

# Home Learning LKS2 Week Beginning: 15<sup>th</sup> 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 designing and completing a DIY project, making and sending a card to a friend or family member, help with preparing (and tidying up) dinner, creating a poster of all the fun things you've done while at home, 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, as well as a displayboard showcasing the fabulous home-learning that is being completed. 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 then 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. Remember to check the 'alert' button to check for any new activities that have been set.

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](mailto:class6@speenhamland.newburyacademytrust.org)

Mrs Earl - [class7@speenhamland.newburyacademytrust.org](mailto:class7@speenhamland.newburyacademytrust.org)

Mrs Waterfall - [class8@speenhamland.newburyacademytrust.org](mailto: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. (additional wordsearches can be found at the end of this pack)

## 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 - Year 3 - revisiting the fractions work that has been learnt so far

**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?
















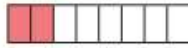




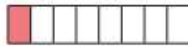
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- 4 Match each bar model to its equivalent fraction.

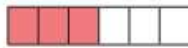
$$\frac{1}{2}$$



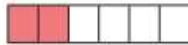
$$\frac{1}{3}$$



$$\frac{1}{4}$$



$$\frac{1}{8}$$



- 5 Shade the bar models to complete the equivalent fractions.

a)  $\frac{1}{2} = \frac{\square}{12}$

b)  $\frac{1}{3} = \frac{\square}{12}$

c)  $\frac{1}{6} = \frac{\square}{12}$

- 6 The bar models represent fractions.



A



C



B



D

Which is the odd one out? \_\_\_\_\_

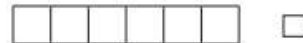
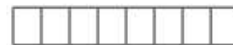
Why do you think this?

- 7 This bar model represents  $\frac{3}{4}$



Tick the bar models that can be used to show a fraction that is equivalent to  $\frac{3}{4}$

Shade the bar models to support your answers.


☐

☐

☐

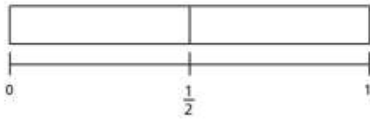
Talk to a partner about your answers.

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

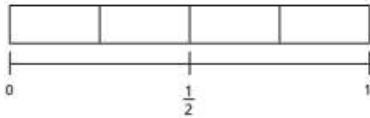
## Equivalent fractions (2)

1 Shade the bar models to represent the fractions.

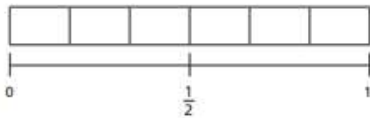
a) Shade  $\frac{1}{2}$  of the bar model.



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



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

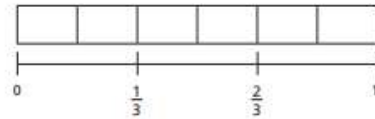


d) What do you notice?

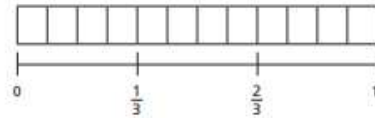
e) Write another fraction that is equivalent to  $\frac{1}{2}$

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

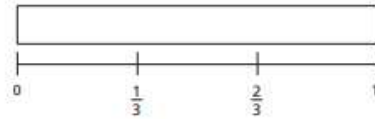
a)



b)



c)

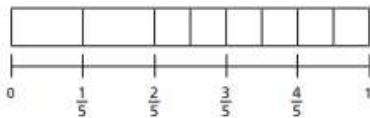
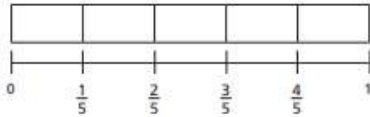


d) Use your answers to parts a), b) and c) to complete the equivalent fractions.

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

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3 Mo is finding equivalent fractions.



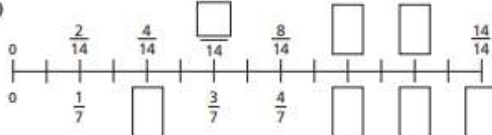
$\frac{6}{8}$  is equivalent to  $\frac{4}{5}$

Do you agree with Mo? \_\_\_\_\_

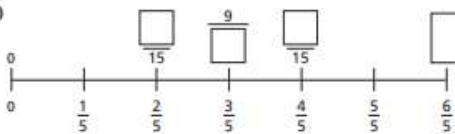
Explain your answer.

