Home Learning LKS2 Week Beginning: 8th 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

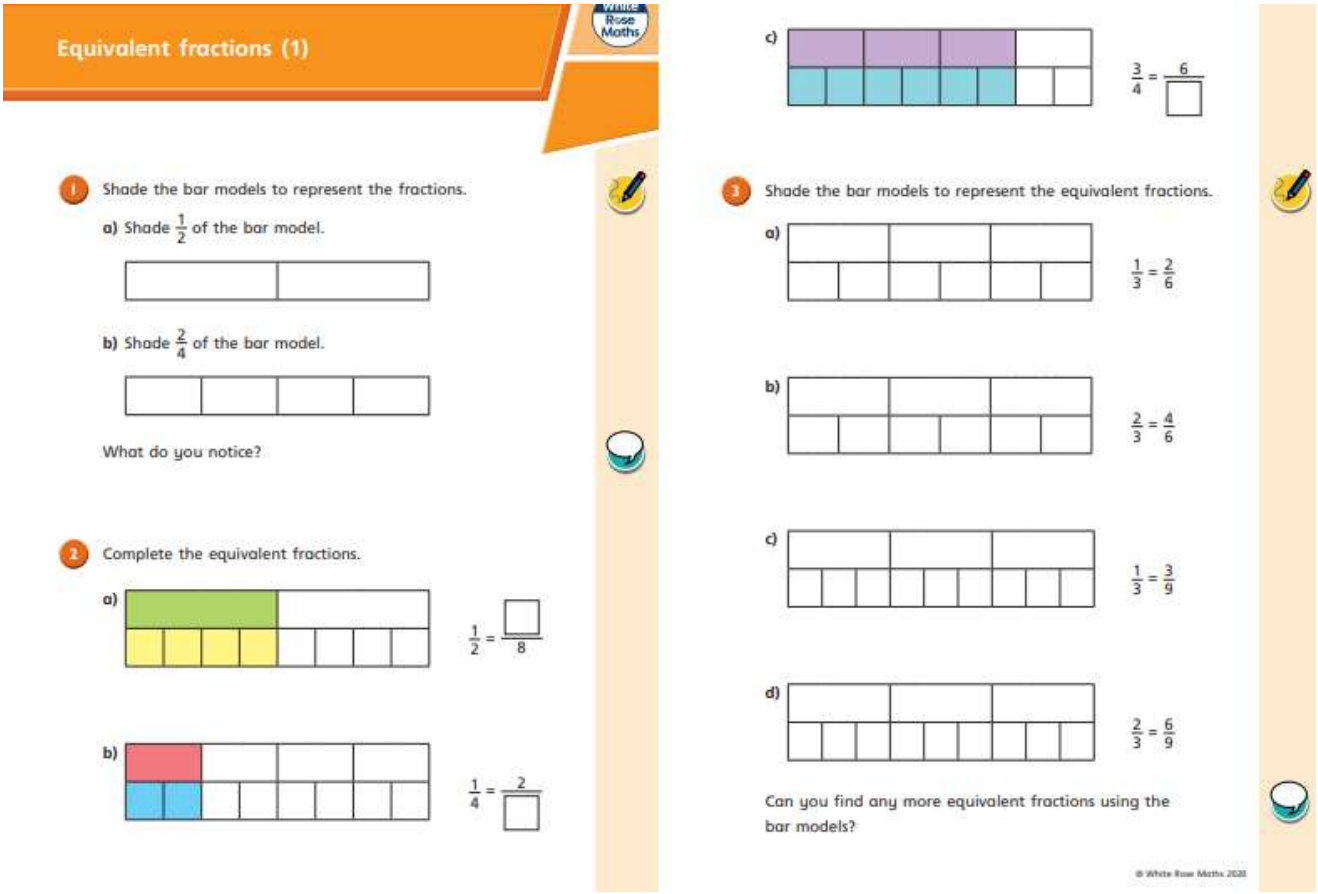
Monday - Friday

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 7 (w/c 8th June)

Lesson 1 – equivalent fractions (1) watch the online explanation video first, then answer the questions below:



Equivalent fractions (1)

1 Shade the bar models to represent the fractions.

a) Shade $\frac{1}{2}$ of the bar model.

b) Shade $\frac{2}{4}$ of the bar model.

What do you notice?

