

20/4/20	Times Tables	Reading	Maths	English	Foundation
Mon	Use <u>Multiplication and Division Knowledge Organiser</u> - Write and <u>Calculate Mathematical Statements</u> to write out the 3 x tables.	Read extract Funfair multiple times. Maybe use a dictionary to research any words that you don't understand.	Week 2, Day 1 - Subtraction	Week 2, Day 1, adverbs	RE: Judaism Watch https://www.bbc.co.uk/bitesize/topics/znwhfg8/articles/zh77vk7 - What is Judaism Draw an important emblem of the Jewish faith.
Tue	Use <u>Multiplication and Division Knowledge Organiser</u> - Related <u>calculations</u> to write out the 4 x tables	Answer questions - Set A Funfair questions 1 - 3	Week 2, Day 2 - More subtraction	Week 2, Day 2, Writing a conversation	Fun: Build a split pin Robot
Wed	Use <u>Multiplication and Division Knowledge Organiser</u> - <u>Written Multiplication Methods</u> - No Regrouping to write out the 8 x table.	Answer questions - Set A, Funfair questions 4 - 6	Week 2, Day 3 - Using and Understanding Money	Week 2, Day 3, Write a diary entry	Art: Sculpture - 2 Week project - Create rainbow Wind chimes
Thu	Use <u>Multiplication and Division Knowledge Organiser</u> - <u>Written Multiplication Methods</u> - <u>With Regrouping</u> to write out 5 x table.	Answer questions - Set A for Funfair questions 4 - 9	Week 2, Day 4 - Multiplying and dividing by 10 using money	Week 2, Day 4, Apostrophes for possession	Fun: Choose an activity from the Mindfulness challenge cards
Fri	Use <u>Multiplication and Division Knowledge Organiser</u> - <u>Written Division Methods</u> - <u>No Regrouping</u> to write out 6 x table.	Answer questions - Set A, finish the rest of questions for Funfair	Week 2, Day 5 - Fractions	Week 2, Day 5, Poetry	History: Tudors - Watch clips from https://www.bbc.co.uk/bitesize/topics/zsgkwmn/resources/1 about Anne Boleyn part one and 2 and Anne of Cleves
<p>Spellings: accident, accidentally, actual, actually, address, answer, appear, arrive, believe, bicycle</p> <p>Throughout this week, learn the above spellings. Use whatever methods work best for you; but, make sure you know them by Friday! Some fun ideas that you may find useful:</p> <ul style="list-style-type: none"> • Try getting someone to read the dictation activity while you spell the words • Play hangman • Complete the word search in the booklet • Cut up the letters of each word, scramble them up and try and order correctly • Try handwriting practice of the words provided in the booklet 					

27/4/20	Times Tables	Reading	Maths	English	Foundation
Mon	Use <u>Multiplication and Division Knowledge Organiser</u> - <u>Written Division Methods</u> - <u>With Regrouping</u> to write out the 7 x tables.	Answer questions – Set B Funfair questions 1 - 3	Week 3, Day 1 - Fractions	Week 3, Day 1, - Understanding character	RE: Judaism – Create your own fact file about Judaism using information from https://www.bbc.co.uk/bitesize/topics/znwfhg8/articles/zh77vk7
Tue	Use <u>Multiplication and Division Knowledge Organiser</u> - <u>Write and Calculate Mathematical Statements</u> to write out the 9 x tables	Answer questions – Set B, Funfair questions 4 - 6	Week 3, Day 2 – Comparing and ordering fractions	Week 3, Day 2, Present tense	Fun: Choose an activity from the Mindfulness challenge cards
Wed	Use <u>Multiplication and Division Knowledge Organiser</u> - <u>Related Calculations</u> to write out the 10 x table.	Answer questions – Set B for Funfair questions 4 - 9	Week 3, Day 3 – Pairs of fractions that add to 1	Week 3, Day 3, Story writing	Art: Sculpture - 2 Week project – Create rainbow Wind chimes
Thu	Use <u>Multiplication and Division Knowledge Organiser</u> - <u>Written Multiplication Methods</u> - <u>No Regrouping</u> to write out 11 x table.	Answer questions – Set B, finish the rest of questions for Funfair	Week 3, Day 4 – Write and draw analogue and digital clock times	Week 3, Day 4, Preposition	Fun: Build an origami cat
Fri	Use <u>Multiplication and Division Knowledge Organiser</u> - <u>Written Multiplication Methods</u> - <u>With Regrouping</u> to write out 12 x table.		Week 3, Day 5 – Match analogue and digital times	Week 3, Day 5, Prepositional phrase	History: Tudors - Watch clips from https://www.bbc.co.uk/bitesize/topics/zsgkwmn/resources/1 about Catherine of Aragon and Catherine Parr
<p>Spellings: breath, breathe, build, busy, business, calendar, caught, centre, century, certain</p> <p>Throughout this week, learn the above spellings. Use whatever methods work best for you; but, make sure you know them by Friday! Some fun ideas that you may find useful:</p> <ul style="list-style-type: none"> • Try getting someone to read the dictation activity while you spell the words • Play hangman • Complete the word search in the booklet • Cut up the letters of each word, scramble them up and try and order correctly • Try handwriting practice of the words provided in the booklet 					

Reading extract and questions:

Year 3-4

Funfair

Set A/B

For two whole days, Rish had watched the activity at the park with fascination as he walked to and from school. First, he had noticed the lorries and vans arriving with their brightly coloured trailers. Then he had seen the people slowly piecing together all the rides and attractions. Finally, it was ready to open.

In the morning, Rish's dad had promised to take him and his sister, Padma, to the funfair that evening after school, as long as they had finished their homework and weather permitting.

The moment he had put his pencil down, Rish was dancing around the house, wanting to set off.

"Calm down, young man," said his mum, "your father isn't even home from work yet." When, at last, Rish heard the key in the front door, he still had the agony of having to watch his dad have a quick snack before they could set off.

"I'm the bravest," said Rish as they paid their entrance fee. "I'm going to go on all the biggest, fastest and scariest rides." Padma looked up at the big wheel with wide eyes. When she heard the shrieks and screams of the people, she held her father's hand a little tighter.



To ease her in gently, Dad went with her on a very tame merry-go-round. As he was old enough, Rish was allowed to go off on his own for a bit, as long as they met back at the ice cream stall.

He was quite relieved that no one he knew was there to see him emerge from the ghost train. By the time he had staggered off the waltzer, having been tossed around like a sock in a washing machine, he was feeling rather wobbly. He could see that the big wheel was very popular but he was not certain he could cope with such a height. Telling himself that the queue was too long anyway, he decided to look for his dad and sister.



The minutes dragged by as he lingered around the ice cream stall. Where were they? Had they forgotten him? Was he imagining it, or were some people eyeing him in a funny way. He was beginning to feel uncomfortable. Eventually, he slumped on the floor and buried his head in his hands, partly to avoid the stares.

"Rish? Rish? Are you all right?" said dad, running up to him. "I'm sorry, I didn't know there were two ice cream stalls."

"When you didn't turn up, I suggested that we should go on the big wheel to see if we could spot you from up there," said Padma. "It was amazing! But then we saw you down here. Can we have another go, Dad, *Please!*"

"Maybe next time, Pad," smiled Dad as he hugged his shaking son. "I think Rish has been brave enough for one day."

Questions for *Funfair*

Set A

Vocabulary:

1. Look at the first paragraph. **Find** and **copy** a word that means *great interest*.

2. ... *brightly coloured trailers* ... what are *trailers* in this sentence? **Tick one**.

wheeled carriers

☐

posters

☐

advertisements

☐

fairground rides

☐

3. Look at the paragraph beginning *The minutes dragged by ...* **Find** and **copy** a word that means *waited*.

Retrieval

4. For how long had Rish been watching the activity at the park?

5. What did the children have to do before they could go to the funfair?

6. Where did Dad say they should meet?

Inference

7. Why was Rish *dancing around the house*?

8. Why was it agony to watch his dad having a quick snack?

9. Why do you think Rish was *relieved that no one he knew was there to see him emerge from the ghost train*?

Summarise

10. Here are some summaries of different paragraphs in the text. Number them from **1** to **4** to show the order in which they appear.

- ☐ Rish goes off on his own.
- ☐ Rish waits by the ice cream stall.
- ☐ The funfair gets built.
- ☐ Rish has to wait for his father to get ready.

Predict

11. What might Rish do if he goes to the funfair again?

Compare

12. How does Rish's mood change throughout the story?

Questions for *Funfair*

Set B

Vocabulary:

1. Look at the paragraph beginning "*Calm down, young man*". **Find** and **copy** a word that means *great pain*.

2. Look at the paragraph beginning *He was quite relieved ...* What does *emerge* mean?

3. *Eventually, he slumped on the floor ...* Which group of words means the same as *slumped* in this sentence? **Tick one**.

crawled about

☐

sat cross-legged

☐

sank down

☐

put his coat down

☐

Retrieval

4. What were all the rides and attractions part of?

5. What was the first ride that Rish went on?

6. Name **two** rides that Padma went on.

a. _____ b. _____

Inference

7. What had Rish been doing with his pencil?

8. Look at the paragraph beginning "*I'm the bravest*" ... What does this suggest that Padma feels about the rides?

9. Why did Rish feel uncomfortable? **Tick one.**

He was sitting on the floor.

☐

He was cold and bored.

☐

He ate too many ice creams.

☐

People were looking at him.

☐

Summarise

10. Using the whole text, **tick one box** in **each row** to show whether each statement is true or false.

	True	False
Padma was excited about the funfair.		
They made a good plan about where they would meet up.		
Rish felt uncomfortable because strangers kept talking to him.		

Authorial intent

11. ... *tossed around like a sock in a washing machine* ... Explain why the author used this simile.

Compare

12. How does Padma's mood change throughout the story?

Answers for *Funfair*

Set A:

Vocabulary:

1. fascination
2. wheeled carriers
3. lingered

Retrieval:

4. two (whole) days
5. finish their homework
6. by the ice cream stall

Inference:

7. He was very excited about going to the funfair/couldn't wait to go to the funfair.
8. It meant he had to wait even longer (before going to the funfair).
9. He didn't want people to notice that he had found it scary.

Summarise:

10.

- | | |
|---|---|
| 3 | Rish goes off on his own. |
| 4 | Rish waits by the ice cream stall. |
| 1 | The funfair gets built. |
| 2 | Rish has to wait for his father to get ready. |

Predict:

11. Accept reference to any of the following:

- Make sure he knows exactly where he is meeting Dad
- Stay with Dad/go on rides with Dad so he doesn't feel scared/get separated from Dad
- Go on less scary rides
- Avoid the waltzers/ghost train
- Try the big wheel with his dad and his sister

Compare:

12. At the beginning he is very excited and wants to show how brave he is. At the end he feels scared and worried about the people around him (accept any reference to the change in his feelings about the rides from the beginning to the end).

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Answers for *Funfair*

Set B:

Vocabulary:

1. agony
2. come out from
3. sank down

Retrieval:

4. a funfair
5. ghost train
6.
 - a. merry-go-round
 - b. big wheel

Inference:

7. his homework
8. She was worried/scared/nervous about them.
9. People were looking at him.

Summarise:

10.

	True	False
Padma was excited about the funfair.		✓
They made a good plan about where they would meet up.		✓
Rish felt uncomfortable because strangers kept talking to him.		✓

Authorial intent:

11. Accept answers that suggest he was going around and around, being thrown about without being able to control what was happening to him. Also accept – to help the reader imagine what it was like/how he felt.

Compare:

12. At the beginning she is not as excited as Rish and is scared/nervous. At the end she feels pleased with herself about thinking of a way to spot Rish. She also is no longer scared and wants to go on more rides.

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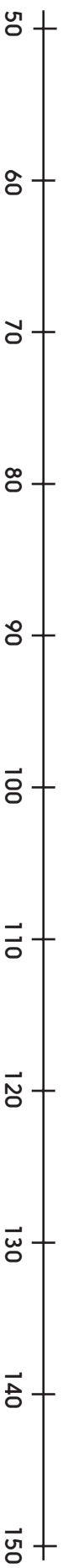
Practice Sheet Mild

Subtraction practice

$113 - 97$



$124 - 87$



$115 - 76$



$131 - 85$



$123 - 79$



$134 - 65$



A Bit Stuck?