4 Find the missing numbers.

a)



b)



5 Here is a number line.



a) What fraction is each shape pointing to?

$$\triangle = \frac{\square}{\square}$$

$$\square = \frac{\square}{\square}$$

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

Draw the circle on the number line.

c)

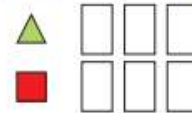
The circle is pointing to  $\frac{9}{21}$



Do you agree with Eva? \_\_\_\_\_

Show how you worked this out.

d) Write three equivalent fractions for each shape.



Compare answers with a partner.

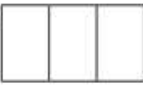
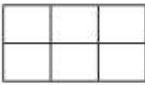
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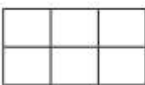
**Lesson 3 – equivalent fractions (3)** watch the online explanation video first, then answer the questions below:


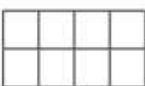
### Equivalent fractions (3)





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

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

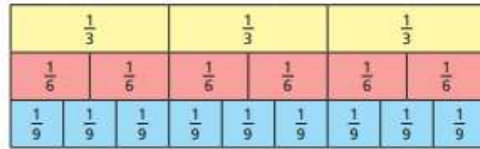
b)    $\frac{1}{2} = \frac{\square}{\square}$

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

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



- 2 Use the fraction wall to complete the equivalent fractions.



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

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

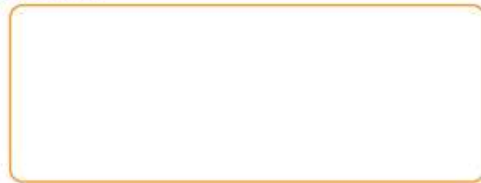
b)  $\frac{1}{3} = \frac{\square}{9}$

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

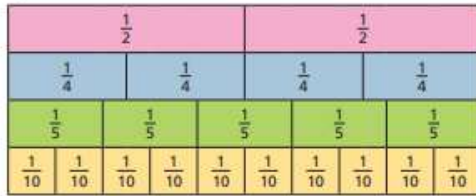
c)  $\frac{2}{3} = \frac{4}{\square}$

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.

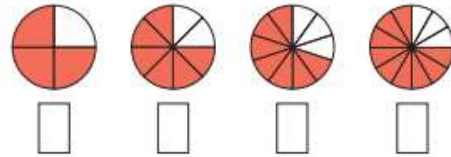


Complete the sentences using **is** or **is not**.

- 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.

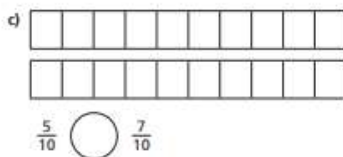
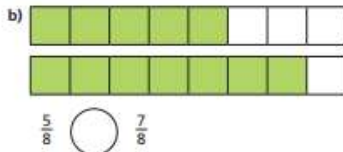
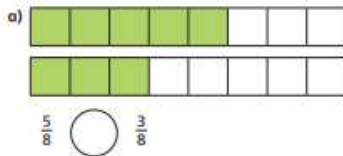
What is the same about all the fractions you have written?

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









## Compare fractions

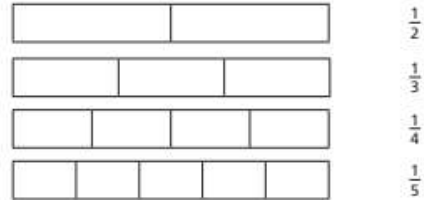
- 1 Write <, > or = to compare the fractions.  
Use the bar models to help you.



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

a)  $\frac{1}{5}$    $\frac{3}{5}$       d)  $\frac{6}{7}$    $\frac{2}{7}$   
b)  $\frac{2}{5}$    $\frac{2}{5}$       e)  $\frac{6}{13}$    $\frac{12}{13}$   
c)  $\frac{2}{7}$    $\frac{6}{7}$       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.

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

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- 4 What could the missing numerators and denominators be?  
Give three examples for each.

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

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

- 5 Jack is comparing fractions.

