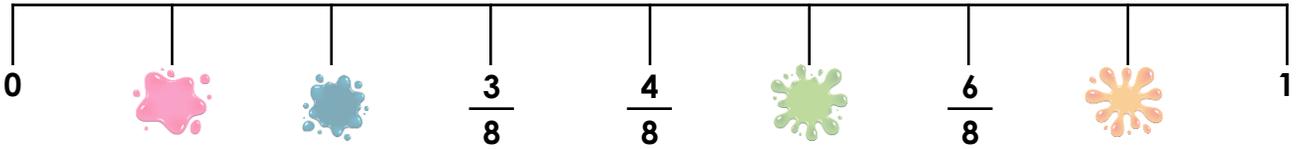


# Monday – Fractions on a Number Line (up to one whole)

1. Craig has drawn the number line below. He has dropped paint on some of his fractions. What fractions have been covered by the paint splats?



2. Jane, Cameron and Lola describe their fractions. Use the clues to mark their fractions on the number line below.



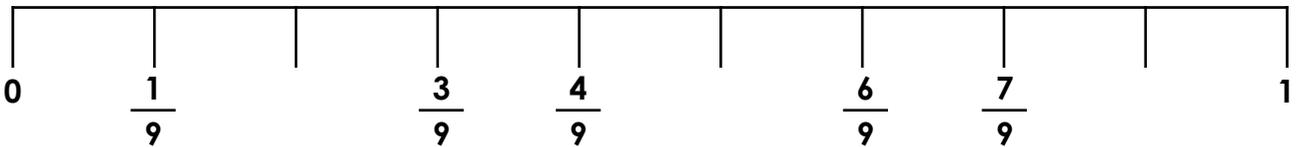
My fraction has an even numerator less than 5.



My fraction is three ninths greater than Lola's.



My fraction is one ninth greater than four ninths.



3. Ruby and David are identifying the mistakes in the number line below. Who is correct? Explain your reasoning.



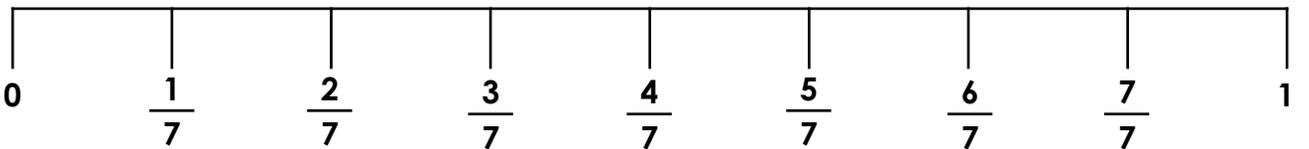
The fractions are incorrect because the number line represents eighths. Seven sevenths is also not needed.

Ruby



The number line should have ten equal parts to show sevenths. The fractions should also be given in descending order from 0.

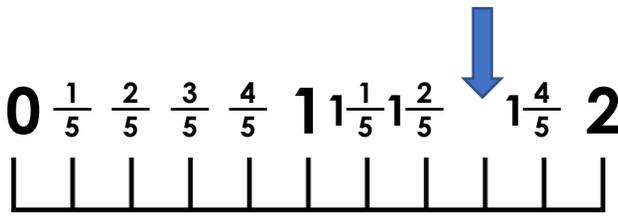
David





# Tuesday – Fractions on a Number Line (Over 1)

1. What fraction is the arrow pointing to on this number line?



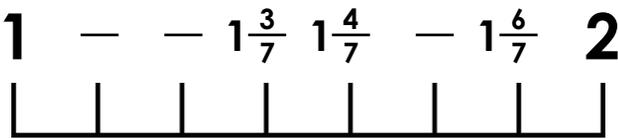
5. Nadiya says,

If I start on  $1 \frac{3}{6}$  and count on 6 sixths, I will end up on 2.



Draw a number line to work out if she is correct. Explain your answer.

