# Home Learning LKS2 Week Beginning: 1st June 2020

**Thank you all for your continued support with home-learning.**
It has been lovely to 'see' so many of our children on Purple Mash over the recent weeks, and while we appreciate that this style of learning may not suit some individuals, we, as class teachers, are trying our best to make sure that our curriculum objectives are being met in a creative and imaginative way. Please be reassured that whatever home-learning you are managing to complete; be it reading and following a recipe, identifying and naming wildlife species whilst out walking, using items and objects around the house to make a den, discovering a new 'lockdown' talent, the experiences you and your child are having in these strange times will be an invaluable lesson to them, so keep up the great work.

**Purple Mash**: Each class has a class blog that will allow the children to share any of the amazing things they are doing at home. We would love to know what the children are up to. The children can get to the blog by logging on to Purple Mash and the clicking the sharing icon on the top left tool bar then selecting shared blogs and the blog should be listed there. Once you select this your children will be able to post comments and see what others have been doing.
Also, on the home screen of Purple Mash is an 'alert' icon – this shows how many activities your child has to do (also called 'to-dos'). Remember, once these activities have been completed, they can be closed by clicking the 'x'
Remember each class teacher can be contacted on their class email for additional information. This email address should also be used for sending any completed work.

Miss Holdway – class6@speenhamland.newburyacademytrust.org
Mrs Earl – class7@speenhamland.newburyacademytrust.org
Mrs Waterfall – class8@speenhamland.newburyacademytrust.org

**Spellings:** Many parents have been asking about spelling practice during lockdown. Instead of our usual spelling groups, we thought it might be beneficial for those who would like some additional practice to focus on the statutory spelling list for Year 3 and 4. The children are familiar with a variety of methods of practicing spellings – rainbow writing, speed spelling, pyramid spellings, dictionary definitions, as well as writing key spellings in sentences.

## New Curriculum Spelling List Years 3 and 4

| | | | | | |
|---|---|---|---|---|---|
| accident | centre | experience | important | ordinary | reign |
| accidentally | century | experiment | interest | particular | remember |
| actual | certain | extreme | island | peculiar | sentence |
| actually | circle | famous | knowledge | perhaps | separate |
| address | complete | favourite | learn | popular | special |
| although | consider | February | length | position | straight |
| answer | continue | forwards | library | possess | strange |
| appear | decide | fruit | material | possession | strength |
| arrive | describe | grammar | medicine | possible | suppose |
| believe | different | group | mention | potatoes | surprise |
| bicycle | difficult | guard | minute | pressure | therefore |
| breath | disappear | guide | natural | probably | though |
| breathe | early | heard | naughty | promise | thought |
| build | earth | heart | notice | purpose | through |
| busy | eight | height | occasion | quarter | various |
| business | eighth | history | occasionally | question | weight |
| calendar | enough | imagine | often | recent | woman |
| caught | exercise | increase | opposite | regular | women |

**Maths**

For the rest of the Summer term, the children will be following the White Rose Maths scheme of work which we currently use in school. For each lesson, there will be a link to an online explanation video, which is then followed up with a worksheet of questions (as seen below). **It is important that your child watches the video first** as this explains how the problems should be solved. We will indicate next to the lesson if there is Purple Mash or Mathletics work to accompany this.

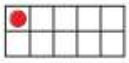
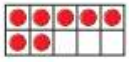
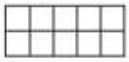
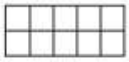
**Maths - Year 3 – revisiting the fractions work that has been learnt so far**

https://whiterosemaths.com/homelearning/year-3/ then click on Summer Term – Week 6 (w/c 1st June)

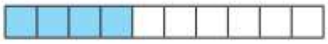
**Lesson 1 – tenths as decimals** watch the online explanation video first, then answer the questions below:

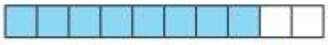
# Tenths as decimals

**1** Complete the table.

| Representation | Words | Fraction | Decimal |
|---|---|---|---|
|  | 1 tenth | | 0.1 |
|  | | $\frac{7}{10}$ | |
|  | | | 0.3 |
|  | 5 tenths | | |

**2** Match each bar model to the equivalent decimal.





0.8

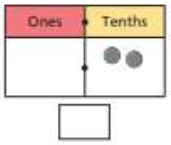
0.6

0.4

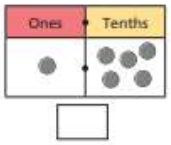
**3** Mo is using a place value chart to represent numbers.

Write each number as a decimal.

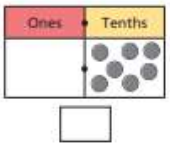
a)



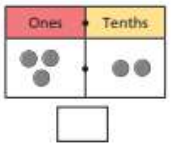

c)




b)

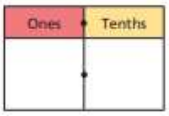



d)

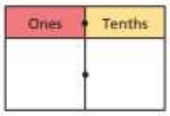



**4** Draw counters to represent the numbers.

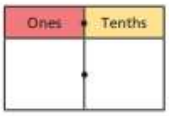
a) 0.3



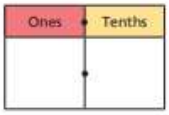

c) 1.3




b) 3




d) 3.1

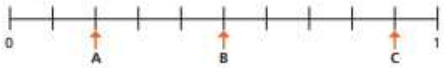





**5** Continue the pattern.

| | | | | |
|---|---|---|---|---|
| $\frac{1}{10}$ | 0.2 | 3 tenths | $\frac{4}{10}$ | 0.5 |
| 6 tenths | | | | |

**6** What decimal is each arrow pointing to?




A = ☐ B = ☐ C = ☐

**7** Estimate the position of the decimals on the number lines.

a)

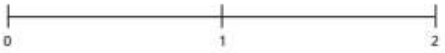
0.1 0.5 0.8


b)

0.4 0.7 0.9


c)

0.6 1.2 1.7




**8** Complete the statements.

a) 0.2 > ☐/10

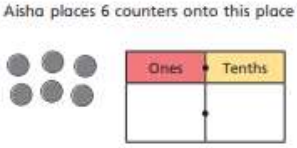
b) 0.8 < ☐/10

c) ☐ tenths = 0.7

d) ☐ = $\frac{12}{10}$

Is there more than one answer for each?

