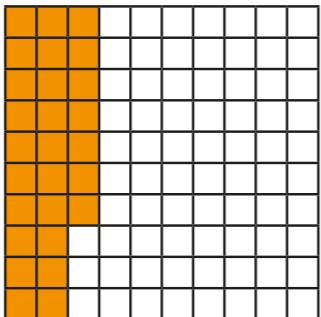


Make a whole

- 1** Here is a hundred square.

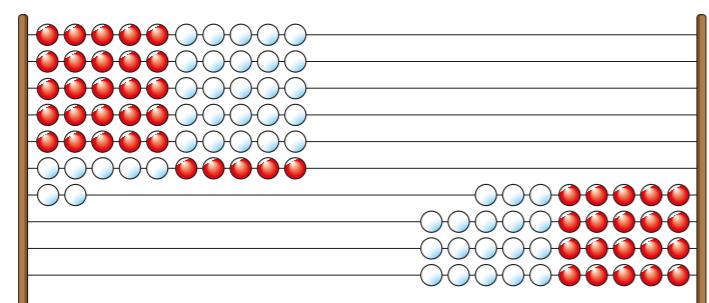


- a) How many hundredths are shaded?
- b) How many more hundredths do you need to shade so that the whole hundred square is shaded?
- c) Complete the sentence.

$$\boxed{\quad} \text{ hundredths} + \boxed{\quad} \text{ hundredths} = 1 \text{ whole}$$

- 2** Here is a Rekenrek with 100 beads.

Each bead is one hundredth of the whole.



Complete the sentences.

- a) hundredths are on the left.
 b) hundredths are on the right.
 c) + = 1

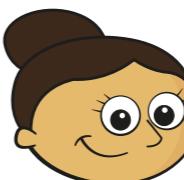
- 3** Fill in the missing digits.

a) 1 tenth = hundredths d) 32 hundredths =

b) $\frac{2}{10} = \frac{\square}{100}$ e) 0.4 = tenths

c) 70 hundredths = tenths f) 50 hundredths =

- 4** Dora has shaded 4 tenths of a hundred square.

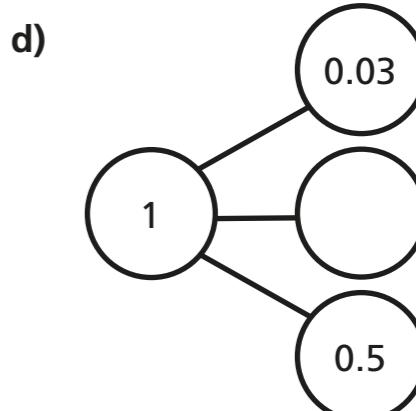
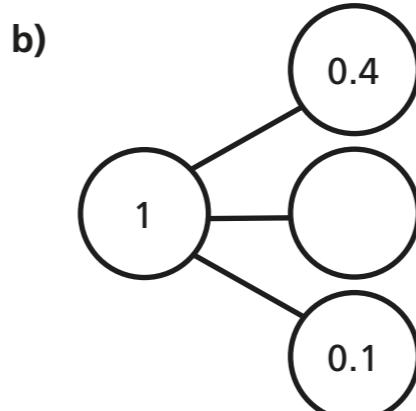
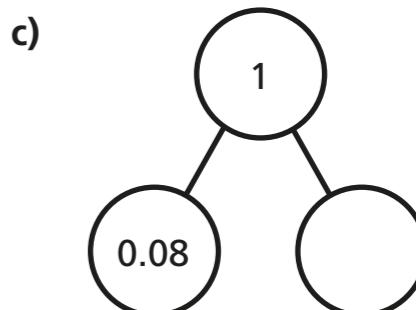
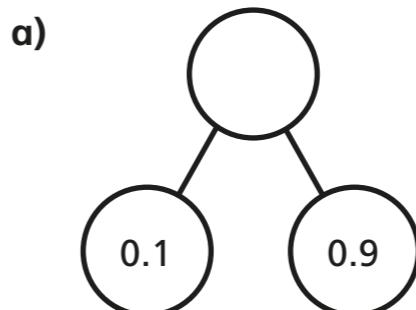


I need to shade 96 more squares to fully shade it.

Do you agree with Dora? _____

Explain your reasoning.

- 5** Complete the part-whole models.



- 6** Tick the calculations that do **not** sum to 1

$0.4 + 0.6$

$0.4 + 0.06$

$0.04 + 0.06$

$0.8 + 0.92$

$0.08 + 0.92$

$0.92 + 0.08$

How did you work this out?



- 7** Mo has a metre-long piece of ribbon.

He cuts off a piece of ribbon 24 cm long.

What is the length of the remaining ribbon?

The length of the remaining ribbon is m.

- 8** Fill in the missing numbers.

a) $0.1 + \boxed{} = 1$

d) $0.15 + 0.64 + \boxed{} = 1$

b) $\boxed{} + 0.01 = 1$

e) $0.15 + \boxed{} + 0.65 = 1$

c) $0.03 + \boxed{} = 1$

f) $\boxed{} + 0.04 + 0.5 = 1$

- 9** Two identical bead strings have a total length of 64 cm.

Would the total length of three of these bead strings be longer or shorter than a metre? _____

Explain how you know.

- 10** Here are eight number cards.

$\frac{6}{10}$

$\frac{19}{100}$

0.2

0.5

$\frac{8}{10}$

0.01

$\frac{30}{100}$

0.4

Use the number cards to make each calculation correct.

You can use each number once only.

$\boxed{} + \boxed{} = 1$

$\boxed{} + \boxed{} + \boxed{} = 1$

$\boxed{} + \boxed{} + \boxed{} = 1$

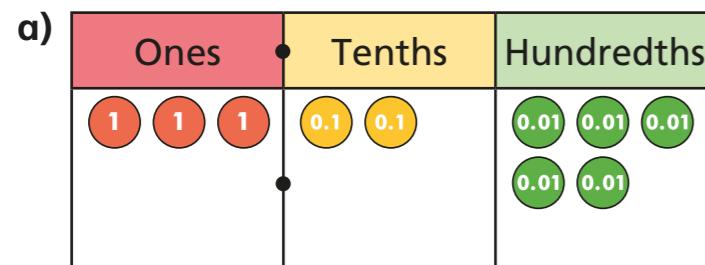
How many other ways can you find to make a total of 1?



Write decimals

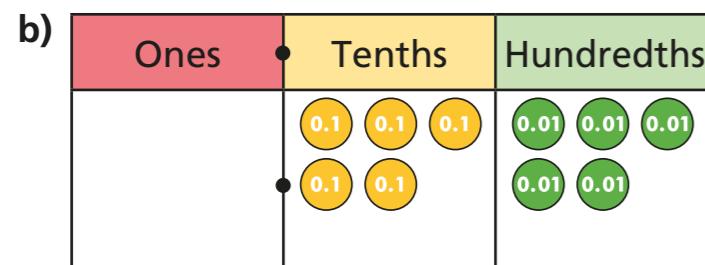
- 1** Make the number represented on each of the place value charts.

Complete the sentences to describe each number.



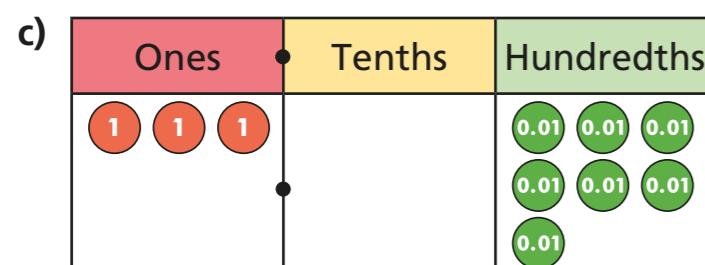
The number is

There are ones,
 tenths and
 hundredths.