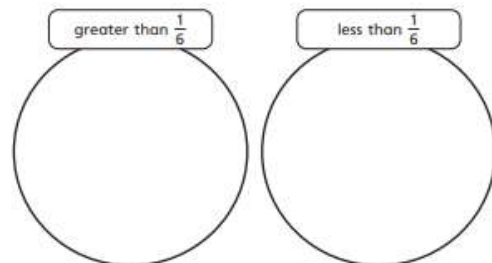
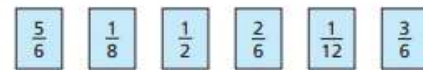
$\frac{1}{8}$  is greater than  $\frac{1}{4}$   
because 8 is greater than 4



Draw bar models to show that Jack is wrong.



- 6 Sort the fractions into the circles.



- 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.

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As you can see, there has been no additional Mathematics homework set, however, many Year 3 children still have outstanding fraction work to complete.

# 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 8<sup>th</sup> 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.

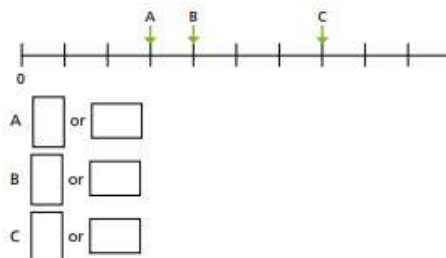
Bar model	Fraction	Decimal
<div style="display: inline-block; width: 100px; height: 15px; border: 1px solid black; background-color: white; position: relative;"> <div style="position: absolute; left: 0; top: 0; bottom: 0; background-color: #00bcd4; width: 10%;"></div> </div>		
<div style="display: inline-block; width: 100px; height: 15px; border: 1px solid black; background-color: white; position: relative;"> <div style="position: absolute; left: 0; top: 0; bottom: 0; background-color: #00bcd4; width: 30%;"></div> </div>		
<div style="display: inline-block; width: 100px; height: 15px; border: 1px solid black; background-color: white; position: relative;"> <div style="position: absolute; left: 0; top: 0; bottom: 0; background-color: #00bcd4; width: 40%;"></div> </div>		
<div style="display: inline-block; width: 100px; height: 15px; border: 1px solid black; background-color: white; position: relative;"> <div style="position: absolute; right: 0; top: 0; bottom: 0; background-color: #00bcd4; width: 20%;"></div> </div>		

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

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

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

Give your answers as fractions and decimals.





**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



6 What is the total value represented by each ten frame?

a) 

b) 

c) 

7



Nine tenths  
can be written 0.9, so ten  
tenths must be 0.10

Do you agree with Ron? \_\_\_\_\_

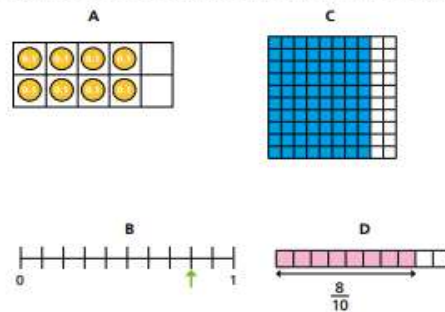
Explain your answer.

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8 Eight tenths can be represented in all of the ways shown.



Which do you think is the best representation? \_\_\_\_\_

Discuss your answer with a partner.

Represent six tenths in each different way.



**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.

$$20 \div 10 = \square$$

b) The array shows 4 shared between 10



Complete the calculation.

$$4 \div 10 = \square$$

c) Complete the calculation.

$$24 \div 10 = \square$$

Compare answers with a partner.



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

Tens	Ones	Tenths

Complete the division.

$$30 \div 10 = \square$$

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.

$$35 \div 10 = \square$$

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



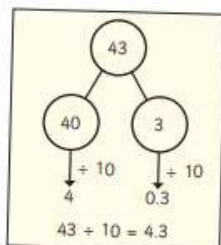
You can't share 13 between 10 because 13 is not a multiple of 10

Do you agree with Rosie? \_\_\_\_\_

Explain your answer.

4

Dexter is calculating  $43 \div 10$   
Here are Dexter's workings.

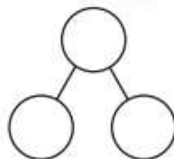
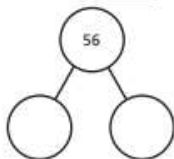


a) Talk to a partner about why Dexter's method works.