Frog's big, brave jumps

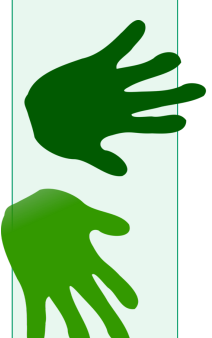
Work in pairs, but write on your own sheet

What to do:

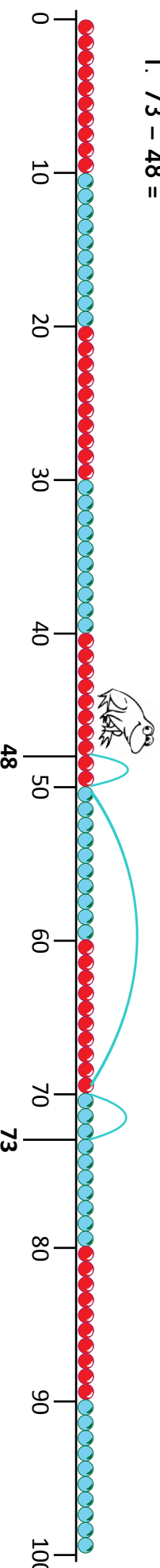
- Mark the 'baby' number on the line.
- Use Frog to hop to the next 10s number.
- Make a big jump to the 10s number just before the bigger number.
- Hop to the bigger number.
- Write the answer to the subtraction.

Things you will need:

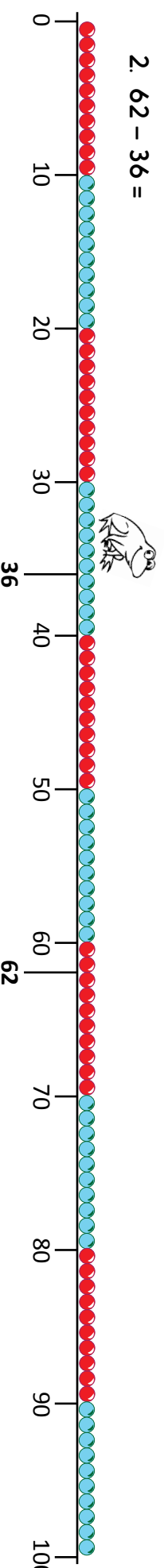
- A pencil
- A sheet of beaded lines or landmarked lines



1. $73 - 48 =$



2. $62 - 36 =$



• Now use Frog to work out at least three of these subtractions on the beaded lines.

$52 - 25$

$83 - 59$

$95 - 68$

$73 - 47$

$41 - 15$

S-t-r-e-t-c-h:

Use landmarked lines instead of beaded lines.

Learning outcomes:

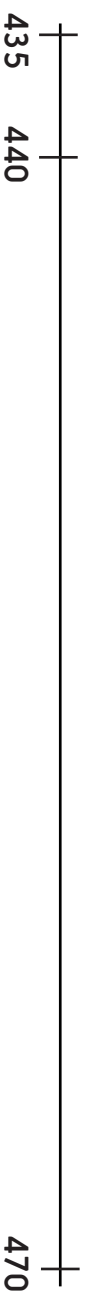
- I can use Frog to subtract pairs of 2-digit numbers with a bigger gap, e.g. $64 - 37$, using a beaded line to help.
- I am beginning to use counting up (Frog) to subtract pairs of 2-digit numbers with a bigger gap, e.g. $64 - 37$, using a landmarked line to help.

Practice Sheets Mild

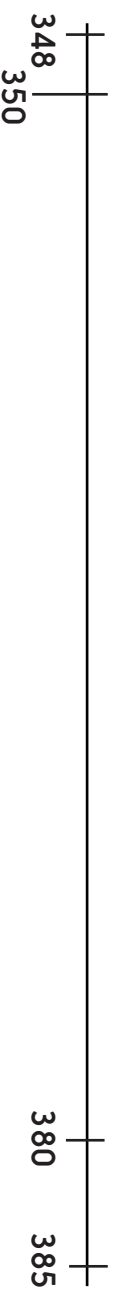
Subtraction practice



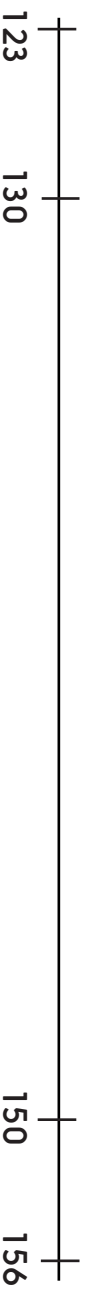
1. $470 - 435 =$



2. $385 - 348 =$



3. $156 - 123 =$



Draw your own lines to work out the answers to these subtractions.
Remember to start on the smaller number and hop to the next 10.

4. $260 - 248$
5. $390 - 357$
6. $162 - 139$

Challenge: Choose two subtractions to check with addition.



Practice Sheets Hot

Subtraction practice

Use Frog to work out the answers to these subtractions.

1. $483 - 427$ 5. $982 - 919$

2. $690 - 614$ 6. $867 - 839$

3. $575 - 528$ 7. $794 - 736$

4. $494 - 436$ 8. $593 - 509$

Challenge

Choose two subtractions to check with addition.

A Bit Stuck? Frog's ginormous jumps

Work in pairs, but write on your own sheet.

What to do:

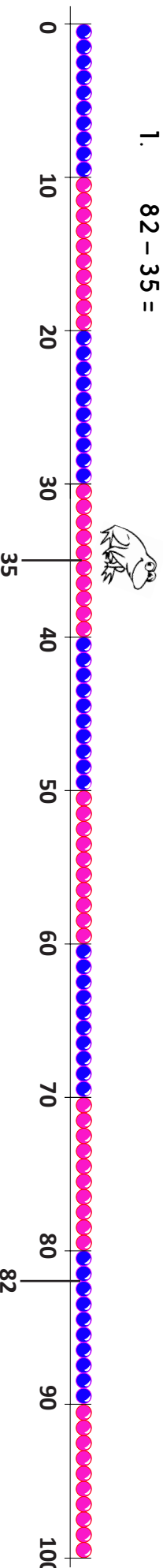
- Mark the 'baby' number on the line.
- Use Frog to hop to the next 10s number.
- Make a big jump to the 10s number just before the bigger number.
- Hop to the bigger number.
- Write the answer to the subtraction.

Things you will need:

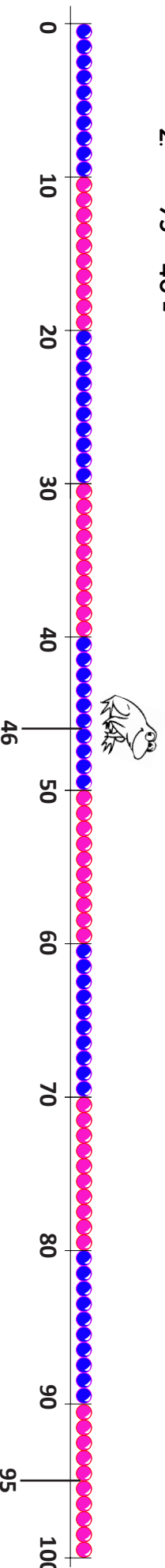
- A set of 0 to 100 beaded and landmarked lines
- A pencil



1. $82 - 35 =$



2. $95 - 46 =$



- Now use Frog to work out at least three of these subtractions on the beaded lines.

$72 - 25$

$83 - 39$

$95 - 28$

$73 - 26$

$81 - 27$

S-t-r-e-t-c-h:

Use landmarked lines instead of beaded lines.

Learning outcomes:

- I can use Frog to subtract pairs of 2-digit numbers with a bigger gap, e.g. $84 - 37$, using a beaded line to help.
- I am beginning to use counting up (Frog) to subtract pairs of 2-digit numbers with a bigger gap, e.g. $84 - 37$, using landmarked line to help.

Practice Sheet Mild

Place value and money

Put the following amounts of money in order from least to greatest. Then add 20p 'pocket money' to each one. How much is the new amount?

£4.50

£3.35

£8.78

£5.56

£1.44

£4.67

£2.31

£1.49

Challenge

Now can you subtract 40p from each of your answers?

Practice Sheet Hot

Place value and money

Put the following amounts of money in order from least to greatest.
Then add 45p 'pocket money' to each one before spending 72p.
How much is left for each?

£4.08

£3.15

£12.26

£9.87

£6.59

£1.04

£21.22

£4.80

Challenge

Can you suggest 4 amounts of money that add up to £20 exactly?

Practice Sheet Mild

Place value practice

- How much would it cost to buy 10 of the following? Show your calculations.

Pencils: 35p each
 Balloons: 28p each
 Envelopes: 16p each

£10	£1	.	10p	1p

- What would it cost if you bought 100 of each? Show your calculations.

- How much does **one** of each of the following cost? Show your calculations.

Balloons: £5.40 (pack of 10)
 Notebooks: £12.50 (pack of 10)
 Key rings: £16.90 (pack of 10)

£10	£1	.	10p	1p

Challenge

Now create some of your own money questions for a friend to solve. Make sure you know what the answer is before giving them your questions!

Practice Sheet Hot

Place value practice

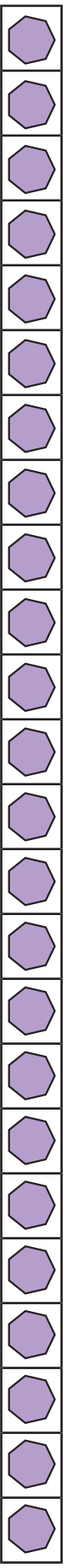
1. How much would it cost to buy 10 of the following? Show your calculations.
Pencils: 35p each
Balloons: 28p each
Envelopes: 16p each
Rubbers: 50p each
Notepads: £1 each
Soft toy: 99p each
Mugs: 87p each
2. What would it cost if you bought 100 of each? Show your calculations.
3. How much does **one** of each of the following cost? Show your calculations.
Balloons: £5.40 (pack of 10)
Notebooks: £12.50 (pack of 10)
Key rings: £16.90 (pack of 10)
Pencils: £22.00 (pack of 100)
Rubbers: £15.00 (pack of 100)
Rubber bands: £6.00 (pack of 100)

Challenge

Now create some of your own money questions for a friend to solve. Make sure you know what the answer is before giving them your questions!

Practice Sheet Mild

Fractions practice



$$\frac{1}{2} \text{ of } 24 =$$

$$\frac{1}{4} \text{ of } 24 =$$

$$\frac{2}{4} \text{ of } 24 =$$

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

$$\frac{1}{8} \text{ of } 24 =$$

$$\frac{3}{8} \text{ of } 24 =$$

$$\frac{5}{8} \text{ of } 24 =$$

$$\frac{7}{8} \text{ of } 24 =$$

Now find different numbers of quarters and halves of 32.



