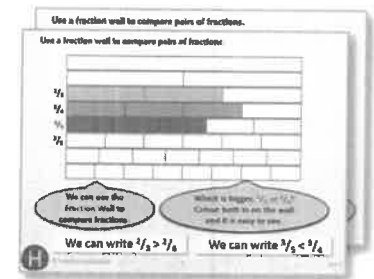


# Year 3: Week 3, Day 1

## Use a fraction wall to compare pairs of fractions

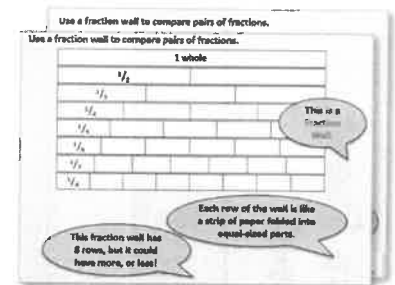
Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.  
Print a copy of the Fraction Wall resource sheet to use while you watch (see next page).

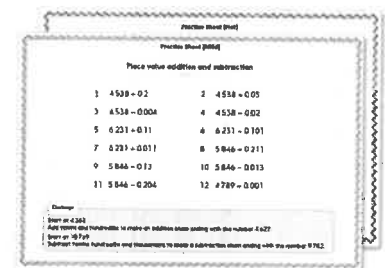


OR start by carefully reading through the **Learning Reminders**.

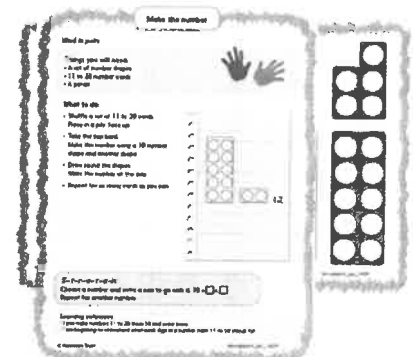
They come from our *PowerPoint* slides.



2. Tackle the questions on the **Practice Sheet**.  
There might be a choice of either Mild (easier) or Hot (harder)!  
Check the answers.

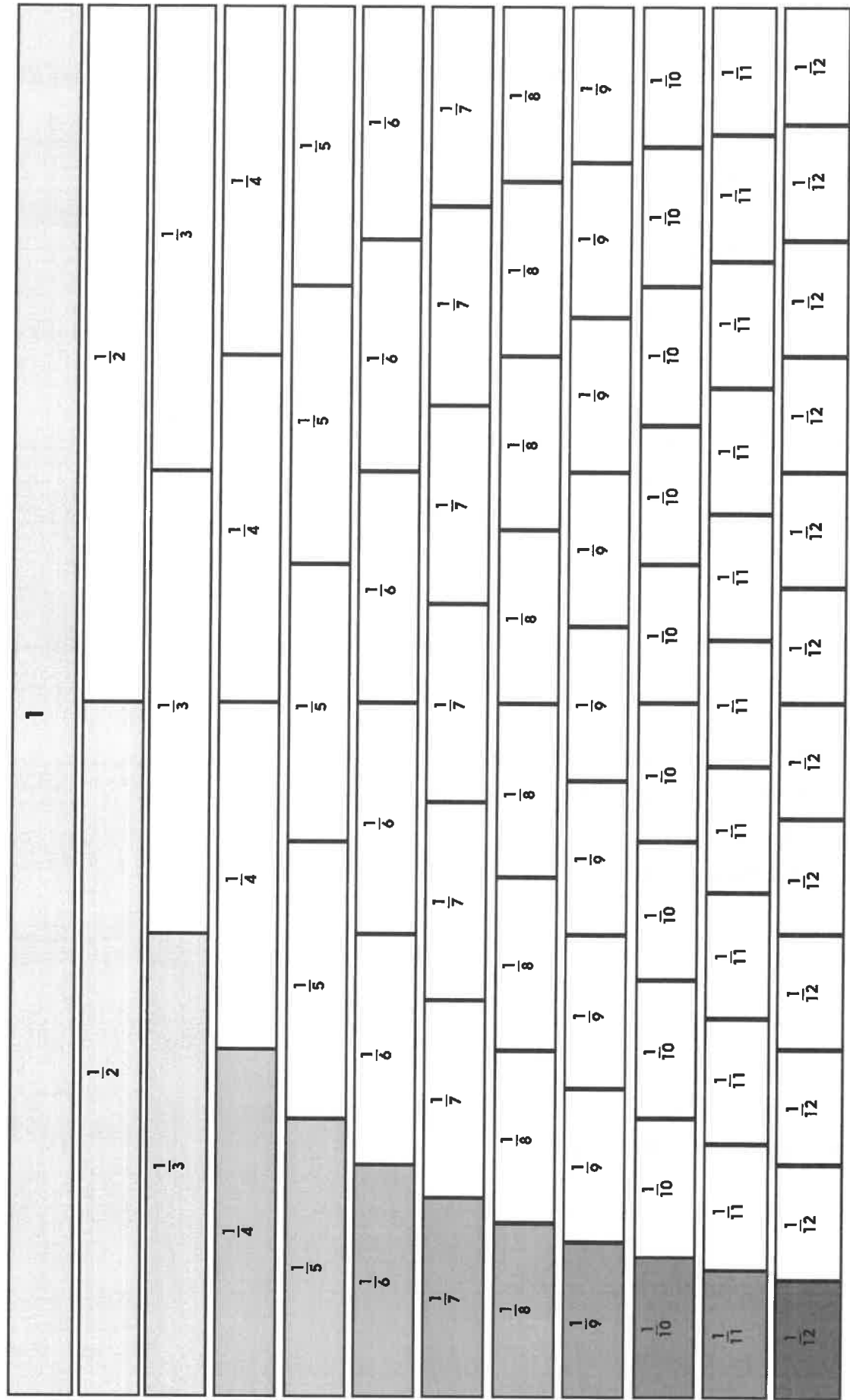


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**



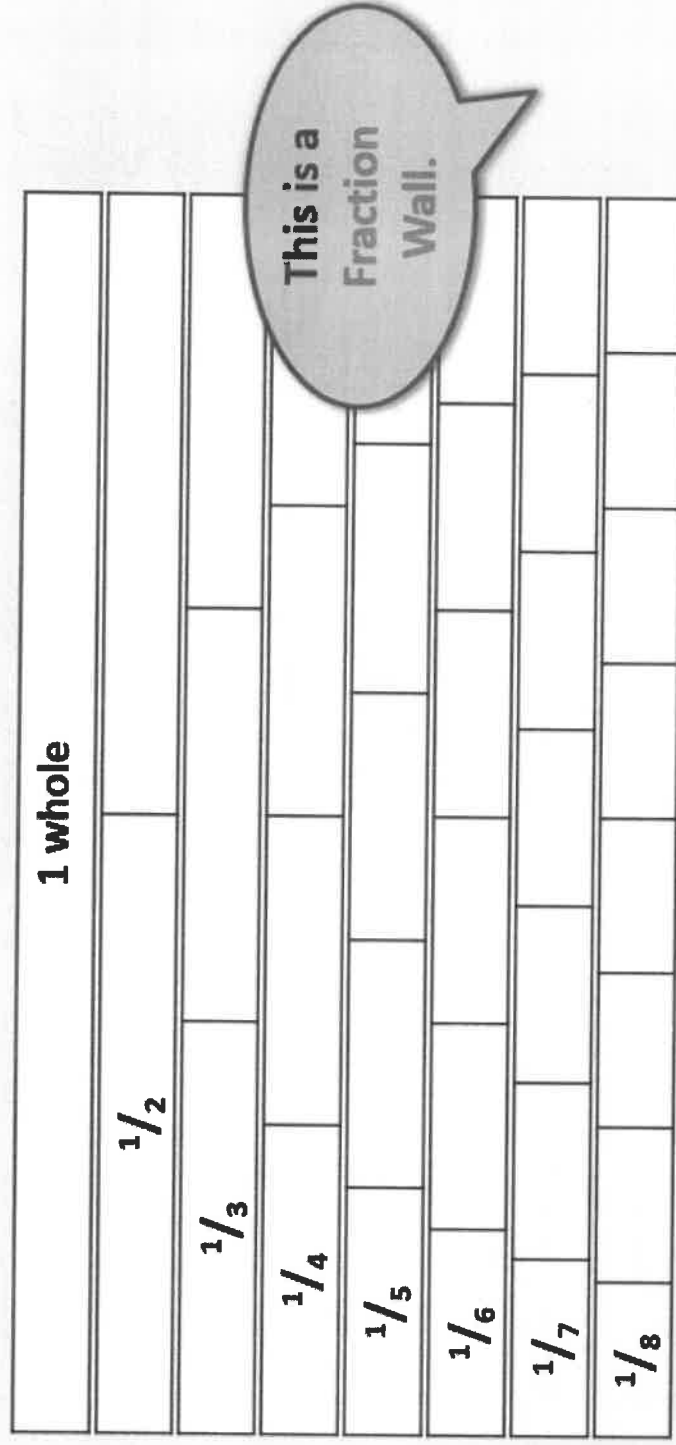
# Lesson Resource Sheet

## Fraction wall



## Learning Reminders

**Use a fraction wall to compare pairs of fractions.**

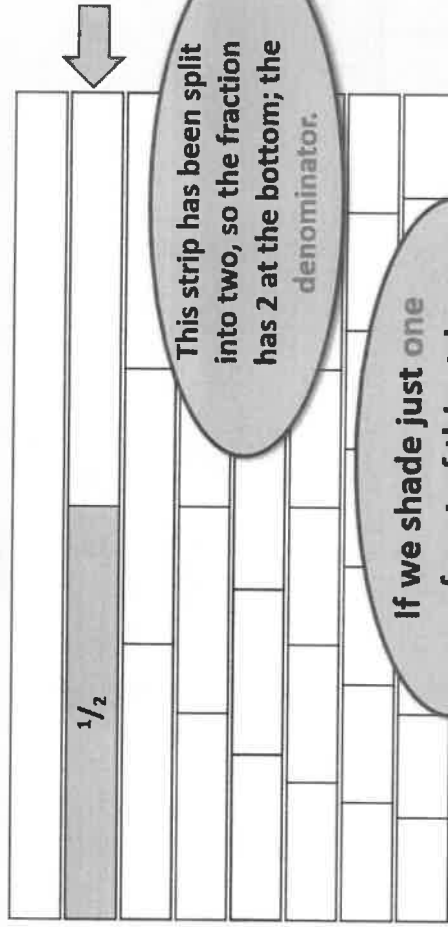


**Each row of the wall is like a strip of paper folded into equal-sized parts.**

**This fraction wall has 8 rows, but it could have more, or less!**

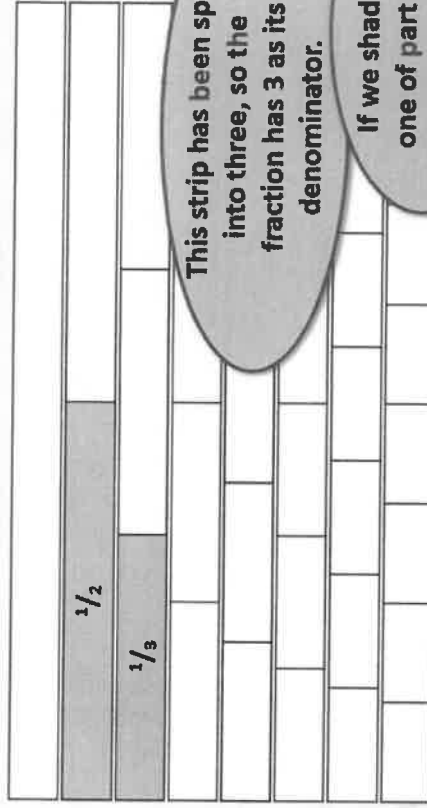
## Learning Reminders

Use a fraction wall to compare pairs of fractions.



If we shade just one of part of this strip we have shaded  $\frac{1}{2}$

Use a fraction wall to compare pairs of fractions.



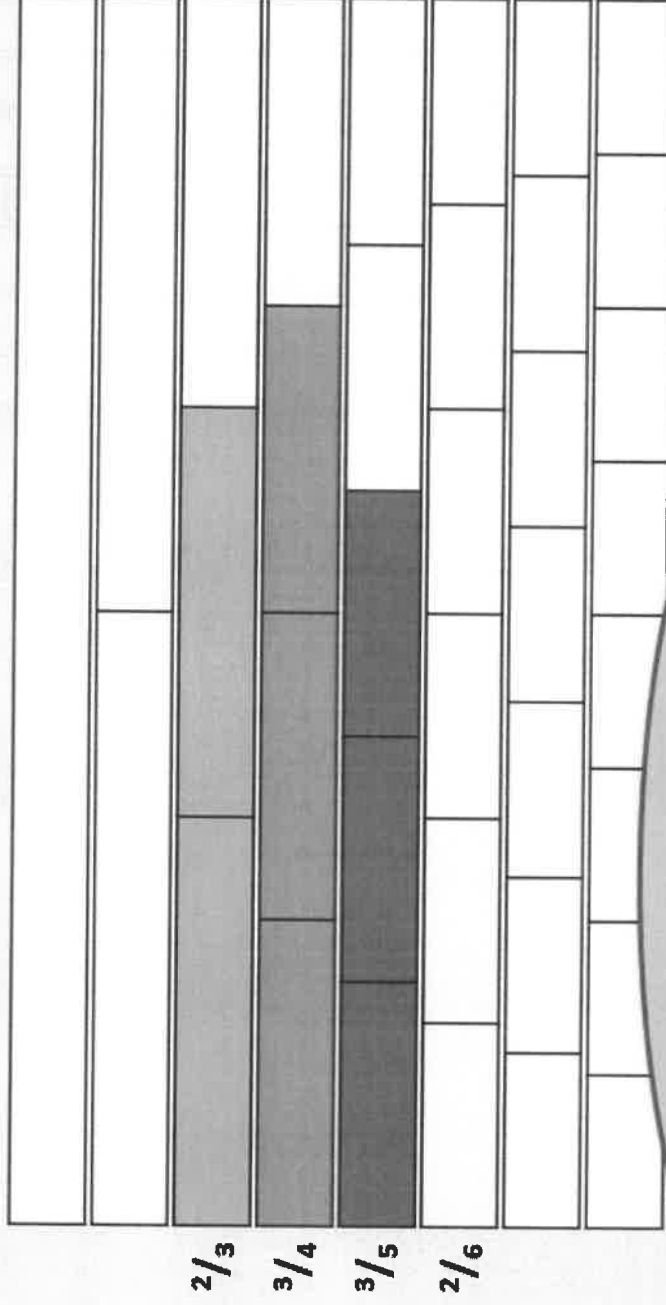
If we shade just one of part of this strip we have shaded  $\frac{1}{3}$

Now look at the shaded strips... Which is greater:  $\frac{1}{2}$  or  $\frac{1}{3}$ ?

We can write  $\frac{1}{2} > \frac{1}{3}$

## Learning Reminders

Use a fraction wall to compare pairs of fractions.



Which is bigger,  $\frac{2}{3}$  or  $\frac{2}{6}$ ?  
Colour both in on the wall  
and it is clear to see...

We can write  $\frac{2}{3} > \frac{2}{6}$

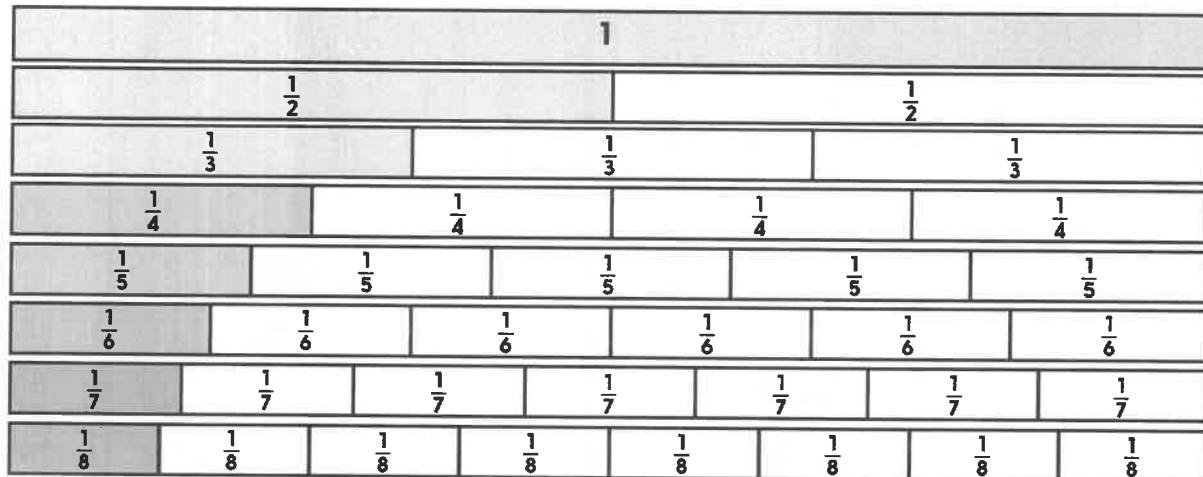
Which is bigger:  
 $\frac{3}{5}$  or  $\frac{3}{4}$ ?

We can write  $\frac{3}{5} < \frac{3}{4}$

# 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 Answers

## Comparing fractions

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

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

e.g.  $\frac{3}{10} > \frac{1}{10}$      $\frac{4}{10} < \frac{6}{10}$      $\frac{2}{10} < \frac{7}{10}$      $\frac{5}{10} > \frac{2}{10}$      $\frac{9}{10} > \frac{8}{10}$

## A Bit Stuck? The Half Family

*Work in pairs*

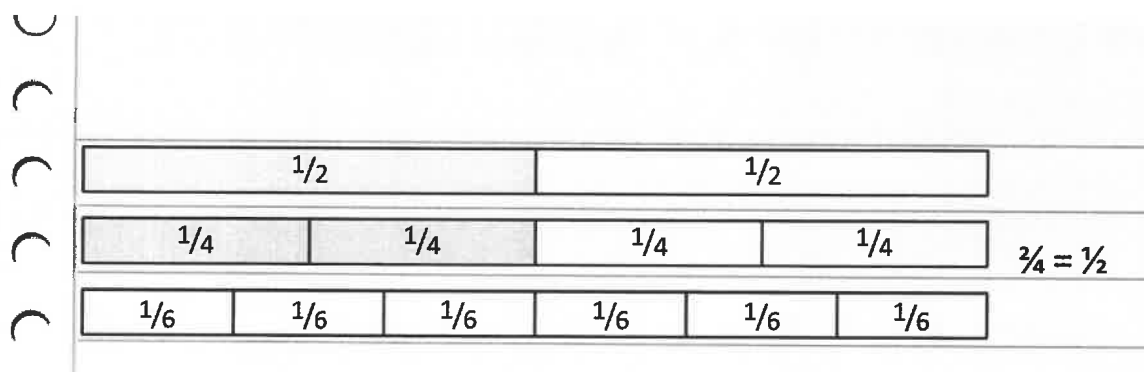
**Things you will need:**

- A pencil
- A fraction wall
- Coloured pencil
- Scissors
- Glue sticks



**What to do:**

- Colour in  $\frac{1}{2}$  of the strip divided into halves.
- Cut the fraction wall into strips.
- Lay each strip one at a time next to the strip of halves until you find a number of fractions which are the same size as  $\frac{1}{2}$ . Colour in half of this strip.
- Repeat for each strip until you have found all the fractions which are equivalent (same size) to  $\frac{1}{2}$ .
- Stick these fractions under one another.
- Write the pairs of equivalent fractions.



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

Cut another fraction wall into strips. Colour in one quarter of the strips of quarters. Look for fractions equivalent to  $\frac{1}{4}$ , stick under strips of quarters and write the pairs of equivalent fractions.

**Learning outcomes:**

- I can find fractions which are equivalent to  $\frac{1}{2}$ .
- I am beginning to find fractions which are equivalent to  $\frac{1}{4}$ .

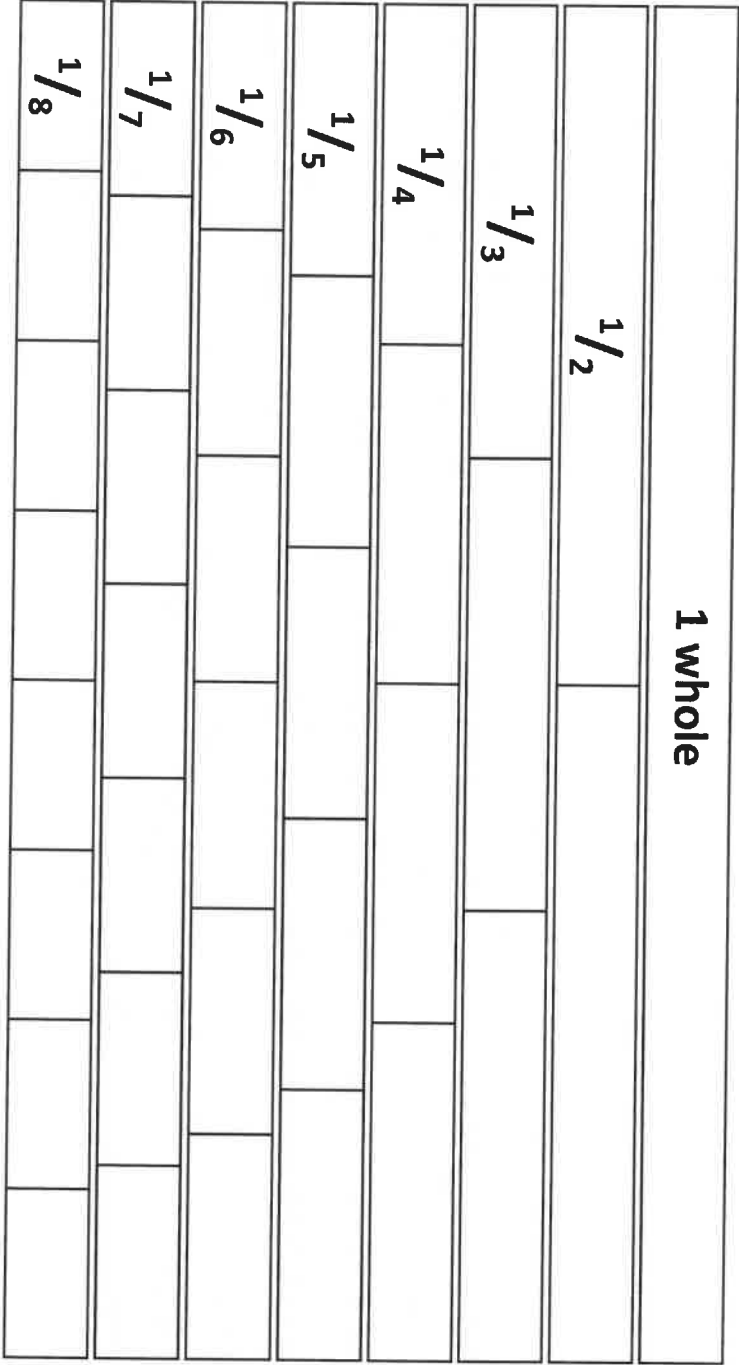


# A Bit Stuck? The Half Family

1											
$\frac{1}{2}$				$\frac{1}{2}$							
$\frac{1}{3}$			$\frac{1}{3}$			$\frac{1}{3}$					
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$					
$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$		$\frac{1}{5}$			
$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$		$\frac{1}{6}$	
$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$		$\frac{1}{7}$	
$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$		$\frac{1}{8}$	
$\frac{1}{9}$		$\frac{1}{9}$		$\frac{1}{9}$		$\frac{1}{9}$		$\frac{1}{9}$		$\frac{1}{9}$	
$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$		$\frac{1}{10}$	
$\frac{1}{11}$		$\frac{1}{11}$		$\frac{1}{11}$		$\frac{1}{11}$		$\frac{1}{11}$		$\frac{1}{11}$	
$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$		$\frac{1}{12}$	

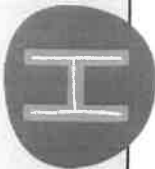


Use a fraction wall to compare pairs of fractions.

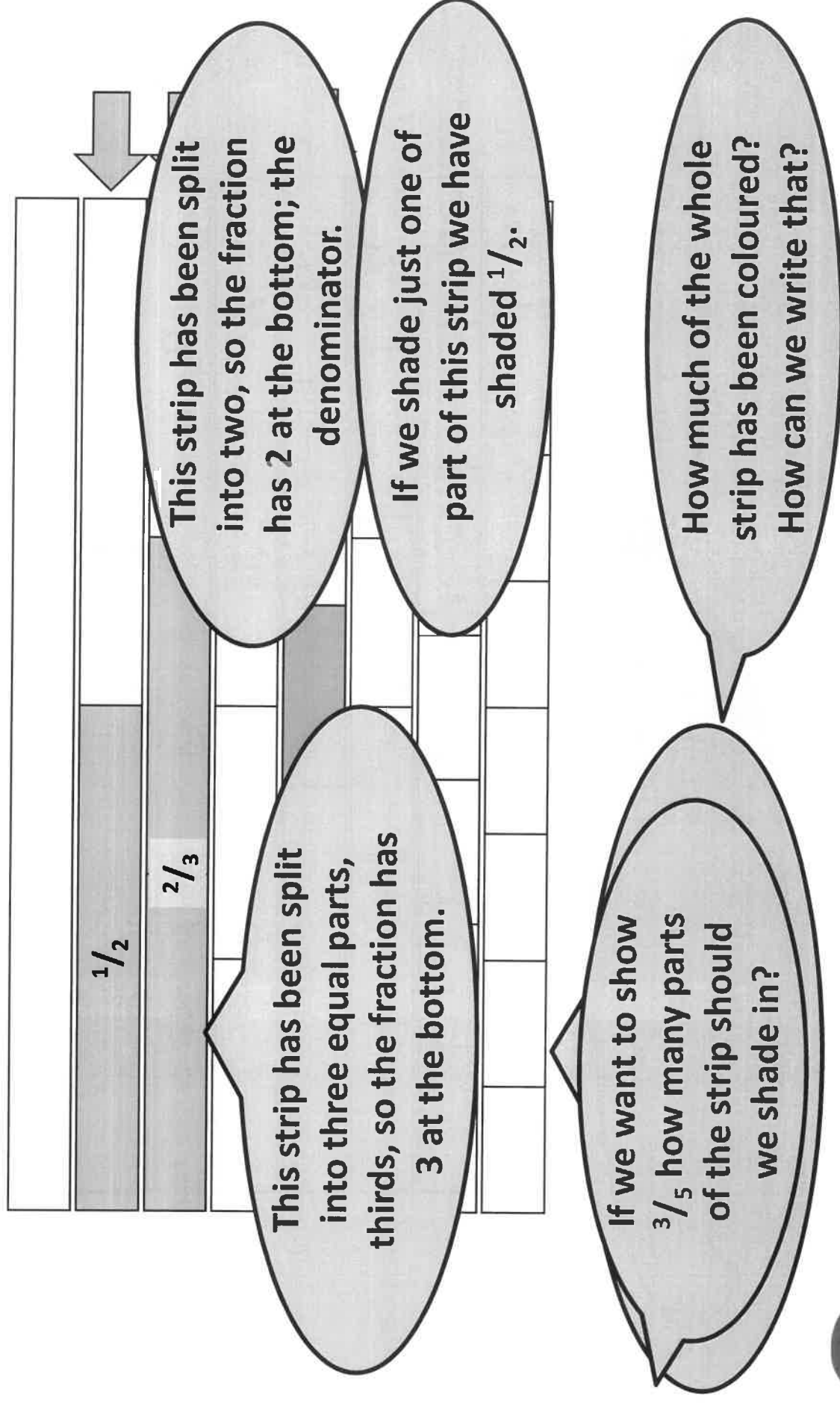


This is a Fraction Wall.

