

Dear Parents,

Please find enclosed your child's pack of directed for the following two weeks.

This pack includes the following activities: (advised time delegation is in brackets, but this is purely advisory)

2x Weekly Literacy projects (Daily tasks indicated)

22x Maths Activities (1-3 per day dependant on understanding)

1x Extended spelling lists with appropriate spelling rules indicated (5 spellings per day)

1x Topic research (1-3 day in total)

Thank you so much for all your support this year up to now. Please take care over this strange time and be ensured that you and your children will be in my heart throughout.

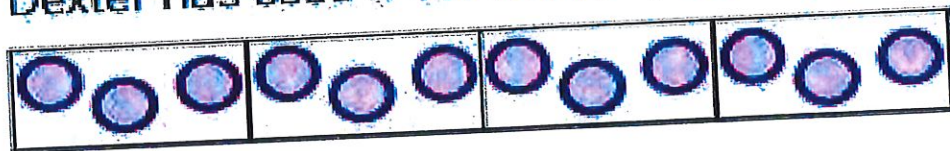
Kindest Regards,

Mr. P. McLeod

Teacher, Year 3/4

43

Dexter has used a bar model and counters to find  $\frac{3}{4}$  of 12.



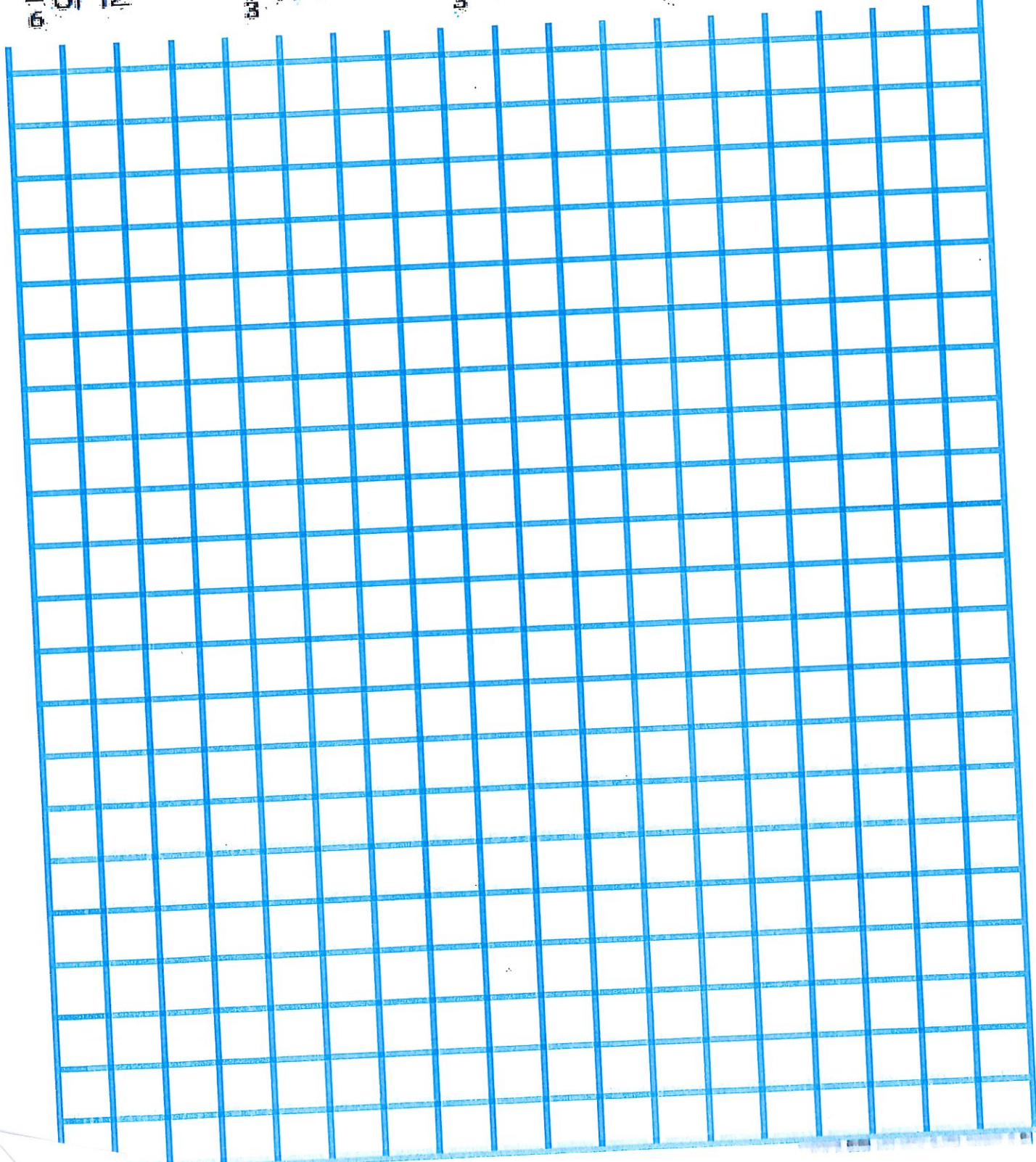
Use Dexter's method to calculate:

$$\frac{5}{6} \text{ of } 12$$

$$\frac{2}{3} \text{ of } 12$$

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

$$\frac{2}{9} \text{ of } 18$$





6

3

3

9

Amir uses a bar model and place value counters to find three quarters of 84



Use Amir's method to find:

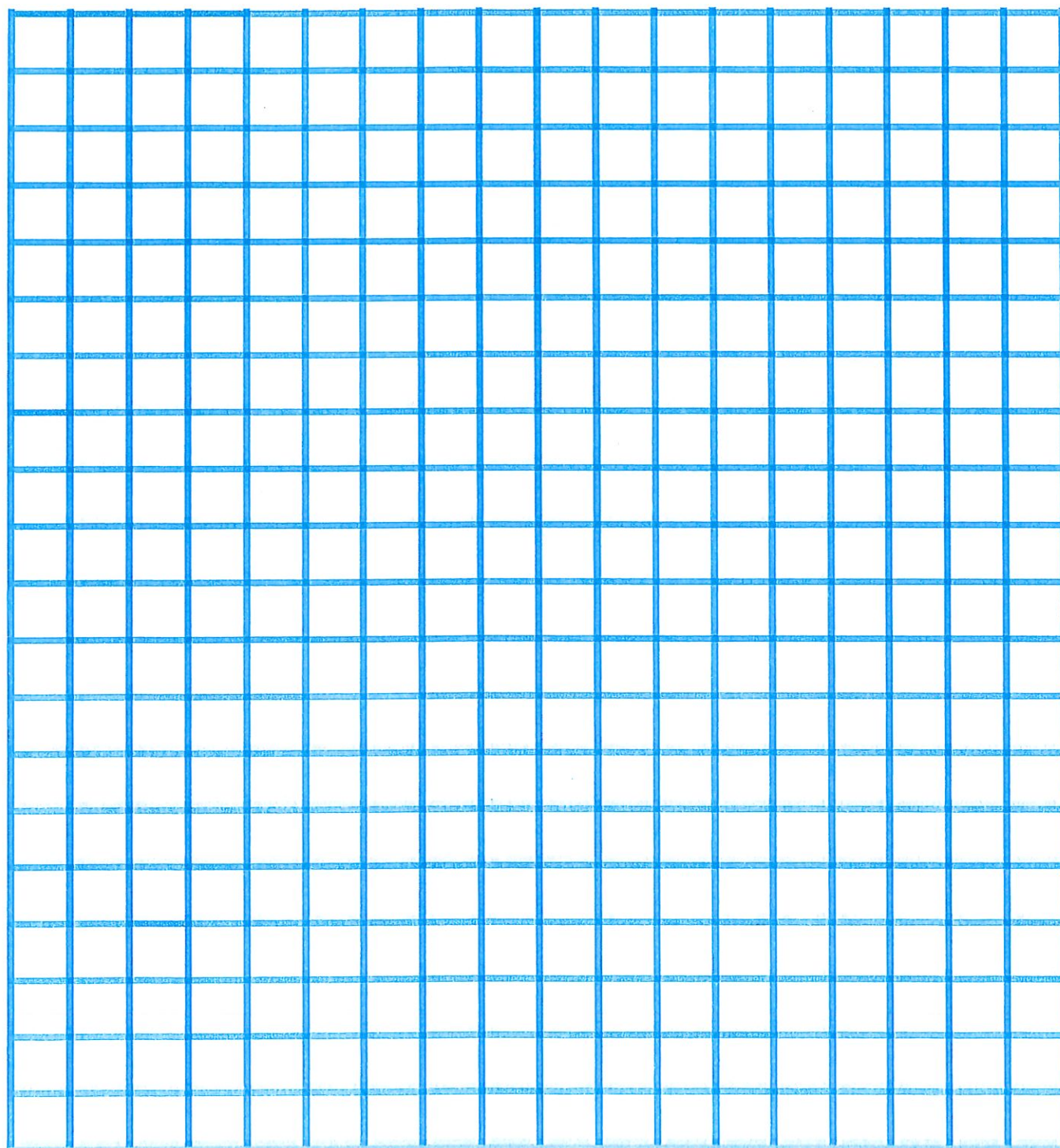
$$\frac{2}{3} \text{ of } 36$$

$$\frac{2}{3} \text{ of } 45$$

$$\frac{3}{5} \text{ of } 65$$

44

3



A full-page view of a blank sheet of graph paper. The grid consists of light blue horizontal and vertical lines forming small squares. There are approximately 20 columns and 20 rows visible. A faint, larger-scale grid is also present in the background.