**9** Aisha places 6 counters onto this place value chart.




List all the possible numbers she could represent.

_____

_____

_____

**Lesson 2 – fractions on a number line** watch the online explanation video first, then answer the questions below:

## Fractions on a number line

**1** Draw an arrow to show the fractions on the number lines.

a) $\frac{1}{2}$


b) $\frac{1}{3}$


c) $\frac{1}{4}$


Are your answers accurate or are they estimates?

**2** Write <, > or = to compare the fractions.

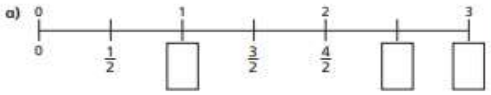
a) $\frac{1}{2}$ ◯ $\frac{1}{4}$

b) $\frac{1}{4}$ ◯ $\frac{1}{3}$

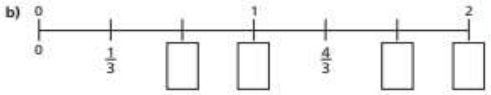
c) $\frac{1}{3}$ ◯ $\frac{1}{2}$

**3** Write the missing fractions on the number lines.

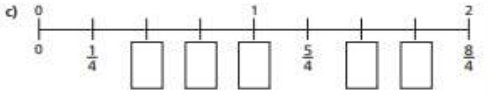
a)




b)




c)




d) Write three fractions that are equivalent to one whole.

Use the number lines to help you.

What do you notice?

Talk about it with a partner.



**4** Draw an arrow to estimate where each fraction belongs on the number line.

a) $\frac{3}{4}$


b) 1 and $\frac{2}{3}$


**5** Write each fraction under the correct heading.

$\frac{2}{3}$ $\frac{4}{4}$ $\frac{5}{3}$ $\frac{1}{8}$ $\frac{3}{3}$

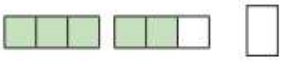
$\frac{3}{4}$ $\frac{7}{4}$ $\frac{8}{8}$ $\frac{7}{8}$

| Less than one whole | Equal to one whole | More than one whole |
|---|---|---|
| | | |

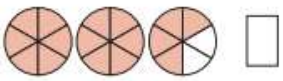
**6** What fraction is shown in each diagram?

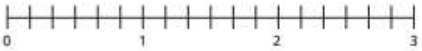
Draw an arrow to show the fraction on the number line.

a)

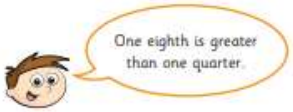



b)





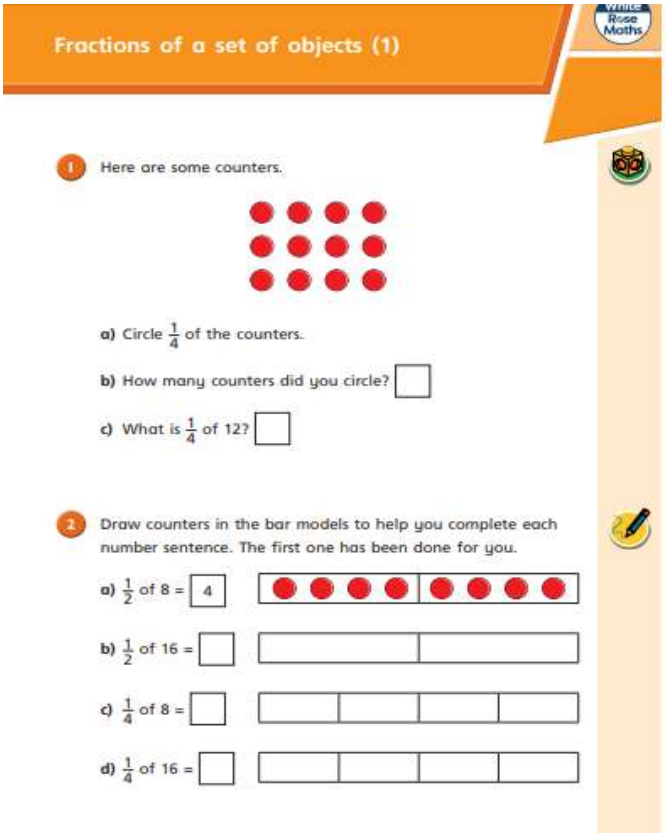

**7**




Do you agree with Teddy? _____

Use the number line to show why.

