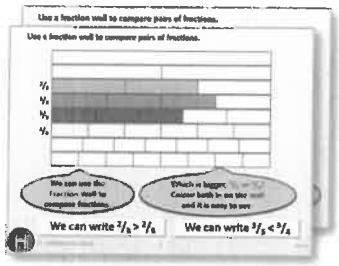
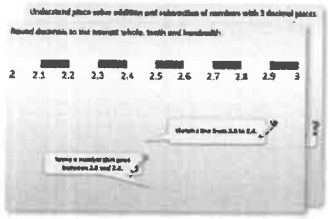
Year 3: Week 4, Day 1
Multiply and divide by 10 and 100

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

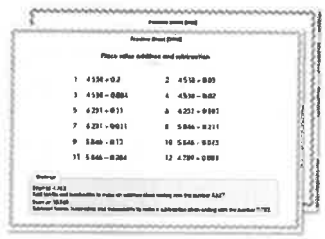
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.



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

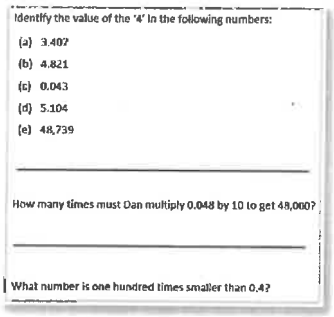


2. Tackle the questions on the **Practice Sheet**.
There might be a choice of either Mild (easier) or Hot (harder)!
Check the answers.

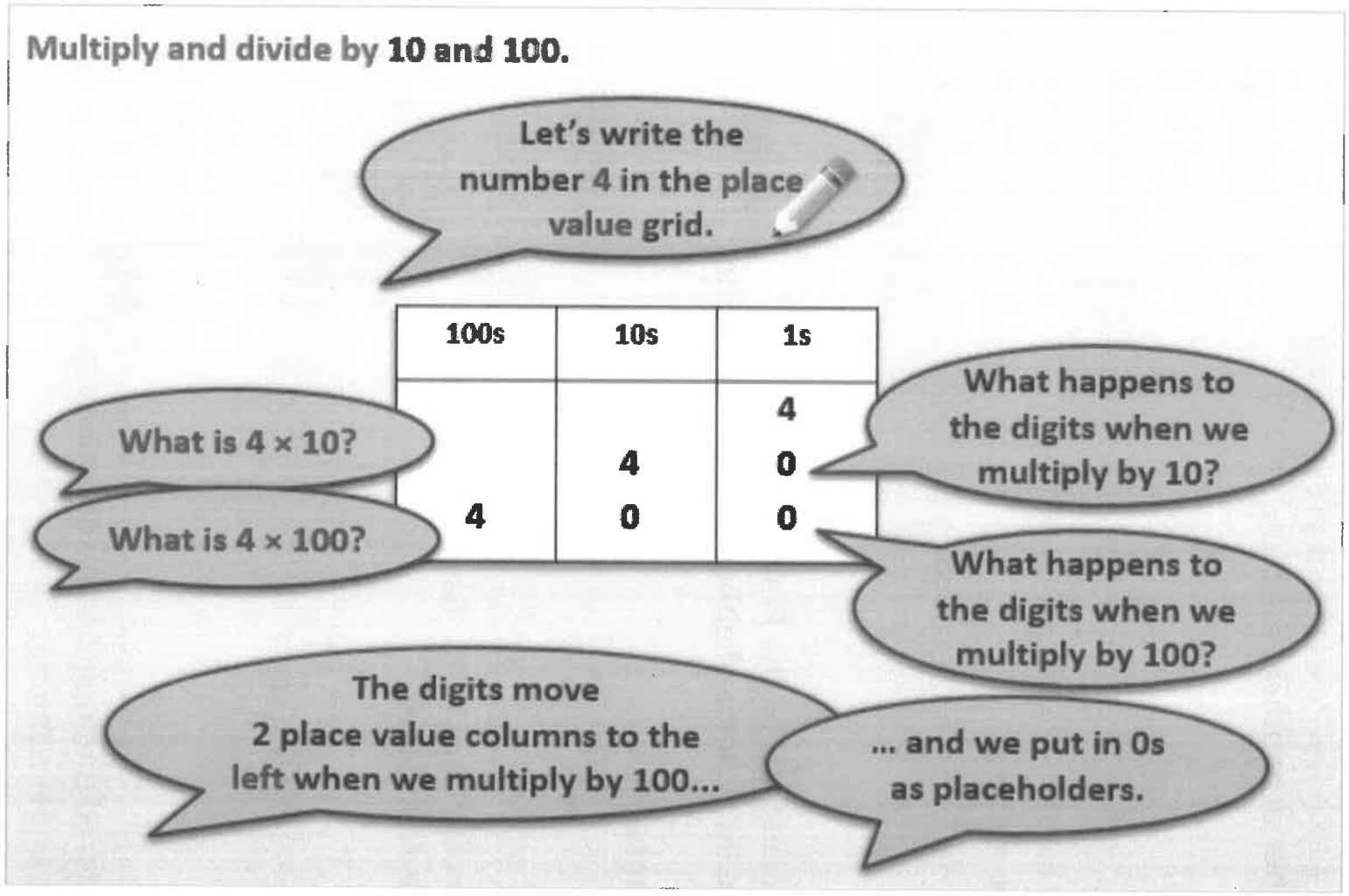


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

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

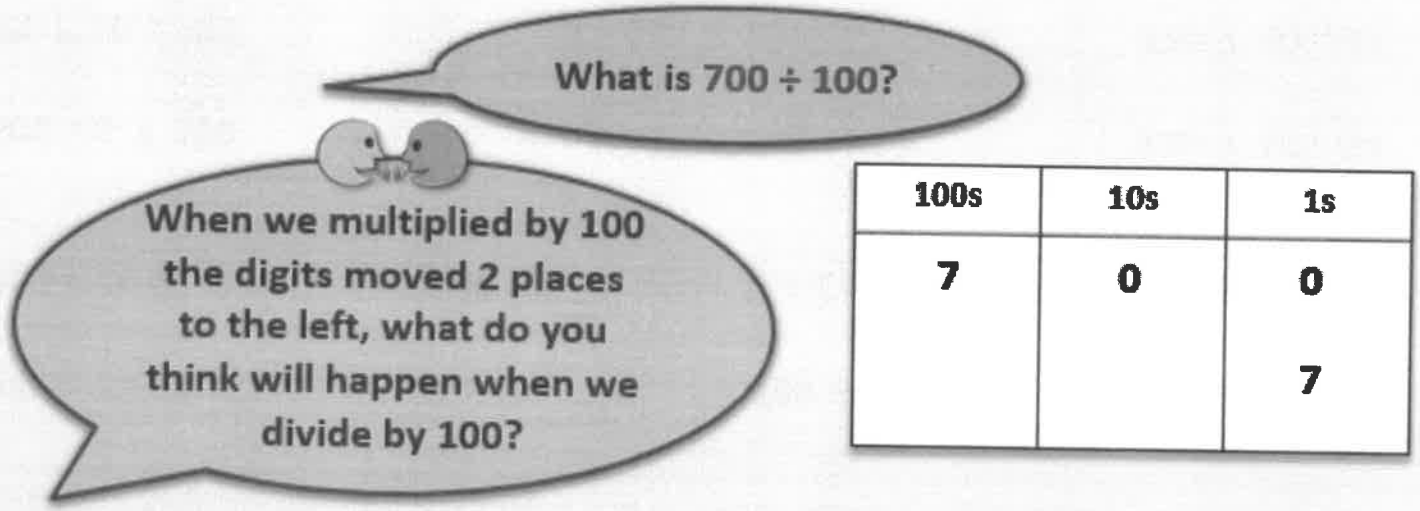


Learning Reminders



Learning Reminders

Multiply and divide by 10 and 100.



100s	10s	1s
7	0	0
		7

Practice Sheet Mild
Multiplication practice

Copy and complete the number sentences.

Section 1

6 x ? = 600	? x 10 = 370	550 = 55 x ?
2 x ? = 200	? x 10 = 230	? x 100 = 300
900 = 90 x ?	300 = 3 x ?	? x 100 = 700
? x 10 = 250	420 = 42 x ?	100 = ? x 100

Section 2

340 ÷ ? = 34	3 = ? ÷ 10	780 ÷ ? = 78	22 = 220 ÷ ?
200 ÷ ? = 2	? ÷ 100 = 1	4 = ? ÷ 100	390 ÷ ? = 39

Section 3

600 = 6 ? 100	990 ? 10 = 99	340 ? 10 = 34
78 ? 10 = 780	8 = 800 ? 100 =	320 ? 10 = 32

Practice Sheet Hot

Multiplication practice

Copy and complete the number sentences.

Section 1

340 ÷ ? = 34 | 3 = ? ÷ 10 | 780 ÷ ? = 78 | 220 ÷ ? = 22

200 ÷ ? = 2 | ? ÷ 100 = 1 | ? ÷ 100 = 4 | 39 = 390 ÷ ?

Section 2

600 = 6 ? 100 | 99 = ? 10 | 340 ? 10 = 34

78 ? 10 = 780 | 8 = 800 ? 100 | 320 ? 10 = 32

Section 3

? x 100 = 6200 | 854 x ? = 8540 | 775 = 7750 ÷ ?

? ÷ 100 = 55 | 99 = 9900 ? 100 | 460 ? 10 = 4600

Challenge

Find a way from 8 to 100.
Colour the boxes to show your route.
Be careful though as you can only go across or down!
There are two routes available.
Can you find both?

8	x100	x10	÷10
x100	÷10	÷100	+20
÷100	+10	+10	100

Practice Sheet Answers

Multiplication practice (Mild)

Section 1

6 x 100 = 600	37 x 10 = 370	550 = 55 x 10	
2 x 100 = 200	23 x 10 = 230	3 x 100 = 300	
900 = 90 x 10	300 = 3 x 100	7 x 100 = 700	
25 x 10 = 250	420 = 42 x 10	100 = 1 x 100	

Section 2

340 ÷ 10 = 34	3 = 30 ÷ 10	780 ÷ 10 = 78	22 = 220 ÷ 10
200 ÷ 100 = 2	100 ÷ 100 = 1	4 = 400 ÷ 100	390 ÷ 10 = 39

Section 3

600 = 6 x 100	990 ÷ 10 = 99	340 ÷ 10 = 34	
78 x 10 = 780	8 = 800 ÷ 100	320 ÷ 10 = 32	

Multiplication practice (Hot)

Section 1

340 ÷ 10 = 34	3 = 30 ÷ 10	780 ÷ 10 = 78	220 ÷ 10 = 22
200 ÷ 100 = 2	100 ÷ 100 = 1	400 ÷ 100 = 4	39 = 390 ÷ 10

Section 2

600 = 6 x 100	99 = 990 ÷ 10	340 ÷ 10 = 34	
78 x 10 = 780	8 = 800 ÷ 100	320 ÷ 10 = 32	

Section 3

62 x 100 = 6200	854 x 10 = 8540	775 = 7750 ÷ 10	
5500 ÷ 100 = 55	99 = 9900 ÷ 100	460 x 10 = 4600	

Challenge

8	x100		
x100			
÷100	+10	+10	100

A Bit Stuck?
Treasure or trap

Work in pairs

What to do:

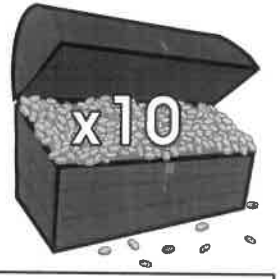
- Look at the tables below. Work out each player's new score.
  - If a player finds a treasure chest, multiply their score by 10.
  - If they step on a trap door, divide their score by 10.
  - Use your place value grid and digit cards to help you.

  If you get stuck, use a calculator and watch which way the digits move.

Things you will need:

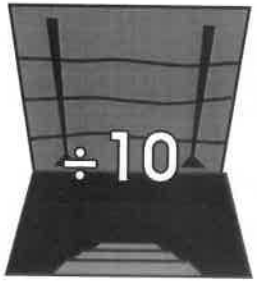
- A 100s, 10s and 1s place value grid
- 0 to 9 cards
- A calculator

Players 1 to 4 find a treasure chest ☺



	Score	New score
Player 1	28	
Player 2	37	
Player 3	15	
Player 4	94	

Players 5 to 8 step on a trap door ☹



	Score	New score
Player 5	850	
Player 6	490	
Player 7	320	
Player 8	560	

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

Player 9 has found a treasure chest! Her score is now 250. Work out what her score was just before she found the treasure chest. Test out your idea using a calculator.

Learning outcomes:

- I can multiply 2-digit numbers by 10, e.g. 28 x 10.
- I can divide 3-digit multiples of 10 by 10, e.g. 850 ÷ 10.
- I am beginning to work out missing numbers in place value multiplications.

100s	10s	1s

Check your understanding: *Questions*

Describe in words what happens to a number when we multiply by 10.

Now explain WHY it happens – you may draw a picture if it helps.

Write the missing numbers:

(a) ☐ x 10 = 550

(b) 100 x 39 = ☐

(c) ☐ ÷ 10 = 60

(d) 17 x ☐ = 170

(e) 500 ÷ ☐ = 5

(f) ☐ x 10 = 990

Write the result number in each chain:

5 x 100 ÷ 10 x 10 ÷ 100 = ☐

300 ÷ 10 ÷ 10 x 10 x 10 = ☐

40 x 10 ÷ 100 x 10 = ☐

Invent your own chain where you end up back at your starting number.

Fold here to hide answers:

Check your understanding: *Answers*

Describe in words what happens to a number when we multiply by 10. The digits each move one place to the left and a zero is put in the 1s place as a place holder for the other digits.