This image shows a full page of blank graph paper. The grid consists of light blue horizontal and vertical lines forming small squares across the entire white background. There are no margins, text, or other markings on the paper.

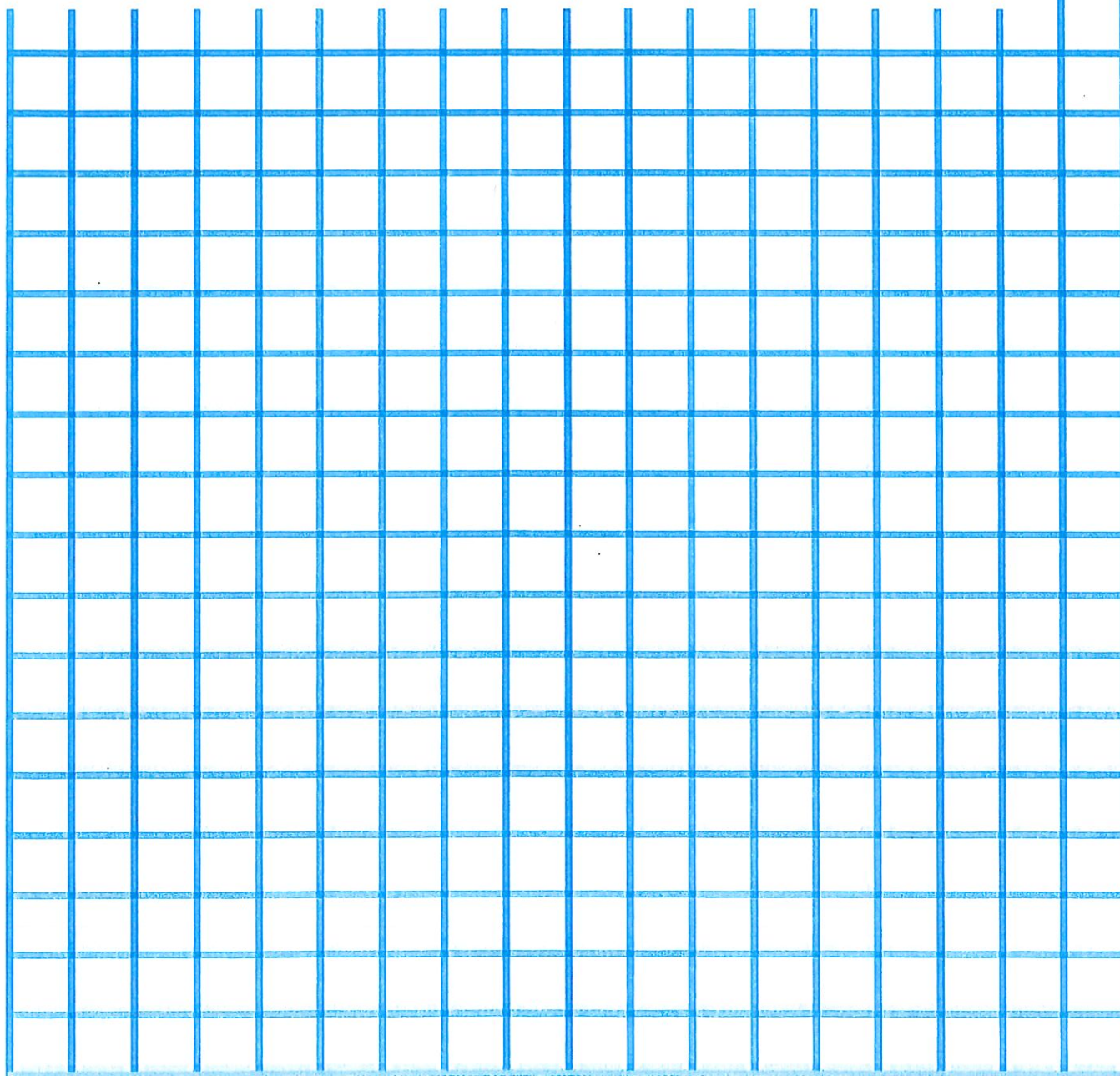
\_\_\_\_\_



- 1 Ron has £3 and 50p  
He wants to give half of his money to his brother.  
How much would his brother receive?

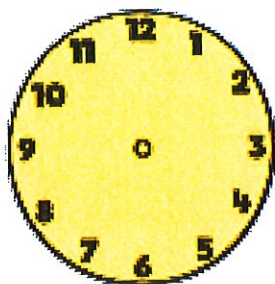


- 2 A bag of sweets weighs 240 g  
There are 4 children going to the cinema,  
each receives  $\frac{1}{4}$  of the bag.  
What weight of sweets will each child receive?



Find  $\frac{2}{3}$  of 1 hour.

Use the clock face to help you.

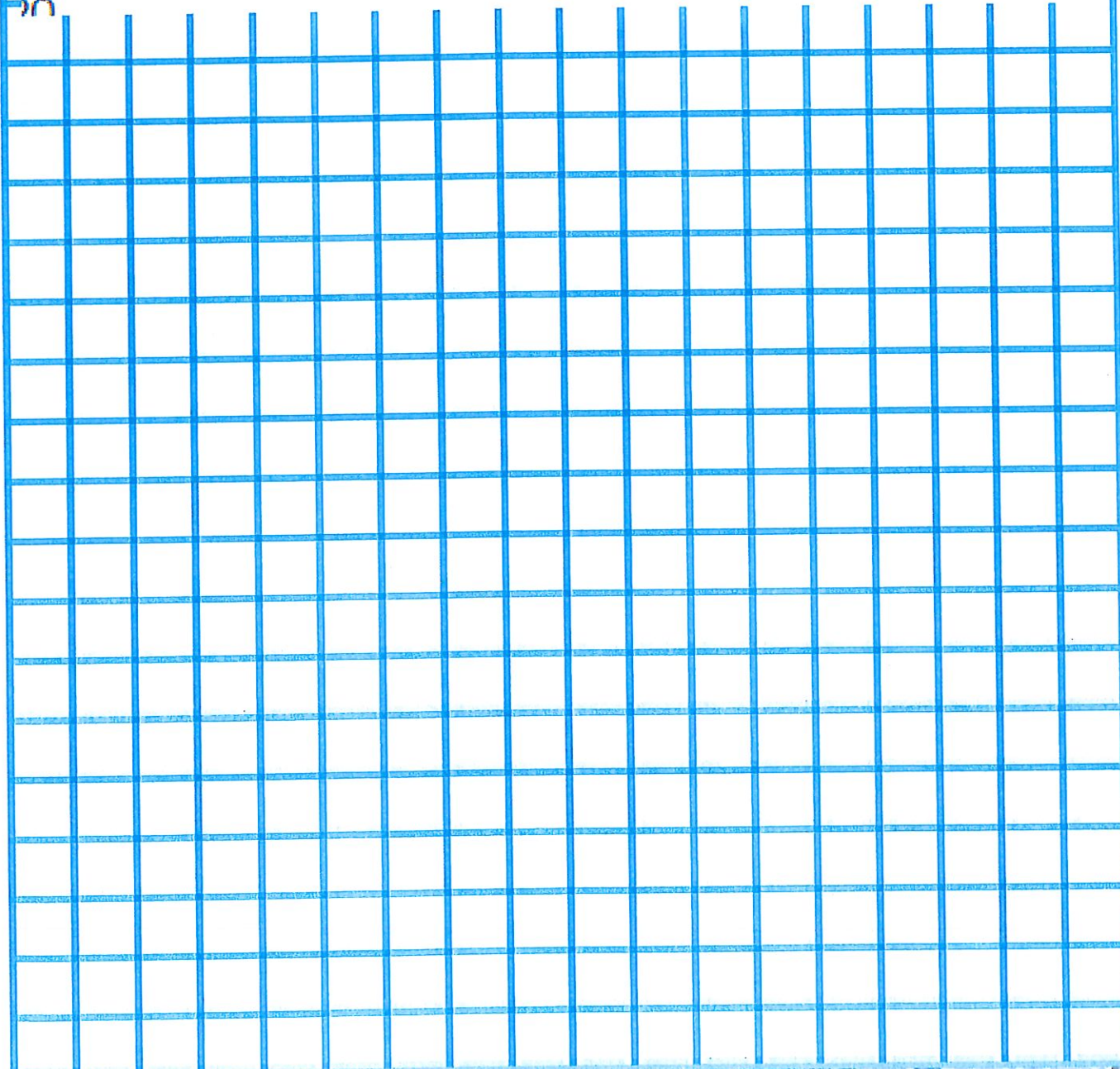


1 hour =  minutes

$\frac{1}{3}$  of  minutes =

$\frac{2}{3}$  of  minutes =

on





Alex and Eva share a bottle of juice.

Alex drinks  $\frac{3}{5}$  of the juice.

Eva drinks 200 ml of the juice.



One fifth of the juice is left in the bottle.

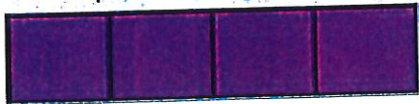
How much did Alex drink?

What fraction of the bottle did Eva drink?

What fraction of the drink is left?



▶ The pink Cuisenaire rod is worth 1 whole.



Which rod would be worth  $\frac{1}{4}$ ?

Which rods would be worth  $\frac{2}{4}$ ?

Which rod would be worth  $\frac{1}{2}$ ?

Use Cuisenaire to find rods to investigate other equivalent fractions.

