Week 6-8 Work Pack for Year 3

Work should be completed on the sheets provided.

Week 6	READING – Resources linked	ENGLISH (GPS)	MATHS – Work through revision booklet focusing on 1 topic a day as specified up to week 2 day 2	OTHER
Day 1	Watch Newsround and discuss what is happening in the wider world.	Write a recount of your day. This could be used in history one day to show what happened during this period. Use fronted adverbials	Number and place value Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	Create a board game that focuses on celebrations. Think about what they can learn from it? Think about how to play the game. Is it going to be a game like Monopoly or Snakes and ladders? Are they going to need a dice? Cards? Characters? etc….
Day 2	Beginning Text and activities	Write a character description of a member of their family. What do they look like? How do they behave? What do they do? What is interesting /strange about them? Use expanded noun phrases	Adding and subtraction Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	How many different types of celebrations are there? Who celebrates Christmas? St Patricks? St George? St David? Easter? Eid? Diwali? Chinese new year? And how? Which celebrations have they taken part in? What usually happens?
Day 3	The Wood Carver Text and activities	Write a story involving members of their family. Do they have to defeat a monster? or find something they have lost? Make sure you write in paragraphs and use inverted commas	Multiplication and division Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	What is the weather like around the world? Which countries are most likely to have a snowstorm, torrential rain, heatwaves etc….. Find out about natural disasters such as forest fires, earthquakes,

				tsunamis, floods, tornados etc….. How is climate change having an effect on the weather and natural disasters?
Day 4	Hatched Text and activities	While we study from home write a set of family rules, could they begin with 'We always.....' rather than 'We do not .....'	Fractions Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	Create a piece of artwork entitled 'Family'. This could be a drawing, a self portrait, a sculpture or collage. Could they copy another artist's style? Which materials have they chosen to use and why? How do they feel about their piece of artwork? What would they change or not?
Day 5	Little girl Text and activities	Write a letter/email/ text message to a member of their family that they have not seen this week. Use contracted words. E.g. didn't instead of did not.	Measurement Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	Discuss how their family is different to other people's families. Discuss whether all families are the same? Does it matter? Do all families have the same faith? Do all families worship in the same way? You can write your ideas down.

Week 7	READING	ENGLISH	MATHS – Complete worksheets provided	OTHER

			from day 3	
Day 1	Watch Newsround and discuss what is happening in the wider world.	Write a diary entry summarising the events from the day/week.	Geometry Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	Find out what music their family members enjoy. Do they like the same music? What is their favourite song? They could listen to different pieces of music together with their family. Do they like/dislike any particular types of music and why? Can they Identify the instruments they can hear and describe how the music makes them feel? Why not get them to listen to some of the classics?
Day 2	Superhero treats Text and activities	Write an information report about their local area. Remember to include headings and subheadings.	Statistics Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	Think about their street. What type of houses are on their street? What type of house do they live in? What other buildings are close by? Find out about their local area, what different buildings does it have? How old are some of those buildings? How have they changed over time? Use a map to locate different places. Look on Google Earth. Draw their own map of their local area.

Day 3	Zipwire Text and activities	Write a story about a stranger coming to their local area. What happens? Is it a good thing? Or does something terrible happen? Use expanded noun phrases	2 step money problems Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	Choose a building they most admire in their local area. Make a model of that building using materials of their choice. (Playdough, junk modelling, lego etc.....) How well did they do? What would they do differently next time? What have they learnt?
Day 4	Breaking down Text and activities	Write a setting description to describe their local area. What is in their local area? What do they like/dislike about it and why?	Calculate perimeters Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	Were their family members all born in this local area? If not, how is their place of birth different to their own local area? If they were, how different is the local area since they were born? Talk about their memories of how it has changed.
Day 5	Tsunami Text and activities	Write a letter to a family member telling them all about how their day has been.	Days, weeks and months Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	Research different places of worship that can be found in their local area. Can they find their nearest Church? Mosque? Synagogue? Temple? Gurdwara? What can they find out about them? Draw pictures and label them with any information they find out.

Week	READING	ENGLISH	MATHS	OTHER

8				
Day 1	Watch Newsround and discuss what is happening in the wider world.	If you were to become a superhero what would your superpower be? Write a character description of them as a superhero. Explain how they save the day.	Measuring volume problems Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	Think about what would improve their local area? What is their local area lacking? What spoils their local area? What could be done?
Day 2	Voyage Text and activities	Retell a traditional tale from another character's point of view. E.g Tell Little Red Riding Hood from the wolf's perspective.	More money problem Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	Draw a picture of themselves and label their drawing with the qualities they have. How do others see them differently? Ask people at home to add to their qualities. How are they different to other children in different parts of the world? What makes them similar to other children around the world?
Day 3	Weather tree Text and activities	Design an information leaflet that highlights how children can keep safe.	Problem involving measurement Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	Find out which animals are their family members' favourites and why. Have a family debate about whether zoos should exist? Discuss whether they agree/disagree and why? Do their family members have a different opinion to them? Why not debate whether animals should be kept as pets?

Day 4	Disappearing world Text and activities	Design an information leaflet about an animal of their choice. Remember to use headings and subheadings.	Tv programme times Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	Which animals are considered to be sacred around the world and why? Sacred Animals Who admires cows? Lions? Wolves? Which animals were important to the Egyptians and why?
Day 5	Curiosity shop Text and activities	Write a description of a fictional animal that has just been discovered. Think about what it looks like, where it lives and what it eats. Draw a picture to show what this new creature is like.	Using pictograms Working on Times Table Rockstar's - your child will have an individual login to access this (20 mins on SOUND CHECK).	As a family, design a healthy meal plan for the week. Discuss their favourite foods and why they enjoy them? Talk about healthy and unhealthy foods and explain the importance of eating a balanced diet.

Solve 2-step money problems

Maths worksheets from urbrainy.com

There are 2 steps to take for each of these questions. Use the layout below to help you find the answers.

Bag
£25

Shoes
£35

Scarf
£15

Shirt
£12

Hat
£8

1. Emily bought a bag and a scarf.

   She gave the cashier £50.

   How much change did she get?

	+		=	
£50	−		=	

2. Jacob bought a shirt and shoes.

   He gave the cashier £50.

   How much change did he get?

	+		=	
£50	−		=	

3. James bought two shirts.

   He gave the cashier £30.

   How much change did he get?

	+		=	
£30	−		=	

4. Mia bought two hats.

   She paid with 2 £10 notes.

   How much change did she get?

	+		=	
	−		=	

Name:

Solve 2-step money problems

Maths worksheets from urbrainy.com

There are 2 steps to take for each of these questions. Use the layout below to help you find the answers.

Jumper
£15

Dress
£12

Skirt
£10

Jeans
£20

T-shirt
£8

1. Hannah bought a dress and a skirt.

   She gave the cashier £30.

   How much change did she get?

	+		=	
£30	−		=	

2. Tim bought a jumper and a t-shirt.

   He gave the cashier £40.

   How much change did he get?

	+		=	
£40	−		=	

3. George bought two pairs of jeans.

   He gave the cashier £50.

   How much change did he get?

	+		=	
£50	−		=	

4. Olivia bought a t-shirt and a skirt.

   She paid with 2 £10 notes.

   How much change did she get?

	+		=	
	−		=	

Name:

Solve 2-step money problems

Maths worksheets from urbrainy.com

There are 2 steps to take for each of these questions. Use the layout below to help you find the answers.

Hotdog £3.50

Chips £2.50

Roll £2.50

Pizza £5.50

Cake £4.50

1. Ella bought a roll and a hotdog.

   She gave the cashier £10.

   How much change did she get?

	+		=	
£10	−		=	

2. Alfie bought pizza and chips.

   He gave the cashier £10.

   How much change did he get?

	+		=	
£10	−		=	

3. George bought 2 pieces of cake.

   He gave the cashier £10.

   How much change did he get?

	+		=	
£10	−		=	

4. Millie bought 2 pizzas.

   She paid with 2 £10 notes.

   How much change did she get?

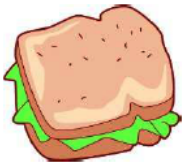
	+		=	
	−		=	

Name:

There are 2 steps to take for each of these questions. Use the layout below to help you find the answers.

Cola £1.50

Fries £2.50



Sandwich £3.50

Burger £2.50

Cake £1.50

1. Poppy bought a burger and a cake.

   She gave the cashier £10.

   How much change did she get?

	+		=	
£10	−		=	

2. Leo bought fries and a cola.

   He gave the cashier £10.

   How much change did he get?

	+		=	
£10	−		=	

3. Max bought a sandwich and a cake.

   He gave the cashier £10.

   How much change did he get?

	+		=	
£10	−		=	

4. Holly bought 2 sandwiches.

   She paid with 2 £5 notes.

   How much change did she get?

	+		=	
	−		=	

Name:

Solve 2-step money problems

Maths worksheets from urbrainy.com

Answers

Page 1

1. £10 2. £3 3. £6 4. £4

Page 2

1. £8 2. £17 3. £10 4. £2

Page 3

1. £4 2. £2 3. £1 4. £9

Page 4

1. £6 2. £6 3. £5 4. £3

Name:

Maths Revision

Number and Place Value

Count forwards and backwards in 4, 8, 50 and 100.

1. Continue the sequences:

a. 4, 8, 12, 16, _____, _____, _____

b. 24, 32, 40, _____, _____, _____

c. 900, 800, 700, _____, _____, _____

d. 150, 200, 250, _____, _____, _____

Find 10 or 100 more or less than a given number.

2. What number is 10 more than 73?

_____

3. What number is 100 less than 340?

_____

Recognise the place value of each digit in a three-digit number.

4. Underline the tens digit in the following numbers:

562 584 703 821

Compare and order numbers up to 1000.

5. Write a number so that each sentence makes sense:

a. 345 < _____

b. 294 > _____

c. 833 = _____

6. Order the following numbers from largest to smallest:

77 86 78 84 74

Largest _____ Smallest

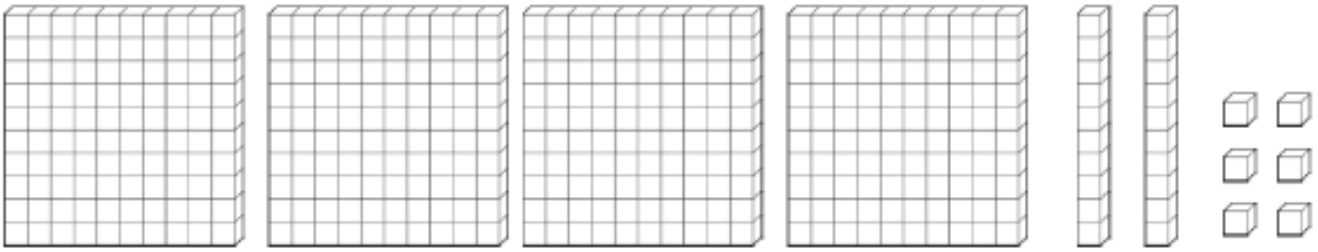
7. Order these numbers from smallest to largest:

289 298 258 247 293

Smallest _____ Largest

Identify, represent and estimate numbers using different representations.

8. What number is shown:



_____

Read and write numbers up to 1000 in numerals and in words.

9. Write 357 in words.

_____

10. Write two hundred and seventy-four in numerals.

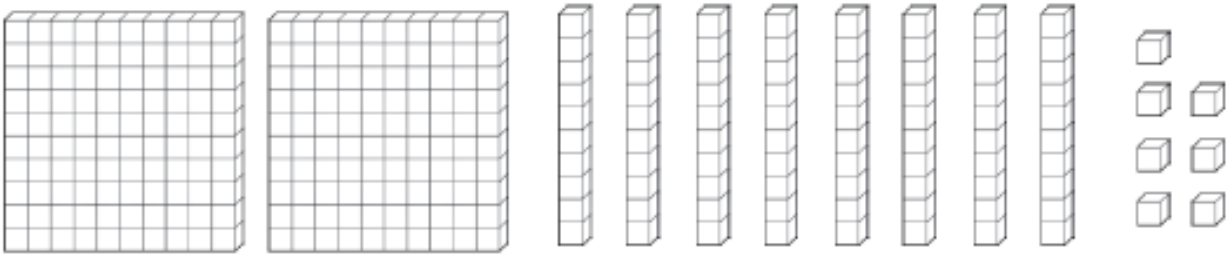
_____

Solve number problems and practical problems.

11. What needs to be added to the following number to make 234?

    204 + _____

12. Cross out the Dienes that are not needed to represent the number 162.



Addition and Subtraction

Add and subtract numbers mentally.

13. Calculate the following:

a. 286 + 4 = _____

b. 256 - 30 = _____

c. 172 + 300 = _____

Add and subtract numbers with up to three digits using formal written methods.

14. Calculate the following:

a.

		6	7	8
+		3	2	3

b.

	6	8	3
−	2	5	1

c.

	3	6	4
−	1	2	9

Estimate the answer to a calculation and use the inverse operation to check.

15. Use the inverse to check the following calculations. Circle 'Correct' or 'Incorrect':

a. 328 + 126 = 456 _____ Correct/Incorrect

b. 267 − 138 = 129 _____ Correct/Incorrect

Solve problems including missing numbers.

16. Fill in the missing numbers to make these calculations correct:

a.