Practice Sheet Hot

Fractions practice

18		

$\frac{1}{3}$ of 18 is

$\frac{2}{3}$ of 18 is

18					

$\frac{1}{6}$ of 18 is

$\frac{2}{6}$ of 18 is

$\frac{3}{6}$ of 18 is

$\frac{4}{6}$ of 18 is

$\frac{5}{6}$ of 18 is

24		

$\frac{1}{3}$ of 24 is

$\frac{2}{3}$ of 24 is

$\frac{1}{6}$ of 24 is

$\frac{2}{6}$ of 24 is

$\frac{3}{6}$ of 24 is

$\frac{4}{6}$ of 24 is

$\frac{5}{6}$ of 24 is

30		

$\frac{1}{3}$ of 30 is

$\frac{2}{3}$ of 30 is

$\frac{1}{6}$ of 30 is

$\frac{2}{6}$ of 30 is

$\frac{3}{6}$ of 30 is

$\frac{4}{6}$ of 30 is

$\frac{5}{6}$ of 30 is

Challenge

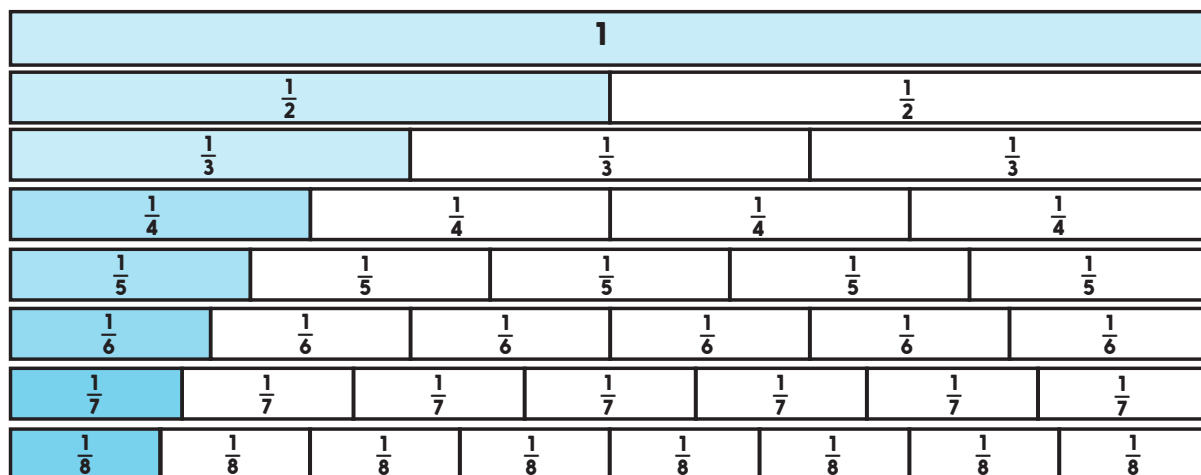
Draw your own bar models to find $\frac{1}{3}$ s and $\frac{1}{6}$ s of 36.

Practice Sheet for All

Comparing fractions

Work through as many of these questions as you can, then have a go at the Challenge.

Use the fraction wall to compare fractions. Write $>$ or $<$ between each pair.



1. $\frac{1}{3}$ $\frac{1}{2}$
2. $\frac{1}{3}$ $\frac{1}{4}$
3. $\frac{1}{2}$ $\frac{2}{3}$
4. $\frac{3}{4}$ $\frac{2}{3}$
5. $\frac{1}{5}$ $\frac{1}{8}$
6. $\frac{1}{7}$ $\frac{1}{6}$
7. $\frac{4}{5}$ $\frac{7}{8}$
8. $\frac{2}{5}$ $\frac{2}{7}$

Challenge

Accurately draw another row on the fraction wall for tenths (there are two tenths in every fifth).

Now write at least five pairs of fractions, using $<$ or $>$, to compare with different numbers of tenths.

Practice Sheet for All

Comparing fractions

1. Write each set of three fractions in order, smallest to largest. Use the fraction wall to help you.

$\frac{1}{2}$	$\frac{2}{3}$	$\frac{1}{4}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{6}$
$\frac{1}{3}$	$\frac{2}{3}$	$\frac{1}{8}$	$\frac{1}{7}$	$\frac{1}{8}$	$\frac{1}{5}$
$\frac{1}{8}$	$\frac{1}{2}$	$\frac{2}{5}$	$\frac{1}{2}$	$\frac{2}{7}$	$\frac{3}{4}$

2. Write < or > or = between each pair of fractions.

$$\frac{1}{2} \quad \frac{1}{4}$$

$$\frac{1}{6} \quad \frac{1}{8}$$

$$\frac{2}{5} \quad \frac{2}{7}$$

$$\frac{1}{2} \quad \frac{4}{8}$$

Challenge

Write these groups of fractions in order, smallest first.

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

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

3. $\frac{1}{8}$ $\frac{1}{5}$ $\frac{1}{7}$

4. $\frac{3}{4}$ $\frac{7}{8}$ $\frac{4}{5}$

Practice Sheet Mild

Fractions which make a whole

--	--	--

Colour $\frac{1}{3}$ of this shape. How much isn't coloured?

--	--	--	--

Colour $\frac{1}{4}$ of this shape. How much isn't coloured?

--	--	--	--	--

Colour $\frac{1}{5}$ of this shape. How much isn't coloured?

--	--	--	--	--	--

Colour $\frac{1}{6}$ of this shape. How much isn't coloured?

--	--	--

Colour $\frac{2}{3}$ of this shape. How much isn't coloured?

--	--	--	--

Colour $\frac{3}{4}$ of this shape. How much isn't coloured?

--	--	--	--	--

Colour $\frac{3}{5}$ of this shape. How much isn't coloured?

--	--	--	--	--	--

Colour $\frac{4}{6}$ of this shape. How much isn't coloured?

Practice Sheet Hot

Fractions which make a whole

1	
$\frac{1}{2}$	

$$\frac{1}{2} + \boxed{} = 1$$

1	
$\frac{1}{3}$	

$$\frac{1}{3} + \boxed{} = 1$$

1	
	$\frac{2}{4}$

$$\boxed{} + \frac{2}{4} = 1$$

1	
$\frac{3}{4}$	

$$\frac{3}{4} + \boxed{} = 1$$

1	
$\frac{1}{5}$	

$$\frac{1}{5} + \boxed{} = 1$$

1	
$\frac{2}{5}$	

$$\frac{2}{5} + \boxed{} = 1$$

1	
$\frac{2}{3}$	

$$\boxed{} + \frac{2}{3} = 1$$

1	
$\frac{3}{5}$	

$$\boxed{} + \frac{3}{5} = 1$$

1	
$\frac{4}{5}$	

$$\frac{4}{5} + \boxed{} = 1$$

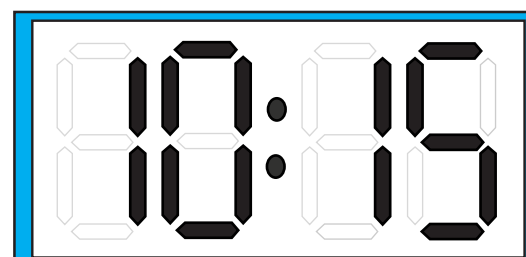
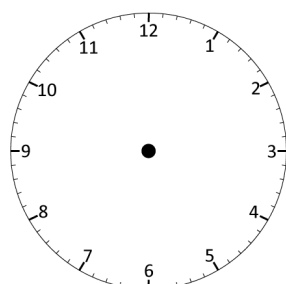
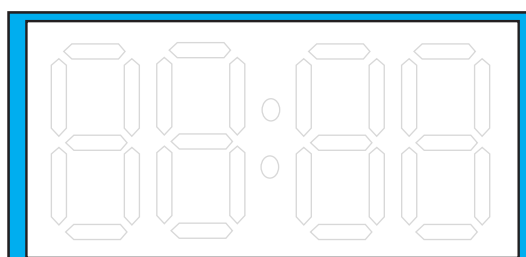
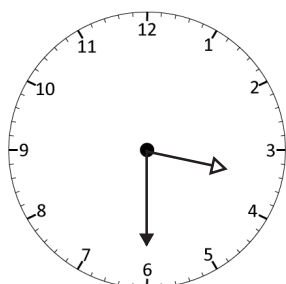
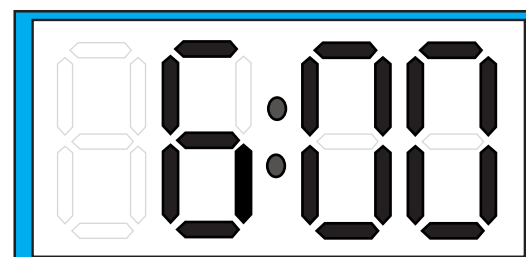
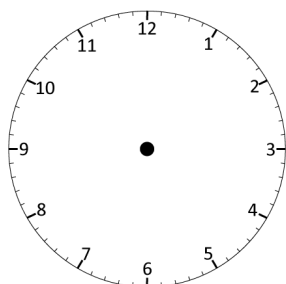
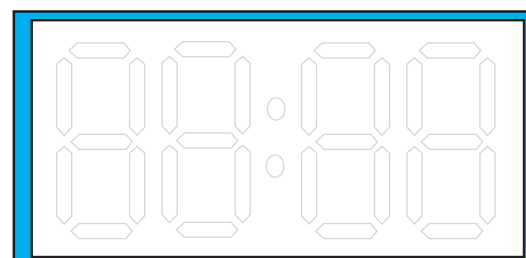
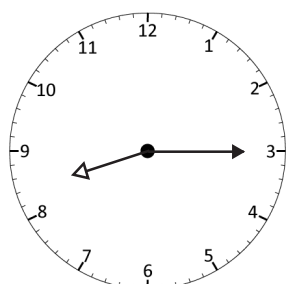
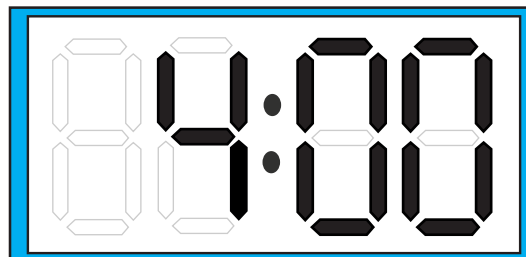
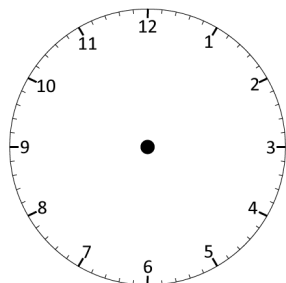
Challenge

Can you write pairs of fractions with different denominators that add to 1? e.g. $\frac{2}{4} + \frac{1}{2} = 1$.

Practice Sheet Mild

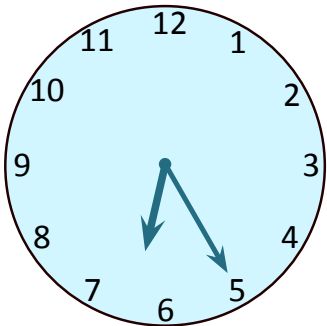
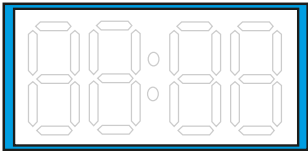
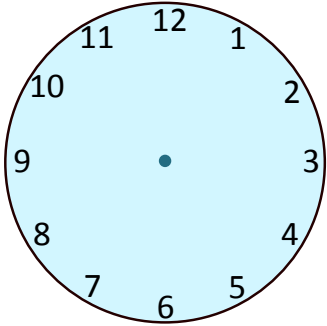
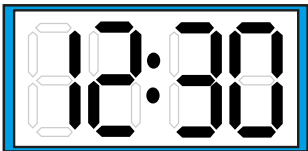
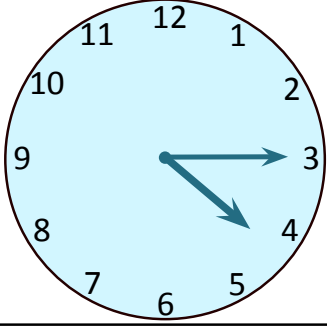
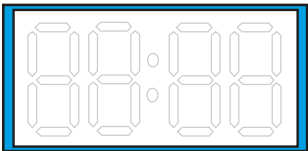
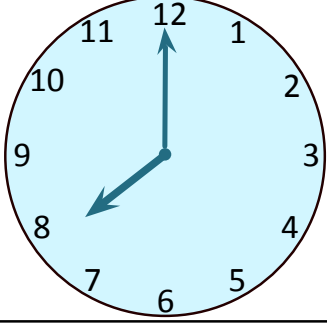
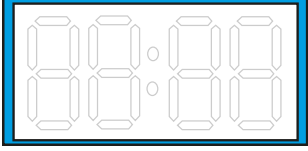
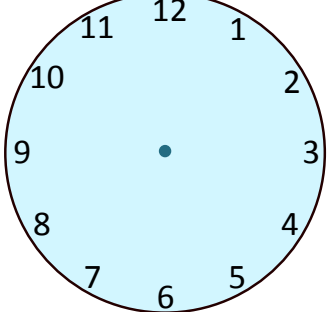
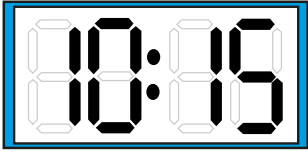
Analogue and digital clock times

Draw hands on the clock, or fill in the digital display to show the matching analogue or digital clock times.