**Lesson 3 – fractions of a set of objects (1)** watch the online explanation video first, then answer the questions below:



## Fractions of a set of objects (1)

1 Here are some counters.

a) Circle $\frac{1}{4}$ of the counters.

b) How many counters did you circle? ☐

c) What is $\frac{1}{4}$ of 12? ☐

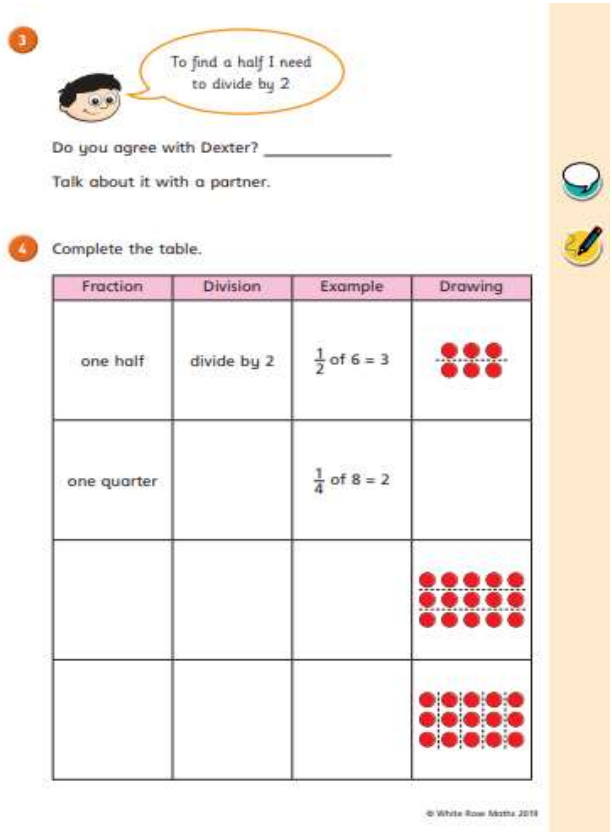
2 Draw counters in the bar models to help you complete each number sentence. The first one has been done for you.

a) $\frac{1}{2}$ of 8 = 4

b) $\frac{1}{2}$ of 16 = ☐

c) $\frac{1}{4}$ of 8 = ☐

d) $\frac{1}{4}$ of 16 = ☐



3 To find a half I need to divide by 2

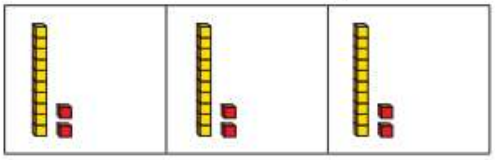
Do you agree with Dexter? _____

Talk about it with a partner.

4 Complete the table.

| Fraction | Division | Example | Drawing |
|---|---|---|---|
| one half | divide by 2 | $\frac{1}{2}$ of 6 = 3 | |
| one quarter | | $\frac{1}{4}$ of 8 = 2 | |
| | | | |
| | | | |

5 Huan uses a bar model and base 10 to find $\frac{1}{3}$ of 36

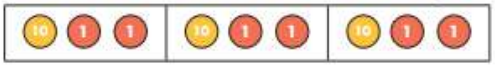


Use Huan's method to complete the calculations.

a) $\frac{1}{3}$ of 63 = ☐ c) $\frac{1}{4}$ of 92 = ☐

b) $\frac{1}{4}$ of 48 = ☐

6 Nijah uses a bar model and place value counters to find $\frac{1}{3}$ of 36




Use Nijah's method to complete the calculations.

a) $\frac{1}{3}$ of 96 = ☐ c) $\frac{1}{4}$ of 52 = ☐

b) $\frac{1}{5}$ of 60 = ☐

7 Which amount is greater? Tick your answer.

$\frac{1}{3}$ of £75 or $\frac{1}{5}$ of £75

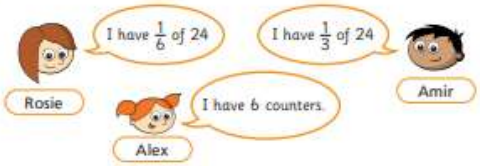
Show your workings.

8 Complete the number sentences.

a) $\frac{1}{2}$ of ☐ = 30 c) $\frac{1}{5}$ of ☐ = 50

b) $\frac{1}{4}$ of ☐ = 20

9 Rosie, Amir and Alex each find a fraction of 24 using counters.




a) Order the children from least counters to most counters.

_____ _____ _____

least counters most counters

b) What fraction of the counters does Alex have? ☐

c) Rosie and Amir put their counters together.

Write their total number of counters as a fraction of 24

☐



**Lesson 4 – fractions of a set of objects (2)** watch the online explanation video first, then answer the questions below:

# Fractions of a set of objects (2)

**1** Draw counters in the bar models to help you complete each number sentence.

a) $\frac{2}{3}$ of 15 = ☐

b) $\frac{3}{4}$ of 8 = ☐

c) $\frac{2}{5}$ of 20 = ☐

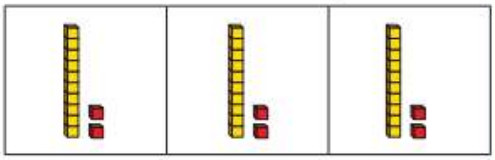
**2** Match the questions and answers.

| | |
|---|---|
| $\frac{2}{3}$ of 9 = ? | 9 |
| $\frac{3}{5}$ of 15 = ? | 6 |
| $\frac{5}{6}$ of 12 = ? | 15 |
| $\frac{3}{4}$ of 20 = ? | 10 |

**3** What is $\frac{6}{6}$ of 18? ☐

How do you know?