4	7	2	+	3	6		=		3	6

b. There are 460 people on a plane. 125 of the passengers are British, 104 are American and the rest are French. How many French people are on board the plane?

_____

Multiplication and Division

Recall and use multiplication and division facts for the 3, 4 and 8 times tables.

17. Use your knowledge of the 3, 4 and 8 times tables to complete these calculations:

a. _____ × 4 = 32

b. 3 × _____ = 27

c. 8 × 6 = _____

d. 33 ÷ _____ = 3

e. _____ ÷ 12 = 4

f. 40 ÷ _____ = 8

Use known facts to solve multiplication and division problems including two-digit multiplied by one-digit numbers.

18. Partition these numbers or use a column method to calculate these:

a. 24 × 3 = _____ c. 56 ÷ 4 = _____

b. 18 × 4 = _____ d. 48 ÷ 3 = _____

Solve problems including missing numbers.

19. Find the missing numbers to complete the following calculations:

a.

4	3	×		=		7	2

b.

6		×	3	=	1		6

Solve problems including scaling and correspondence problems.

20. Solve the following problems:

a. There are 8 apples in one box. How many apples are there in 6 boxes?

_____

b. Kangaroos have 2 legs and zebras have 4 legs. A zoo keeper counts 22 legs altogether. How many kangaroos and zebras could there be?

_____

c. 18 cupcakes are shared equally between 3 boxes. How many cupcakes are in each box?

_____

Fractions

Count up and down in tenths.

21. Fill in the missing numbers to complete the sequence:

$\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{\quad}{10}$ $\frac{6}{\quad}$

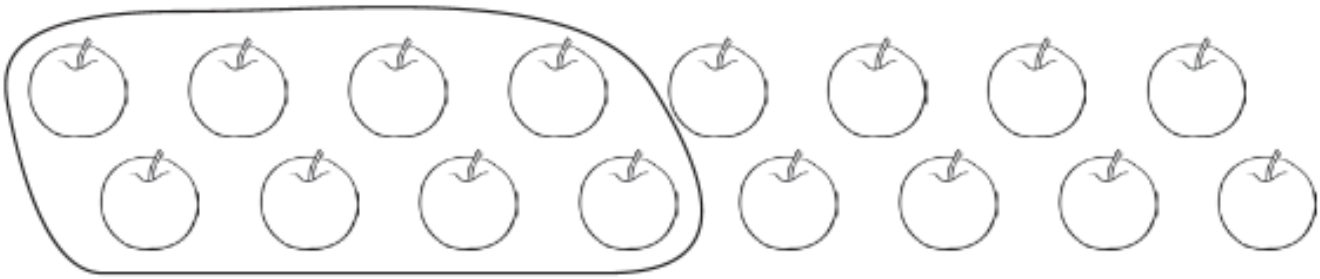
22. Shade in the squares to represent the fraction $\frac{7}{10}$.

Find fractions of amounts.

23. Circle $\frac{1}{4}$ of the strawberries.

24. Circle $\frac{3}{4}$ of the sweets.

25. What fraction of the apples have been grouped together?



Recognise and show equivalent fractions.

26. Draw lines to match the equivalent fractions.

$\frac{3}{4}$	$\frac{1}{2}$
$\frac{1}{3}$	$\frac{6}{8}$
$\frac{1}{5}$	$\frac{2}{10}$
$\frac{5}{10}$	$\frac{2}{6}$

Add and subtract fractions with the same denominator.

27. Calculate the following:

a. $\frac{2}{5} + \frac{1}{5} =$ _____

b. $\frac{3}{8} + \frac{2}{8} =$ _____

c. $\frac{3}{4} - \frac{1}{4} =$ _____

d. $\frac{7}{8} - \frac{3}{8} =$ _____

Compare and order unit fractions.

28. Order these fractions from smallest to largest:

$\frac{1}{3}$ $\frac{1}{2}$ $\frac{1}{5}$ $\frac{1}{4}$ $\frac{1}{6}$

Smallest _____ Largest

29. Use < or > to complete these number sentences:

a. $\frac{1}{4}$ _____ $\frac{1}{2}$

b. $\frac{7}{8}$ _____ $\frac{3}{8}$

Solve problems involving fractions.

30. A cake is divided into 10 slices. Harry takes 2 slices and Emily takes 3. Write what fraction of the cake is left.

_____

31. Lucy has $\frac{1}{4}$ of £400. Jack has $\frac{3}{4}$ of £200. Who has the most money?

_____

_____

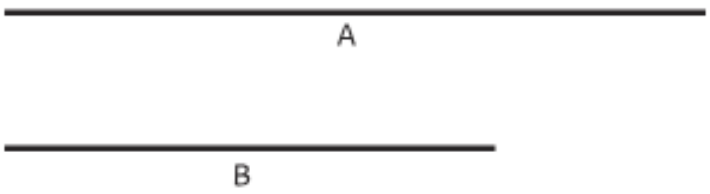
_____

Measurement

Measure, compare, add and subtract measures.

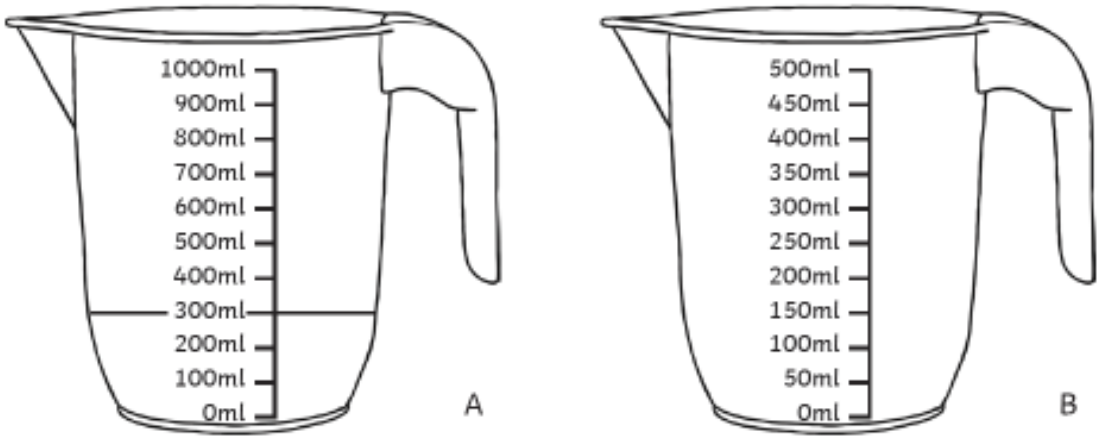
32. Measure this line in cm.

33. How much longer is line A than line B?



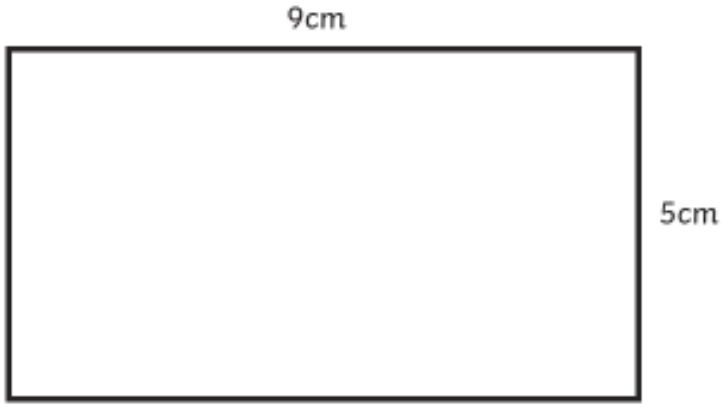
34. A block of cheese weighs 250g each. Sam cuts off 120g of cheese. How much is left?

35. Draw a line on jug B so that it shows the same amount of liquid as jug A.



Measure the perimeter of 2D shapes.

36. Calculate the perimeter of the rectangle.

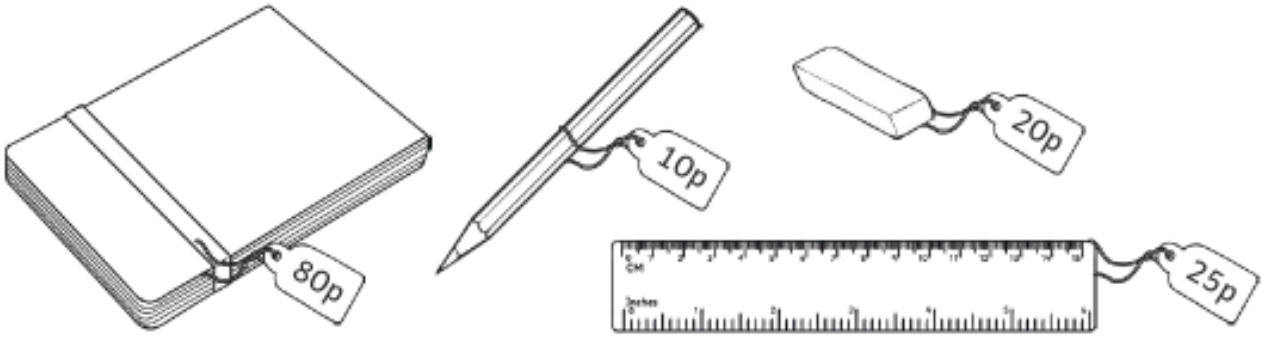


Perimeter = _____

37. A square is 4cm wide. What is its perimeter?

Perimeter = _____

Add and subtract amounts of money, giving change.



38. Julie buys two rubbers and one pencil. How much change will she get from £1?

_____

39. Zain has a £1 coin. He wants to buy a notebook, a ruler and a pencil. How much more money will he need?

_____

Tell and write the time on an analogue clock and on 12-hour and 24-hour clocks.

40. Write the digital time underneath each clock:

a. _____

b. _____

c. _____

41. Match the 12-hour and 24-hour times.

3:45 p.m.	14:00
7:30 a.m.	15:45
12:15 p.m.	08:20
8:20 a.m.	07.30
2:00 p.m.	12:15

Record time in hours, minutes and seconds.

42. A film lasted 2 $\frac{1}{2}$ hours. How long was the film in minutes?

43. James ran the 400m race in 1 minute and 40 seconds. Haamaad ran it in 85 seconds. Who was the fastest? Explain how you know.

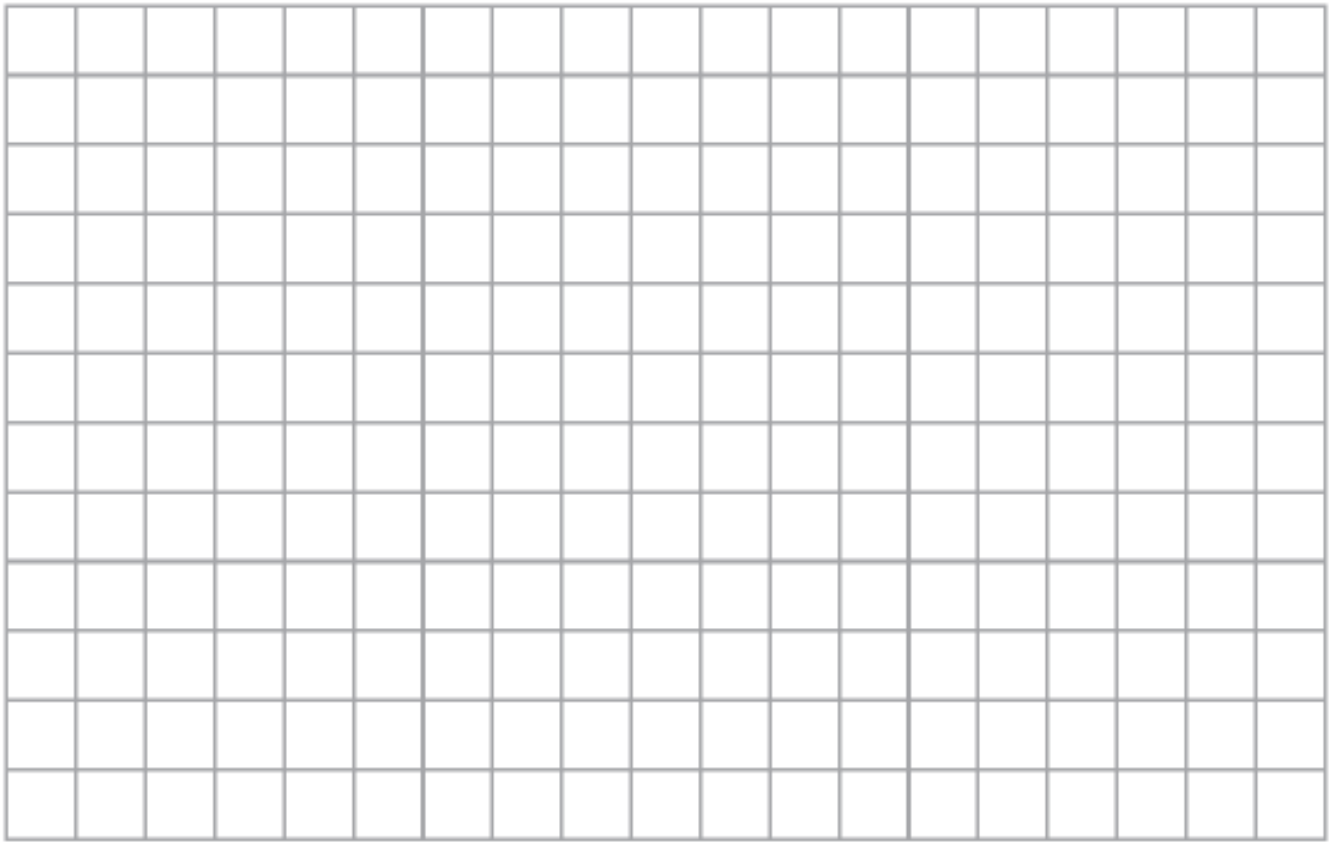
Know the number of seconds in a minute and days in a year.