2. Write the fractions in the gaps on the number line.



3. Mark  $2 \frac{5}{8}$  on the number line.



6. Ali rides his bike to his gran's house.

He has a puncture when he is  $\frac{2}{8}$  of the way there. At  $\frac{6}{8}$  of the way there, he stops to have a drink.

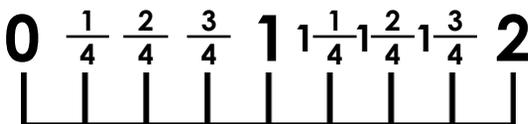
Home

Gran's

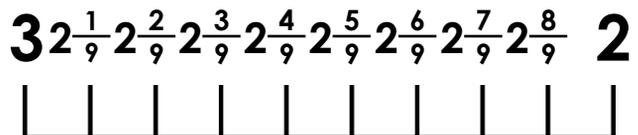


Show Ali's journey on the blank number line.

4. True or false? The fractions on this number line are correct.



7. Filip thinks he has labelled this number line correctly. Is he correct? Explain how you know.



## Tuesday – Fronted Adverbials

1. Underline the fronted adverbials in the sentences below.

A. Today, we went on a school trip.

B. Slowly, he pulled the plaster off.

C. Soon, the temperature will begin to fall.

D. Behind the shed, the fox cared for her cubs.

2. Match each of the sentences below to the correct statement to show whether fronted adverbials have been used correctly or not.

A. Before long, the snow began to fall.

Correct

B. She skipped happily down the road.

Incorrect

C. Angrily, he slammed the door.

3. Rearrange the words below to create a sentence that includes a fronted adverbial.

the

a

through

darted

rabbit

long

Suddenly,

grass.

---

---

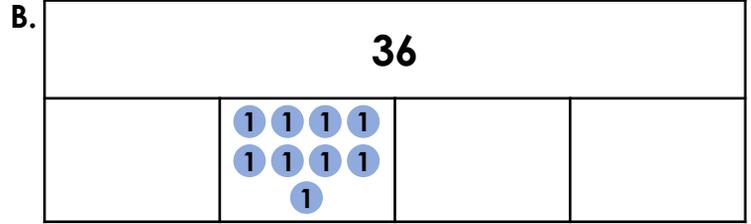
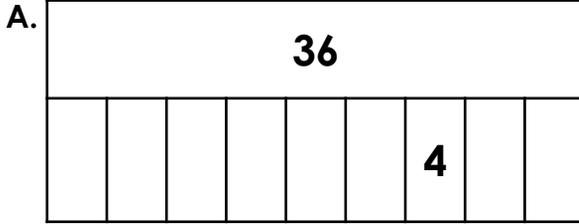
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# Wednesday – Fractions of an Amount 1

1. Millie has drawn the bar models shown below. She says,



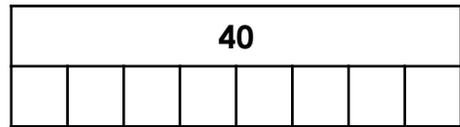
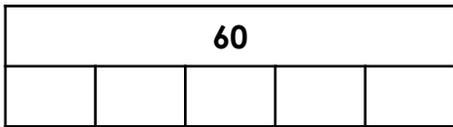
Both bar models can be used to find  $\frac{1}{4}$  of 36.



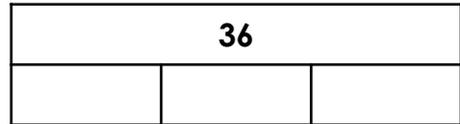
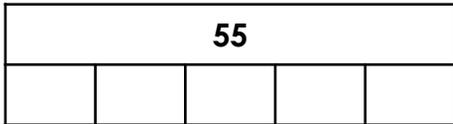
Is she correct? What does each bar model represent?