**4** Brett uses a bar model and base 10 to find $\frac{2}{3}$ of 36



Use Brett's method to complete the number sentences.

a) $\frac{2}{3}$ of 63 = ☐

b) $\frac{3}{4}$ of 48 = ☐

c) $\frac{3}{4}$ of 92 = ☐

**5** Kim uses a bar model and place value counters to find $\frac{2}{3}$ of 36


Use Kim's method to complete the number sentences.

a) $\frac{2}{3}$ of 96 = ☐

b) $\frac{3}{5}$ of 60 = ☐

c) $\frac{3}{4}$ of 52 = ☐



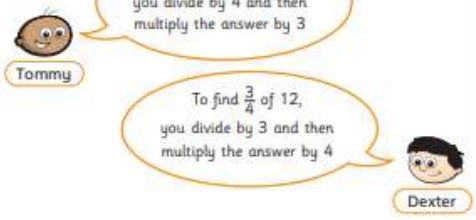
**6** Complete the number sentences.

a) $\frac{2}{3}$ of ☐ = 30

b) $\frac{3}{4}$ of ☐ = 30

c) $\frac{5}{6}$ of ☐ = 30

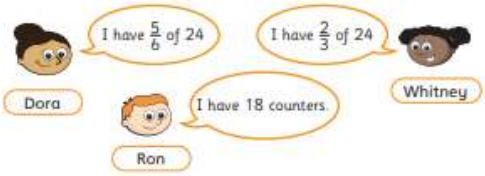
**7**




Who is correct? _____

How do you know? Show your working.

**8** Dora, Whitney and Ron each find a fraction of 24 using counters.




a) Who has the most counters? Show your workings.

b) How many more counters does Dora have than Whitney? ☐

**9** Write fractions to make the statements correct.

☐ of 36 < 18

☐ of 36 = 18

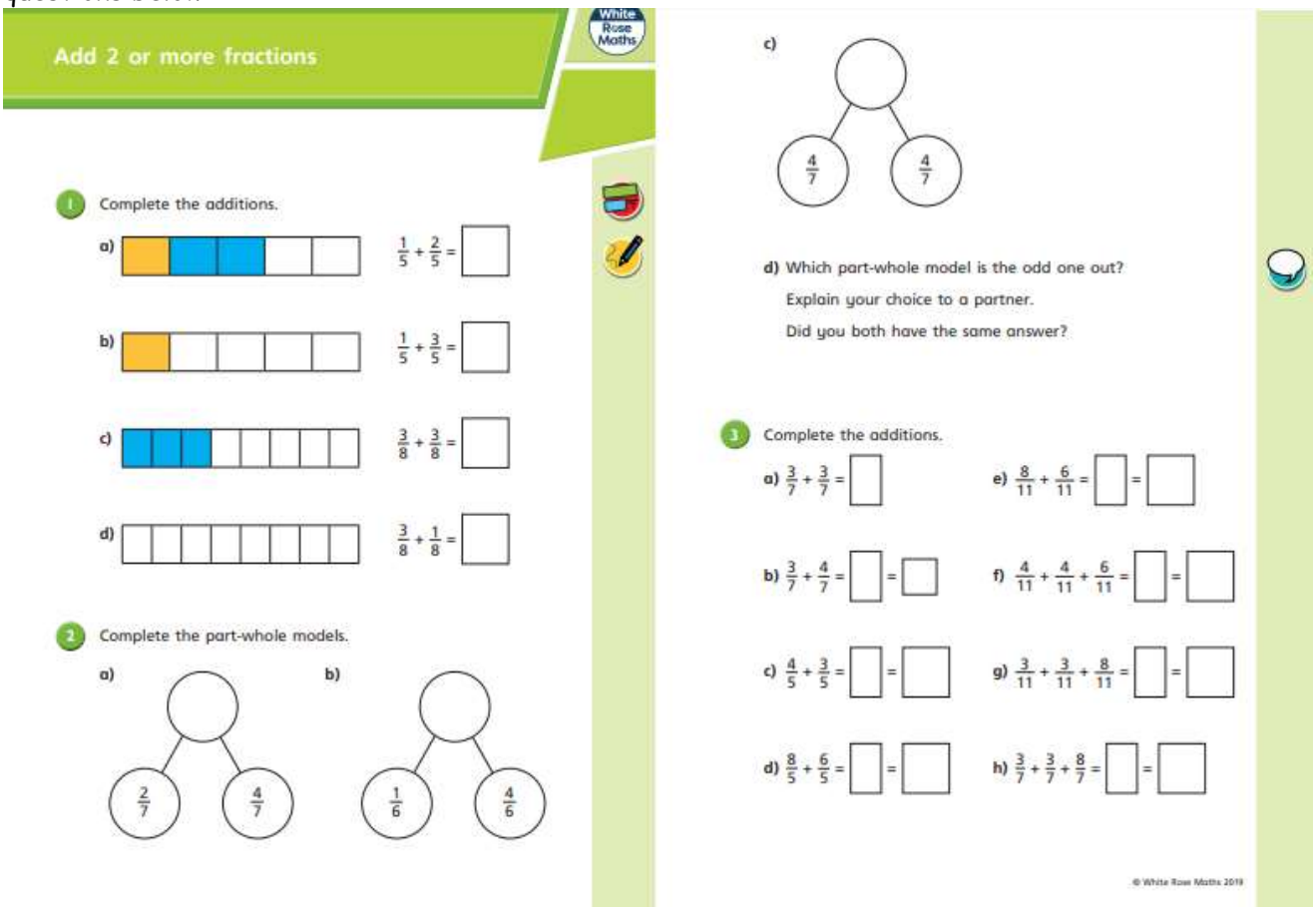
☐ of 36 > 18

How many different answers can you find for each? Compare with a partner.

**Maths - Year 4 – revisiting the fractions work that has been learnt so far**

https://whiterosemaths.com/homelearning/year-4/ then click on Summer Term – Week 6 (w/c 1st June)

**Lesson 1 – add two or more fractions** watch the online explanation video first, then answer the questions below:



## Add 2 or more fractions

White Rose Maths

**1** Complete the additions.

a) $\frac{1}{5} + \frac{2}{5} = \square$

b) $\frac{1}{5} + \frac{3}{5} = \square$

c) $\frac{3}{8} + \frac{3}{8} = \square$

d) $\frac{3}{8} + \frac{1}{8} = \square$

**2** Complete the part-whole models.

a) $\frac{2}{7}$ $\frac{4}{7}$

b) $\frac{1}{6}$ $\frac{4}{6}$

c) $\frac{4}{7}$ $\frac{4}{7}$

d) Which part-whole model is the odd one out?