Now explain WHY it happens – you may draw a picture if it helps.

Each digit becomes ten times greater, so multiplying 73 by 10 the '7' increases in value from 70 to 700 and the '3' from 3 to 30. This can be seen by moving digits on a place grid:

100s	10s	1s
	7	3
7	3	0

Write the missing numbers:

(a) 55 x 10 = 550

(b) 100 x 39 = 3900

(c) 600 ÷ 10 = 60

(d) 17 x 10 = 170

(e) 500 ÷ 100 = 5

(f) 99 x 10 = 990

Write the result number in each chain:

5 x 100 ÷ 10 x 10 ÷ 100 = 5

300 ÷ 10 ÷ 10 x 10 x 10 = 300

40 x 10 ÷ 100 x 10 = 40

In each case, the initial number has been multiplied and divided by the same number.

Do children's own chains 'work', by ending back at their chosen starting number? Use a calculator to check if unsure...

Multiply and divide by 10 and 100.

Let's write the number 4 in the grid.

100s	10s	1s
4	0	0

What is 4 × 10?

What has happened to the digits?

What is 4 × 100?

What has happened to the digits?

The digits move 2 place value columns to the left when we multiply by 100.

Multiply and divide by 10 and 100.

What is 7 × 10 and 7 × 100?

Let's check....

100s	10s	1s
7	0	0

Digits move 1 or 2 places to the left...

... and we put in 0s as placeholders.

Multiply and divide by 10 and 100.

What is 700 ÷ 100?

Let's see...

100s	10s	1s
7	0	0

When we multiplied by 100 the digits moved 2 places to the left, what do you think will happen when we divide by 100?

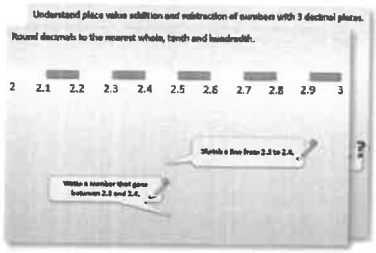
The 7 moved 2 places to the right...

.... and we don't need the final two 0s.

Year 3: Week 4, Day 2
Function machines to multiply and divide

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.



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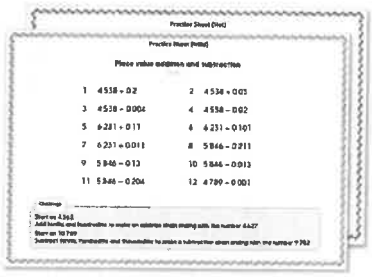
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



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

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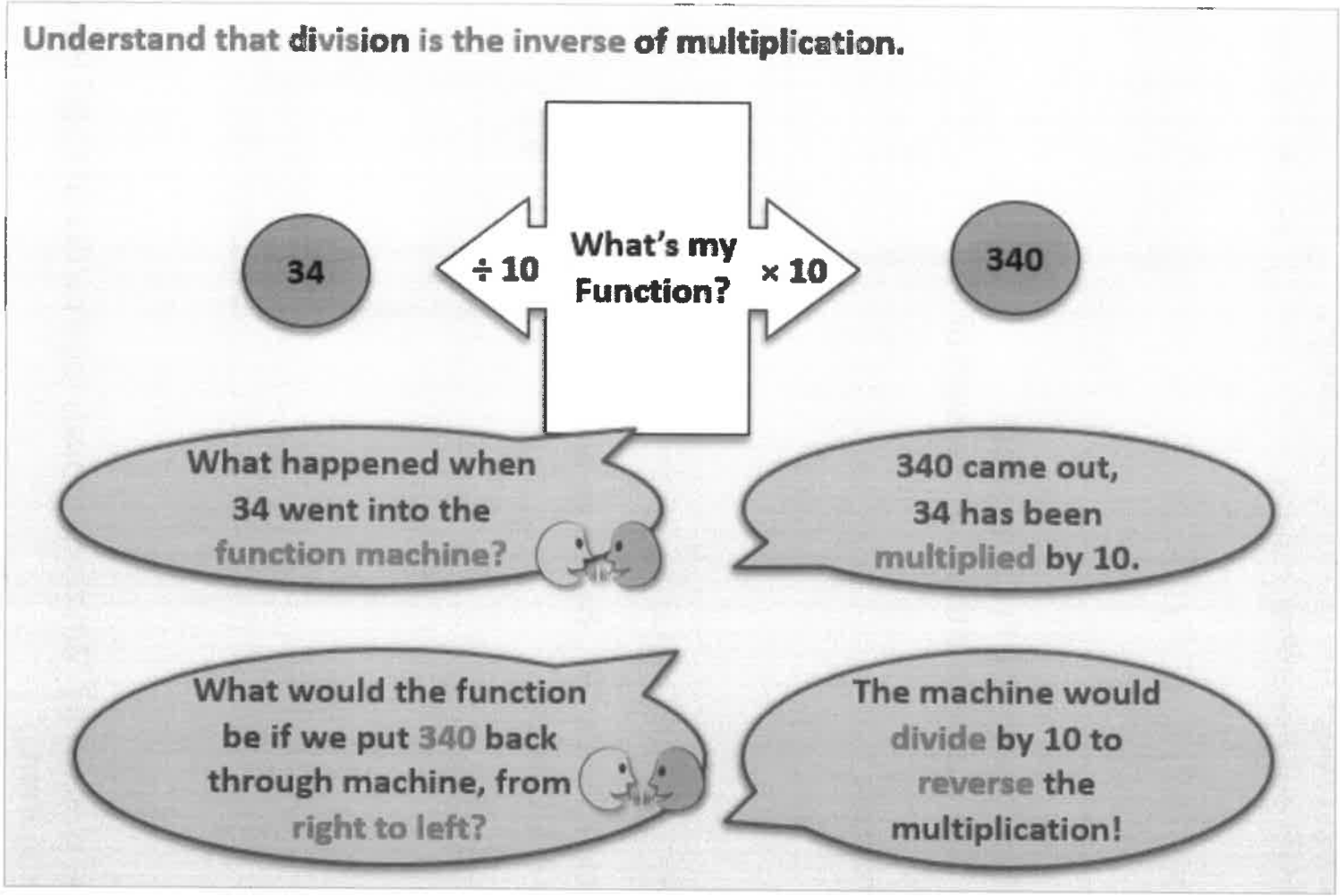
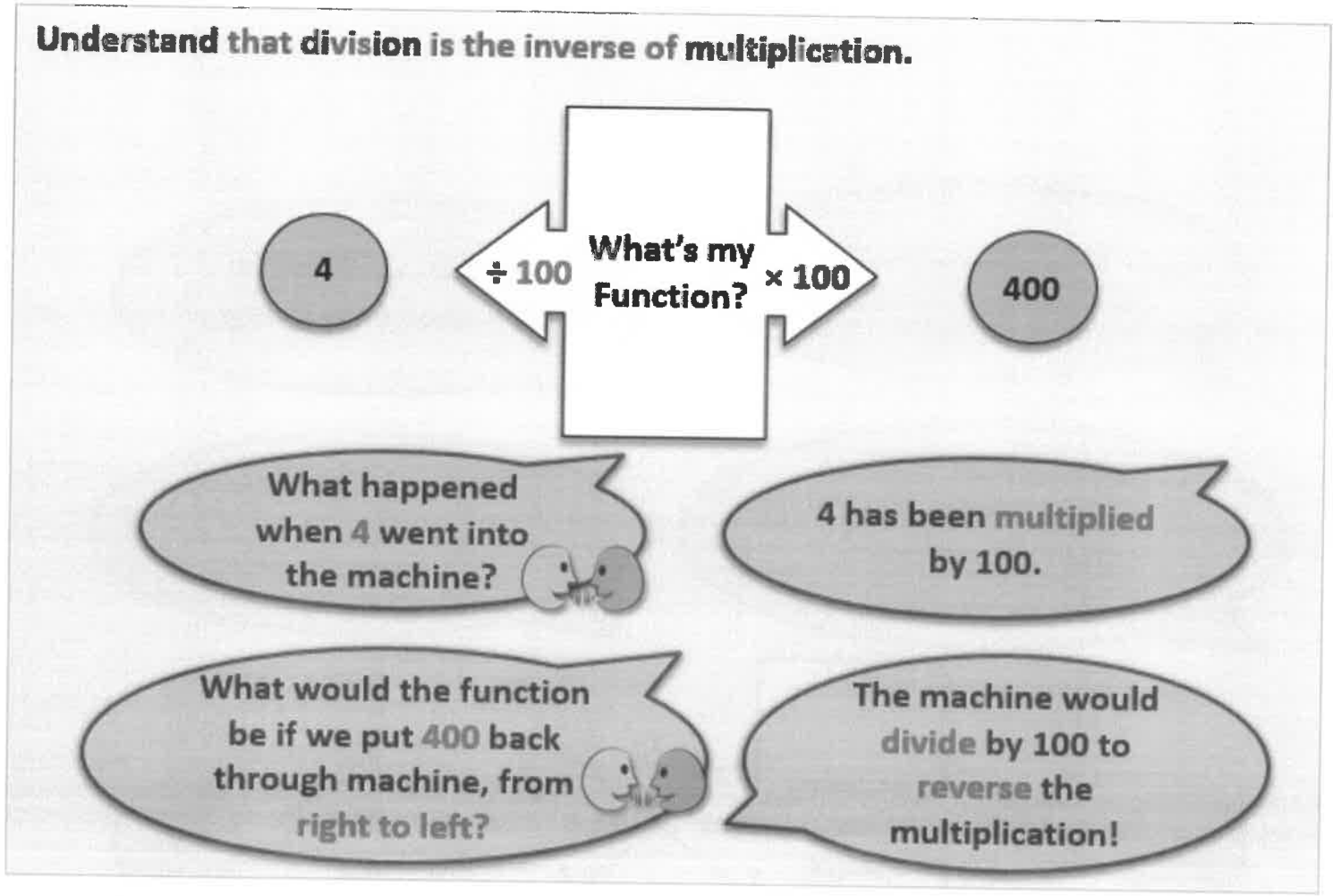
4. Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

Learning Reminders



Learning Reminders



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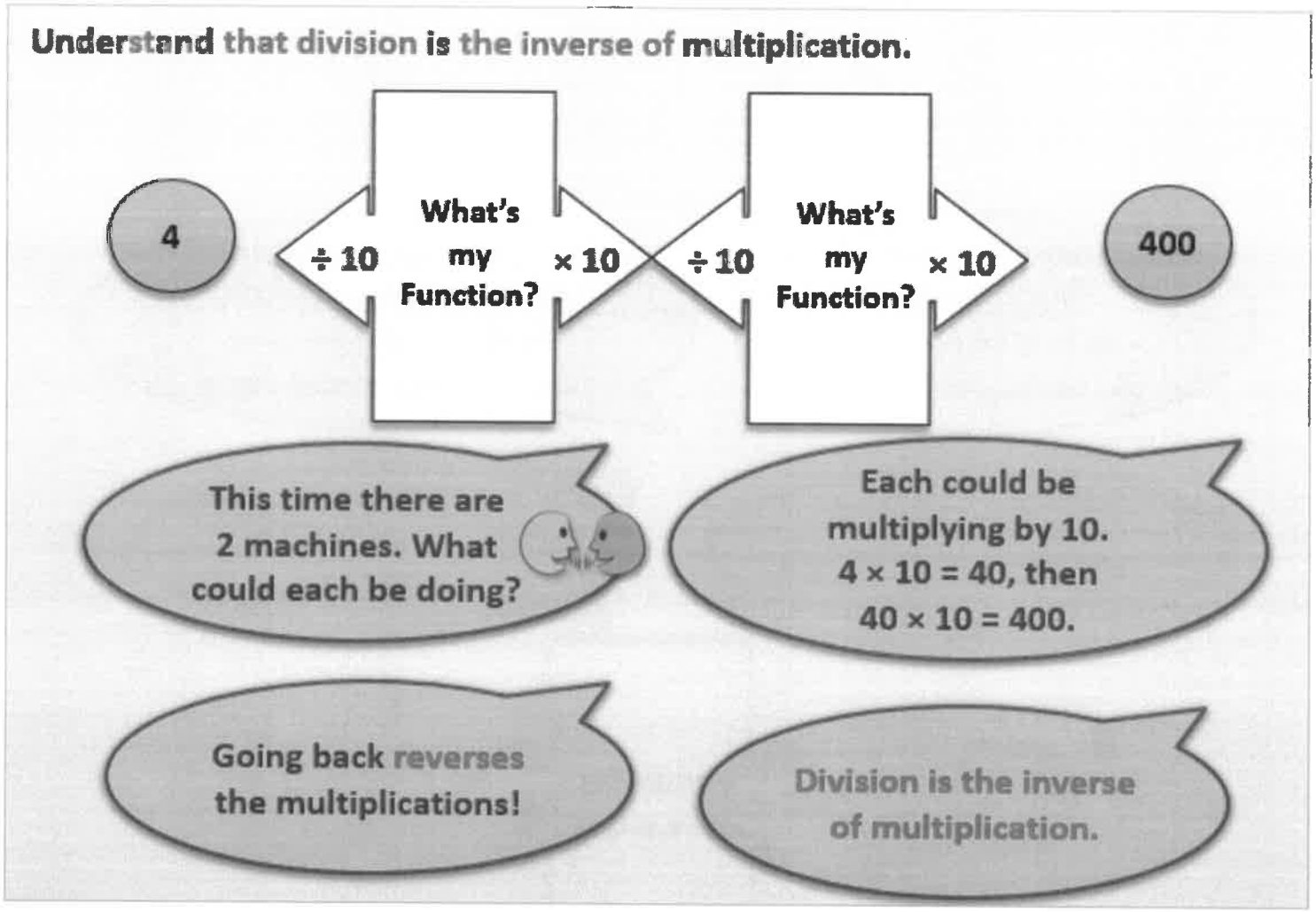