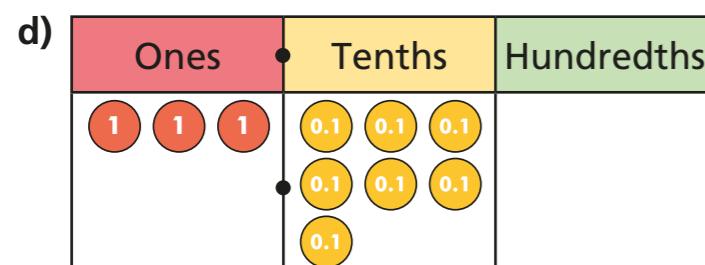
The number is

There are ones,
 tenths and
 hundredths.



The number is

There are ones,
 tenths and
 hundredths.



The number is

There are ones,
 tenths and
 hundredths.

- 2** Make each number on a place value chart.

Write the value of the underlined digit.

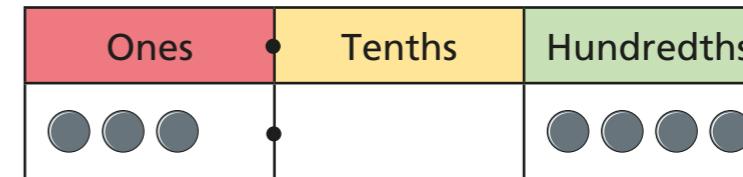
a) 6.31 _____

b) 12.09 _____

c) 0.07 _____

d) 56.82 _____

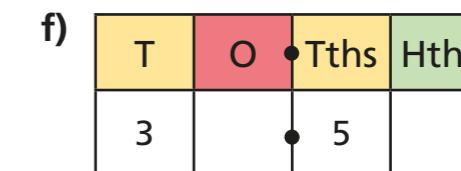
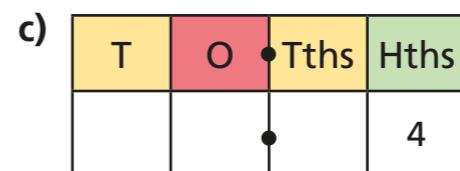
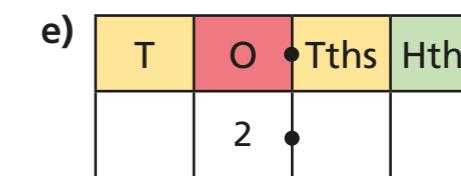
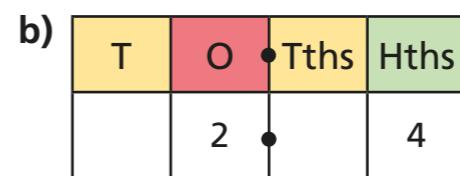
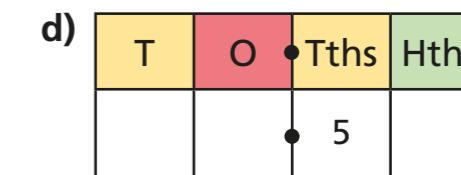
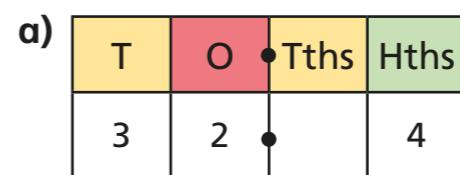
- 3** Alex says the number on the place value chart is 3.4



Do you agree with Alex? _____

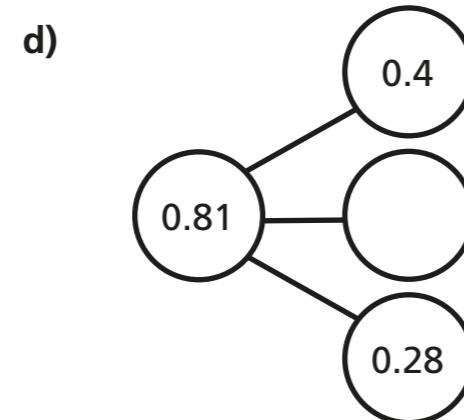
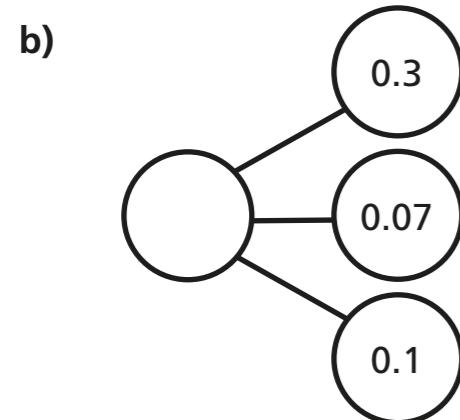
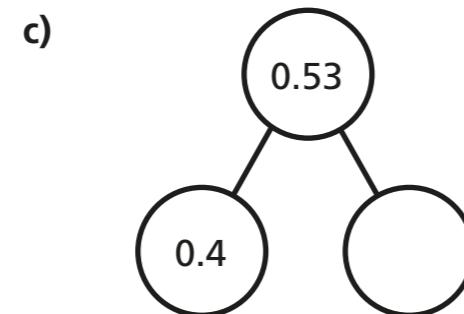
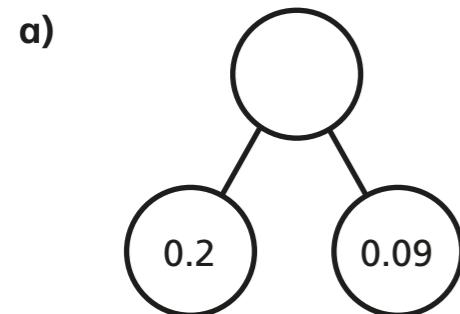
Explain your answer.

- 4** Fill in the zeros needed as placeholders for each number.



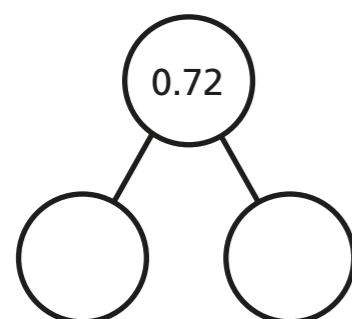
Compare answers with a partner.

- 5 Complete the part-whole models.



- 6 Here is a part-whole model.

Partition 0.72 in three different ways and complete the number sentences.



$$\boxed{\quad} + \boxed{\quad} = 0.72$$

$$\boxed{\quad} + \boxed{\quad} = 0.72$$

$$\boxed{\quad} + \boxed{\quad} = 0.72$$

- 7 Eva is asked to show 10 tenths on a place value chart.

Here is her answer.