44. Tania spent 45 days of last year in Spain. How many days was she in the UK?

Geometry

Draw 2D shapes.

45. Draw a square which has sides of 6cm.



46. Draw a rectangle with a length of 8cm and a width of 2cm.

Recognise 3D shapes.

47. Draw lines to match the 3D shapes with their names.

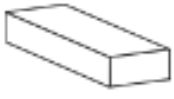
Cuboid

Sphere

Cone

Square-based pyramid

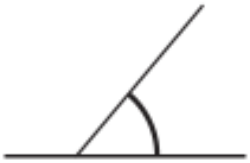
Cylinder



Recognise right angles and related facts.

48. Mark any right angles on this rectangle with a ■.

49. Estimate the size of these angles in degrees (°).



a. _____

b. _____

c. _____

Recognise horizontal, vertical, perpendicular and parallel lines.

50. Mark a pair of parallel lines on this shape:

51. Mark a pair of perpendicular lines on this shape:

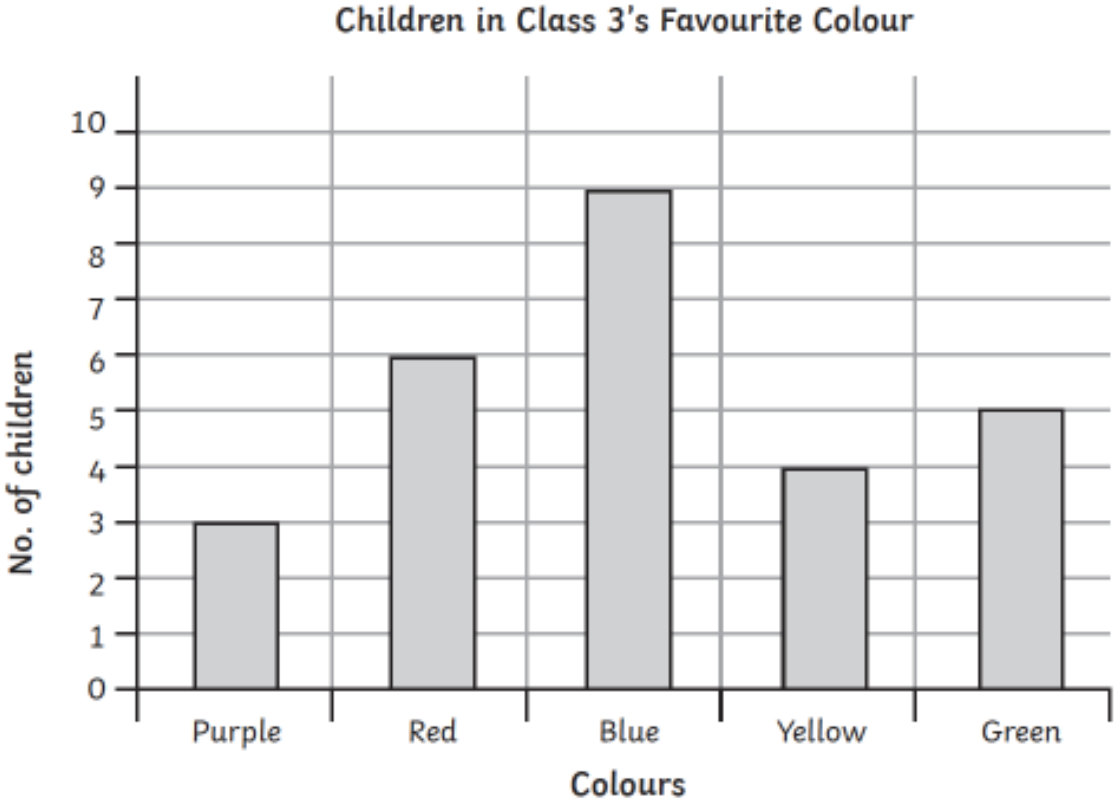
52. Draw a horizontal line.

53. Draw a vertical line.

Statistics

Interpret and present data in pictograms, bar charts and tables.

54.



a. How many children chose red as their favourite colour?

b. How many more children chose blue than yellow?

c. How many children were asked to choose their favourite colour?

Solve one and two-step problems using information represented in bar charts, pictograms and tables.

55. This table show how many packets of crisps were sold in a shop over four weeks.

	Week 1	Week 2	Week 3	Week 4
Ready Salted	50	55	48	52
Cheese and Onion	33	38	20	
Salt and Vinegar	15	25	45	30
Chicken	10	12	8	15

a. How many packets of chicken crisps did the shop sell in week 2?

b. Which flavour crisp did the shop sell most of in Week 3?

c. In week 4, the shop sold half the amount of cheese and onion crisps than salt and vinegar. Fill in the table with how many packets of cheese and onion it sold that week.

d. How many more packets of crisps were sold altogether in week 2 than in week 3?

Maths Revision

Answers

Number and Place Value

Count forwards and backwards in 4, 8, 50 and 100.

1. Continue the sequences:

a. 4, 8, 12, 16, **20**, **24**, **28**

b. 24, 32, 40, **48**, **56**, **64**

c. 900, 800, 700, **600**, **500**, **400**

d. 150, 200, 250, **300**, **350**, **400**

Find 10 or 100 more or less than a given number.

2. What number is 10 more than 73?

83

3. What number is 100 less than 340?

240

Recognise the place value of each digit in a three-digit number.

4. Underline the tens digit in the following numbers:

5**6**2 5**8**4 7**0**3 8**2**1

Compare and order numbers up to 1000.

5. Write a number so that each sentence makes sense:

a. 345 < **accept any number larger than 345**

b. 294 > **accept any number smaller than 294**

c. 833 = **833**

6. Order the following numbers from largest to smallest:

77 86 78 84 74

Largest **86 84 78 77 74** Smallest

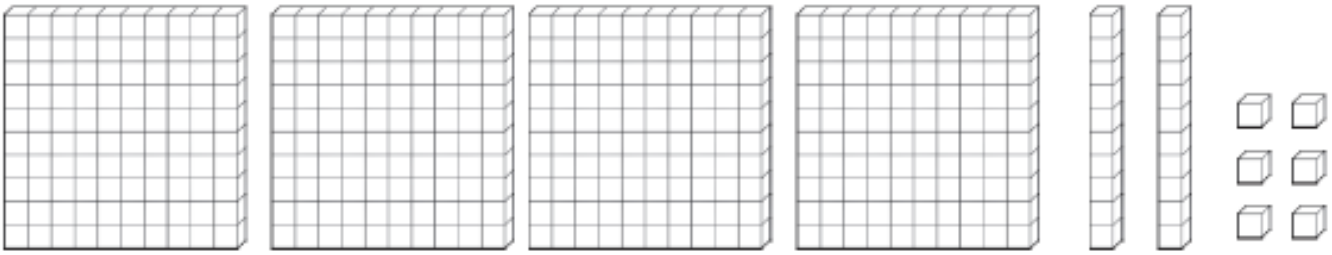
7. Order these numbers from smallest to largest:

289 298 258 247 293

Smallest **247 258 289 293 298** Largest

Identify, represent and estimate numbers using different representations.

8. What number is shown:



426

Read and write numbers up to 1000 in numerals and in words.

9. Write 357 in words.

Three hundred and fifty-seven

10. Write two hundred and seventy-four in numerals.

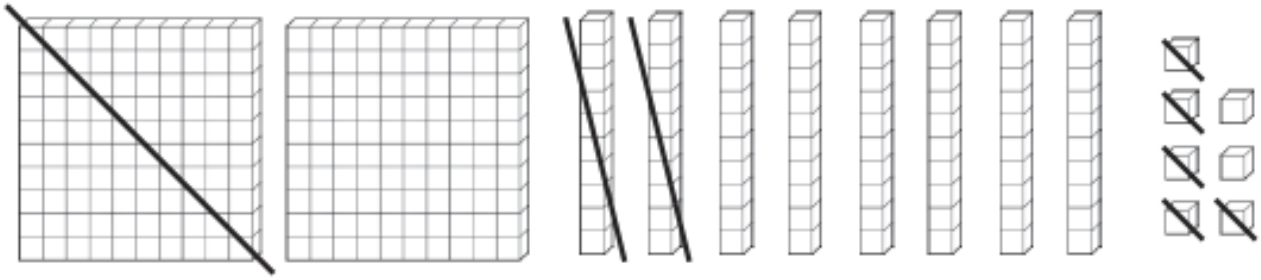
274

Solve number problems and practical problems.

11. What needs to be added to the following number to make 234?

    204 + **30**

12. Cross out the Dienes that are not needed to represent the number 162.



Addition and Subtraction

Add and subtract numbers mentally.

13. Calculate the following:

a. 286 + 4 = **290**

b. 256 - 30 = **226**

c. 172 + 300 = **472**

Add and subtract numbers with up to three digits using formal written methods.

14. Calculate the following:

a.

		6	7	8
+		3	2	3
	1	**0**	**0**	**1**
	1	**1**	**1**	

b.

	6	8	3
−	2	5	1
	4	**3**	**2**

c.

	3	**5** ~~6~~	**1** 4
−	1	2	9
	2	**3**	**5**

Estimate the answer to a calculation and use the inverse operation to check.

15. Use the inverse to check the following calculations. Circle 'Correct' or 'Incorrect':

a. 328 + 126 = 456 Correct **Incorrect**

b. 267 − 138 = 129 **Correct** Incorrect

Solve problems including missing numbers.

16. Fill in the missing numbers to make these calculations correct:

a.

4	7	2	+	3	6	**4**	=	**8**	3	6

b. There are 460 people on a plane. 125 of the passengers are British, 104 are American and the rest are French. How many French people are on board the plane?

231

Multiplication and Division

Recall and use multiplication and division facts for the 3, 4 and 8 times tables.

17. Use your knowledge of the 3, 4 and 8 times tables to complete these calculations:

a. **8** × 4 = 32

b. 3 × **9** = 27

c. 8 × 6 = **48**

d. 33 ÷ **11** = 3

e. **48** ÷ 12 = 4

f. 40 ÷ **5** = 8

Use known facts to solve multiplication and division problems including two-digit multiplied by one-digit numbers.

18. Partition these numbers or use a column method to calculate these:

a. 24 × 3 = **72**

b. 18 × 4 = **72**

c. 56 ÷ 4 = **14**

d. 48 ÷ 3 = **16**

Solve problems including missing numbers.

19. Find the missing numbers to complete the following calculations:

a.

4	3	×	**4**	=	**1**	7	2
						1	

b.

6	**2**	×	3	=	1	**8**	6

Solve problems including scaling and correspondence problems.

20. Solve the following problems:

a. There are 8 apples in one box. How many apples are there in 6 boxes?

48

b. Kangaroos have 2 legs and zebras have 4 legs. A zoo keeper counts 22 legs altogether. How many kangaroos and zebras could there be?

5 zebras and 1 kangaroo; 4 zebras and 4 kangaroos; 3 zebras and 5 kangaroos; 2 zebras and 7 kangaroos; 1 zebra and 9 kangaroos

c. 18 cupcakes are shared equally between 3 boxes. How many cupcakes are in each box?

6

Fractions

Count up and down in tenths.