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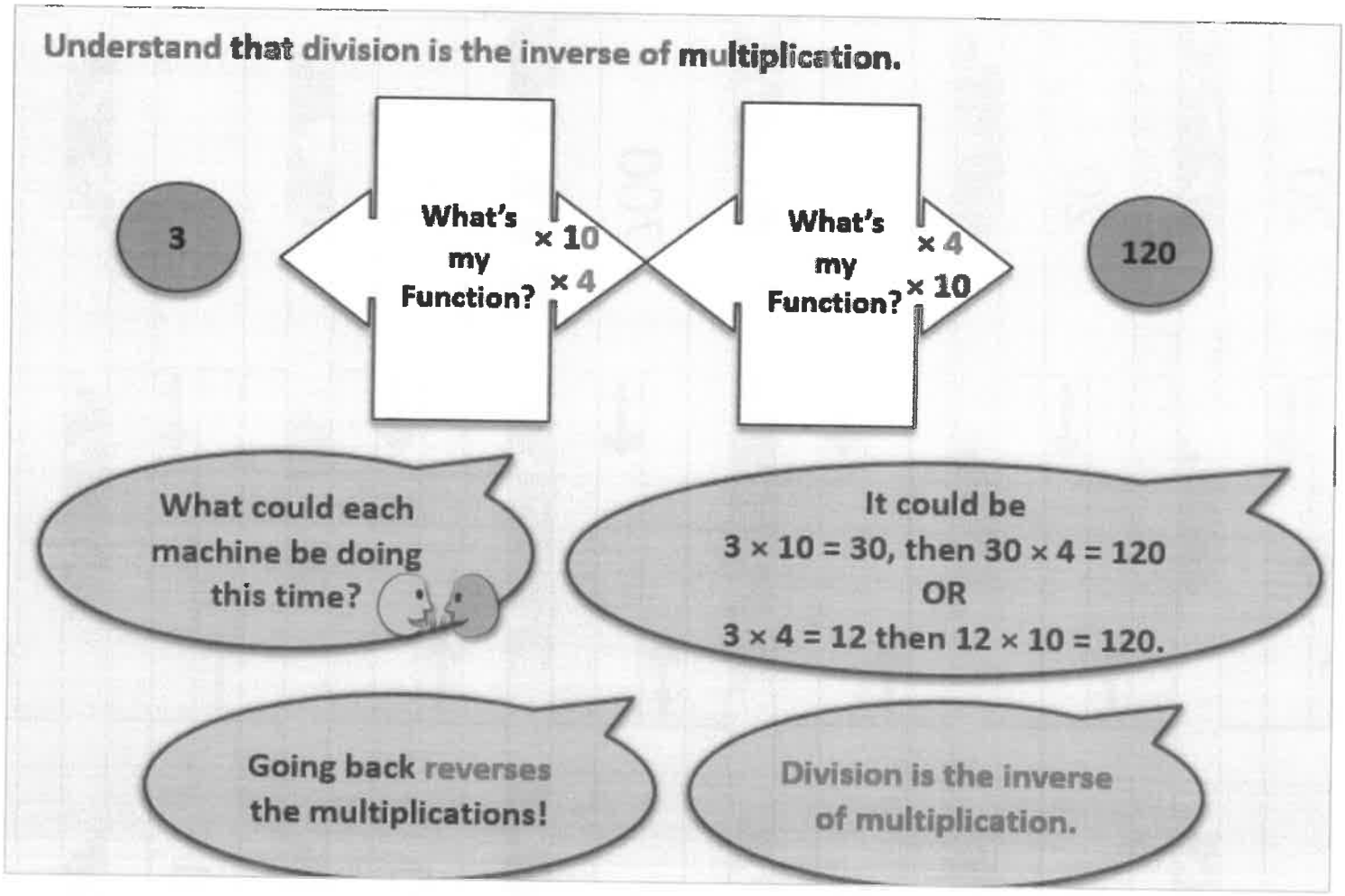


Practice Sheet Mild

Multiplication and division practice

e.g.