2. Use inequality symbols (< or >) to complete the comparison statements below.

A.  $\frac{1}{5}$  of 60   $\frac{1}{8}$  of 40



B.  $\frac{1}{5}$  of 55   $\frac{1}{3}$  of 36



3. Some children in Year 3 have been sorting marbles into colours. There are 24 marbles altogether. What is the most common colour? Explain your reasoning.



Alyia

$\frac{1}{12}$  are green.



Chuan

$\frac{1}{8}$  are blue.



Ava

$\frac{1}{4}$  are red.

# Wednesday – Apostrophes for Contractions

1. Which of the words below is the correct contraction of 'must not'?

must n't

mustn't

must'nt

2. Match each contraction to the two words which combine to make it.

they'll

we

they

we're

will

are

3. Write the two words which combine to make each contraction below.

you've

won't

4. Underline any letters which would be taken away if the words below were contracted.

**we would**

5. Rewrite the sentence below, using full words instead of the contraction.

**We shouldn't play with the matches.**

6. Rewrite the sentence below with the contraction corrected.

**If they go to the island, they'l find the treasure.**



7. Explain the mistake which has been made when contracting the words.

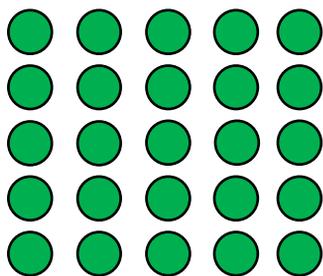


Alys

To contract 'you had' I wrote down youd'.

# Thursday – Fractions of an Amount 2

1. Use the counters to find three fifths of 25.



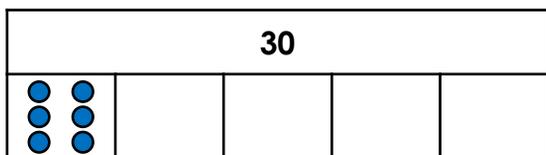
$$\frac{3}{5} \text{ of } 25 = \square$$

2. True or false?

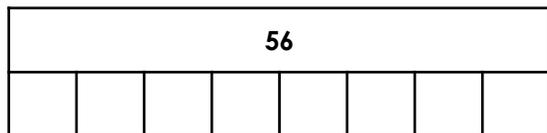
$$\frac{3}{4} \text{ of } 24 = 18$$

3. Draw counters to complete the bar model to solve the calculation.

$$\frac{4}{5} \text{ of } 30$$



4. Use the bar model below to calculate the following fractions.



A.  $\frac{2}{8}$  of 56

B.  $\frac{4}{8}$  of 56

C.  $\frac{5}{8}$  of 56

5. Marie and Saalih each have £32 to spend.



Marie

I spent  $\frac{5}{8}$  of my money.



Saalih

I spent  $\frac{3}{4}$  of my money.

How much money does each child spend? How much do they have left?

6. Stefan has 20 erasers. He gives  $\frac{4}{10}$  to his cousin and  $\frac{2}{5}$  to his sister.

How many does he have left?



7. Lucy and Joseph are calculating fractions of an amount. Who is correct? Explain how you know.

Out of 27 ice creams, two thirds are sold. How many are left?



Lucy

There will be 9 left.



Joseph

There will be 18 left.

## Thursday – Apostrophes for Possession

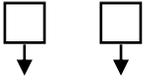
1. Circle the phrase that uses an apostrophe to show possession.

they're great

I can't

Sally's ball

2. Put an 'X' in one box to show which underlined word should have an apostrophe to show possession.



The cars exhaust was broken and the mechanic couldnt fix it.



3. Which sentence should have a possessive apostrophe?

- A. The grey dog belonged to Travis.
- B. It is Traviss grey dog.

4. Underline the sentence which uses an apostrophe to show possession.

- A. He's buying a bike but needs a new helmet.
- B. It's getting delivered on Sunday and she can't wait.
- C. Simon's new bike is red and he loves it.

