, for example: 9 and 6; 8 and 7.

3a. She is incorrect. The exchange takes place from the hundreds to the thousands ($700 + 300 = 1,000$).

Reasoning and Problem Solving

1b. $4,612 + 3,821 = 8,433$

2b. Pupils must recognise there will be a 1 from the exchange, so the numbers could be 6 and 0; 5 and 1; 4 and 2; 3 and 3.

3b. He is incorrect. The exchange takes place from the tens to the hundreds ($60 + 40 = 100$).



★ Day 3: Rounding numbers to the nearest 1000

★ How would we round 6471 to the nearest 1000?

★ Circle the 1000s digit

★ Underline the digit to the right

★ Is the digit 4 or below (stay on the floor)

★ Is the digit 5 or above (climb the vine)

6471 --> 6000

1a. Tick the number below that rounds up to 3,000.

A. 2,513

☐

1,000 100 10 10 1 1

B. 1,000 100 10 10 1 1

☐

100 10 10 10 1 1

C. Three thousand, four hundred and sixty-two

☐

VF

1b. Tick the numbers below that round down to 7,000.

A. 7,823

☐

1,000 1,000 1,000 100 10 10

B. 1,000 1,000 100 100 10 1

☐

1,000 1,000 100 10 10

C. Seven thousand, one hundred and twenty-nine

☐

VF

2a. Which thousand does the number below round to?

Eight thousand, five hundred and forty-seven



VF

2b. Which thousand does the number below round to?

Four thousand, nine hundred and thirty-eight



VF

3a. True or false?

All of the numbers round to 6,000.

A. 5,701

1,000 100 10 1

B. 1,000 100 10 1

1,000 10 1 1

C. Six thousand, two hundred and thirteen



VF

3b. True or false?

All of the numbers round to 4,000.

A. Two thousand, six hundred and seventy-four

1,000 1,000 10 10 10 1 1

B. 1,000 10 10 10 1 1 1

1,000 10 10 10 1 1

C. 3,912



VF

4a. Change one value in the number below so that it rounds down to 8,000.

Eight thousand, six hundred and fifty-eight

4b. Change one value in the number below so that it rounds up to 2,000.

One thousand, three hundred and seventy-four



Day 3: Rounding numbers to the nearest 1000 (Challenge)

1a. Tick the numbers below that round up to 2,000.

A. 1,799

☐

☐

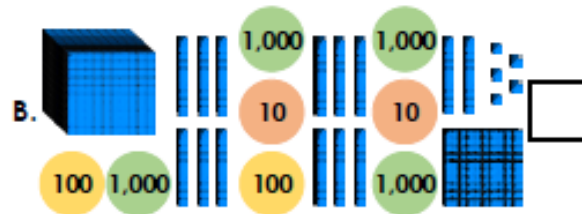
C. Sixteen hundreds, twelve tens and four ones

☐


VF

1b. Tick the numbers below that round down to 5,000.

A. 4,524

☐

☐

C. Four thousands, ten hundreds, one ten and twenty-two ones

☐


VF

2a. Which thousand does the number below round to?

Five thousands, nineteen hundreds, fourteen tens and eleven ones



VF

2b. Which thousand does the number below round to?

Three thousands, four hundreds, nine tens and fourteen ones



VF

3a. True or false?

All of the numbers round to 4,000.

A. 3,529



C. Two thousands, nineteen hundreds, seventeen tens and zero ones

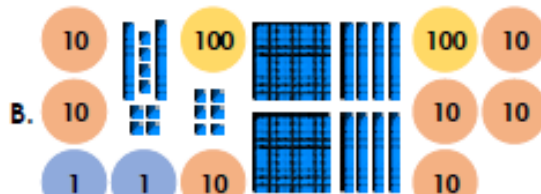


VF

3b. True or false?

All of the numbers round to 1,000.

A. 1,063



C. One thousand, three hundreds, twenty-one tens and fourteen ones



VF

4a. Change one value in the number below so that it rounds down to 9,000.

Seven thousands, twenty-six hundreds, ten tens and three ones

4b. Change one value in the number below so that it rounds up to 6,000.