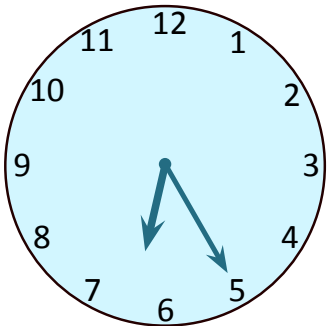
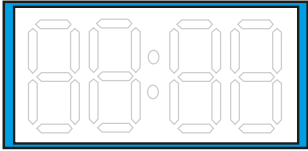
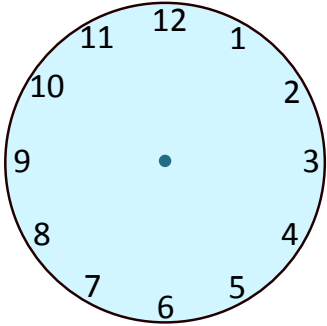
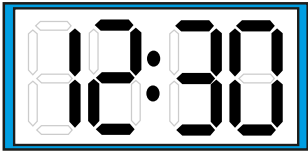
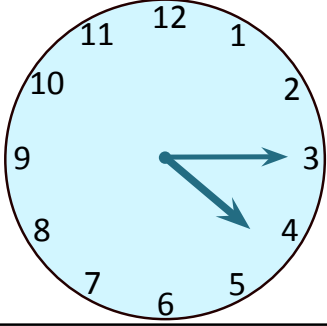
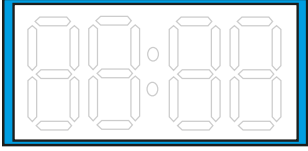
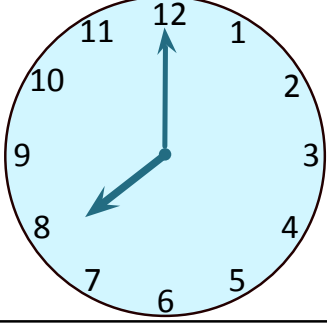
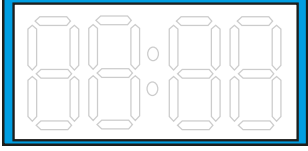
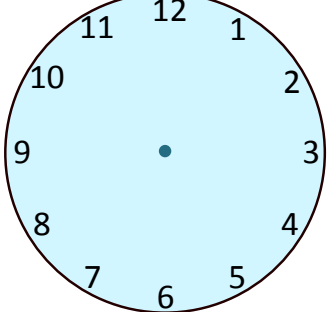
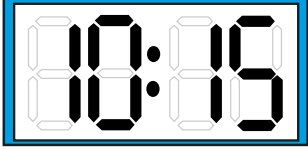
Practice Sheet Mild

Reading the time on analogue and digital clocks

		
		
		
		8 o'clock
		

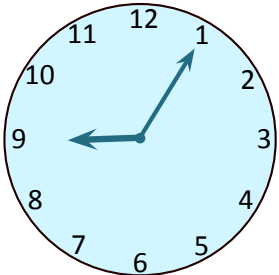

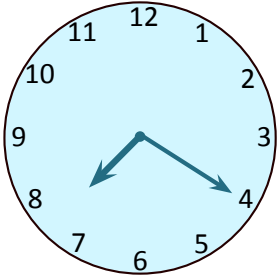
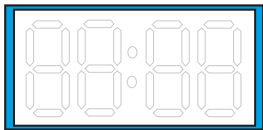
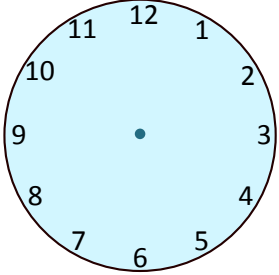
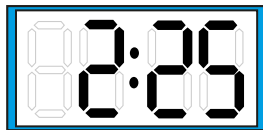
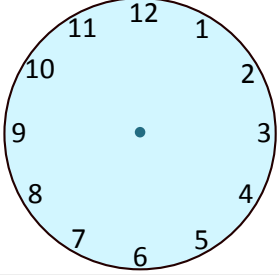
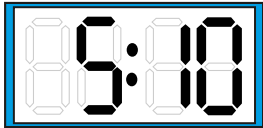
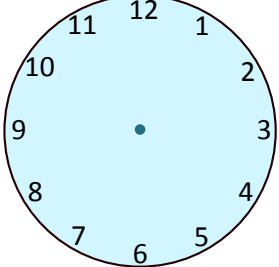
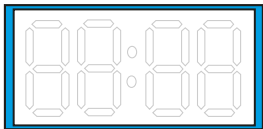
Practice Sheet Hot

Reading the time on analogue and digital clocks

		
		
		
		8 o'clock
		

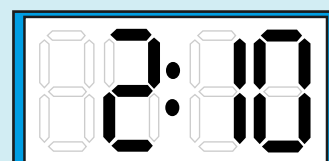
Practice Sheet Hot

Reading the time on analogue and digital clocks

		
		20 past 7
		25 past 2
		
		5 past 10

Challenge

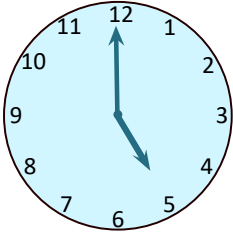
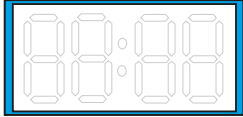
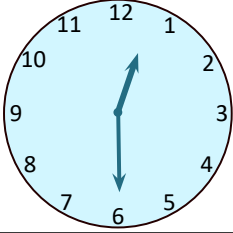

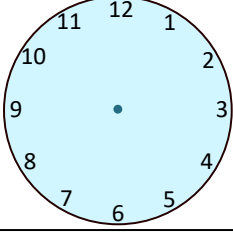

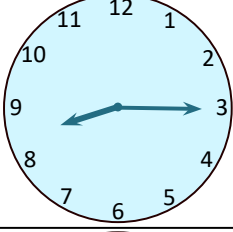
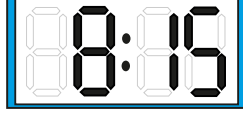
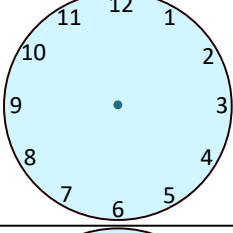
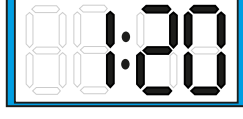
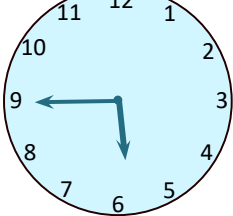
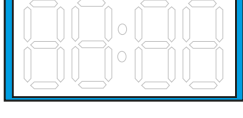
Reflect this time in a mirror, horizontally and vertically.
What time does it show?
Can you draw them on an analogue clock?



Practice Sheet Mild

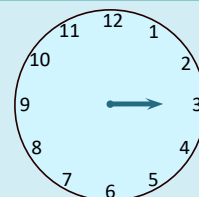
Telling times

Fill in the missing times.

5 o'clock		
		
5 past 3		
		
20 past 1		
quarter to 6		

Challenge

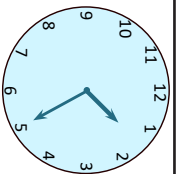
Kayla started to draw the hands on this clock to show quarter past three, beginning with the hour hand. Is she going to get it correct?



Practice Sheet Mild

Matching times

Draw lines to join the matching times.



quarter to 3 am

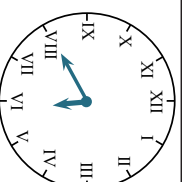
5 to 10 am

2:30

20 to 6 pm

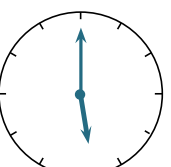
8:10

10 past 8 pm



9:55

25 past 1 pm



half past 2 am

Challenge

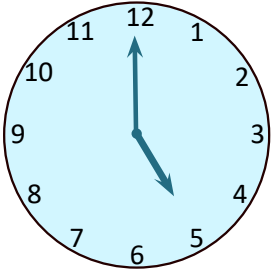
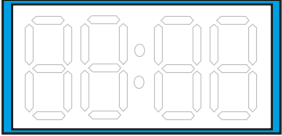
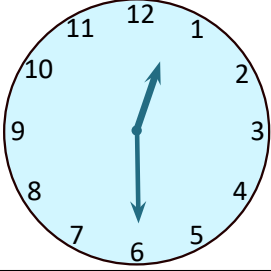
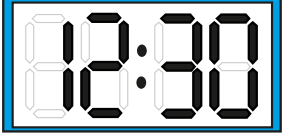
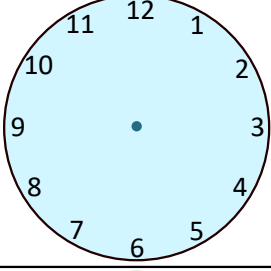

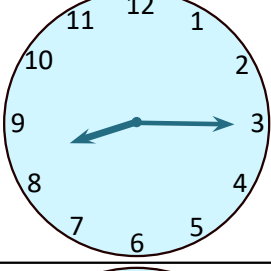
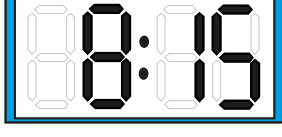
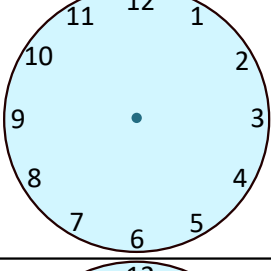
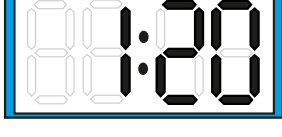
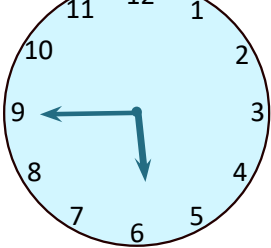
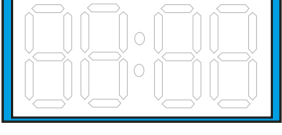
Write the times in order from earliest to latest.

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Practice Sheet Hot

Telling times

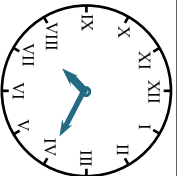
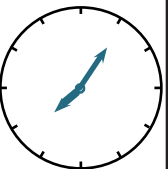
Fill in the missing times.

5 o'clock		
		
5 past 3		
		
20 past 1		
quarter to 6		

Practice Sheet Hot Matching times

Draw lines to join the matching times.

1 1 o'clock am



8:35

5 past 12 pm

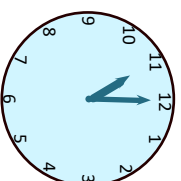
7:15

12:05

20 past 7 am

10 to 5 am

quarter past 7 pm



25 to 9 pm

Challenge

Write the times in order from earliest to latest.

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The Diary of a Killer Cat: Chapter 3

SO SPANK ME! I brought a dead mouse into their precious house. I didn't even kill it. When I came across it, it was already a goner. Nobody's safe around here. This avenue is ankle-deep in rat poison, fast cars charge up and down at all hours, and I'm not the only cat around here. I don't even know what happened to the thing. All I know is, I found it dead. (Fresh dead, but dead.) And at the time I thought it was a good idea to bring it home. Don't ask me why. I must have been crazy. How did I know that Ellie was going to grab me and give me one of her little talks?

“Oh, Tuffy! That's the second time this

week. I can't bear it. I know you're a cat, and it's natural and everything. But please, for my sake stop.”

She gazed into my eyes.

“Will you stop? Please?”

I gave her the blink. (Well, I tried, but she wasn't having any.)