2	→ x 10 ÷ 10 ←	20

4	→ ←	20

2	→ ←	8

7	→ ←	700

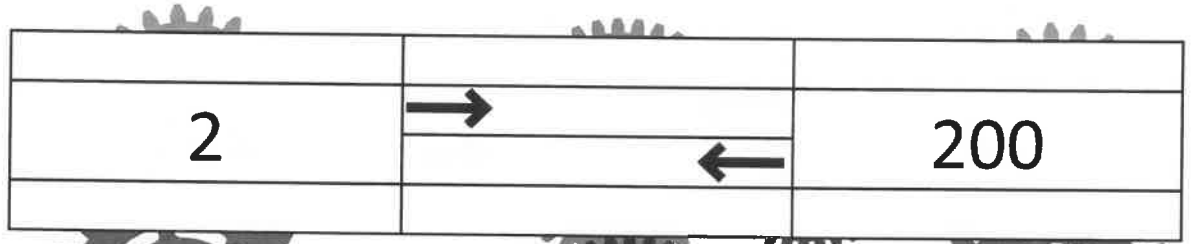
50	→ ←	10

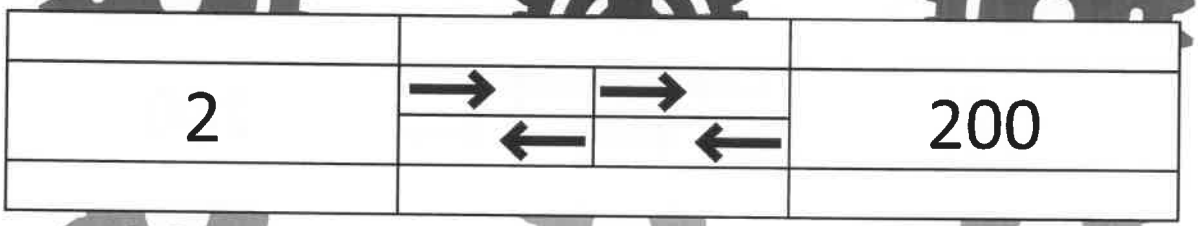
60	→ ←	6

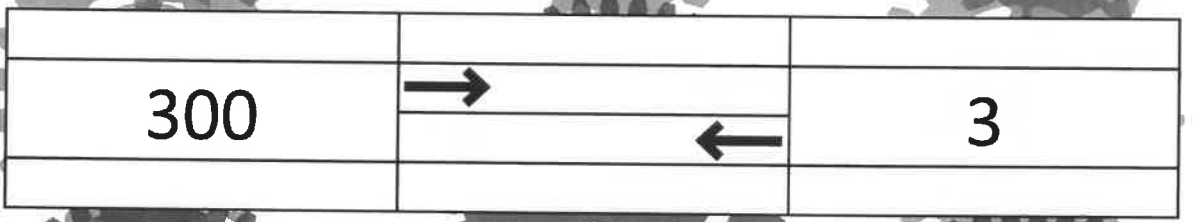
800	→ ←	8

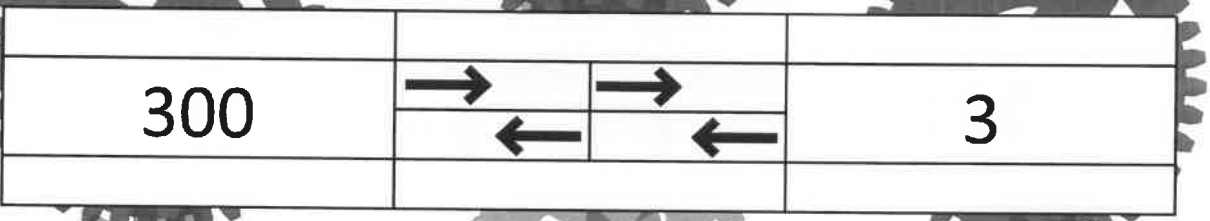
Practice Sheet Mild

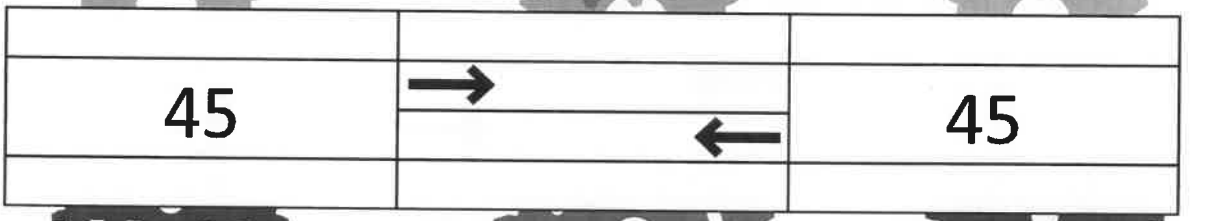
Multiplication and division practice

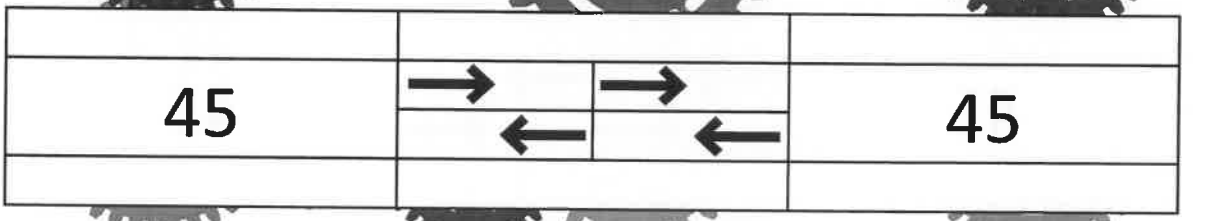




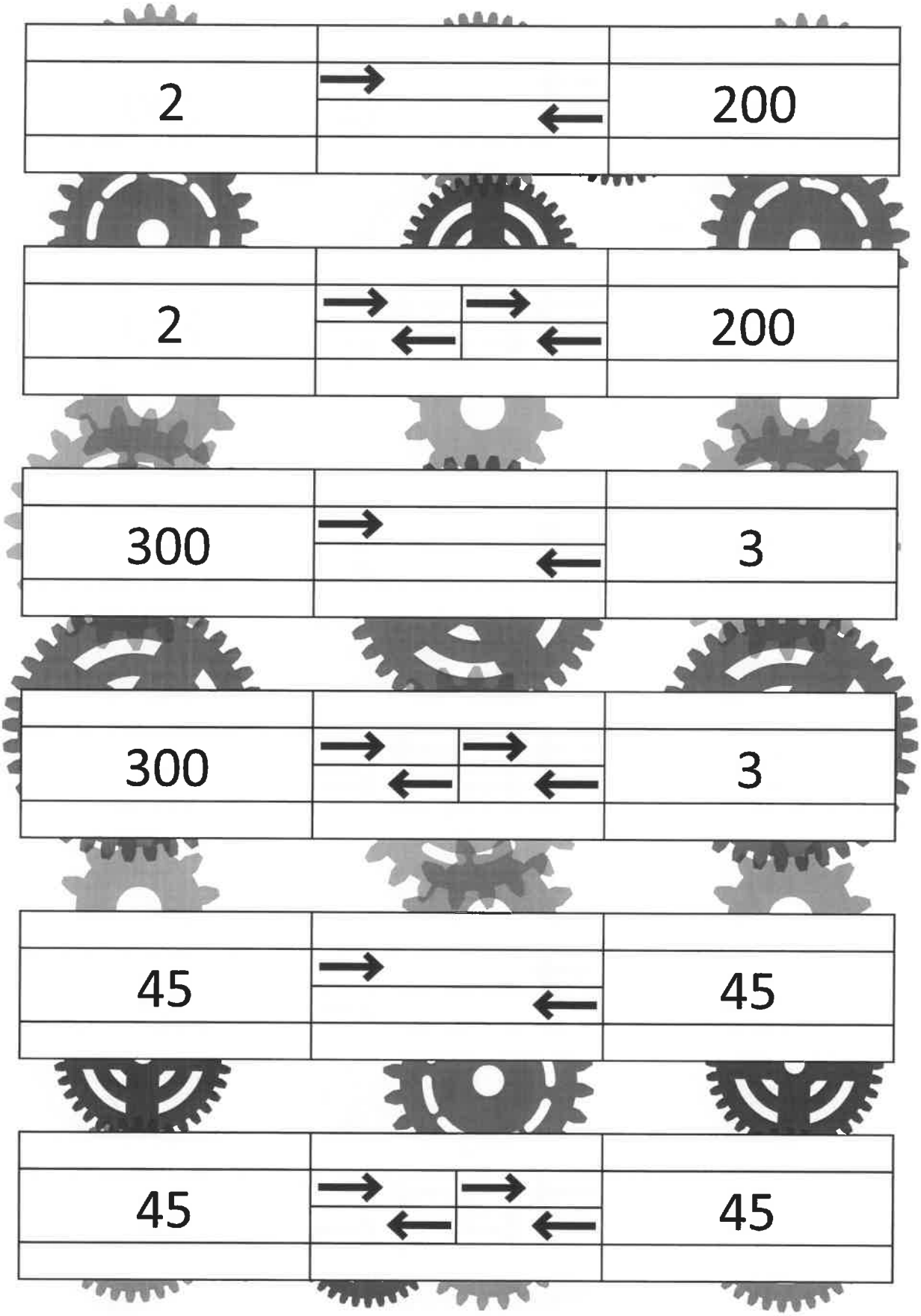




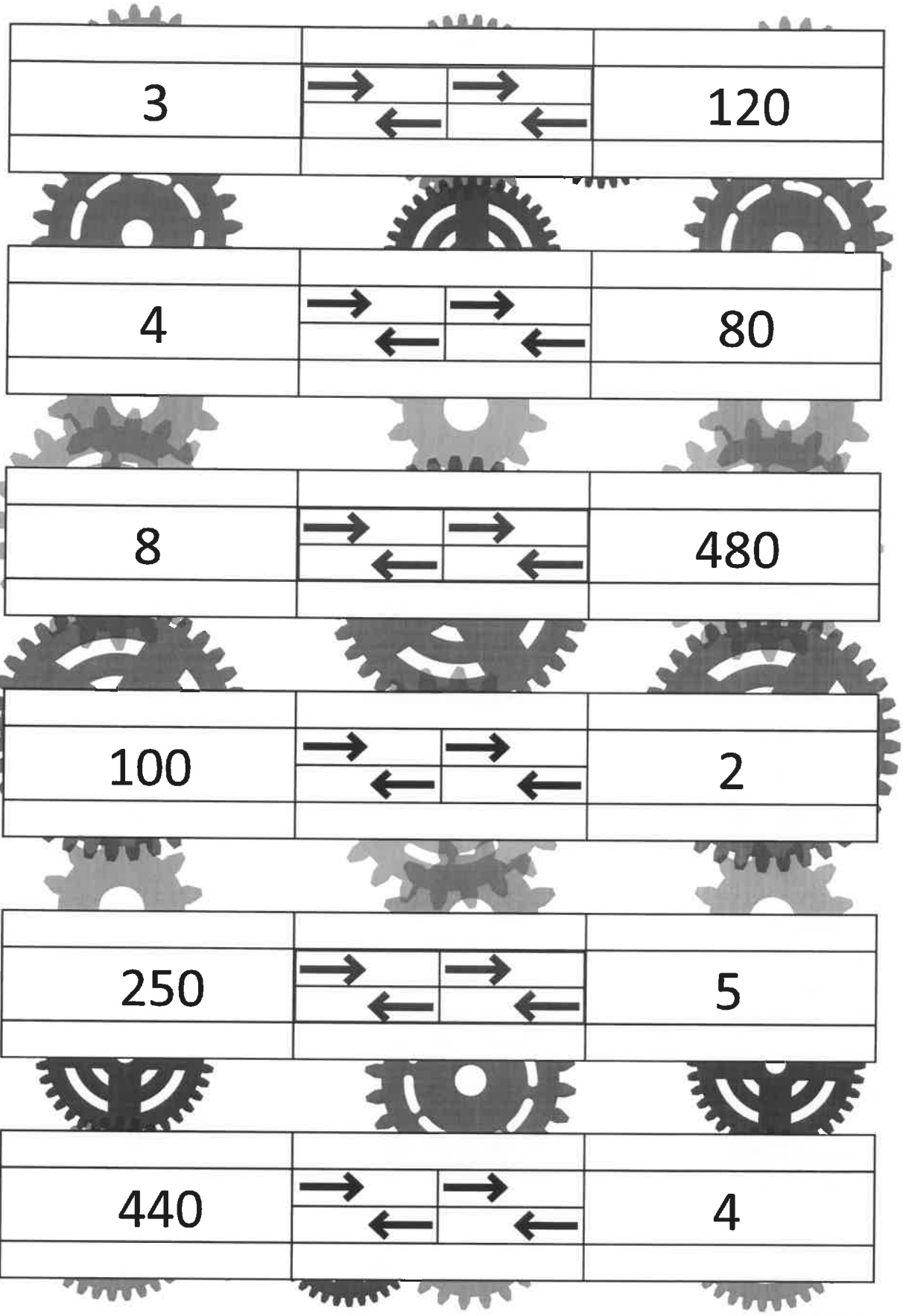




Practice Sheet Hot
Multiplication and division practice



Practice Sheet Hot
Multiplication and division practice



Practice Sheet Answers

Multiplication and Division practice (Mild)

2 x 10 = 20
20 ÷ 10 = 2

4 x 5 =20
20 ÷ 5 = 4

2 x 4 = 8
8 ÷ 4 = 2

7 x 100 = 700
700 ÷ 100 = 7

50 ÷ 5 = 10
10 x 5 = 50

60 ÷ 10 = 6
6 x 10 = 60

800 ÷ 100 = 8
8 x 100 = 800

Multiplication and Division practice (Mild and Hot)

2 x 100 = 200
200 ÷ 100 = 2

2 x 10 x 10 =200
200 ÷ 10 ÷ 10 = 2

300 ÷ 100 = 3
3 x 100 = 300

300 ÷ 10 ÷ 10 = 3
3 x 10 x 10 = 300

or

300 ÷ 100 ÷ 1 = 3
3 x 100 x 1 = 300

45 x 1 = 45
45 ÷ 1 = 45

45 x 1 x 1 = 45
45 ÷ 1 ÷ 1 = 45

Multiplication and Division practice (Hot)

3 x 4 x 10 = 120
120 ÷ 10 ÷ 4 = 3

4 x 2 x 10 = 80
80 ÷ 10 ÷ 2 = 4

8 x 6 x 10 = 480
480 ÷ 10 ÷ 6 = 8

100 ÷ 10 ÷ 5 = 2
2 x 5 x 10 = 100

250 ÷ 10 ÷ 5 = 5
5 x 5 x 10 = 250

440 ÷ 10 ÷ 11 = 4
4 x 11 x 10 = 440

A Bit Stuck?
Digit dance

Play in pairs

Things you will need:
- A place value grid
- 1 to 9 digit cards
- A pencil

What to do:

- Take it in turns to shuffle the 1 to 9 digit cards.
- Take two and make a 2-digit whole number.
- Put the number in your place value grid.
- Multiply your number by 10. Write the multiplication sentence.
- Now work out what division is needed to to move the digits back to where they started. Write the division.
- How many pairs of number sentences can you write before time is up?

52 x 10 = 520

520 ÷ 10 = 52

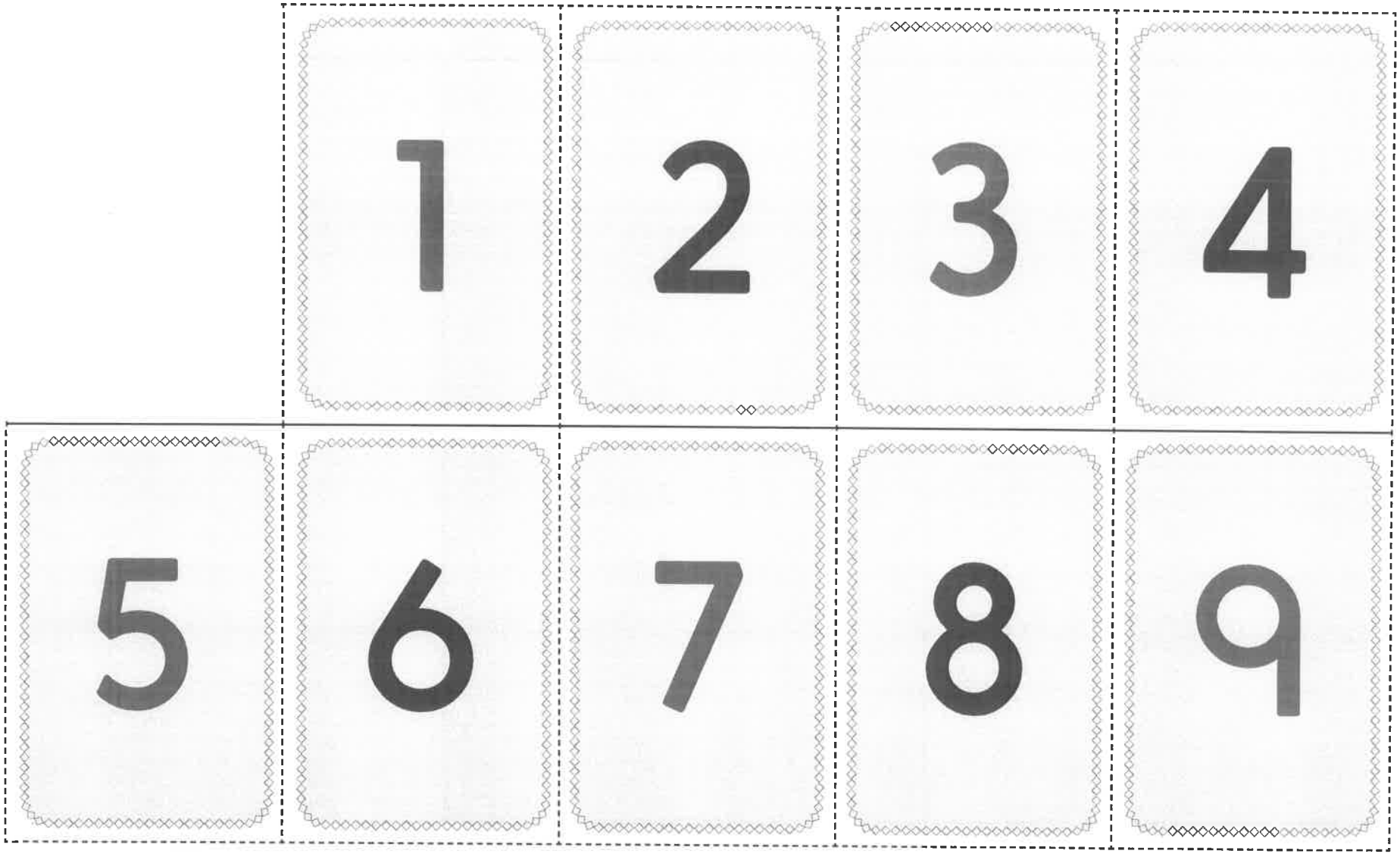
S-t-r-e-t-c-h:

Work out these mystery numbers.

☐☐ x 10 = 470 ☐☐☐ ÷ 10 = 38

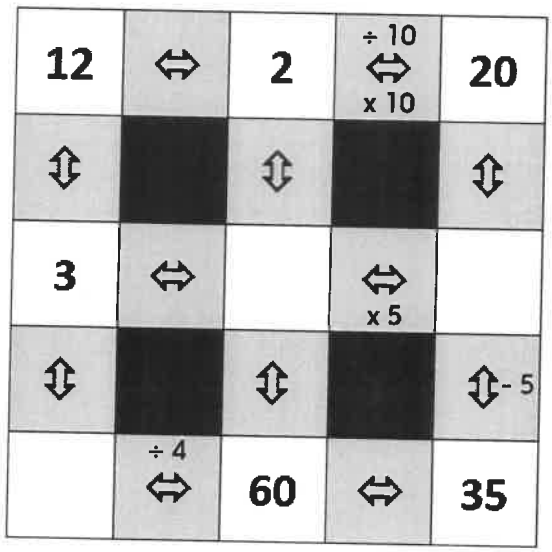
Learning outcomes:
- I can divide multiples of 10 by 10 understanding which way digits will move.
- I can multiply numbers by 10.
- I am beginning to write multiplications which are the inverses of divisions.

100s	10s	1s



Investigation
Lost logic

Look at this diagram. The numbers in each of the boxes are related to the numbers above, below, to the left and right. Each arrow represents an operation and its inverse.



1. Can you work out all of the missing numbers and operations?

2. Are there any numbers or operations that could have more than one answer?

2 x 10 = 20

20 ÷ 10 = 2

? ÷ 4 = 60

Year 3: Week 4, Day 3

Telling the time (1)

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

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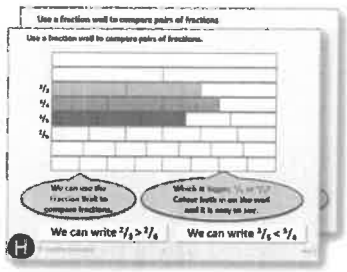

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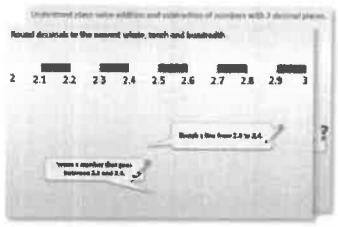

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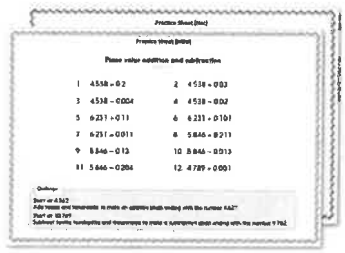

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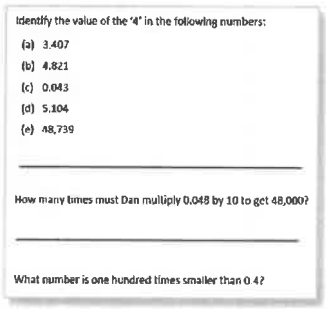
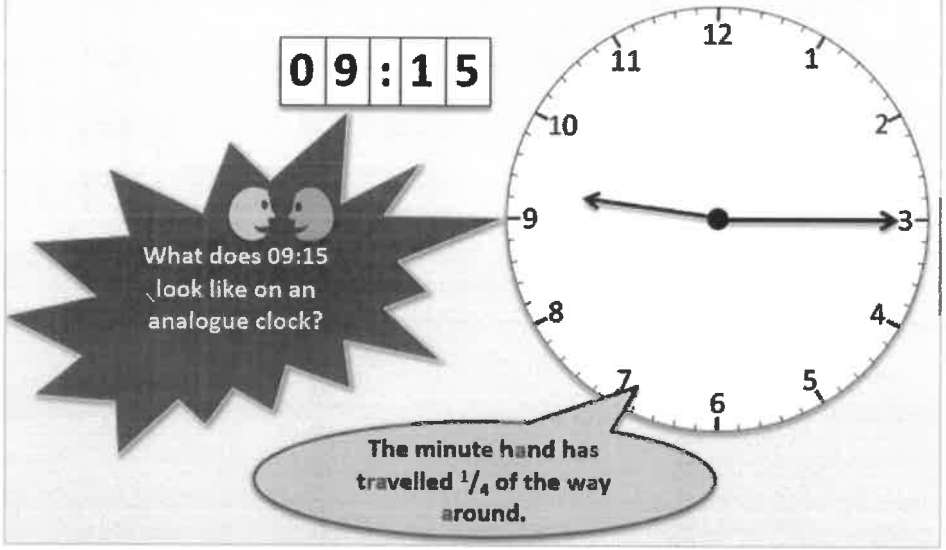
Fold the page to hide the answers!