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

$$56 \div 10 = \square$$

$$71 \div 10 = \square$$



5

Complete the divisions.

$$a) 37 \div 10 = \square$$

$$e) 80 \div 10 = \square$$

$$b) 11 \div 10 = \square$$

$$f) \square = 29 \div 10$$

$$c) 48 \div 10 = \square$$

$$g) \square \div 10 = 6.3$$

$$d) 99 \div 10 = \square$$

$$h) 3.9 = \square \div 10$$

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)

I need to move the counters one place to the left, so  $37 \div 10 = 3.7$



Do you agree with Teddy? \_\_\_\_\_

Explain your answer.

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

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**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.

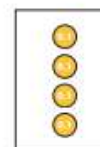
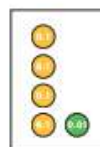
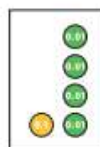
a) Match the decimals to the groups of counters.

0.04

0.4

0.14

0.41



b) Write each decimal as a fraction.

$$0.04 = \frac{\square}{\square}$$

$$0.4 = \frac{\square}{\square}$$

$$0.14 = \frac{\square}{\square}$$

$$0.41 = \frac{\square}{\square}$$

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4

3 hundreds is  
the same as  $\frac{3}{100}$



Is Rosie correct? \_\_\_\_\_

Explain your answer.

---



---

5

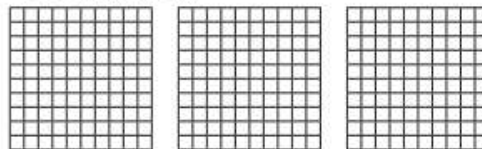
Match the decimals to the descriptions.

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.

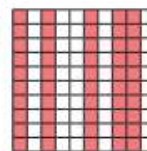
What is the same? What is different?

7

0.6 of the  
hundred square  
is shaded.



Dora



6 tenths of the  
hundred square  
is shaded.



Ron

0.60 of the  
hundred square  
is shaded.



Whitney

60 hundredths  
of the hundred square  
is shaded.



Jack

Who do you agree with? \_\_\_\_\_

Explain why.

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**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.

$$8 \div 100 = \square$$

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.

$$80 \div 100 = \square$$

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)  $3 \div 100 = \square$

d)  $\square = 60 \div 100$

b)  $90 \div 100 = \square$

e)  $\square \div 100 = 0.5$

c)  $\square = 5 \div 100$

f)  $0.02 = \square \div 100$

5

Dora is working out  $48 \div 100$  using a place value chart.

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



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

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

a) Explain the mistake that Dora has made.

---



---

b) Complete the division.

$$48 \div 100 = \square$$

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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  $37 \div 100$  using this chart.

---



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Compare answers with a partner.

b) Use the Gattegno chart to complete the division.

$$92 \div 100 = \boxed{\phantom{00}}$$

c) Use the Gattegno chart to complete the division.

$$19 \div 100 = \boxed{\phantom{00}}$$

7 Complete the calculations.

a)  $31 \div 100 = \boxed{\phantom{00}}$

e)  $\boxed{\phantom{00}} = 29 \div 100$

b)  $60 \div 100 = \boxed{\phantom{00}}$

f)  $\boxed{\phantom{00}} \div 100 = 0.58$

c)  $\boxed{\phantom{00}} = 85 \div 100$

g)  $0.5 = \boxed{\phantom{00}} \div 100$

d)  $0.01 = \boxed{\phantom{00}} \div 100$

h)  $0.3 = 30 \div \boxed{\phantom{00}}$

8 Complete the calculations.

a)  $36 \div 10 = \boxed{\phantom{00}}$

b)  $91 \div 10 = \boxed{\phantom{00}}$

$$36 \div 100 = \boxed{\phantom{00}}$$

$$91 \div 100 = \boxed{\phantom{00}}$$

$$36 \div 10 \div 10 = \boxed{\phantom{00}}$$

$$91 \div 10 \div 10 = \boxed{\phantom{00}}$$

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.