21. Fill in the missing numbers to complete the sequence:

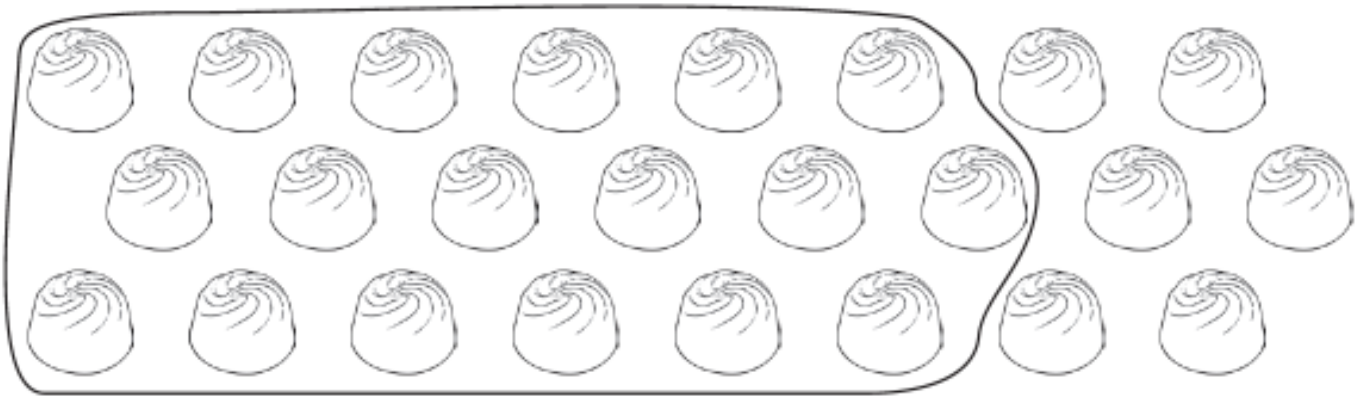
$\frac{2}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{\mathbf{5}}{10}$ $\frac{\mathbf{6}}{\mathbf{10}}$

22. Shade in the squares to represent the fraction $\frac{7}{10}$.

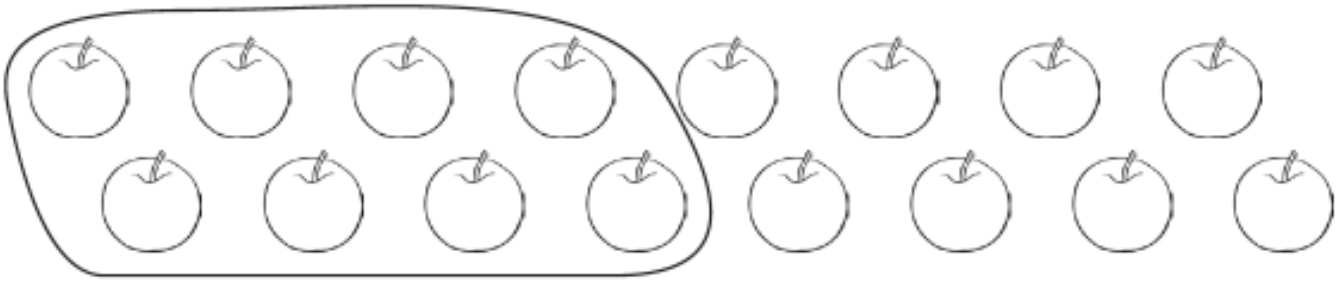
Find fractions of amounts.

23. Circle $\frac{1}{4}$ of the strawberries.

24. Circle $\frac{3}{4}$ of the sweets.



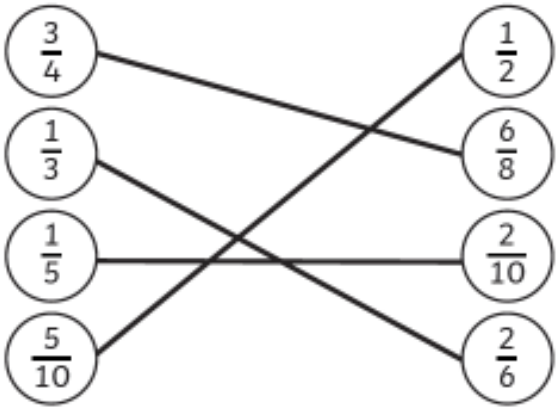
25. What fraction of the apples have been grouped together?



$\frac{1}{2}$

Recognise and show equivalent fractions.

26. Draw lines to match the equivalent fractions.



Add and subtract fractions with the same denominator.

27. Calculate the following:

a. $\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$

b. $\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$

c. $\frac{3}{4} - \frac{1}{4} = \frac{2}{4} = \frac{1}{2}$

d. $\frac{7}{8} - \frac{3}{8} = \frac{4}{8} = \frac{1}{2}$

Compare and order unit fractions.

28. Order these fractions from smallest to largest:

$\frac{1}{3}$ $\frac{1}{2}$ $\frac{1}{5}$ $\frac{1}{4}$ $\frac{1}{6}$

Smallest **$\frac{1}{6}$ $\frac{1}{5}$ $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$** Largest

29. Use < or > to complete these number sentences:

a. $\frac{1}{4}$ **<** $\frac{1}{2}$

b. $\frac{7}{8}$ **>** $\frac{3}{8}$

Solve problems involving fractions.

30. A cake is divided into 10 slices. Harry takes 2 slices and Emily takes 3. Write what fraction of the cake is left.

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

31. Lucy has $\frac{1}{4}$ of £400. Jack has $\frac{3}{4}$ of £200. Who has the most money?

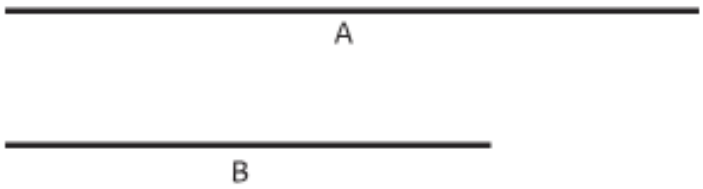
Jack has more money because $\frac{3}{4}$ of £200 = £150 (200 ÷ 4 = 50, 50 × 3 = 150) whereas $\frac{1}{4}$ of £400 is £100 (400 ÷ 4 = 100, 100 × 1 = 100).

Measurement

Measure, compare, add and subtract measures.

32. Measure this line in cm.

33. How much longer is line A than line B?

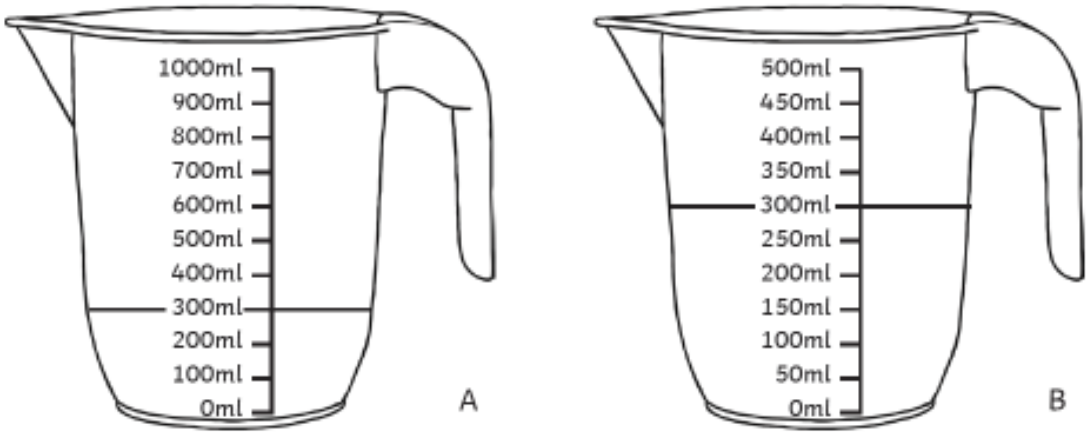


3cm

34. A block of cheese weighs 250g each. Sam cuts off 120g of cheese. How much is left?

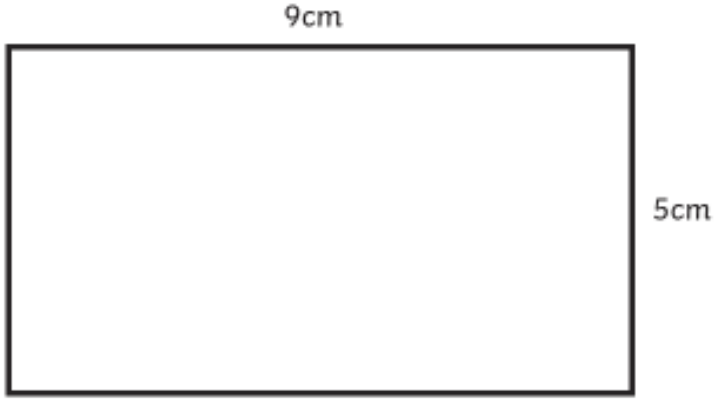
130g

35. Draw a line on jug B so that it shows the same amount of liquid as jug A.



Measure the perimeter of 2D shapes.

36. Calculate the perimeter of the rectangle.

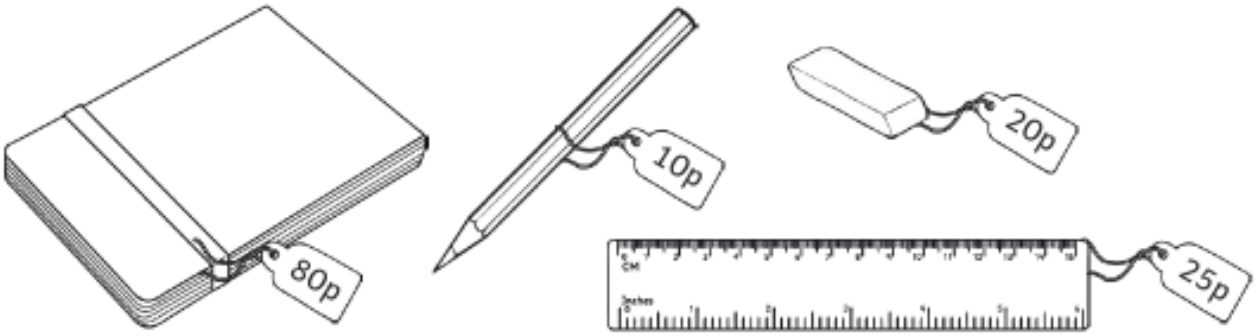


Perimeter = **28cm**

37. A square is 4cm wide. What is its perimeter?

Perimeter = **16cm**

Add and subtract amounts of money, giving change.



38. Julie buys two rubbers and one pencil. How much change will she get from £1?

50p

39. Zain has a £1 coin. He wants to buy a notebook, a ruler and a pencil. How much more money will he need?

15p

Tell and write the time on an analogue clock and on 12-hour and 24-hour clocks.

40. Write the digital time underneath each clock:

a. **10:15 or 22:15**

b. **02:30 or 14:30**

c. **04:45 or 16:45**

41. Match the 12-hour and 24-hour times.

3:45 p.m.	14:00
7:30 a.m.	15:45
12:15 p.m.	08:20
8:20 a.m.	07.30
2:00 p.m.	12:15

Record time in hours, minutes and seconds.

42. A film lasted 2 $\frac{1}{2}$ hours. How long was the film in minutes?

150mins

43. James ran the 400m race in 1 minute and 40 seconds. Haamaad ran it in 85 seconds. Who was the fastest? Explain how you know.

Haamaad ran the race the fastest because he ran it in just 85 seconds and James ran it in 1 minute 40 seconds which is 100 seconds.

Know the number of seconds in a minute and days in a year.

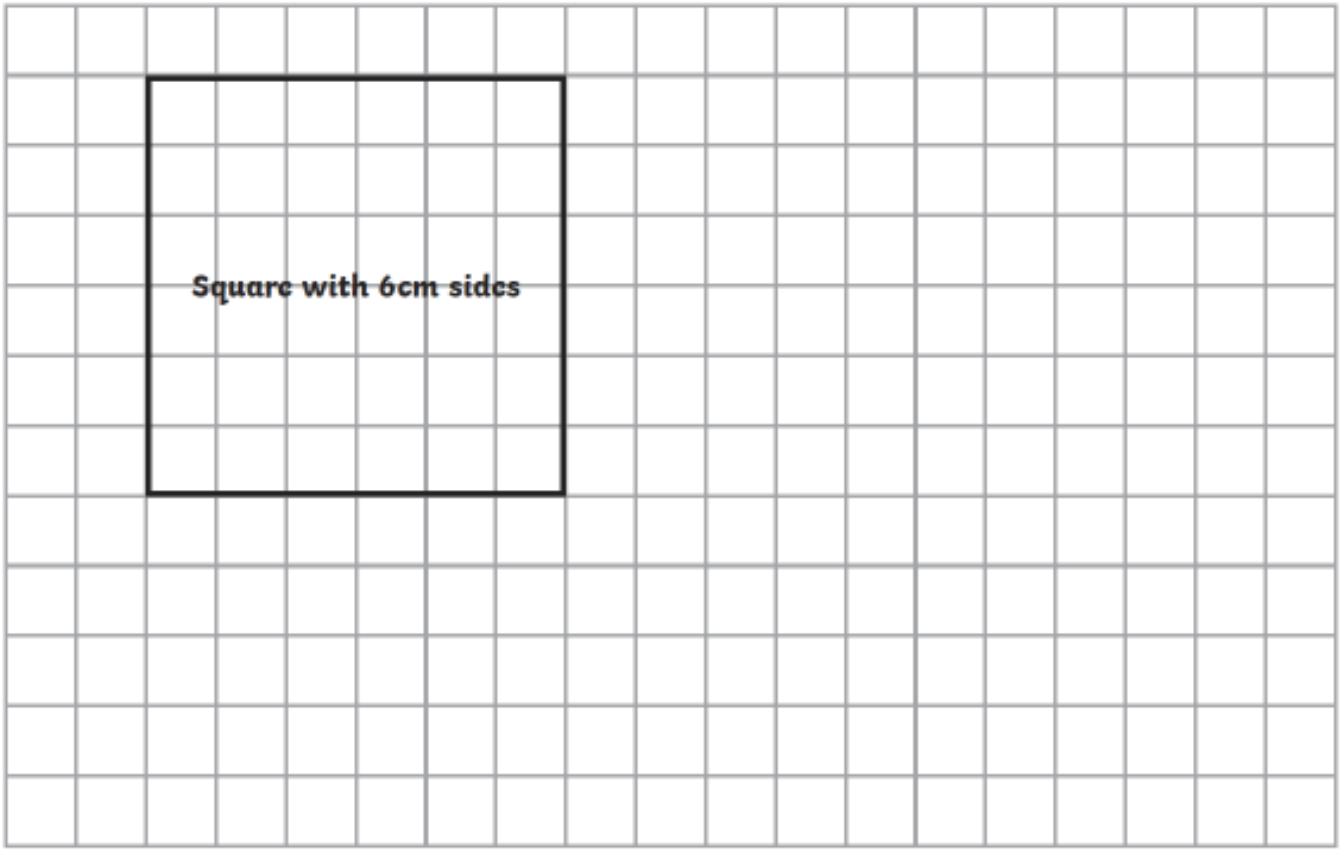
44. Tania spent 45 days of last year in Spain. How many days was she in the UK?