Four thousands, fourteen hundreds, three tens and twelve ones

Day 3: Rounding to the nearest 1000 answers

Varied Fluency

- 1a. A
- 2a. 9,000
- 3a. False, B rounds to 3,000.
- 4a. Various answers, for example: Eight thousand, three hundred and fifty-eight

Varied Fluency

- 1b. B, C
- 2b. 5,000
- 3b. False, A rounds to 3,000.
- 4b. Various answers, for example: One thousand, five hundred and seventy-four

Day 3: Rounding to the nearest 1000 (Challenge) answers

Varied Fluency

- 1a. A, C
- 2a. 7,000
- 3a. False, B rounds to 3,000.
- 4a. Various answers, for example: Seven thousands, twenty-one hundreds, ten tens and three ones

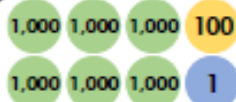
Varied Fluency

- 1b. B, C
- 2b. 4,000
- 3b. False, C rounds to 2,000.
- 4b. Various answers, for example: Four thousands, fifteen hundreds, three tens and twelve ones

Day 4: Rounding numbers to the nearest 1000

1a. Match the descriptions to the numbers.

A. Rounds up to 7,000



B. Rounds up to 6,000

6,524

C. Rounds down to 6,000

Five thousand, six hundred and one



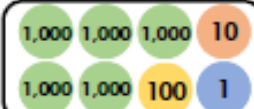
PS

1b. Match the descriptions to the numbers.

A. Rounds up to 6,000

Five thousand, six hundred and four

B. Rounds down to 6,000



C. Rounds down to 5,000

6,418



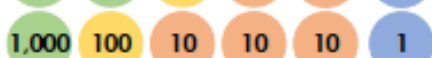
PS

2a. When rounded to the nearest thousand, which is the odd one out?

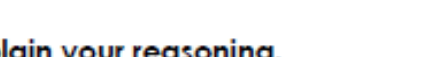
A. 4,620



B. 1,000



C. Five thousand, five hundred and three



Explain your reasoning.



R

2b. When rounded to the nearest thousand, which is the odd one out?

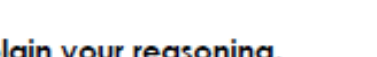
A. 4,209



B. 1,000



C. Three thousand, six hundred and eighty-one



Explain your reasoning.



R

3a. Chuan is thinking of a number.

He says,



My number is eight thousand, five hundred and five and it rounds down to 8,000 to the nearest thousand.

Is he correct?

Explain your reasoning.

3b. Isabel is thinking of a number.

She says,



My number is six thousand, seven hundred and eleven and it rounds up to 7,000 to the nearest thousand.

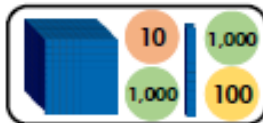
Is she correct?

Explain your reasoning.

Day 4: Rounding numbers to the nearest 1000 (Challenge)

1a. Match the descriptions to the numbers.

A. Rounds down to 3,000



B. Rounds up to 4,000

Three thousand, six hundred and eighteen

C. Rounds down to 4,000

Three thousands and fourteen hundreds



PS

1b. Match the descriptions to the numbers.

A. Rounds up to 3,000

Three thousand, four hundred and ninety-nine

B. Rounds down to 3,000



C. Rounds down to 2,000

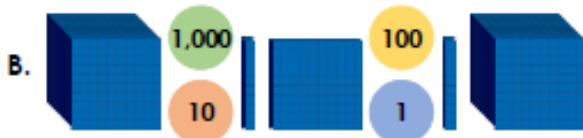
Two thousands and fifty-six tens



PS

2a. When rounded to the nearest thousand, which is the odd one out?

A. Two thousand, nine hundred and seventy-six



C. Thirty-five hundreds and forty ones

Explain your reasoning.



R

2b. When rounded to the nearest thousand, which is the odd one out?

A. Three thousand, two hundred and seventy-eight



C. Twenty-nine hundreds, six tens and twelve ones

Explain your reasoning.



R

3a. Josh is thinking of a number.

He says,



My number has seven thousands, fifteen hundreds and eleven ones, and it rounds up to eight thousand.

Is he correct?

Explain your reasoning.

3b. Sophie is thinking of a number.

She says,



My number has twenty-four hundreds, twelve tens and thirteen ones, and it rounds down to two thousand.