5. Use the word bank to create a sentence that uses an apostrophe for possession and either 'and' or 'but'.

chair	but
broke	Lucy
and	leg
Mr Smith	wooden

6. Rewrite the sentence below using apostrophes for possession.

The cactus had spikes that had fallen off and landed in the cat bed.

7. Has Tandi correctly used an apostrophe to show possession in the sentence below? Explain why.

Lewis's brother plays for Yorkshire.

# Friday – Using Inference

## Cooking in the Camp



1. What can you see in the picture?

2. There are no people in the photo. Where might they be?

3. How do you think the refugees feel about using this equipment?

4. Add the adverbs from the table to the sentences below.

loudly

hungrily

slowly

sadly

She stirred the sauce \_\_\_\_\_ . He shouted \_\_\_\_\_ , “Dinner is ready!”

Maya whispered \_\_\_\_\_ , “I miss my friends.” The children waited \_\_\_\_\_  
for their lunch.

# Reading Task

## New Tricks

Read the story on page 12 and answer the questions below.

1. Why was Josh such a fan of 'The Twits'?

2. Why did Josh say that Sunday lunch was going to be like no other?

3. What did Zoe and Carla usually like to do on a Sunday morning?

4. Why do you think that Josh chose to tamper with the custard?

5. How did the girls react when they tasted the custard?

6. Why do you think the author has put a warning in red at the bottom of the text?

7. Why has the author used italic text in the first paragraph?

8. Have you ever played a trick on someone else? What did you do?

# Reading Task

## New Tricks

Read the story below and answer the questions on page 11.

Blotting out all the sound coming from the TV which was blaring downstairs, Josh snuggled deeper under his duvet and pulled out his favourite book. His copy of "The Twits" was already very worn, but Josh was re-reading it for the fifth time. It made him chuckle every time and was *much* better than that singing show his sisters were watching downstairs!

It started to get dark outside and Josh heard his sisters come upstairs to bed, but he continued to read. He reached his favourite part of the text where Mrs Twit served wiggly spaghetti to her husband and giggled once more.

Then an idea began to take shape at the back of his mind...wouldn't it be great to play a trick like that on his sisters?

They were so boring and it would liven things up a bit! Josh started to formulate a plan ready to execute the next day, Sunday.

As usual, his sisters, Zoe and Carla, stayed in bed late on Sunday morning. This gave him time to think and gather together everything he needed for his plot. Sunday lunch was going to be the usual roast at one o'clock but this was going to be a lunch like no other!

This week, roast beef, roast potatoes, Yorkshire puddings, broccoli and carrots were on the menu. Pudding was to be apple crumble and custard. Josh knew that both his sisters were great fans of custard and always smothered their desserts with it.

He decided he would stir some PVA glue into the custard which would give his sisters a really sticky shock!

Dinner passed uneventfully but Josh was a little worried that Zoe and Carla had eaten so much that they wouldn't be able to manage any pudding! However they both accepted plates of crumble and Zoe reached for the custard jug first. She poured custard all over her pudding but did not eat straight away because she was talking. Carla poured hers and both sisters simultaneously lifted their spoons to their mouths.

The sisters both suddenly shrieked and clutched their mouths, as they grew red in the face! They rushed to the bathroom choking noisily.

Because the girls were both a little ill after their experience, Josh was grounded for three whole weeks, but he thought it was worth it for the laugh!

**DO NOT TRY THIS AT HOME! Eating PVA glue can be very dangerous!**

# 8X TABLE

This week we are looking at the 8x table.

Write them out carefully in your book and learn them.