2 Complete the equivalent fractions.

a) $\frac{1}{2} = \frac{\square}{8}$

b) $\frac{1}{4} = \frac{2}{\square}$

c) $\frac{3}{4} = \frac{6}{\square}$

3 Shade the bar models to represent the equivalent fractions.

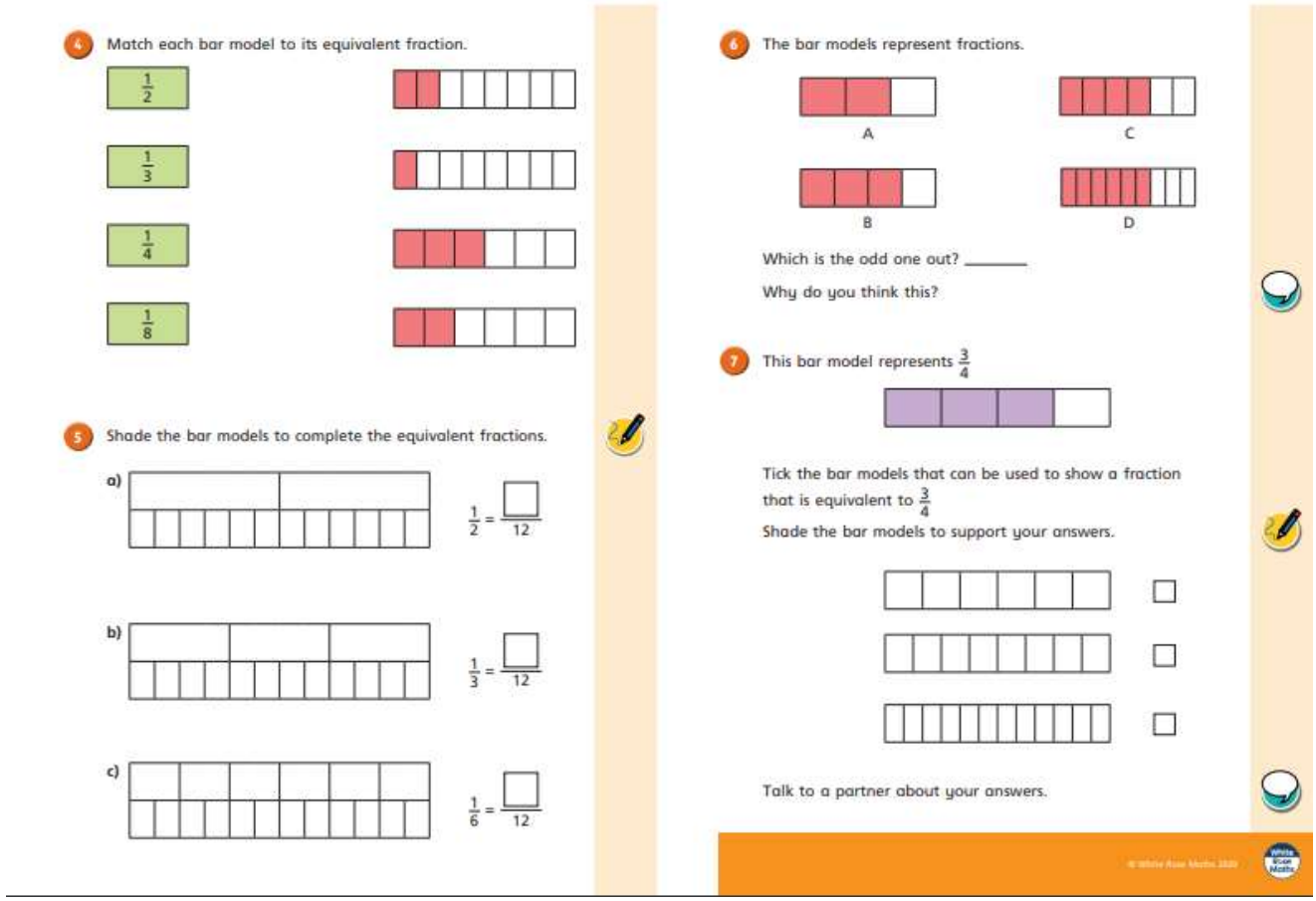
a) $\frac{1}{3} = \frac{2}{6}$

b) $\frac{2}{3} = \frac{4}{6}$

c) $\frac{1}{3} = \frac{3}{9}$

d) $\frac{2}{3} = \frac{6}{9}$

Can you find any more equivalent fractions using the bar models?

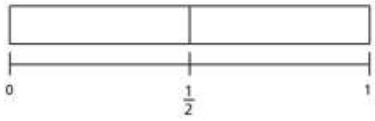


Lesson 2 – equivalent fractions (2) watch the online explanation video first, then answer the questions below:

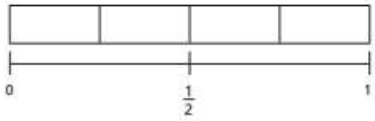
Equivalent fractions (2)

1 Shade the bar models to represent the fractions.

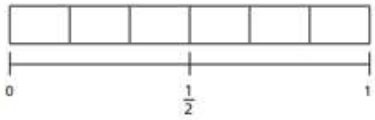
a) Shade $\frac{1}{2}$ of the bar model.



b) Shade $\frac{2}{4}$ of the bar model.



c) Shade $\frac{3}{6}$ of the bar model.



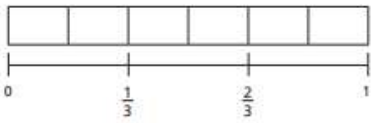
d) What do you notice?

e) Write another fraction that is equivalent to $\frac{1}{2}$

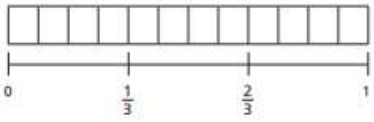
$\square$

2 Shade $\frac{2}{3}$ of each bar model.

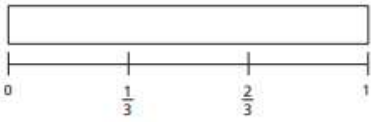
a)



b)



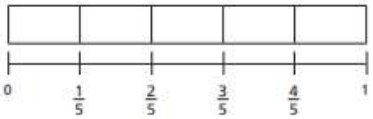
c)

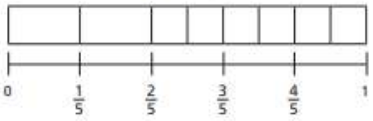


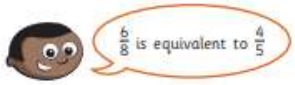
d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

$\frac{2}{3} = \frac{\square}{6} = \frac{8}{\square} = \frac{\square}{15}$

3 Mo is finding equivalent fractions.





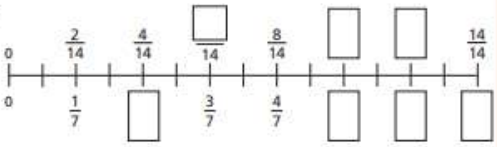


Do you agree with Mo? _____

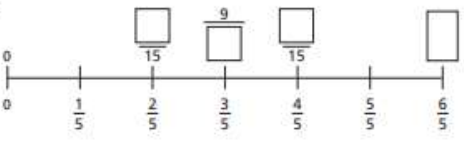
Explain your answer.

4 Find the missing numbers.

a)



b)



5 Here is a number line.

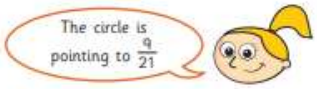
a) What fraction is each shape pointing to?

△ = $\square$ ■ = $\square$

b) A circle is halfway between the triangle and the square.

Draw the circle on the number line.

c)



Do you agree with Eva? _____

Show how you worked this out.

d) Write three equivalent fractions for each shape.

△ $\square\square\square$ ● $\square\square\square$

■ $\square\square\square$

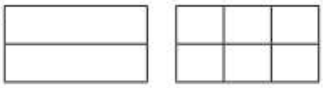
Compare answers with a partner.

Lesson 3 – equivalent fractions (3) watch the online explanation video first, then answer the questions below:

Equivalent fractions (3)