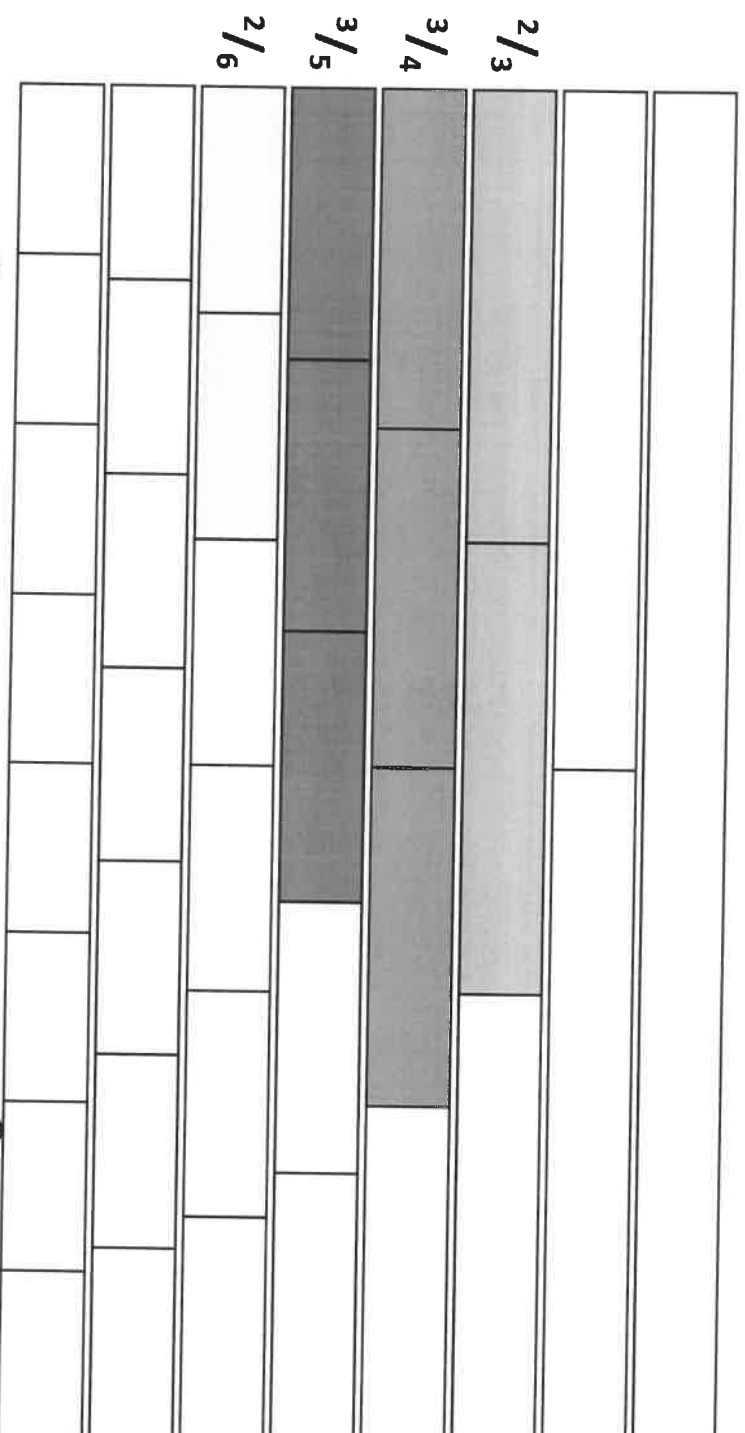
Each line on the fraction wall is like a strip of paper folded into equal-sized parts.



Use a fraction wall to compare pairs of fractions.



Use a fraction wall to compare pairs of fractions.



We can use the Fraction Wall to compare fractions.

Which is bigger,  $\frac{3}{5}$  or  $\frac{3}{4}$ ?  
Colour both in on the wall and it is easy to see.

We can write  $\frac{2}{3} > \frac{2}{6}$       We can write  $\frac{3}{5} < \frac{3}{4}$

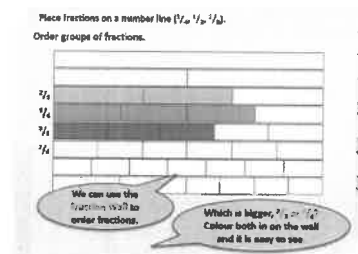


# Year 3: Week 3, Day 2

## Use a fraction wall to order groups of fractions

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

Place value addition and subtraction	
1. $4538 + 0.2$	2. $4538 + 0.01$
3. $4538 - 0.004$	4. $4538 - 0.02$
5. $6231 + 0.11$	6. $6231 - 0.101$
7. $6231 - 0.011$	8. $5846 + 0.211$
9. $5846 + 0.12$	10. $5846 - 0.015$
11. $5846 - 0.204$	12. $4789 - 0.001$

**Challenge**  
Start at 4.567.  
Add 0.001 and subtract 0.001 to make an addition step ending with the number 4.577.  
Then add 0.001.  
Subtract 0.001, 0.001 and 0.001 to make a subtraction step ending with the number 4.577.

3. Finding it tricky? Answer some questions based on the **A Bit Stuck?** activity from yesterday.

**What to do**

- Draw a number line from 0 to 10.
- Take the first card.
- Add the number on the card to the number on the line.
- Draw round the shape.
- Write the number on the line.
- Repeat for as many cards as you wish.

**What you will need**

- A set of number cards (1 to 10)
- A pencil

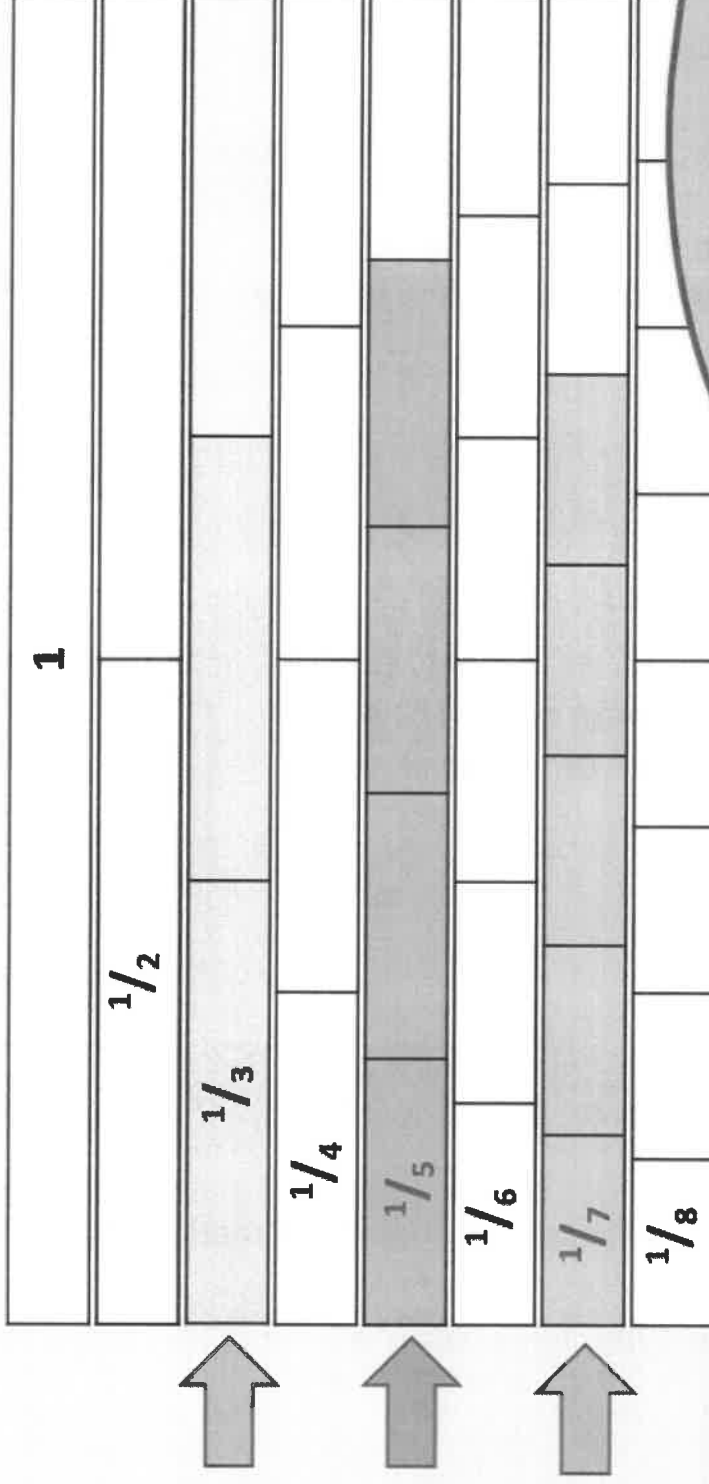
**Challenge**

Draw a number line from 0 to 10. Add 1 to the number 10. Write the number 11 in the box.

4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation...**

## Learning Reminders

Compare and order fractions.



Writing *largest first*, we  
can see that:

$$\frac{4}{5} > \frac{5}{7} > \frac{2}{3}$$

Which shaded fraction is  
largest:  $\frac{2}{3}$ ,  $\frac{4}{5}$  or  $\frac{5}{7}$ ?



## Learning Reminders

**Compare and order fractions.**

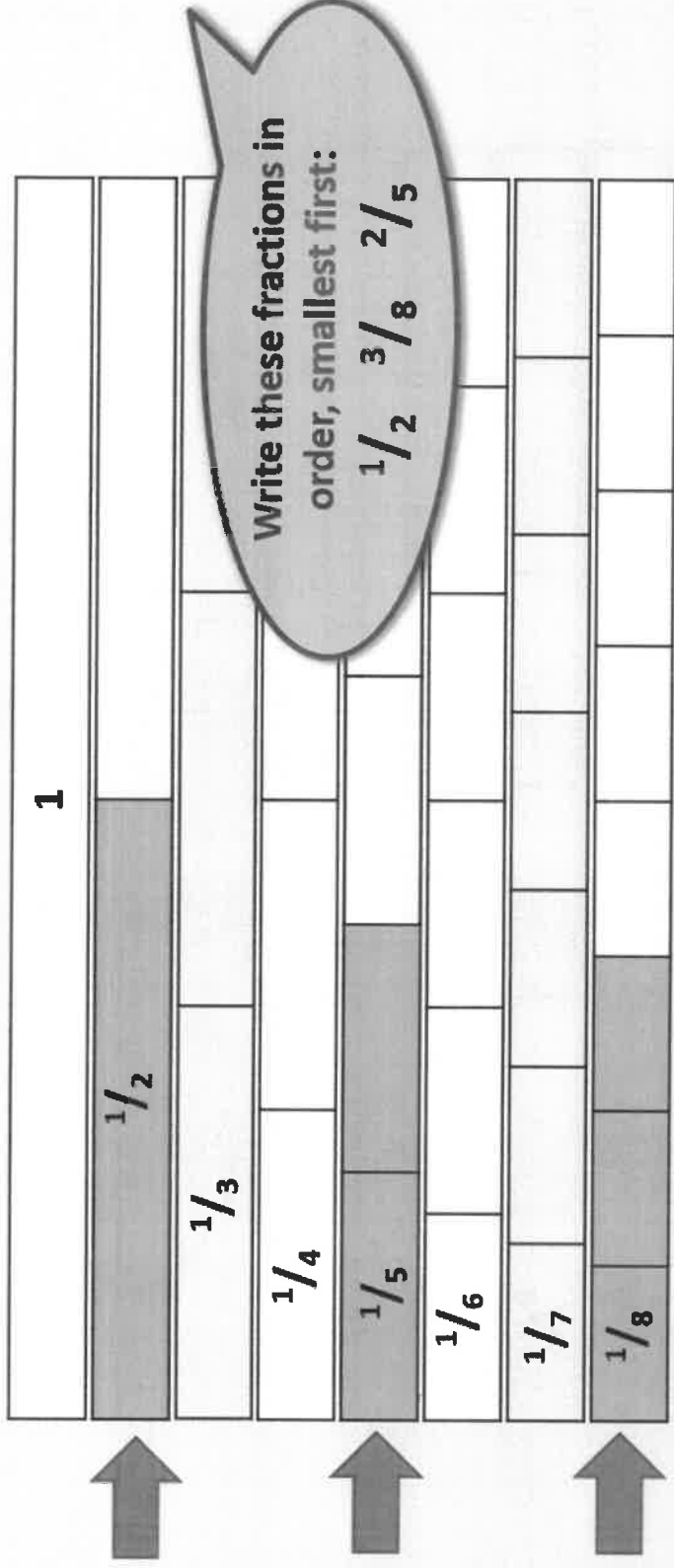
<b>1</b>							
$\frac{1}{2}$							
$\frac{1}{3}$							
$\frac{1}{4}$							
$\frac{1}{5}$							
$\frac{1}{6}$							
$\frac{1}{7}$							
$\frac{1}{8}$							

Have a go at writing these  
fractions in order, smallest first:

$$\frac{1}{2} \quad \frac{3}{8} \quad \frac{2}{5}$$

## Learning Reminders

Compare and order fractions.



## 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 Answers

### Comparing fractions

1.

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

$$\frac{1}{6} \quad \frac{1}{4} \quad \frac{1}{3}$$

$$\frac{1}{8} \quad \frac{1}{3} \quad \frac{2}{3}$$

$$\frac{1}{8} \quad \frac{1}{7} \quad \frac{1}{5}$$

$$\frac{1}{8} \quad \frac{2}{5} \quad \frac{1}{2}$$

$$\frac{2}{7} \quad \frac{1}{2} \quad \frac{3}{4}$$

2.

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

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

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

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

### Challenge

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

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

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

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

# A Bit Tricky?

## The half family

### Follow-up questions

**Focus of activity:** Finding fractions which are equivalent to one half.

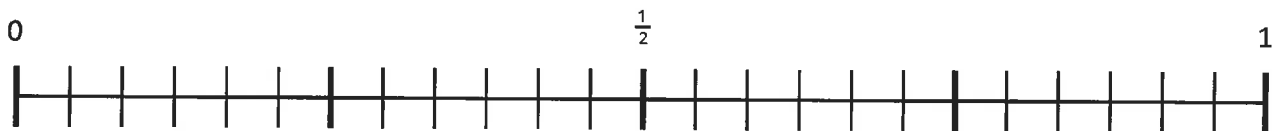
Colour in any fractions that reach exactly the same distance across the wall as  $\frac{1}{2}$ .  
 HINT: Not every row will have a fraction that is exactly equivalent to  $\frac{1}{2}$ .

$\frac{1}{2}$			$\frac{1}{2}$		
$\frac{1}{3}$		$\frac{1}{3}$		$\frac{1}{3}$	
$\frac{1}{4}$	$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$
$\frac{1}{5}$	$\frac{1}{5}$	$\frac{1}{5}$		$\frac{1}{5}$	$\frac{1}{5}$
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$
$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$	$\frac{1}{7}$
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$
$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$	$\frac{1}{9}$
$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$
$\frac{1}{11}$	$\frac{1}{11}$	$\frac{1}{11}$	$\frac{1}{11}$	$\frac{1}{11}$	$\frac{1}{11}$
$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$	$\frac{1}{12}$

## Investigation Fraction bets!

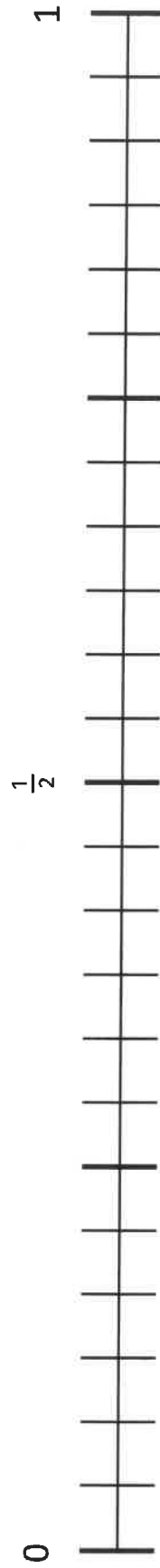
1. Spread out the fraction cards. We will be placing all these fractions along a line. Before we do that, place your bet on which two will be closest together.
2. Talk about which two fractions are closest together. Which two fractions are nearly the same amount?
3. Write your fraction bet down.
4. Use the line. Mark the different fractions on it. Make sure you mark each one in the correct place.
5. Continue until it is clear which fractions are really close to each other on the line.
6. Whose bet was correct?

)	
(	
(	I bet that $\frac{3}{4}$ and $\frac{5}{6}$ are closest
(	together
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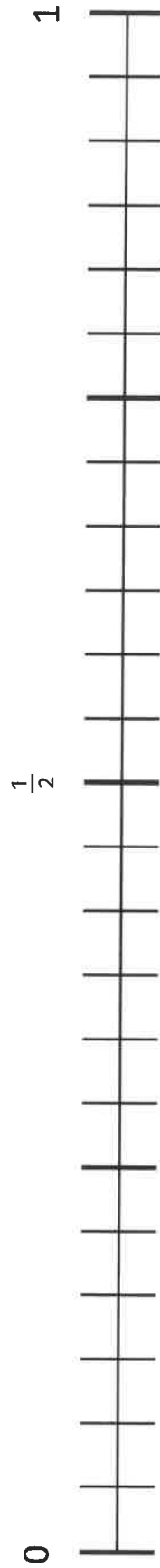
# Investigation Fraction bets!

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



# Investigation Fraction bets!

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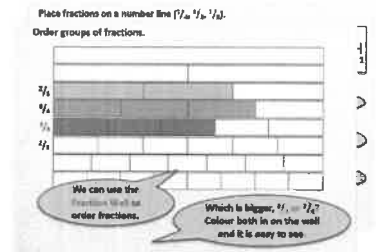


# Year 3: Week 3, Day 3

## Pairs of fractions that add to 1

Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. Start by reading through the **Learning Reminders**.  
They come from our *PowerPoint* slides.



2. Tackle the questions on the **Practice Sheet**.  
There might be a choice of either Mild (easier) or Hot (harder)!  
Check the answers.

3. Have I mastered the topic? Some questions to **Check your understanding**.  
Fold the page to hide the answers!

## Learning Reminders

Find pairs of fractions with a total of 1.

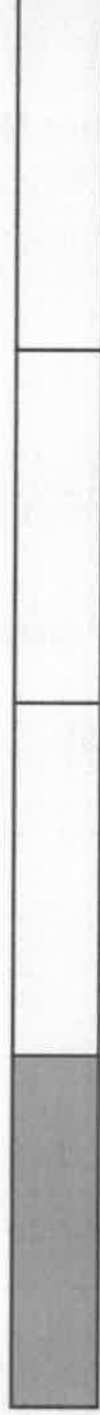
**1 whole**



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



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



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

**Each fraction strip is divided into two or more fractions that add to a total of 1 whole.**

## Learning Reminders

**Find pairs of fractions with a total of 1.**

**1 Whole**



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

**What other addition sentences could you write,  
using fifths, with a total of 1 ?**



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



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



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

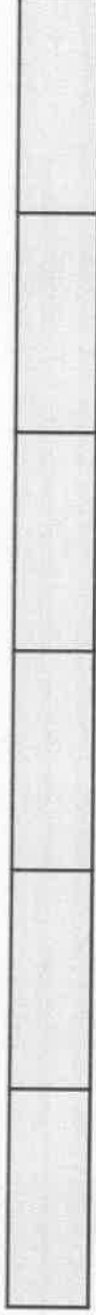
## Learning Reminders

**Find pairs of fractions with a total of 1.**



How could the sixths be  
split to make **1 whole**?

**1 Whole**



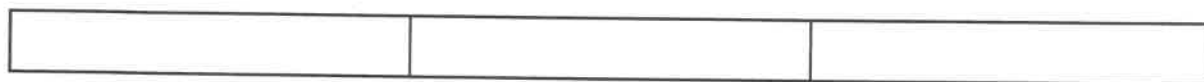
Can you write 5 different  
addition sentences?

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

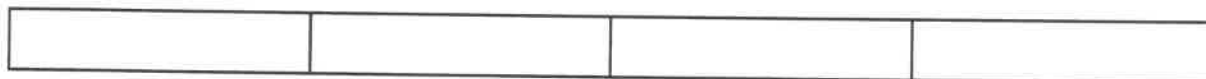
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## Practice Sheet Mild

### Fractions which make a whole



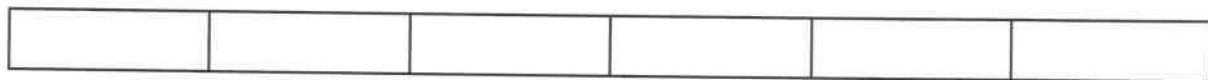
Colour  $\frac{1}{3}$  of this shape. How much isn't coloured?



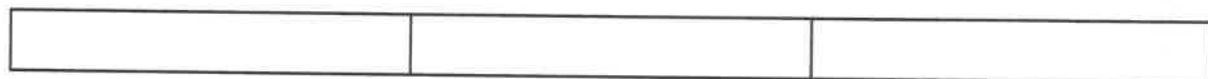
Colour  $\frac{1}{4}$  of this shape. How much isn't coloured?



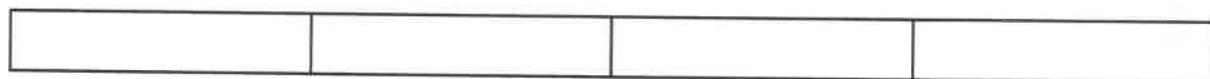
Colour  $\frac{1}{5}$  of this shape. How much isn't coloured?



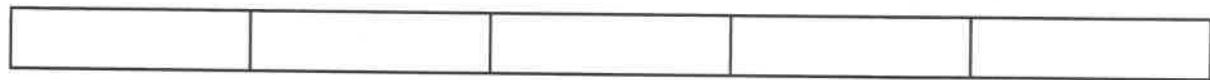
Colour  $\frac{1}{6}$  of this shape. How much isn't coloured?



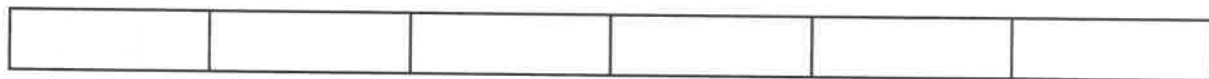
Colour  $\frac{2}{3}$  of this shape. How much isn't coloured?



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

<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black;"></div> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;">1</div> <div style="position: absolute; bottom: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;"><math>\frac{1}{2}</math></div> </div>	$\frac{1}{2} + \square = 1$
<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black;"></div> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;">1</div> <div style="position: absolute; bottom: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;"><math>1\frac{1}{3}</math></div> </div>	$\frac{1}{3} + \square = 1$
<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black;"></div> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;">1</div> <div style="position: absolute; bottom: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;"><math>2\frac{2}{4}</math></div> </div>	$\square + \frac{2}{4} = 1$

<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black;"></div> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;">1</div> <div style="position: absolute; bottom: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;"><math>\frac{3}{4}</math></div> </div>	$\frac{3}{4} + \square = 1$
<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black;"></div> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;">1</div> <div style="position: absolute; bottom: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;"><math>1\frac{1}{5}</math></div> </div>	$1\frac{1}{5} + \square = 1$
<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black;"></div> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;">1</div> <div style="position: absolute; bottom: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;"><math>2\frac{2}{5}</math></div> </div>	$\frac{2}{5} + \square = 1$

<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black;"></div> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;">1</div> <div style="position: absolute; bottom: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;"><math>2\frac{2}{3}</math></div> </div>	$\square + \frac{2}{3} = 1$
<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black;"></div> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;">1</div> <div style="position: absolute; bottom: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;"><math>3\frac{2}{5}</math></div> </div>	$\square + \frac{3}{5} = 1$
<div style="border: 1px solid black; width: 100%; height: 100%; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black;"></div> <div style="position: absolute; top: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;">1</div> <div style="position: absolute; bottom: 0; left: 0; width: 50%; height: 50%; border-right: 1px solid black; border-bottom: 1px solid black; text-align: center; line-height: 50px;"><math>4\frac{4}{5}</math></div> </div>	$\frac{4}{5} + \square = 1$

### 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 Answers

## Fractions which make a whole (mild)



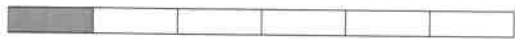
Colour  $\frac{1}{3}$  of this shape. How much isn't coloured?  $\frac{2}{3}$



Colour  $\frac{1}{4}$  of this shape. How much isn't coloured?  $\frac{3}{4}$



Colour  $\frac{1}{5}$  of this shape. How much isn't coloured?  $\frac{4}{5}$



Colour  $\frac{1}{6}$  of this shape. How much isn't coloured?  $\frac{5}{6}$



Colour  $\frac{2}{3}$  of this shape. How much isn't coloured?  $\frac{1}{3}$



Colour  $\frac{3}{4}$  of this shape. How much isn't coloured?  $\frac{1}{4}$



Colour  $\frac{4}{5}$  of this shape. How much isn't coloured?  $\frac{1}{5}$



Colour  $\frac{5}{6}$  of this shape. How much isn't coloured?  $\frac{1}{6}$

## Fractions which make a whole (hot)

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

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

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

## Check your understanding

### Questions

Accurately draw a fraction wall to show 1 whole, halves, thirds, quarters and sixths.

Write  $<$ ,  $>$  or  $=$  between these pairs of fractions:

$$\begin{array}{llll} \frac{2}{7} & \frac{1}{3} & \frac{1}{2} & \frac{2}{4} \\ \frac{3}{6} & \frac{2}{4} & \frac{4}{6} & \frac{2}{3} \\ \frac{5}{10} & \frac{3}{5} & \frac{3}{8} & \frac{1}{3} \end{array}$$

Order these groups of fractions, smallest first:

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

$\frac{1}{2} + \frac{1}{2} = 1$  Write a similar sentence for thirds.

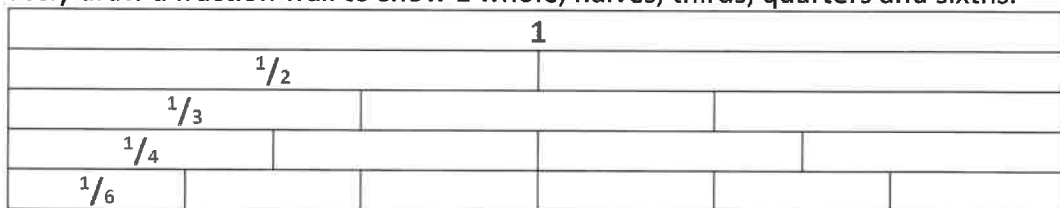
Write a similar sentence for quarters.

*Fold here to hide answers*

## Check your understanding

### Answers

Accurately draw a fraction wall to show 1 whole, halves, thirds, quarters and sixths.



Children may begin by considering how wide to draw the wall. 2, 3 4 and 6 are all factors of 12, so the wall could be drawn 12cm wide.