“I mean it, Tuffy,” she told me. “I love you, and I understand how you feel. But you've got to stop doing this, okay?”

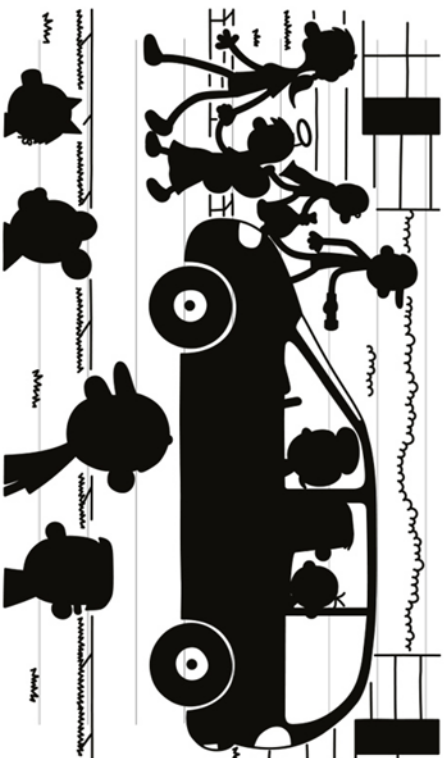
She had me by the paws. What could I say? So I tried to look all sorry. And then she burst into tears all over again, and we had another funeral.

This place is turning into Fun City. It really is.

Diary of a Wimpy Kid

Halloween

It took a long time to get to Mariana's house tonight because the street was full of little kids trick-or-treating.



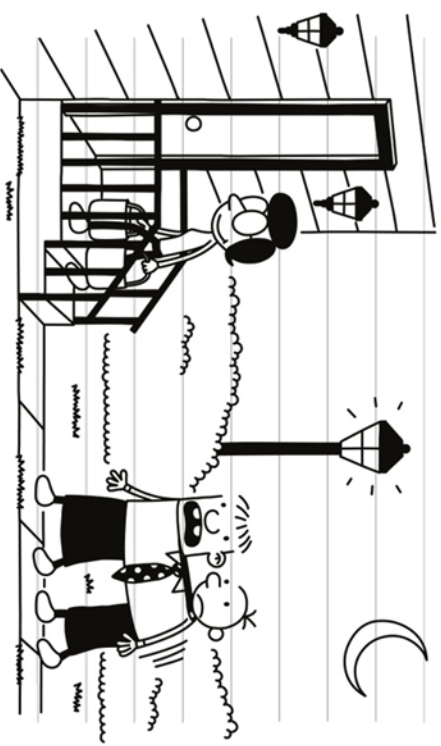
I was kind of GLAD we were a little late, because if we showed up right on time, we'd look like we were too eager. When we finally got to Mariana's, I told Mom thanks for the ride and not to come back for us until the party ended at 11:00.

But Mom turned off the ignition, got out of the minivan, and pulled some bags from the back.

1

When I asked her what she was doing, she said she was coming in to introduce herself to Mr. and Mrs. Mendoza.

I BEGGED Mom not to, but when she decides to do something, there's really no stopping her.

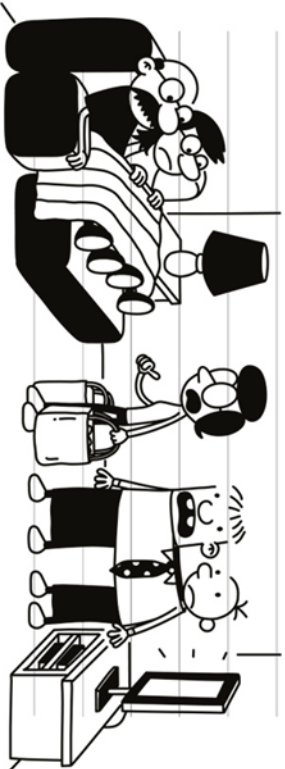


We rang the doorbell, but nobody answered. We could hear loud music coming from the basement, so Mom opened the door and we all stepped inside.

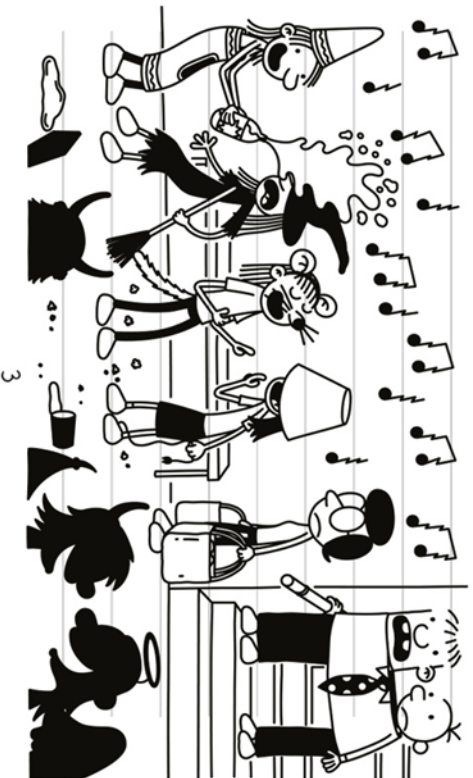
Mr. and Mrs. Mendoza were on the couch watching a horror movie, and they didn't seem too interested in getting up and chatting with Mom.

2

Mom asked if she could go downstairs and check out the party, and they seemed totally fine with it.



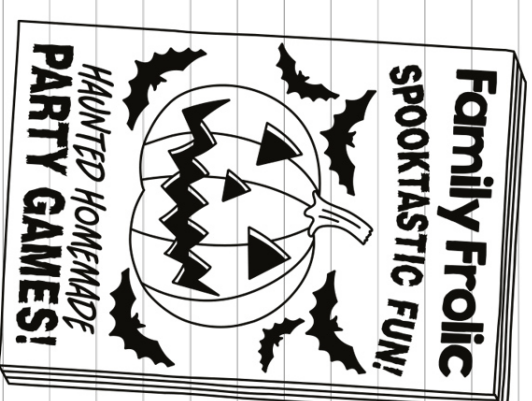
Now I was REALLY nervous. Mom opened the door to the basement and headed on down, and all me and Rowley could really do was follow. There were a lot of kids there already, and they looked like they were having a blast.



3

But when everyone saw Mom, they stopped what they were doing.

Mom pulled a bunch of homemade Halloween games out of her bag, and I got a sick feeling in my stomach. I should've known what Mom was up to when I saw her reading the October edition of "Family Frolic" magazine last night.



When Mom pulled out her party games, I figured everyone would just ignore her and go back to having fun. But then something CRAZY happened.

4

Adverbs Activities

Part 1 Underline the **adverbs** with the right colour to show if they tell us **how**, **when** or **where**

1. Tuffy **carefully** searched **everywhere** for a mouse.
2. He **then gently** carried it into the house.
3. Ellie **immediately** screamed **loudly**!

Part 2 Find and highlight the adverbs for each sentence. There may be more than one in each sentence.

4. Rowley brought his scary costume over.
5. Later we went over to Mariana's house.
6. Soon, we opened the door excitedly.

Part 3 Fill in the missing gaps with an adverb that tells us more information about **how**, **when** or **where** the verb was done

7. _____, we got in the car to go to the party.
8. Mum knocked on the door _____ but no-one answered.
9. We walked carefully _____.
10. Mum pulled the games out of her bag _____.
11. _____, all the kids came over.
12. Nervously we looked _____ the room.

HOW

loudly, excitedly

WHEN

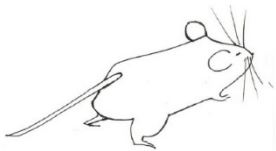
eventually, yesterday

WHERE

downstairs, around

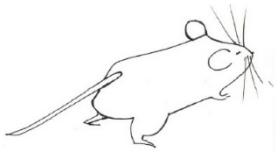
Part 4 Add adverbs to each of the following to show **how**, **when** or **where** the verb was done. Try to use at least two adverbs in each sentence.

13. I barked
14. Princess shouted
15. We walked
16. The cat chased



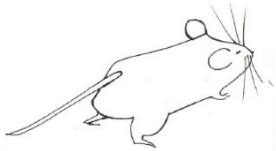
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[Empty speech bubble for dog]



Text from Pages 17-18 of *Diary of a Lively Labrador*

Circle the speech marks and highlight or underline the direct speech (the bit the person actually says).

Use a different colour for each speaker.

MONDAY

Not a good morning. Bounced on the postwoman and the milkman and then, when the paper boy skidded on his bike to avoid me, he ran into the hedge and I got the blame! How unfair is that?

So there I was back in the 'toilet-prison'.

Mouse came to see me, running along the pipes as usual.

"I have had an idea," he told me excitedly, "about your bouncing problem."

"Really?" I replied. I was quite depressed about the whole thing and almost resigned to spending the rest of my life in the toilet!

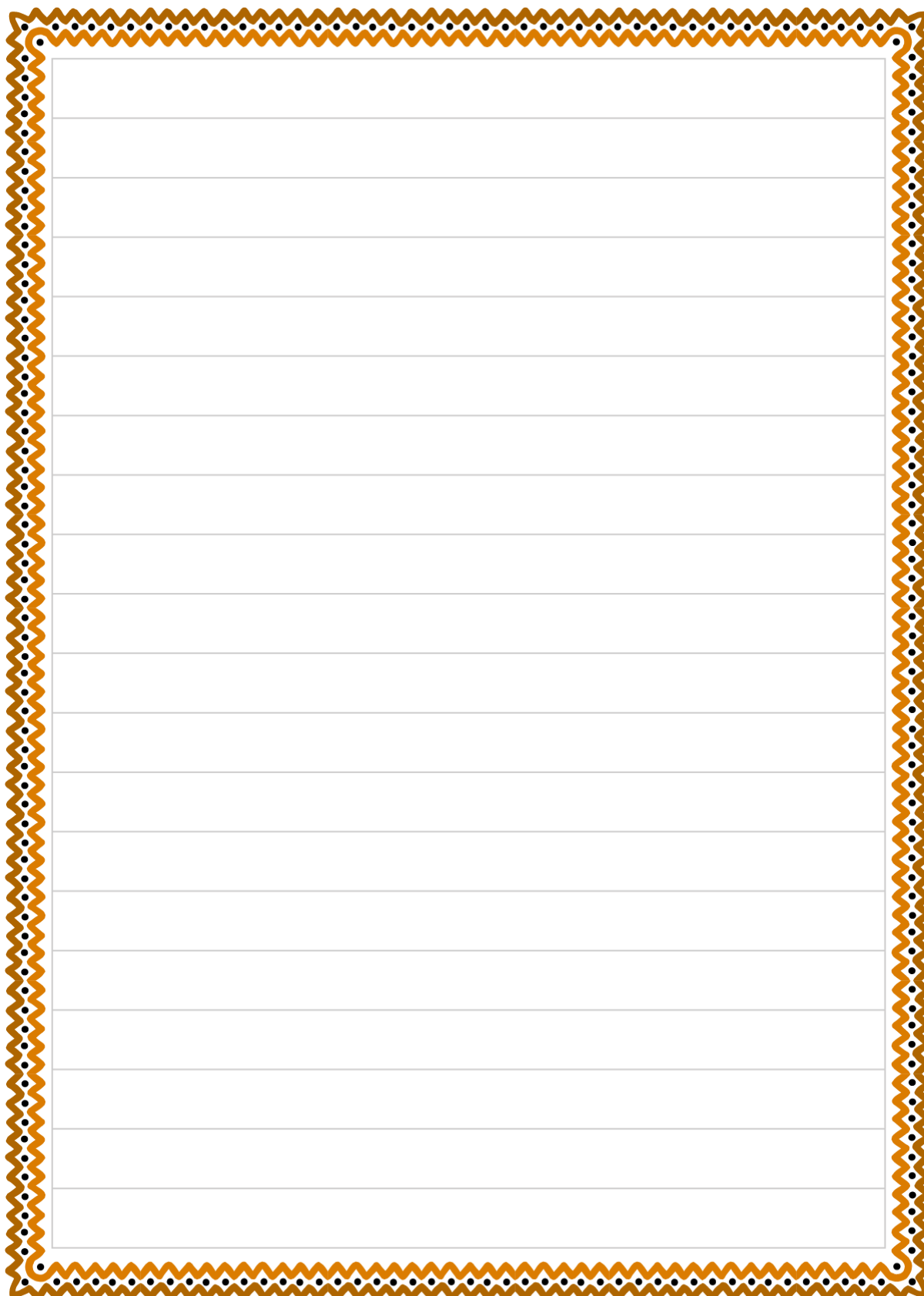
"Yep," he said, "but it has to be OUR secret!"