1 Shade the shapes to help you complete the equivalent fractions.

a)  $\frac{1}{3} = \frac{\square}{\square}$

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

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

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

2 Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$	
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$		$\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$		$\frac{1}{9}$ $\frac{1}{9}$ $\frac{1}{9}$	

a) $\frac{1}{3} = \frac{\square}{6}$

b) $\frac{1}{3} = \frac{\square}{9}$

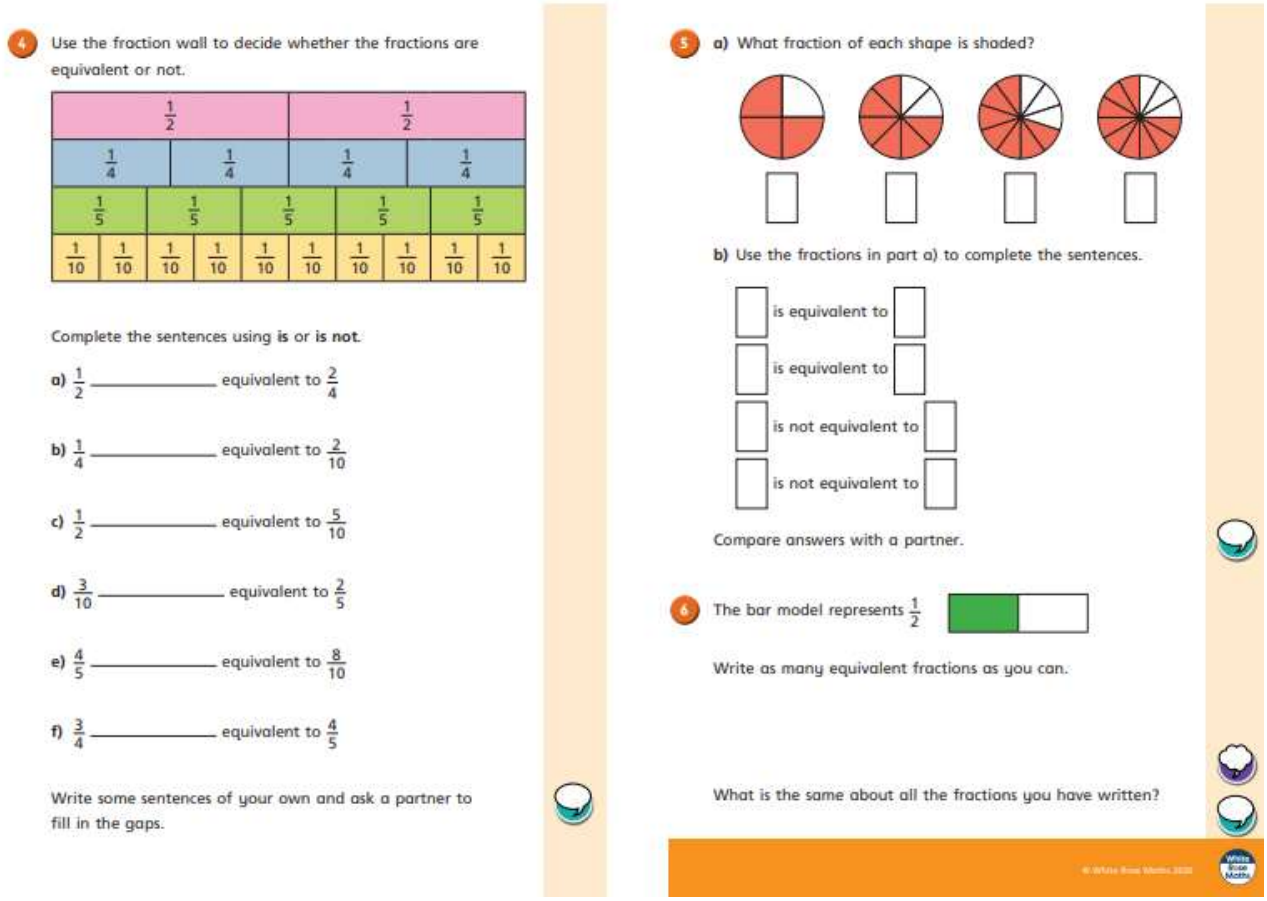
c) $\frac{2}{3} = \frac{4}{\square}$

d) $\frac{2}{3} = \frac{6}{\square}$

e) $\frac{4}{6} = \frac{6}{\square}$

f) $\frac{1}{3} = \frac{\square}{6} = \frac{\square}{9}$

3 Draw a picture to show that one quarter is equivalent to two eighths.



4 Use the fraction wall to decide whether the fractions are equivalent or not.

$\frac{1}{2}$					$\frac{1}{2}$				
$\frac{1}{4}$				$\frac{1}{4}$				$\frac{1}{4}$	
$\frac{1}{5}$			$\frac{1}{5}$			$\frac{1}{5}$			$\frac{1}{5}$
$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

Complete the sentences using **is** or **is not**.

a) $\frac{1}{2}$ _____ equivalent to $\frac{2}{4}$

b) $\frac{1}{4}$ _____ equivalent to $\frac{2}{10}$

c) $\frac{1}{2}$ _____ equivalent to $\frac{5}{10}$

d) $\frac{3}{10}$ _____ equivalent to $\frac{2}{5}$

e) $\frac{4}{5}$ _____ equivalent to $\frac{8}{10}$

f) $\frac{3}{4}$ _____ equivalent to $\frac{4}{5}$

Write some sentences of your own and ask a partner to fill in the gaps.

5 a) What fraction of each shape is shaded?

b) Use the fractions in part a) to complete the sentences.

☐ is equivalent to ☐

☐ is equivalent to ☐

☐ is not equivalent to ☐

☐ is not equivalent to ☐

Compare answers with a partner.

6 The bar model represents $\frac{1}{2}$

Write as many equivalent fractions as you can.

What is the same about all the fractions you have written?

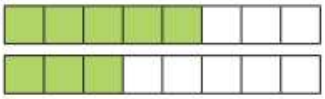
Lesson 4 – compare fractions watch the online explanation video first, then answer the questions below:

Compare fractions

1 Write <, > or = to compare the fractions.

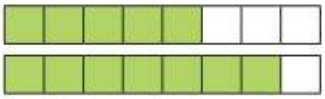
Use the bar models to help you.

a)



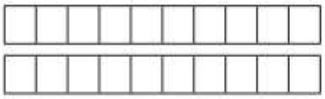
$\frac{5}{8}$ ◯ $\frac{3}{8}$

b)



$\frac{5}{8}$ ◯ $\frac{7}{8}$

c)



$\frac{5}{10}$ ◯ $\frac{7}{10}$

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

a) $\frac{1}{5}$ ◯ $\frac{3}{5}$

b) $\frac{2}{5}$ ◯ $\frac{2}{5}$

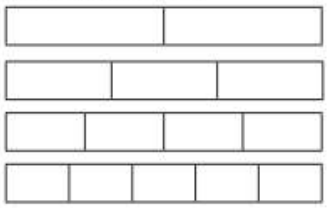
c) $\frac{2}{7}$ ◯ $\frac{6}{7}$

d) $\frac{6}{7}$ ◯ $\frac{2}{7}$

e) $\frac{6}{13}$ ◯ $\frac{12}{13}$

f) $\frac{13}{15}$ ◯ $\frac{13}{15}$

3 Here are some bar models.



a) Shade the bar models to represent the fractions.

b) Write < or > to compare the fractions.

Use the bar models to help you.