Chanting them out loud can help.

$$1 \times 8 = 8$$

$$2 \times 8 = 16$$

$$3 \times 8 = 24$$

$$4 \times 8 = 32$$

$$5 \times 8 = 40$$

$$6 \times 8 = 48$$

$$7 \times 8 = 56$$

$$8 \times 8 = 64$$

$$9 \times 8 = 72$$

$$10 \times 8 = 80$$

$$11 \times 8 = 88$$

$$12 \times 8 = 96$$





# ACTIVITY 1

Copy and complete the grid below.  
How long does it take you?

x	8	6	5	7	2
8					
7					
4					
10					
3					



# ACTIVITY 2

How many related facts can you come up with below? The first spider diagram has been completed for you.

$$30 \times 80 = 2400$$

$$30 \times 8 = 240$$

$$3 \times 8 = 24$$

$$240 \div 80 = 3$$

$$24 \div 3 = 8$$

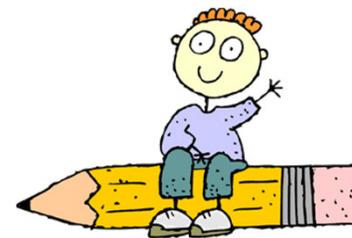
$$3 \times 0.8 = 2.4$$

$$0.3 \times 0.8 = 0.24$$

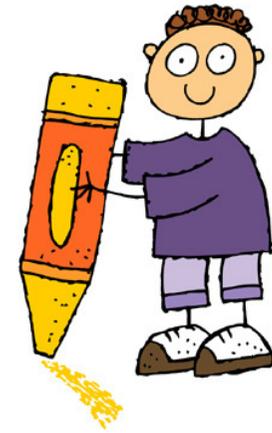
$$300 \times 8 = 2400$$

$$9 \times 8 = 72$$

$$4 \times 8 = 32$$



# ACTIVITY 3



Answer the questions below.  
How long does it take you?

$64 \div 8 =$

$4 \times 8 =$

$16 \div 8 =$

$8 \times 11 =$

$8 \times 6 =$

$1 \times 8 =$

$72 \div 8 =$

$9 \times 8 =$

$2 \times 8 =$

$80 \div 8 =$

$8 \times 3 =$

$24 \div 8 =$

$40 \div 8 =$

$8 \times 8 =$

$3 \times 8 =$

$6 \times 8 =$

$48 \div 8 =$

$5 \times 8 =$

$8 \times 12 =$

$88 \div 8 =$

$11 \times 8 =$

$96 \div 8 =$

$7 \times 8 =$

$12 \times 8 =$

# TRAIN



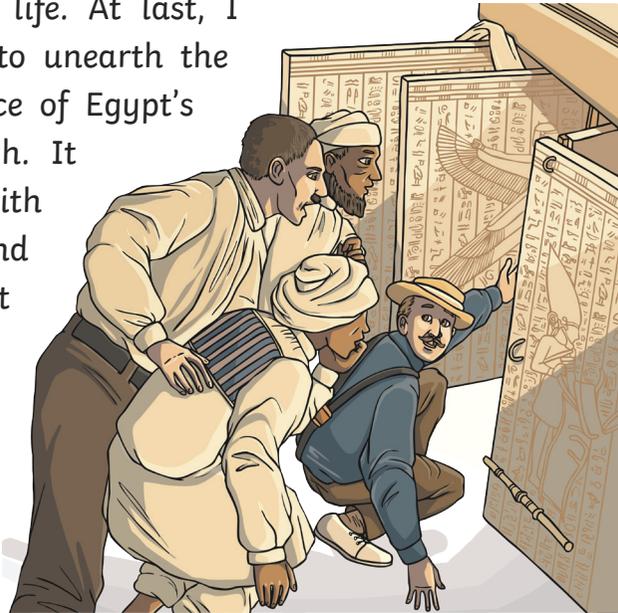
- What's happening here?
- Who are the two characters?
- Why aren't they on the train together?
- Is the train arriving or departing? How do you know?
- Why is the cat on the train?
- How do you feel when you look at this picture? Why do you think that is?
- What do you think about the use of colour in this image?
- Tell the 'before' of this story. How did it get to this point?