Ones	Tenths	Hundredths
	• 10 dots	

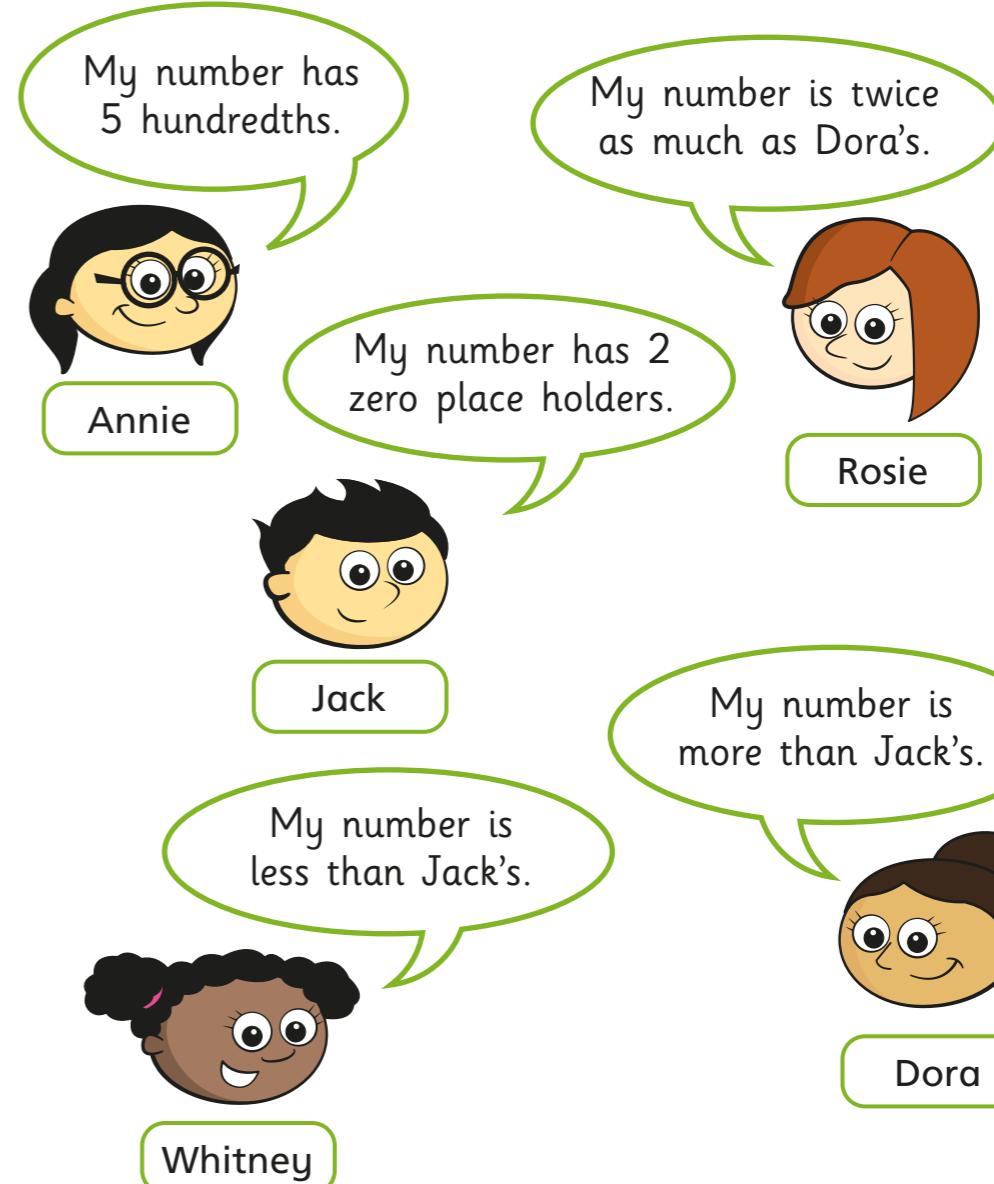
Is Eva correct?

- 8 Here are five number cards.

Annie, Rosie, Jack, Dora and Whitney take one card each.

0.06 0.4 0.2 0.05 0.03

Use the clues to work out which number they each have.



Annie
Rosie Dora
Jack Whitney

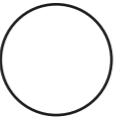
Did your partner use the same method?



Compare decimals

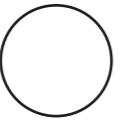
1 Write < or > to compare the decimals.

O	Tths	Hths
	0.1 0.1	0.01 0.01 0.01



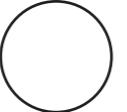
O	Tths	Hths
	0.1 0.1 0.1	0.01 0.01 0.01

O	Tths	Hths
1 1 1	0.1	0.01 0.01 0.01



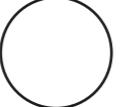
O	Tths	Hths
1 1 1	0.1 0.1 0.1	0.01 0.01 0.01

O	Tths	Hths
1 1 1	0.1	0.01 0.01 0.01



O	Tths	Hths
1 1	0.1 0.1	0.01 0.01 0.01

O	Tths	Hths
1 1	0.1 0.1	0.01 0.01 0.01



Did you have to compare all the columns for every question?



2 Draw counters to make the statements correct.

O	Tths	Hths
1 1 1	0.1	0.01 0.01 0.01



O	Tths	Hths

O	Tths	Hths
1 1 1	0.1	0.01 0.01 0.01



3 Write < or > to compare the decimals.

O	Tths	Hths		O	Tths	Hths
7	6	8		7	0	2



O	Tths	Hths		O	Tths	Hths
3	2	5		3	9	6



O	Tths	Hths		O	Tths	Hths
0	4	1		0	2	9



O	Tths	Hths		O	Tths	Hths
1	0	3		1	2	0



O	Tths	Hths		O	Tths	Hths
2	7	2		2	7	1



4 Complete the place value charts to make the statements correct.

O	Tths	Hths	<	O	Tths	Hths
6	2	8	<			



O	Tths	Hths	>	O	Tths	Hths
3	2	6	>	3		



O	Tths	Hths	<	O	Tths	Hths
9	9	8	<			



O	Tths	Hths	>	O	Tths	Hths
1	4	6	>	1	8	



- 5** Ron and Amir have each made a number using counters on a place value chart.

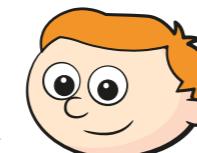
Ron's looks like this:

Ones	Tenths	Hundredths
	• ● ● ● ●	● ●

Amir's looks like this:

Ones	Tenths	Hundredths
● ● ●	•	

My number is greater than Amir's, because I have used twice as many counters.



Do you agree with Ron? _____

Explain your reasoning.

- 6** Draw exactly 8 counters in each chart to represent a number that matches each statement.

a) a number less than 0.76

Ones	Tenths	Hundredths
	•	

b) a number more than 5.74

Ones	Tenths	Hundredths
	•	

c) a number between 5.13 and 5.29

Ones	Tenths	Hundredths
	•	

How many different answers are there for each statement?

- 7** Write < or > to compare the numbers.

a) $3.2 \bigcirc 3.8$

c) $1 \bigcirc 0.99$

b) $1.46 \bigcirc 1.43$

d) $0.16 \bigcirc 0.8$

- 8** Fill in the missing digits to make the statements correct.

a) $0.34 < 0.3__$

d) $1.3__ < 1.3__$

b) $2.42 > 2.4__$

e) $2.__2 > 2.__2$

c) $0.74 < 0.__2$

f) $0.8__ < 0.__9$

Is there more than one answer for each?

- 9** Here are four digit cards.

7 0 3 1

Use each digit card once to make this statement correct.

_____ . _____ > _____ . _____

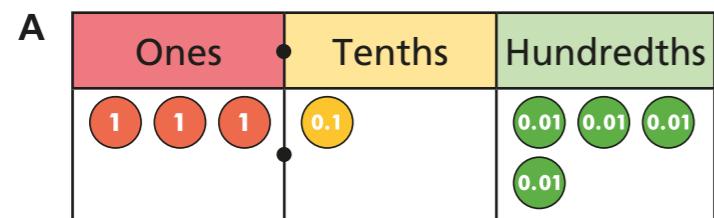
How many possible answers are there?

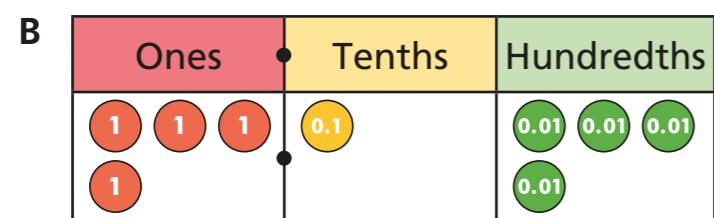


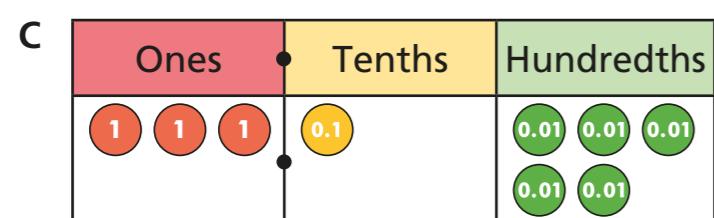
Order decimals

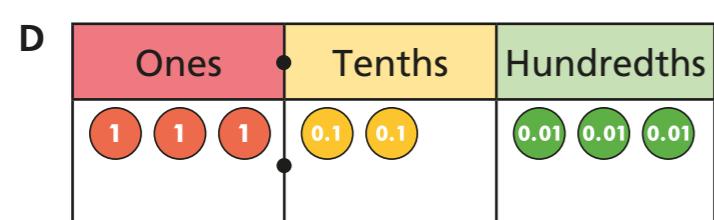
I Here are four numbers on place value charts.

a) What number is represented in each place value chart?









b) Write the numbers in ascending order.

smallest

greatest

2 a) Write digits to show the number represented in each place value chart.