Write  $<$ ,  $>$  or  $=$  between these pairs of fractions:

$$\begin{array}{ll} \frac{2}{7} < \frac{1}{3} & \frac{1}{2} = \frac{2}{4} \\ \frac{3}{6} = \frac{2}{4} & \frac{4}{6} = \frac{2}{3} \\ \frac{5}{10} < \frac{3}{5} & \frac{3}{8} > \frac{1}{3} \end{array}$$

Order these groups of fractions, smallest first:  $\frac{3}{5}$   $\frac{1}{3}$   $\frac{2}{8}$   $\frac{2}{3}$   $\frac{4}{5}$   $\frac{5}{7}$

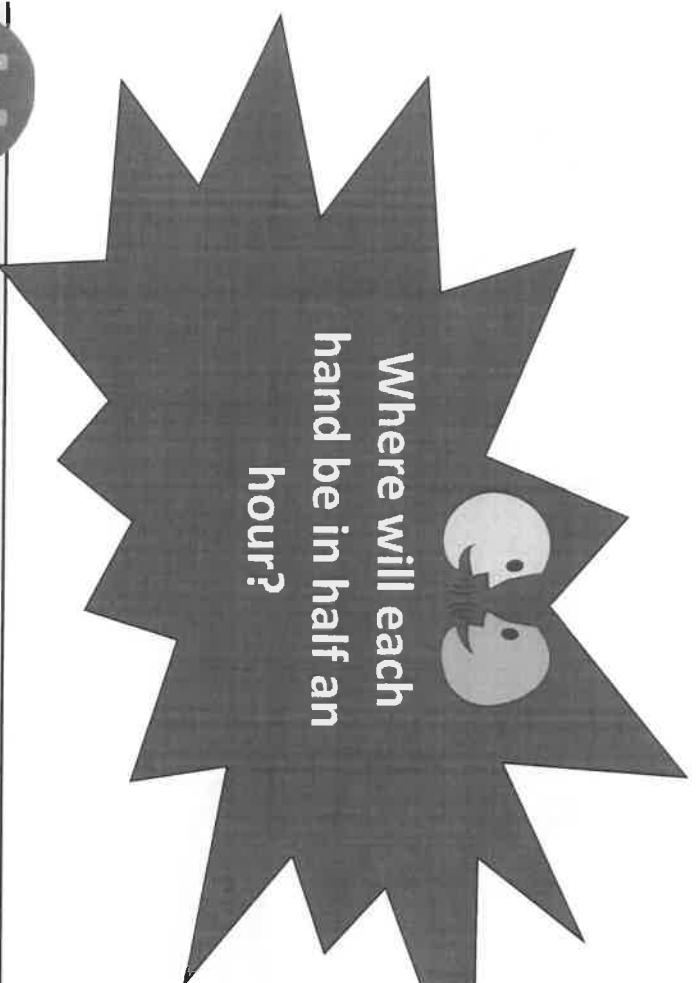
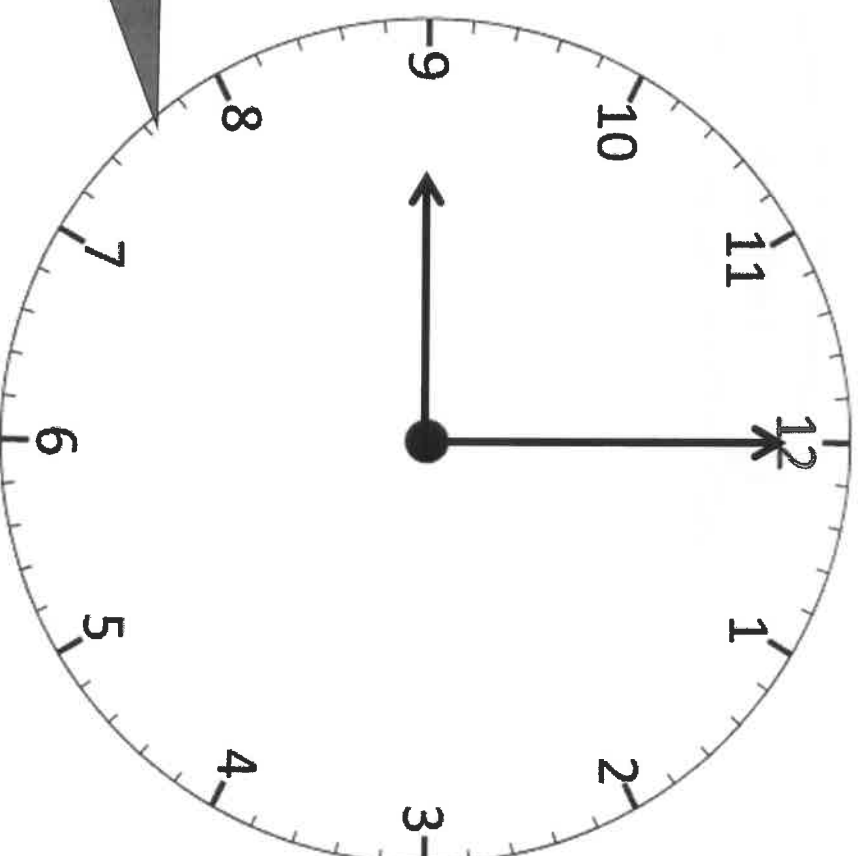
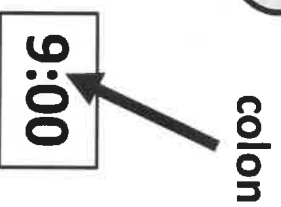
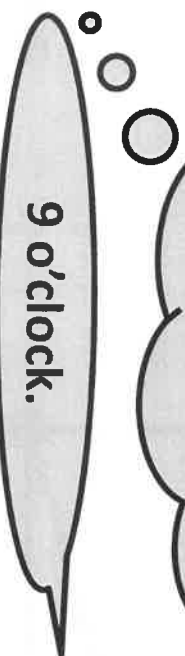
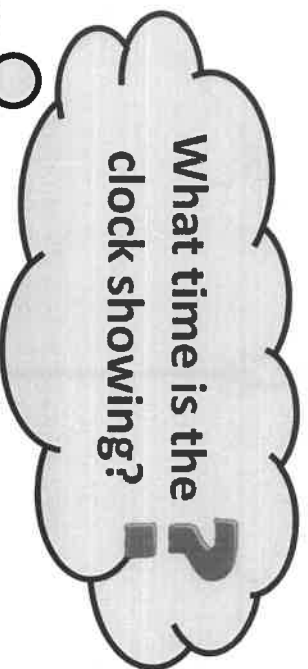
$$\frac{2}{8} < \frac{1}{3} < \frac{3}{5} \qquad \frac{2}{3} < \frac{5}{7} < \frac{4}{5}$$

$\frac{1}{2} + \frac{1}{2} = 1$  Write a similar sentence for thirds.  $\frac{1}{3} + \frac{2}{3} = 1$

Write a similar sentence for quarters.  $\frac{1}{4} + \frac{3}{4} = 1$   $\frac{2}{4} + \frac{2}{4} = 1$

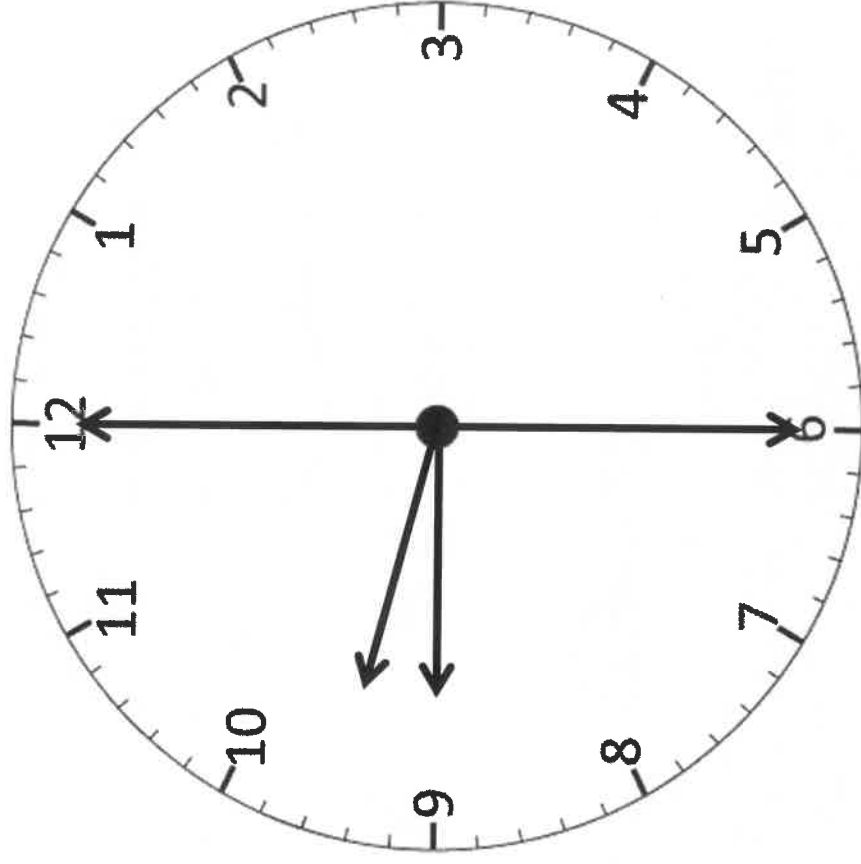


Write and draw corresponding analogue and digital clock times.



Write and draw corresponding analogue and digital clock times.

Let's see...

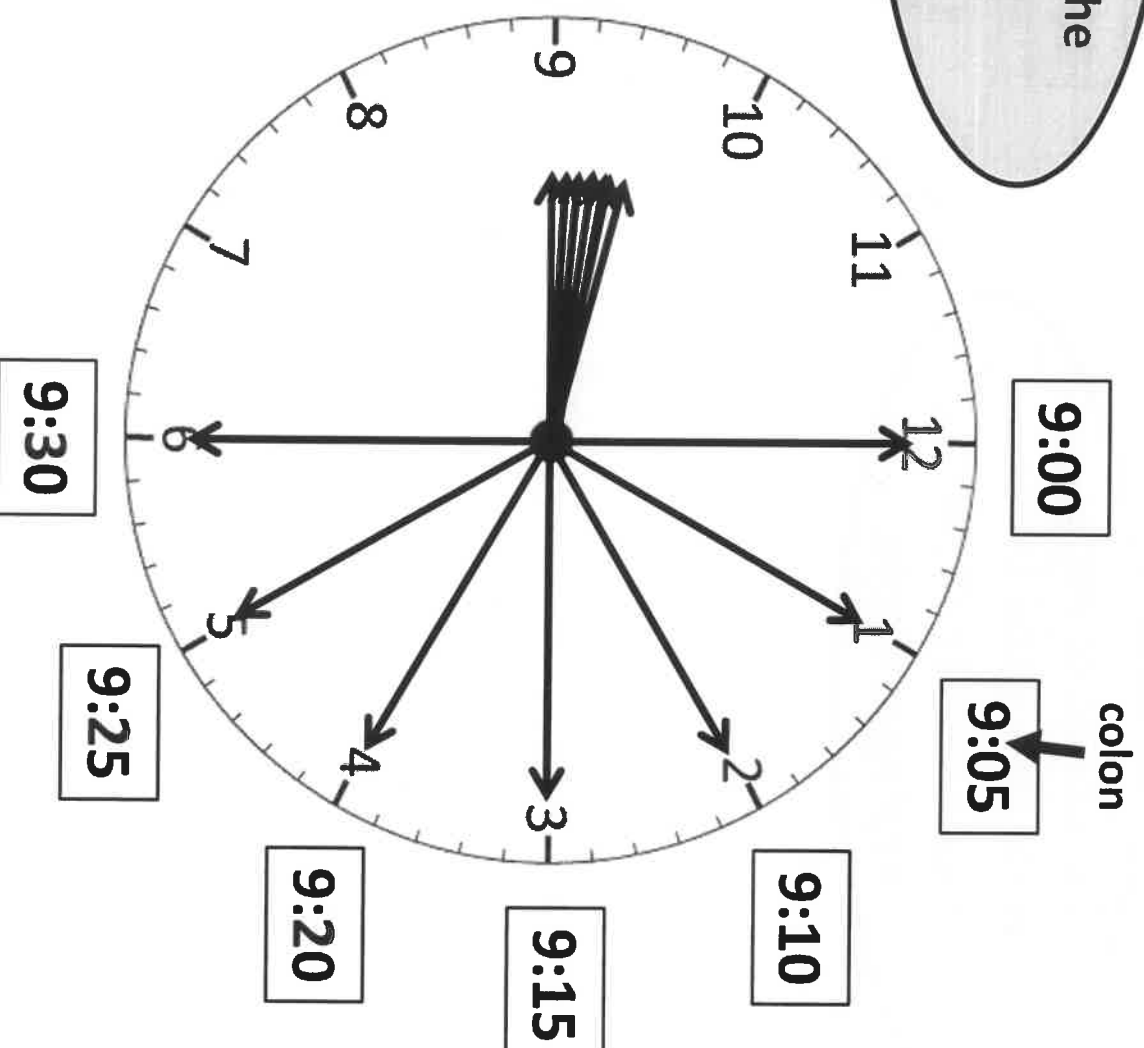


9:30

Half past 9.

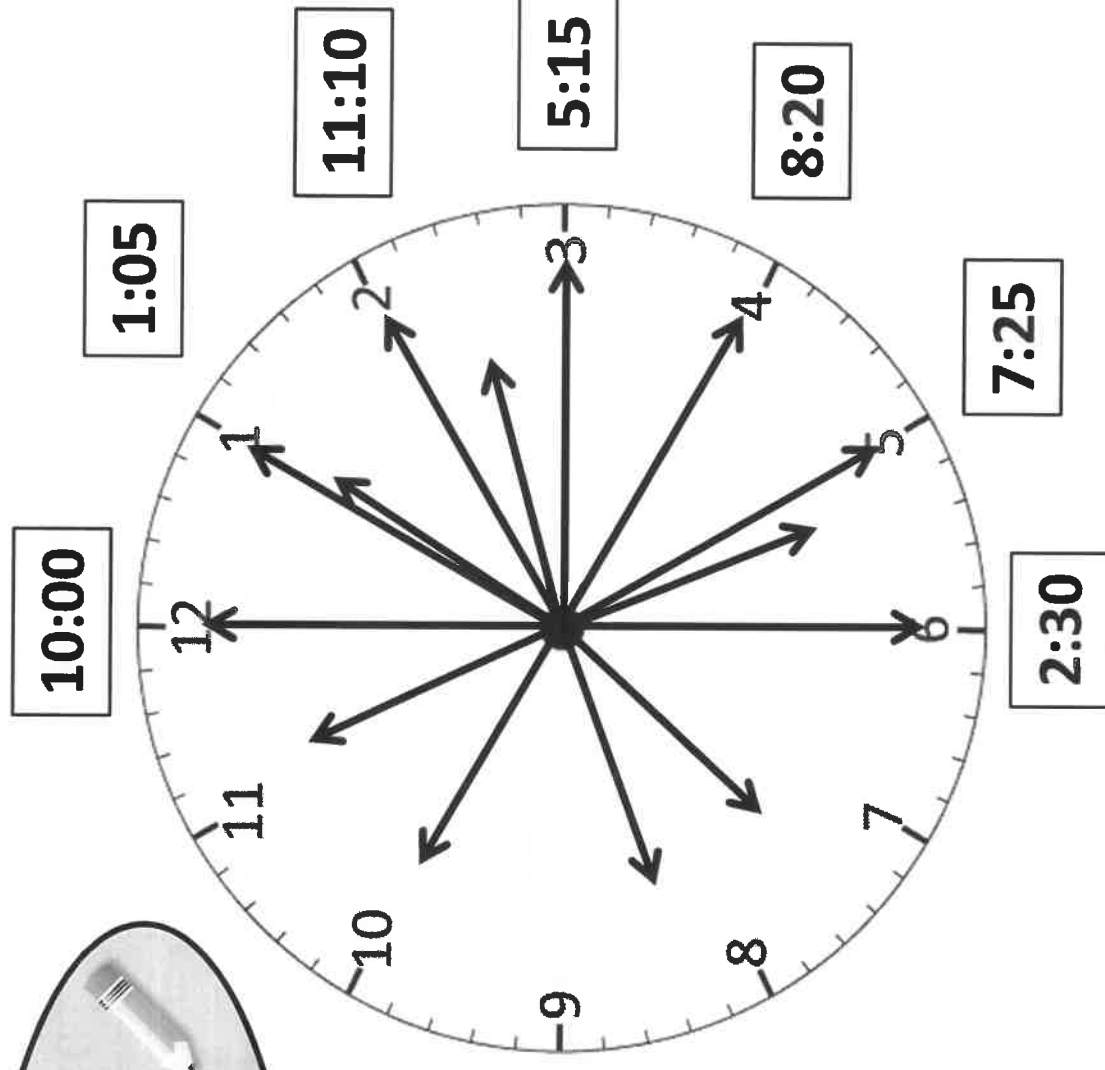
Write and draw corresponding analogue and digital clock times.

Let's count around the clock in 5 minute intervals...



Write and draw corresponding analogue and digital clock times.

On a piece of paper,  
write the digital times  
equivalent to these  
analogue clocks.

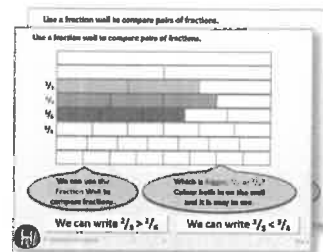


## Year 3: Week 3, Day 4

### Write and draw analogue and digital clock times

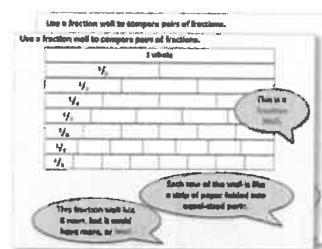
Each day covers one maths topic. It should take you about 1 hour or just a little more.

1. If possible, watch the PowerPoint presentation with a teacher or another grown-up.

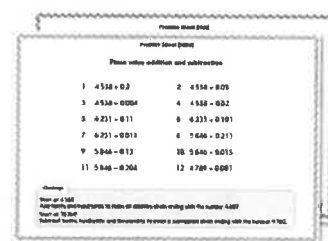


OR start by carefully reading through the Learning Reminders.

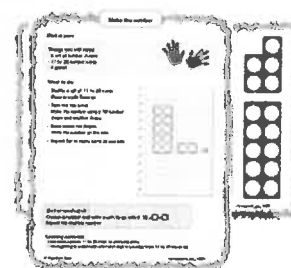
They come from our PowerPoint slides.



2. Tackle the questions on the Practice Sheet.  
There might be a choice of either Mild (easier) or Hot (harder)!  
Check the answers.



3. Finding it tricky? That's OK... have a go with a grown-up at A Bit Stuck?

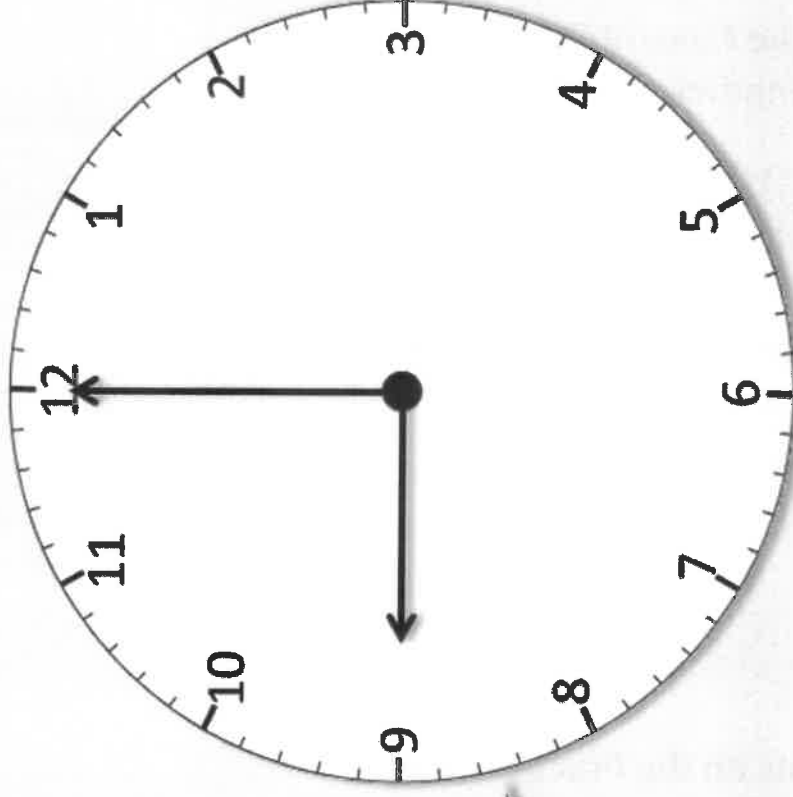


4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the Investigation...

## Learning Reminders

**Write and draw corresponding analogue and digital clock times.**

The clock is  
showing 9  
o'clock.



9:00

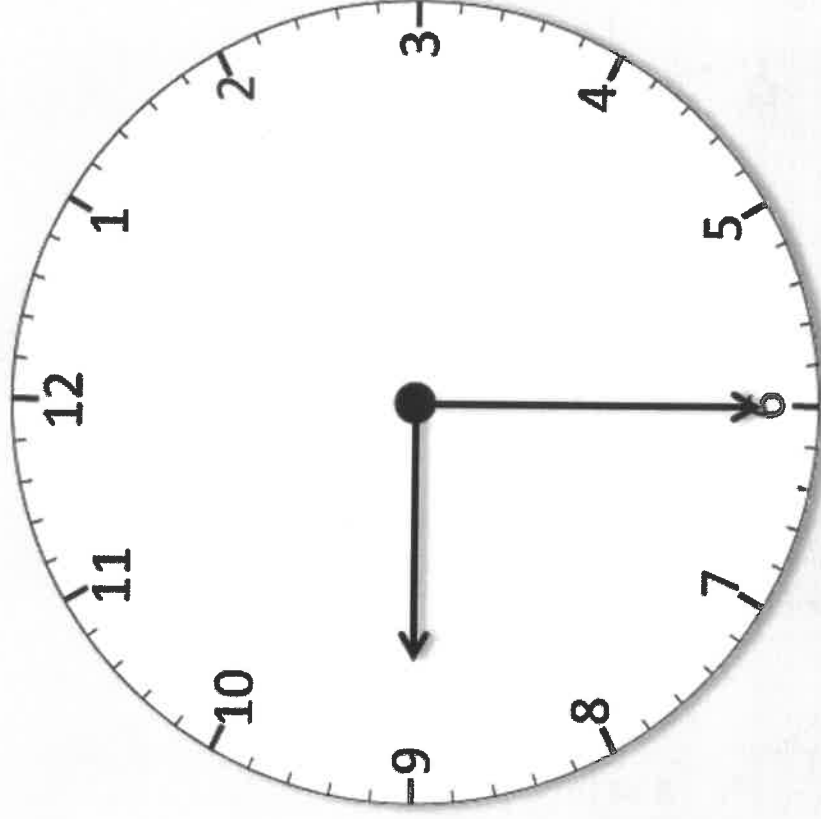
**Don't forget to separate hours  
from minutes with a colon.**

Where will  
each hand be in  
half an hour?

## Learning Reminders

Write and draw corresponding analogue and digital clock times.

Half past 9

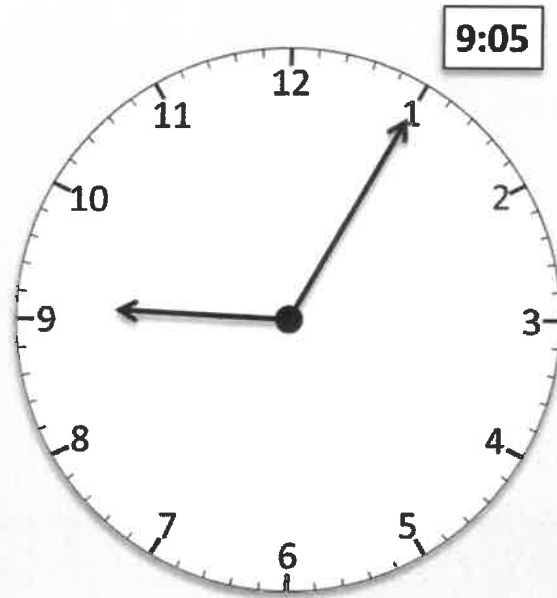


9:30

Did you remember the colon?

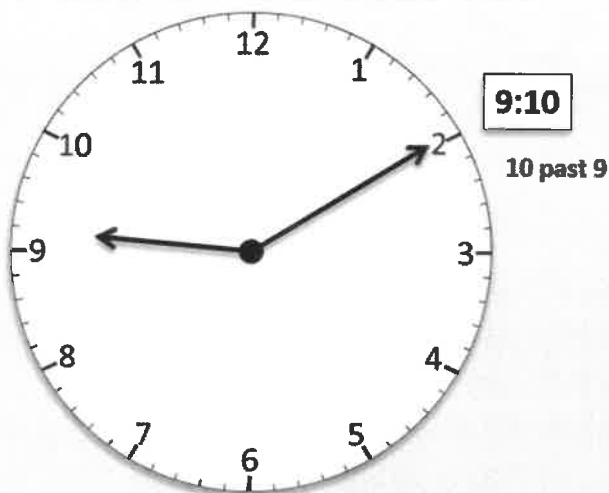
# Learning Reminders

Write and draw corresponding analogue and digital clock times.

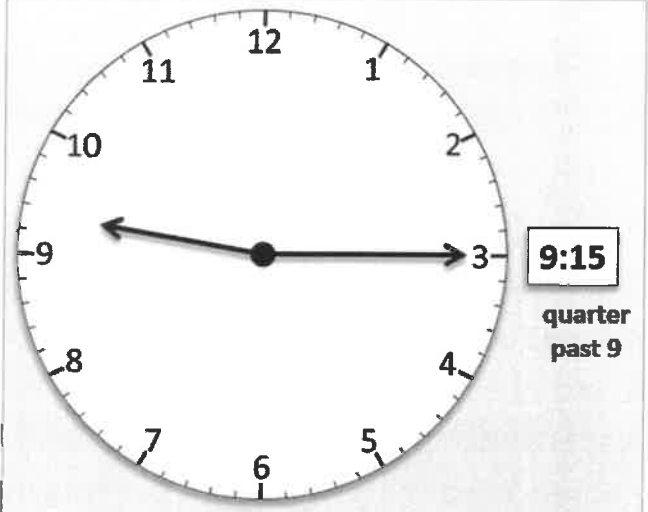


5 past 9

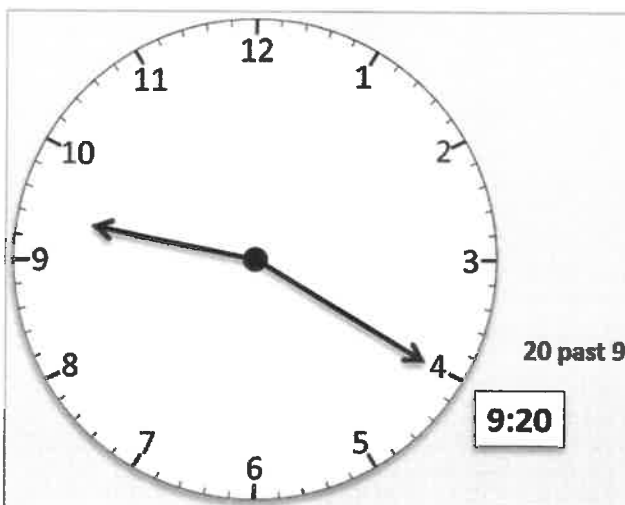
Let's count  
around the clock  
in 5 minute  
intervals...



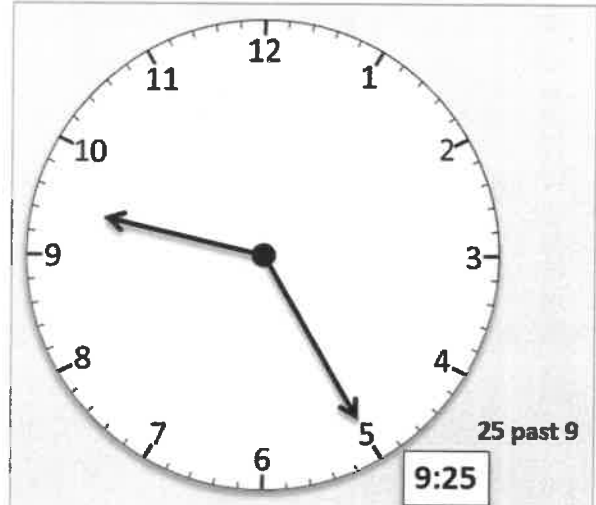
10 past 9



quarter  
past 9



20 past 9



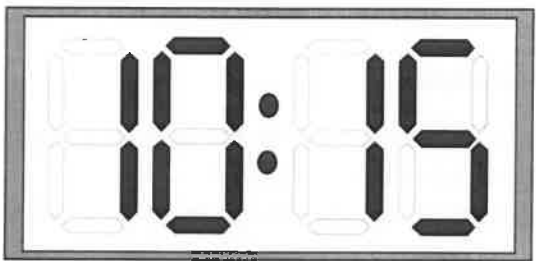
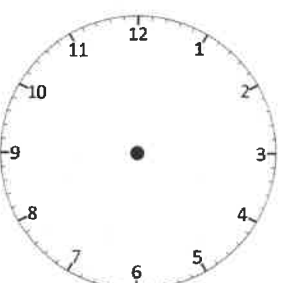
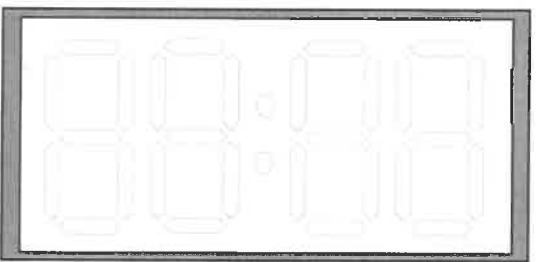
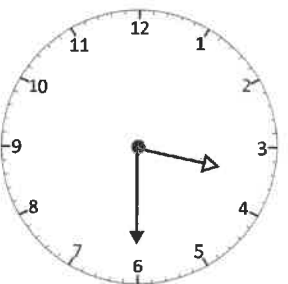
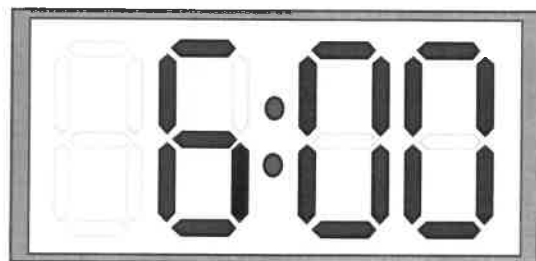
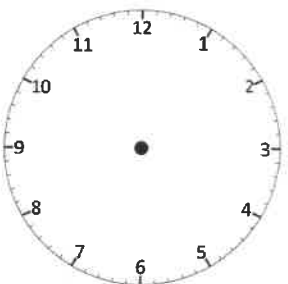
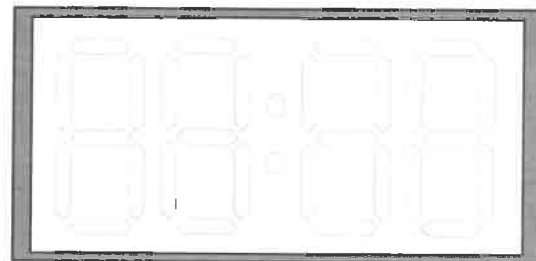
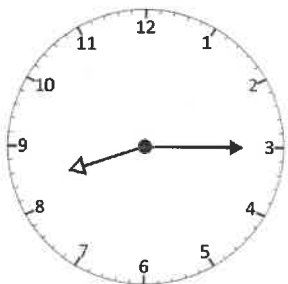
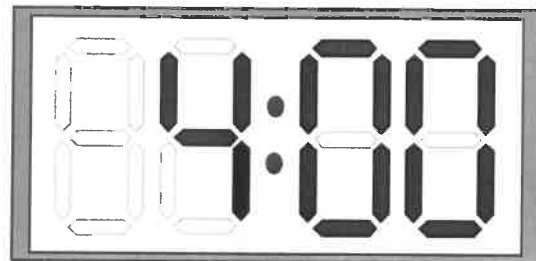
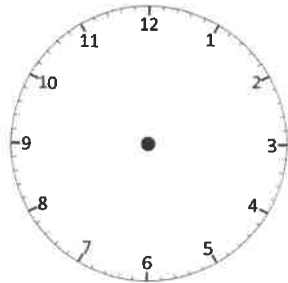
25 past 9



## Practice Sheet Mild

### Analogue and digital clock times

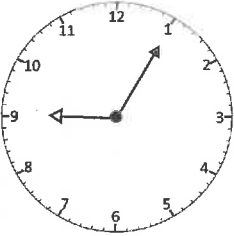
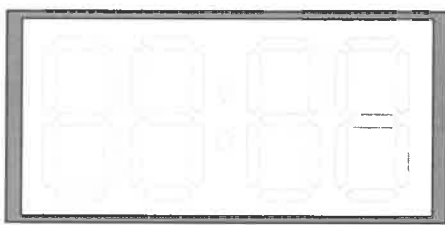
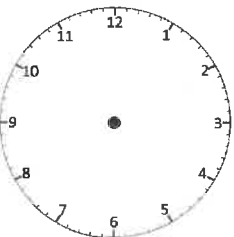

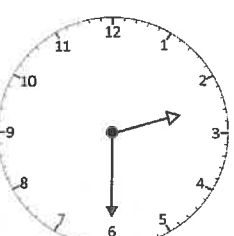

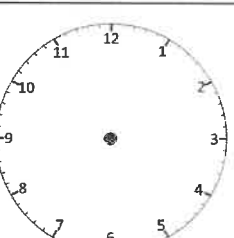
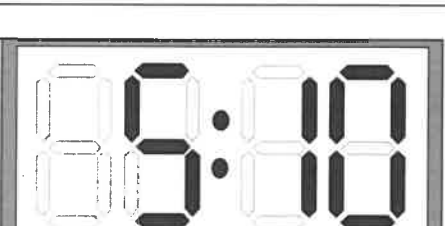
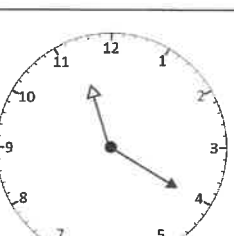

Draw hands on the clock, or fill in the digital display to show the matching analogue or digital clock times.