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

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

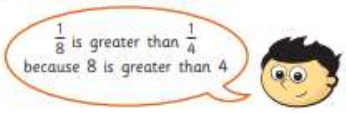
4 What could the missing numerators and denominators be?

Give three examples for each.

a) $\frac{1}{5} < \frac{\square}{5}$ $\frac{1}{5} < \frac{\square}{5}$ $\frac{1}{5} < \frac{\square}{5}$

b) $\frac{1}{5} < \frac{1}{\square}$ $\frac{1}{5} < \frac{1}{\square}$ $\frac{1}{5} < \frac{1}{\square}$

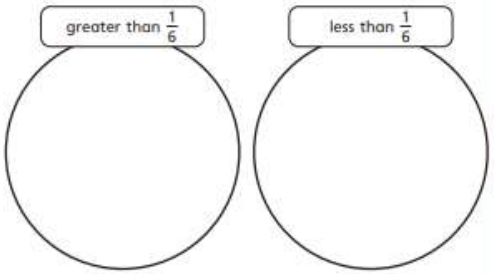
5 Jack is comparing fractions.



Draw bar models to show that Jack is wrong.

6 Sort the fractions into the circles.

$\frac{5}{6}$ $\frac{1}{8}$ $\frac{1}{2}$ $\frac{2}{6}$ $\frac{1}{12}$ $\frac{3}{6}$



7 Complete the sentences using the word bank.

numerator	denominator	greater	smaller

a) When fractions have the same denominator, the greater the _____, the _____ the fraction.

b) When fractions have the same numerator, the greater the _____, the _____ the fraction.

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 7 (w/c 8th June)

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

Tenths as decimals

1 Shade the bar models to represent the amounts.

a) 7 tenths

b) $\frac{4}{10}$

c) 0.3

2 Complete the table to show the fractions and decimals the bar models represent.

Bar model	Fraction	Decimal

3 Write each fraction and decimal in the correct place on the number line.

$\frac{2}{10}$ 0.6 $\frac{9}{10}$ 0.1

0 1

4 Work out the values of A, B and C.

Give your answers as fractions and decimals.

A B C

0 1

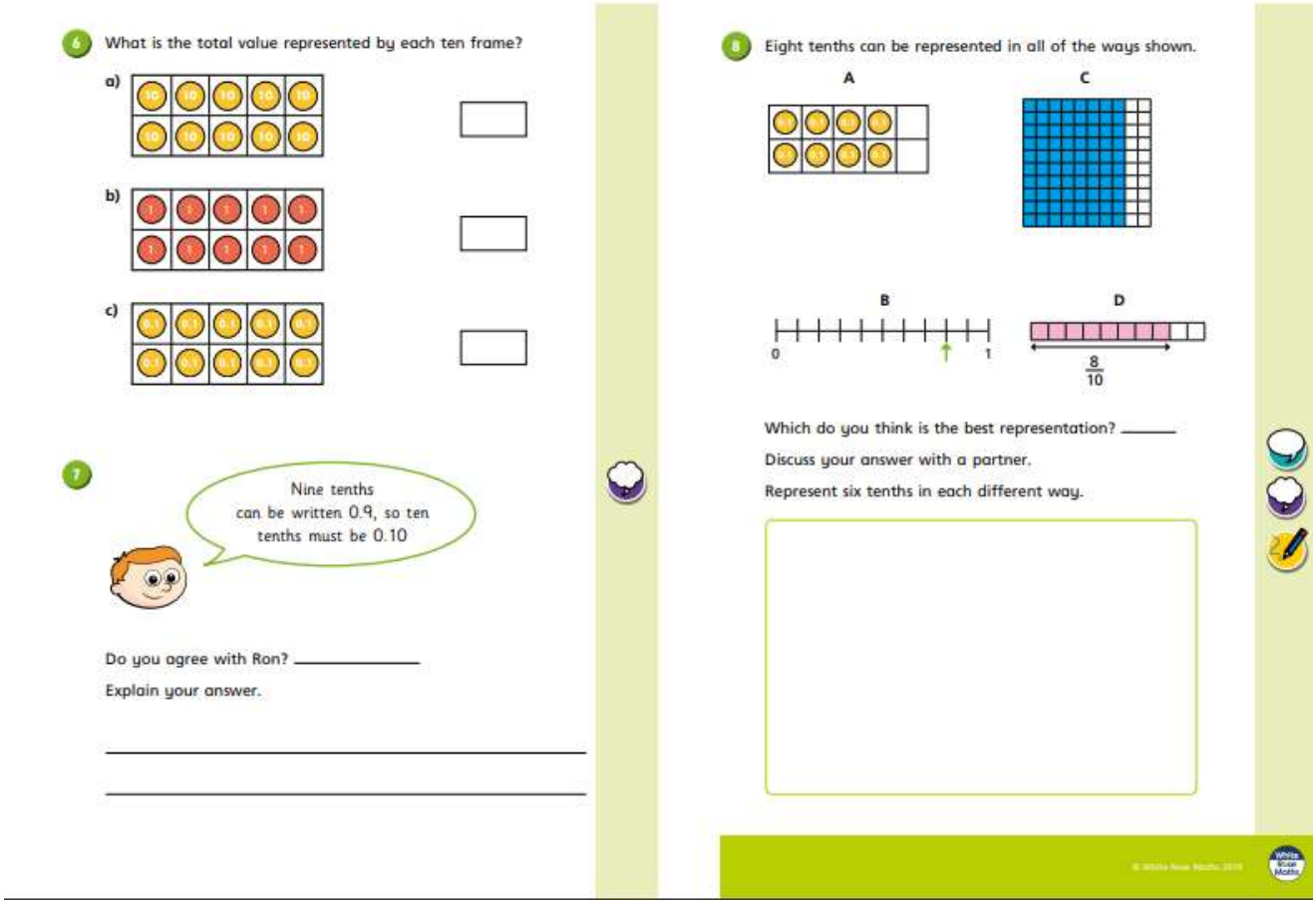
A ☐ or ☐

B ☐ or ☐

C ☐ or ☐

5 Match the equivalent fractions, decimals and words.

$\frac{3}{10}$	0.7	four tenths
$\frac{9}{10}$	0.3	one tenth
$\frac{7}{10}$	0.4	three tenths
$\frac{4}{10}$	0.1	nine tenths
$\frac{1}{10}$	0.9	seven tenths



Lesson 2 – Divide 2 digits by ten watch the online explanation video first, then answer the questions below:

Dividing 2 digits by 10

1 **a)** The array shows 20 shared between 10

Complete the calculation.

20 ÷ 10 = ☐

b) The array shows 4 shared between 10

Complete the calculation.