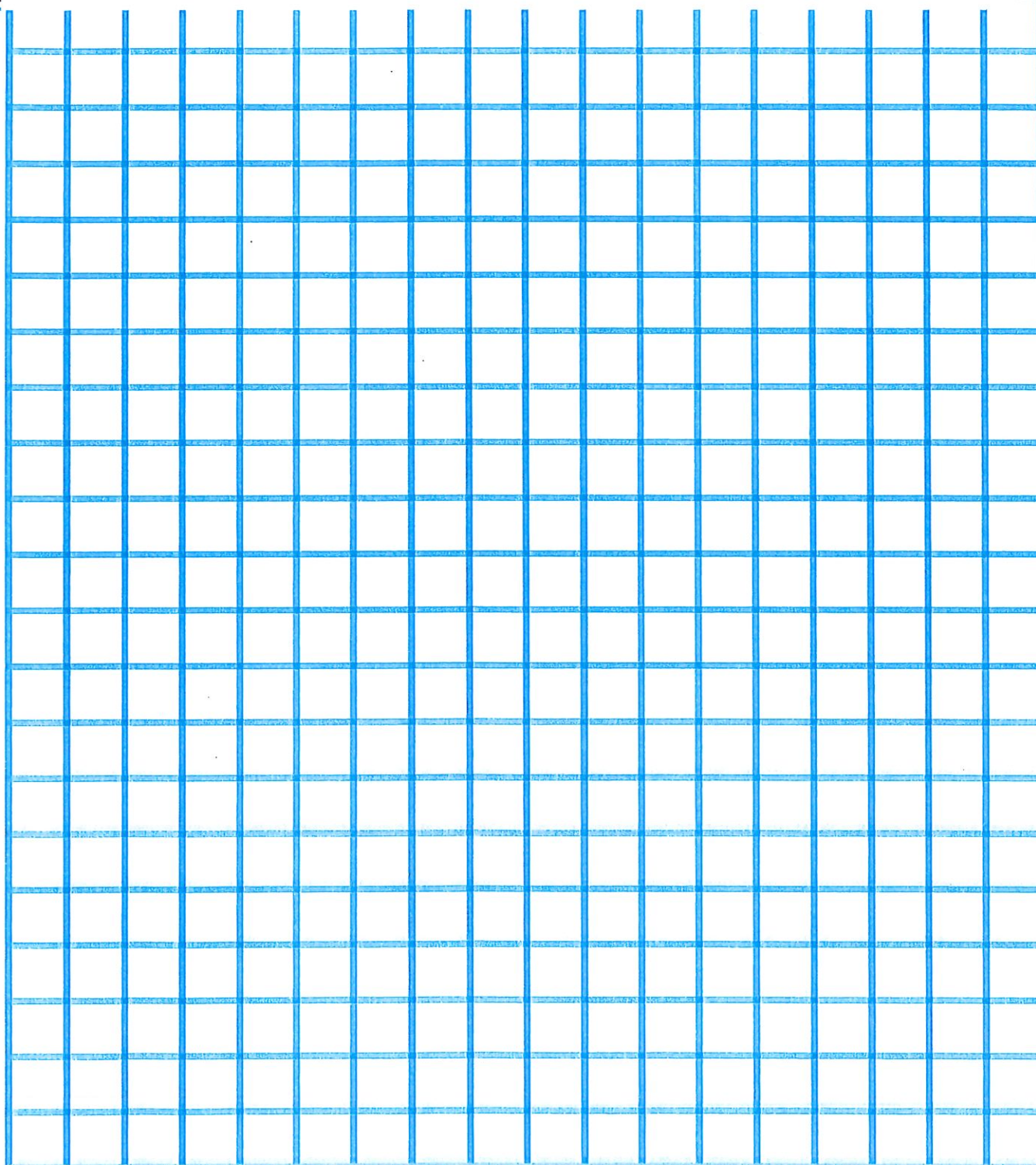
▶ Use two strips of equal sized paper. Fold one strip into quarters and the other into eighths. Place the quarters on top of the eighths and lift up one quarter, how many eighths can you see? How many eighths are equivalent to one quarter? Which other equivalent fractions can you find?



Using squared paper, investigate equivalent fractions using equal parts. e.g.  $\frac{1}{4} = \frac{2}{8}$

Start by drawing a bar 8 squares along. Label each square  $\frac{1}{8}$

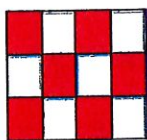
Underneath compare the same length bar split into four equal parts. What fraction is each part now?



Explain how the diagram shows both  $\frac{2}{3}$   
and  $\frac{4}{6}$

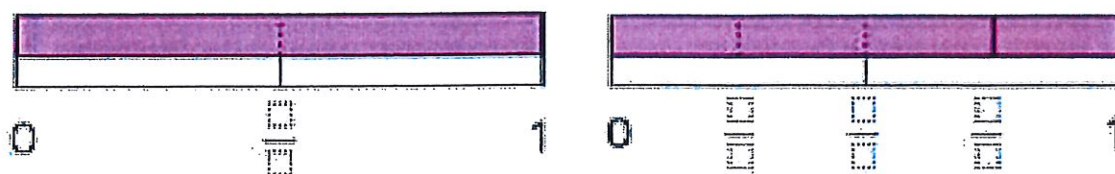


Which is the odd one out? Explain why

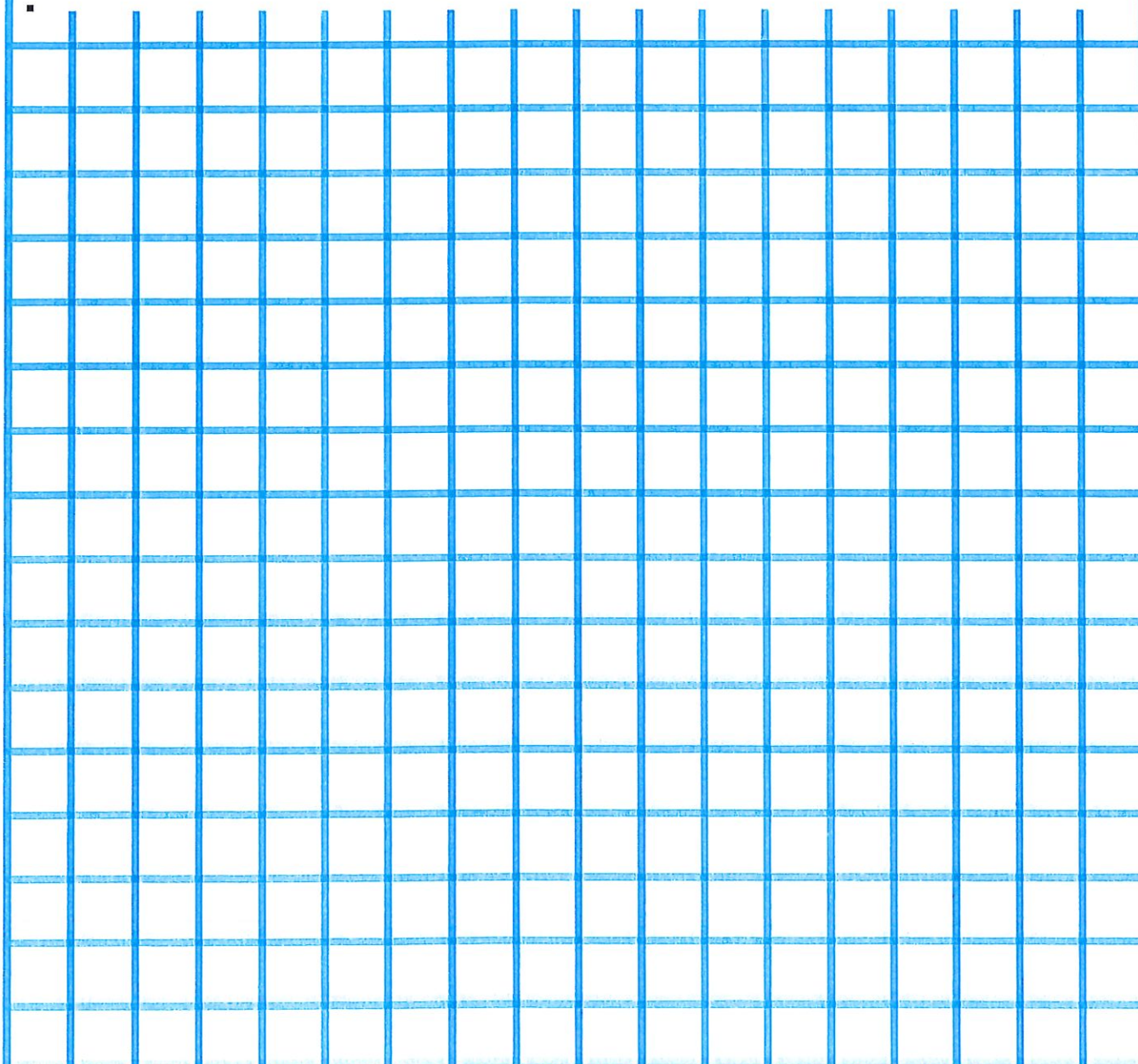
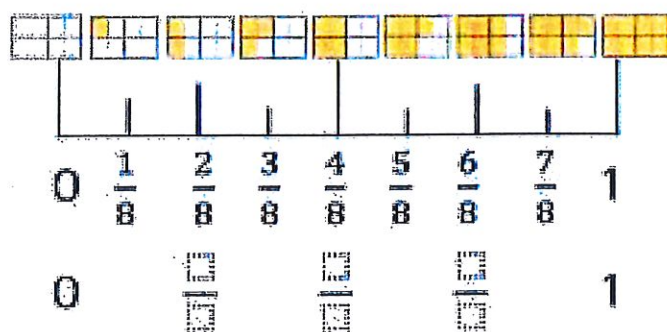




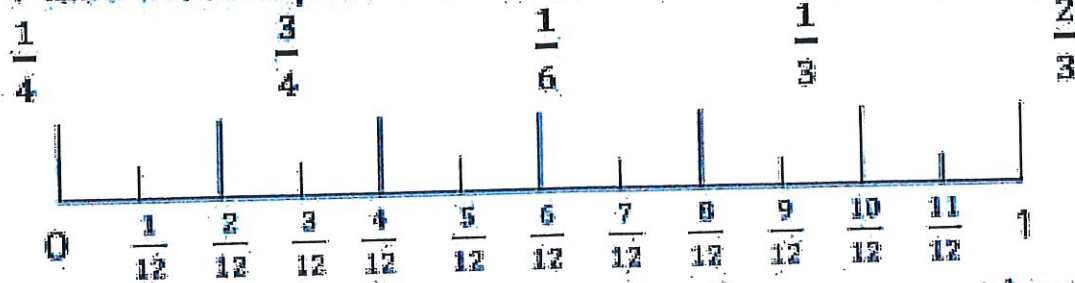
Use the models on the number line to identify the missing fractions. Which fractions are equivalent?