Explain your choice to a partner.

Did you both have the same answer?

**3** Complete the additions.

a) $\frac{3}{7} + \frac{3}{7} = \square$

b) $\frac{3}{7} + \frac{4}{7} = \square = \square$

c) $\frac{4}{5} + \frac{3}{5} = \square = \square$

d) $\frac{8}{5} + \frac{6}{5} = \square = \square$

e) $\frac{8}{11} + \frac{6}{11} = \square = \square$

f) $\frac{4}{11} + \frac{4}{11} + \frac{6}{11} = \square = \square$

g) $\frac{3}{11} + \frac{3}{11} + \frac{8}{11} = \square = \square$

h) $\frac{3}{7} + \frac{3}{7} + \frac{8}{7} = \square = \square$

4 $\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$

What could the missing numerators be?

Give four different possibilities.

$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$ $\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$

$\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$ $\frac{\square}{4} + \frac{\square}{4} = \frac{9}{4}$

5 Tommy is adding fractions.


Explain why Tommy is incorrect.

6 Complete the number sentences.

a) $\frac{3}{8} + \frac{\square}{8} = \frac{7}{8}$

b) $\frac{3}{8} + \frac{\square}{8} = 1$

c) $\frac{3}{16} + \frac{\square}{\square} = 1$

d) $\frac{4}{9} + \frac{\square}{9} = \frac{11}{9} = 1\frac{\square}{9}$

e) $\frac{4}{9} + \frac{\square}{9} = \frac{13}{9} = 1\frac{\square}{9}$

f) $\frac{4}{9} + \frac{\square}{9} = \frac{\square}{9} = 1\frac{7}{9}$

g) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 2$

h) $\frac{5}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

7 Rosie, Whitney and Teddy have each been for a walk.

Rosie walked $\frac{5}{8}$ km.

Whitney walked $\frac{7}{8}$ km.

Teddy walked $\frac{3}{8}$ km.

a) How far did they walk altogether? ☐ km

b) Jack also went for a walk.

Altogether the four children walked 3 km.

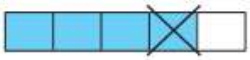
How far did Jack walk? ☐ km



**Lesson 2 – subtract fractions** watch the online explanation video first, then answer the questions below:

## Subtract 2 fractions

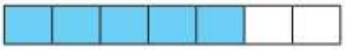
1 Complete the subtractions.

a) 

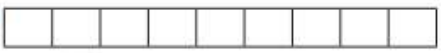
$\frac{4}{5} - \frac{1}{5} = \square$

b) 

$\frac{4}{5} - \frac{2}{5} = \square$

c) 

$\frac{5}{7} - \frac{3}{7} = \square$

d) 

$\frac{7}{9} - \frac{4}{9} = \square$

2 Complete the calculations.

a) $\frac{7}{10} - \frac{3}{10} = \square$

b) $\frac{2}{3} - \frac{1}{3} = \square$

c) $\frac{6}{6} - \frac{6}{6} = \square$

d) $\frac{3}{4} - \frac{1}{4} = \square$

e) $\frac{9}{11} - \frac{3}{11} = \square$

f) $\frac{6}{7} - \frac{4}{7} = \square$

g) $\frac{8}{93} - \frac{2}{93} = \square$

h) $\frac{10}{991} - \frac{3}{991} = \square$

3 Complete the subtractions

a) $\frac{9}{5} - \frac{6}{5} = \square$

b) $\frac{9}{5} - \frac{5}{5} = \square$

c) $\frac{9}{5} - \frac{4}{5} = \square = \square$

d) $\frac{9}{2} - \frac{4}{2} = \square = \square$

e) $\frac{8}{3} - \frac{4}{3} = \square = \square$

f) $\frac{11}{3} - \frac{4}{3} = \square = \square$

g) $\frac{14}{3} - \frac{4}{3} = \square = \square$

h) $\frac{15}{3} - \frac{5}{3} = \square = \square$

4 Jack has $2\frac{1}{4}$ kg of potatoes.

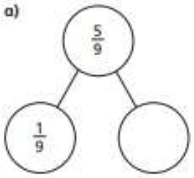
He uses $\frac{5}{4}$ kg of potatoes.

How many kilograms does he have left?

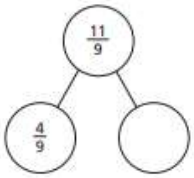

Jack has ☐ kg left.

5 Complete the part-whole models.

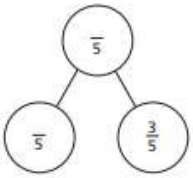
a)

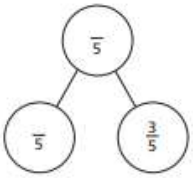



b)




6 Complete the part-whole model in two different ways.




7 Fill in the missing numerators.

a) $\frac{10}{11} - \frac{\square}{11} = \frac{7}{11}$

b) $\frac{10}{11} - \frac{\square}{11} = \frac{7}{11} - \frac{4}{11}$

c) $\frac{10}{11} - \frac{4}{11} = \frac{\square}{11} - \frac{7}{11}$

d) $\frac{15}{4} - \frac{\square}{4} = 2$

e) $\frac{9}{4} - \frac{1}{4} = \frac{\square}{4} + 1$

f) $\frac{11}{4} - \frac{3}{4} = \frac{11}{3} - \frac{\square}{3}$

8 Alex and Annie are taking turns playing a computer game.

Annie plays for a total of $2\frac{1}{4}$ hours.

Annie plays for $\frac{3}{4}$ of an hour more than Alex.