4 ÷ 10 = ☐

c) Complete the calculation.

24 ÷ 10 = ☐

Compare answers with a partner.

2 **a)** Draw counters to represent 30 on the place value chart.

Tens	Ones	Tenths

Complete the division.

30 ÷ 10 = ☐

Draw counters to show your answer on the place value chart.

Tens	Ones	Tenths

b) Draw counters to show 35 on the place value chart.

Tens	Ones	Tenths

Complete the division.

35 ÷ 10 = ☐

Draw counters to show your answer on the place value chart.

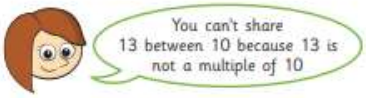
Tens	Ones	Tenths

c) What do you notice about your answers in parts a) and b)?

d) Complete the sentence.

When dividing by 10, you move the counters ☐ place to the _____.

3

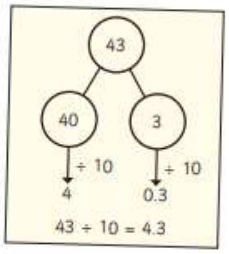


Do you agree with Rosie? _____

Explain your answer.

4 Dexter is calculating 43 ÷ 10

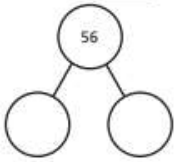
Here are Dexter's workings.



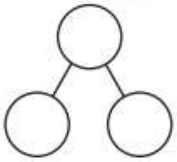
a) Talk to a partner about why Dexter's method works.

b) Use Dexter's method to complete the divisions.

56 ÷ 10 = ☐



71 ÷ 10 = ☐



5 Complete the divisions.

a) 37 ÷ 10 = ☐

b) 11 ÷ 10 = ☐

c) 48 ÷ 10 = ☐

d) 99 ÷ 10 = ☐

e) 80 ÷ 10 = ☐

f) ☐ = 29 ÷ 10

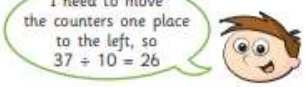
g) ☐ ÷ 10 = 6.3

h) 3.9 = ☐ ÷ 10

6 This Gattegno chart shows the number 37

100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

a)



Do you agree with Teddy? _____

Explain your answer.

_____

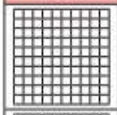
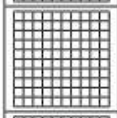
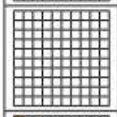
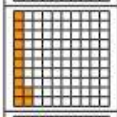
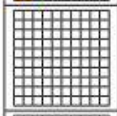
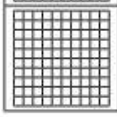
_____

b) How can you use a Gattegno chart to divide by 10?

Lesson 3 – hundredths as decimals watch the online explanation video first, then answer the questions below:

Hundredths as decimals

1 Complete the table.

Hundred square	Words	Fraction	Decimal
	thirty-six hundredths		
		$\frac{82}{100}$	
			0.27
			
	seven tenths		
			0.3

2 Draw decimal place value counters to represent the numbers.

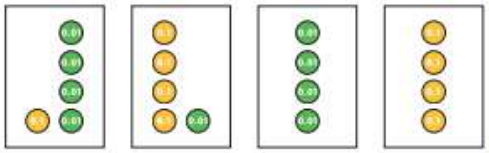
a) 0.03 c) 0.63

b) 0.6 d) 0.36

3 The counters represent tenths and hundredths.

a) Match the decimals to the groups of counters.

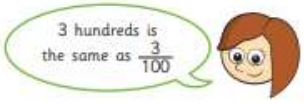
0.04 0.4 0.14 0.41



b) Write each decimal as a fraction.

0.04 = ☐ 0.4 = ☐ 0.14 = ☐ 0.41 = ☐

4



Is Rosie correct? _____

Explain your answer.

_____

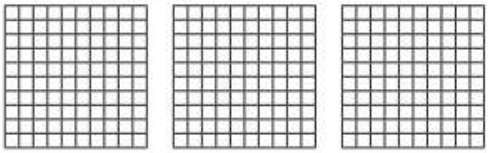
_____

5 Match the decimals to the descriptions.

Some of the numbers can be described in two ways.

1.3	one tenth and three hundredths
	thirty hundredths
0.03	one and three tenths
	thirteen tenths
0.3	thirteen hundredths
	three tenths
0.13	three hundredths

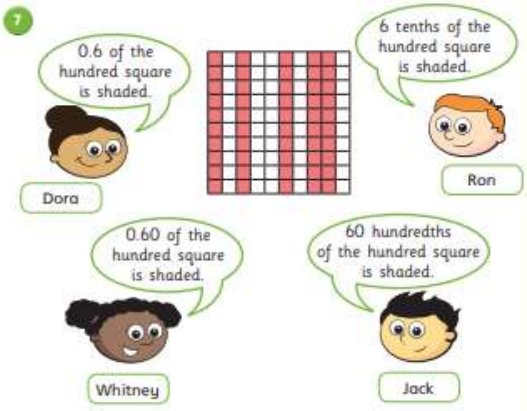
6 Shade the hundred squares to represent 12 hundredths in three different ways.



Compare answers with a partner.

What is the same? What is different?

7



Who do you agree with? _____

Explain why.

Lesson 4 – divide 1 or 2 digits by 100 watch the online explanation video first, then answer the questions below:

Dividing 1 and 2 digits by a hundred

1 a) Draw counters to show 8 on the place value chart.

Ones	Tenths	Hundredths

b) Complete the division.

8 ÷ 100 = ☐

c) Draw counters to show your answer on the place value chart.

Ones	Tenths	Hundredths

What do you notice?

2 a) Draw counters to show 80 on the place value chart.

Tens	Ones	Tenths	Hundredths

b) Complete the division.

80 ÷ 100 = ☐

c) Draw counters to show your answer on the place value chart.

Tens	Ones	Tenths	Hundredths

What do you notice?