## Practice Sheet Mild

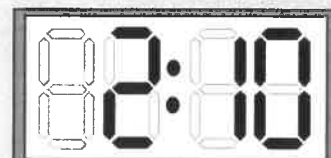
### Analogue and digital clock times

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

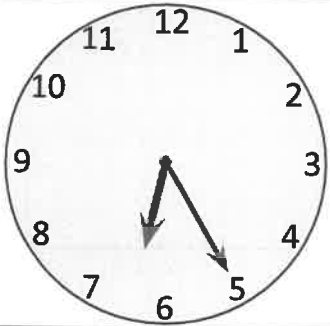
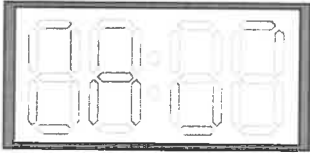
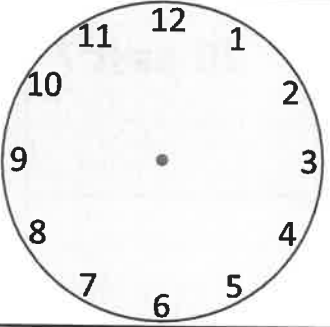

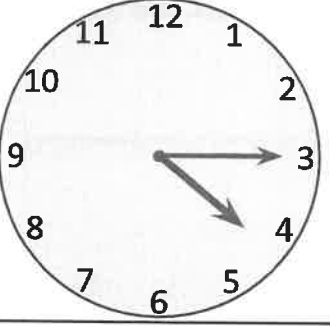
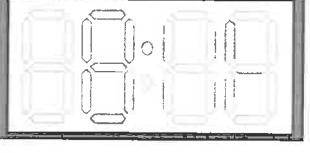
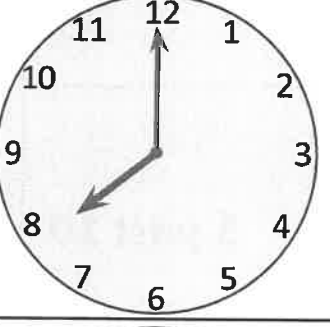
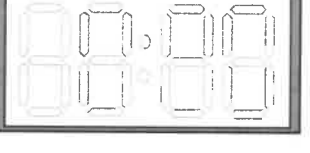
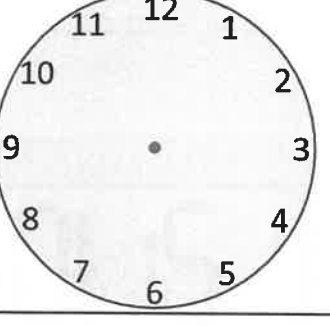
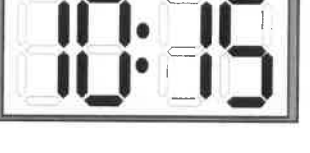
#### Challenge

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




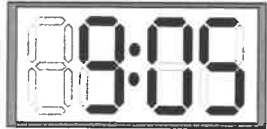
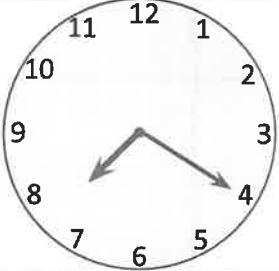
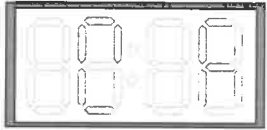
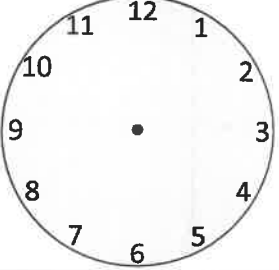

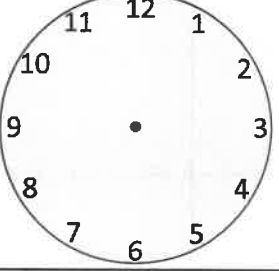

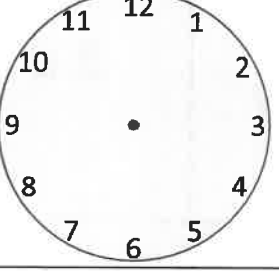
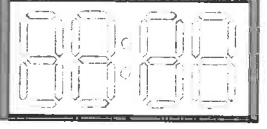
# Practice Sheet Mild

## Reading the time on analogue and digital clocks

		
		
		
		<b>8 o'clock</b>
		

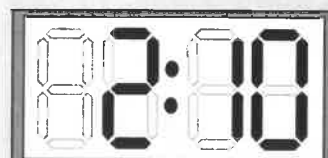
# Practice Sheet Mild

## Reading the time on analogue and digital clocks

		
		20 past 7
		25 past 2
		
		5 past 10

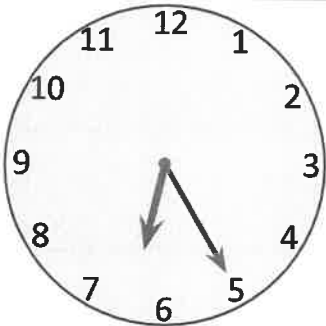
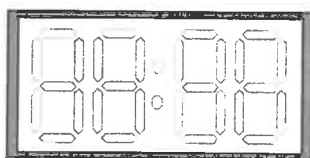
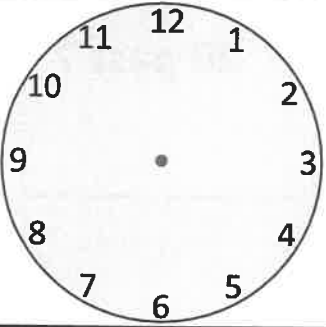

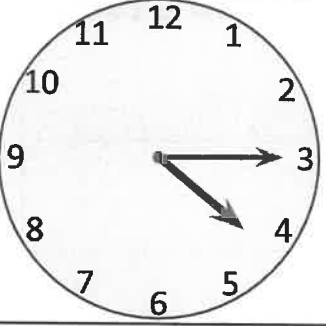

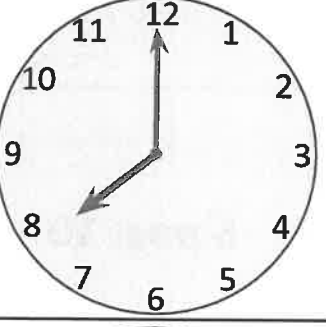
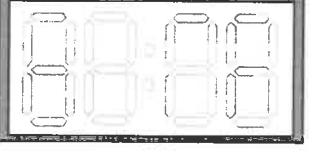
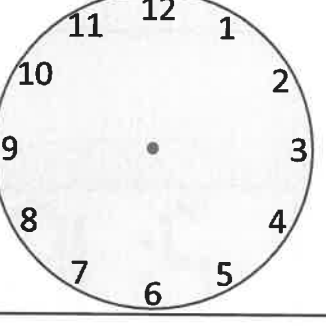

### Challenge

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



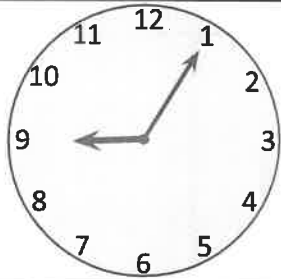

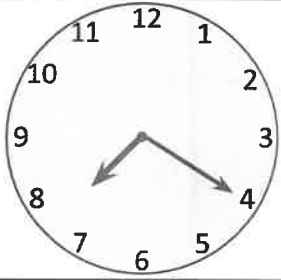
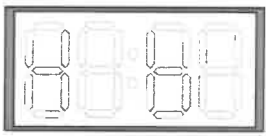
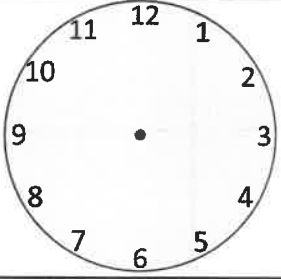

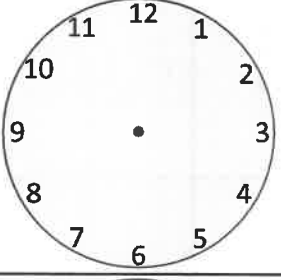

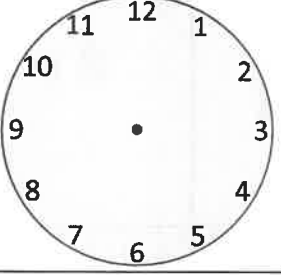
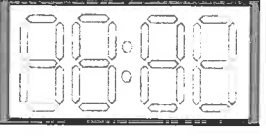
# Practice Sheet Hot

## Reading the time on analogue and digital clocks

		
		
		
		8 o'clock
		

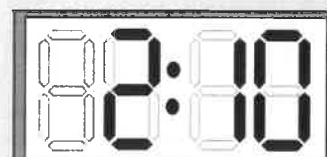
# Practice Sheet Hot

## Reading the time on analogue and digital clocks

		
		20 past 7
		25 past 2
		
		5 past 10

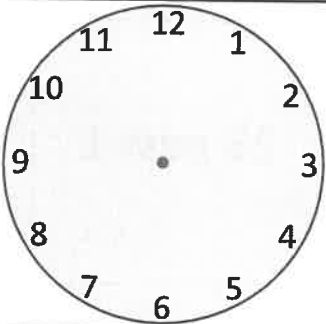
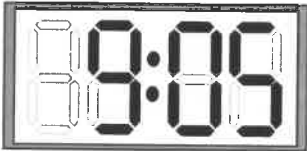
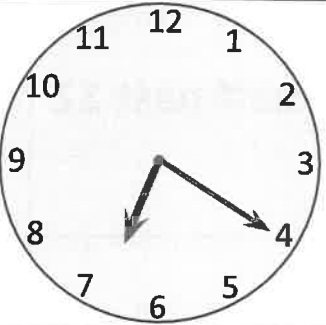
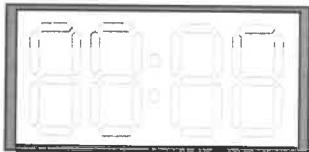
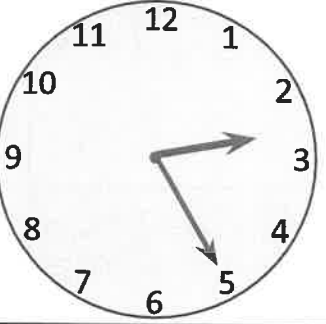
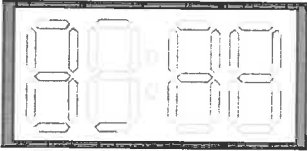
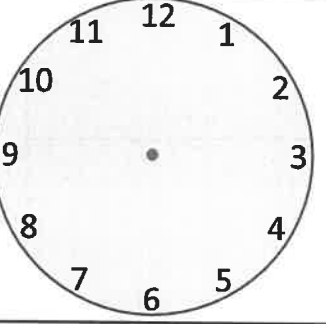
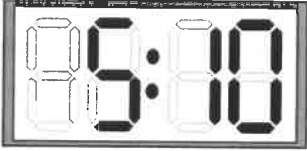
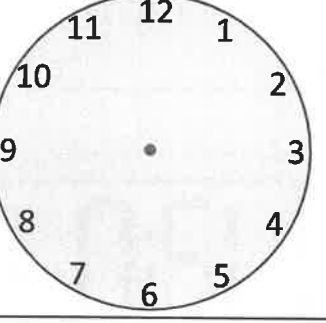
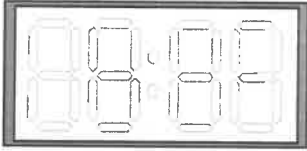
### Challenge

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



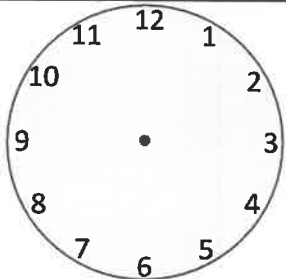
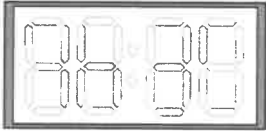
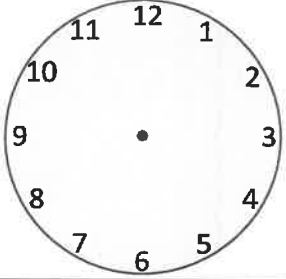

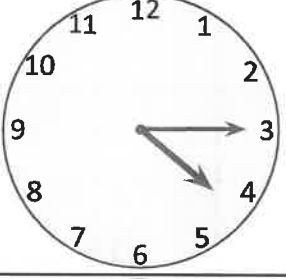
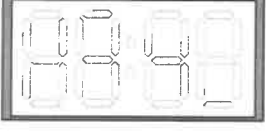
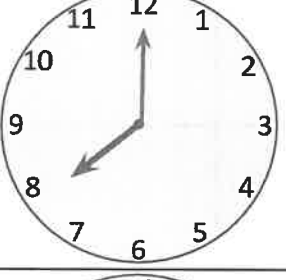
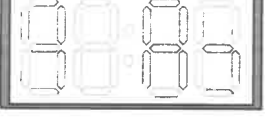
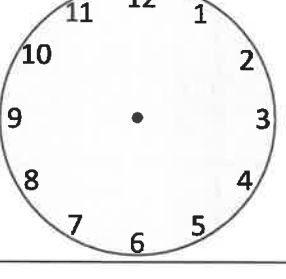
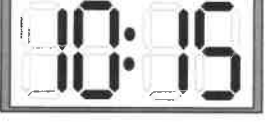
# Practice Sheet Hot

## Reading the time on analogue and digital clocks

		
		
		<b>25 past 2</b>
		
		<b>5 past 10</b>

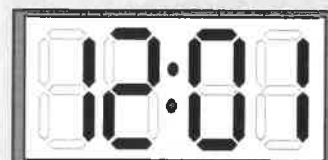
# Practice Sheet Hot

## Reading the time on analogue and digital clocks

		25 past 1
		half past 12
		
		
		

### Challenge


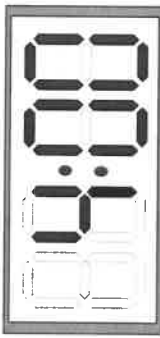
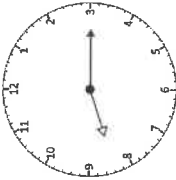






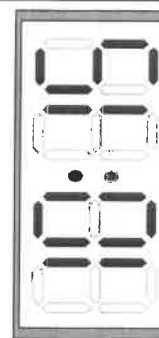
Reflect this time in a mirror, horizontally and vertically.  
What time does it show?  
Can you draw them on an analogue clock?


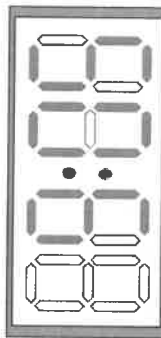

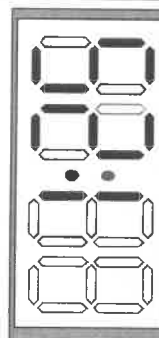

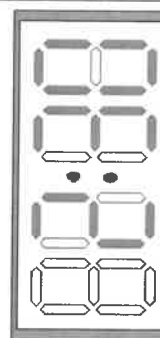

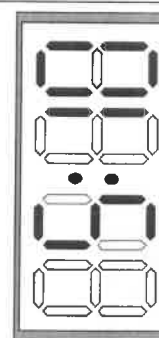

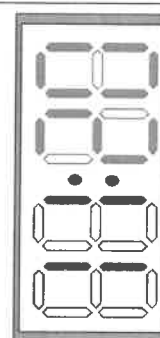




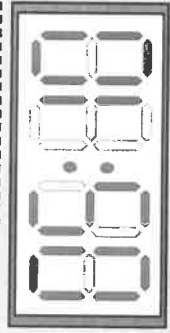
# Practice Sheet Answers

Analogue and digital clock times (mild)

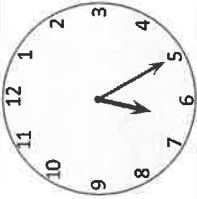

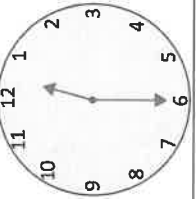

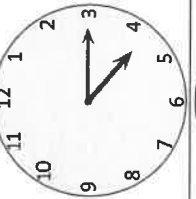
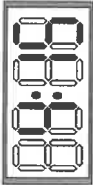
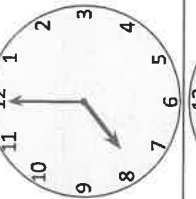

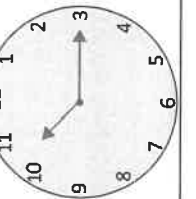

## Challenge

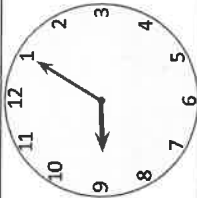





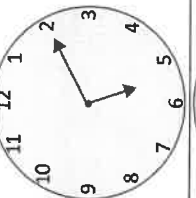

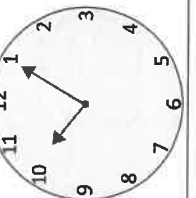



02:10 reflects horizontally  
in the mirror as 01:50 and  
vertically as 05:10

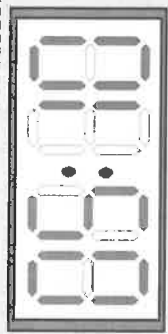
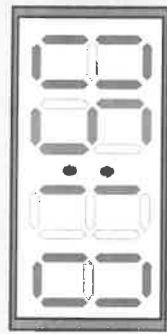


# Reading the time on analogue and digital clocks (mild and hot)

		25 past 6
		half past 12
		quarter past 4
		8 o'clock
		quarter past 10

		5 past 9
		20 past 7
		25 past 2
		10 past 5
		5 past 10

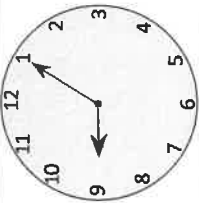

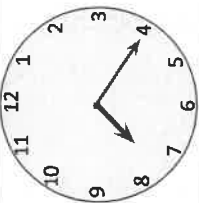
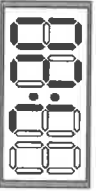
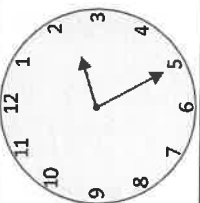

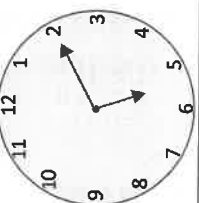

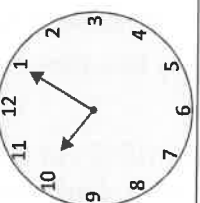

## Challenge

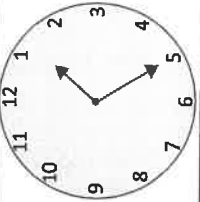
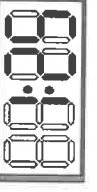






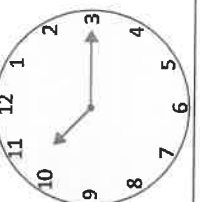



02:10 reflects horizontally in the mirror as 01:50 and vertically as 05:10

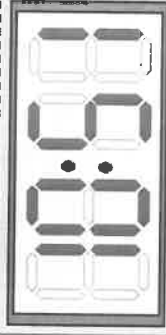


Reading the time on analogue and digital clocks (hot)

		5 past 9
		20 past 7
		25 past 2
		10 past 5
		5 past 10

		25 past 1
		half past 12
		quarter past 4
		8 o'clock
		quarter past 10

Challenge



12:01 reflects horizontally in the mirror as 10:51 and vertically as 15:01



## A Bit Stuck?

Pink past and blue to

*Work in pairs*

### Things you will need:

- A set of time cards
- A pencil



### What to do:

- Shuffle the cards. Place face down.
- Take the top card. Read the time, e.g.  $\frac{1}{4}$  past 5. Write this time how we say it. Write the matching digital time.
- Repeat.

1. $\frac{1}{4}$ past 5	5:15
2. $\frac{1}{2}$ past 6	

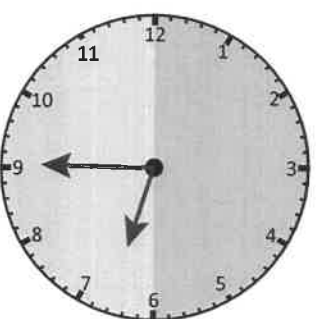
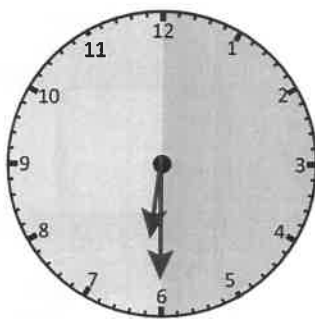
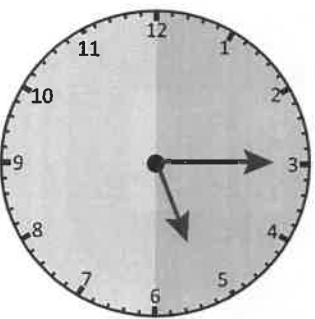
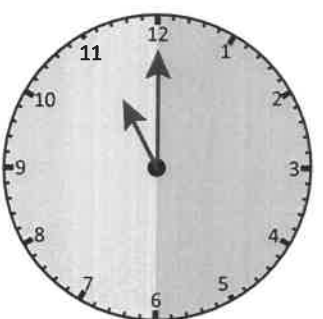
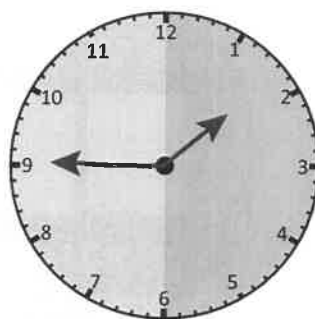
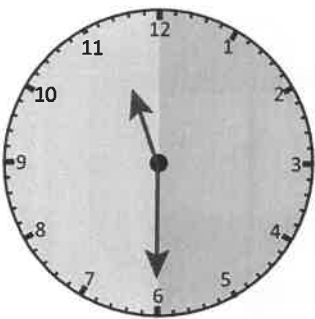
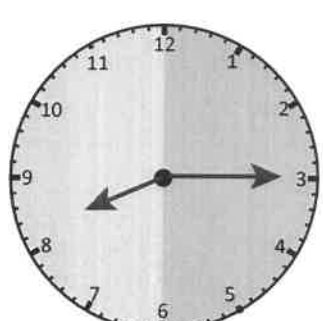
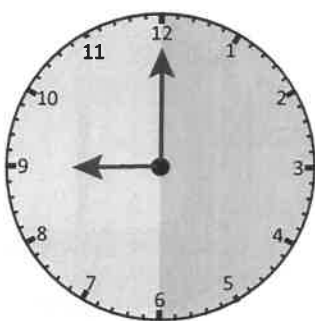
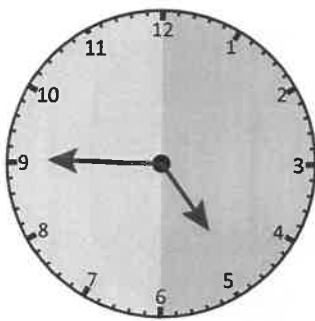
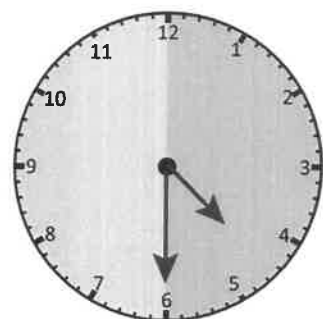
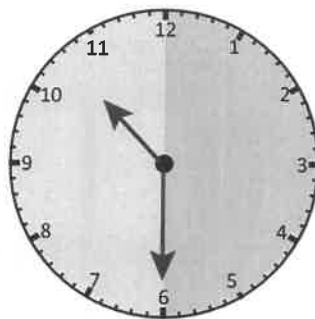
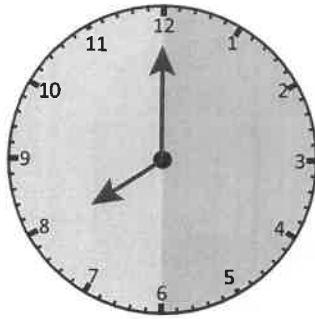
### *S-t-r-e-t-c-h:*

Write three times between 10 o'clock and 11 o'clock. Write them in words as we say the time on an analogue clock and using numbers how they are shown on a digital clock.

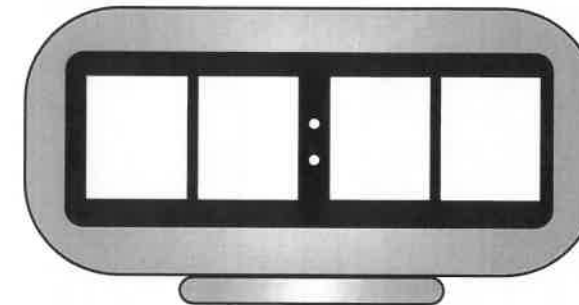
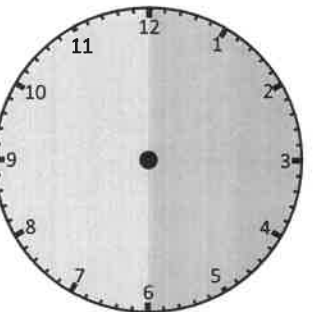
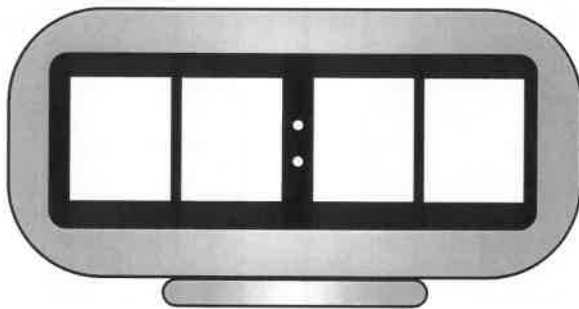
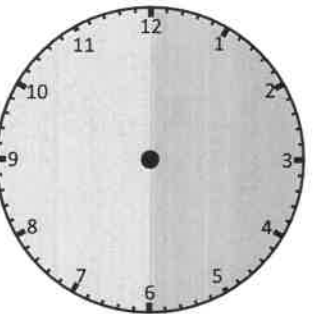
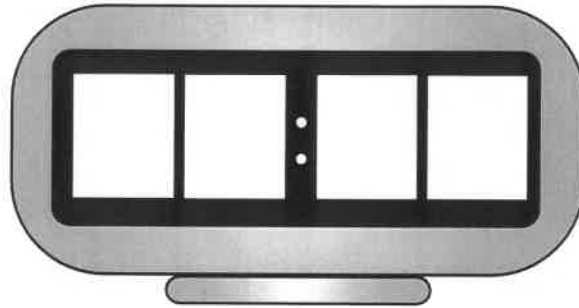
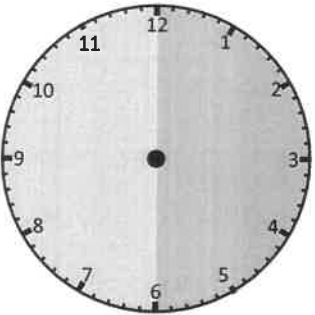
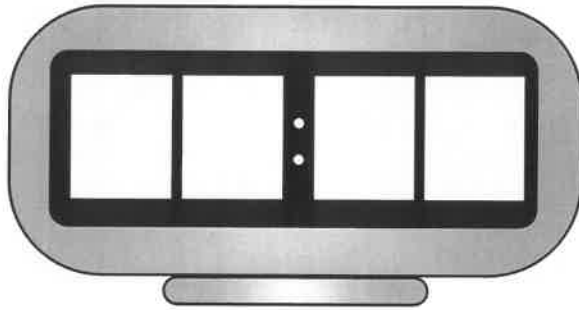
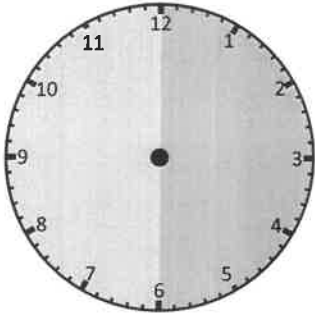
### Learning outcomes:

- I can tell the time to the quarter hour on analogue and digital clocks.