Learning Reminders

Read and write analogue and digital times; Convert between analogue and digital.



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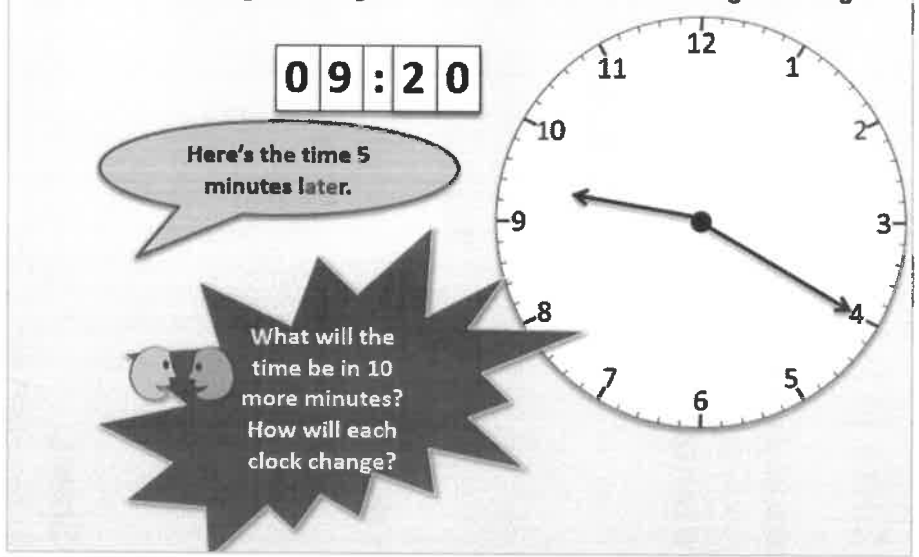

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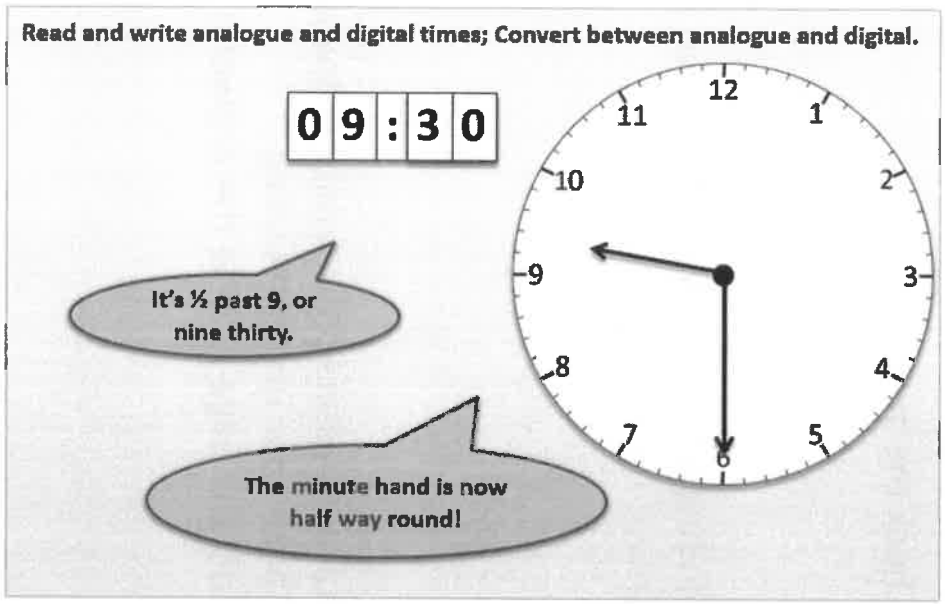

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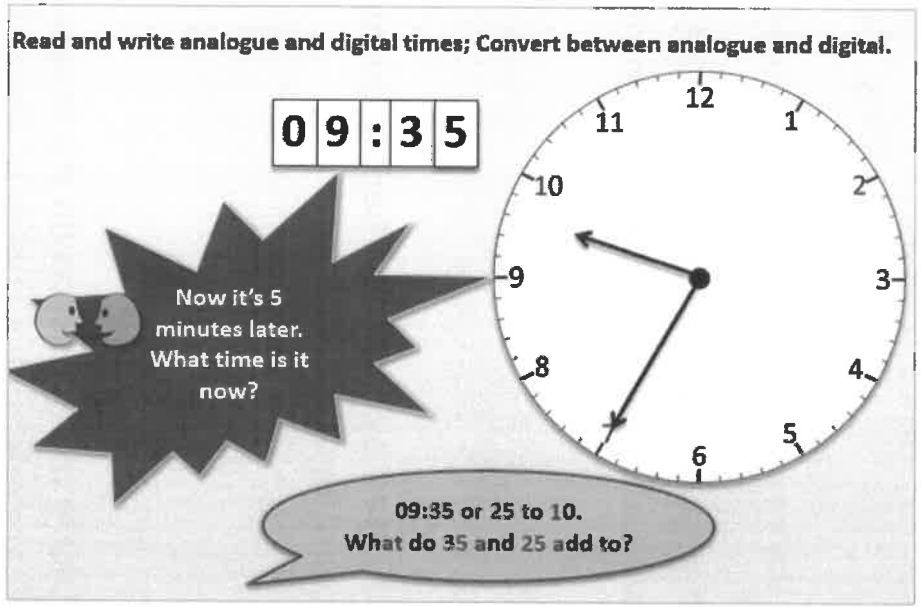
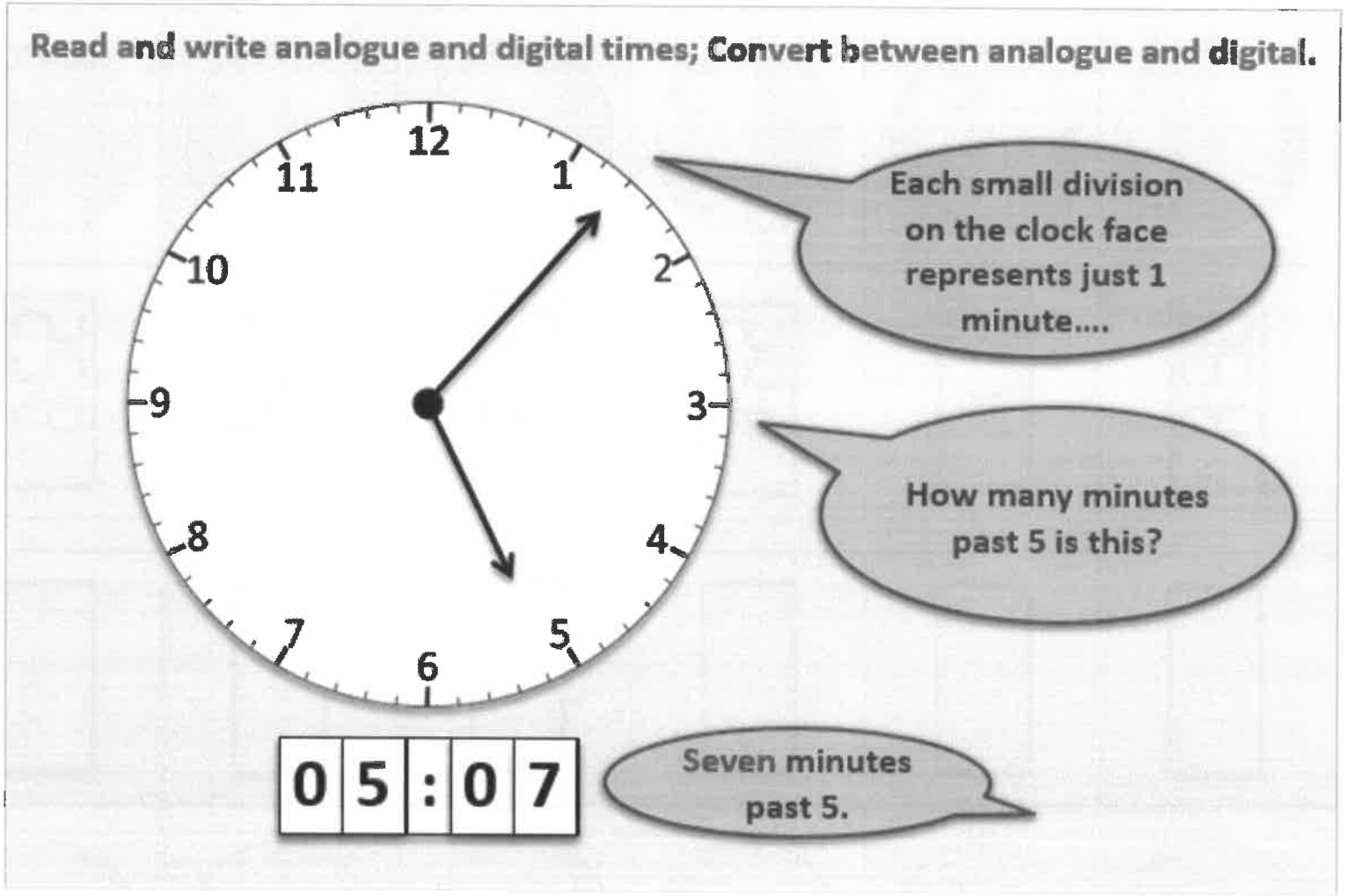


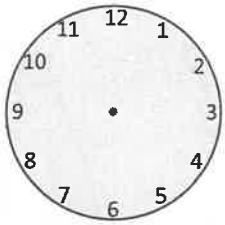
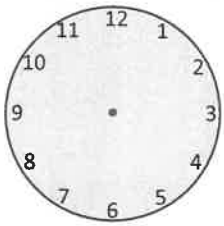
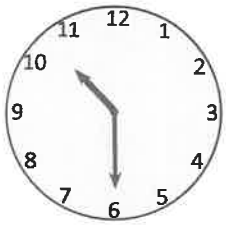
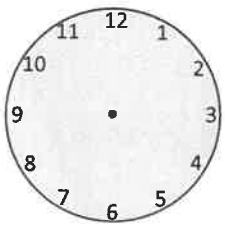
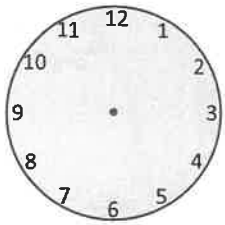
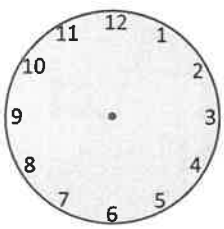
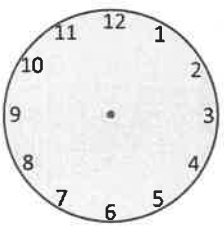
Learning Reminders



Practice Sheet Mild

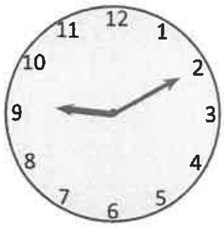
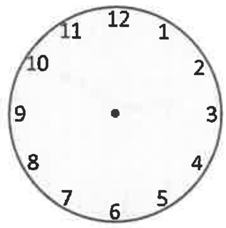
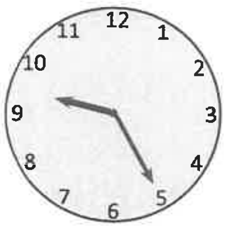
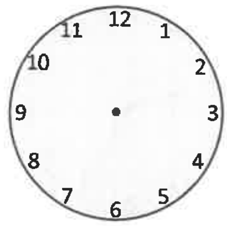
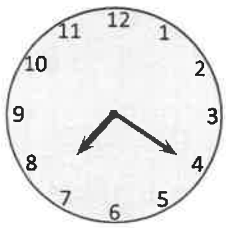
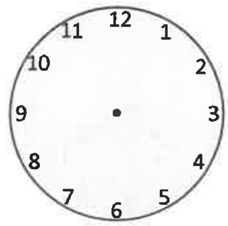
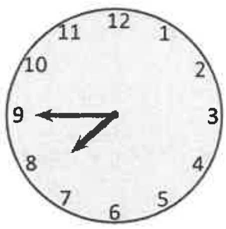
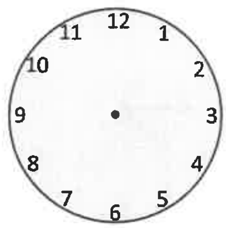
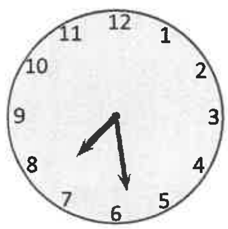
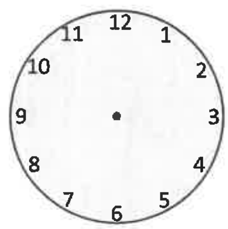
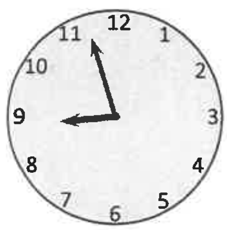
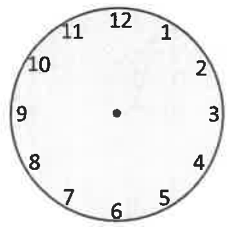
Time and data practice

Draw in the matching digital and analogue clock times.