O	Tths	Hths
1	0.1 0.1 0.1 0.1	0.01 0.01

O	Tths	Hths
1 1		0.01 0.01 0.01 0.01

O	Tths	Hths
1 1	0.1 0.1 0.1	

O	Tths	Hths
1	0.1 0.1 0.1	0.01 0.01 0.01

b) Write the numbers in ascending order.

3 Write the numbers in descending order.

1.42 4.12 1.24 2.41

4 Teddy's teacher asks him to put some numbers in ascending order.

Here is his answer.

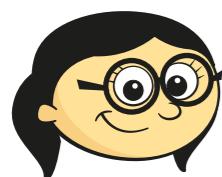
0.64 12.7 2.83

Do you agree with Teddy? _____

Talk about it with a partner.

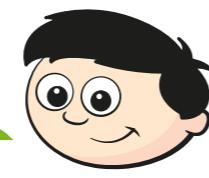


- 5 Annie and Dexter are comparing the decimals 4.12 and 4.8



Annie

4.12 is greater than 4.8, because 12 is bigger than 8



Dexter

4.12 is smaller than 4.8, because 12 hundredths is less than 8 tenths.

Who do you agree with? _____

Explain your answer.



- 6 Write < or > to complete the statements.

Decide whether the numbers are ascending or descending in each part.

a) 3.2 3.8 3.9 _____

b) 0.41 0.38 0.25 _____

c) 4.2 4.17 4.085 _____

- 7 Write the numbers in ascending order.

a) 2.38 0.97 1.45 1.81

b) 0.64 0.7 0.09 0.46

c) 12.3 2 7.83 0.99

- 8 Tommy, Ron, Amir, Dora and Eva have measured their heights.



Tommy

My height is 145 cm.

I am 1.4 m tall.



Ron



Amir

I am 10 cm taller than Ron.



Dora

My height is 1.38 m.

Eva

I am 146 cm tall.

Write the children's names in order from shortest to tallest.

- 9 Here are two lists of numbers.

Use the digits 0 to 9 once each to complete the lists.

ascending order _____.4_____.41_____.7_____.9_____.41

descending order _____.41_____.7_____.9_____.4_____.4

Compare answers with a partner.

Is there more than one way to complete each list?



Challenge 1

Can you work out the values of each shape?

$$\star + \star = 20$$

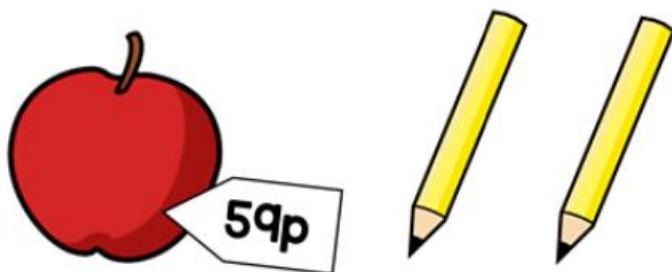
$$\heartsuit - \star = 7$$

$$\heartsuit - \heartsuit = \triangle$$

Challenge 2

Tom has six 10p coins and three 5p coins. He buys an apple for 59p and two pencils.

He has no money left. How much does a pencil cost?



Challenge 3

Here are some digit cards.



Amir and Donna each make a three-digit number using all the cards.

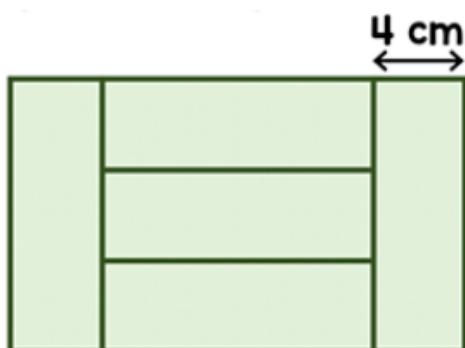
Amir notices that when he subtracts his number from Donna's number he gets an answer greater than 300 but less than 400.

What numbers did they make?

Challenge 4

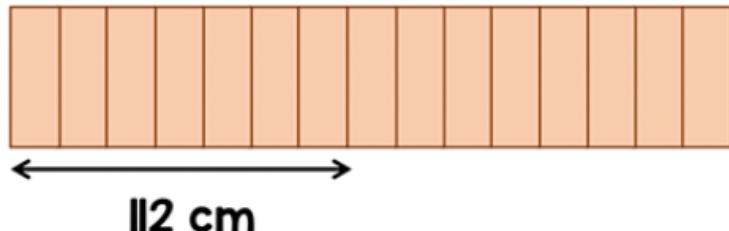
Five identical rectangles are put together to make a large rectangle.

The width of one rectangle is 4cm. Work out the perimeter of the large rectangle.



Challenge 5

15 identical blocks are lined up as shown.



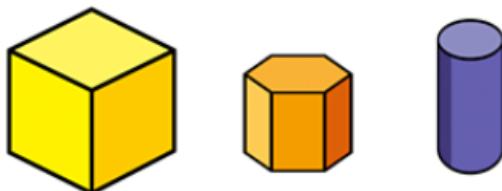
The length of each individual block is twice the width.

If all 15 blocks are then laid end to end lengthways, what is the total length of the blocks altogether now?

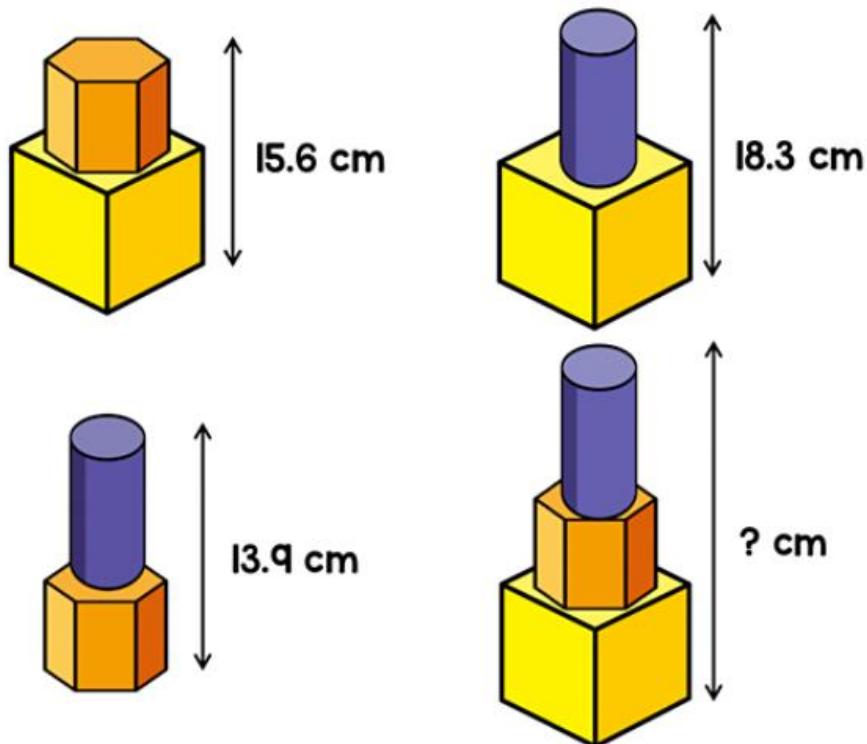


Challenge 6

Liam has these three shapes.



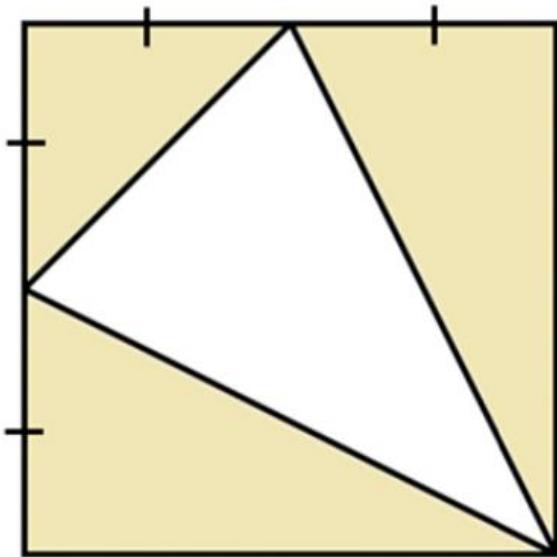
He uses them to make different towers. He measures the height of each tower he makes.