Complete the missing equivalent fractions.

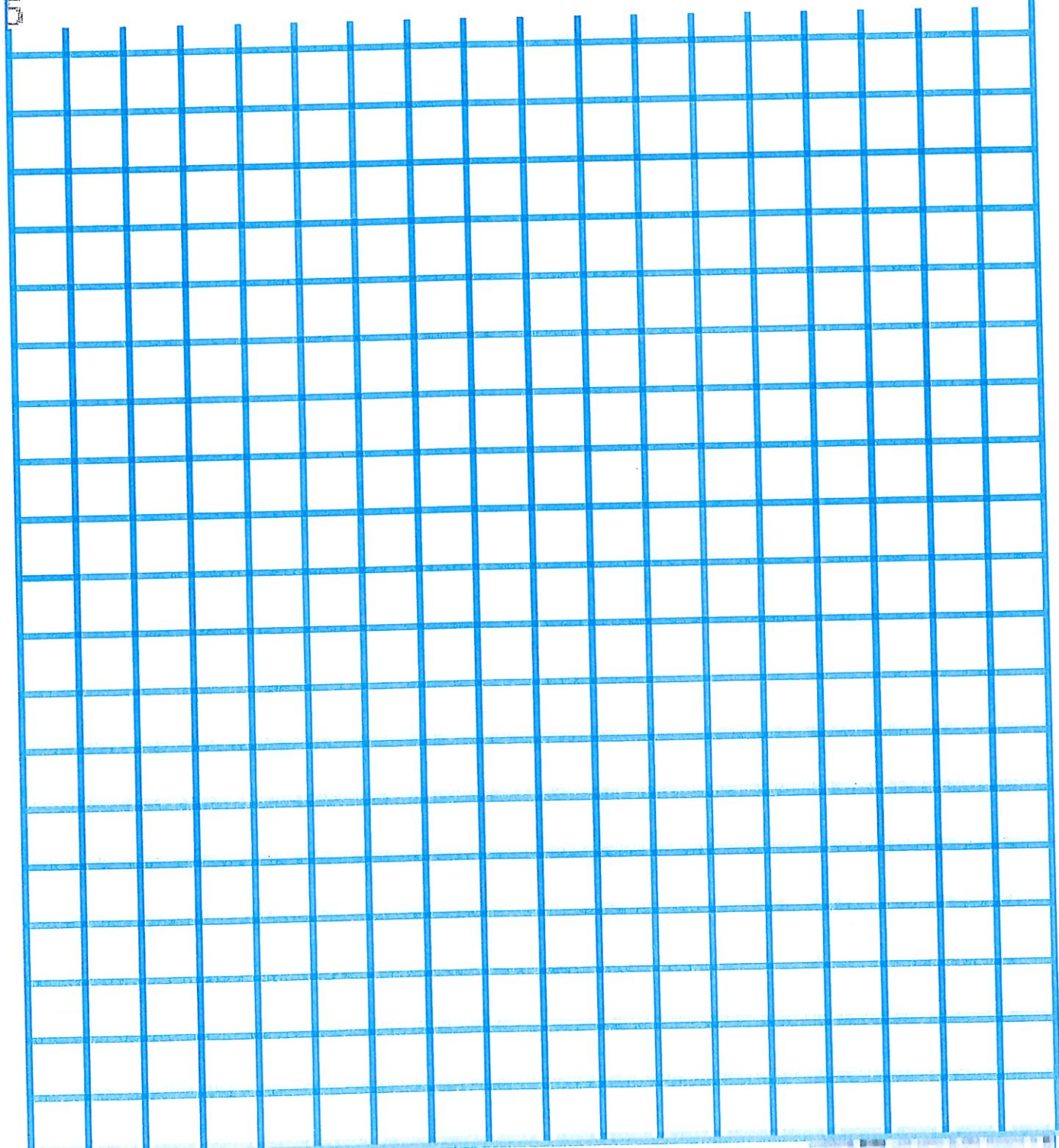


Place these equivalent fractions on the number line.



Are there any other equivalent fractions you can identify on the number line?

5



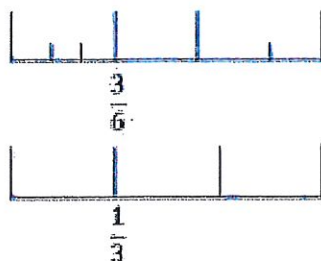
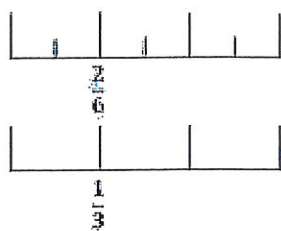


Alex and Tommy are using number lines to explore equivalent fractions.



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

Alex



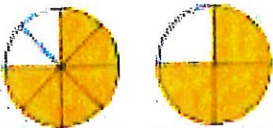
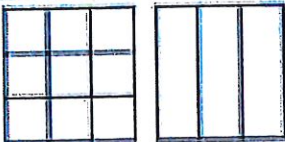


Tommy

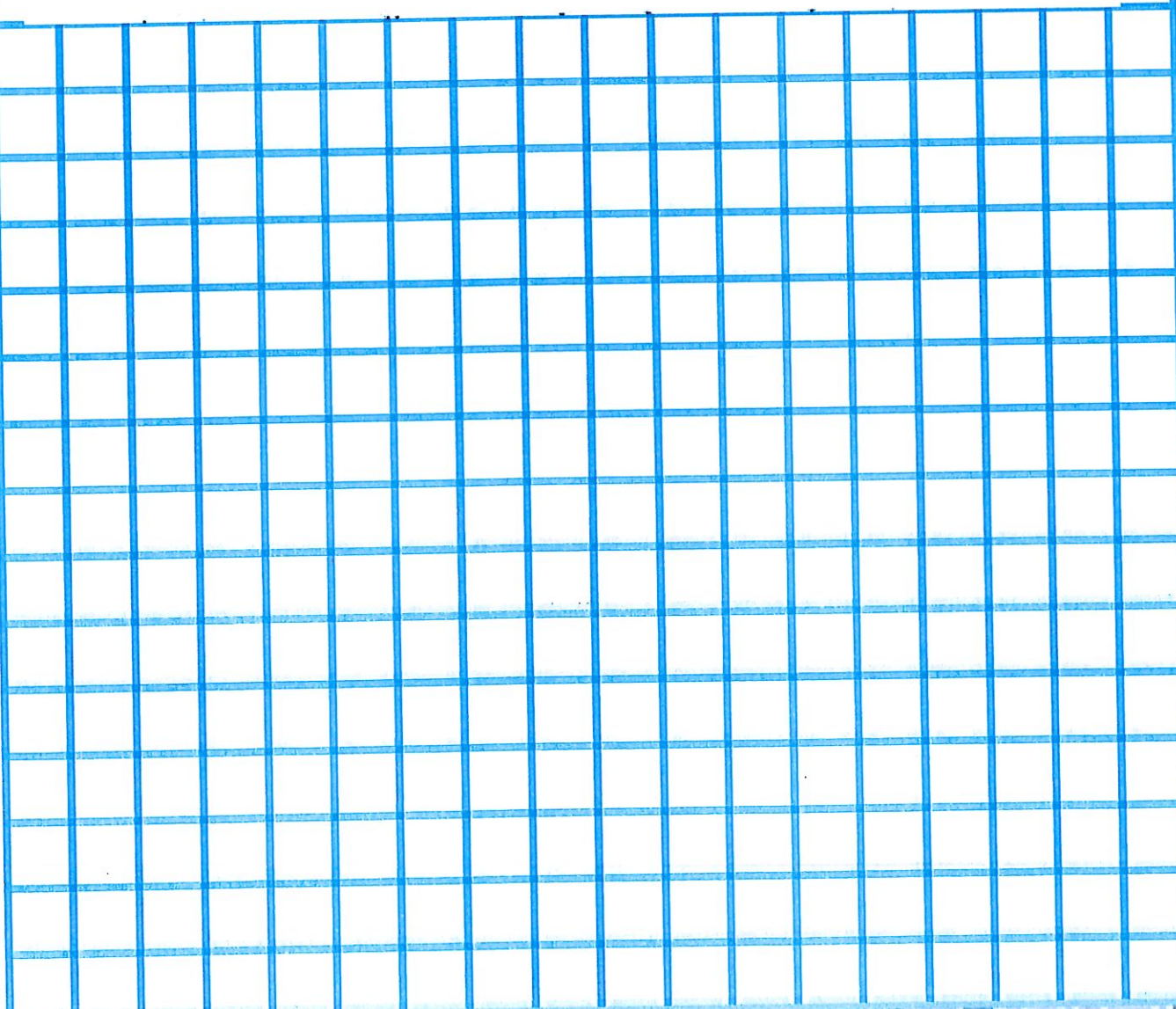
$$\frac{3}{6} = \frac{1}{3}$$



Who do you agree with? Explain why.