Credit: Little Oil/ Jhao-Yu Shih  
<http://littleoil.tumblr.com>

# An Extract from Howard Carter's Diary

4th November 1922

11 After the discovery of the first step, we exposed fifteen more  
20 steps leading down to an ancient doorway, still sealed  
31 after all these years. The name on the door was clear:  
41 Tutankhamen. They say this tomb is cursed; they say that  
49 the ancient pharaoh threatened anyone who disturbed his  
62 peace in the afterlife but that will not stop me. For five years  
72 we have been digging through the inhospitable desert and I  
80 am finally about to make the most important  
87 discovery of my life. At last, I  
94 will be the one to unearth the  
99 final resting place of Egypt's  
102 youngest pharaoh. It  
106 will be filled with  
108 treasures beyond  
110 anyone's wildest  
111 dreams.



## Quick Questions



1. In what year was this text written?

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2. Do you think Howard Carter was scared? Use evidence from the text to support your answer.

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3. Sum up the main points of this extract in 20 words or less.

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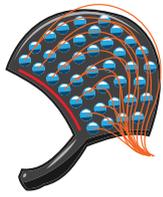
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4. What do you think happened next?

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# How does a snooze-o-metre work?

Snooze-o-metres are mechanical objects which can be found in a few homes around the United Kingdom. They are used to send you to sleep and make sure that your dreams are filled with happiness and make nightmares disappear. This explanation will explain the real science behind this amazing object!

Firstly, the snooze-o-metre needs to be put close to the bed. This is because this machine will only work with people sleeping a metre or less away from it. This machine is quite large so you should only need one in each room.

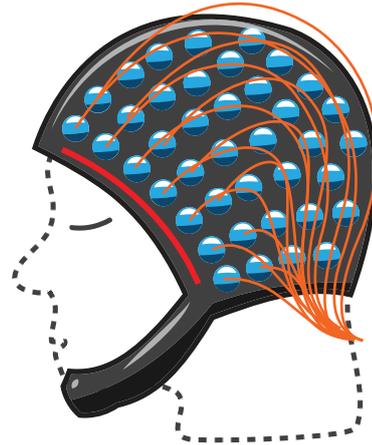
As soon as the owner starts to feel tired, they'll need to get ready for bed by brushing their teeth, washing their face and putting on their pyjamas. Next, they need to get into bed and place the cap on their heads. This cap acts as a transmitter and helps the machine to work properly.

When the cap has been carefully placed on the owner's head, the pink 'On' button needs to be pushed. This starts the machine and makes electricity flow through the device to start to turn the large, metal cogs, which can be found inside the plastic part. As the cogs slowly turn, they release liquid into a large cylinder, which needs to be filled to the top for the next part to happen.

After about five to ten minutes, the cylinder will be filled with enough of the special liquid so that it's heavy enough to drop and turn on the switch. The switch makes electrical pulses travel through the long, thin wires which are attached to the head cap. These pulses help to calm the brain, slow breathing and encourage sleep.

Following that, when the owner is really sleepy, a light mist will come out from the top of the machine. If the person wishing to fall asleep wasn't feeling sleepy already, this will definitely send them off to the land of nod!

And that's how a snooze-o-metre really works. It is an item that you need in your life!



**Did you know there are over one hundred wires linked from the snooze-o-metre to the cap?**



# Questions

1. What is the name of the product being described? (1 mark)

\_\_\_\_\_

2. What does it help people do? (1 mark)

\_\_\_\_\_  
\_\_\_\_\_

3. Tick true or false for the following statements: (4 marks)

	True	False
You need to put the device close to your bed.		
One machine is enough for the whole family.		
The cap needs to be put on the owner's head.		
The 'On' button is blue.		