**A Bit Stuck?**  
**Pink past and blue to**



**A Bit Stuck?**  
**Pink past and blue to**



## Dodgy digital clock

1. Ahmed's bedside digital clock is not working properly. One segment of the display doesn't light up.



2. Which numbers won't display properly?

0123456789

3. Work out how many times between 10:00 and 11:00 won't display properly.

4. What if this segment had been broken instead? Would that make a difference to how many times would display correctly? Why/why not?



5. Choose a segment which, if broken, would show fewer wrongly displayed times between 10:00 and 11:00 than the one which broke on Ahmed's clock.

digits spoiled	digits not spoiled
0	1



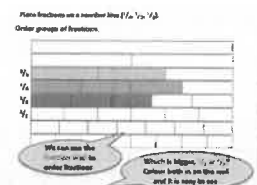


## Year 3: Week 3, Day 5

### Match analogue and digital clock times; $\frac{1}{4}$ -hour increments

Each day covers one maths topic. It should take you about 1 hour or just a little more.

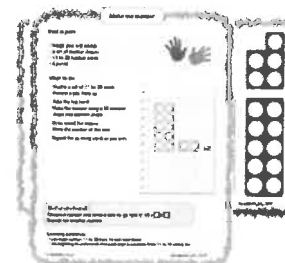
1. Start by reading through the **Learning Reminders**.  
They come from our *PowerPoint* slides.



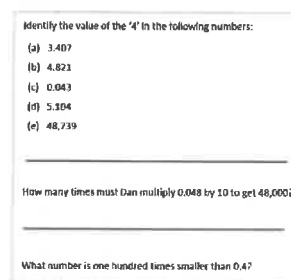
2. Tackle the questions on the **Practice Sheet**.  
There might be a choice of either Mild (easier) or Hot (harder)!  
Check the answers.



3. Finding it tricky? Answer some questions based on the **A Bit Stuck?** activity from yesterday.



4. Have I mastered the topic? Some questions to **Check your understanding**.  
Fold the page to hide the answers!



## Learning Reminders

**Know equivalent analogue and digital times; use am and pm.**

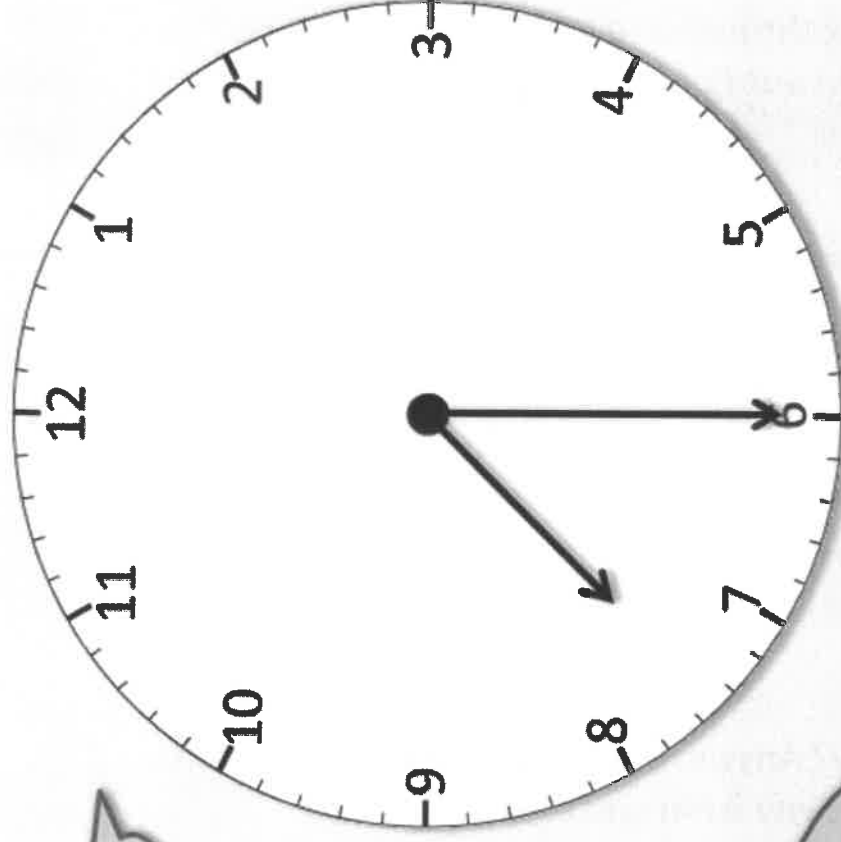
What time is this clock showing?

$1\frac{1}{2}$  past 7

7:30

What would you normally be doing at this time?

With digital times we can say/ write AM or PM so we know which part of the day it is!



**AM - morning (ante/before midday)**

**PM - afternoon/evening (post-midday)**

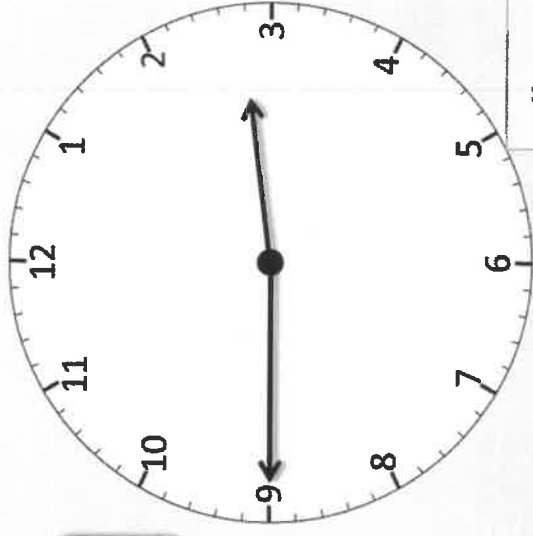
# Learning Reminders

Know equivalent analogue and digital times; use am and pm.

You are fast asleep in bed.  
So, is the time 2:45 AM or PM?

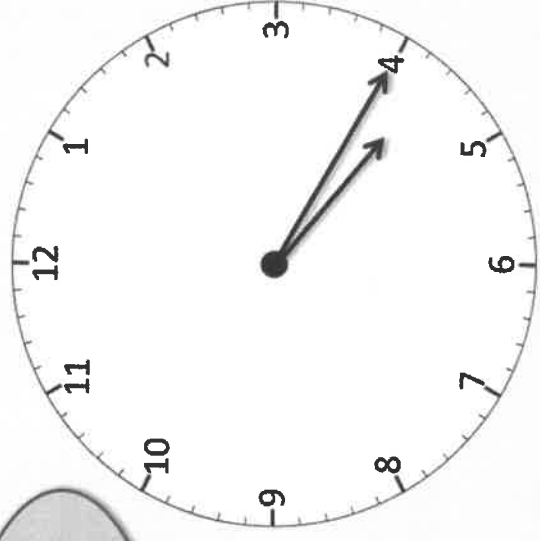
2:45 AM

2:45 PM



Know equivalent analogue and digital times; use am and pm.

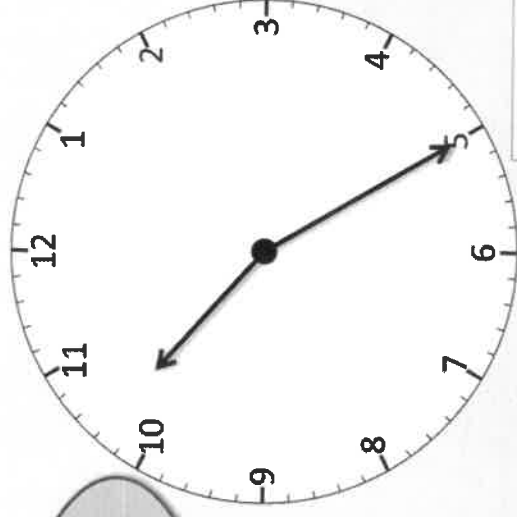
You are on the way home  
from school - write the  
time in digital format  
using AM or PM.



# Learning Reminders

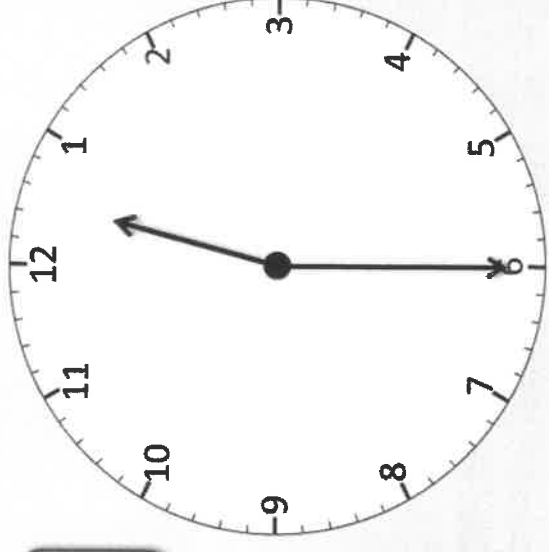
Know equivalent analogue and digital times; use am and pm.

The clock is showing  
school assembly time -  
write the time in digital  
format using  
AM or PM.



Know equivalent analogue and digital times; use am and pm.

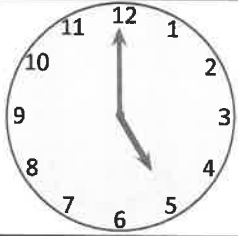

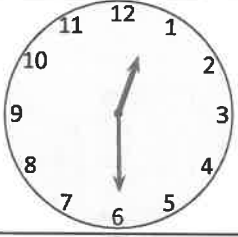

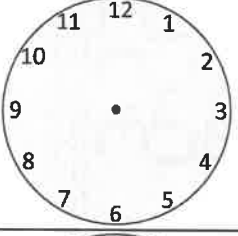

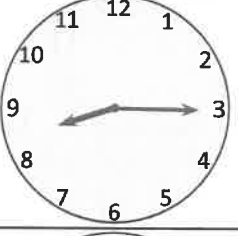
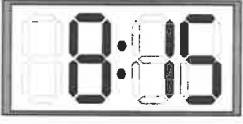
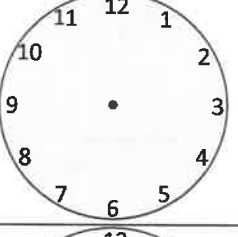

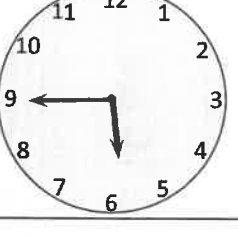
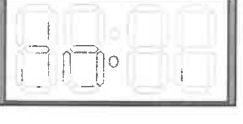
The clock is showing lunchtime  
- write the time in digital  
format using AM or PM.



## Practice Sheet Mild

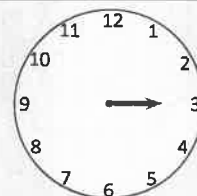
### Telling times

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



20 to 6 pm



10 past 8 pm



25 past 1 pm




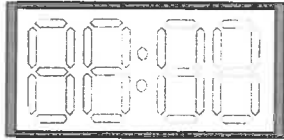
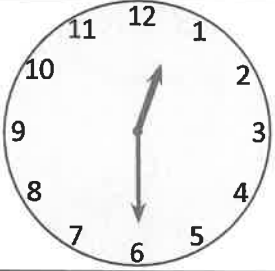

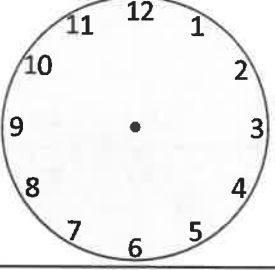

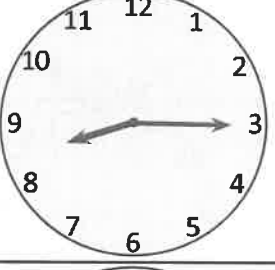
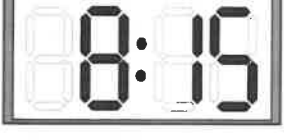
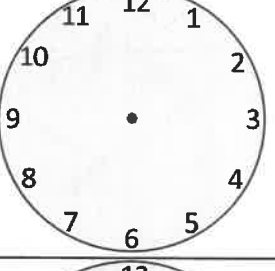

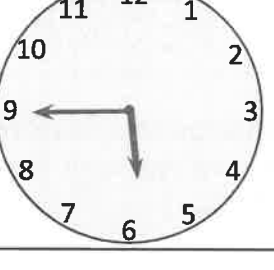

half past 2 am

### Challenge

Write the times in order from earliest to latest.

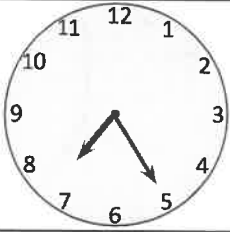

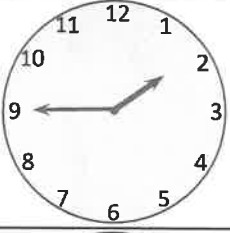

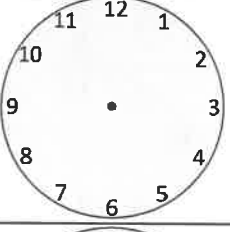

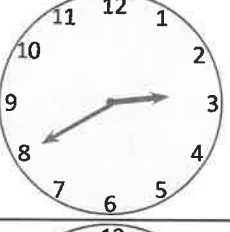

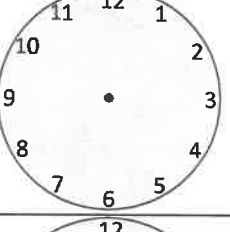
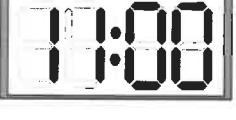
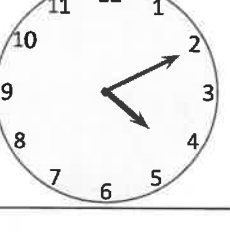
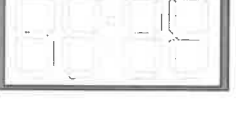
# Practice Sheet Hot Telling times

Fill in the missing times.

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

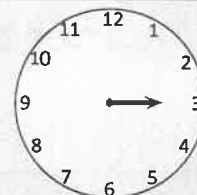
# Practice Sheet Hot Telling times

Fill in the missing times.

		
quarter to 2		
5 to 9		
		
11 o'clock		
10 past 4		

## 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?

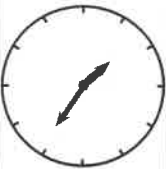


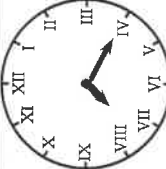


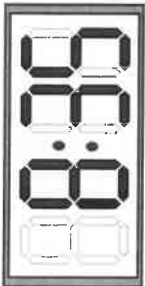
# Practice Sheet Hot Matching times

Draw lines to join the matching times.

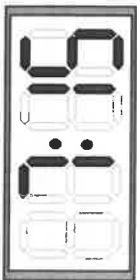
11 o'clock am








5 past 12 pm






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.

# Practice Sheet Answers

Telling times (mild)

5 o'clock		
half past 12		
5 past 3		
quarter past 8		
20 past 1		
quarter to 6		

Matching times (mild)

10 past 8 pm	quarter to 3 am	5 to 10 am	20 to 6 pm	half past 2 am
25 past 1 pm				

## Challenge

Half past 2 am  
quarter to 3 am  
5 to 10 am  
25 past 1 pm  
20 to 6 pm  
10 past 8 pm

## Challenge

No, because the hour hand needs to be a bit further past the three.

# Telling times (hot)

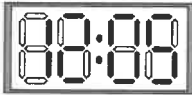




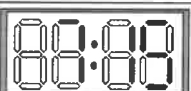
5 o'clock		
half past 12		
5 past 3		
quarter past 8		
20 past 1		
quarter to 6		

25 past 7		
quarter to 2		
5 to 9		
20 to 3		
11 o'clock		
10 past 4		

## Challenge

No, because the hour hand needs to be a bit further past the three.

## Matching times (hot)

11 o'clock am	
	20 past 7 am
	10 to 5 am
	quarter past 7 pm
5 past 12 pm	
	25 to 9 pm

### Challenge

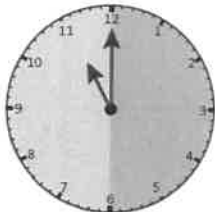
10 to 5 am  
 20 past 7 am  
 11 o'clock am  
 5 past 12 pm  
 quarter past 7 pm  
 25 to 9 pm

# A Bit Tricky?

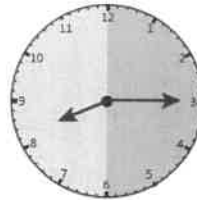
## Pink past and blue to

### Follow-up questions

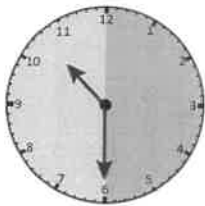
**Focus of activity:** Telling the time to the quarter hour on analogue and digital clocks.



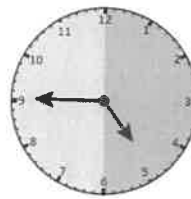
**11 o'clock**



**quarter past 8**

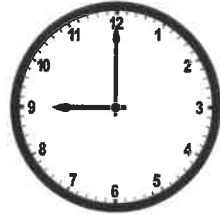
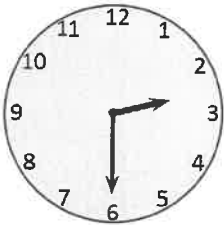
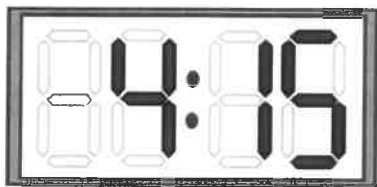


**half past 10**



**quarter to 5**

Cut out the 8 cards, then *match pairs* of analogue, digital and written times:

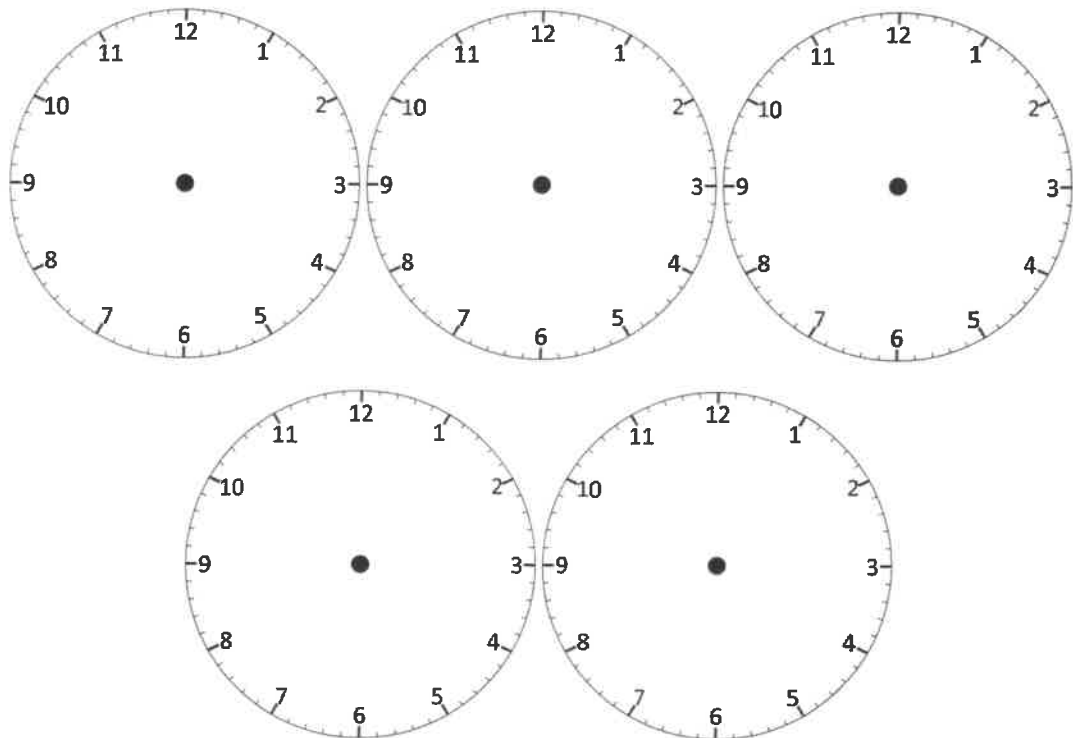
<b>6:45</b>	quarter past four	
nine o'clock		half past two
	quarter to seven	

## Check your understanding

### Questions

Draw the hands on a clock to show:

- a) Ten past ten
- b) Ten to ten
- c) 11:45
- d) Quarter past 3
- e) 12:40

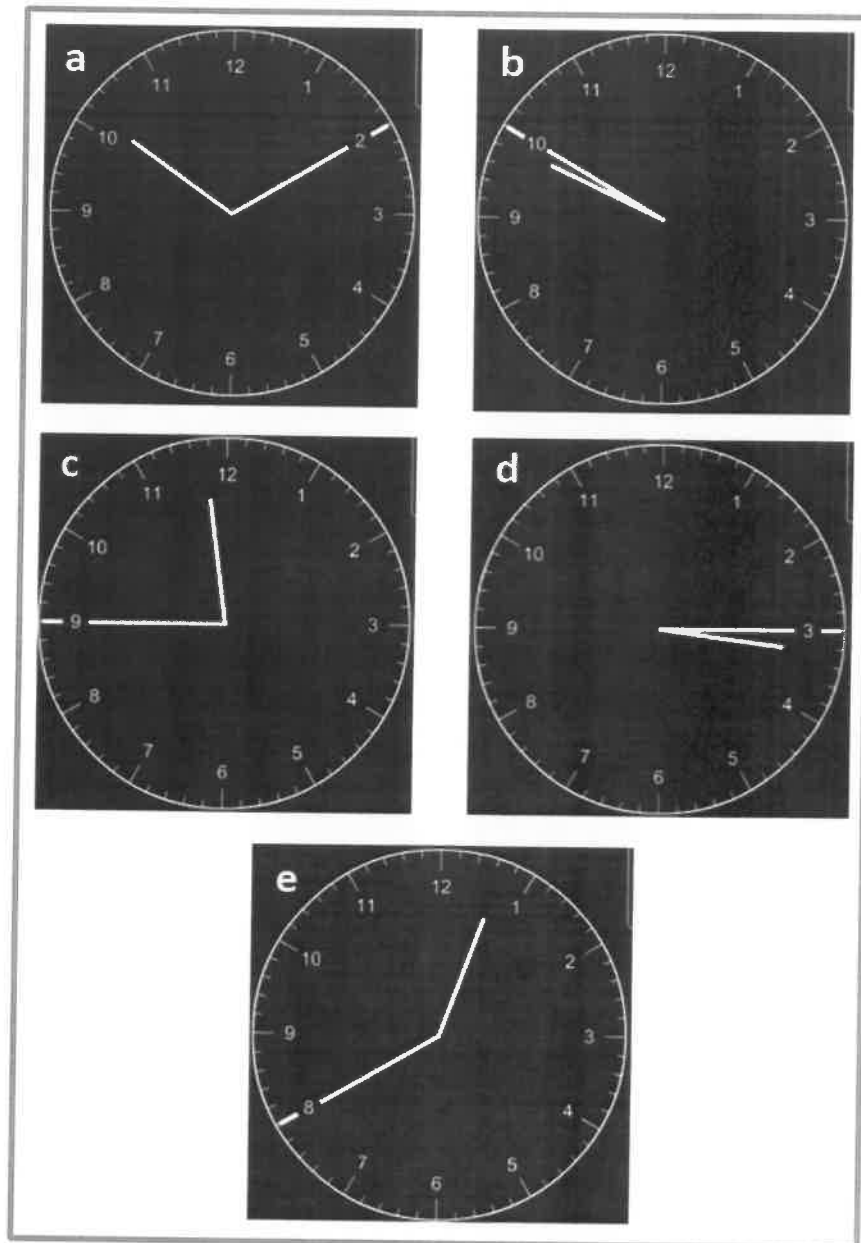


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If the clock hands make a straight line on an analogue clock (pointing away from one another, not overlapping), write some of the times that the clock might be showing.

## Check your understanding

### *Answers*



If the clock hands make a straight line on an analogue clock (pointing away from one another, not overlapping), write some of the times that the clock might be showing.  
1:38, 2:44, 3:49, 4:55, 6:00, 7:05, 8:11, 9:17, 10:22, 11:27, 12:33pm approx.





## What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

**If you have a version of *Fantastic Mr Fox* (book, e-book, audio book or film) it would be great for children to read, listen to or watch the rest of the book after today's session.**

### **1. Read the extracts from *Fantastic Mr Fox***

- Read chapter one which introduces the three farmers, Boggis, Bunce and Bean.
- Underline any words in the text which describe the characters – you could use a different colour for each farmer.
- Read chapter two which introduces Mr Fox. Underline any words in the text which describe him.

### **2. Characterisation**

- Draw a picture of each of the characters and label each one with the words and phrases which Roald Dahl uses to describe them. Or, if you prefer, label the set of character images provided.

### **Try the Fun-Time Extras**

- If you have it, watch the rest of the *Fantastic Mr Fox* film.
- The book's name *Fantastic Mr Fox* is alliterative (uses the same letter at the beginning of the words for effect). Can you give yourself an alliterative name that describes your character? For example, Amazing Anya or Brave Bella. Try doing this for other friends and family too.

## 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?'

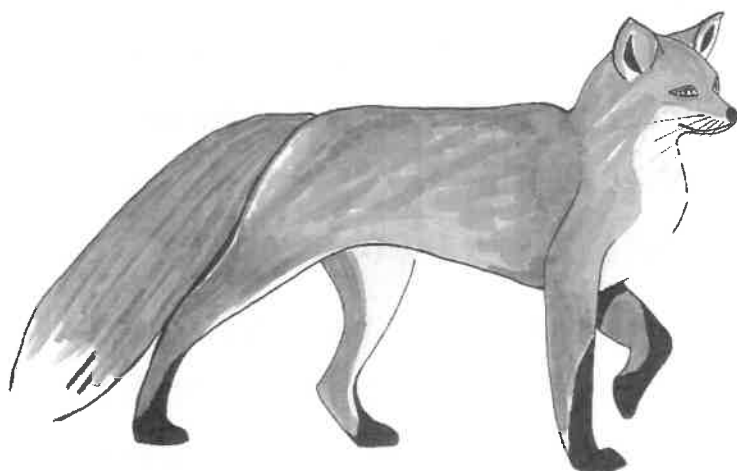
Bean picked his nose delicately with a long finger. 'I have a plan,' he said.

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

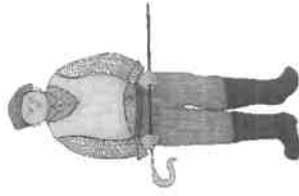
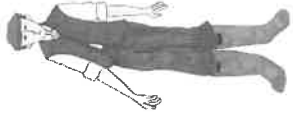
'Shut up and listen,' said Bean. 'Tomorrow night we will all hide just outside the hold where the fox lives. We will wait there until he comes out. Then...*Bang! Bang-bang-bang.*'

'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...'



## Character Images







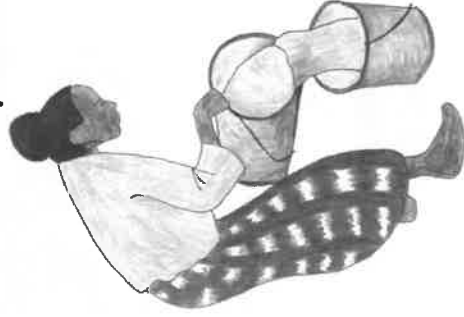
## Prepositions

A **phrase** is a group of words which adds meaning to a sentence.

**Prepositions** can join these **phrases** to a sentence.

**Prepositions** can express time, cause and place.

**Prepositions** often join nouns or noun phrases to a sentence.



*The dye is extracted from the leaves.*

*It changes colour during the process.*

*Indigo was popular for its intensity.*

### time

before  
after  
at  
until  
since  
in  
during

### cause

because of  
due to  
from  
for

### place

above  
across  
behind  
inside  
up  
down  
round  
underneath  
with



## Prepositions

Prepositions help us express **time**, ~~place~~ and ~~cause~~.

When?

*Try adding your own prepositional phrase to express **time**.*

Madder plants were used *for 4000 years*.

Madder plants were used *in the dye-making process*.

Madder plants were used *until Medieval times*.



Prepositions  
while, since,  
before, during,  
after, at, on, during

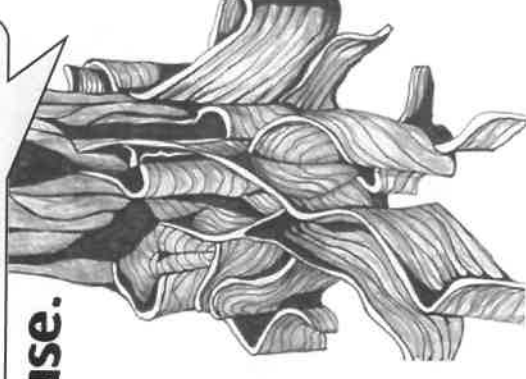




## Prepositions

Prepositions help us express **time**, **place** and **cause**.