And then he started to whisper. As I listened, I first started to smile and then to laugh big, woofy dog laughs.

The Princess came and let me out of the toilet. Perhaps she thought I was barking!

Write a diary entry

- **Re-read** page 3 of *Diary of a Lively Labrador*. It is written from Boof-Head's point of view. How do you think the postwoman / milkman / neighbour might have felt?
- **Write a diary entry** for the day as if you were the postwoman (or one of the other characters). Think about what she might write about such as meeting the dog, who she delivers letters to and who she might chat to, for example, delivering a birthday card and present to the girl next door.
- **Include some dialogue** – make sure you punctuate it correctly.



The Torch

I nagged my mum and dad for a torch.
'Oh go on. I'd love a torch.
One of those ones with black rubber
round them.

Go on. Pleeeeeeease.'
It was no good. I wasn't getting
anywhere.

Then came my birthday.
On the table was a big box
In the box
A torch.
My dad took it out the box.
'You see that torch,' he says
'It's waterproof.
That is a waterproof torch.'

Waterproof. Wow!

So that night I got into the bath
And went under water swimming with it.
Breathe in,
Under the water,
switch on
search for shipwrecks
and treasure.
Up, breathe
Under again
exploring the ocean floor.

Then the torch went out.

I shook it, banged it but it wouldn't go.
I couldn't get it to go again.

My birthday torch.
So I got out, dried myself off
Put on my pyjamas and went into the
kitchen.

'The – er – torch won't work. It's broken.'
And my dad says,
'What do you mean, "it's broken"?
It couldn't have just broken.
How did it just break?'
'I dunno, it just went off.'

'I don't believe it. You ask him a simple
question
and you never get a simple answer.
You must have been
Doing something with it.'
'Just try telling the truth, will you?'
How
Did
It
Break?'
'I was underwater swimming with it.'

'Are you mad?
When I said the torch is waterproof
I meant it keeps the rain off.
I didn't mean you could go deep-sea
diving with it.
Ruined. Completely ruined.
For weeks and weeks he nags us stupid
that he wants
One of these waterproof torches
And then first thing he does is wreck it.
How long did it last?
Two minute?
Three minutes?
These things cost money, you know.
Money.'

I felt so rotten.
My birthday torch.

The Torch – continued

At the weekend, he says,
We're going into Harrow to take the
torch back.

We walk into the shop,
My dad goes up to the man at the
counter

And says:
'You see this torch.
I bought it from you a couple of weeks
ago
It's broken.'

So the man picks it up.
'It couldn't have just broken,' says the
man,

'How did it break?'
And my dad says,
'I dunno, it just went off.'
'Surely you must have been doing
something
with it.'

No, no, no,' says my dad,
'it just went off.'
'Come on,' says the man, 'these torches
don't just break down.'
So I said
'Well, actually, I was in the – '
and I got a hard kick on the ankle from
my dad.
'I was in the, you know, er kitchen and it
went off.'

So the man said that he would take it out
the back
To show Len.

He came back a few minutes later and
said that Len
Couldn't to get it to work either
So he would send it back to the makers.

'You'll have to have a new one,' he says.
'I should think so too,' says my dad.
'Thank YOU.'

Outside the shop
My dad says to me,
'What's the matter with you?
Are you crazy?
You were going to tell him all about your
underwater
Swimming fandango, weren't you?
Blabbermouth!'

Michael Rosen

Apostrophes for Possession – Pairs of Sentences

The torch of Michael was a prized possession.

Michael's torch was a prized possession.

Torches for children are often made of plastic.

Equipment of soldiers often includes underwater torches.

The bulb in the torch did not work when it was wet.

The batteries in torches run out quickly.

Apostrophes for Possession – Pairs of Sentences Blank Sheet

Walk around your house, making up pairs of sentences with possessive apostrophes,
e.g. 'This bed belongs to the dog. This is the dog's bed'.

Write these down in pairs below.

Fork Week

You're going to lay the table.

You go to the drawer to get the knives, forks and spoons.

You find the forks

You find the spoons

but the knives – they're all gone.

You look everywhere

the sink, the table, the draining board

but they're all gone.

A few days later, it's the same

only it's the spoons this time

and all the knives have come back.

My brother,

he's worked it out,

he says they take it in turns to disappear.

"It's alright," he says,

We won't see another fork till Thursday,

it's Fork Week."

Michael Rosen

Bedtime

Five minutes, five minutes more, please!

Let me stay five minutes more!

Can't I just finish the castle

I'm building here on the floor?

Can't I just finish the story

I'm reading here in my book?

Can't I just finish this bead-chain —

It almost is finished, look!

Can't I just finish this game, please?

When a game's once begun

It's a pity never to find out

Whether you've lost or won.

Can't I just stay five minutes?

Well, can't I just stay just four?

Three minutes, then? two minutes?

Can't I stay one minute more?

Eleanor Farjeon

Five Minutes

Five minutes, five minutes more, please! Let me stay five minutes more!

Can't I just _____

Can't I just _____

Can't I just _____

Can't I just _____

Can't I just _____

Can't I just stay five minutes?

Well, can't I just stay just four?

Three minutes, then? Two minutes?

Can't I stay one minute more?

Not five minutes!

Five minutes? Five minutes more? I don't want five minutes more!

I would rather _____

I would rather _____

I would rather _____

I would rather _____

Do I have to stay five minutes?

I have been here long enough!

Three minutes, then? Two minutes?

I don't want to do this stuff!

Chapter One – The Three Farmers

Down in the valley there were three farms. The owners of these farms had done well. They were rich men. They were also nasty men. All three of them were about as nasty and mean as any men you could meet. Their names were Farmer Boggis, Farmer Bunce and Farmer Bean.

Boggis was a chicken farmer. He kept thousands of chickens. He was enormously fat. This was because he ate three boiled chickens smothered with dumplings every day for breakfast, lunch and supper.

Bunce was a duck-and-geese farmer. He kept thousands of ducks and geese. He was a kind of pot-bellied dwarf. He was so short his chin would have been underwater in the shallow end of any swimming-pool in the world. His food was doughnuts and goose-livers. He mashed the livers into a disgusting paste and then stuffed the paste into the doughnuts. This diet gave him a tummy-ache and a beastly temper.

Bean was a turkey-and-apple farmer. He kept thousands of turkeys in an orchard full of apple trees. He never ate any food at all. Instead, he drank gallons of strong cider which he made from the apples in his orchard. He was as thin as a pencil and the cleverest of them all.

‘Boggis and Bunce and Bean

One fat, one short, one lean.

These horrible crooks

So different in looks

Were none the less equally mean.’

That is what the children round about used to sing when they saw them.

Chapter 2 Mr Fox

On a hill above the valley there was a wood.

In the wood there was a huge tree.

Under the tree there was a hole.

In the hole lived Mr Fox and Mrs Fox and their four Small Foxes.

Every evening as soon as it got dark, Mr Fox would say to Mrs Fox, 'Well, my darlings, what shall it be this time? A plump chicken from Boggis? A duck or a goose from Bunce? Or a nice turkey from Bean' And when Mrs Fox had told him what she wanted, Mr Fox would creep down into the valley in the darkness of the night and help himself.

Boggis and Bunce and Bean knew very well what was going on, and it made them wild with rage. They were not men who liked to give anything away. Less till did they like anything to be stolen from them. So every night each of them would take this shotgun and hide in a dark place somewhere on his own farm, hoping to catch the robber.

But Mr Fox was too clever for them. He always approached a farm with the wind blowing in his face, and this meant that if any man were lurking in the shadows ahead, the wind would carry the smell of that man to Mr Fox's nose from far away. Thus, if Mr Boggis was hiding behind his Chicken House Number One, Mr Fox would smell him out from fifty yards off and quickly change direction, heading for Chicken House Number Four at the other end of the farm.

'Dang and blast that lousy beast!' cried Boggis.

'I'd like to rip his guts out!' said Bunce.

'He must be killed!' cried Bean.

'But how?' said Boggis. 'How on earth can we catch the blighter?'

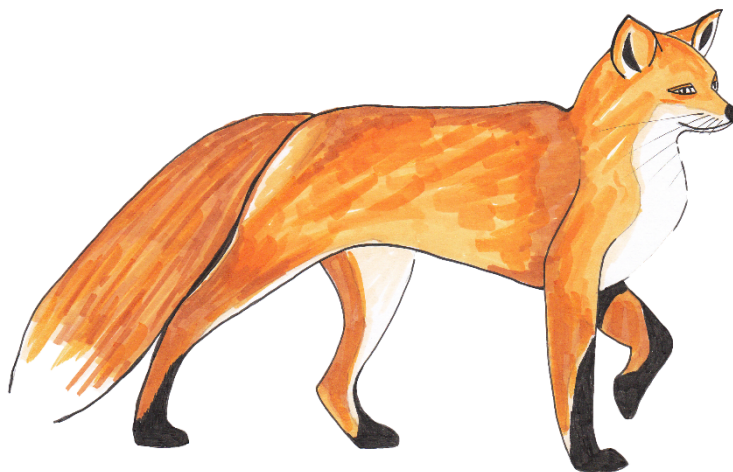
Bean picked his nose delicately with a long finger. 'I have a plan,' he said.

'You've never had a decent plan yet,' said Bunce.

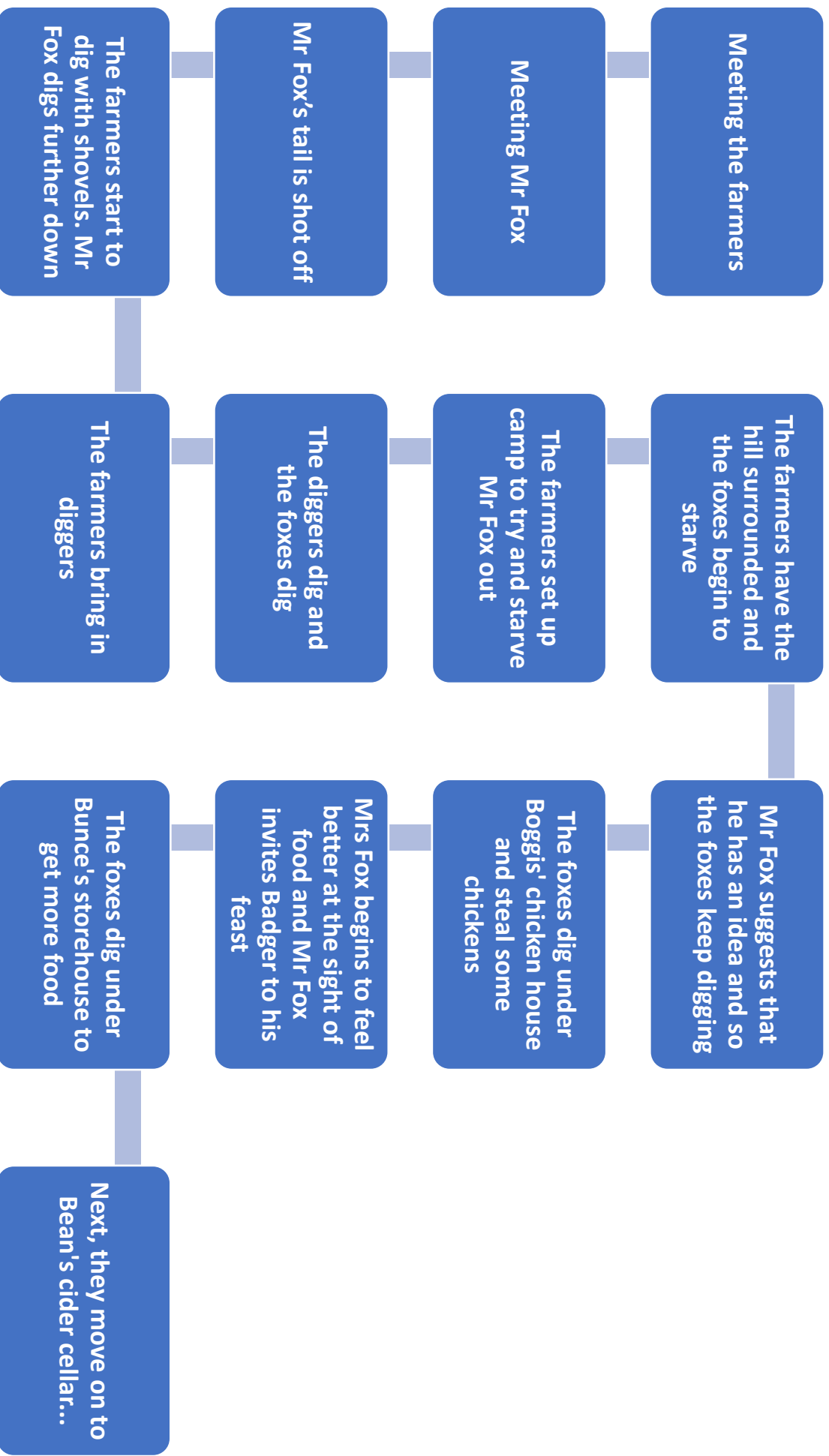
'Shut up and listen,' said Bean. 'Tomorrow night we will all hide just outside the hold where the fox lives. We will wait there until he comes out. Then...*Bang! Bang-bang-bang.*'