3 Complete the sentence.

To divide by 100 you move the counters ☐ places to the _____

4 Complete the calculations.

a) 3 ÷ 100 = ☐

b) 90 ÷ 100 = ☐

c) ☐ = 5 ÷ 100

d) ☐ = 60 ÷ 100

e) ☐ ÷ 100 = 0.5

f) 0.02 = ☐ ÷ 100

5 Dora is working out 48 ÷ 100 using a place value chart.

Tens	Ones	Tenths	Hundredths
●●●●	●●●● ●●●●		

To divide by 100 you move two places to the right, so 48 ÷ 100 is 40.08

Tens	Ones	Tenths	Hundredths
●●●●			●●●● ●●●●

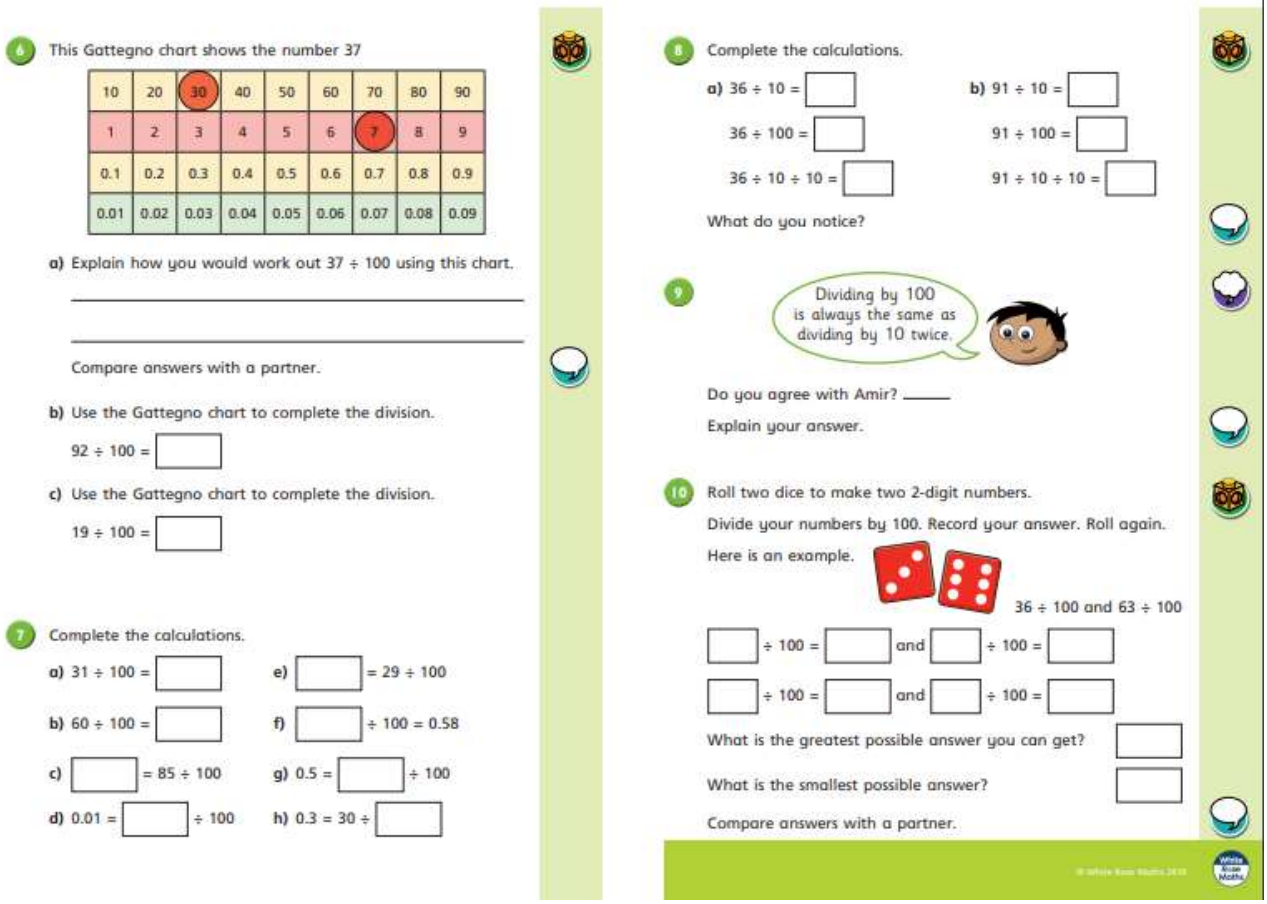
a) Explain the mistake that Dora has made.

_____

_____

b) Complete the division.

48 ÷ 100 = ☐



6 This Gattegno chart shows the number 37

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09

a) Explain how you would work out 37 ÷ 100 using this chart.

Compare answers with a partner.

b) Use the Gattegno chart to complete the division.

92 ÷ 100 = ☐

c) Use the Gattegno chart to complete the division.

19 ÷ 100 = ☐

7 Complete the calculations.

a) 31 ÷ 100 = ☐

b) 60 ÷ 100 = ☐

c) ☐ = 85 ÷ 100

d) 0.01 = ☐ ÷ 100

e) ☐ = 29 ÷ 100

f) ☐ ÷ 100 = 0.58

g) 0.5 = ☐ ÷ 100

h) 0.3 = 30 ÷ ☐

8 Complete the calculations.

a) 36 ÷ 10 = ☐

36 ÷ 100 = ☐

36 ÷ 10 ÷ 10 = ☐

b) 91 ÷ 10 = ☐

91 ÷ 100 = ☐

91 ÷ 10 ÷ 10 = ☐

What do you notice?

9 Dividing by 100 is always the same as dividing by 10 twice.

Do you agree with Amir? _____

Explain your answer.

10 Roll two dice to make two 2-digit numbers.

Divide your numbers by 100. Record your answer. Roll again.

Here is an example.

36 ÷ 100 and 63 ÷ 100

☐ ÷ 100 = ☐ and ☐ ÷ 100 = ☐

☐ ÷ 100 = ☐ and ☐ ÷ 100 = ☐

What is the greatest possible answer you can get? ☐

What is the smallest possible answer? ☐

Compare answers with a partner.

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:

- Daisy's Memory Box (chapters 1 - 5 and their linked activities)
- The Knockers (chapter 6 and its linked activities) and The Top Hat Academy (chapters 1 – 3 and their linked activities)
- The Great Marvello (chapters 3 - 6 and their linked activities)

English:

This week we are going to focus on creative story writing, whilst remembering to use the correct punctuation we learnt about last week (full stops, question marks, exclamation marks, commas, colons semi-colons, dashes, ellipsis, brackets, apostrophes, inverted commas). To make it easier for you all we have downloaded the worksheet for each task, and as usual, these home-learning packs are available to collect from School on Monday morning. We are very much looking forward to reading your stories, and remember these can be emailed to your class teacher using their class email. At the end of the pack we have also included some Year 3-4 spelling word searches.

Useful information

How to Write a Good Story

Characters
Who are the characters in your story?

Setting
Where is your story set? Is it in a forest, a town, in the park or somewhere else?

Opening

Introduce the characters and the location of the story.

Build-Up

Begin to write about what is happening at the start of your story. Don't forget to use the characters you introduced at the beginning of your story.