		4:30	
		4:15	
		4:45	
		3:10	
		6:55	
		9:25	

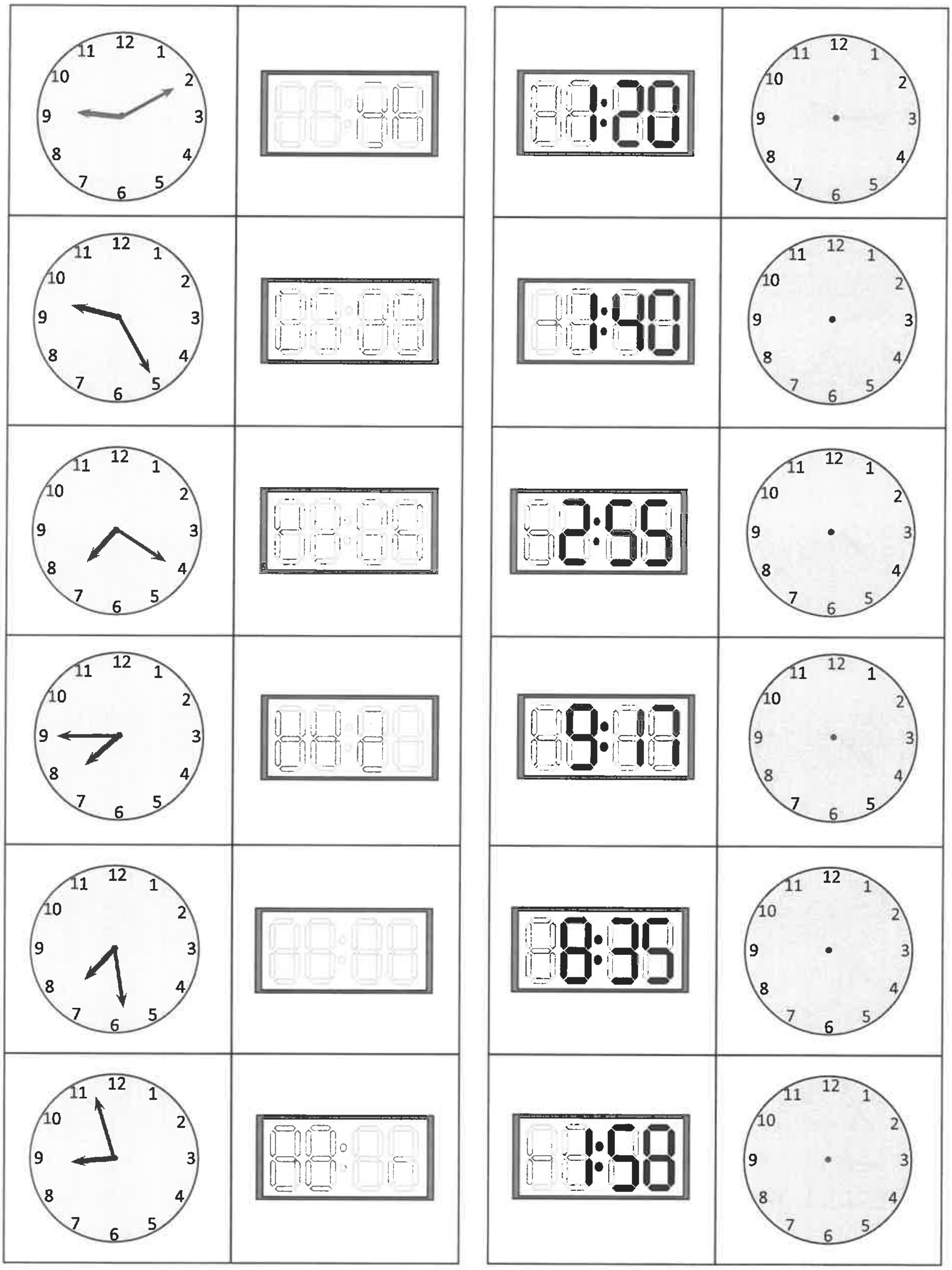
Practice Sheet Mild
Time and data practice

Draw in the matching digital and analogue clock times.

		1:20	
		1:40	
		2:55	
		9:17	
		8:35	
		1:58	

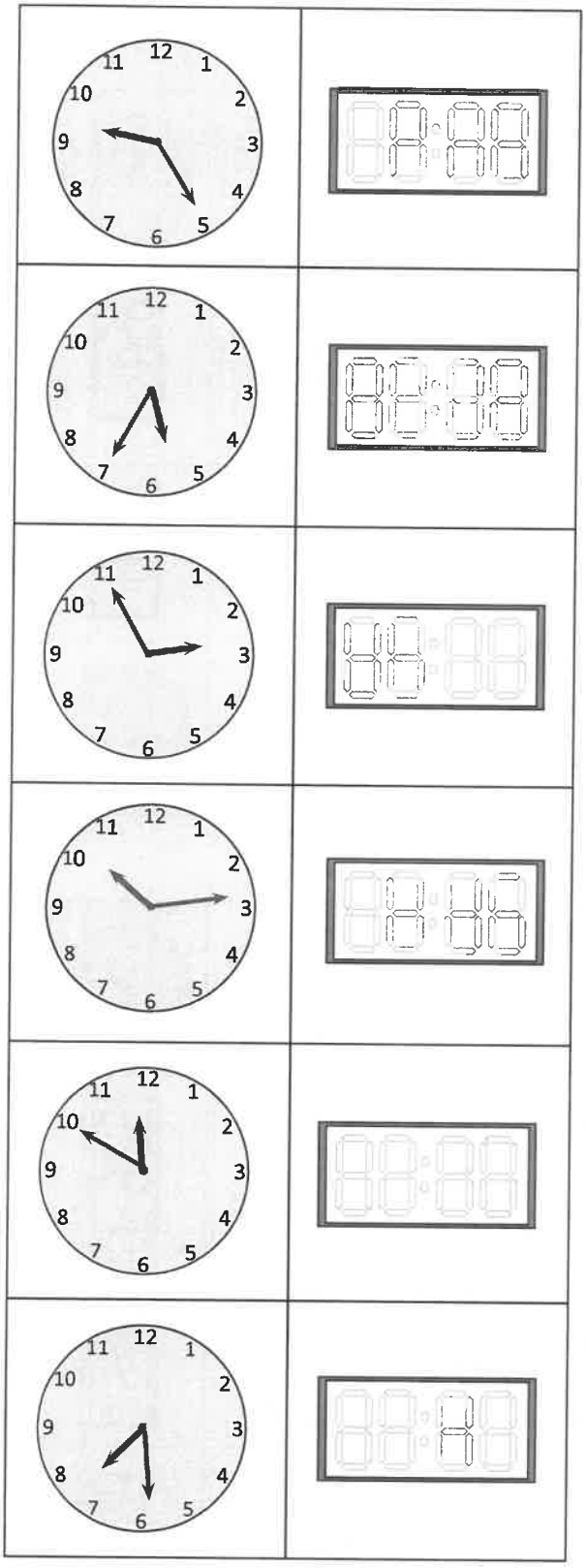
Practice Sheet Hot
Time and data practice

Draw in the matching digital and analogue clock times.



Practice Sheet Hot
Time and data practice

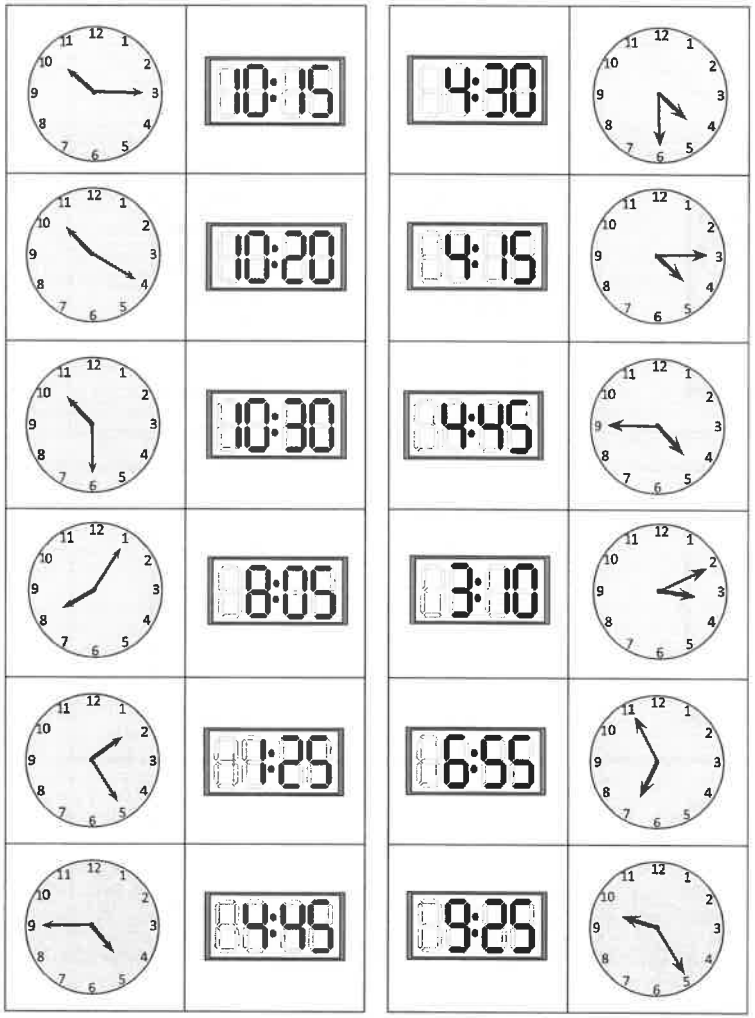
Draw in the matching digital and analogue clock times.



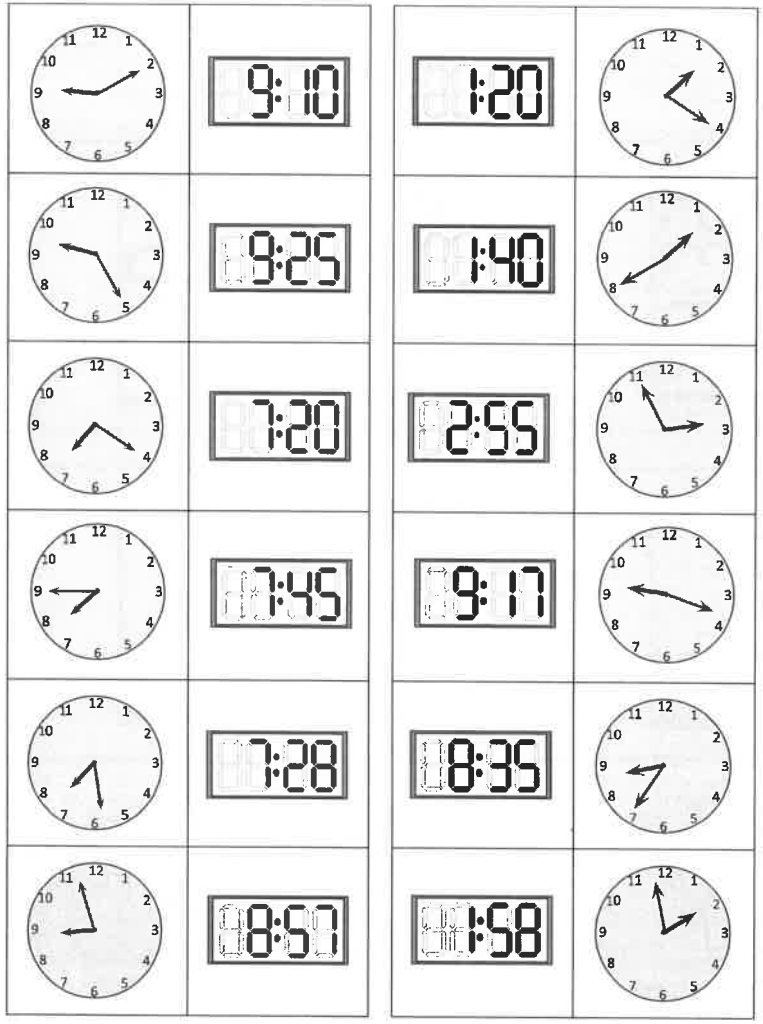
		1:35	
		12:18	
		4:07	
		6:58	
		8:46	
		3:22	

Practice Sheet Answers

Time and data practice (Mild)



Time and data practice (Mild and Hot)



Time and data practice (Hot)

	9:25	1:35	
	5:35	12:18	
	2:55	4:07	
	10:13	6:58	
	11:50	8:46	
	7:29	3:22	

A Bit Stuck?
Snap o'clock

Work in pairs

Things you will need:

- A set of snap cards

What to do:

- Shuffle the digital clock cards and place face down.
  Shuffle the analogue clock cards. Place face down in a different pile.
- On the count of three, one person turns over the top digital clock card at the same time as the other person turns over the top analogue clock card.
  Do the clocks say the same time?
  If so, the first person to say, "Snap o'clock!" wins both cards. If not, put both cards to the bottom of their packs.
- Carry on playing until there are no cards left.
  Who won most cards?
- Sort the cards out, shuffle and play again.

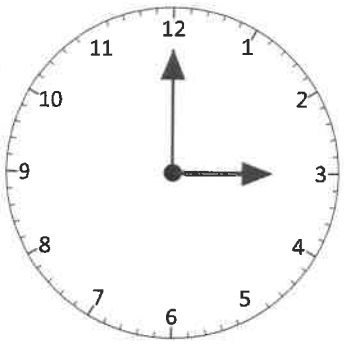
S-t-r-e-t-c-h:

Choose a time card. Write the time, e.g. ¼ past 5. Write the time that is ¼ hour later. Repeat for two other cards.