'Very clever,' said Bunce. 'But first we shall have to find the hole.'

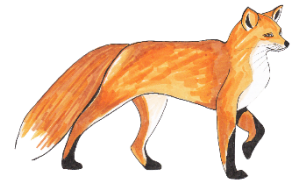
'My dear Bunce, I've already found it,' said the crafty Bean. 'It's up in the wood on the hill. It's under a huge tree...'



Summary of events in *Fantastic Mr Fox*



Chapter 16 The Woman



‘Quick!’ said Mr Fox. ‘Hide!’ He and Badger and the Smallest Fox jumped up on to a shelf and crouched behind a big row of cider jars. Peering around the jars, they saw a huge woman coming down into the cellar. At the foot of the steps, the woman paused, looking to right and left. Then she turned and headed straight for the place where Mr Fox and Badger and the Smallest Fox were hiding. She stopped right in front of them. The only thing between her and them was a row of cider jars. She was so close, Mr Fox could hear the sound of her breathing. Peeping through the crack between two bottles, he noticed that she carried a big rolling-pin in one hand.

‘How many will he want this time, Mrs Bean?’ the woman shouted. And from the top of the steps the other voice called back, ‘Bring up two or three jars.’

‘He drank four yesterday, Mrs Bean.’

‘Yes, but he won’t want that many today because he’s not going to be up there more than a few hours longer. He says the fox is bound to make a run for it this morning. It can’t possible stay down that hole another day without food.’

The woman in the cellar reached out and lifted a jar of cider from the shelf. The jar she took was next but one to the jar behind which Mr Fox was crouching.

‘I’ll be glad when the rotten brute is killed and strung up on the front porch,’ she called out. ‘And by the way, Mrs Bean, your husband promised I could have the tail as a souvenir.’

‘The tail’s been shot to pieces,’ said the voice from upstairs. ‘Didn’t you know that?’

‘You mean it’s *ruined*?’

‘Of course it’s ruined. They shot the tail but missed the fox.’

‘Oh heck!’ said the big woman. ‘I did so want that tail!’

‘You can have the head instead, Mabel. You can get it stuffed and hang it on your bedroom wall. Hurry up now with that cider!’

‘Yes. Ma’am, I’m coming,’ said the big woman, and she took down a second jar from the shelf.

If she takes one more, she’ll see us, thought Mr Fox. He could feel the Smallest Fox’s body pressed tightly against his own, quivering with excitement.

‘Will two be enough, Mrs Bean, or shall I take three?’

‘My goodness, Mabel, I don’t care so long as you get a move on!’

‘Then two it is,’ said the huge woman, speaking to herself now. ‘He drinks too much anyway.’

Carrying a jar in each hand and with the rolling-pin tucked under one arm, she walked away across the cellar. At the foot of the steps she paused and looked around, sniffing the air. ‘There’s rats down here again, Mrs Bean. I can smell ‘em.’

‘Then poison them, woman, poison them! You know where the poison’s kept.’

‘Yes, Ma’am,’ Mabel said. She climbed slowly out of sight up the steps. The door slammed.

‘Quick!’ said Mr Fox. ‘Grab a jar each and run for it!’

Rat stood on his high shelf and shrieked. ‘What did I tell you! You nearly got nabbed, didn’t you? You nearly gave the game away! You keep out of here from now on! I don’t want you around! This is my place!’

‘*You,*’ said Mr Fox, ‘are going to be poisoned.’

‘Poppycock!’ said Rat. ‘I sit up here and watch her putting the stuff down. She’ll never get *me.*’

Mr Fox and Badger and the Smallest Fox ran across the cellar clutching a gallon jar each. ‘Goodbye, Rat!’ they called out as they disappeared through the hole in the wall. ‘Thanks for the lovely cider!’

‘Thieves!’ shrieked Rat. ‘Robbers! Bandits! Burglars!’



Underline as many verbs as you can find in this chapter.

Activity 1: Sentences to sort

Cut out the sentences and sort them into two groups: simple past tense and present perfect tense. Use the learning reminder cards to help you.

She has stopped right in front of them.	They have shot the tail but have missed the fox.
They have hidden behind the jars.	She walked away across the cellar.
The woman shouted to Mrs Boggis.	They have scampered across the cellar floor.
She has brought a rolling pin with her.	She hesitated at the third jar.
The little fox has held his breath.	Mr Fox's whiskers twitched.

Activity 2: Sentence pairs.

Present Perfect Form
has/have + verb

Draw a line to match the sentences and then underline the present perfect form

Mr Fox put the last brick back in place.	Badger has raised his glass.
They grabbed their jars of cider.	Mrs Fox has hugged the smallest fox.
Mrs Fox hugged the smallest fox.	The animals have attacked the succulent food.
The animals attacked the succulent food.	Mr Fox has put the last brick back in place.
Badger raised his glass.	They have grabbed their jars of cider.



Story writing

- **Plan** your own story using *Fantastic Mr Fox* as inspiration.
- Decide on the family of animals you will write about and the setting for your story.
- Draw your own story curve and make notes for each section.
- Think about what might happen in each section of your story.
- **Now write your story!**

Purple is Best: extracts

Underline the prepositions in these sentences.

(Tip: use the list of prepositions on the learning reminder cards to help you)

1. A group of plants called Indigofera were used across Asia.
2. The blue dye has to be extracted from the plant leaves.
3. The leaves must be picked in the first year.
4. Due to their similar results, it is not always easy to say whether indigo or woad were used.
5. You need to reduce the wood and soak it, for the right colour.
6. Imperial Purple was an immensely valuable dye in the ancient world.
7. Imperial Purple was obtained from a small shellfish.
8. The colour gets deeper and more colourful after a long time.



Now write five sentences of your own about *Purple is Best* using prepositions, can you use each type (time, place, cause) at least once?

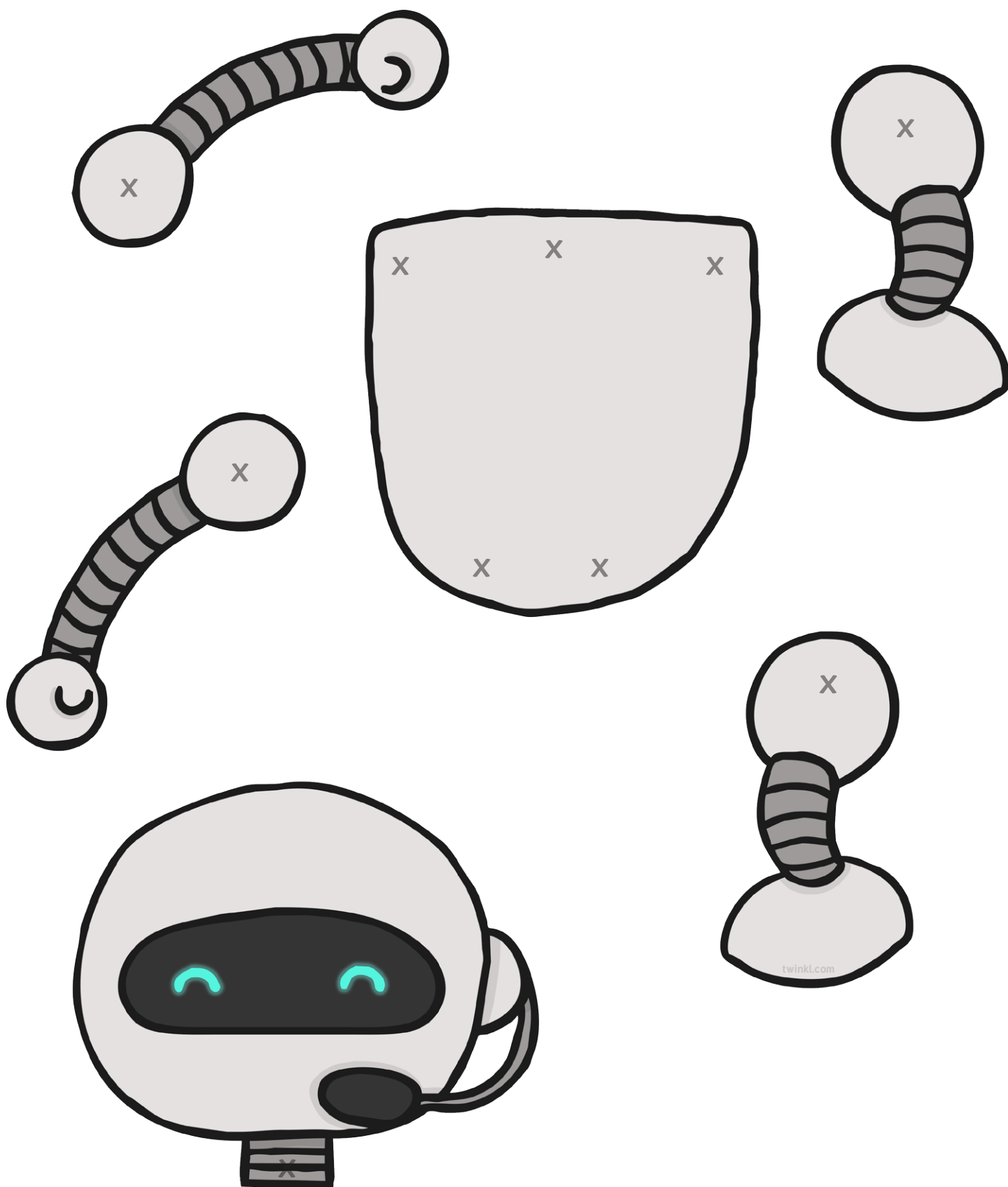
Cabbage Cards (main sentence)

Chop the cabbage	the liquid will be colourful.
Put the chopped cabbage	Place the cabbage liquid
Add baking soda	Place your cloth
Hang your cloth	rinse any surplus dye.
Boil the cabbage pieces	Place your chosen material
Use disposable gloves	Add vinegar

Cabbage Cards (prepositional phrases)

After 4-8 hours of boiling,	in the dye.
for a pink dye.	in a large pot.
for at least 24 hours.	for 4-8 hours.
from a washing line.	After 24 hours,
for a blue dye.	on a chopping board.
due to the strong pigment.	in a sieve.