320 days (allow 321 days)

Geometry

Draw 2D shapes.

45. Draw a square which has sides of 6cm.



46. Draw a rectangle with a length of 8cm and a width of 2cm.

Rectangle with 8cm length and 2cm width.

Recognise 3D shapes.

47. Draw lines to match the 3D shapes with their names.

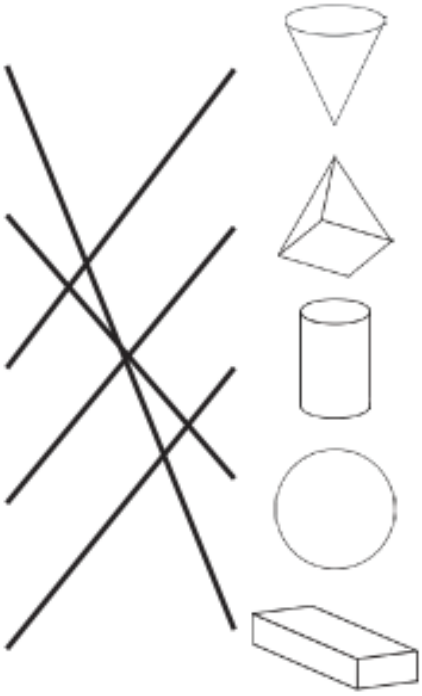
Cuboid

Sphere

Cone

Square-based pyramid

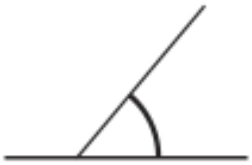
Cylinder



Recognise right angles and related facts.

48. Mark any right angles on this rectangle with a ■.

49. Estimate the size of these angles in degrees (°).



a. **accept estimates between 40 and 60°**

b. **accept estimates between 150° and 170°**

c. **accept only 90°**

Recognise horizontal, vertical, perpendicular and parallel lines.

50. Mark a pair of parallel lines on this shape:

51. Mark a pair of perpendicular lines on this shape:

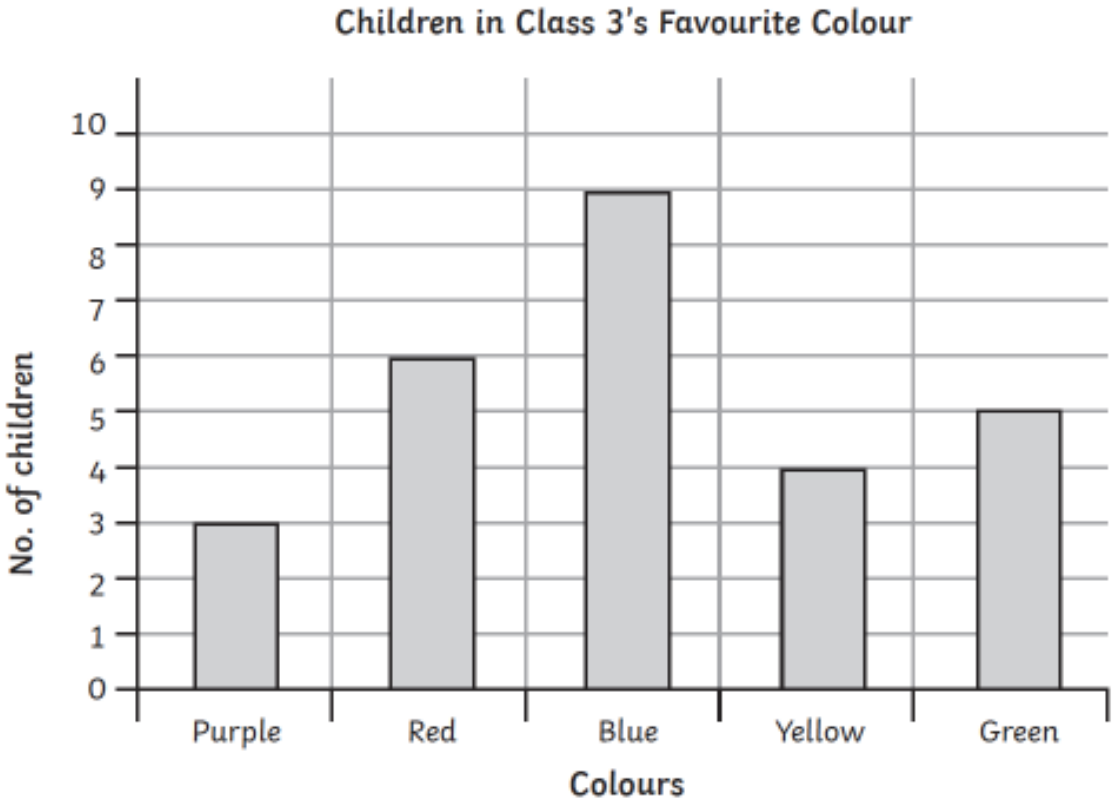
52. Draw a horizontal line.

53. Draw a vertical line.

Statistics

Interpret and present data in pictograms, bar charts and tables.

54.



a. How many children chose red as their favourite colour?

6 children

b. How many more children chose blue than yellow?

5 children

c. How many children were asked to choose their favourite colour?

27 children

Solve one and two-step problems using information represented in bar charts, pictograms and tables.

55. This table show how many packets of crisps were sold in a shop over four weeks.

	Week 1	Week 2	Week 3	Week 4
Ready Salted	50	55	48	52
Cheese and Onion	33	38	20	**15**
Salt and Vinegar	15	25	45	30
Chicken	10	12	8	15

a. How many packets of chicken crisps did the shop sell in week 2?

12 packets

b. Which flavour crisp did the shop sell most of in Week 3?

Ready Salted

c. In week 4, the shop sold half the amount of cheese and onion crisps than salt and vinegar. Fill in the table with how many packets of cheese and onion it sold that week.

d. How many more packets of crisps were sold altogether in week 2 than in week 3?

9 packets

Using pictograms to make block graphs

Maths worksheets from urbrainy.com

= 5 cakes

The pictogram shows the number of cakes baked by each class for the annual cake sale.

Name	Pictogram of cakes baked by each class
Class 1	
Class 2	
Class 3	
Class 4	
Class 5	
Class 6	

Use the information from the pictogram to fill in the block graph and give it a title.

Title: .....

Number of cakes sold							
	45						
	40						
	35						
	30						
	25						
	20						
	15						
	10						
	5						
		Class 1	Class 2	Class 3	Class 4	Class 5	Class 6

Name:

Using pictograms to make block graphs

Maths worksheets from urbrainy.com

= 10 matches

The pictogram shows the number of tennis matches won this year by each player.

Name	Pictogram of tennis matches won by each player
Tim	
Jackie	
Ai	
Nadia	
Krishn	
Toby	

Use the information from the pictogram to fill in the block graph and give it a title.

Title: .....

Number of tennis matches won							
	60						
	55						
	50						
	45						
	40						
	35						
	30						
	25						
	20						
	15						
	10						
	5						
		Tim	Jackie	Ai	Nadia	Krishn	Toby

Name:

Using pictograms to make block graphs

Maths worksheets from urbrainy.com

= 2 pets

The pictogram shows the number pets owned by children in each class.

Name	Pictogram of number of pets owned by children in each class
Class 1	
Class 2	
Class 3	
Class 4	
Class 5	
Class 6	

Use the information from the pictogram to fill in the block graph and give it a title.

Title: .....

Number of pets							
	20						
	19						
	18						
	17						
	16						
	15						
	14						
	13						
	12						
	11						
	10						
	9						
	8						
	7						
	6						
	5						
	4						
	3						
	2						
	1						
		Class 1	Class 2	Class 3	Class 4	Class 5	Class 6

Name:

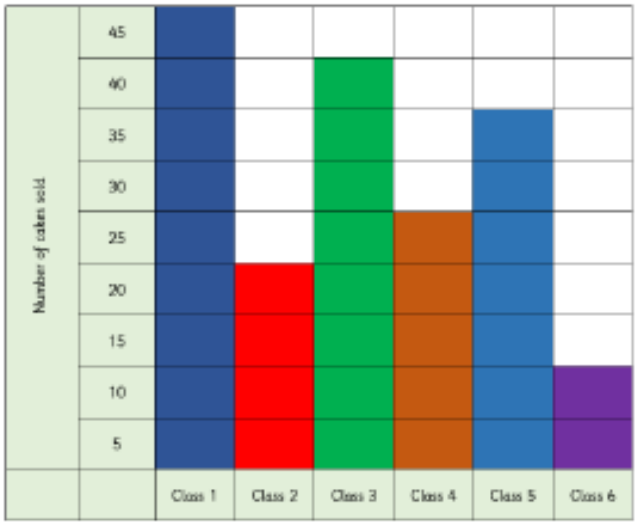
Using pictograms to make block graphs

Maths worksheets from urbrainy.com

Answers:

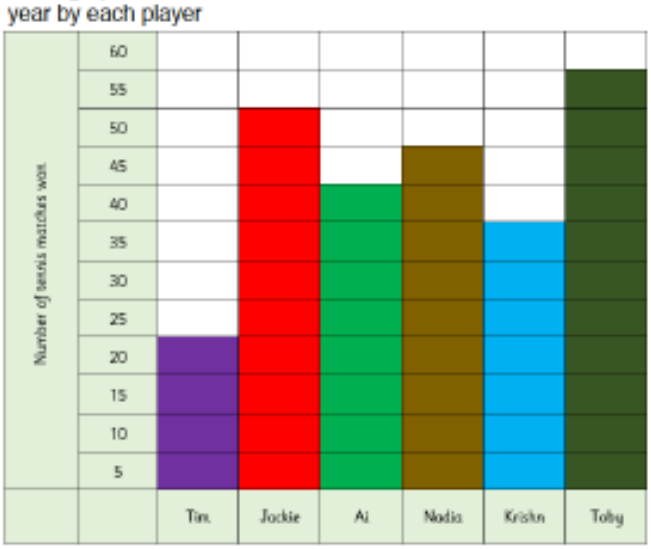
Page 1

Block graph to show the number of cakes baked by each class



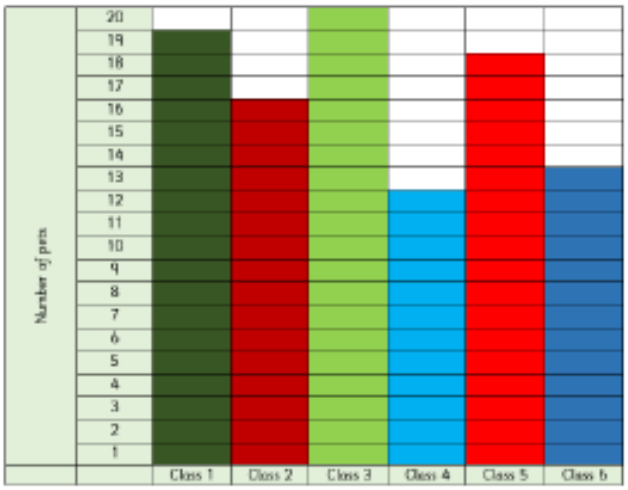
Page 2

Block graph to show the number of tennis matches won this year by each player



Page 3

Block graph to show the number of pets owned by the children in each class



Name:

Television Programme times

Maths worksheets from urbrainy.com

Here is information about children's TV programmes. Can you complete the missing times?

PROGRAMME	START TIME	FINISH TIME	LENGTH OF TIME
Pingu	10.50	10.55	
Big and Small	10.55	11.05	
The Flintstones	11.05		25 minutes
OOglies	3.10	3.30	
Scooby-Doo	3.30		20 minutes
Blue Peter		5.00	25 minutes
Newsround	5.00	5.15	
The Simpsons		5.45	30 minutes

Television Programme times

Maths worksheets from urbrainy.com

Here is information about children's TV programmes. Can you complete the missing times?

PROGRAMME	START TIME	FINISH TIME	LENGTH OF TIME
Big Cook Little Cook	6.20	6.40	
Dennis and Gnasher	7.15	7.40	
Emmerdale	7.00		30 minutes
Lunar Jim	9.25	9.35	
Shaun the Sheep	7.30		10 minutes
Dr Who	3.40	4.45	
Basil Brush	7.40	8.05	
Tracy Beaker	9.00		30 minutes

Television Programme times

Maths worksheets from urbrainy.com

Here is information about children's TV programmes. Can you complete the missing times?

PROGRAMME	START TIME	FINISH TIME	LENGTH OF TIME
Pingu	4.00		5 minutes
Big and Small	5.55	6.05	
The Flintstones		12.30	25 minutes
OOglies	3.15	3.35	
Scooby-Doo	3.40		20 minutes
Blue Peter		5.35	25 minutes
Newsround	5.10	5.25	
The Simpsons		6.15	30 minutes

Television Programme times

Maths worksheets from urbrainy.com

Here is information about children's TV programmes. Can you complete the missing times?