How much time do they spend in total playing on the game?

☐ hours

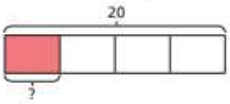


**Lesson 3 – fractions of quantities** watch the online explanation video first, then answer the questions below:

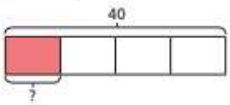
## Fractions of a quantity

1 Complete the number sentences.

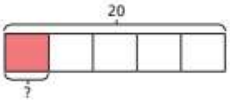
a) $\frac{1}{4}$ of 20 = ☐



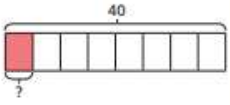

d) $\frac{1}{4}$ of 40 = ☐



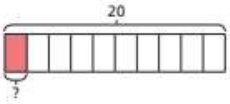

b) $\frac{1}{5}$ of 20 = ☐



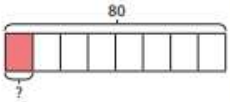

e) $\frac{1}{8}$ of 40 = ☐



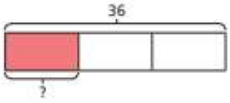

c) $\frac{1}{10}$ of 20 = ☐



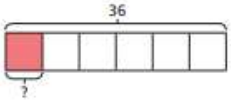

f) $\frac{1}{8}$ of 80 = ☐




g) $\frac{1}{3}$ of 36 = ☐

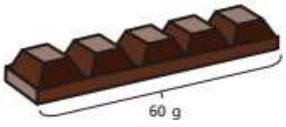



h) $\frac{1}{6}$ of 36 = ☐




2 Filip has a chocolate bar with 5 equal pieces.

The chocolate bar weighs 60 g.




a) What is the mass of one piece?

The mass of one piece is ☐ g.

b) Filip eats $\frac{3}{5}$ of the bar of chocolate.

How many grams does Filip eat?

Filip eats ☐ g of chocolate.

**3** Complete the number sentences.

a) $\frac{1}{4}$ of 24 = ☐ c) $\frac{1}{8}$ of 32 = ☐

$\frac{3}{4}$ of 24 = ☐ $\frac{5}{8}$ of 32 = ☐

b) $\frac{1}{7}$ of 35 = ☐ d) $\frac{5}{8}$ of 64 = ☐

$\frac{3}{7}$ of 35 = ☐ $\frac{7}{8}$ of 64 = ☐

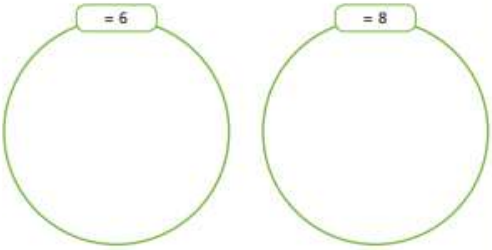
$\frac{5}{7}$ of 35 = ☐ $\frac{10}{8}$ of 64 = ☐

**4** Match the calculations to the answers.

| | |
|---|---|
| $\frac{2}{3}$ of 18 | 18 |
| $\frac{5}{6}$ of 18 | 15 |
| $\frac{9}{10}$ of 20 | 16 |
| $\frac{4}{5}$ of 20 | 12 |

**5** a) Write each calculation in the correct circle.

$\frac{1}{2}$ of 16 $\frac{1}{4}$ of 24 $\frac{2}{3}$ of 9 $\frac{3}{2}$ of 4 $\frac{1}{6}$ of 48




b) Write one more calculation in each circle.

**6** Write <, > or = to compare the calculations.

a) $\frac{2}{7}$ of 21 ◯ $\frac{2}{3}$ of 21

b) $\frac{3}{5}$ of 40 ◯ $\frac{2}{3}$ of 36

c) $\frac{6}{8}$ of 40 ◯ $\frac{3}{4}$ of 40

d) $\frac{6}{10}$ of 50 ◯ $\frac{3}{10}$ of 100

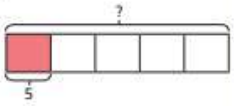
**Lesson 4 – calculate quantities** watch the online explanation video first, then answer the questions below:

## Calculate quantities

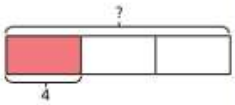
**1** Match the calculations to the bar models.

Work out the missing quantities.

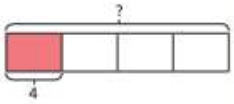
$\frac{1}{4}$ of ☐ = 5



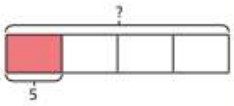

$\frac{1}{4}$ of ☐ = 4




$\frac{1}{5}$ of ☐ = 5




$\frac{1}{3}$ of ☐ = 4




**2** Complete the sentences.

a) When one fifth is 1, the whole is ☐

When one fifth is 10, the whole is ☐

When one fifth is 20, the whole is ☐

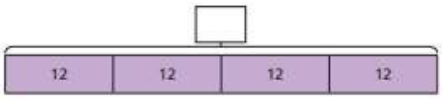
b) When $\frac{1}{7}$ is 2, the whole is ☐