Split Pin Robot



Rainbow Wind Chimes

Outdoor Activity

You will need:

- Sticks of varying lengths.
- String
- Acrylic paint in colours of the rainbow.
- Craft varnish
- Sanding block or sandpaper
- Screw eyes



1 Go on a stick hunt and find 5 or 6 sticks of varying length,

2 Peel the bark off of the sticks.

3 Use sandpaper or a sanding block to make the sticks smooth.

4 Paint each stick a different colour of the rainbow.

5 To give the sticks that extra bit of protection, varnish them.

6 When all the sticks are dry, screw a tiny screw eye into the end of each stick.

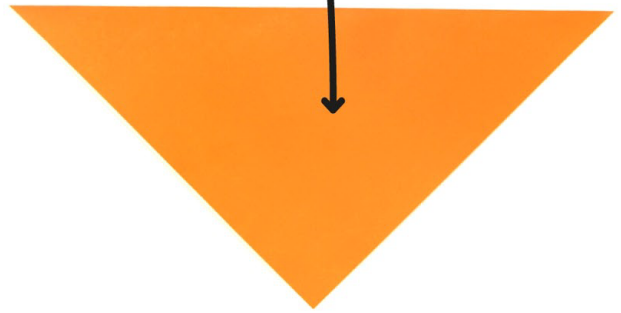
7 Tie a piece of string to each stick and hang up where you choose in your outdoor area.

Origami Cat

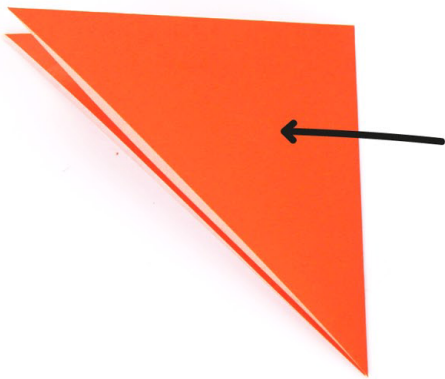
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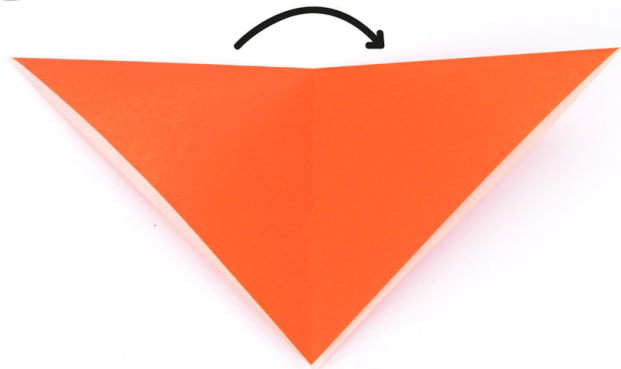
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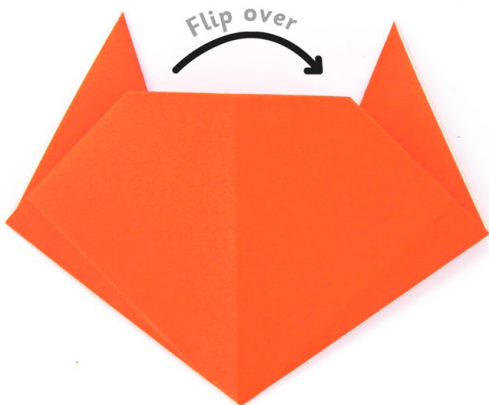
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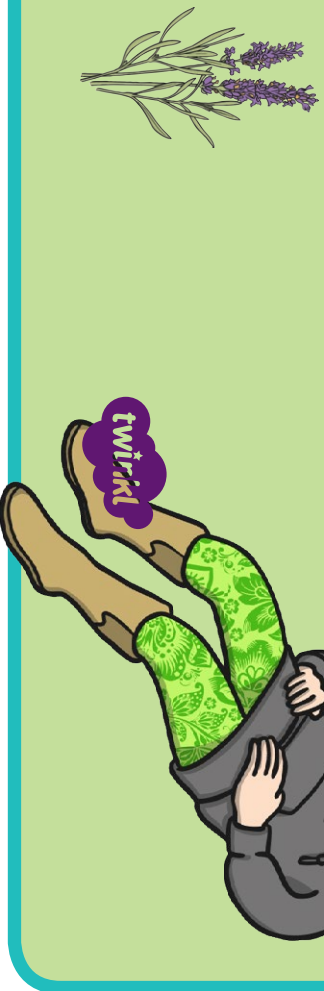
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8



Mindfulness Challenge Cards



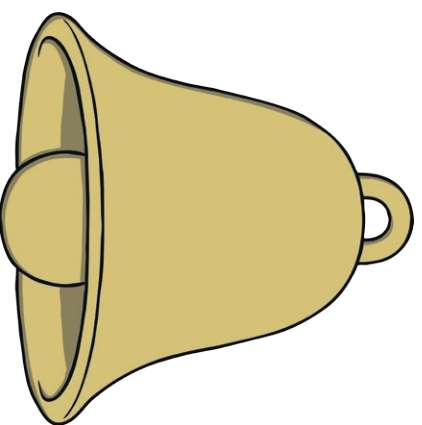
Listen carefully with your eyes closed to any sounds you can hear. After one minute, open your eyes and write down everything you heard.



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Ring a bell or make a lasting noise with another instrument or method.

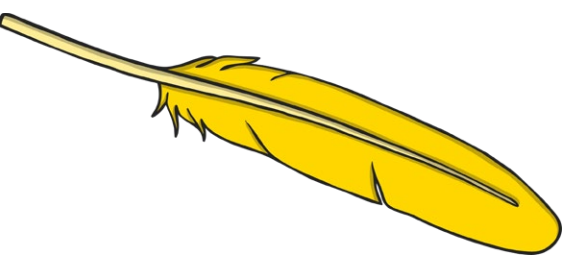
Listen very carefully to the fading sound until you are sure you can no longer hear it.



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Ask someone to drop a feather and watch it very closely as it floats to the ground.

Listen carefully to a piece of music and draw a line on a piece of paper which matches the feeling created by the music.



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Close your eyes and ask a partner to pass you an object that you can hold in your hands.

Touch and turn the object, describing each aspect in detail to your partner and then swap places.



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Lie on your back outside and close your eyes so you can use all of your senses except for sight.

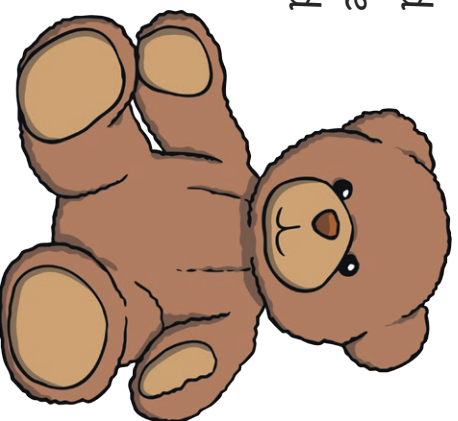
Notice the feel of the air, the feel of the ground, the sounds that surround you and any smells that are present.



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Lie with your back on the floor and place a soft toy on your tummy.

Breathe in and out slowly and deeply and try to concentrate on the way your toy rises and falls with your breathing.



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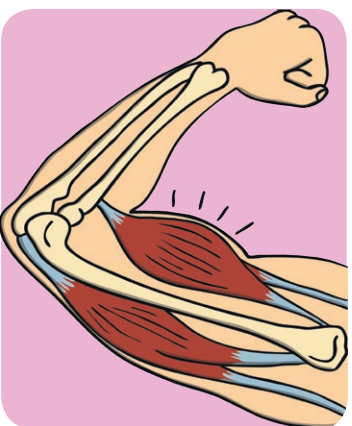
Find something with a strong and pleasant scent e.g. lavender or orange peel and place it close to your nose.

Try to concentrate just on the smell for a whole minute.



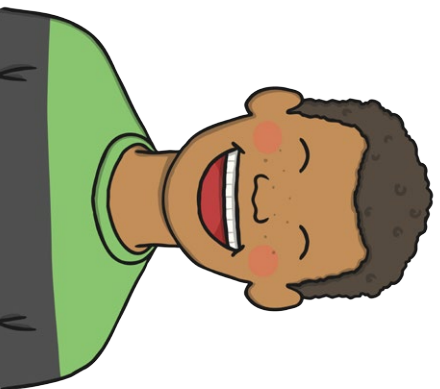
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Lie comfortably on your back on the floor. Move your attention around your body by tensing and clenching your muscles and then relaxing them. Hunch your shoulders, then let them go.



Make your hands into fists then tighten the muscles in your arms before relaxing them. Continue to move around your body repeating this process.

At the same time of every day, think of one thing to be thankful for.



Sit in a room with your eyes closed.

Ask someone else to spray a perfume or deodorant at the other side of the room and, keeping your eyes closed, try to notice the exact moment when the smell reaches you.

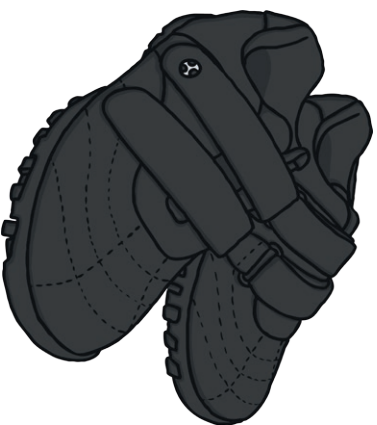


When you are eating, slow the process right down and try to activate all your senses. Look carefully at your food before you eat it. What does it look like? Bring it closer so you can smell it. What does it smell like? As you place it in your mouth, be aware of the texture of the food and how it feels. What does it taste like? Does the taste come in successive waves or all at once? Can you recognise the individual ingredients?

Take a walk and concentrate on the act of walking.
What movements does each leg perform in each stride?

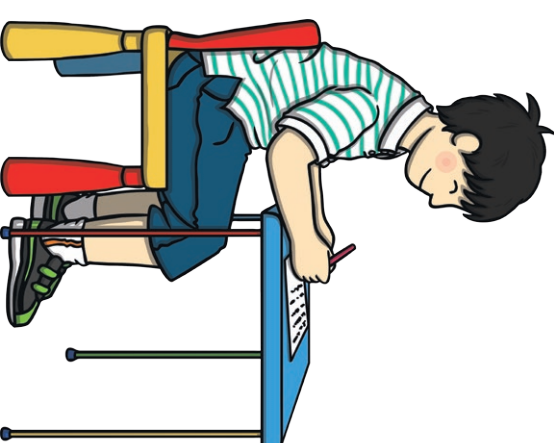
Which part of your foot hits the ground first?

What does the ground feel like underneath your shoe/foot?



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Try hot writing – choose a short period of time such as one minute and try to keep your pen or pencil moving for the entire time.

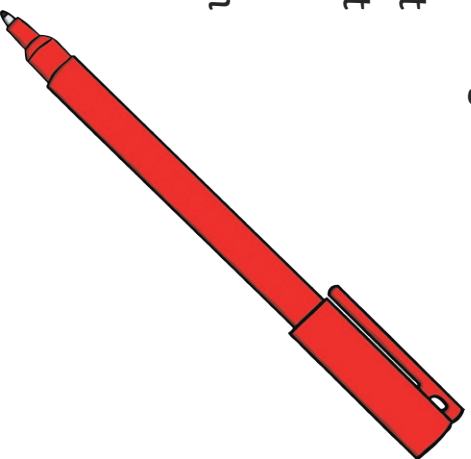


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Choose a subject to focus your thoughts or simply write about whatever arises in your mind.

If you can't think of what to write then write 'I can't think of what to write...'

Do whatever you need to in order to keep writing.



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Listen really carefully to what someone else is saying.

Stop doing anything else and give them your complete attention.

If you think of things you wish to say, let the speaker finish before you add your thoughts.



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Year 3 and 4 Statutory Spellings

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

Year 3 and 4 Statutory Spellings

accident

accidentally

actual

actually

address

answer

appear

arrive

believe

bicycle

Year 3 and 4 Statutory Spellings

breath

breathe

build

busy

business

calendar

caught

centre

century

certain