PROGRAMME	START TIME	FINISH TIME	LENGTH OF TIME
Big Cook Little Cook	6.30		20 minutes
Dennis and Gnasher	7.35	8.00	
Smart		6.30	30 minutes
Lunar Jim	9.45		10 minutes
Shaun the Sheep		7.50	10 minutes
Dr Who	3.40		50 minutes
Basil Brush	3.30	4.05	
Tracy Beaker	9.25		30 minutes

Answers

Page 1

PROGRAMME	START TIME	FINISH TIME	LENGTH OF TIME
Pingu	10.50	10.55	5 minutes
Big and Small	10.55	11.05	10 minutes
The Flintstones	11.05	11.30	25 minutes
OOglies	3.10	3.30	20 minutes
Scooby-Doo	3.30	3.50	20 minutes
Blue Peter	4.35	5.00	25 minutes
Newsround	5.00	5.15	15 minutes
The Simpsons	5.15	5.45	30 minutes

Page 2 Answers

PROGRAMME	START TIME	FINISH TIME	LENGTH OF TIME
Big Cook Little Cook	6.20	6.40	20 minutes
Dennis and Gnasher	7.15	7.40	25 minutes
Emmerdale	7.00	7.30	30 minutes
Lunar Jim	9.25	9.35	10 minutes
Shaun the Sheep	7.30	7.40	10 minutes
Dr Who	3.40	4.45	65 minutes Or 1 hour 5 minutes
Basil Brush	7.40	8.05	25 minutes
Tracy Beaker	9.00	9.30	30 minutes

Page 3 Answers

PROGRAMME	START TIME	FINISH TIME	LENGTH OF TIME
Pingu	4.00	4.05	5 minutes
Big and Small	5.55	6.05	10 minutes
The Flintstones	12.05	12.30	25 minutes
OOglies	3.15	3.35	20 minutes
Scooby-Doo	3.40	4.00	20 minutes
Blue Peter	5.10	5.35	25 minutes
Newsround	5.10	5.25	15 minutes
The Simpsons	5.45	6.15	30 minutes

Page 4 Answers

PROGRAMME	START TIME	FINISH TIME	LENGTH OF TIME
Big Cook Little Cook	6.30	6.50	20 minutes
Dennis and Gnasher	7.35	8.00	25 minutes
Smart	6.00	6.30	30 minutes
Lunar Jim	9.45	9.55	10 minutes
Shaun the Sheep	7.40	7.50	10 minutes
Dr Who	3.40	4.30	50 minutes
Basil Brush	3.30	4.05	35 minutes
Tracy Beaker	9.25	9.55	30 minutes

Problems involving measurement

1. Zoe is 110 cm tall. Claire is 10 cm taller.
   How tall is Claire?

2. Henry is 120 cm tall. Gary is 20 cm shorter.
   How tall is Gary?

3. Sumit ran 2 ½ kilometres.
   How many metres is this?

4. Draw a line more than 5 centimetres long?

5. Draw a square with each side 4 centimetres long.

6. It is 16 kilometres to the seafront.
   How far is it there and back?

7. How many centimetres in 5 metres?

8. How many centimetres in half a metre?

Problems involving measurement

1. Sam is 105 cm tall. Colin is 10 cm taller.
   How tall is Colin?

2. Gita is 110 cm tall. Laura is 20 cm shorter.
   How tall is Laura?

3. Brian ran 3 ½ kilometres.
   How many metres is this?

4. Draw a line more than 4 centimetres long?

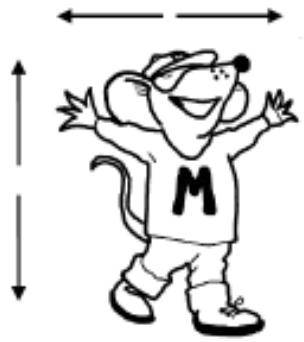
5. Draw a square with each side 3 centimetres long.

6. It is 15 kilometres to the town centre.
   How far is it there and back?

7. How many centimetres in 6 metres?

8. How many centimetres in one and a half metres?

Are you square?



My arm span from fingertip to fingertip is the same as my height.
Are you the same?

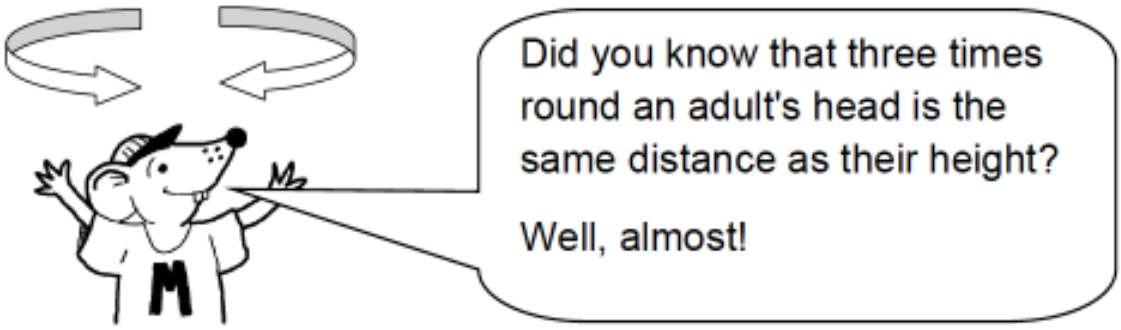
With the help of a friend measure your height in centimetres.
Now measure your armspan - fingertip to fingertip with arms outstretched.

Are the measurements nearly the same?

Check other people's measurements and write them down.

Name	Height in centimetres	Arm span in centimetres

How big or small is your head?



Can you check this out?
Find an adult. Measure his/her height.
Measure the distance round his/her head. Multiply by three.
Is it about the same?

Now try it with some of your friends.
Use the table below to help you.
You may need a calculator to multiply by 3.

Name	Head measure	Head measure multiplied by 3	Height

What do you notice?

Answers

Page 1

1. 120 cm **2.** 100 cm or 1m **3.** 2 500 m **4.** - **5.** - **6.** 32 km **7.** 500 cm **8.** 50 cm

Page 2

1. 115 cm **2.** 90 cm **3.** 3 500 m **4.** - **5.** - **6.** 30 km **7.** 600 cm **8.** 150 cm

More money problems: pounds and pence

Maths worksheets from urbrainy.com

Iron
£9 and 20p

Kettle
£8 and 50p

Jug
£3 and 90p

Saucepan
£5 and 70p

1. Which is the most expensive item? _____

2. Which is the cheapest item? _____

3. The iron costs _____ more than the saucepan.

4. The jug costs _____ less than the kettle.

5. How much more is the kettle than the saucepan? _____

6. How much more is the iron than the jug? _____

7. How much altogether are the iron and the kettle? _____

8. How much altogether are the jug and the saucepan? _____

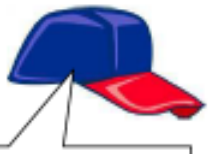
Here is some space if you need to make some jottings when working these out.

Name:

More money problems: pounds and pence

Maths worksheets from urbrainy.com

Hat 1
£6 and 90p



Hat 2
£5 and 20p

Hat 3
£7 and 80p

Hat 4
£8 and 70p

1. Which is the most expensive hat? _____

2. Which is the cheapest hat? _____

3. Hat 4 costs _____ more than hat 2.

4. Hat 2 costs _____ less than hat 1.

5. How much more is hat 4 than hat 3? _____

6. How much more is hat 3 than hat 1? _____

7. How much altogether are hats 1 and 2? _____

8. How much altogether are hats 3 and 4? _____

Here is some space if you need to make some jottings when working these out.

Name:

More money problems: pounds and pence

Maths worksheets from urbrainy.com

Coat 1
£9 and 10p

Coat 2
£6 and 40p

Coat 3
£5 and 60p

Coat 4
£4 and 70p

1. Which is the most expensive coat? _____

2. Which is the cheapest coat? _____

3. Coat 1 costs _____ more than coat 2.

4. Coat 4 costs _____ less than coat 3.

5. How much more is coat 2 than coat 3? _____

6. How much more is coat 1 than coat 3? _____

7. How much altogether are coats 1 and 3? _____

8. How much altogether are coats 2 and 4? _____

Here is some space if you need to make some jottings when working these out.

Name:

More money problems: pounds and pence

Maths worksheets from urbrainy.com

Socks 1
£4 and 70p

Socks 2
£9 and 10p

Socks 3
£2 and 80p

Socks 4
£8 and 30p

1. Which is the most expensive pair of socks? _____

2. Which is the cheapest pair of socks? _____

3. Socks 1 cost _____ more than socks 3.

4. Socks 4 costs _____ less than socks 2.

5. How much more are socks 2 than socks 1? _____

6. How much more are socks 4 than socks 3? _____

7. How much altogether are socks 2 and socks 3? _____

8. How much altogether are socks 1 and socks 4? _____

Here is some space if you need to make some jottings when working these out.

Name:

Answers

Page 1

1. Iron	2. Jug	3. £3 and 50p	4. £4 and 60p
5. £2 and 80p	6. £5 and 30p	7. £17 and 70p	8. £9 and 60p

Page 2

1. Hat 4	2. Hat 2	3. £3 and 50p	4. £1 and 70p
5. 90p	6. 90p	7. £12 and 10p	8. £16 and 50p

Page 3

1. Coat 1	2. Coat 4	3. £2 and 70p	4. 90p
5. 80p	6. £3 and 50p	7. £14 and 70p	8. £11 and 10p

Page 4

1. Socks 2	2. Socks 3	3. £1 and 90p	4. 80p
5. £4 and 40p	6. £5 and 50p	7. £11 and 90p	8. £13

Measuring volume: problem solving

Maths worksheets from urbrainy.com

Please can you help me to work out whose container is whose.

Write the name of the rat above his container.

1.

A: ..... B: ..... C: .....

Addy

I have double the amount that Subby has.

Divvy

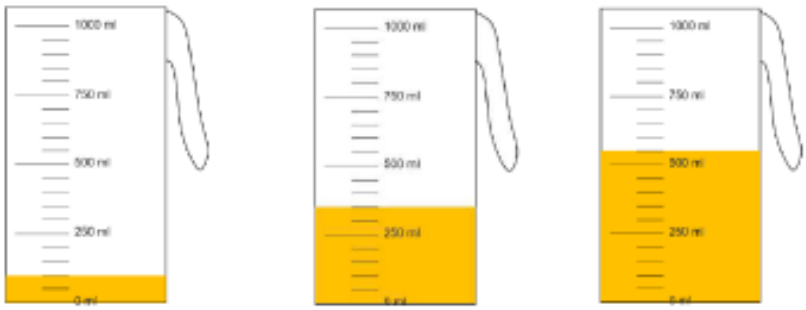
I have more than 500 ml.

Subby

I have exactly quarter of a litre.

2.

A: ..... B: ..... C: .....



Addy

I have less than 300 ml.

Multi

I have more than 100 ml but less than 400 ml.

Subby

I have 200 ml more than Multi.

Measuring volume: problem solving

Maths worksheets from urbrainy.com

Please can you help me to work out whose container is whose.

Write the name of the rat above his container.

1.

A: ..... B: ..... C: .....

Subby

I have 200 ml less than Multi.

I have more than 750 ml.

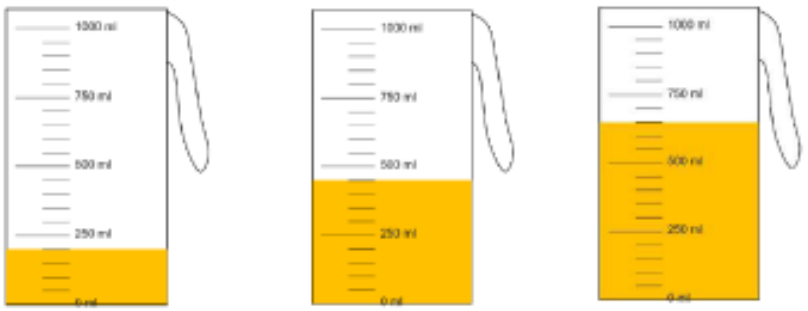
Multi

Divvy

I have between 200 ml and 550 ml.

2.

A: ..... B: ..... C: .....



Addy

I have 250 ml more than Multi.

I have less than 300 ml.

Multi

Subby

I have 200 ml more than Addy.

Name:

Measuring volume: problem solving

Maths worksheets from urbrainy.com

Please can you help me to work out whose container is whose.

Write the name of the rat above his container.

1.

A: ..... B: ..... C: .....

Addy

I have more than half a litre.

Divvy

I have exactly half a litre.

Subby

I have less than 500 ml.

2.

A: ..... B: ..... C: .....

Divvy

I have 1 litre of liquid.

Multi

I have more than 250 ml but less than 500 ml.

Subby

I have 300 ml less than Divvy.