Liam stacks all three shapes to make one tall tower. How tall is the tower?

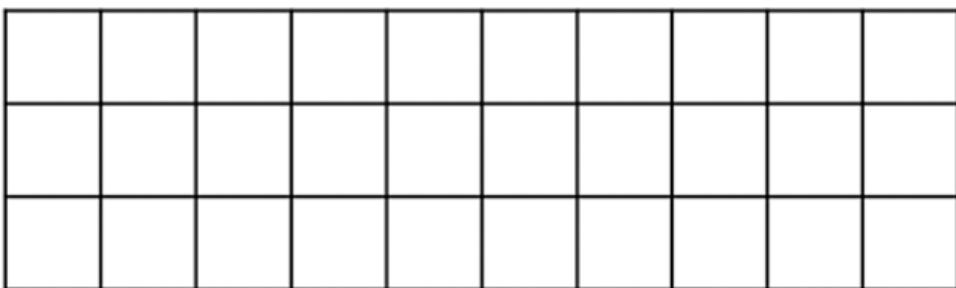
Challenge 7

The diagram shows a square. The square has been divided into 4 triangles. What fraction of the square is shaded?



Challenge 8

Lisa has this squared grid.



She shades some squares green so that the ratio of green squares to white squares is **1:2**.

She shades some more squares green so that the ratio of green squares to white squares is **4:1**.

How many more squares did Lisa need to shade?

Challenge 9

Mo is reading a book.

- On Monday he reads $\frac{2}{5}$ of the book.
- On Tuesday he reads $\frac{1}{2}$ of the remaining pages.
- On Wednesday he reads $\frac{5}{9}$ of the remaining pages.
- On Thursday he reads the rest of the book.

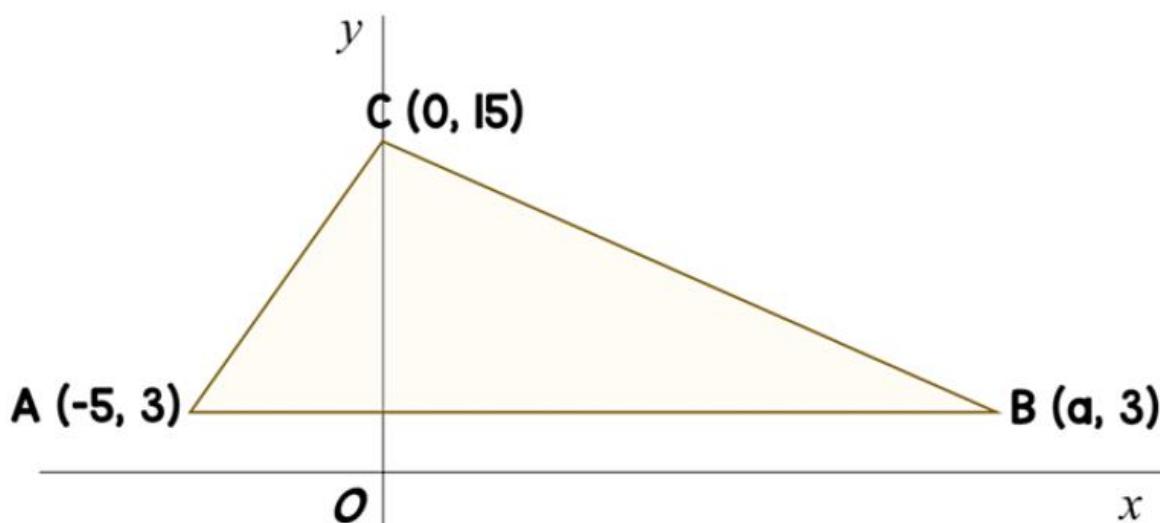


Mo read 68 more pages on Tuesday than Wednesday.

How many pages are there in the book?

Challenge 10

Triangle ABC is shown.



The area of ABC is 126 units².

Find the perimeter of triangle ABC.



How to Escape a Football Stadium



Have you found yourself lost at the end of a football match? Did you leave your family to go to the toilet but came back to find the stadium had emptied? Luckily, these easy instructions will help you to quickly return to your family again. If you do not follow each step with care, mistakes might happen.

Equipment:

- Football scarf;
- Football programme;
- Mobile phone (which won't have any signal.)

Method:

1. Firstly, find your match programme because this will have a map of the stadium on. The map must be closely studied with the torch on your mobile phone to find out where you are in the stadium. You can also use your ticket stub: it will have your seat number, tier level and stand on.
2. After that, find the concrete steps, which lead to the pitch. Use your torch to stop you tripping and falling over the plastic seats.
3. When you arrive at the pitch, you must take care of the grounds men with their pitch forks and the sprinklers because these will get you soaking wet! Use your scarf for protection and to stop you getting too cold.
4. Dash towards the players' tunnel, tip-toe past the changing room and search for the exit signs which should be above any door ways. These will help you to the exit.
5. Finally, you should have made your way to the metal gates to the football stadium. You've now made it to the exit and escaped your scary surroundings!

A final note of warning:

Make sure you stay away from any away fans who might be hanging around!



Questions

1. What do these instructions help you to do? Tick one. (1 mark)

Escape from a zoo

Escape from a football stadium

Go to a football stadium

Bake a cake

2. Where did the person go before they got lost? Tick one. (1 mark)

The pitch

The stadium

The restaurant

The toilet

3. What will happen if you don't follow the instructions? (1 mark)

4. Circle the items that you need to take with you. (3 marks)

Football scarf	Football programme	Rope	Rucksack	Mobile phone
----------------	--------------------	------	----------	--------------

5. Place the instructions in the correct order from 1 - 5. (2 marks)

Be careful of the grounds men.

Find your match programme.

Make your way to the metal gates.

Tip-toe past the changing rooms.

Find the concrete steps.

6. Why might the person using the instructions feel scared? (2 marks)



Weird and Wonderful Marine life

Reading Comprehension

Y3

Y4

Marine life consists of **plants, animals and other living organisms** that reside in the sea or the ocean. Marine life accounts for a hefty ninety-four percent of the Earth's living species!

The World Register of Marine Species reports that there are 240,470 accepted species but this is believed to be only a small fraction of what really exists underwater.

Here are five unusual and interesting sea creatures for you to enjoy!

1. Anglerfish: This angry looking fish lives in the deep, dark, depths of the ocean. Its most distinctive feature is the lamp it wears above its head. This 'lamp' is used to lure prey close enough to be snatched into their huge mouths. The glow is created by bioluminescent bacteria that inhabit the end of the rod like structure, which is called an **esca**.



2. Blobfish: This blob like fish does not have a full skeleton or muscles, its body is made from a jelly like substance. It can withstand immense sea pressure where it lives deep underwater and is actually thought to look more like a regular fish in its own habitat than it does out of the water.