Where?



*Try adding your own prepositional phrase to express **place**.*

The dye is produced *from the roots*.

The dye is produced *in a vat*.

The dye is produced *below the ground*.

Prepositions  
above, below,  
inside, outside, on,  
in, between



## Prepositions

Prepositions help us express **time**, **place** and **cause**.

Why?

Try adding your own prepositional phrase to express **cause**.



Woad was used *for its deep blue dye*.

Woad was used *due to its easy cultivation*.

Woad was used *because of the range of shades it creates*.

Prepositions  
because of, due to,  
from, for

Usually verbs  
have the name  
of a person or  
thing or a  
pronoun in  
front of them.

## Verbs

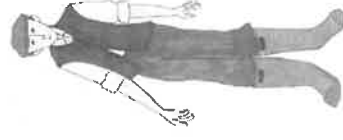
Verbs tell us that someone or something is  
doing, feeling or being.

Boggis munches.

Bunce grumbles.

Bean thinks.

They are dreadful.



Verbs have **tense**. They tell us **when** the action happened.

In the present

He is too clever.

He creeps outside.

In the past

He was too clever.

He crept outside.



## Perfect form

Perfect form describes an action *completed in the past*.

It also uses the verb *has/have* in front .

*They have hidden behind the jars.*

*She has taken two jars.*

It uses the past participle of the verb.

The present perfect form of the past tense suggests that a **past action** is still affecting the present.it.

### Simple past

I finished the feast.

He lost his tail.



### Perfect form

I have finished the feast.

He has lost his tail.





## Which are in the present perfect form?

*She has collected the jars. ✓*

*She collected the jars.*

*We have finished collecting the cider. ✓*

*We finished collecting the cider.*

*They stood very still behind the jars.*

*They have stood very still behind the jars. ✓*

**Present Perfect  
Form**  
has/have + past  
participle



Present Perfect Form  
has/have + past participle

## Present perfect form

**Remember:** the present perfect form describes an action *completed in the past* which is still affecting the present.

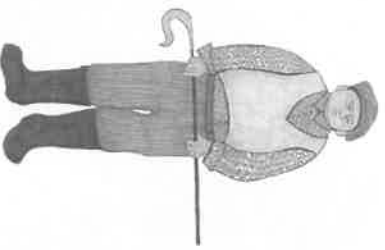
Perfect form  
describes an action  
*completed in the past.*



Perfect form  
also uses the verb  
*has/have in front.*

*The animals have enjoyed the feast.*

*Mr Fox has succeeded in his mission.*



Now try writing five sentences of your own about *Fantastic Mr Fox* using the present perfect form.

## What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

**If you have a version of *Fantastic Mr Fox* (book, e-book, audio book or film) it would be great for children to read, listen to or watch the rest of the book.**

### **1. Reading *Fantastic Mr Fox***

- Read the summary of events in the story so far.
- Read chapter 16 which describes what happens in Bean's cider cellar.

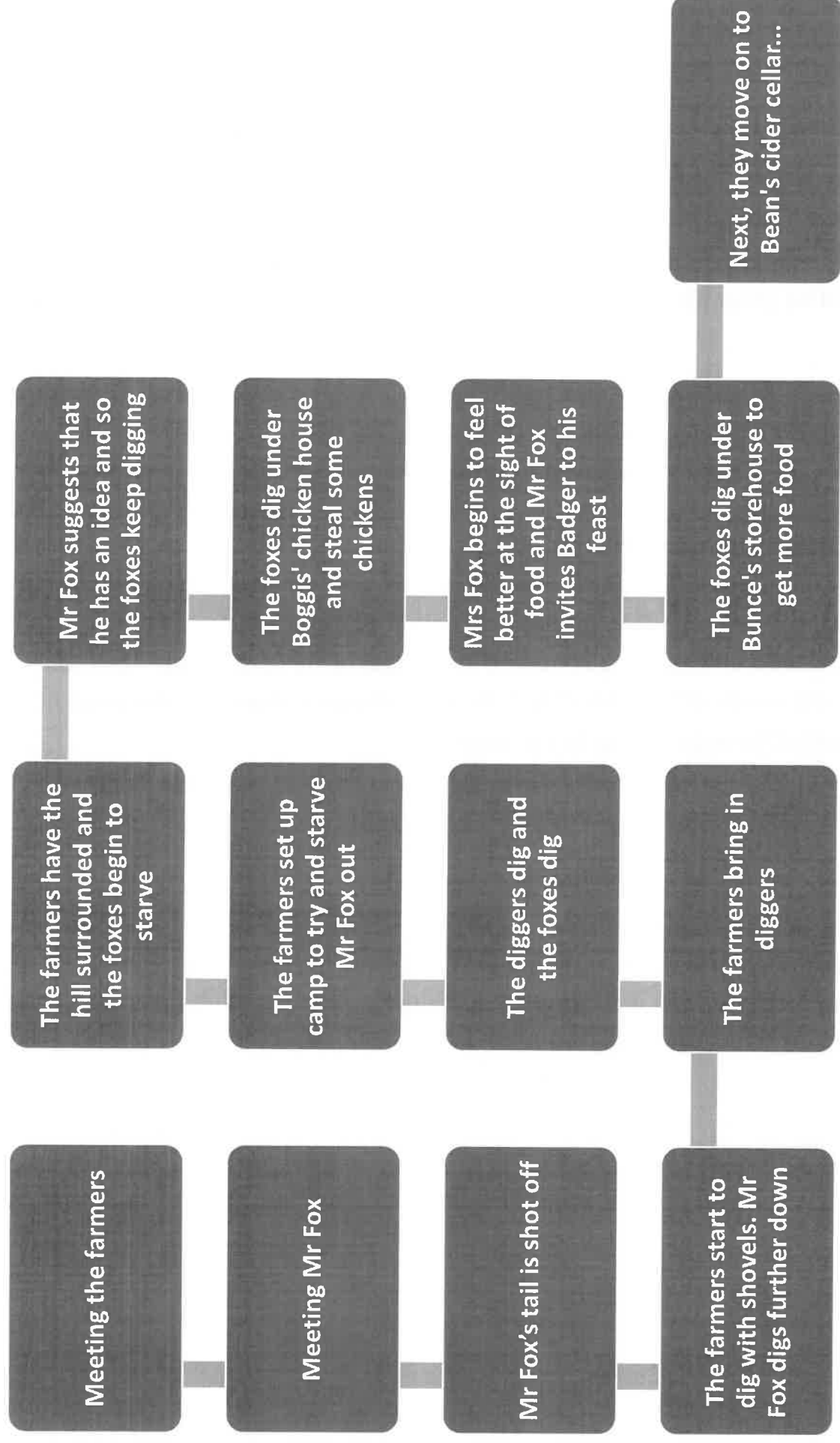
### **2. Verbs – Present Perfect Form**

- Watch the presentation on the PowerPoint OR read through the Learning Reminder Verbs - Present Perfect Form.
- Look back at chapter 16 and find some past tense verbs (hint – look for doing words with *-ed* endings). Practise changing them into the present perfect form by adding *has* or *have*.
- Complete the present perfect forms activities. Start with activity one, challenge yourself to see if you can do all three!

### **Try the Fun-Time Extras**

- Roald Dahl had a very interesting life. Did you know he was a fighter pilot during the second world war? See if you can find out more information and create a factsheet about him.

## 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.’

‘Poppycok!’ 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.


# Learning Reminder Verbs – Present Perfect Form

**Verbs**

Verbs tell us that someone or something is **doing, feeling or being.**

Usually verbs have the name of a person or thing or a pronoun in front of them.

*Boggis munches.*  
*Bunce grumbles.*  
*Bean thinks.*  
*They are dreadful.*



**Verbs have tense. They tell us *when* the action happened.**

In the present	In the past
He is too clever.	He was too clever.
He creeps outside.	He crept outside.

**Perfect form**

Perfect form describes an action **completed in the past.**


It also uses the verb *has/have* in front.

It uses past form of verbs.

*They have hidden behind the jars.*  
*She has taken two jars.*

The present perfect form of the past tense suggests that a **past action is still affecting the present.**


Simple past	Perfect form
I finished the feast.	I <u>have finished</u> the feast.
He lost his tail.	He <u>has lost</u> his tail.



**Which are in the present perfect form?**

perfect form has/have + verb

*She has collected the jars.*  
*She collected the jars.*  
*We have finished collecting the cider.*  
*We finished collecting the cider.*  
*They stood very still behind the jars.*  
*They have stood very still behind the jars.*



**Perfect form**

**Remember:** the perfect form describes an action **completed in the past** which is still affecting the present.


Perfect form has/have + verb

Perfect form describes an action **completed in the past.**

Perfect form also uses the verb *has/have* in front.

*The animals have enjoyed the feast.*  
*Mr Fox has succeeded in his mission.*

Now try writing five sentences of your own about *Fantastic Mr Fox* using the present perfect form.



### 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.

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

## 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.



Activity 2: Sentence pairs - Answers

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

### Activity 3: Present perfect forms: cloze

Can you insert the correct verbs to complete these in the present perfect form?

They \_\_\_\_\_ in the tunnel. (*pause*)

Badger \_\_\_\_\_ his glass. (*raise*)

Mrs Fox \_\_\_\_\_ the smallest fox. (*hug*)

The animals \_\_\_\_\_ the succulent food. (*attack*)

Mr Fox \_\_\_\_\_ the last brick back in place. (*put*)

They \_\_\_\_\_ their jars of cider. (*grab*)

They \_\_\_\_\_ down the tunnel. (*fly*)

The animals \_\_\_\_\_ to eat. (*begin*)



### Activity 3: Present perfect forms: cloze - Answers

Can you insert the correct verbs to complete these in the present perfect form?

They have paused in the tunnel. (*pause*)

Badger has raised his glass. (*raise*)

Mrs Fox has hugged the smallest fox. (*hug*)

The animals have attacked the succulent food. (*attack*)

Mr Fox has put the last brick back in place. (*put*)

They have grabbed their jars of cider. (*grab*)

They have flown down the tunnel. (*fly*)

The animals have begun to eat. (*begin*)



## What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

**If you have a version of *Fantastic Mr Fox* (book, e-book, audio book or film) it would be great for children to read, listen to or watch the rest of the book.**

### **1. Reading *Fantastic Mr Fox***

- If you haven't been able to read, watch or listen to the whole book read the summary of events in the story.

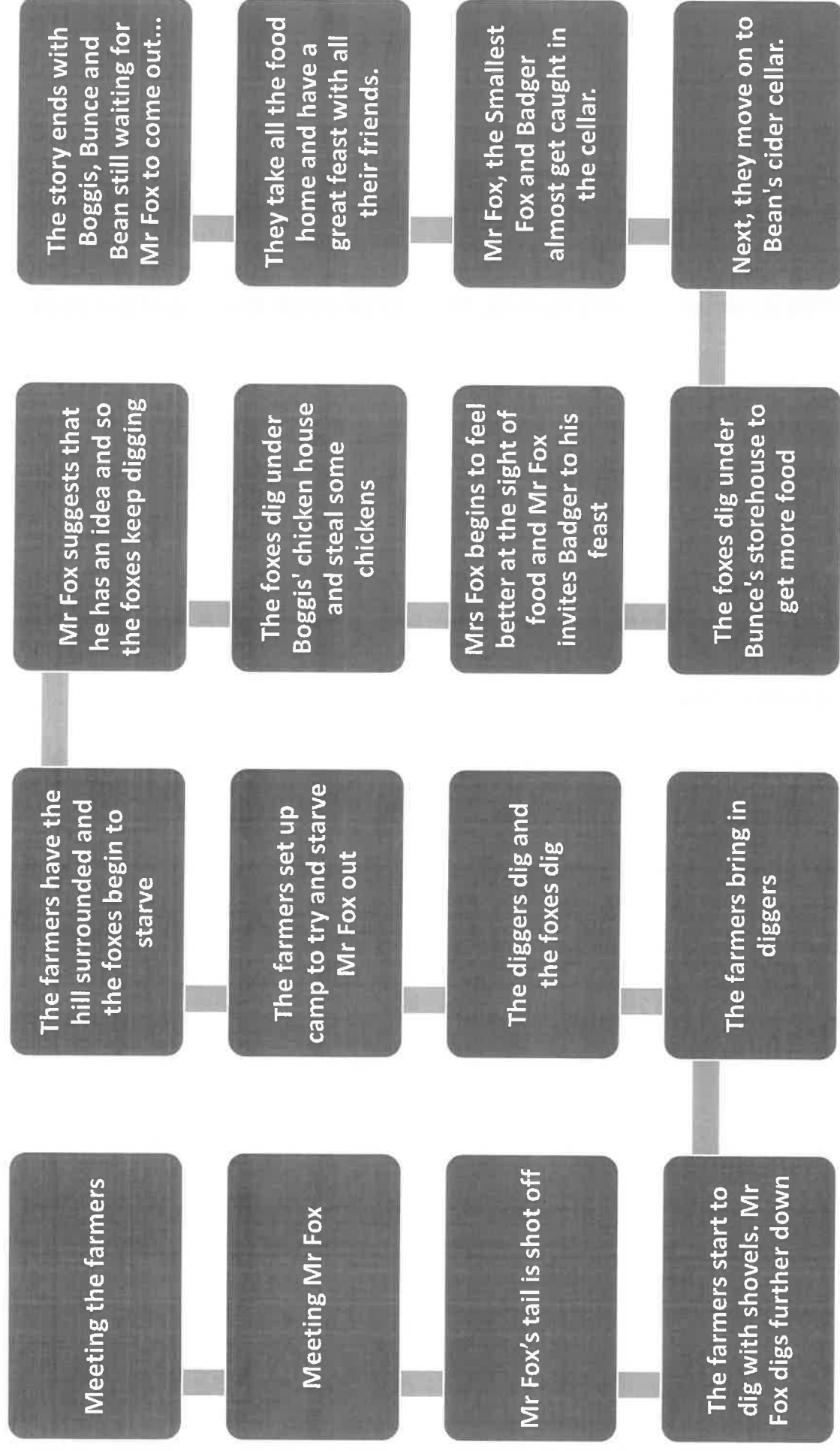
### **2. Composition**

- Look at the story curve for *Fantastic Mr Fox*.
- Write your own story along the same lines as ***Fantastic Mr Fox***. Use the story prompts to structure your story which will focus on an animal family and their enemies.

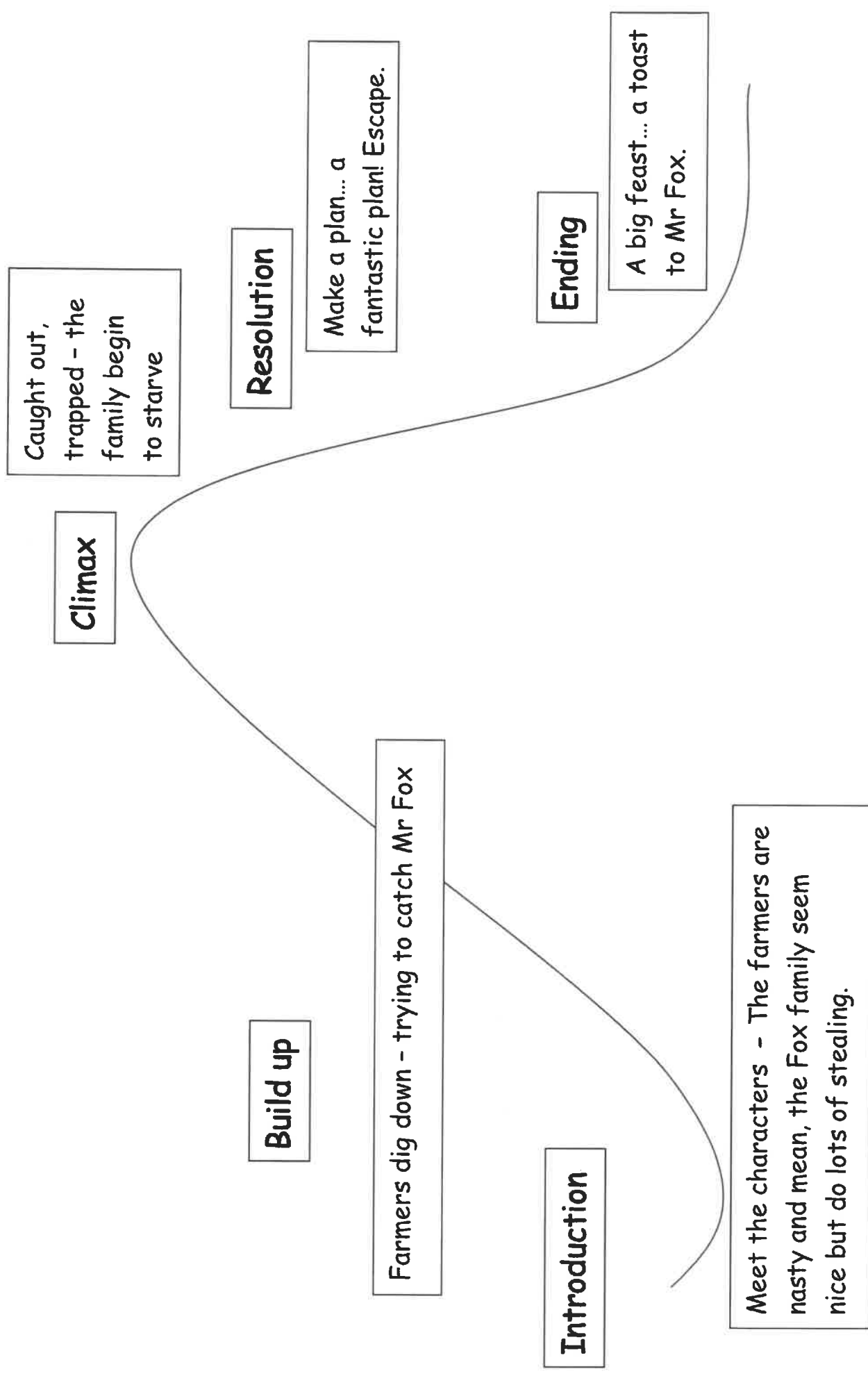
### **Try the Fun-Time Extras**

- Illustrate your story.
- Practise reading your story aloud. (You can see lots of celebrities reading stories on the CBeebies website <https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories> and see how they use expression as they read). Read your story aloud via FaceTime, Skype or Zoom to another member of your family. Can they guess which story gave you inspiration?

## Summary of events in *Fantastic Mr Fox*



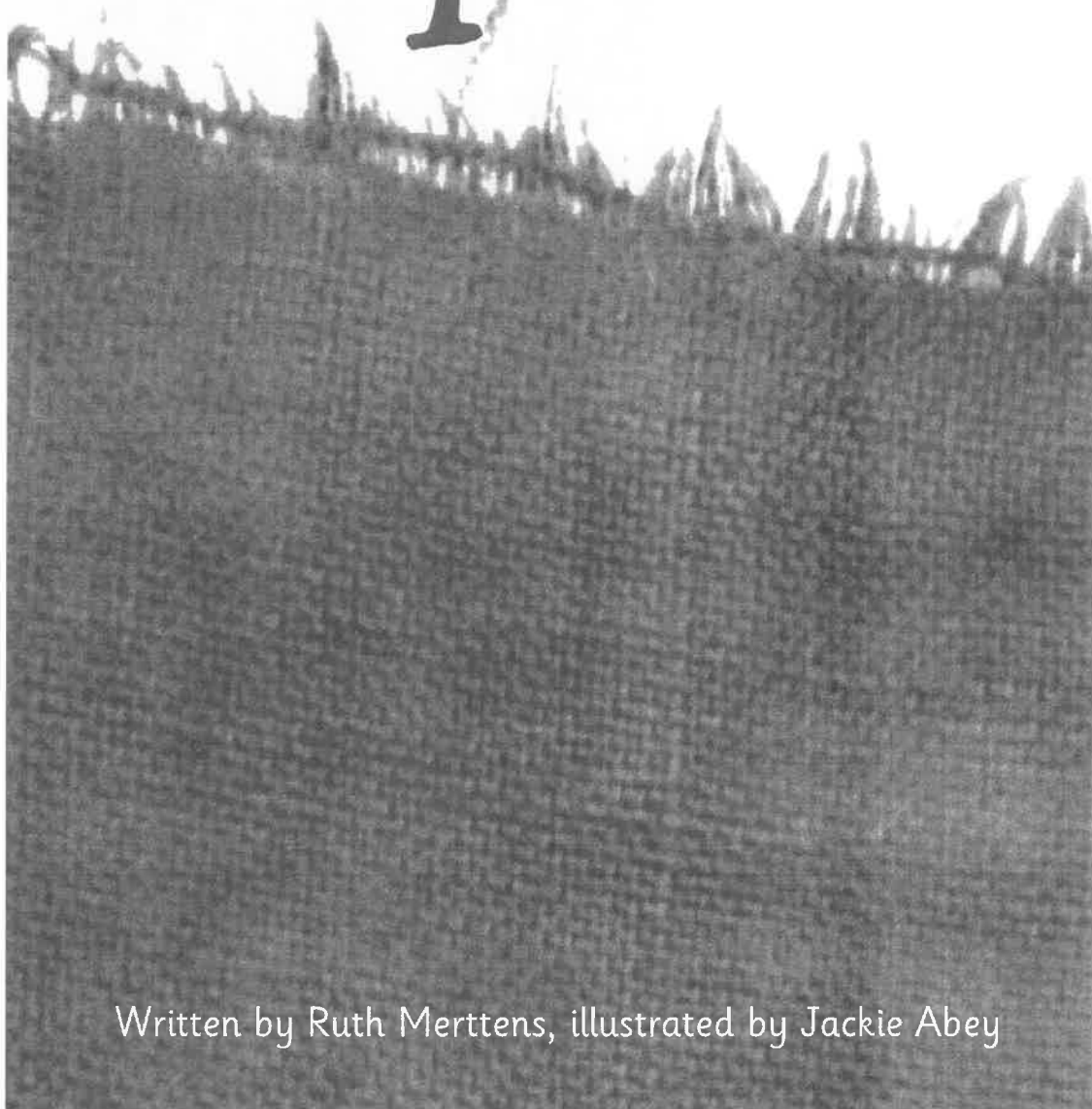
## Story Curve for *Fantastic Mr Fox*



## Story writing

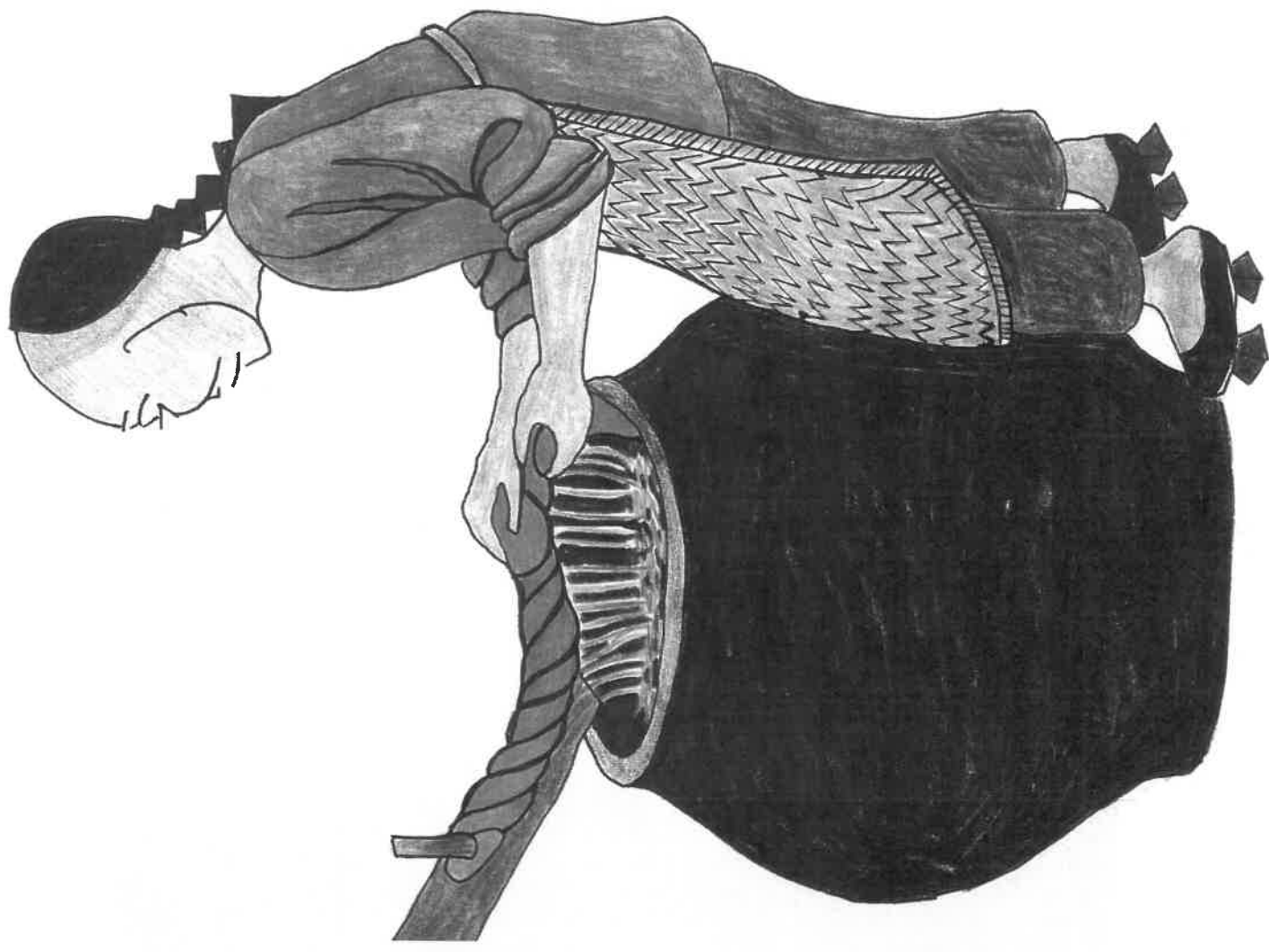
- **Plan** your own story using *Fantastic Mr Fox* as inspiration.
- Decide on the family of animals you will write about and the setting for your story.
- Draw your own story curve and make notes for each section.
- Think about what might happen in each section of your story.
- **Now write your story!**

# *Purple* is Best

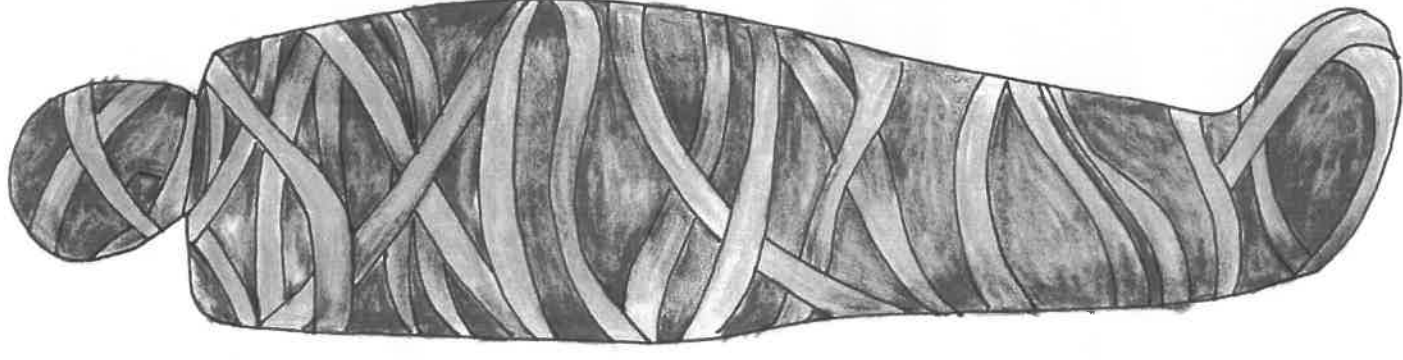


Written by Ruth Merttens, illustrated by Jackie Abey

Over four thousand years ago, people in China were using dyes to colour cloth. We know this because someone wrote about it!



In ancient Egypt, King Tutankhamen was wearing clothes dyed red, using madder. There were also many cloths around the mummies that were dyed in stripes of indigo. But the MOST expensive and valuable dye was Imperial Purple!