When $\frac{1}{7}$ is 4, the whole is ☐

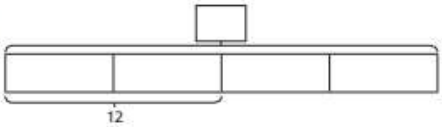
When $\frac{1}{7}$ is 8, the whole is ☐

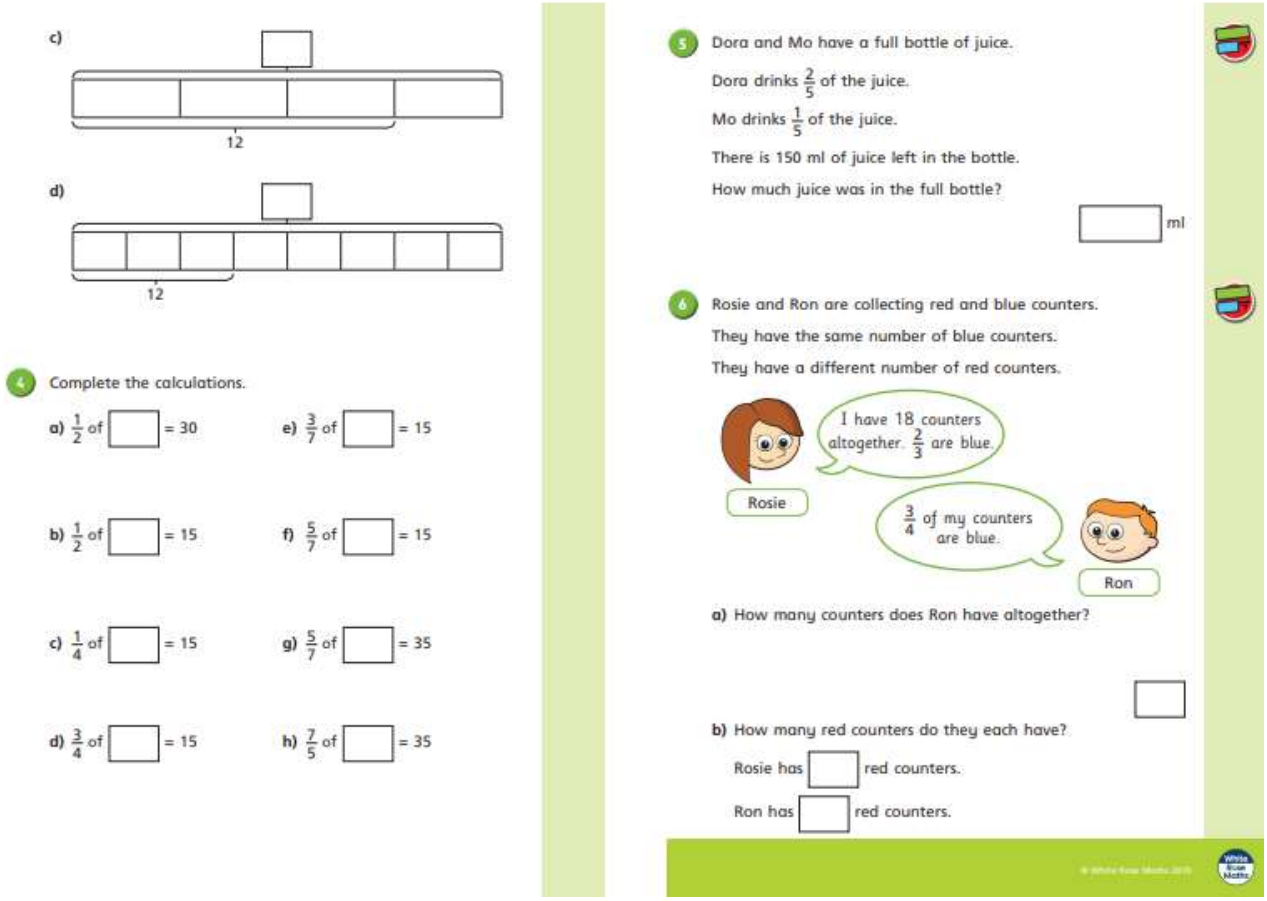
**3** Complete the bar models and fill in the whole.

a)




b)





c)




d)




4 Complete the calculations.

a) $\frac{1}{2}$ of ☐ = 30

b) $\frac{1}{2}$ of ☐ = 15

c) $\frac{1}{4}$ of ☐ = 15

d) $\frac{3}{4}$ of ☐ = 15

e) $\frac{3}{7}$ of ☐ = 15

f) $\frac{5}{7}$ of ☐ = 15

g) $\frac{5}{7}$ of ☐ = 35

h) $\frac{7}{5}$ of ☐ = 35

5 Dora and Mo have a full bottle of juice.

Dora drinks $\frac{2}{5}$ of the juice.

Mo drinks $\frac{1}{5}$ of the juice.

There is 150 ml of juice left in the bottle.

How much juice was in the full bottle?

☐ ml

6 Rosie and Ron are collecting red and blue counters.

They have the same number of blue counters.

They have a different number of red counters.



I have 18 counters altogether. $\frac{2}{3}$ are blue.

Rosie

$\frac{3}{4}$ of my counters are blue.



Ron

a) How many counters does Ron have altogether?

☐

b) How many red counters do they each have?

Rosie has ☐ red counters.

Ron has ☐ red counters.

**Reading:**

All reading that your child does is critical to their reading development. From reading their reading books to recipe books and non-fiction books and everything in between. Please keep a record of the reading you are doing in your child's reading record. The children's Accelerated Reader login and password details are in their reading records.

Accelerated Reader website: https://ukhosted97.renlearn.co.uk/6704931/default.aspx

Each child has been set a reading activity on Purple Mash which suits their reading ability. Your child has been set one of these books:

- Poppa Joe and The Red Racer (chapters 1 - 5 and their linked activities)
- The Knockers (chapters 1 - 5 and their linked activities)
- The Legend of Mathos (chapters 4 – 6 and their linked activities) and The great Marvello (chapters 1 and 2 and their linked activities)

**English:**

This week we are going to focus on SPAG – 'Spelling, Punctuation and Grammar'. To make it easier for you all we have downloaded the worksheet for each task, these do not need to be printed out, your child could write their answers on a piece of paper, type it up as a word document and even email it directly to your class teacher.