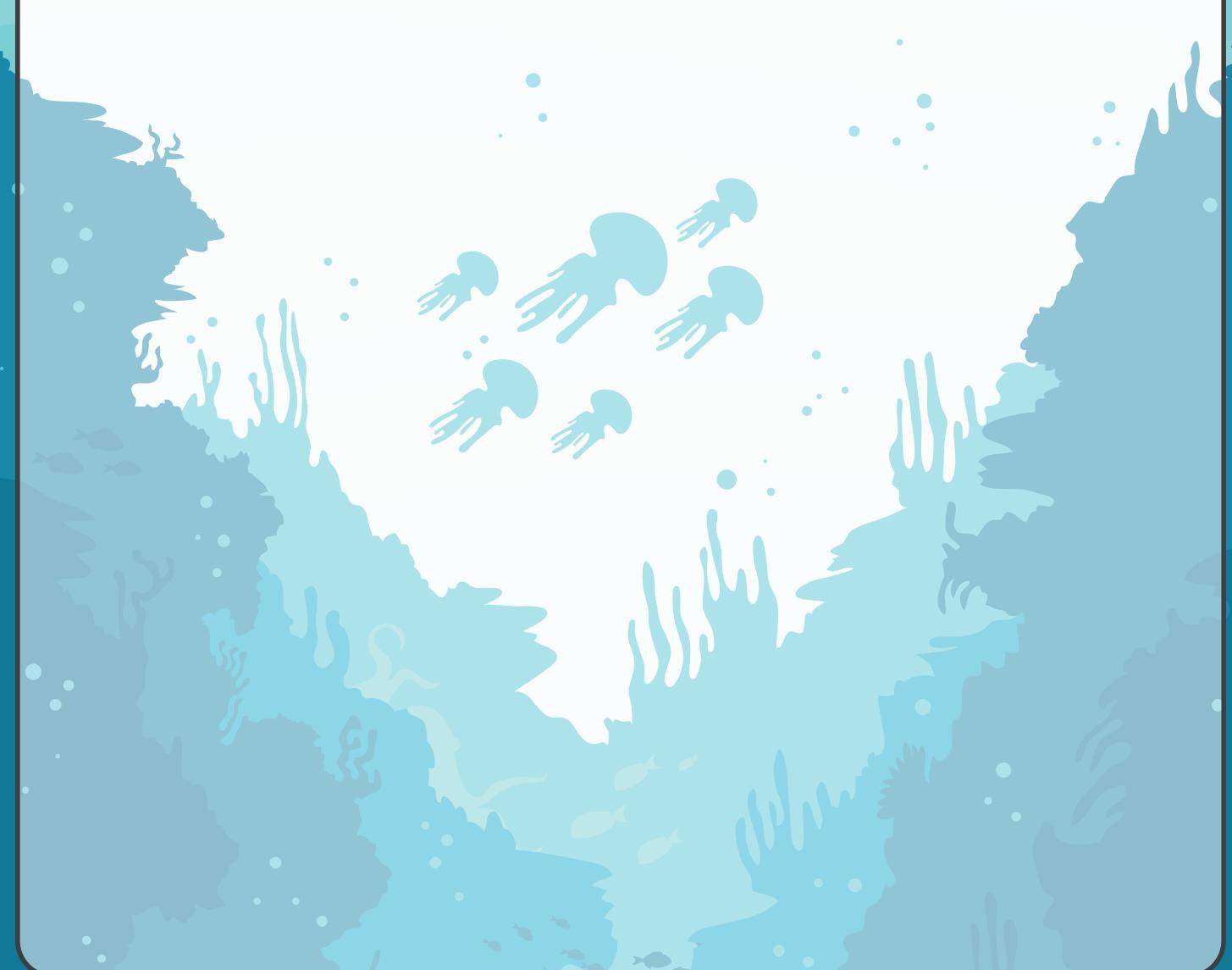
3. Sand striker: To catch its prey, this marine worm buries itself into the ocean floor leaving its wide-open mouth and five antennae exposed. When a fish brushes past the sensor-like antennae, the sand strikers mouth snaps shut with such speed and force that it can snap its prey in two.



4. Blue Whale: The blue whale is not only the largest animal in the Ocean, but on the whole of Earth! Their tongues alone can weigh as much as one elephant! The blue whale can dive up to 500m to catch its food but being a mammal it must come to the surface of the water for air.



5. Flying Fish: These fish are seen worldwide jumping out of the water and 'flying' distances of up to 200 metres to escape predators. Their torpedo shape helps them to gather enough speed to break the water's surface and their wing shaped pectoral fins help them to glide through the air.



QUESTIONS

1. Which three words that together use alliteration, describe where an anglerfish lives?

2. What is an 'esca' and what purpose does it serve to an anglerfish when catching prey?

3. True or False: Anglerfish feed on bioluminescent bacteria.

4. Which adjective is used to describe the sea pressure where a blobfish lives?

5. Describe how a sand striker catches its prey:

6. True or False: A blue whale is the largest animal in the sea but not the largest on Earth.



7. Underline the correct answer: A flying fish...

has a propeller

glides through the air using wing shaped fins

is endangered

8. Match the marine life to its distinctive feature

blobfish

Has a tongue that weighs as much as an elephant.

blue whale

Glides through the air to escape predators.

sand striker

A fish with a minimal skeleton made from a jelly like substance.

flying fish

Buries itself into the ocean floor and has sensor like antennae.

9. Which of these creatures do you find the most weird and wonderful and why?



European Holidays

Fact and
Opinion

There are many places to visit on holiday in Europe that are perfect for that special summer getaway. There are sandy beaches, bustling cities, historical castles and green hills. There is also a variety of places to stay; perhaps for you, camping is more fun than staying in a hotel. Many countries have resorts perfect for families, with facilities such as swimming pools and playgrounds nearby. For a more romantic escape, couples may prefer a break in one of Europe's beautiful historic cities, such as Rome, Barcelona or Paris. I would definitely recommend a trip to Europe for your next great adventure as it is full of beautiful landmarks and fun experiences.

National Curriculum Reference:
2d – Make inferences from the text / explain and justify inferences with evidence from the text.

European Holidays Comprehension Questions

Fact and
Opinion

Write **fact** or **opinion** for each of these statements about the text:

1. There are many places to visit on holiday in Europe.
2. There are sandy beaches.
3. Camping is more fun than staying in a hotel.
4. There are resorts that have swimming pools.
5. Couples may prefer a break in one of Europe's beautiful historic cities.
6. It is full of beautiful landmarks and fun experiences.

National Curriculum Reference:
2d – Make inferences from the text / explain and justify inferences with evidence from the text.

Fireworks – Beautiful but Dangerous

Main Idea

Fireworks are beautiful. They come in many different forms and are designed to make a variety of colours, patterns and noises when they explode. Some of the most popular fireworks are Roman candles, Catherine wheels, rockets and sparklers.

People let off fireworks at different occasions and they are used as a form of celebration. As well as on Bonfire Night, fireworks are used at weddings, birthdays and at many large, organised events. Most famously perhaps, fireworks are used around the world on New Year's Eve to celebrate the start of the new year.

Although they look wonderful, fireworks can be very dangerous. Common firework injuries include hand burns, eye injuries and more seriously, amputations. In order to stay safe, there are certain tips and rules that people should follow. For example, fireworks should be kept in a closed metal box, children should be kept at a safe distance and people should never return to a lit firework.

National Curriculum Reference:
2c – Summarise main ideas from more than one paragraph.

Fireworks – Beautiful but Dangerous Comprehension Questions

Main Idea

Answer these questions, summarising the **main idea** of each section. You may use the sentence starters to help you.

1. What is the main idea of the whole text?
The main idea of the whole text is...
2. What is the main idea of paragraph 1?
The main idea of the paragraph 1 is...
3. What is the main idea of paragraph 2?
The main idea of the paragraph 2 is...
4. What is the main idea of paragraph 3?
The main idea of the paragraph 3 is...

National Curriculum Reference:
2c – Summarise main ideas from more than one paragraph.

Story Elements

The Mystery of the Poet Thief

Avoiding the crowd outside, Detective Smith hastily ducked under the 'POLICE: DO NOT ENTER' tape, confidently dodged the broken glass on the pavement and ducked as he entered Ruby's Jewellery Shop. Tiny shards of glass glinted in the bright light coming in through the window. Detective Smith had unfortunately seen this kind of scene many times before. He paused to pull out a handkerchief from his pocket to wipe his brow. Still, it felt different this time. Ruby was a dear friend of his and he'd known her for years.

Surprisingly, only one glass cabinet in the entire shop was broken. Peering closer, he saw the empty jewellery stand. Underneath it, something else caught his eye. It was a piece of paper poking out. On it was a note addressed to him! It said, 'Rubies are red, violets are blue, can you guess where I'm next going to?' With furrowed brow, Detective Smith scratched his grey beard and gazed out of the window, thoughtfully.