Is she correct?

Explain your reasoning.

Day 4: Rounding to the nearest 1000 answers

Reasoning and Problem Solving

- 1a. A – 6,524, B – five thousand, six hundred and one, C – counters (6,101)
2a. C is the odd one out because it rounds to 6,000. A and B round to 5,000.
3a. Chuan is incorrect, because eight thousand, five hundred and five rounds up to 9,000 as it has a hundreds value of 500.

Reasoning and Problem Solving

- 1b. A – five thousand, six hundred and four, B – 6,418, C – counters (5,111)
2b. B is the odd one out because it rounds to 3,000. A and C round to 4,000.
3b. Isabel is correct, because six thousand, seven hundred and eleven rounds up to 7,000 as it has a hundreds value of more than 500.

Day 4: Rounding to the nearest 1000 (Challenge) answers

Reasoning and Problem Solving

- 1a. A – base 10 and counters (3,120), B – three thousand, six hundred and eighteen, C – three thousands and fourteen hundreds
2a. C is the odd one out because it rounds to 4,000. A and B round to 3,000.
3a. Josh is incorrect because his number is 8,511 which rounds up to 9,000 as it has a hundreds value of 500.

Reasoning and Problem Solving

- 1b. A – two thousands and fifty six tens, B – three thousand, four hundred and ninety nine, C – base 10 and counters (2,112)
2b. B is the odd one out because it rounds to 4,000. A and C round to 3,000.
3b. Sophie is incorrect because her number is 2,533 which rounds up to 3,000 as it has a hundreds value of 500.

Day 5: Arithmetic skills

1

$$623 - 400 = \boxed{}$$

☐

2

$$4 \times 1 = \boxed{}$$

☐

3

$$\begin{array}{r} 85 \\ - 27 \\ \hline \end{array}$$

☐

4

$$\boxed{} = 17 \times 0$$

☐

5

$$\frac{1}{3} \text{ of } 30 = \boxed{}$$

☐

6

$$7 \times 8 = \boxed{}$$

☐

7

$$65 = 65 \div \boxed{}$$

☐

8

$$\frac{6}{9} - \frac{1}{9} = \boxed{}$$

☐

9

$$\boxed{} = 7 \times 8 \times 5$$

☐

10

$$42 \div 7 = \boxed{}$$

☐

11

$$\boxed{} = 270 \div 9$$

☐

12

$$\begin{array}{r} 38 \\ + 85 \\ \hline \end{array}$$

☐

13

$$\begin{array}{r} 34 \\ \times 6 \\ \hline \end{array}$$

☐

14

$$\begin{array}{r} 6342 \\ + 2798 \\ \hline \end{array}$$

☐

Day 5: Arithmetic skills continued

15	$\square \div 6 = 23$	<input type="checkbox"/>
----	-----------------------	--------------------------

16	$\frac{3}{7} + \frac{5}{7} = \square$	<input type="checkbox"/>
----	---------------------------------------	--------------------------

17	$\begin{array}{r} 8020 \\ - 1435 \\ \hline \end{array}$	<input type="checkbox"/>
----	---	--------------------------

18	$328 \div \square = 8$	<input type="checkbox"/>
----	------------------------	--------------------------

19	$\square - 342 = 481$	<input type="checkbox"/>
----	-----------------------	--------------------------

20	$\square \div 4 = 132$	<input type="checkbox"/>
----	------------------------	--------------------------

21	$\frac{3}{4}$ of 52 = \square	<input type="checkbox"/>
----	---------------------------------	--------------------------

22	$\begin{array}{r} 700 \\ - 214 \\ \hline \end{array}$	<input type="checkbox"/>
----	---	--------------------------