**Task 1: (Punctuating sentences)**
**Task 2: (Correct the sentence punctuation)**
**Task 3: (Punctuation)**
Read the following definitions before punctuating the sentences.
**Full stop** – marks the end of a complete sentence or statement, e.g. Ben really likes chocolate cake.
**Question mark** – Used at the end of a direct question, e.g. What is your favourite colour?
**Exclamation mark** – Indicates surprise, emphasis, strong emotion and sometimes disbelief, e.g. That's terrible!
Comma – Separates units of meaning in a sentence, e.g. I love playing basketball, tennis and badminton.
**Semi-colon** – separates two main clauses that are closely related to each other, but could stand on their own as sentences, e.g. Heather likes oranges; James likes pears.
Colon – Comes after a complete sentence to introduce a list, quote or definition, e.g. You should bring three things: flour, sugar and water.
**Dash** – Separates elements within a sentence and indicates emphasis, interruption, or an abrupt change of thought. Can act as brackets or be used in place of the word 'to', e.g. Could you please try – try your very hardest – to ignore him.
**Ellipsis** – Indicates that one or more words are missing, e.g. indicates… words are missing.
**Brackets/Parenthesis** - Enclose additional related information, e.g. I left you some cake (it's in the fridge)
**Apostrophe** – Indicates possession, or that letters have been left out, e.g. That's Jerry's book.
**Inverted Commas** – Indicates quotes, direct speech and slang or foreign phrases, e.g. "I'm sorry, I simply don't remember," she said.

**Task 4: Replacing Nouns**
**Task 5: Change the Mood**
In addition to these activities we have included some spelling word-searches at the end of this pack

# Punctuating Sentences

Read the extract below and count the punctuation that you can see.

**Chapter One**

**Of Crowns and Caverns**

Guster the dragon lay in the mouth of his cave. He itched. His back itched and his belly itched. His fingers and his toes itched. Even his eyes and ears and nose itched. It was unbearable.

Guster felt like this every autumn. While the leaves on the trees flushed into their autumn finery, Guster's green summer scales slowly changed to copper. This was a mountain dragon trick which kept them safe from human eyes. Humans couldn't spot green scales against the grass, red scales against autumn leaves or white scales against snow. Guster thought that humans must be very stupid.

Guster rolled on the rocky ground. He scratched his back and scraped his shoulders. His head wriggled and his legs flailed. It did no good. If only there were some way to soothe his scaly skin...

Guster twisted to his feet. "Ma?" he yelled into the darkness. "I'm going swimming."

*Extract from Twinkl Original story 'The Wyrmstooth Crown'*

How many full stops did you find? ☐

How many capital letters did you find? ☐

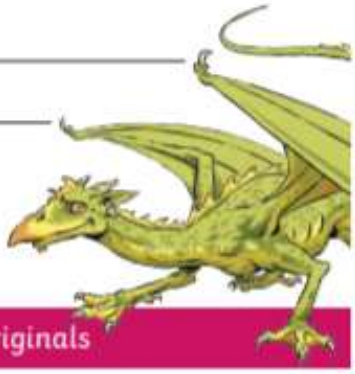
How many commas did you find? ☐

Did you find any other types of punctuation? Copy them here. ☐

Give two reasons why the author would use a capital letter.

_____

_____



# Correct the Sentence Punctuation

Write the correct sentence underneath by adding in capital letters, full stops and question marks.

1. my brother's dog is called tess

2. on sunday she went to the park

3. the titanic sank in 1912

4. toby and mark are going to spain in march

5. martha took her children to the zoo yesterday

6. when i go to the shop, i will get some crisps

7. sameera and i are going to town on friday

8. did you sell buns at the fair

9. my mum has a cat he is called tom

10. have you got a dress for the prom

# Punctuation

**Punctuate the following sentences:**

1. where have you been all day

2. ill need two things a tent and a sleeping bag

3. i dont believe it

4. youre my friend my very best friend

5. how awful

6. please could you fetch me three apples two pears a peach and a carton of orange juice

7. if you dont stop that immediately im going to

8. dont do that actually never mind

9. move along theres nothing to see the police officer said

10. thomas has five hundred pounds £500

11. come back thats benjamins bike she yelled

12. shenika cant stand fruit cake benny will eat it

## Replacing Nouns

Each of these nouns have been replaced by fruit. Can you re-write this so that it might make sense?

As the banana chugged through the beans, she stared out at the cucumber. Tiny strawberries clung to the tomatoes and in the melon, lemons grazed. A potato ran beside the lettuce, gurgling on its way to the radish. As she looked out at the cauliflower, she noticed the dark pineapple drifting overhead.

## Change the mood

Fill in the gaps with **positive** adjectives

Barry stared at the _____ burger. Outside
the _____ window, a _____ wind swept across the _____ town. _____ cars purred by on the promenade, _____ newspapers tumbled along, driven by the _____ wind. The sea rolled up the _____ beach, crashing against the _____ rocks that lined the _____ shoreline.

**Change the mood**

Fill in the gaps with **negative** adjectives

Barry stared at the _____ burger.
Outside
the _____ window, a _____ wind swept across the _____ town. _____ cars purred by on the promenade, _____ newspapers tumbled along, driven by the _____ wind. The sea rolled up the _____ beach, crashing against the _____ rocks that lined the _____ shoreline.

# Y3/4 Spellings Words Search

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

circle
earth
bicycle
heart
interest
perhaps
pressure
natural
difficult
recent

# Y3/4 Spellings Words Search

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

complete
experience
notice
remember
strange
straight
address
often
height
increase

# Y3/4 Spellings Words Search

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

enough
through
caught
century
surprise

famous
particular
question
promise
minute