Measuring volume: problem solving

Maths worksheets from urbrainy.com

Answers:

Page 1

1. A: Subby
   B: Addy
   C: Divvy

2. A: Addy
   B: Multi
   C: Subby

Page 2

1. A: Divvy
   B: Subby
   C: Multi

2. A: Multi
   B: Addy
   C: Subby

Page 3

1. A: Subby
   B: Divvy
   C: Addy

2. A: Multi
   B: Subby
   C: Divvy

Calendar

October						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

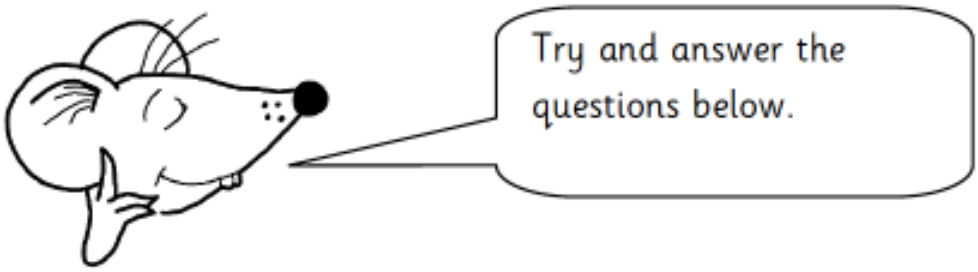
1. How many days were there in October?
2. How many Sundays were there in October during the year shown?
3. Write down the date of each Monday in October.
4. What day of the week was October 15^{th} ?
5. What day of the week was October 25^{th} ?
6. On what day of the week did the month start ?
7. What is the month before October?
8. What is the next month after October?

Calendar

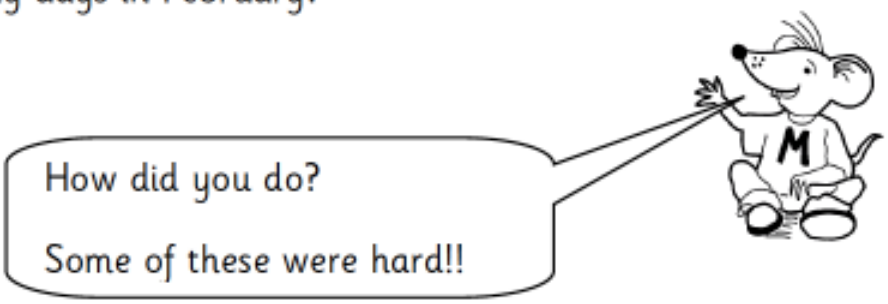
April					
Monday		5	12	19	26
Tuesday		6	13	20	27
Wednesday		7	14	21	28
Thursday	1	8	15	22	29
Friday	2	9	16	23	30
Saturday	3	10	17	24	
Sunday	4	11	18	25	

1. How many days are there in April?
2. On what day of the week did April start?
3. How many Saturdays were there in April during the year shown?
4. What dates in April were Fridays?
5. Which day of the week was 18th April?
6. Which day of the week was 22nd April?
7. On what day of the week did April end?
8. How many Tuesdays were there in April during the year shown?

Facts and figures



1. How many days in a week?
2. How many months in a year?
3. How many weeks in a year?
4. What is the first month of the year?
5. What is the last month of the year?
6. How many hours in a day?
7. How many minutes in an hour?
8. How many seconds in a minute?
9. How many days in April?
10. How many days in February?



Answers

Page 1

1. 31 days **2.** 5 Sundays **3.** 4.10. 11.10. 18.10. 25.10.
4. Friday **5.** Monday **6.** Friday **7.** September **8.** November

Page 2

1. 30 days **2.** Thursday **3.** 4 Saturdays
4. 2.6. 9.6. 16.6. 23.6. 30.6.
5. Sunday **6.** Thursday **7.** Friday **8.** 4 Tuesdays

Page 3

1. 7 days **2.** 12 months **3.** 52 weeks **4.** January **5.** December
6. 24 hours **7.** 60 minutes **8.** 60 seconds **9.** 30 days **10.** 28 days (or 29)

Calculate perimeters

Maths worksheets from urbrainy.com

Please help me to work out the perimeters of these shapes (not drawn to scale).
The perimeter is the distance around the edge of a 2D shape.

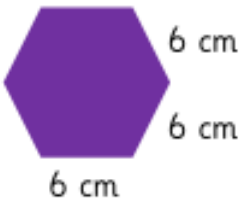
1.

The perimeter is ☐

2.

The perimeter is ☐

3.

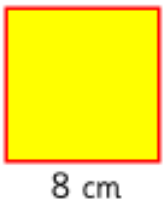


The perimeter is ☐

4.

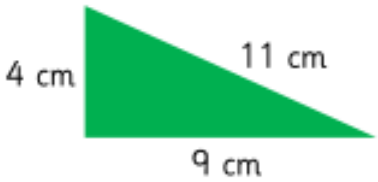
The perimeter is ☐

5.



The perimeter is ☐

6.

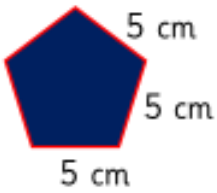


The perimeter is ☐

7.

The perimeter is ☐

8.



The perimeter is ☐

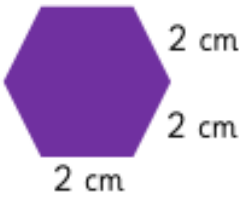
Name:

Calculate perimeters

Maths worksheets from urbrainy.com

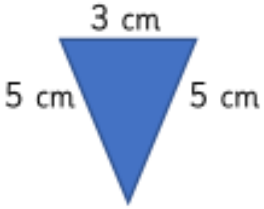
Please help me to work out the perimeters of these shapes (not drawn to scale).
The perimeter is the distance around the edge of a 2D shape.

1.



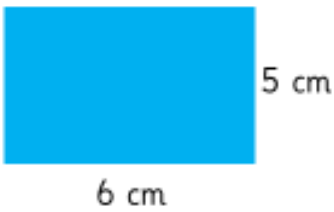
The perimeter is ☐

2.



The perimeter is ☐

3.

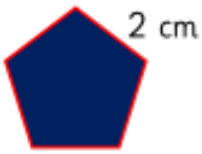


The perimeter is ☐

4.

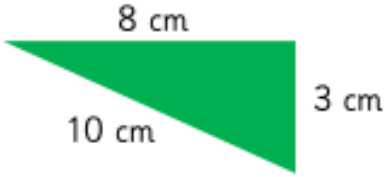
The perimeter is ☐

5.



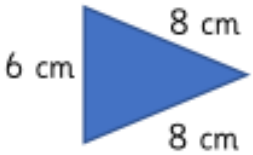
The perimeter is ☐

6.



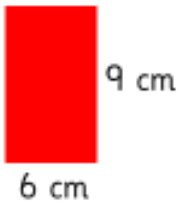
The perimeter is ☐

7.



The perimeter is ☐

8.

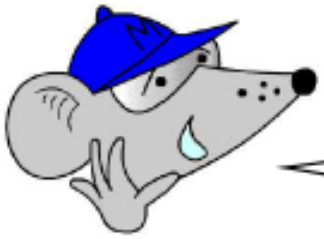


The perimeter is ☐

Name:

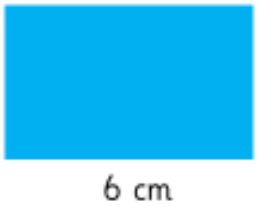
Calculate perimeters

Maths worksheets from urbrainy.com



Please help me to work out the perimeters of these shapes (not drawn to scale).
The perimeter is the distance around the edge of a 2D shape.

1.

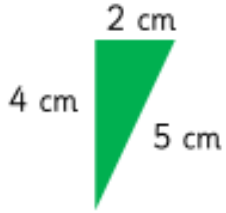


The perimeter is ☐

2.

The perimeter is ☐

3.



The perimeter is ☐

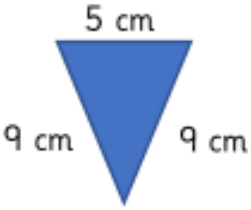
4.

The perimeter is ☐

5.

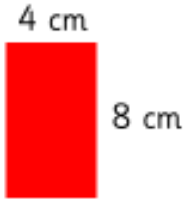
The perimeter is ☐

6.



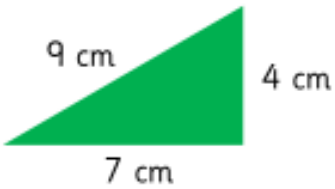
The perimeter is ☐

7.



The perimeter is ☐

8.



The perimeter is ☐

Calculate perimeters

Maths worksheets from urbrainy.com

Answers:

Page 1	Page 2	Page 3
1. 16 cm	1. 12 cm	1. 16 cm
2. 19 cm	2. 13 cm	2. 4 cm
3. 36 cm	3. 22 cm	3. 11 cm
4. 28 cm	4. 36 cm	4. 20 cm
5. 32 cm	5. 10 cm	5. 40 cm
6. 24 cm	6. 21 cm	6. 23 cm
7. 20 cm	7. 22 cm	7. 24 cm
8. 25 cm	8. 30 cm	8. 20 cm

Story starter!

Image by: Erik Johansson

And so it began…

One accident, one collision and one fortuitous moment led to a series of unlikely events unfurling: the beginning of the world.

She couldn't believe her eyes… Tiny little specks appeared on her kitchen table. On closer inspection, these little specks turned out to be people, tiny little people, all feverishly and tirelessly building their world on her table-top. Before long, tiny buildings had been constructed, forests and mountains had grown, and there were even little vehicles making their way across coffee-stained continents.

She had never even imagined in her wildest dreams that any of this had been possible, and little did she know, things were about to get even more extraordinary…

Sentence challenge!

Image by: Erik Johansson

Read the sentence below and circle all the adverbs.

Hundreds of tiny, yellow lights shone brightly across the table-top, while people scurried busily around.

Question time!

Image by: Erik Johansson

- What do you think the biscuit was used for?
- What do you think the expression on the lady's face would show?
- If you designed a world, what would it be be made from?
- Where would it be based?
- How would you look after your world once it has been created?
- Would you keep it a secret or will you tell everyone?

Sick sentences!

These sentences are ‘sick’ and need help to get better. Can you help? Could you add an adverb?

She spilled the coffee. It made a pattern on the table. She was amazed.

Image by: Erik Johansson

Perfect picture!

Can you create your own planet? You could draw and describe it. Would the land be all joined together or spread out like the Earth? Would there be seas in between? What colour would it be? What could it be made from?

Image by: Erik Johansson

Story starter!

Image by: Erik Johansson

It was winter.

The thunder rumbling overhead seemed to taunt the young girl as she watched in horror while half of her home drifted away across the merciless, half-frozen sea.

She had awoken minutes earlier, disturbed from her sleep by the most appalling noise. It sounded as if a tree were being torn apart by giants, as if the Gods above were screaming at each other in a wild rage. She thought it was the end of the world. Perhaps it was. For her anyway.

In only her pyjamas, she stood on the edge of her ruined home, her toes dangling over the edge of the splintered floor, shivering in the harsh wind as it seemed to touch her skin like the kiss of some icy demon. She screamed at the top of her voice in despair and frustration, almost pleading with her frost-drenched surroundings to bring them back to her. She could see them. They were waving and shouting to her in return.

In front of her she could see the giant, drifting shards of ice, their edges sharp like Samurai swords. They knocked into each other as they were swept by the tide, reminding her of some cruel jigsaw that couldn't be solved. She knew she could not reach them…

Can you continue the story of the girl and her home that had broken in two? Who was it she was waving to?

What had caused the ice to break? Would she manage to reunite with the people drifting away?

Sentence challenge!

Image by: Erik Johansson

Metaphors and Similes are fantastic ways of vividly describing things to the reader. Can you find any in the writing above? Can you use some in your writing today?

Question time!

Global warming is an important issue in the world today. The ice-caps are melting. What does this mean? What are the consequences of this happening? Should we be acting to stop this from happening?

Image by: Erik Johansson

Sick sentences!

Image by: Erik Johansson

These sentences are 'sick' and need your help to get better!

It was a cloudy day.
The water was cold.
The ice broke up.
The house split in half.

Perfect picture!

Think about what has caused the ice to break up and melt. Can you draw something you have imaged?

Image by: Erik Johansson

Story starter!

He drummed his long, wiry fingers on the counter, waiting for his next customer.

The Curiosity Shop attracted the strangest of visitors, drawn to the unique range of peculiarities within. There was certainly more to the shop that met the eye, and people travelled from far and wide to peruse the bizarre collection.

Mr. Obadiah (the owner) had resided behind the counter of this wondrous shop for as long as anyone could remember, and was now regarded far and wide as the finest purveyor of bizarre oddities and trinkets; a collection to excite and mesmerise even its most impartial visitor.

As the next customer arrived, Mr. Obediah opened his moustachioed mouth to speak…

Image by: Alexander Jannson

Sentence challenge!

Image by: Alexander Jannson

Verbs

Verbs are action/doing words.

Which sentence(s) contains two verbs?

Mr. Obadiah drummed his fingers on the counter.

The shop had existed for many, many years.

A curious person walked towards the counter, mumbling under their breath.

There was a wanted poster that had been pinned to the shop front.

Can you add an adverb to each of these sentences?

Can you use the adverb in different places in each sentence?

Image by: Alexander Jannson

Question time!

What is it that Mr. Obediah is going to say?

What kind of man do you think Mr. Obediah is? What do his clothes tell you about him?

Why does he hold one hand behind his back?