National Curriculum References:

- 2b - Retrieve and record information / identify key details from fiction and non-fiction.
- 2c - Summarise main ideas from more than one paragraph.
- 2d - Make inferences from the text / explain and justify inferences with evidence from the text.
- 2e - Predict what might happen from details stated and implied.

Story Elements

The Mystery of the Poet Thief Comprehension Questions

Answer these questions, summarising the **main idea** of each section. You may use the sentence starters to help you.

1. Describe the main character of the story. **The main character is...**
2. What has happened so far in the story? **In the story so far, ...**
3. What is the story setting? **The setting is a...**
4. Can you predict what might happen next? **I think that...**
5. What is the **genre** of this story? Explain how you know.
The genre is _____ because it says...

National Curriculum References:

- 2b - Retrieve and record information / identify key details from fiction and non-fiction.
- 2c - Summarise main ideas from more than one paragraph.
- 2d - Make inferences from the text / explain and justify inferences with evidence from the text.
- 2e - Predict what might happen from details stated and implied.

Apostrophes for possession (singular)

Practise using apostrophes to show who owns something - singular nouns



i Apostrophes are used with **s** at the end of a singular noun to show that a person or thing owns something that follows (e.g. the *dog's* bone or the *tree's* leaves). Apostrophes are also used with proper nouns to show that a person owns something (e.g. this is *Jemma's* dog). Sometimes a noun ends in **s** because it is plural and not because it is possessive (e.g. the *dogs* are in *Jemma's* garden).

A

Underline the words that own something and circle what they own:

I found Dad's hat under my mum's bag.

Susan's cat has a flurry tail. Her cat's collar is red.

That is Bob's coat. It is hanging next to his friend's hat.

B

Put in the apostrophes that are missing from these sentences:

Every Saturday, we go to Grandmas house for tea. We take my little sisters rollerskates. Sometimes, we take my dads bike and my mums books. I take my football boots.

Tick the sentence about 'my cat' that uses an apostrophe correctly:

I keep my cat's toys in a box.

I keep my cat's toys in a box.

I keep my cats toy's in a box.

I keep my cats toys' in a box.

Using apostrophes where necessary, describe this dog's appearance in several short statements.

CHALLENGE
Think • Talk • Write



Apostrophes for possession (plural)

Practise using apostrophes to show who owns something - plural nouns



i An apostrophe and an **s** are added to a singular noun to show ownership of a second noun (e.g. *the boy's coat*, *the cat's tail*). Names work in a similar fashion (e.g. *James's bike*) although some writers drop the second **s** in names ending in **-s** (e.g. *James' bike*). If the owner is more than one word, the apostrophe is added to the last word (e.g. *Aunty Jane's dress*). If the owners are plural, the apostrophe goes after the plural ending without adding an extra **s** (e.g. *the lambs' tails*). For irregular plurals, like 'children' or 'sheep', an apostrophe is added directly after the plural word, followed by an **s**, e.g. (*the children's coats*, *the sheep's tails*).

A

Circle the possessive nouns that are plural:

the birds' nests

Fred's coat

the sisters' dresses

the girl's home

the dog's kennel

the men's shoes

B

Add apostrophes in the right places:

We met in the store near the womens shoes.

The farmer sheared the sheeps fleeces.

We put the potatoes skins on the compost heap.

The parents cars were parked in the carpark.

**SPaG
PRACTICE**

Tick the word that completes the sentence:

My _____ clothes are put away in their bedrooms.

sisters

sister's

sisters'

Describe three different animals using plural nouns with possession, e.g. *the puppies' noses* are cute, *the giraffes' necks* are long ...

CHALLENGE
Think • Talk • Write



Plural and possessive nouns

Recognise whether a noun ending with 's' is plural or possessive



i Nouns often end in 's'; some are singular, e.g. *bus*; some are plural, e.g. *apples*; some are possessive, e.g. *someone's*. A possessive noun will have an apostrophe to show ownership - before the 's' in singular nouns, e.g. *Jim's book*; and after the 's' in plural nouns, e.g. *the girls' coats*. Some proper nouns that end with 's' don't need the extra 'es' sound so the apostrophe sits on its own, e.g. *Louis'* book.

A

Are the underlined nouns plural or possessive? Circle your answer:

We waited in the shop near the men's shoes.

plural

possessive

He swept the leaves from the tree's roots.

plural

possessive

The dog's toys are in its box.

plural

possessive

A lady's handbag was found in the cloakroom.

plural

possessive

You can find children's books in the library.

plural

possessive

B

Write **boys**, **boy's** or **boys'** in the spaces below:

The _____ football is in his bedroom.

Some _____ love playing football.

The _____ coach is teaching them some new skills.

**SPaG
PRACTICE**

Circle the word that needs an apostrophe to show possession:

The lions cubs were playing by the rocks.

Write a sentence about something owned by someone you know. Use a plural and a possessive noun, e.g. My sister's pens are on the table.

CHALLENGE
Think • Talk • Write



Apostrophes in contractions

Practise using apostrophes to show where letters are missing



i Apostrophes are used to form **contractions**. This is where two words are shortened into one. The apostrophe shows **where letters have been removed** (e.g. *do not* is shortened to *don't*, with the apostrophe replacing the **o** in *not*). A common mistake is to always place the apostrophe where the two words join - although this is often the case, it is not the rule. Sometimes the root word changes (e.g. *will not* becomes *won't*).

A

Write a contraction for the words in brackets:

I think (she is) really nice.

(That is) my house.

Mum says (I am) tall for my age.

She (is not) very nice to me.

B

These contractions have the apostrophe in the wrong place. Write them correctly:

He does'nt know my name.

We couldv'e stayed longer.

I w'ont be back until late.

He is'nt a very fast runner.

**SPaG
PRACTICE**

Underline the word that needs an apostrophe (the contraction):

The donkeys are in the field because its dry today.

Pretend a storm is coming. Write about the weather in the picture using at least one contraction.

CHALLENGE
Think • Talk • Write



Fronted adverbials (single adverbs)

Practise starting sentences with adverbials



Adverbials can be single words (e.g. *loudly*), phrases (e.g. *in the morning*) and clauses (e.g. *if the rain stops*).

They all describe how, when, why or where the main part of the sentence is done. Adverbials can go anywhere in a sentence, but when they go at the start, they are called **fronted adverbials**. A comma goes after the adverbial, before the main clause. This sheet focuses on single-word adverbials, e.g. 'Finally, we arrived.'

A

Match the adverbials with the main clauses:

Suddenly,

I knew my way home.

Eventually,

he burst through the door.

Luckily,

she reached the top of the hill.

B

Finish these sentences:

Once, _____

Usually, _____

Often, _____

Sadly, _____

Circle the fronted adverbial in the sentence:

Unfortunately, I have lost the watch that I had for my birthday.

Use single-word adverbials to write short sentences about your day e.g. *First*, I got dressed. *Then*, I ate my breakfast.

CHALLENGE
Think • Talk • Write



Adverbial phrases and clauses

Revise using adverbials in sentences



i **Adverbs** are words that describe verbs, saying how, when or where they are done, e.g. *walk slowly*, *stay outside*, *arrive soon*). An adverb can also be a phrase - called an **adverbial phrase**. Often, these are made using a preposition and a noun phrase, e.g. *Let's play after school*. Another type of adverb is an **adverbial clause**. These still do the same job of describing the verb in a sentence, but they also contain their own verb e.g. *I am panting because I ran all the way*. Adverbial phrases and clauses can go at the start, in the middle, or at the end of a sentence. This sheet revises those that go at the end.

A

Complete the adverbial phrase for each sentence (remember a phrase has NO verb):

The children walked *to* _____

The film starts *at* _____

She put the money *in* _____

A bird flew *over* _____

B

Underline each adverbial clause and draw a circle around its verb:

We went to the park when the rain stopped.

She went to bed because she was tired.

The car pulled away before the light turned green.

**SPaG
PRACTICE**

Does this sentence have an adverbial phrase or an adverbial clause?