4. Circle the correct ending to these sentences:

a) Electricity flows through the device to start to turn... (1 mark)

the metal clogs.	the tap on.	the large, metal cogs.	the switch off.
------------------	-------------	------------------------	-----------------

b) The cylinder will be filled with enough special liquid... (1 mark)

after roughly five hours.	after approximately twenty seconds.	after about five to ten hours.	after about five to ten minutes.
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c) These pulses help to... (1 mark)

calm the brain.	make you feel dizzy.	make you dream.	wake you up.
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5. What other two things do the pulses help do? (2 marks)

1. \_\_\_\_\_

2. \_\_\_\_\_



# Questions

6. How many wires are on the cap? (1 mark)

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Score	
	/12



## Reading Activity

Using the story book you are reading at the moment work out who the main character in the story is. Now on a sheet of A4 paper quickly draw a picture of the character. Around the outside of the picture write down words and phrases to describe:

- The appearance of the character - what they look like
- Actions, behaviour and personality of the character
- How the character changes during the story?
- What happens to the character during the story

**CHALLENGE** - Now write a paragraph describing your character.

Linked to AF2,  
AF3 and AF6

## Number Activity

Write down these numbers. Be careful many of them have been jumbled up!

- 1) five hundreds, eight tens, six units
- 2) nine units, five thousands, two hundreds, four tens
- 3) three thousands, one unit, four tens, one hundred
- 4) four units, one thousand, eight tens
- 5) twelve thousands, six units, five hundreds
- 6) four tenths, seven thousands, five units, two hundreds, nine tens

**Challenge** - Can you read these numbers aloud to your partner?

## Handwriting Activity

Copy out these adjectives. Make sure you join the letters correctly using your neatest handwriting.

**CHALLENGE**

Can you now use these words to make sentences up?

naive  
narrow  
nasty  
natural  
naughty  
navy  
near

neat  
necessary  
negative  
nervous  
noisy  
numb  
numerous

**DEFINITIONS**

Is there a word you don't know the meaning of? Look it up in a dictionary.

## Times Table Activity

X	1		3		
6				30	
11		22			
7				35	70
4		8			40
8				40	80

Copy this grid out and complete it by multiplying each of the numbers together. You will need to work out the missing numbers

How quickly can you do it?

## Writing Activity

Read these boring sentences.

- 1) The cat sat by the fire
- 2) Ben went to the ice cream van.
- 3) The lady walked to the shop
- 4) I got three books from the library
- 5) There were 6 benches in the park

Improve these sentences by including powerful adjectives, connectives, different types of punctuation and openers. **CHALLENGE** - Can you link these 5 sentences together to make an interesting short paragraph that makes sense?

## Number Activity

Look at the numbers in the balloons. Now answer the questions below.



- 1) What two numbers when subtracted equal 16?
- 2) What is difference between the two biggest numbers?
- 3) What two even numbers when subtracted equal 14?
- 4) What two odd numbers when subtracted equal 10?
- 5) What three numbers when subtracted equal 0?
- 6) What is the difference between the biggest and smallest number?

## Writing Activity

Write a paragraph to describe this monster. Try to include a range of sentence openers, powerful adjectives and connectives to bring your description alive?

Describe

- Appearance and personality
- Where the monster lives
- Special powers
- Hobbies/interests



## Times Table Activity

$6 \times 4 =$

$4 \times 2 =$

$7 \times 5 =$

$10 \times 9 =$

$5 \times 3 =$

$11 \times 6 =$

$4 \times 5 =$

$45 \div 5 =$

$50 \div 10 =$

$21 \div 3 =$

$15 \div 3 =$

$28 \div 4 =$

$24 \div 6 =$

$32 \div 8 =$

$8 \times 5 =$

$10 \times 3 =$

$6 \times 6 =$

$3 \times 7 =$

$5 \times 5 =$

$2 \times 6 =$

$3 \times 3 =$

$24 \div 8 =$

$60 \div 10 =$

$18 \div 3 =$

$30 \div 5 =$

$70 \div 7 =$

$12 \div 6 =$

$27 \div 3 =$

How quickly can you solve these?

Write them out in your book.