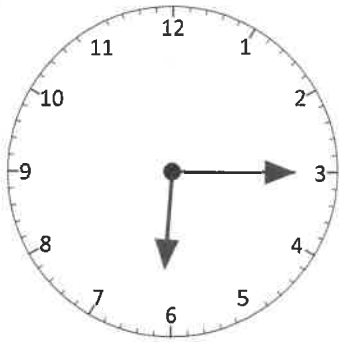
Learning outcomes:

- I can tell the time to the quarter hour on analogue and digital clocks.
- I am beginning to say the time quarter of an hour later than times to the quarter of an hour.

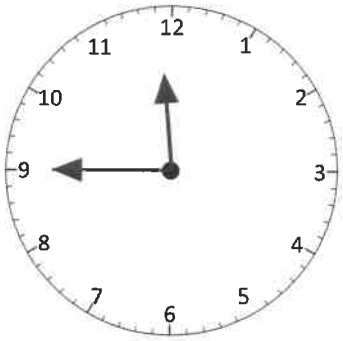
A Bit Stuck?
Snap o'clock



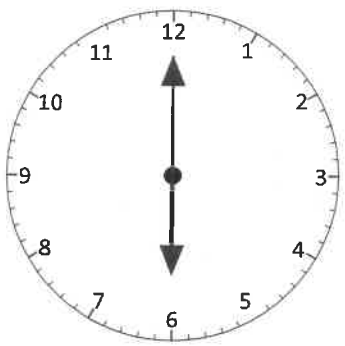
04:00



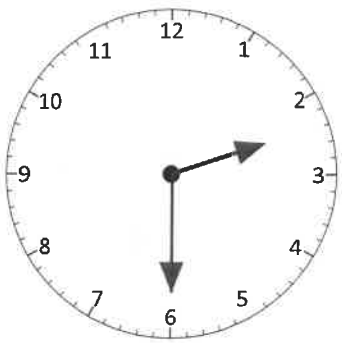
09:45



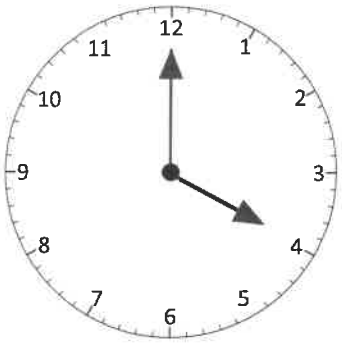
08:30



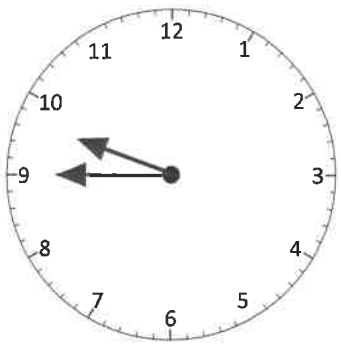
05:15



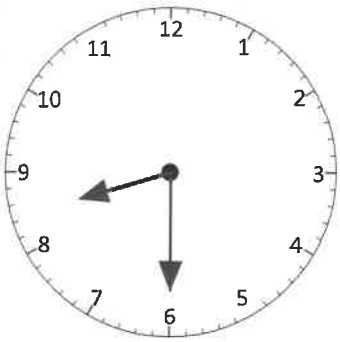
A Bit Stuck?
Snap o'clock



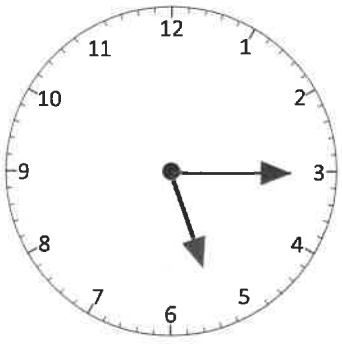
03:00



06:15



02:30



11:45

06:00

Check your understanding:
Questions

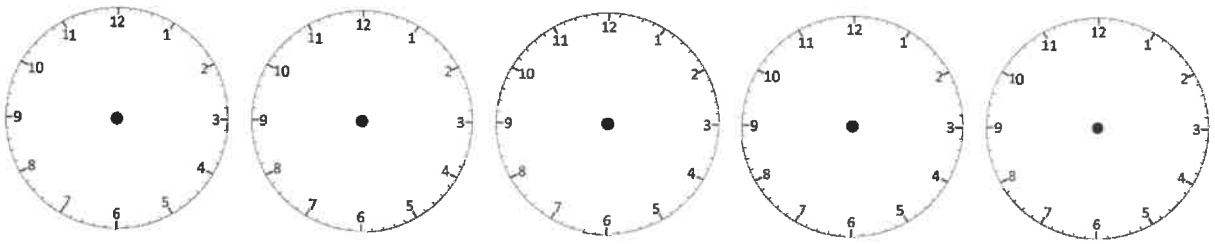
Draw lines to match the times which are the same.

4:50	half past 3
12:15	20 past 6
2:35	ten to 5
6:20	quarter past 12
3:30	25 to 3

Write three different times which are 'quarter to' times on digital clocks.
Say what you would be doing at each time.

Draw hands on the clocks to show:

3:10 3:20 3:30 3:40 3:50

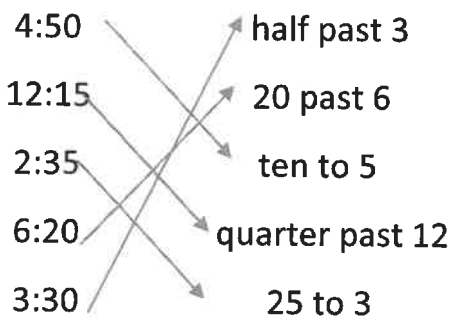


What would the next time in the sequence be?
And the next?

Fold here to hide answers:

Check your understanding:
Answers

Draw lines to match the times which are the same.

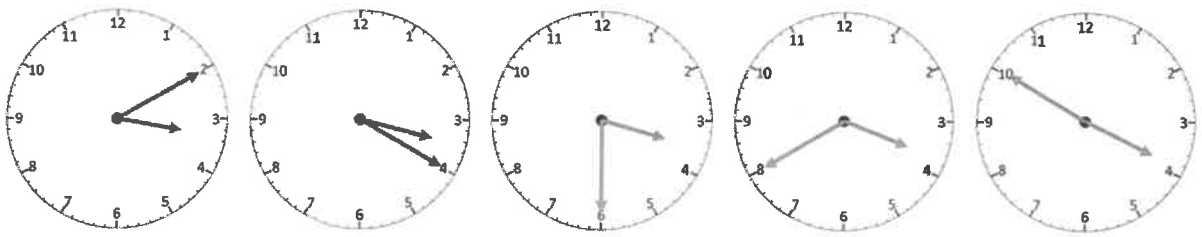


Write three different times which are 'quarter to' times on digital clocks.
Say what you would be doing at each time.

Possible examples:
07:45 – getting up/having breakfast
12:45 – lunchtime
15:45 – on way home from school
19:45 – bedtime
Check children are writing digital time correctly, i.e. 4 digits and with a colon between hours and minutes.

Draw hands on clocks to show

3:10 3:20 3:30 3:40 3:50

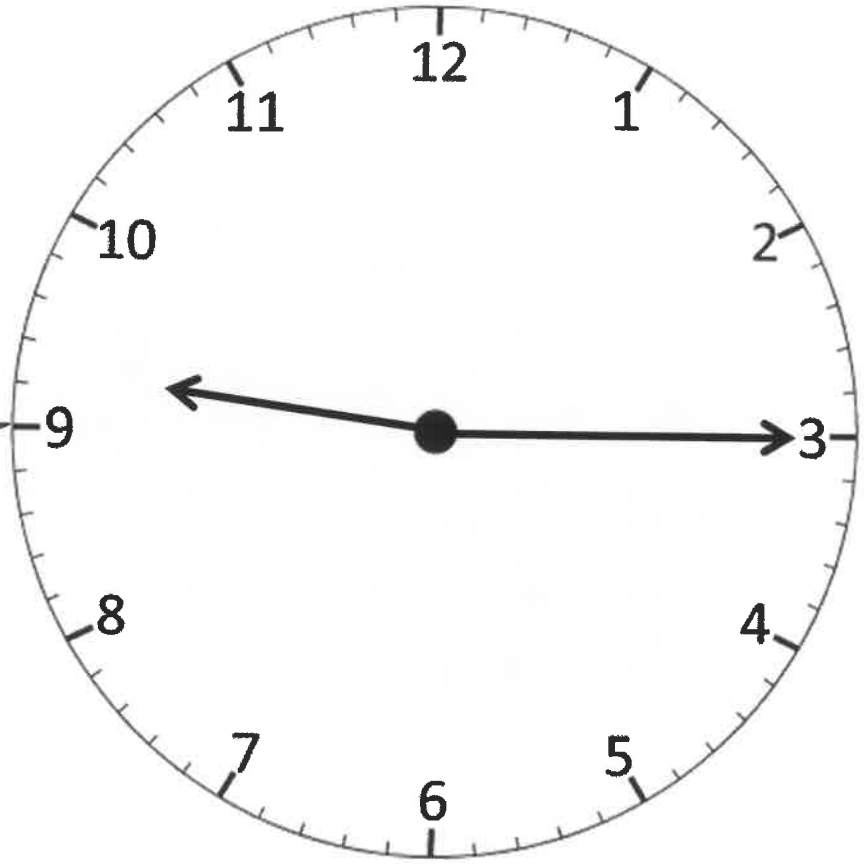


What would the next time in the sequence be? 4:00 – not 3:60, a possible answer if children have treated this as an ordinary number sequence, counting in 100s, not 60s.

And the next? 4:10.

Read and write analogue and digital times; Convert between analogue and digital.

0	9	:	1	5

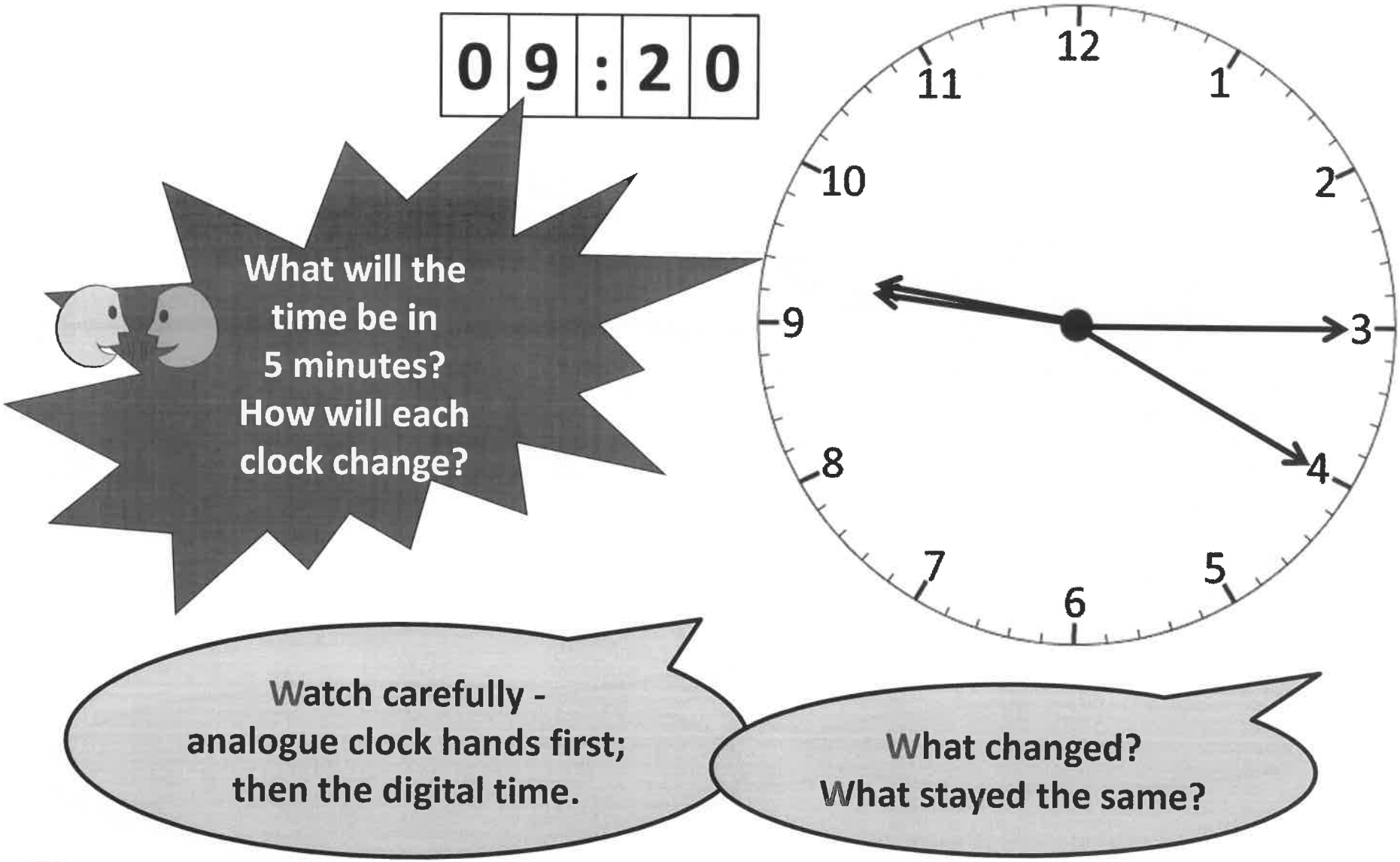


What will 09:15 look like on an analogue clock?

Let's see...