I'll buy you some chocolate if I have enough money left.

phrase

clause

Complete these sentences, the first with an adverbial phrase and the second with an adverbial clause:

They are having a picnic

They are drinking up quickly because

CHALLENGE
Think • Talk • Write



Fronted adverbials (phrases)

Practise starting sentences with adverbials



Adverbials can be single words (e.g. *loudly*), phrases (e.g. *in the morning*) and clauses (e.g. *if the rain stops*).

They all describe how, when, why or where the main part of the sentence is done. **Fronted adverbials** are used to start sentences, separated from the main clause by a comma. This sheet focuses on adverbial phrases used to start sentences, e.g. 'After lunch, we caught the bus home.' These phrases describe **when** or **where**.

A

Find the adverbial phrases and write whether they explain **when** or **where**:

Every single day, he forgets to take his lunch to school. _____

In a dark and dismal cave, there lived a lonely bear. _____

After the concert, the band signed autographs for their fans. _____

In the cupboard, you'll find a tin of biscuits. _____

B

Finish these sentences:

At the weekend, we are _____

In my pencil case, you'll find _____

After lunch, we could _____

On the table, there is _____

Start this sentence with an adverbial phrase:

, I clean my teeth.

Think of different ways to finish this sentence:

After school, _____

After school, _____

CHALLENGE
Think • Talk • Write



Fronted adverbials (clauses)

Practise starting sentences with adverbials



Adverbials can be single words (e.g. *loudly*), phrases (e.g. *in the morning*) and clauses (e.g. *if the rain stops*).

They all describe how, when, why or where the main part of the sentence is done. This sheet focuses on adverbial clauses (also known as subordinate clauses) that start a sentence (fronted), e.g. 'Although he felt tired, he still ran in the race.' The fronted adverbial is a clause because it contains the verb *felt*. It is separated from the main clause by a comma.

A

Tick the sentences that have fronted adverbials:

Whenever we go shopping, I always buy a book.

I don't eat pizza even though I love cheese.

She wore a hat and scarf so that she wouldn't feel cold.

Although it's raining, I'm going outside to play.

B

Rewrite these sentences, putting the adverbial clause first. Remember the comma:

I will read my book if I can find the time.

She finished the cake even though she wasn't hungry.

Underline the adverbial clause in the sentence:

As soon as they arrive, I will make the sandwiches.

Think of two different sentences about you and a friend, using an adverbial clause at the start:

, I feel really sad.

, I feel really happy.

CHALLENGE
Think • Talk • Write



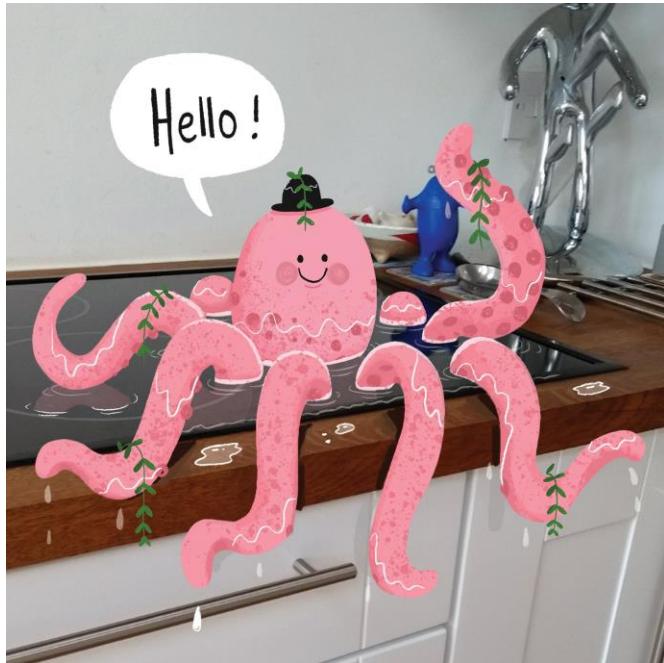
Writing Task 1

Imagine that you have just walked into your kitchen to find this. Choose:

- Role play the conversation you might have with the octopus.
- Role play the telephone call you might have with a friend or family member to tell them what you have found.
- You can only ask 3 questions to the octopus. What would you ask and why?
- You decide to let the octopus stay here, but the next morning you come into your kitchen to find it joined by another creature. What might it be?
- The telephone rings. It is the RSPCA and they are concerned: they have had reports from a neighbour that you are keeping sea life in your kitchen sink. What do you say?
- Try to persuade the octopus to leave. Then try to persuade it to stay. Which was easiest? Why?
- Write the story of how the octopus came to be here, and what happens next.
- Write a limerick about this picture.

Questions:

- How did the octopus get here?
- Why is it wearing a hat?
- Is it speaking your language? Do you understand what it's saying?
- Where did the plants come from?



Writing Task 2

- What can you see?
 - Who is the woman?
 - Why is she holding an umbrella and a bag?
 - Where did she come from? Where is she going?
 - How can she survive here?
 - What might she be thinking at this moment?
 - If you could ask her a question, what would you ask?
 - Imagine you could go ‘above the sky’. How would you describe what you could see to someone who wasn’t with you? Role play/write the conversation you might have with someone over the radio.
 - Write a poem describing the view from above the sky.



Writing Task 3

- Where is this? Is it underground or above ground? Has it always been this way?
 - Describe the monster. Consider its size, shape, the light in its face and how it moves. How does it communicate? What is it holding?
 - Where did the monster come from? Does it live here?
 - Did the people in front of the monster come here looking for it?
 - Why do they have swords? Are they ordinary swords?
 - What do you think could happen next? What is the most likely choice?
 - Use this picture as a stimulus for a short story (under 200 words).



Writing Task 4

- What can you see? What do you think is happening/has happened/will happen? What do you wonder? [See think wonder](#)
- Who owns this boat? Where is it from? Where is it going? Who travels on this boat?
- What can you see beneath the surface of the water?
- What is the creature called? Describe the creature. Consider its eyes, mouth, legs, tail and other details.
- What is the creature doing?
- Why does it have the anchor chain in its mouth?
- Has the creature been asked to pull the boat in this way? Is it under control or out of control?
- Where is it taking the boat?
- Why is it acting in this way?
- Why are the fish swimming alongside the creature?
- Who is in the hot air balloons?
- Write a 100 word story about this picture.



Writing Task 5

- What do you think is happening here?
 - Why is the title ‘Dream Big’?
 - Is the girl touching the stars? Did she draw the constellation?
 - Is the animal beside her a dog? A wolf? Something else?
 - Why does it have trailing lines? Is it real? Is it her pet? Could it be a dæmon, like in Northern Lights?
 - Why are they standing on piles of books?
 - Does this picture have a message? What could it be?
 - On Yuumei’s website, this picture is accompanied by the caption, ‘Let your imagination grow.’ Why do you think this is?



Writing Task 6

- Why is this picture called ‘Everybody is Watching Soccer’?
 - Who uses the word ‘soccer’? What does this tell you about the artist?
 - Why are the animals sitting around the football?
 - Why is the ball so large?
 - What are they going to do next?



Writing Task 7

- What do you think of this setting?
 - Is this a good place to play football? Why/why not?
 - What are the pros? Cons?
 - Which half/side do you think has the advantage?
 - If you were playing here, how would you adapt to this pitch?
 - Why do you think this pitch was built here?



Writing Task 8

"Look up," said the stars, "and all your dreams will reveal themselves."

- This image and sentence could be used as a standalone prompt – let children lead a discussion, generate their own questions, or write freely and creatively
- What can you see?
- What makes this image so beautiful?
- Who is the person?
- Why are they holding a bike? Where have they come from? Where are they going? Why aren't they riding the bike? Why have they stopped?
- Why is the person looking up?
- Are the stars speaking?
- What are the person's dreams? How will they reveal themselves?

Broader questions:

- If the stars could speak, what sort of things do you think they might say? Would they tell stories, give advice/warnings, ask questions?
- What are dreams?
- Do you have any dreams?
- How is a dream similar/different to a goal or a wish?
- Can you do anything to help yourself to achieve your dreams?
- Science link: stars, space, earth & rotation, night & day, aurora borealis