Complete the table. Can you spot any patterns?

Pictorial representation	Fraction	Words
	$\frac{6}{8} = \frac{3}{4}$	Six eighths is equivalent to three quarters
	$\frac{1}{3} = \frac{\square}{9}$	_____ is equivalent to _____
	$\frac{\square}{4} = \frac{\square}{12}$	Three twelfths is equivalent to _____ quarters
	$\frac{4}{12} = \frac{\square}{\square}$	_____ is equivalent to _____

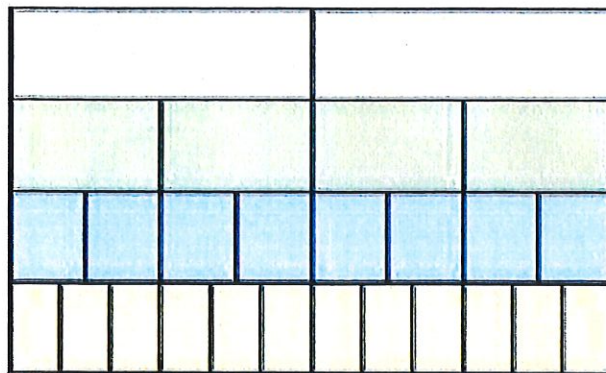




Use the fraction wall to complete the equivalent fractions.

$$\frac{1}{2} = \frac{\square}{4} = \frac{\square}{8} = \frac{6}{\square}$$

$$\frac{1}{4} = \frac{2}{\square} = \frac{3}{\square}$$





Always, sometimes, never.

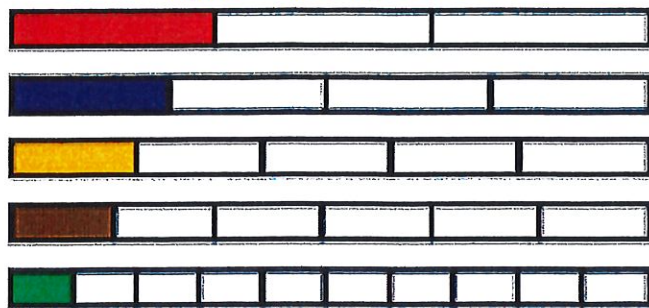
If a fraction is equivalent to one half, the denominator is double the numerator.

Prove it.

Can you find any relationships between the numerator and denominator for other equivalent fractions?



Use  $>$ ,  $<$  or  $=$  to compare the fractions.



$$\frac{1}{10} \bigcirc \frac{1}{4}$$

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

$$\frac{1}{5} \bigcirc \frac{1}{4}$$

When the numerators are the same, the \_\_\_\_\_ the denominator, the \_\_\_\_\_ the fraction.

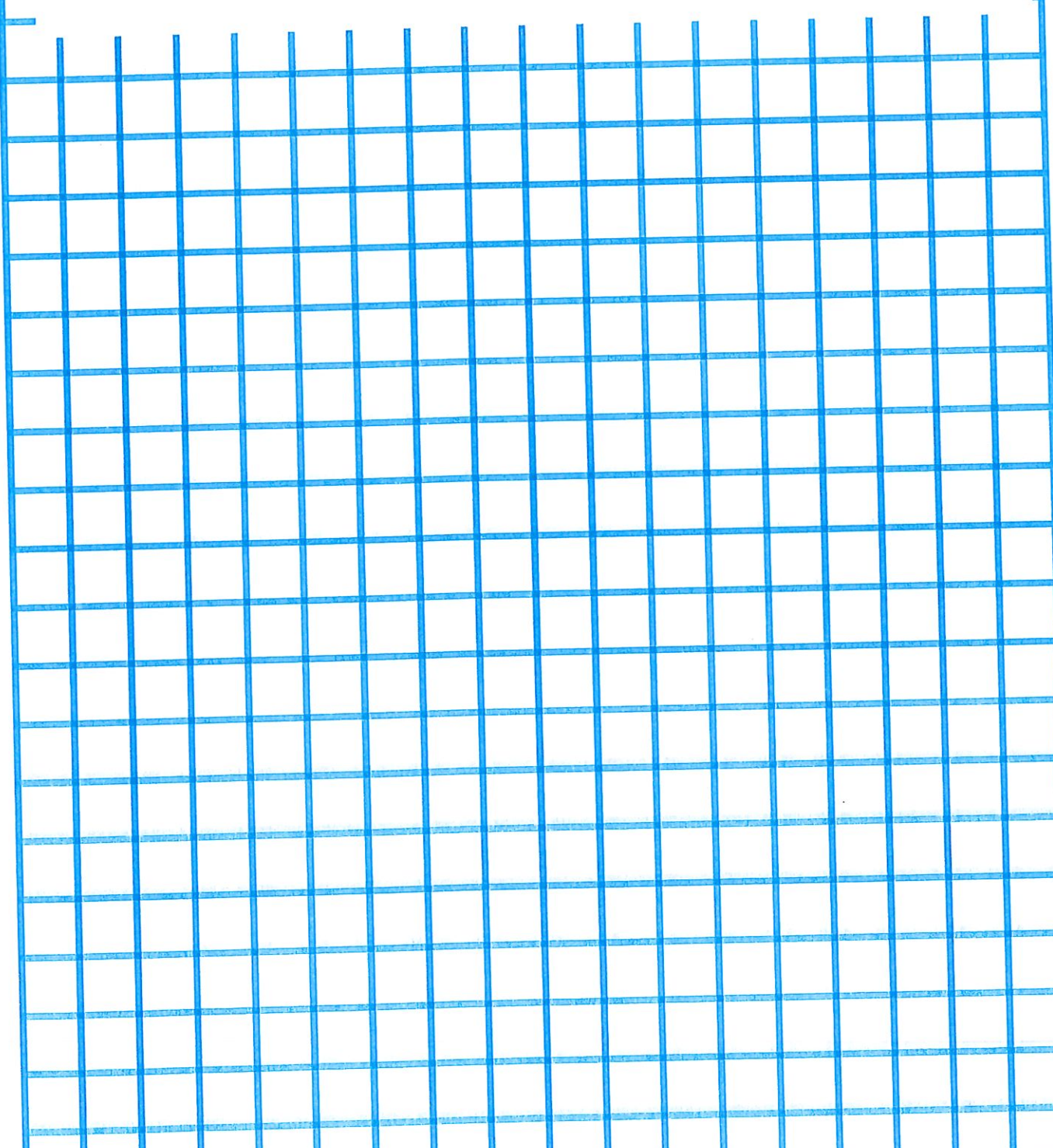
Use paper strips to compare the fractions using  $>$ ,  $<$  or  $=$

$$\frac{3}{4} \bigcirc \frac{1}{4}$$

$$\frac{1}{6} \bigcirc \frac{5}{6}$$

$$\frac{3}{8} \bigcirc \frac{5}{8}$$

When the denominators are the same, the \_\_\_\_\_ the numerator, the \_\_\_\_\_ the fraction.







I know that  $\frac{1}{3}$  is larger  
than  $\frac{1}{2}$  because 3 is  
larger than 2

Do you agree with Dora?  
Explain how you know.

Complete the missing denominator.  
How many different options can you  
find?

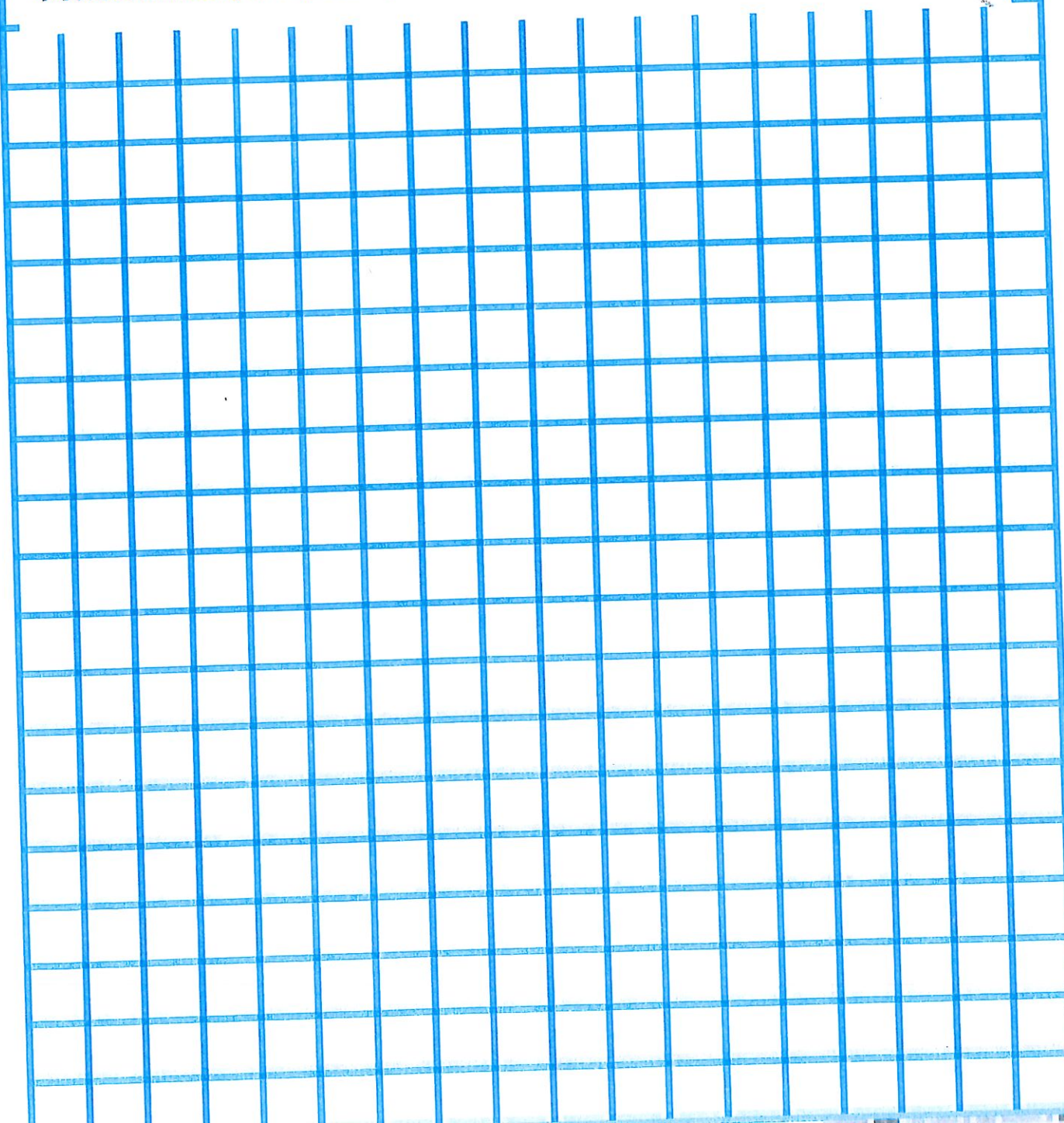
$$\frac{1}{2} > \frac{\boxed{1}}{\boxed{\phantom{00}}} > \frac{1}{10}$$