Dilemma

Write about a problem that is happening in your story. What is it that has gone wrong?

Resolution

Write about how the problem will be fixed. Think about how the characters might work together to solve whatever has gone wrong.

Closing

Bring everything in the story to an end and make sure the problem has been fixed.

Sentence Openers Game

Choose a topic to write about. Roll a die to determine what sentence opener you will use, then write a sentence using that type of opener. Keep rolling until you have a paragraph.

Use a conjunction

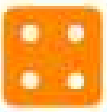
While Dad cooked, Sarah watched television.

Use a noun or adjective

Toys covered the floor.

Use a verb- an 'ing' clause

Watching her step, Lucy climbed over the rocks.

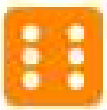


Use an adverb- an 'ed' or a 'ly' clause

Scared by the sound, Ben screamed.
Gently, she stroked the baby rabbit.

Use a feeling

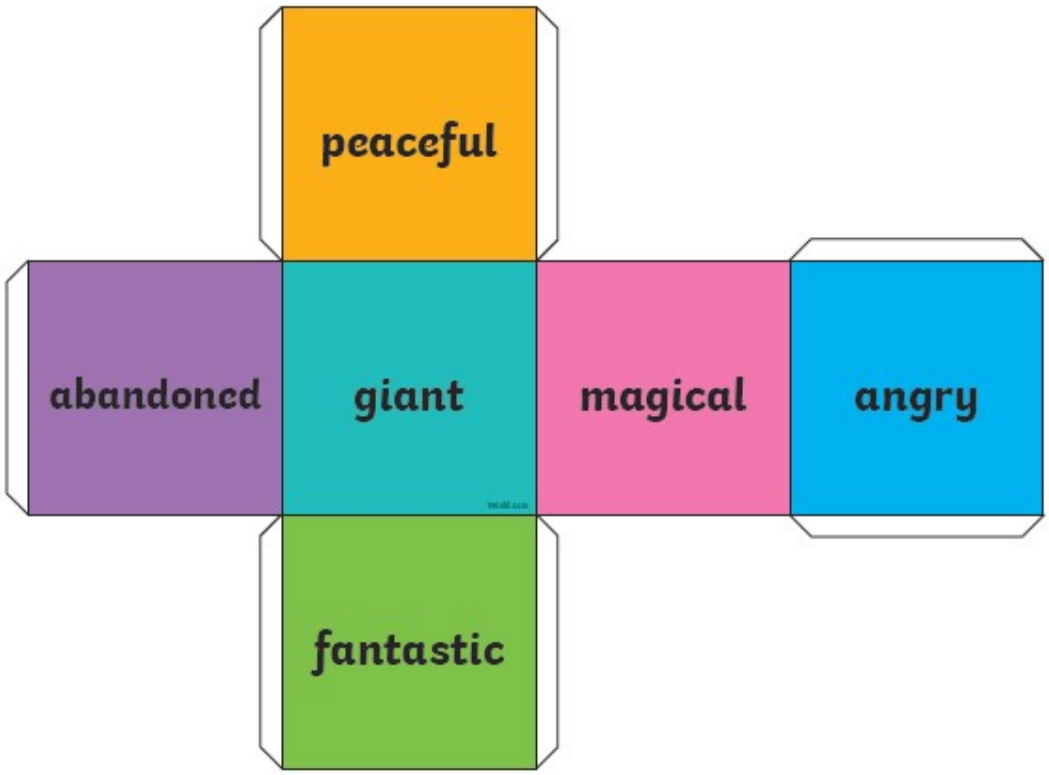
Happily, she danced down the street.



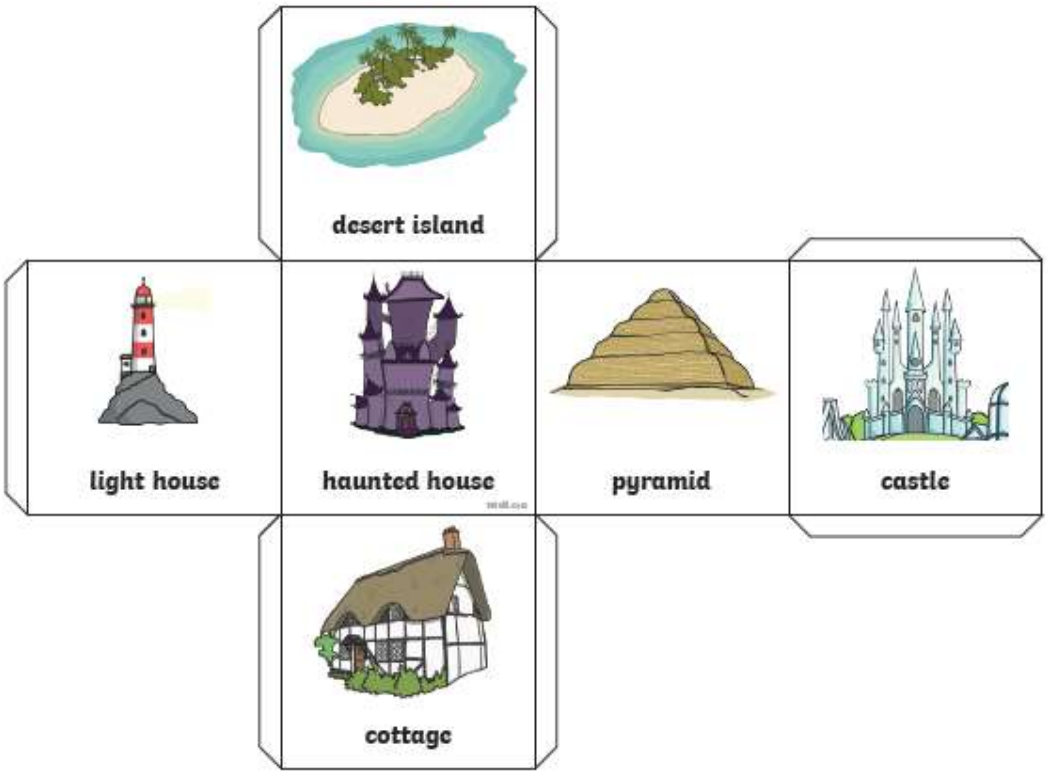
Use a simile or metaphor

Like a swan, she glided across the room.
An elegant swan, she glided across the room.