The main natural dyes of the ancient and medieval times were:

1. Indigo
2. Madder
3. Woad
4. Weld
5. Brazilwood
6. Imperial Purple

Indigo



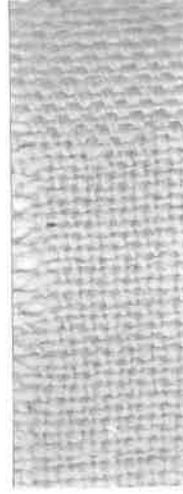
Madder



Woad



Weld



Brazilwood

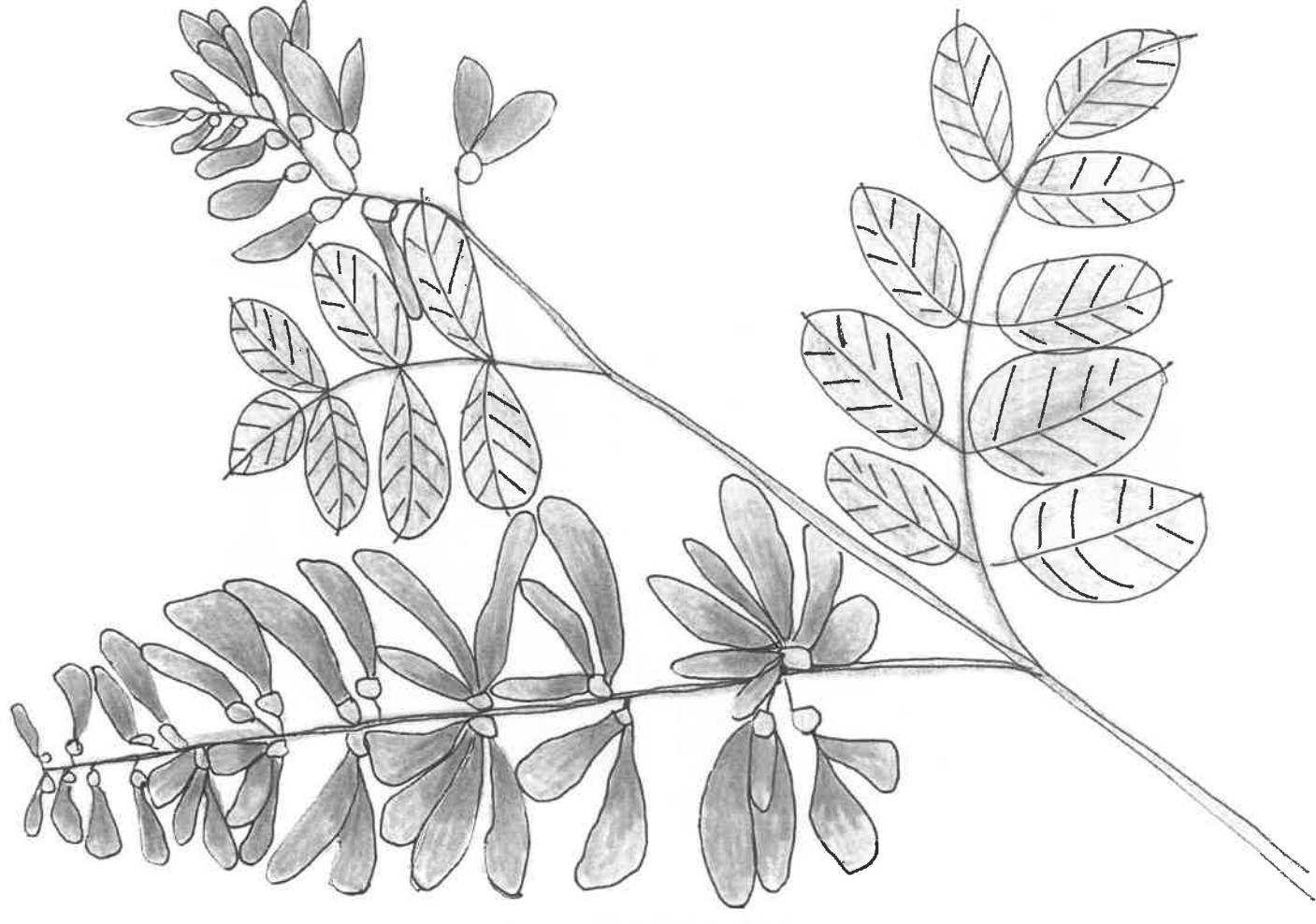


Imperial Purple

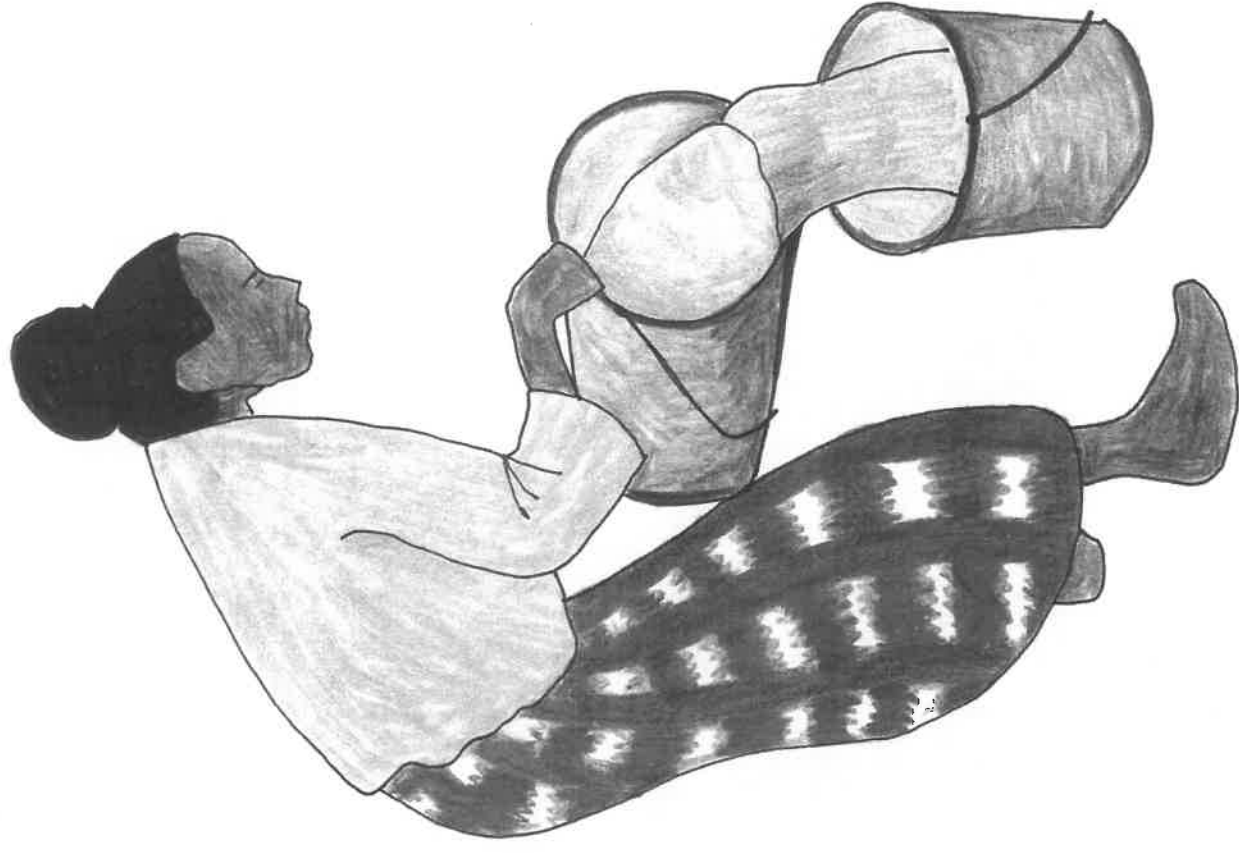




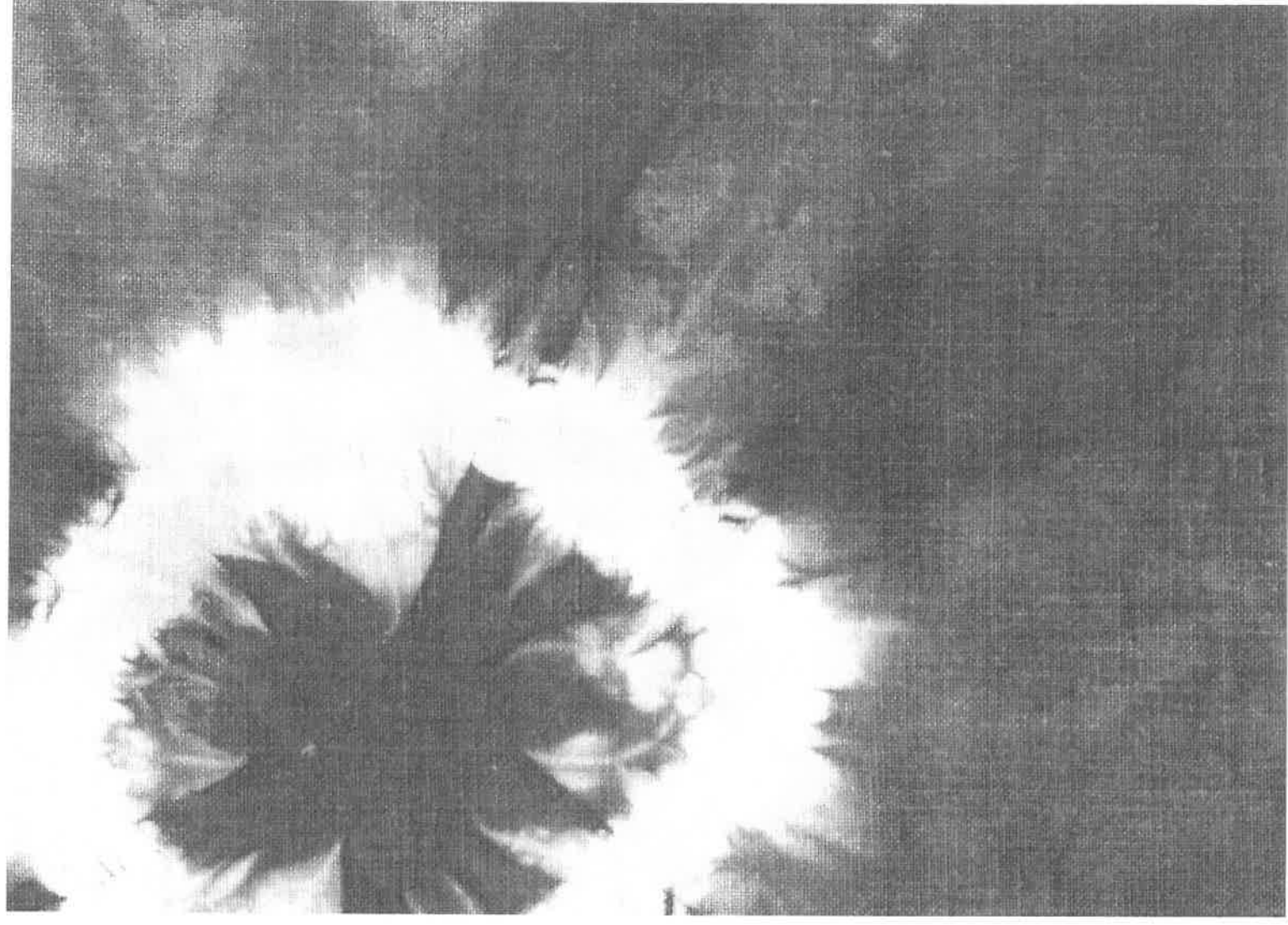
1. Indigo  
The first mention of this dye comes from the Indus valley in Asia about 3000 years ago. People in what is now India, Pakistan and Bangladesh used a group of plants called Indigofera to get a deep blue dye.



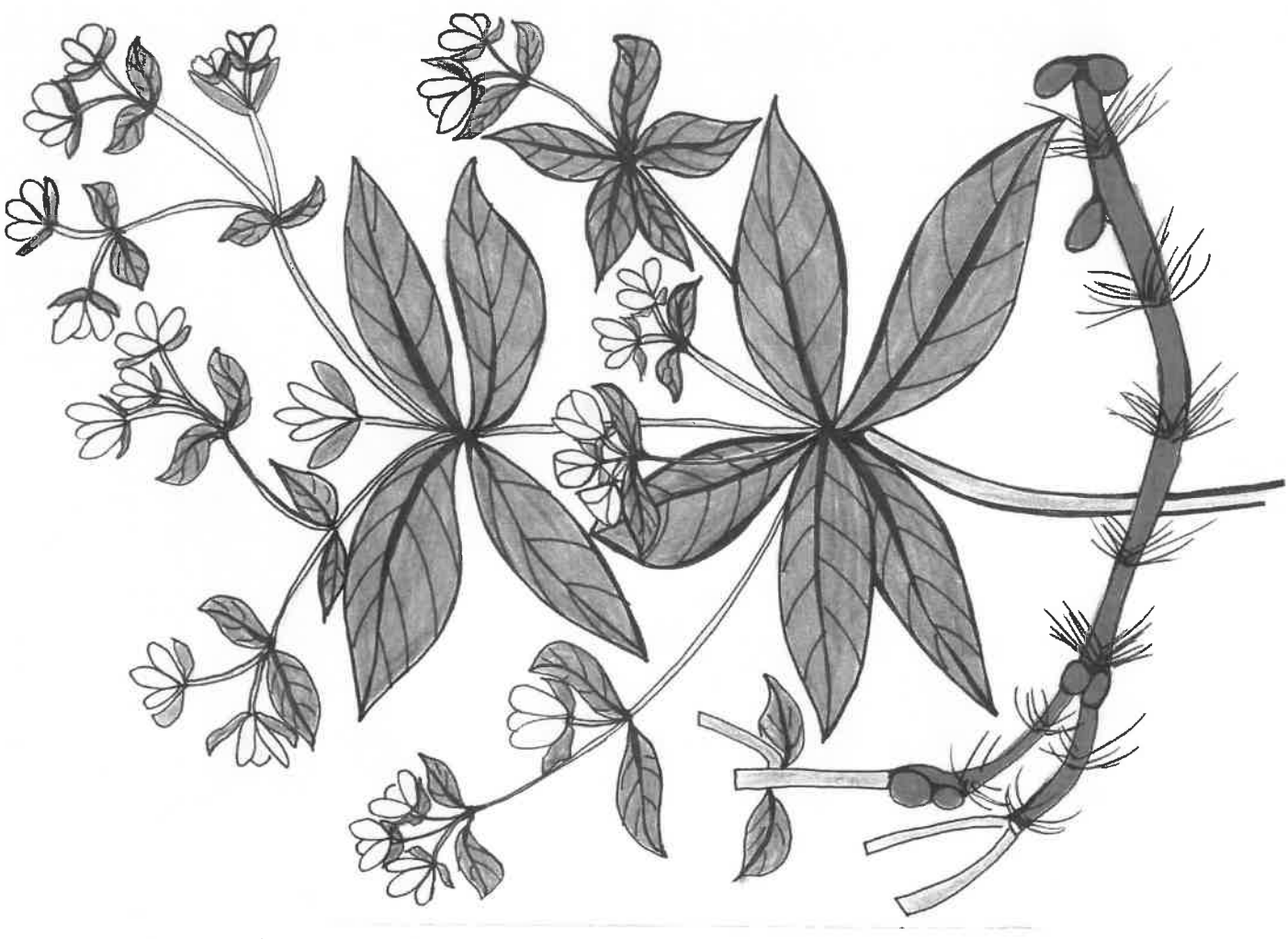
The blue dye has to be extracted from the leaves of the plant by adding soda ash. This is found in the ash of burning kelp – a sort of seaweed.



Indigo was a highly popular dye. This may partly have been because indigo-dyed cloth seems to change magically as it dries. It slowly transforms from pale yellow to green and then finally to blue.



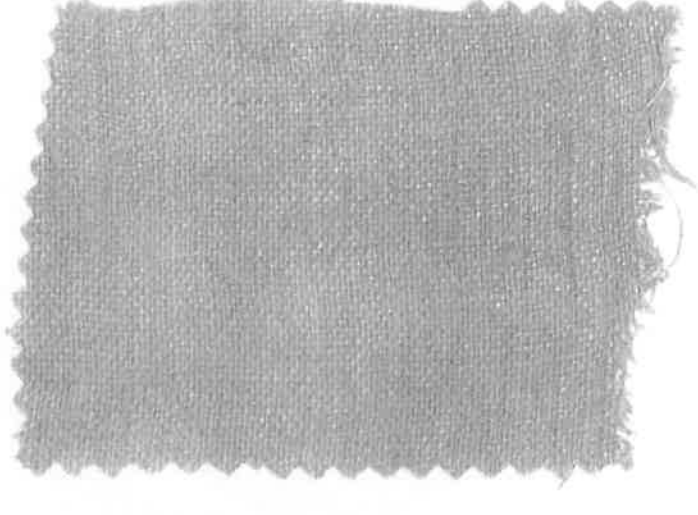
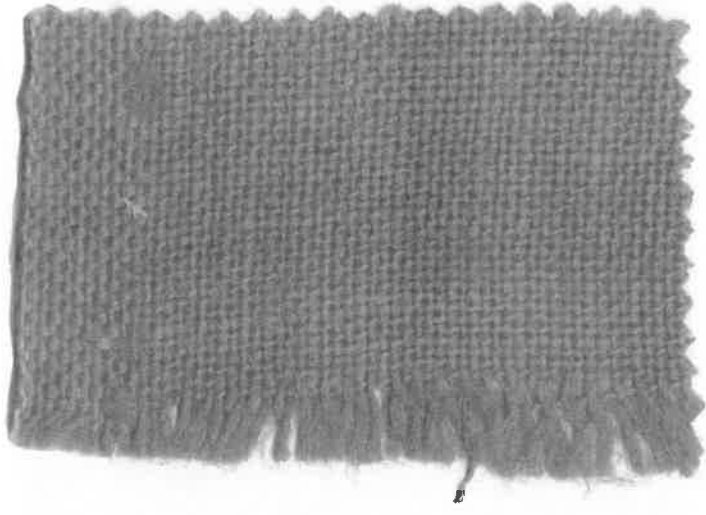
2. Madder  
Madder plants are used to make a deep red dye, which has been around for over 4000 years. We know that the ancient Egyptians used it, and it was commonly used in Medieval Europe.



To get the dye from the plants, you have to dig up, clean and boil the roots. You need to add chalk - not the sort of chalk we use on blackboards, but the sort that is found in seashells, snail shells and egg shells.



Madder produces a lot of different reds, depending on several things, such as heat and time. Madder roots were fed to white horses to colour their hooves and teeth. The Romans fed it to sheep to dye their wool!

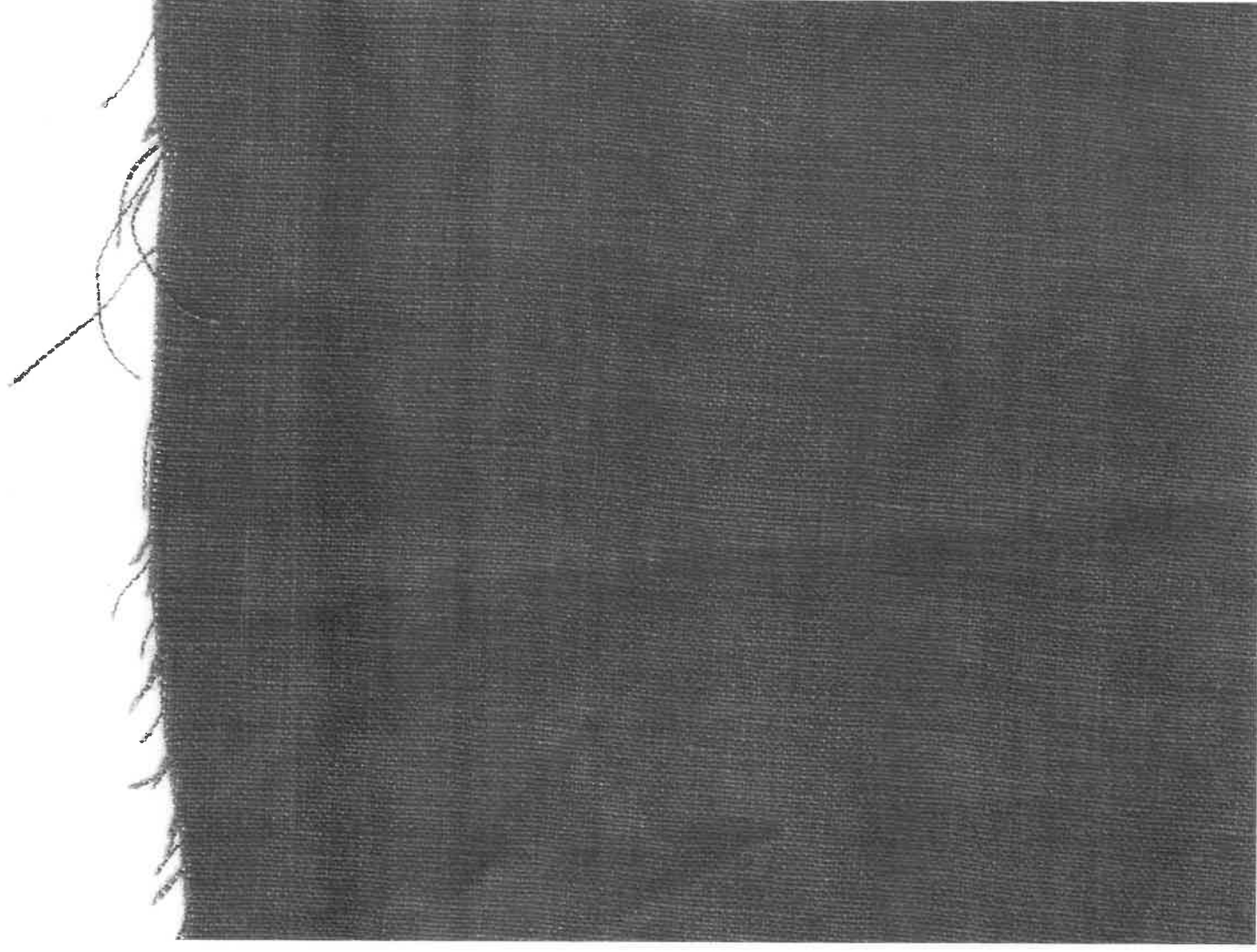


3. Woad  
This is a plant which grows well in Europe. It is related to the cabbage and broccoli plants. It grows for two years and then dies down. The leaves must be picked in the first year to make the dye.



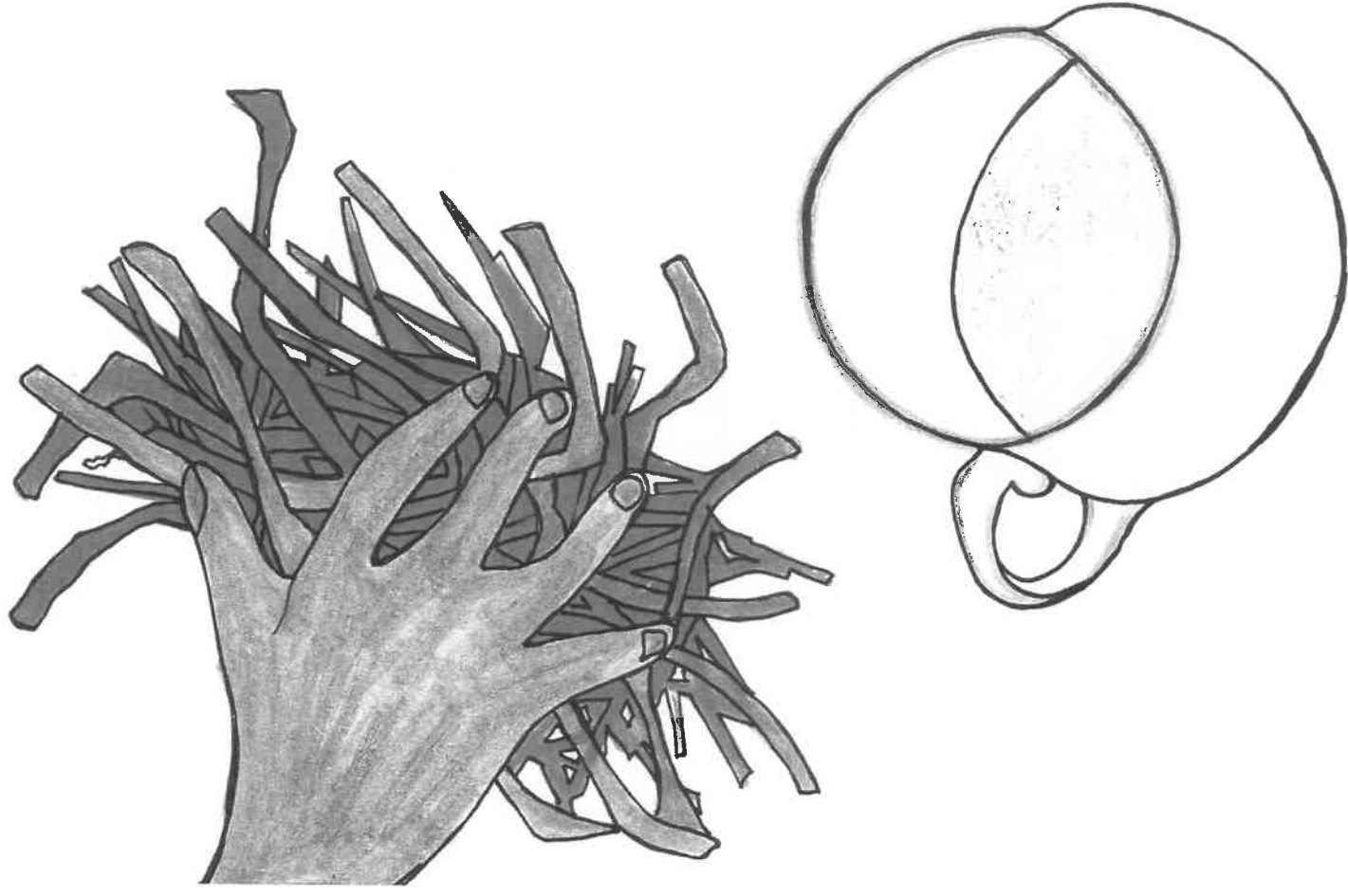


Woad dye results in blue fabric. It can, with repeated dying, create a dark blue very like indigo. For this reason, it is not always easy to say if some ancient cloths were dyed with indigo or with woad.





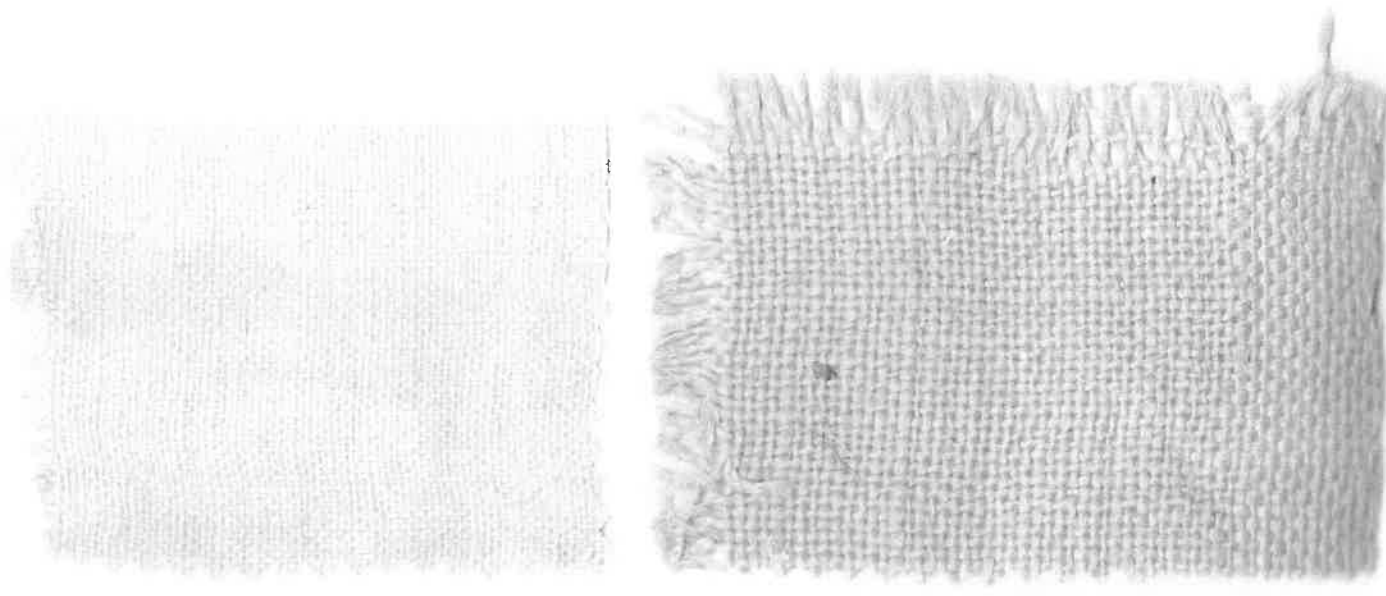
A method of dying using woad used for thousands of years involves using pee! You would add a lot of urine to powdered woad dye. It was also common to mix woad with madder to get different blues and purples.