Divide strips of paper into halves, thirds, quarters, fifths and sixths and colour in one part of each strip.  
Now order the strips from the smallest to the largest fraction.

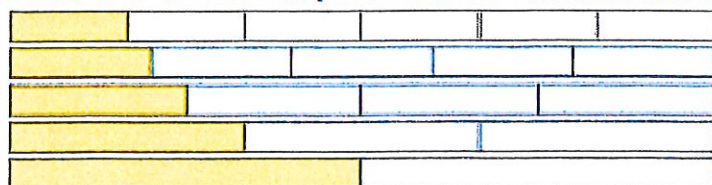


When the numerators are the same, the \_\_\_\_\_ the denominator, the \_\_\_\_\_ the fraction.





- Divide strips of paper into halves, thirds, quarters, fifths and sixths and colour in one part of each strip.  
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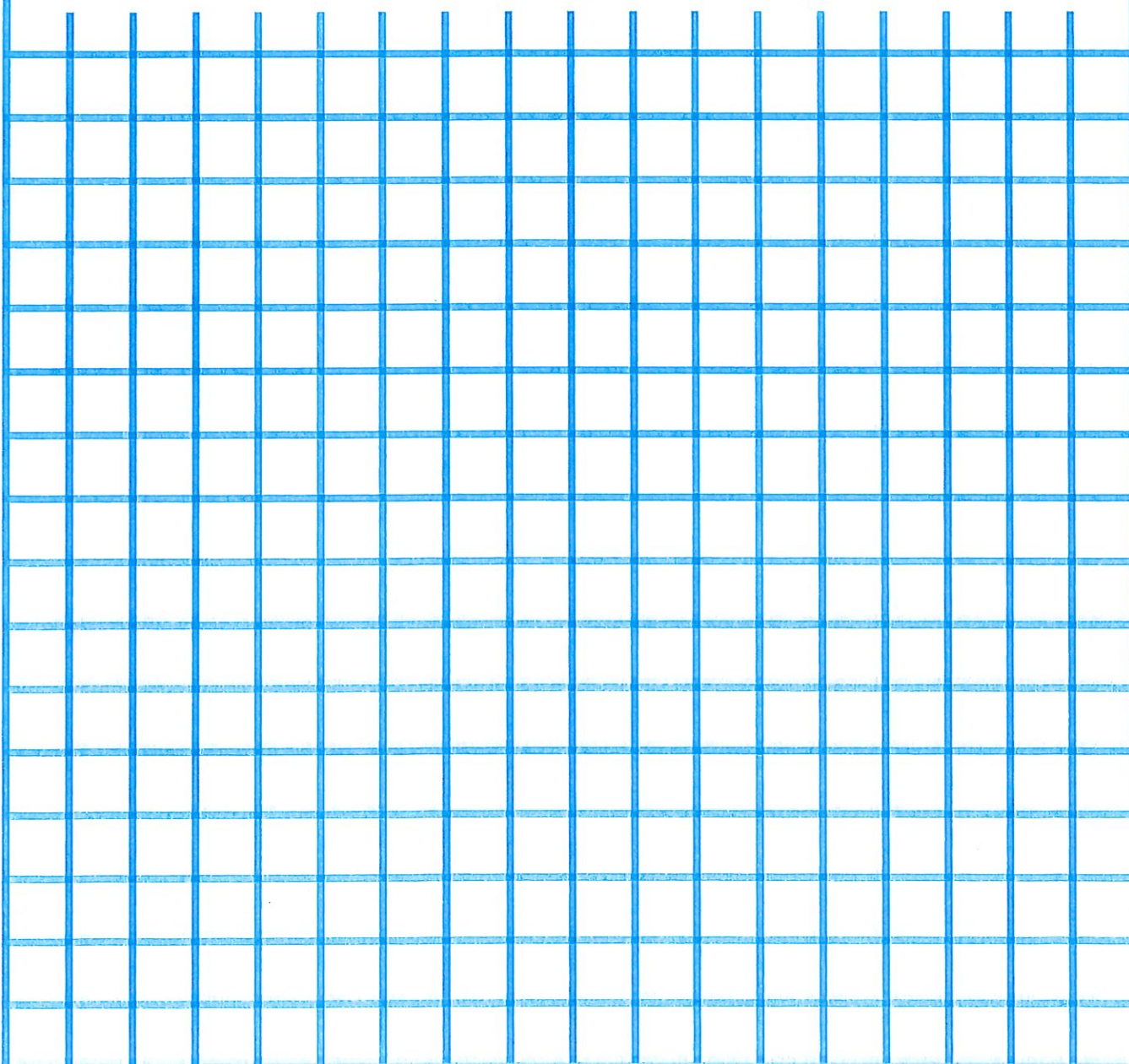
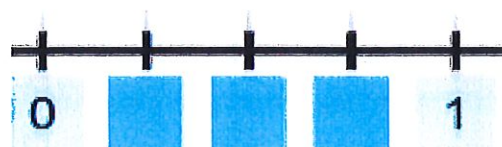
When the numerators are the same, the \_\_\_\_\_ the denominator, the \_\_\_\_\_ the fraction.

- Place the fractions on the number line.

$$\frac{2}{4}$$

$$\frac{3}{4}$$

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



Order the fractions in descending order.