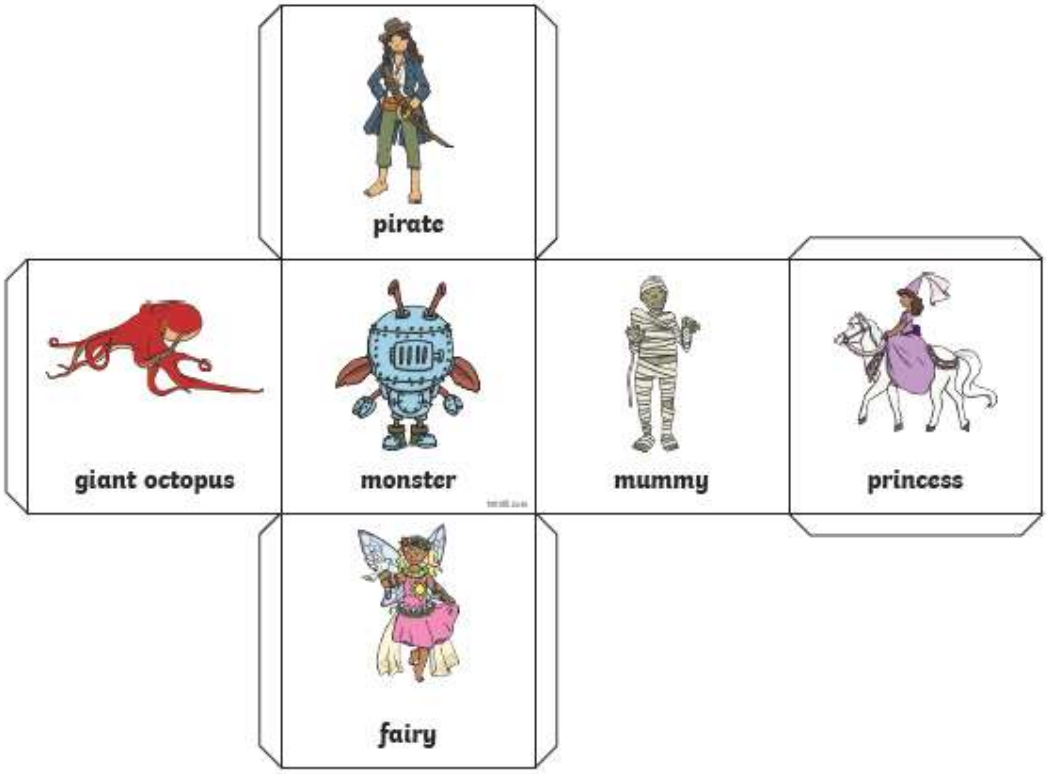
Task 1:
Cut out these story dice to help create your story ideas.
Key words to include:



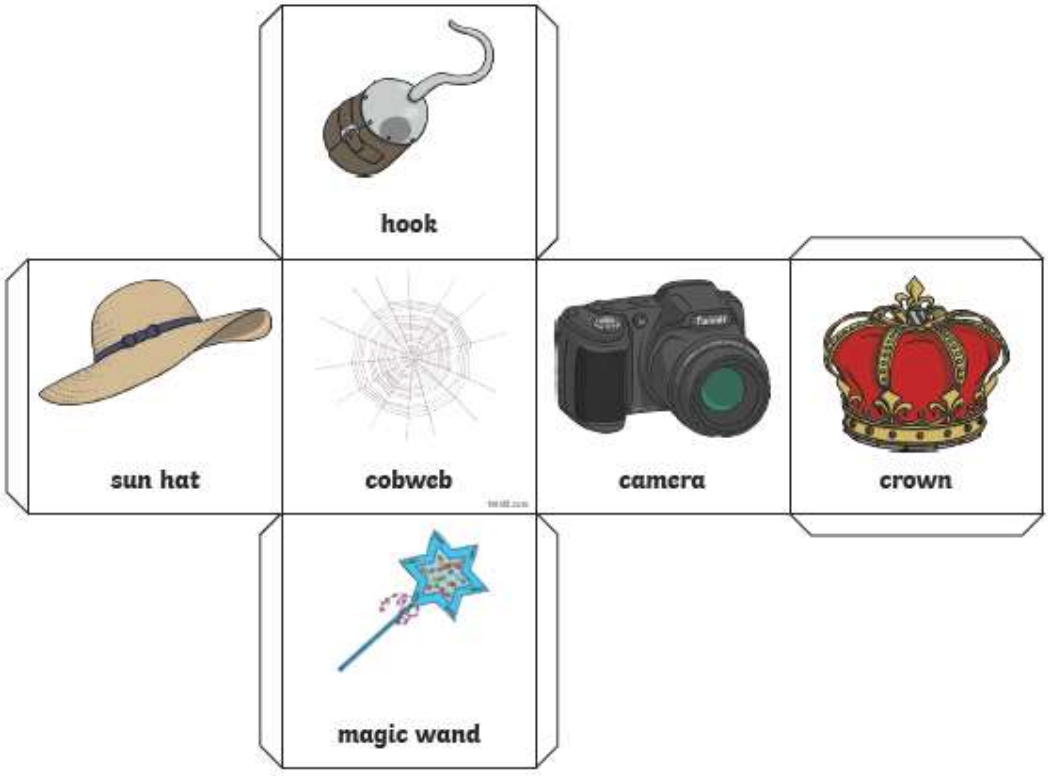
Settings dice



Character dice



Objects dice



Once you have cut the dice out, and stuck them together, why don't you roll them and verbally create a story?

Task 2:
Once you have rolled your character dice, complete this character profile. Remember to write in note form, but include as much detail as possible to make your story interesting to the reader.

Character Profile

Character name

Appearance:

Draw a sketch of your character:

Personality:

Actions: What does your character **do** in the story?

Change:

Task 3:
'Boxing up' your story. Once you have rolled your dice, complete the sections to sequence your ideas. Remember to include as much detail as possible.

Story Mapping Boxes

Beginning What happens at the beginning? Who are the main characters? Where is it set?	
Build up What happens next? How does the story hint at a problem?	
Problem What is the problem within the story?	
Resolution How is this problem resolved/ sorted out?	
Ending How does the story end? Does it end happily? Is there a twist to the plot?	

Task 4:
It's story time! Remember to show us how great and imaginative you are. Also, we will be looking at how your structure your writing: Correct sentence construction, use of imaginative and powerful vocabulary, paragraphs to sequence your ideas, use of the correct punctuation, fronted adverbials to add detail as well as sequencing your story sensibly and logically. We are REALLY excited to read them.

Y3/4 Spellings Words Search

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

certain
eight
naughty
believe
grammar

early
appear
different
centre
forward

Y3/4 Spellings Words Search

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

imagine
probably
reign
knowledge
favourite
position
learn
regular
occasion
library

Y3/4 Spellings Words Search

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

consider
mention
history
though
group
medicine
decide
weight
quarter
peculiar