Total marks

/22

Day 5: Arithmetic skills answers

Question number	Question	Answer
1	$623 - 400 = \square$	223
2	$4 \times 1 = \square$	4
3	$85 - 27 = \square$	58
4	$\square = 17 \times 0$	0
5	$\frac{1}{3}$ of 30 = \square	10
6	$7 \times 8 = \square$	56
7	$65 = 65 \div \square$	1
8	$\frac{6}{9} - \frac{1}{9} = \square$	$\frac{5}{9}$
9	$\square = 7 \times 8 \times 5$	280
10	$42 \div 7 = \square$	6
11	$\square = 270 \div 9$	30
12	$38 + 85 = \square$	123
13	$34 \times 6 = \square$	204
14	$6342 + 2798 = \square$	9140
15	$\square \div 6 = 23$	138
16	$\frac{3}{7} + \frac{5}{7} = \square$	$\frac{8}{7}$ or $1\frac{1}{7}$
17	$8020 - 1435 = \square$	6585
18	$328 \div \square = 8$	41
19	$\square - 342 = 481$	823
20	$\square \div 4 = 132$	528
21	$\frac{3}{4}$ of 52 = \square	39
22	$700 - 214 = \square$	486



Week 2

Handwriting

centre

century

certain

recent

experience

sentence

notice

celebrate

ceremony

certificate

science

crescent

discipline

fascinate

scent

scissors

ascent

descent

scientist

scenery

Adverbials of frequency and possibility

regularly

occasionally

frequently

usually

rarely

perhaps

maybe

certainly

possibly

probably



Week 2: Mindfulness Activities

Sensory Activity Cards

Bubble Fun

You will need:

- $\frac{1}{2}$ cup washing up liquid
- 5 cups water
- 1 teaspoon of sugar
- 2 tablespoons of glycerine

Tips:

- Microwave in a large tub for 10 seconds for better bubbles.
- Other things to blow out of:
 - funnels
 - plastic tubes
 - rope tied in a hoop
 - tennis racquet
 - plastic netting

Sensory Activity Cards

Ice Fun

You will need:

Ice

Tips:

- Put water into moulds with children.
- Freeze objects into ice.
- Grate to make snow.
- Provide salt to melt ice.
- Use range of moulds eg. small balloons and gloves.
- Add food colouring before freezing.
- Layer up different colours as they freeze.
- Put ice in water and add toy boats, penguins, etc.



Sensory Activity Cards

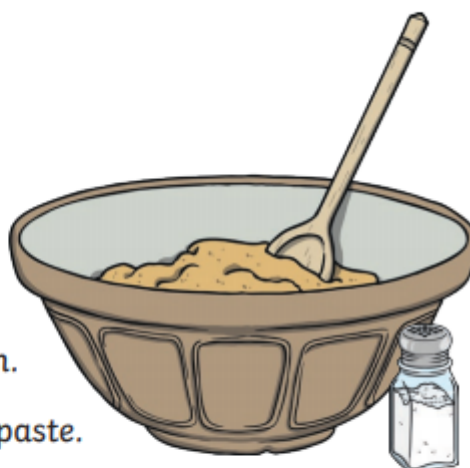
Salt Dough

You will need:

4 cups of salt
1 cup of corn flour
Water

Method:

1. Mix salt and corn flour in pan.
2. Add enough water to form a paste.
3. Cook over medium heat, stirring constantly.



Sensory Activity Cards

Nature Fun

Soil

- Add dinosaurs, bugs, animals, garden tools, pots etc.

Turf

- Add dinosaurs, animals, tractors, small people etc.

Autumn leaves

- Give children a wheel barrow to collect and put into paddling pool to jump in.

Hay/straw


- Smells great, children can make nests, feed animals etc. Provide hay bale to pull apart, great for motor skills.

Feathers

- Large amounts of craft feathers in paddling pool to sit in.

Shells

- A large selection presented on blue material, shiny metal trays or child safe mirrors.



Project Ideas

These are ongoing activities to complete over several weeks.

Topic learning:

For your topic learning, we would like you to create a project based on a topic we have learnt about in class. Below is a list of project titles you could choose from.

Think about how you will show your learning on your chosen topic. Be creative and unique!

Science Sound	<ul style="list-style-type: none"> How is sound made? How do different instruments make sound? Why are sounds all different?
History Vikings	<ul style="list-style-type: none"> What did the Vikings believe in and how did it differ to Christianity? How did the Vikings live? Who was Athlestan and how did he link with the Vikings invasion on Britain? Who was Edward the Confessor and what did he do?
PSHE Who Likes Chocolate?	<ul style="list-style-type: none"> What is Fairtrade? How is chocolate made?
Music Pharrell Williams	<ul style="list-style-type: none"> Who is Pharrell Williams? Styles of Music

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