$$\frac{3}{8}$$

$$\frac{5}{8}$$

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

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

$$\frac{7}{8}$$

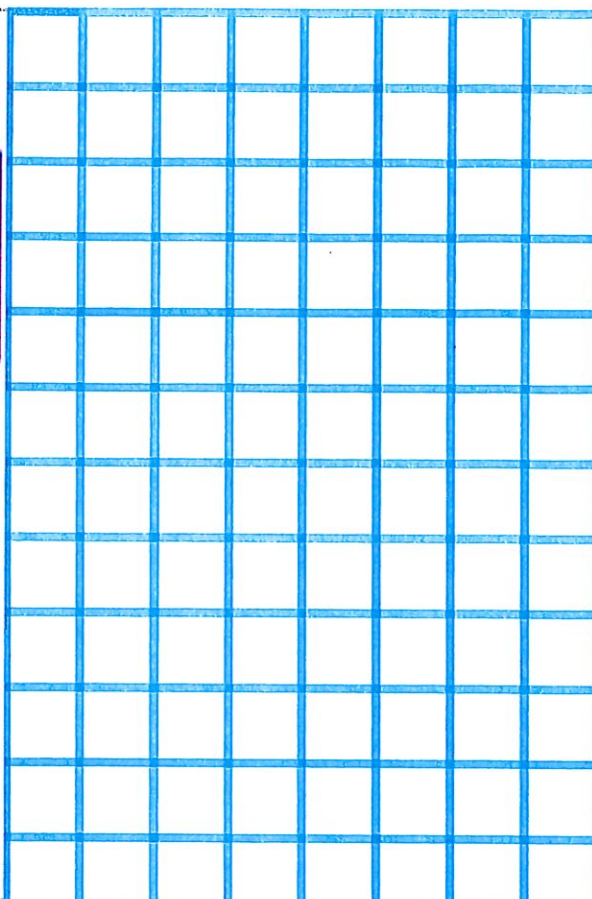
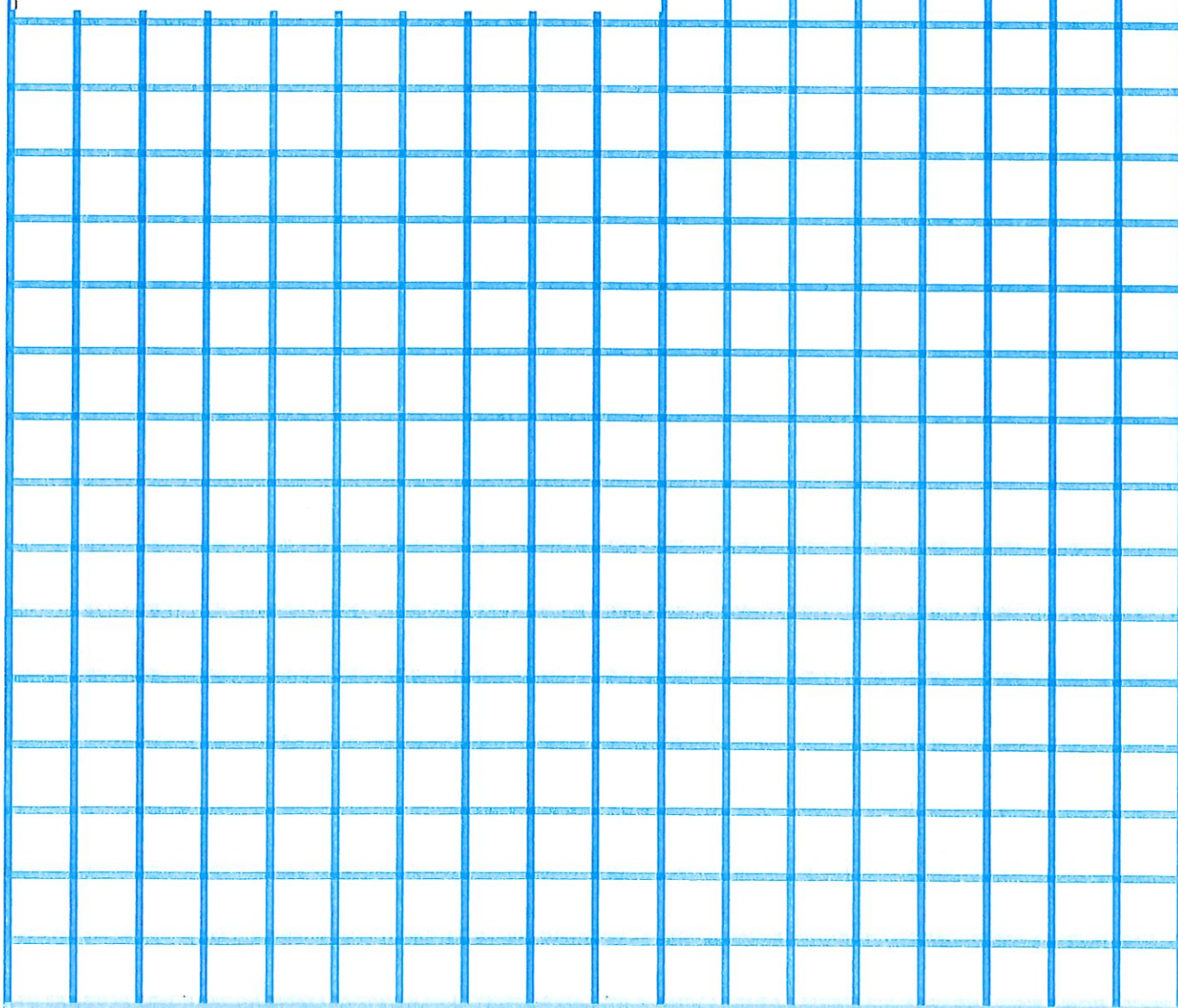
1





When the denominators  
are the same, the larger  
the numerator, the smaller  
the fraction.

Is Jack correct?  
Prove it.





# Spelling: Week 1

Revision of work from years 1 and 2: Pay special attention to the rules for adding suffixes.				
1	i: y middle	The /z/ sound spelt y elsewhere than at the end of words	These words should be learnt as needed.	myth gym Egypt pyramid mystery hymn crypt calypso crystal cygnet gypsy lyric mystery oxygen physics symbol system symptom syrup typical
2	u: ou	The /ʌ/ sound spelt ou	These words should be learnt as needed.	young touch double trouble country young enough couple cousin rough tough southern nourish courage
3	k: ch	Words with the /k/ sound spelt ch (Greek in origin)		scheme chorus chemist echo character chord chemistry stomach ache anchor schedule arachnophobia mechanic hypochondriac chaos character choir Christmas chemistry chemical chorus chemotherapy chrysalis chronic architect orchestra scheme technology
4	sh: ch	Words with the /ʃ/ sound spelt ch (mostly French in origin)		chef chalet machine brochure chaise cached parachute moustache
6	g: gue	Words ending with the /g/ sound spelt -gue the		analogue league colleague catalogue dialogue plague vague fatigue intrigue vogue rogue monologue prologue synagogue
7	k: que	Words ending with the /k/ sound spelt -que (French in origin)		technique cheque unique critique antique torque plaque mosque picturesque baroque grotesque physique mystique opaque boutique oblique
8	s: sc	Words with the /s/ sound spelt sc (Latin in origin)	In the Latin words from which these words come, the Romans probably pronounced the c and the k as two sounds rather than one - /s/ /k/	scenario scene scenery science scientist scissors discipline fascinate crescent abscess adolescent ascend
9	ay: ei	Words with the /eɪ/ sound spelt ei, eigh, or ey		vein abseil beige feign feint rein reign surveillance veil
10	ay: eigh			weigh eight neighbour sleigh neigh inveigh freight eight
11	ay: ey			they obey
12	' reg. plural	Possessive apostrophe with plural words	The apostrophe is placed after the plural form of the word; -s is not added if the plural already ends in -s, but is added if the plural does not end in -s (i.e. is an irregular plural - e.g. children's).	girls' boys' babies'



## Spelling: Week 2

13	Prefixes	un-	Most prefixes are added to the beginning of root words without any changes in spelling	the prefix un- has a negative meaning	unable unbeaten unblock uncover uncut undo unfair unfit unfold unhappy unkind unload unlucky unpack unselfish unwell unwilling unwind unheard unaccompanied unachievable unannounced unappealing unarmed unashamedly unattached unattainable unattractive unaware unbeaten unbelievable unbreakable uncertain uncomfortable unconscious undisturbed ungrateful uninterested unmistakable unofficial unpleasant unpopular unqualified unsociable unusual	
14		dis-		the prefix dis- has a negative meaning	disable disagree disann disclose discover disease disgrace dislike disobey disorder disown displease disrepair distrust disuse disadvantage disallow disappear disappoint disapprove disassemble disbelief disbelieve discharge discolour discomfort disconnect disease disembark disembowel disfigure dishearten dishonest disinfected disinterested disjointed disobedient disqualify dissatisfy disadvantaged disappeared disappointed discontinued disqualified dissatisfied dissolved	
15		mis		the prefix mis- has a negative meaning	misbehave misdeal misfire mishear mislead misplace misread misspell mistake misunderstand misuse misadventure miscalculate misfortune misinform misinterpret misjudge mismanage misunderstand misinformed misinterpreted mismanaged	
16		re-		re- means 'again' or 'back'.	refill reform refresh refuse repay replace replay return reuse revisit redo refresh react redo renew reject reheat repeat rewrite rewind remove retake recycle rebuild rewire	
17	Suffix	+ly	The suffix -ly The suffix -ly is added to an adjective to form an adverb. The rules already learnt still apply.	The suffix -ly starts with a consonant letter, so it is added straight on to most root words. Exceptions:	weekly wisely blindly bravely correctly fairly hardly kindly lively lonely loudly proudly sadly shyly slightly slowly suddenly sweetly accurately anxiously arguably conscientiously definitely entirely immediately in/accurately in/considerately in/decently in/sensitively in/significant in/sincerely necessarily patiently secretly separately strangely sufficiently surreptitiously suspiciously	



# Spelling: Week 2 (cont.)

real time spellings: aligned to 2014 curriculum

18	y to an i	(1) If the root word ends in -y with a consonant letter before it, the y is changed to i, but only if the root word has more than one syllable.	angrily clumsily easily happily heavily hungrily lazily luckily merrily noisily prettily readily speedily steadily wearily hungrily necessarily guiltily noisily		
19	le to ly	(2) If the root word ends with -le, the -le is changed to -ly.	gently simply humbly nobly		
20	rules for -ous	The suffix -ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	poisonous dangerous mountainous famous perilous luminous marvellous adventurous nervous ridiculous miraculous mischievous carnivorous herbivorous omnivorous	
21			Sometimes there is no obvious root word.	tremendous enormous jealous fabulous generous tempestuous scrupulous ominous	
22	-sure	Words with endings sounding like /ʒə/ or /tʃə/	The ending sounding like /ʒə/ is always spelt -sure.	measure treasure pleasure enclosure composure closure disclosure enclosure leisure pressure exposure reassure	
23	-ture	The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g. teacher, catcher, richer, stretcher.	The ending sounding like /tʃə/ is often spelt -ture, but check that the word is not a root word ending in (t)ch with an er ending - e.g. teacher, catcher, richer, stretcher.	picture feature adventure miniature signature temperature manufacture adventure capture creature figure furniture future manufacture mixture nature picture premature puncture signature temperature vulture	
24	-sion	Endings which sound like /ʒən/	If the ending sounds like /ʒən/, it is spelt as -sion	collision confusion conclusion corrosion decision division erosion exclusion explosion extension inclusion intrusion invasion occasion persuasion repulsion revision supervision television transfusion	



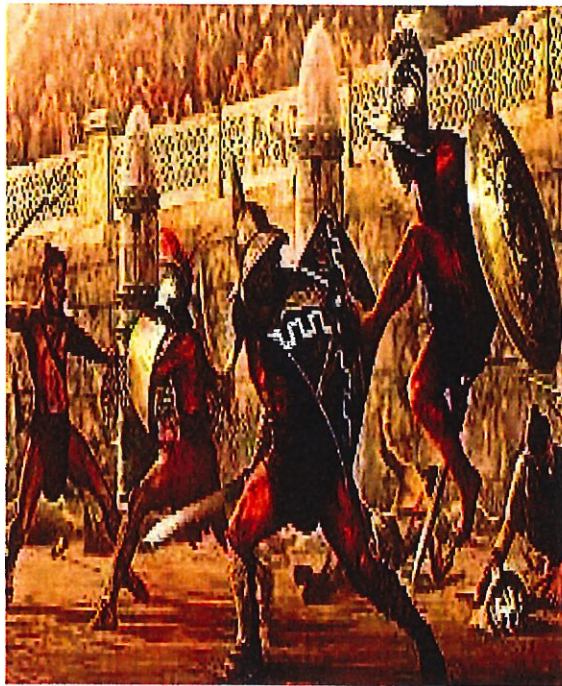
## TOPIC RESEARCH PROJECT:

PLEASE COMPLETE THIS TASK PRIOR TO  
COMPLETING LITERACY WEEK 1 TASK.