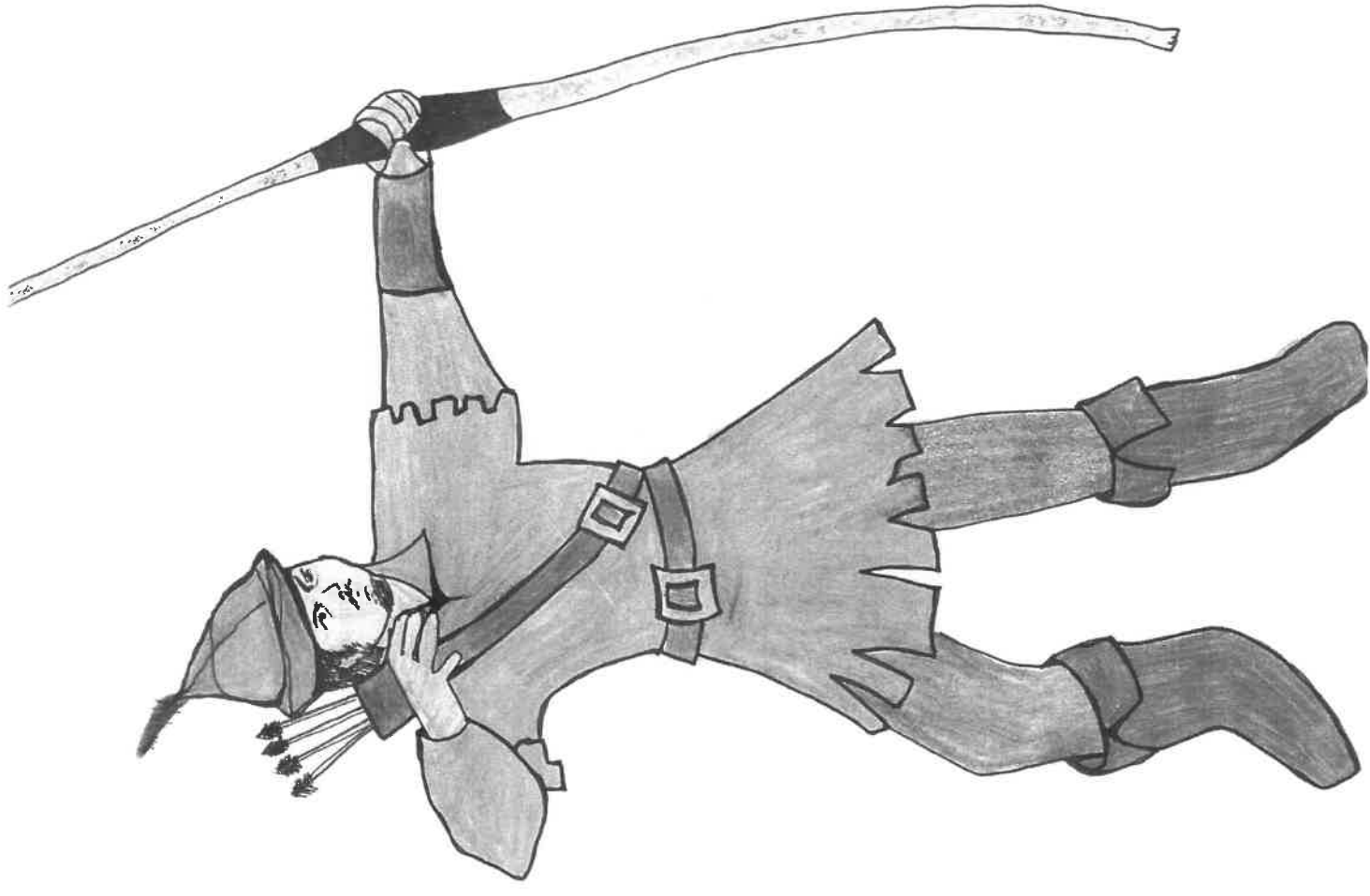
4. Weld  
This is a tall plant with long spikes on which grow small yellow flowers. Bees love these flowers. The deep yellow colour comes from the leaves, flowers and seeds of the plant.



Weld is another ancient dye and was used by the Romans, especially to dye cloths used to dress women.



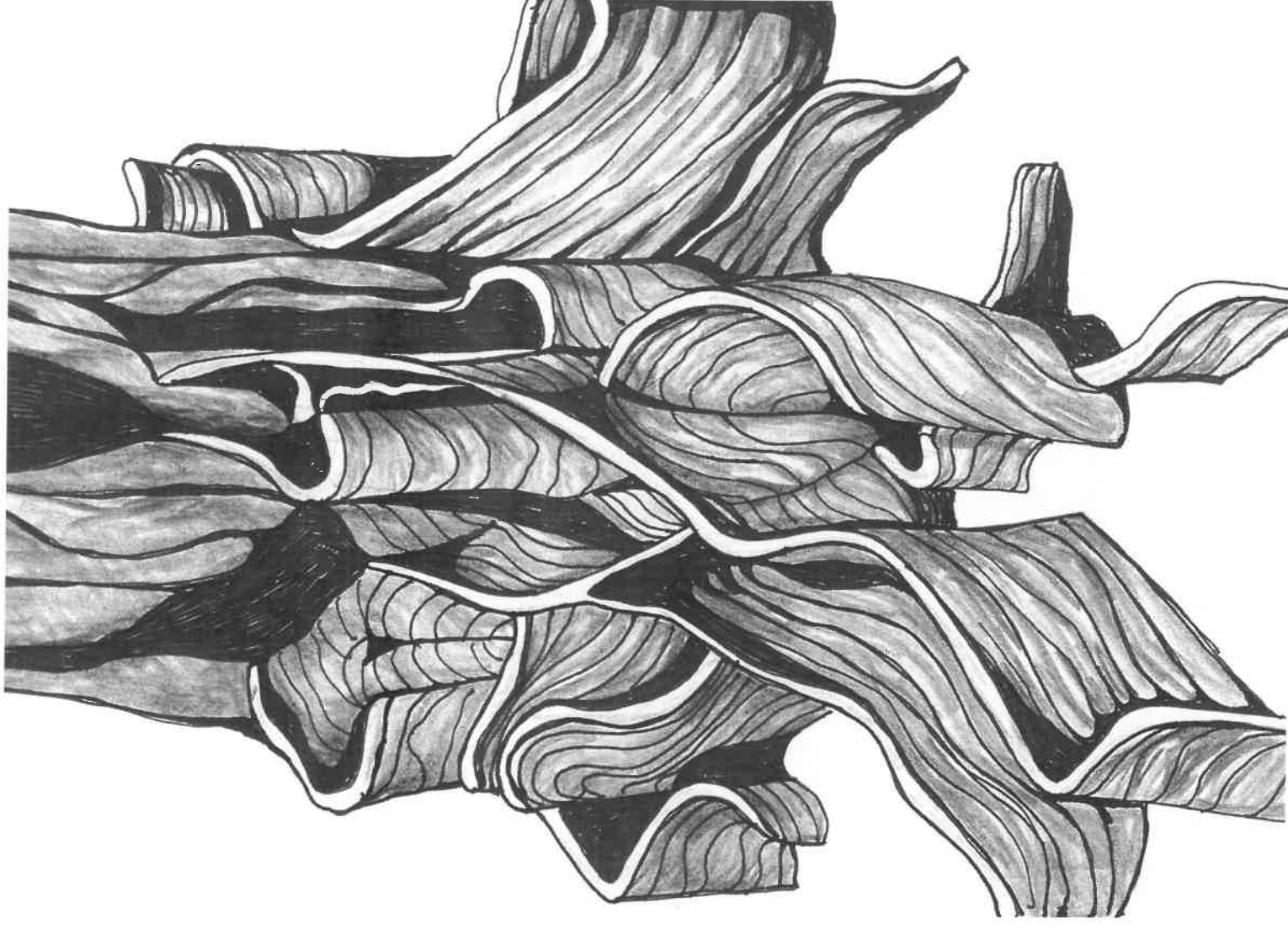
If a piece of cloth dyed in weld is then placed in a blue dye made from woad, it produces a bright green called Lincoln Green. This was supposed to be the dye used for the clothes worn by Robin Hood and his Merry Men.



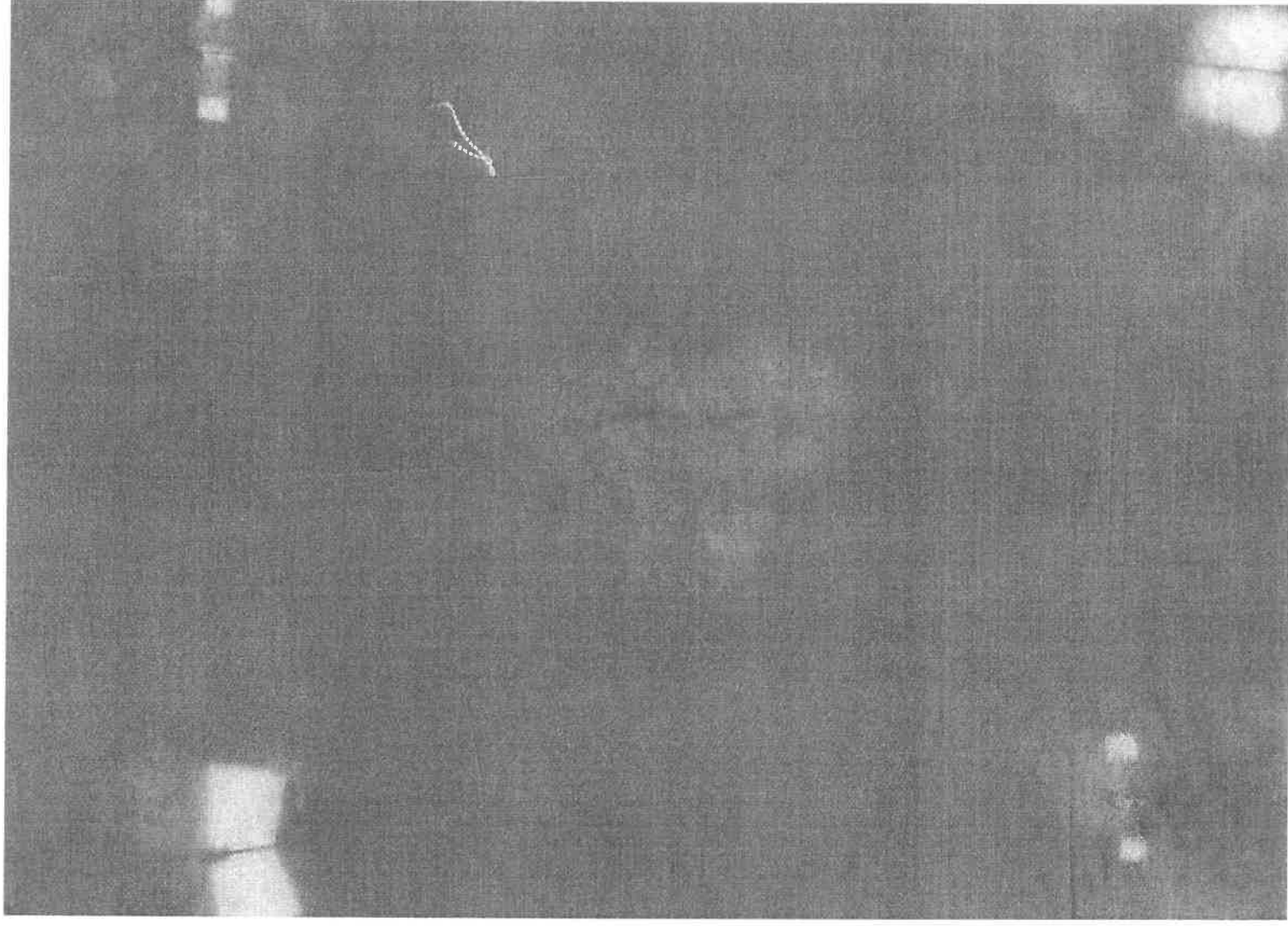
5. Brazilwood  
This dye comes from  
flowering trees which  
grow wild in Brazil. In  
fact, our name for Brazil  
comes from these trees and  
the red dye you can get  
from them. Brazil is the  
only country in the world  
named after a natural dye!



The brazilwood dye also comes from sappanwood trees which grow in India and other parts of Asia. These trees are common, but the brazilwood trees are now endangered.

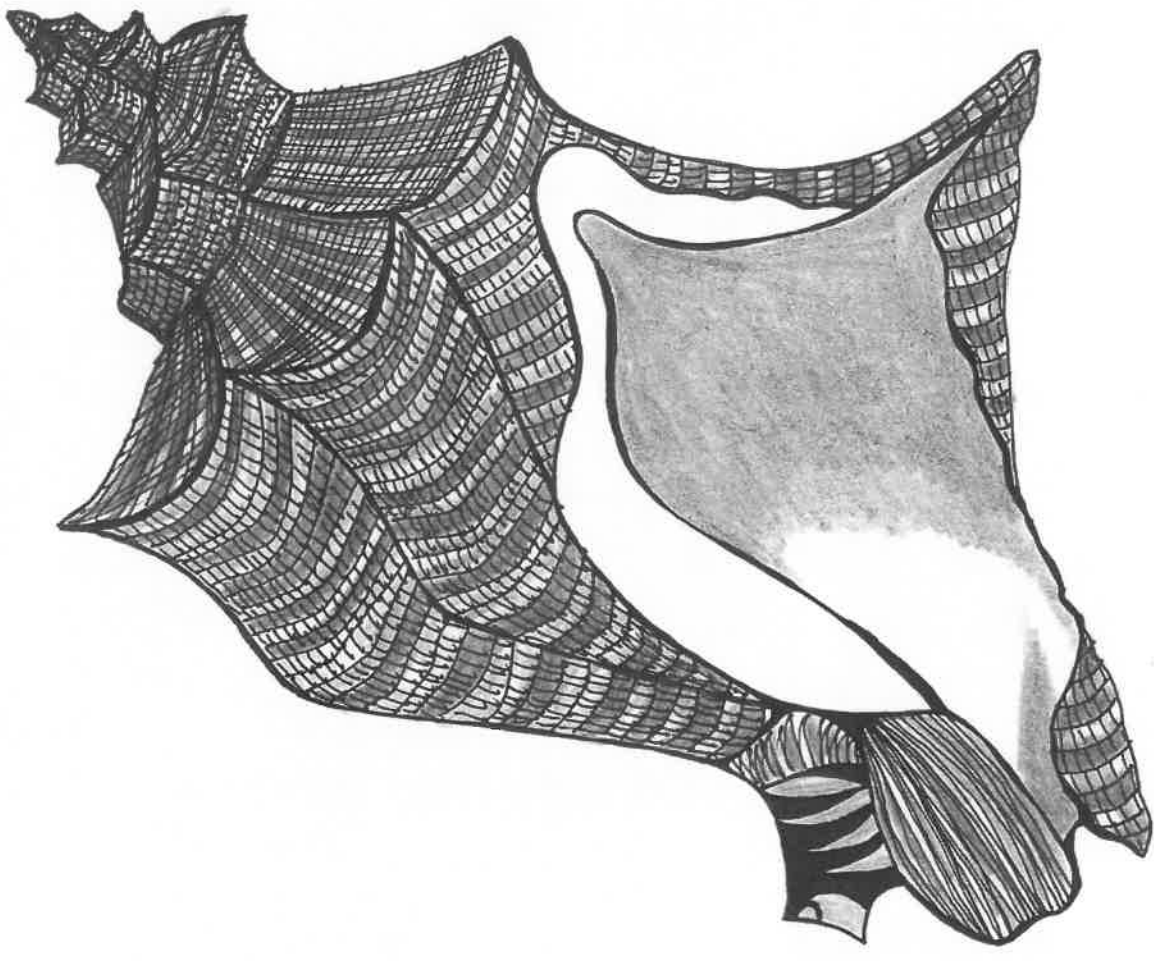


To make the red dye, you need to reduce the wood to sawdust, making sure that you are using the 'heart wood' or core. The sawdust is then soaked in water for a long time, to extract the colour.



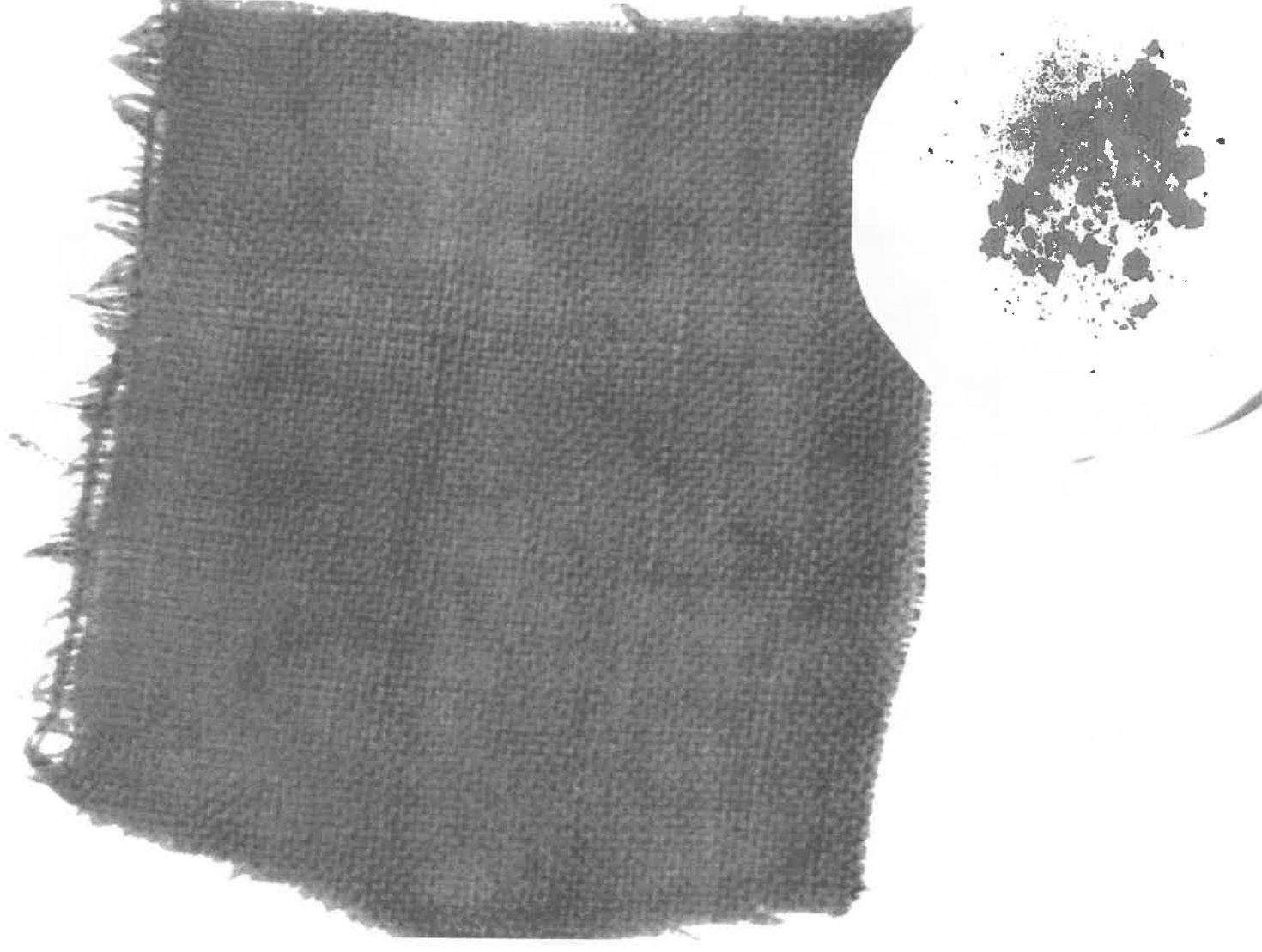


6. Imperial Purple  
This was an immensely valuable dye in the ancient world. It was obtained from a small shellfish, a little like a rock snail, which lives on the Mediterranean coast.





It was not easy to get the dye from the small shellfish. The creature is killed and the dye extracted with a small sharp tool. It was said that it took 8,500 shellfish to make less than a teaspoon of powder. So this dye was much more expensive than gold!



Because this dye was so difficult to get, it was used only to colour the clothes of very important people like emperors and kings. Cloth dyed in this purple does not fade. It gets deeper and more colourful as it gets older. This was another reason why it was so valuable.



Natural dyes are amazing!  
They give us the richest  
and brightest colours and  
a lot of different shades.  
The very best way to  
understand this is to dye  
some cloth for yourself  
using a natural dye!



PGCs	PGCs
/c/ as <u>c</u> , /t/ as <u>t</u> , /a/ as <u>a</u>	/cw/ as <u>cu</u> , /cs/ as <u>x</u> , /y/ as <u>y</u>
/d/ as <u>d</u> , /g/ as <u>g</u> , /o/ as <u>o</u>	/oa/ as <u>ow</u> , <u>o</u> , <u>oa</u> , <u>oe</u> , <u>o-e</u>
/m/ as <u>m</u> , /n/ as <u>n</u>	/ooh/ as <u>oo</u> , <u>ew</u> , <u>o</u>
/i/ as <u>i</u> , /s/ as <u>s</u> and <u>ss</u>	/z/ as <u>z</u> , <u>zz</u> and <u>s</u> , /g/ as <u>gu</u> and <u>gh</u>
/u/ as <u>u</u> , /r/ as <u>r</u>	/er/ as <u>er</u> , <u>ur</u> , <u>ir</u> , <u>ear</u> , <u>or</u>
/h/ as <u>h</u> , /l/ as <u>l</u> and <u>ll</u>	/s/ as <u>s</u> , <u>se</u> and <u>ce</u>
/e/ as <u>e</u> , /b/ as <u>b</u>	/j/ as <u>g</u> , <u>ge</u> and <u>dge</u>
/f/ as <u>f</u> and <u>ff</u> , /sh/ as <u>sh</u>	/l/ as <u>le</u> + <u>te</u> , <u>gg</u> , <u>bb</u>
/p/ as <u>p</u> , /c/ as <u>k</u> and <u>ck</u>	/ue/ as <u>ew</u> , <u>u-e</u> and <u>u</u>
/ee/ as <u>y</u> , /p/ as <u>pp</u> (+ <u>mm</u> , <u>dd</u> , <u>rr</u> , <u>nn</u> )	/ch/ as <u>tch</u> , /oy/ as <u>oi</u> , <u>oy</u>
/ee/ as <u>ee</u> , <u>ea</u> , <u>e</u>	/ooh/ as <u>ue</u> , <u>u-e</u> , <u>ui</u> /c/ as <u>ch</u> , (/ooh/ as <u>ou</u> )
/w/ as <u>w</u> and <u>wh</u> *, /ch/ as <u>ch</u>	/air/ as <u>ear</u> , <u>air</u> , <u>are</u> , ( <u>ere</u> , <u>er</u> )
/th/ as <u>th</u> , /ng/ as <u>ng</u>	/u/ as <u>o</u> , <u>ou</u> , ( <u>o-e</u> ) /ff/ as <u>ph</u> and <u>gh</u>
/tthh/ as <u>th</u> , /v/ as <u>v</u> , <u>ve</u>	/e/ as <u>ea</u> , ( <u>a</u> ), /o/ as <u>a</u>
/oo/ as <u>oo</u> , <u>u</u> and <u>oul</u>	/au/ as <u>a</u> , <u>eigh</u> , <u>ea</u> , <u>ey</u>
/j/ as <u>j</u> , /ar/ as <u>ar</u> and <u>a</u> *	/ee/ as <u>ie</u> , <u>ey</u> ; /or/ as <u>ar</u>
/ou/ as <u>ou</u> , <u>ow</u> and <u>ough</u>	/or/ as <u>oor</u> , <u>oar</u> and <u>au</u>
/or/ as <u>or</u> , <u>ore</u> , <u>ow</u> and <u>a</u>	/or/ as <u>ough</u> , <u>our</u> , <u>ough</u>
/au/ as <u>ay</u> , <u>a-e</u> , <u>ai</u>	/or/ as <u>ai</u> ; /t/ as <u>ed</u>
/ie/ as <u>y</u> , <u>ie</u> , <u>i-e</u> , <u>i</u> and <u>igh</u>	/d/ as <u>ed</u> ; /ng/ as <u>n</u>
	/sh/ as <u>ti</u> , <u>si</u> , <u>ci</u> , <u>ch</u> /zh/ as <u>si</u> , <u>as</u> and <u>s</u>

## Code-Breakers

Extended Texts ~ Book 4  
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## What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

### 1. Read Hamilton Group Reader *Purple is Best*

- This is a non-fiction (information) text and tells us about how people have used dyes to colour their clothes for many centuries.

### 2. Prepositions

- Watch the PowerPoint presentation on prepositions OR read the learning reminders about prepositions (keep these to help you with tomorrow's work).
- On the 'Purple is Best' extracts sheet underline the prepositions. (Tip: use the list of prepositions on the first learning reminder card to help you).
- Write five sentences of your own about *Purple is Best* using prepositions. Can you use each type (time, place, cause) at least once?

Now work with a grown-up to check the answers.

Discuss any answers which you didn't quite get. Can you see what went wrong?

### Try the Fun-Time Extras


- Explore prepositions on BBC Bitesize  
<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd>

# Learning Reminder Prepositions

## Prepositions

A phrase is a group of words which adds meaning to a sentence.  
Prepositions can join these phrases to a sentence.  
Prepositions can express time, cause and place.

Prepositions often join nouns or noun phrases to a sentence.



The dye is extracted *from* the leaves.  
It changes colour *during* the process.  
Indigo was popular *for* its intensity.

**time**

before  
after  
at  
until  
since  
in  
during

**cause**

because of  
due to  
from  
for

**place**


above  
across  
behind  
inside  
up  
down  
round  
underneath  
with

## Prepositions

Prepositions help us express time, place and cause.

Madder plants were used *for* 4000 years.  
Madder plants were used *in* the dye-making process.  
Madder plants were used *until* Medieval times.

Try adding your own prepositional phrase to express time.



**When?**


Prepositions  
while, since,  
before, during,  
after, at, on, during

## Prepositions

Prepositions help us express time, place and cause.

The dye is produced *from* the roots.  
The dye is produced *in* a vat.  
The dye is produced *below* the ground.

Try adding your own prepositional phrase to express place.



**Where?**

Prepositions  
above, below,  
inside, outside, on,  
in, between

## Prepositions

Prepositions help us express time, place and cause.

Woad was used *for* its deep blue dye.  
Woad was used *due* to its easy cultivation.  
Woad was used *because* of the range of shades it creates.

Try adding your own prepositional phrase to express cause.



**Why?**

Prepositions  
because of, due to,  
from, for

## 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?

## Purple is Best: extracts (answers)

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



## What to do today

*IMPORTANT Parent or Carer – Read this page with your child and check that you are happy with what they have to do and any weblinks or use of internet.*

### 1. Prepositions and sequencing instructions

- Read the learning reminders about prepositions (*these are the same as yesterday – just included here for reference*).
- Look at the two pages of Cabbage Cards. Together they make up a set of instructions for making cabbage dye but the main sentences and prepositions have become separated and muddled.
- Cut out the cards and match the main sentences with the correct prepositional phrases.
- Order the instructions correctly and stick them on a piece of paper.
- Challenge yourself to identify what sort of preposition is being used in each sentence (time, place or cause), you could underline each type in a different colour. Can you suggest a possible alternative for the prepositions?

Now work with a grown-up to check the answers.

Discuss any answers which you didn't quite get. Can you see what went wrong?

### Try the Fun-Time Extras

- Write your own set of instructions for something – it could be making a Lego model, drawing a particular picture, planting a seed. Try to include a preposition for each instruction. You could type your instructions up on the computer and add pictures to illustrate each step.
- Try playing 'Simon Says' with other family members – the challenge is to include a preposition in each instruction, e.g. 'Simon says put your hand **under** your foot'.

# Learning Reminder Prepositions

## Prepositions

A phrase is a group of words which adds meaning to a sentence.

Prepositions can join these phrases to a sentence.

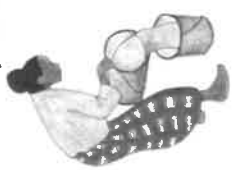
Prepositions can express time, cause and place.

Prepositions often join nouns or noun phrases to a sentence.

The dye is extracted *from* the leaves.

It changes colour *during* the process.

Indigo was popular *for* its intensity.



time	cause
before	because of
after	due to
at	from
until	for
since	
in	
during	

place
above
across
behind
inside
up
down
round
underneath
with

## Prepositions


Prepositions help us express time, place and cause.

Madder plants were used *for* 4000 years.

Madder plants were used *in* the dye-making process.

Madder plants were used *until* Medieval times.

Try adding your own prepositional phrase to express time.



When?

Prepositions while, since, before, during, after, at, on, during

## Prepositions


Prepositions help us express time, place and cause.

The dye is produced *from* the roots.

The dye is produced *in* a vat.

The dye is produced *below* the ground.

Try adding your own prepositional phrase to express place.



Where?

Prepositions above, below, inside, outside, on, in, between

## Prepositions


Prepositions help us express time, place and cause.

Woad was used *for* its deep blue dye.

Woad was used *due to* its easy cultivation.

Woad was used *because of* the range of shades it creates.

Try adding your own prepositional phrase to express cause.



Why?

Prepositions because of, due to, from, for

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.

## ANSWERS

## Cabbage Cards: instructions in order

1. Chop the cabbage on a chopping board. *(place)*
2. Put the chopped cabbage in a large pot. *(place)*
3. Boil the cabbage pieces for 4-8 hours. *(cause)*
4. After 4-8 hours of boiling, the liquid will be colourful. *(time)*
5. Use disposable gloves due to the strong pigment. *(cause)*
6. Place the cabbage liquid in a sieve. *(place)*
7. Add vinegar for a pink dye. *(cause)*
8. Add baking soda for a blue dye. *(cause)*
9. Place your chosen material in the dye. *(place)*
10. Leave your cloth for at least 24 hours. *(cause)*
11. After 24 hours, rinse any surplus dye. *(time)*
12. Hang your cloth from a washing line. *(cause)*