$36 \div 100$  and  $63 \div 100$

$$\boxed{\phantom{00}} \div 100 = \boxed{\phantom{00}} \text{ and } \boxed{\phantom{00}} \div 100 = \boxed{\phantom{00}}$$

$$\boxed{\phantom{00}} \div 100 = \boxed{\phantom{00}} \text{ and } \boxed{\phantom{00}} \div 100 = \boxed{\phantom{00}}$$

What is the greatest possible answer you can get?  $\boxed{\phantom{00}}$

What is the smallest possible answer?  $\boxed{\phantom{00}}$

Compare answers with a partner.

As you can see, there has been no additional Mathematics homework set, however, many Year 4 children still have outstanding fraction work to complete.

## 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 continue to focus on creative story writing, whilst remembering to use the correct punctuation we have learned in previous weeks (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 between 9:30-11am). We are very much looking forward to reading your stories again this week as we were really impressed with the quantity and quality of stories that were emailed last week.

**Useful information (see how to write a good story from last week)**

My story has an interesting title.	
I have described the setting and atmosphere using descriptive language.	
I have introduced my character or characters and told the reader about them.	
I have explained what is happening at the beginning of the story.	
My story has a believable but interesting problem.	
My character(s) solve the problem in a believable way.	
I have shown the feelings of my character(s) as they deal with the problem.	
I have finished writing effectively to complete the story.	
I have written in paragraphs and each paragraph contains a new idea or event.	
I have used interesting language throughout my story to paint a clear picture for the reader.	
I have used time words to help the reader follow the story.	
I have used different types of sentences to make my writing entertaining.	
I have used speech carefully with correct punctuation.	
I have checked my work carefully and have corrected any spelling, grammar or punctuation mistakes.	

**Task 1:**

Use the images to help 'uplevel' these simple sentences.  
(An example of each has been included at the end)

## Uplevelling Sentences: The Haunted Huntington Manor

Use this box to generate adjectives and modifying nouns to describe Huntington Manor and the woods it is in.



Use your amazing adjectives or modifying nouns to create expanded noun phrases:

The \_\_\_\_\_ house stood in the \_\_\_\_\_ woods.

Next, use a fronted adverbial to describe **how** the house stands in the woods:

\_\_\_\_\_, the \_\_\_\_\_ house stood in the \_\_\_\_\_ woods.

Finally, choose one of the following subordinating conjunctions:

after	although	as	because	before
if	since	until	when	while

Complete your sentence by adding a subordinate clause beginning with a subordinating conjunction, which gives extra information about the house.

\_\_\_\_\_, the \_\_\_\_\_ house stood in the \_\_\_\_\_ woods \_\_\_\_\_

1. The ancient, moss-covered house stood in the middle of the dark, echoing woods.
2. Eerily, the ancient, moss-covered house stood in the middle of the dark, echoing woods.
3. Eerily, the ancient, moss-covered house stood in the middle of the dark, echoing woods as the wind pounded violently against its withering walls.

### Task 2:

(You could use the story mapping boxes to help sequence your ideas)



# Through the Doorway

**Today you are going to write a narrative or story. The idea for your story is 'Through the Doorway'.**

Where is the doorway? What type of door is it? Perhaps your character will find something on the other side of the door or maybe the door will be locked.

**Think about the following:**

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

**Remember to:**

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.

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## Task 3:

# The Year 2050

**Today you are going to write a narrative or story. The idea for your story is 'The Year 2050'.**

What might life be like in the year 2050? Use your imagination to develop an idea for a story set in the future.

**Think about the following:**

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

**Remember to:**

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.

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# Story Mapping Boxes

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

## Task 4:

It's time to show your creativity. We have included some story starters - pick **one** to be the starting sentence of your story, and then see where your imagination takes you. We will be looking at how you 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. Once completed, email your story to your class teacher - We are REALLY excited to read them!

**There he was. Standing in front of me looking as foul as ever...**

**“Oh, what have you done?” yelled the Professor as we ran for our lives...**

**We quickly scampered up the stairs and looked for a hiding place...**

**The rainbow gave my skin a tickling sensation as I slid down it...**

## Y3/4 Spellings Words Search



extreme

woman

ordinary

continue

exercise

possible

guide

therefore

popular

fruit

## Y3/4 Spellings Words Search



describe

suppose

possess

sentence

guard

busy

calendar

accident

separate

experiment

## Y3/4 Spellings Words Search



build

heard

purpose

material

arrive

actual

answer

thought

island

breath