"Research the life of a Roman Gladiator"

Some pointers:

- 1) What was their purpose?
- 2) What did they wear?
- 3) Where did they live?
- 4) What did they eat?
- 5) How were they paid?
- 6) What did their day look like?
- 7) Where did they spend their time.



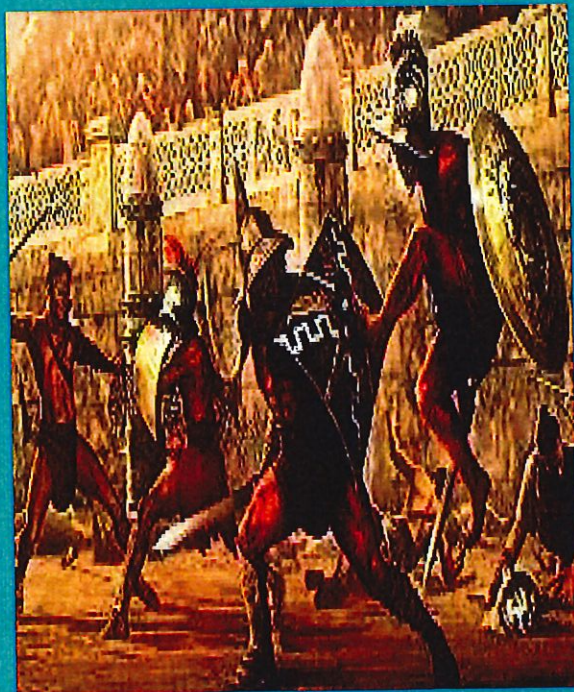
MAKE NOTES ON YOUR FINDINGS.

IF YOU'RE FEELING BRAVE, MAKE A POWERPOINT  
PRESENTATION. (YOU MAY NEED SOME HELP WITH  
THIS PART!)



## Literacy Week 1

To write a diary entry  
of a Roman Gladiator





LO: I can identify the features of a diary.

What are the features of a diary?

What **must** be included to make it a diary?

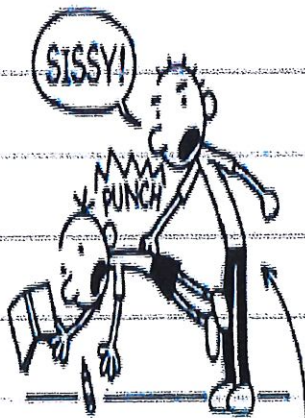
LO: I can identify the features of a diary.

SEPTEMBER

Monday

I guess Mom was pretty proud of herself for making me write in that journal last year, because now she went and bought me another one.

But remember how I said that if some jerk caught me carrying a book with "diary" on the cover, they were gonna get the wrong idea? Well, that's exactly what happened today.



(MY BROTHER RODRICK)

Let's read this diary example together...

Do you want to add any features to your list?





I can describe the important parts in a person's life.

I can write in the first person.

I can address my diary and sign off in an informal tone.

I can use effective descriptions using verbs and adjectives.

# DIARY FEATURES

I can comment on my feelings, reactions and opinions.

I can include dates in my diary.

I can include informal words and phrases.

I can write mainly in the past tense.

I can end in a reflection.  
*Eg I wonder what tomorrow will bring?*



I can write in chronological order.



## Informal language

Write down *informal ways* of saying the following things:

Hello.

Goodbye.

It was great.

I was scared.

I was ready to fight.



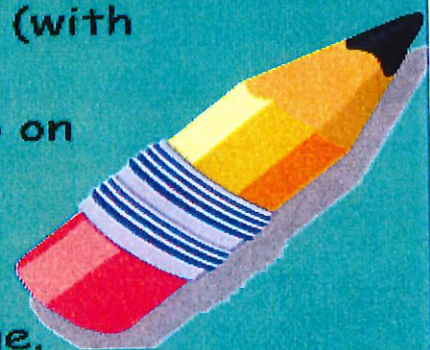
## Day 1

LO: I can write a diary.

Write the introduction of our diary entry with whoever is helping you today. If they're too busy (with working from home, or helping brothers and sisters) have a go on your own.

Steps to success:

- I can include informal language.
- I can include time connectives.
- I can include my feelings and opinions.
- I can write in the first person.
- I can write in the past tense.





## Day 2

Following on from your introduction, complete your initial draft of your diary entry.

Remember to keep checking your diary features sheet.

## Day 3

Read your diary entry to somebody else in your house. Ask them for some feedback and what they think you could improve. (Remember, they might be busy working from home, or helping your brothers and sisters, so be patient!) Make notes on their feedback and treat these as your next steps for tomorrow.

## Day 4

Re-read your feedback notes from yesterday and make the necessary changes. Get a dictionary and thesaurus and "uplevel" your final draft.

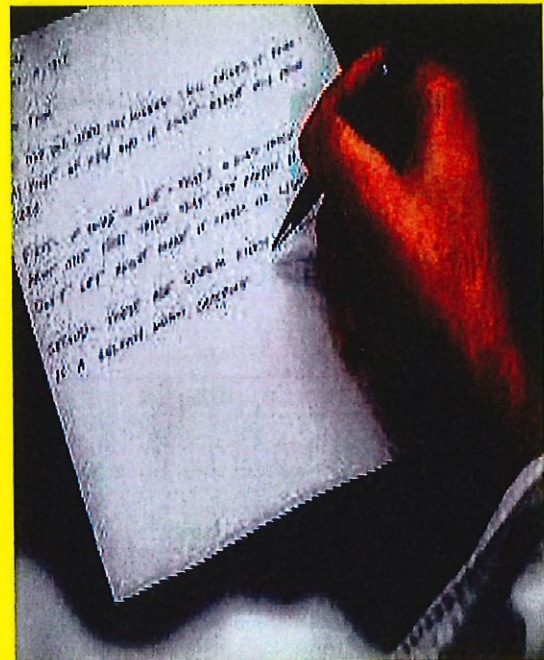
## Day 5

Publish your final diary entry using your best presenta-



## Literacy Week 2

To write a persuasive letter.





LO: I can identify the features of a letter.

Day 1

Dear James,

How are you? I've been dead busy since your last letter. We have to work really hard at school to get ready for our SATs.

Despite this, I did manage to play football last night with my friends. We won! It was boss!

Also, my dad got me a new mobile phone. It's an iPhone 5!

Anyway, gotta go! Speak to you soon. Please write back.

Love from  
Ben

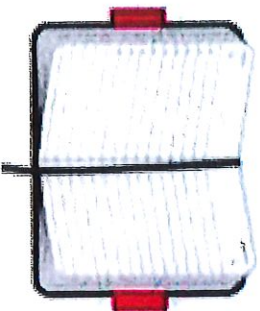


How do we know this is a letter?

What are the features of a letter?



# Letters



I can include the two addresses in the correct places.

I can include a greeting,  
e.g. Dear Sir/Madam.



I can write in an informal tone.

I can include a variety of connectives.

I can end my letter in an informal manner,  
e.g. "Speak soon"

I can clearly state what I would like the recipient to do.



I can include who I am in my introduction.

I can include my reason for writing.

I can describe my feelings and emotions.



LO: I can identify the features of a biography.

## Day 2

Read this letter with an adult.

64 Brown Lane,  
Foxhole,  
Devon,  
TQ9 7NJ

Monday 13<sup>th</sup> June 2011

Dear Natalie,

How are you? Although I had a cold recently, I am fine now. Did you have a nice half term? I went to stay with my grandma Josie. I hadn't been to see her for a long time. We had lots of fun and she taught to how to cross stich. I am very glad I went to stay.

I am back at school now and we are learning about the Egyptians. So far we have found out how they built the pyramids.

I am going to see Kung Fu Panda 2 next weekend. My mum is taking me; I'm looking forward to it. Have you been to the cinema? Dad told me today that we're going to Wales summer holiday. I am excited. I haven't been there before.

Lots of love,

Francine

XXX



LO: I can identify the features of a letter.

## Day 2

Find and highlight the following features:

- feelings and emotions.
- informal language.
- first person and reason for writing.



LO: I can plan a letter.

Tomorrow you are going to write a letter as if you are a Roman Soldier at Hadrian's Wall.



Day 3

Recap and Research

What does anyone know about the Roman Army already?

Can you find some new information?

Make notes on your findings.



## Day 4

Draft your letter using your letter features help sheet. Ask for feedback from an adult.

## Day 5

Uplevel your initial draft using feedback and a thesaurus.

Publish your letter neatly, focussing on your presentation