What do you think the Curiosity Shop is? Is it just a shop?

What do you think the shop has inside?

Can you explain the presence of the wanted poster?

Why might Mr. Obediah display it on his shop front?

Is there something behind Mr. Obediah?

Can you spot the ladder? Where might it lead?

Sick sentences!

These sentences are ‘sick’ and need help to get better. Can you help?

Mr. Obadiah was a tall man. He wore a jacket and some goggles. He tapped on the counter. On is shoulder was a creature'

Image by: Alexander Jannson

Pobble

Perfect picture!

Can you draw a picture of some of the items you think might be sold at the Curiosity Shop?

Image by: Alex Stoddard

Story starter!

The crows had been gathering for some time, no doubt displeased by the girl's actions.

She could feel the cold, wet slime dripping slowly from her fingertips, but it didn't bother her. Her hands were still, steady, without fear: she had been eagerly awaiting this moment.

All she could think about was the creature in front of her, finally escaped from its cage. It had hatched. It was time...

Can you continue the story?

Image by: Alex Stoddard

Question time!

- What has just hatched from the egg?
- Why is the girl unafraid?
- Why might the crows be displeased?
- What will happen now that it has hatched?
- How did the girl end up with the egg in her hands?
- How do you think the girl hurt her knees?
- How is she feeling? What does the look in her eyes tell you?

Image by: Alex Stoddard

Sentence challenge!

Fronted adverbials

A fronted adverbial goes at the beginning of a sentence.

It describes the verb in the sentence.

It describes where, when or how.

E.g. A few minutes ago, the egg had started to crack.

With a gentle cracking noise, the creature emerged from the egg.

Image by: Alex Stoddard

Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- The girl held the egg.
- It felt slimy.
- She was curious.
- Her heart pounded.

Pobble

Perfect picture!

Can you draw a picture of the creature that has emerged from the egg?

Image by: Alex Stoddard

Story starter!

Image by: Lewis Moorhead

Piece by piece, the street was disappearing.

In the distance a portal shone, sending soft, golden beams of light out across the evening sky. As the light kissed the clouds they blushed, becoming pink illuminations that stood and watched the street below like nosey spectators.

All that was now left of the street was the door. It was still open. There was still time. The figure in the distance began to run, but was he too late?

Sentence challenge!

Image by: Lewis Moorhead

Circle the article(s) in each sentence below.

A man was running in the distance.

A crack appeared across the road.

A light shone from above them.

Can you identify the articles you have used in your writing today?

Question time!

Image by: Lewis Moorhead

- Who is the figure in the distance? Do they have anything to do with the disappearance of the street?
- Why do you think there is a door in the middle of the road?
- Do you think there is anyone living in the houses?
- What do you think is underneath the road?

Sick sentences!

These sentences are ‘sick’ and need help to get better. Can you help?

The door opened and the light shone through. The buildings were disappearing.

Image by: Lewis Moorhead

Perfect picture!

What do you think might be at the end of the road? Draw or describe what you have imagined.

Image by: Lewis Moorhead

Story starter!

Image by: Banksy

In a world where everything seemed black and white, it brought colour. In a world where things were often bleak, it brought joy.

The drawing of a girl's outstretched fingers pointed at the red balloon as it floated skywards.

Many years ago a real girl had held a real balloon, releasing it into the sky as she hoped her dreams and prayers would be answered. Now, her image and memory were etched on the very walls behind the spot where she once stood.

Her story, and that of the red balloon, would be told for many generations to come…

Can you tell the story of the little girl and the red balloon?

Sentence challenge!

Image by: Banksy

Fronted adverbials

A fronted adverbial goes at the beginning of a sentence.

It describes the verb in the sentence.

It describes where, when and how.

E.g. For many years, the world she lived in had seemed miserable and grey.

As she watched the balloon soaring upwards, a glimmer of hope sparked inside her.

Question time!

Image by: Banksy

- Why do you think the balloon is red, where the rest of the drawing is black and white?
- Who is the little girl, and why is she releasing the balloon?
- What could have happened to the girl? Do you think the balloon symbolises anything?
- How does this compare to other graffiti you have seen?
- Do you think graffiti should be illegal?
- Where do you think this photograph was taken?
- Why do you think the artist created it?

Sick sentences!

Image by: Banksy

These sentences are ‘sick’ and need help to get better. Can you help? Could you add an adverb?

The balloon went up. She felt hopeful. Her hand pointed towards the balloon.

Perfect picture!

Image by: Banksy

Can you design a piece of graffiti that you could do in school?
Remember: it has to be something that people will enjoy, and that your Headteacher would approve of!

Story starter!

Image by: Hard Jo, Bored Panda

Despite being a superhero, spending the majority of his time battling against crime and dangerous villains in Gotham City with an array of different skills and deadly weapons, Batman had a weakness for chicken nuggets.

The other superheroes were also making the most of their afternoon off from saving the world. However, they didn't have long: soon they would have to get back to business…

Sentence challenge!

Image by: Hard Jo, Bored Panda

Can you use relative clauses to add extra information to a sentence using who, which, where, when, whose or that?

E.g. Wolverine, who had recently battled with his arch-enemy, tucked into a hearty lunch.

Batman loved chicken nuggets.

The Hulk enjoyed lollipops.

Question time!

Image by: Hard Jo, Bored Panda

- Can you recognise each of the characters?
- What do you think each of them do on a daily basis?
- What do you think each of their favourite foods might be?
- What do you think each of the characters are really like?

Sick sentences!

Image by: Hard Jo, Bored Panda

These sentences are ‘sick’ and need help to get better. Can you help? Could you add an adverb?

The Hulk felt hungry. He ate his lunch with the others. He was really big and green. He had a big appetite.

Perfect picture!

Image by: Hard Jo, Bored Panda

Can you draw the perfect lunch for superheroes? Think carefully about what they would eat.

Image by: Karen Alsop, www.storyart.com.au

Story starter!

Geppetto, the master woodcarver, was considered by many of his neighbours living alongside him in the small, quiet village in Italy in which he resided, as a genius. For half a century, Geppetto had, on a daily basis, worked his fingers to the bone in his cramped workshop, hunched over his workbench, honing his skills, to become the best and most respected woodcarver in the whole kingdom. Hour upon hour he would toil, whittling wood, with most spectacular precision, into an incredible array of different items and oddities. The saying in the village went: 'if you can imagine it, Geppetto can carve it!' In fact, this motto was now proudly emblazoned above the door to his shop.

For the past week, the master woodcarver had been working on his latest creation: a puppet. Like every other creation of Geppetto's, this particular project was turning out to be a masterpiece. However, one morning when Geppetto strode energetically through his workshop door to begin the day's labour, he couldn't believe the sight that befell him...

Image by: Karen Alsop, www.storyart.com.au

Question time!

- What has Geppetto created?
- Why is he so surprised?
- What is the puppet's name?
- What do you think Geppetto will do next?
- Do you think he has made anything magical before?
- Can you make a list of all the things the woodcarver would normally make?
- Do you have anything that has been carved out of wood in your house?
- If you could carve something to come alive, what would it be?

Image by: Karen Alsop, www.storyart.com.au

Sentence challenge!

Can you make a list of emotions that Geppetto would be experiencing?

Can you then write a sentence starting with one of those emotions, and including some good adjectives?

E.g. Astonished, Geppetto gently raised his weathered hand and pulled on the long, thin threads that controlled the puppet's actions.

Alarmed, Geppetto inched backwards towards to door as a smooth, wooden face with two pale, blue eyes turned to gaze at him.

Image by: Karen Alsop, www.storyart.com.au

Sick sentences!

These sentences are 'sick' and need your help to get better.

- The man was amazed.
- The puppet looked at him.
- It was made out of wood.
- Its face moved.

Pobble

Perfect picture!

The puppet is about to realise that it can move without being controlled by a human hand. Can you draw what it will do next?

Image by: Karen Alsop, www.storyart.com.au

Story starter!

Image by: Jokkery

It was that time again… Our annual surfing trip to Devon. While my parents packed up the suitcases and loaded up the car for the long journey ahead, we chatted excitedly about what an incredible holiday this was going to be!

Not too long into the journey, the beautifully clear, blue sky became dark and ominous. All of a sudden, crashing towards the long line of traffic, was a colossal wave – not the kind you'd want to catch on a board either…

Desperately, people raced wildly out of their cars, running, screaming and panicking yet as I looked to my left, I saw a man…

Sentence challenge!

Image by: Jokkery

A complex sentence must contain a subordinate clause. This is a clause that doesn't make sense on its own.

E.g. Although the man had miraculously managed to prevent the waves from crashing down onto the people, they were still extremely frightened!

Write a complex sentence of your own and underline your subordinate clause.

Try starting your sentence with:

As While When If

Even though

Question time!

Image by: Jokkery

- Who do you think the man is and why is he there?
- How do you think the people who are in the vehicles are feeling at this point and why?
- If you were in one of those cars, what do you think you would do?
- Imagine you are on the telephone to the emergency services. Can you describe what is happening?

Sick sentences!

Image by: Jokkery

These sentences are ‘sick’ and need help to get better. Can you help?

the waves fought against the man. he stood still. he waved his staff.

Perfect picture!

The sea is filled with marine life. Draw what you think the people in the cars might see in the middle of the sea.

Image by: Jokkery

Story starter!

Image by: Flew Designs

Most people don't believe in them. Especially grown-ups. Most people have never even seen them. Most people wouldn't even believe their own eyes if they had!

Whether you're a believer or not, I'm going to tell you about them anyway…

In many ways, they are exactly like us; they eat the same foods as us, speak the same languages as us and even enjoy the same things we enjoy. In fact, if you were to look at one under a magnifying glass, you would think they were identical to us. The only difference is that they are a hundred times smaller than us.

Their story begins on a dark and windy night. The full moon sat in the sky: a torch to guide them. Thunder rumbled above them like a laughing giant, and the waves lapped up against them like a cat's tongue hungrily exploring a plate of sardines.

They were forced to leave their homes forever, in search of a new beginning. The boot had been their saviour. However, crossing the pond was proving trickier than they had imagined…

Sentence challenge!

Image by: Flew Designs

Metaphors and Similes are fantastic ways of vividly describing things to the reader. Can you find any in the writing above? Can you use some in your writing today?

Image by: Flew Designs

Question time!

- Who do you think they are?
- Why do you think they have had to leave home?
- Where do you think they should go to find a new place to live?
- How do you think they feel about having to move?

Sick sentences!

Image by: Flew Designs

These sentences are ‘sick’ and need help to get better. Can you help?

It was a dark night, but the stars were out. They sat inside the boot. They rowed across the pond with oars. The boat had a sail.

Perfect picture!

Who do you think is inside the boot? Draw or describe who you have imagined.

Image by: Flew Designs

Story starter!

Down in the town, streets became abandoned as people scuttled into their houses to escape the sudden downpour. Those left stranded took shelter under their umbrellas, or those without darted to find cover in shop doorways. Many ‘tut-tutted’ as they went, glancing up at the sky and frowning. It did seem to have rained a lot recently!

The weather in this particular town had always been strange. The town’s inhabitants would often debate the current weather over their breakfasts, jokingly asking “wouldn’t it be wonderful if someone could control the weather?” That was, of course, a ridiculous thing to say. No- one could control the weather, could they?!

Can you continue the story of the Weather Tree?

Image by: Alexander Jansson

Sentence challenge!

Image by: Alexander Jansson

Can you add the commas into the sentence below?

Suddenly the streets became flooded with a river of water but people still carried on with their everyday business.

Question time!

- What causes the weather to change in this town?
- Can you explain how different types of weather are generated?
- Who is the figure that lives in the tree?
- Who do you think lives in the town?
- How are they similar/different to use?
- What came first: the town or the tree?

Image by: Alexander Jansson

Sick sentences!

These sentences are ‘sick’ and need help to get better. Can you help? Could you add an adverb?

It started to rain.
Water came down from the tree.
People went inside

Image by: Alexander Jansson

Perfect picture!

Can you draw a picture of your favourite type of weather? You could draw an activity you could do in that type of weather

Image by: Alexander Jansson

Story starter!

The wind rushed through her hair as she descended the mountain at great speed. For most children this would be an exhilarating, even terrifying experience, but for Lucy it was just an ordinary journey to school...

Image by: Rex Feature, Bored Panda

Sentence challenge!

Image by: Rex Feature, Bored Panda

Can you write a compound sentence, where a colon separates two independent clauses?

The first independent clause describes something and the second gives extra detail.

E.g. The girl was brave: she had zip wired down this ravine many times before.

The zipwire was strong:

She was travelling quickly:

It was just an ordinary day:

Image by: Rex Feature, Bored Panda

Question time!

- Where do you think the girl in the picture's house is?
- What do you think her school is like?
- In what ways might it be similar/different to your school?
- How do you think the girl is feeling at this moment?
- What do you think she has in her bag?
- Why do you think she travels to school in this fashion?

Sick sentences!

These sentences are ‘sick’ and need help to get better. Can you help?

She held on to the handle. The wind went through her hair? she felt scared.

Image by: Rex Feature, Bored Panda

Perfect picture!

Can you draw a comic strip of 5 or 6 pictures, showing the most exciting, dangerous or interesting journey to school you can imagine?

Image by: Rex Feature, Bored Panda