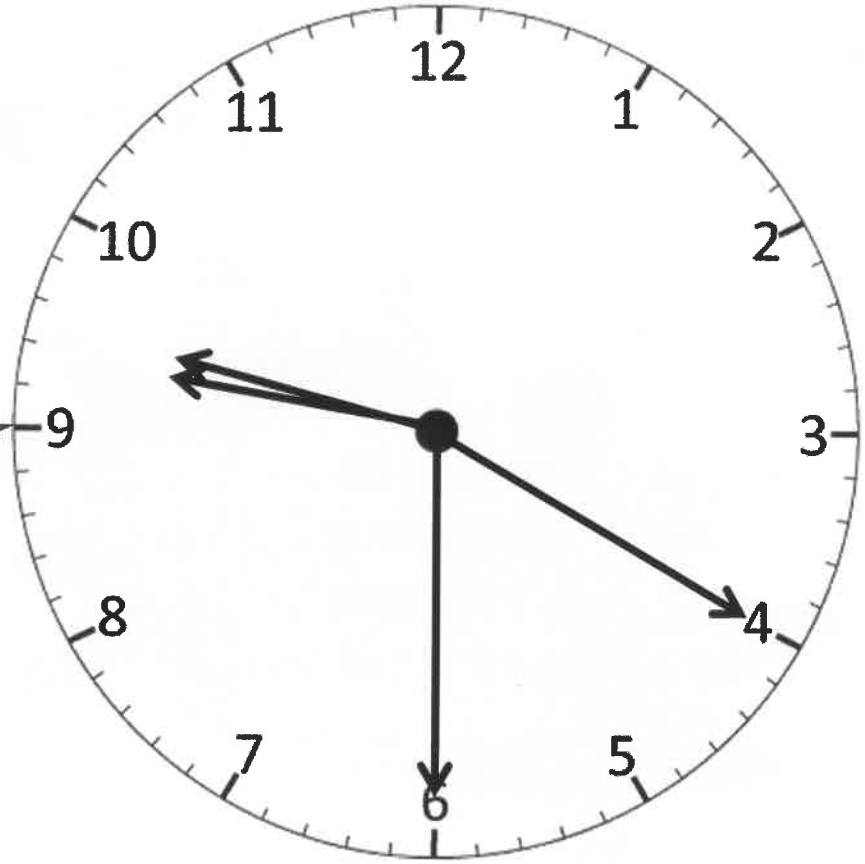
The minute hand has travelled $^1/_4$ of the way around.

Read and write analogue and digital times; Convert between analogue and digital.



Day 1: Read and write analogue and digital times; Convert between analogue and digital.

0	9	:	3	0



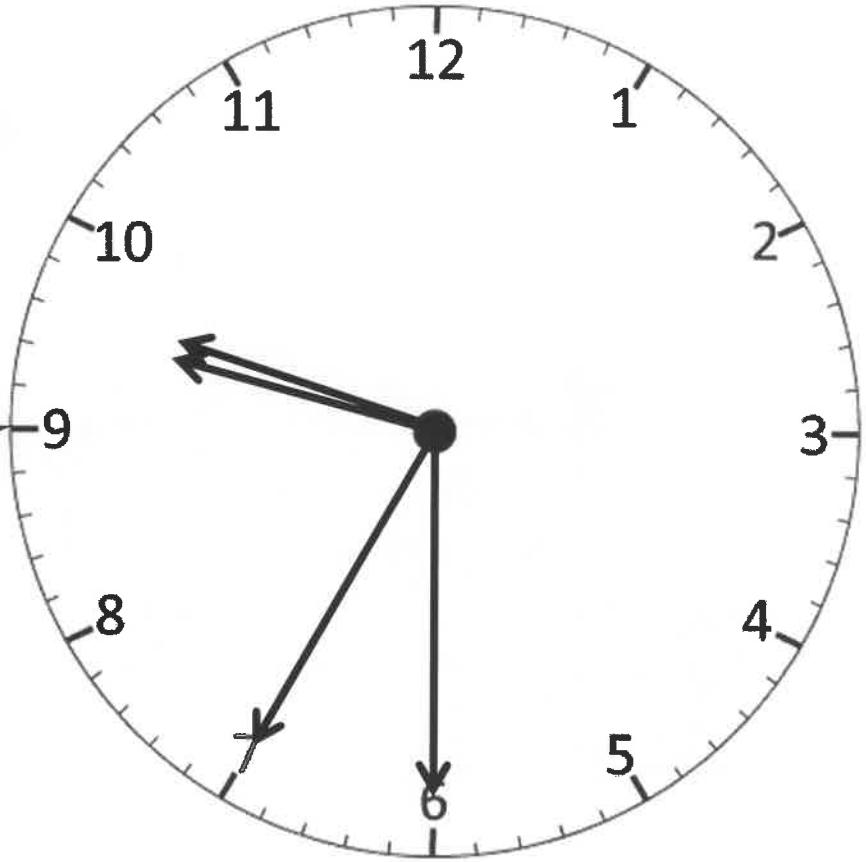
What will the time be in 10 more minutes? How will each clock change?

Let's see...watch carefully!

The minute hand is now half way round!

Read and write analogue and digital times; Convert between analogue and digital.

0	9	:	3	5



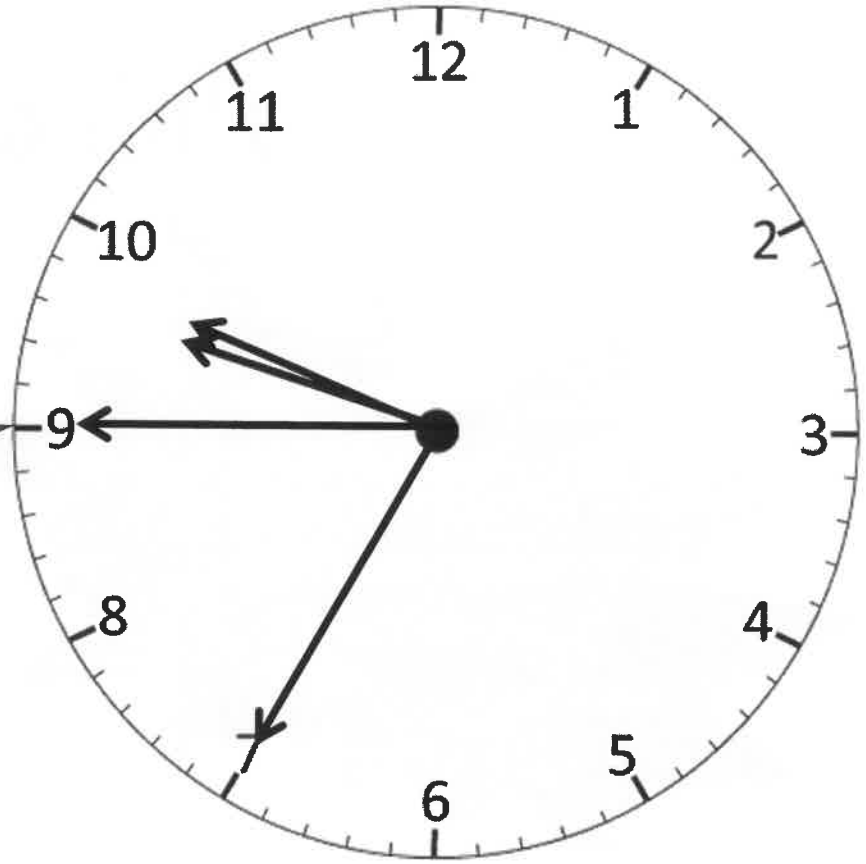
What will the time be in 5 more minutes? How will each clock change?

Let's see...watch carefully!

09:35 *or* 25 to 10.
What do 35 and 25 add to?

Read and write analogue and digital times; Convert between analogue and digital.

0	9	:	4	5



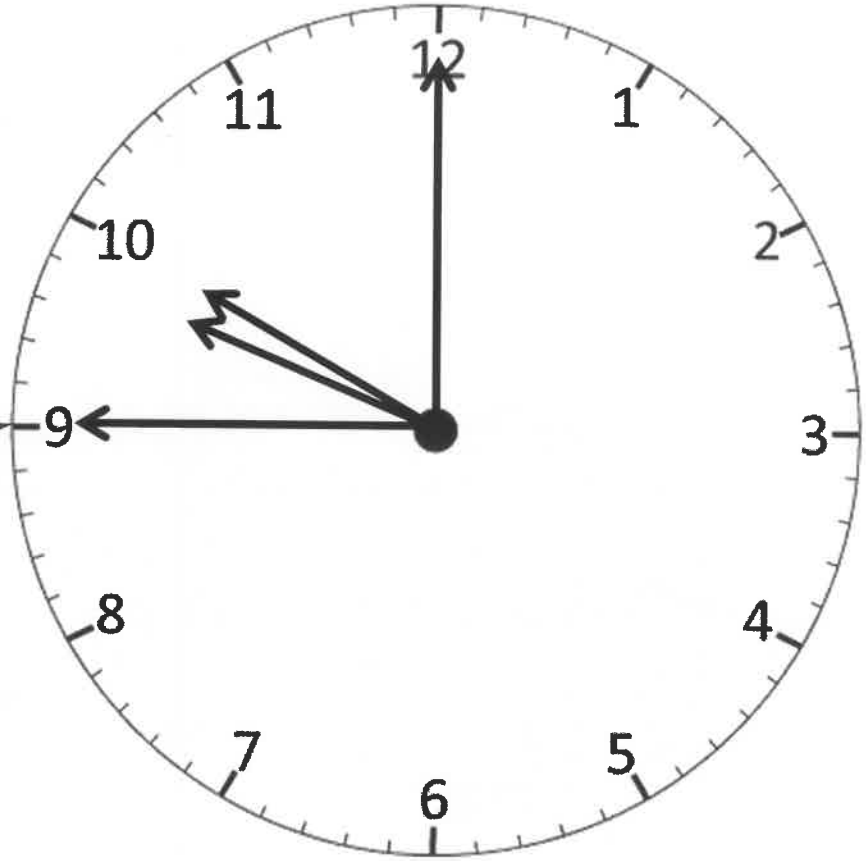
What will the time be in 10 more minutes? How will each clock change?

Let's see...watch carefully!

$^1/_4$ to 10
Can you see why?

Read and write analogue and digital times; Convert between analogue and digital.

1	0	:	0	0

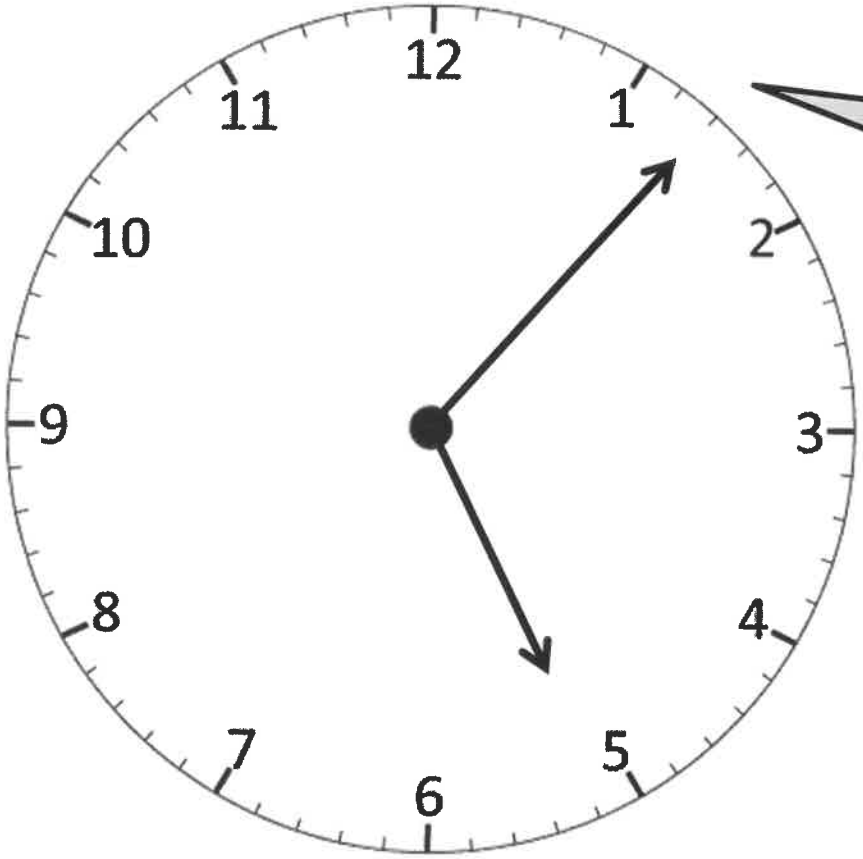


What will happen when we reach 10 o'clock?

Let's see...watch carefully!

10:00, no minutes past the hour!

Read and write analogue and digital times; Convert between analogue and digital.



Each small division on the clock face represents just 1 minute....

How many minutes past 5 is this?

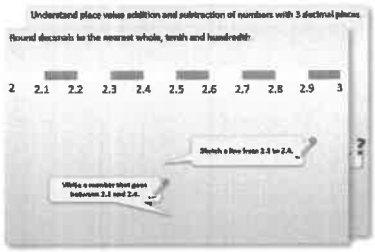
0	5	:	0	7

Seven minutes past 5.

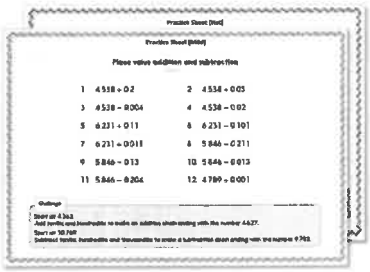
Year 3: Week 4, Day 4
Telling the time (2)

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.



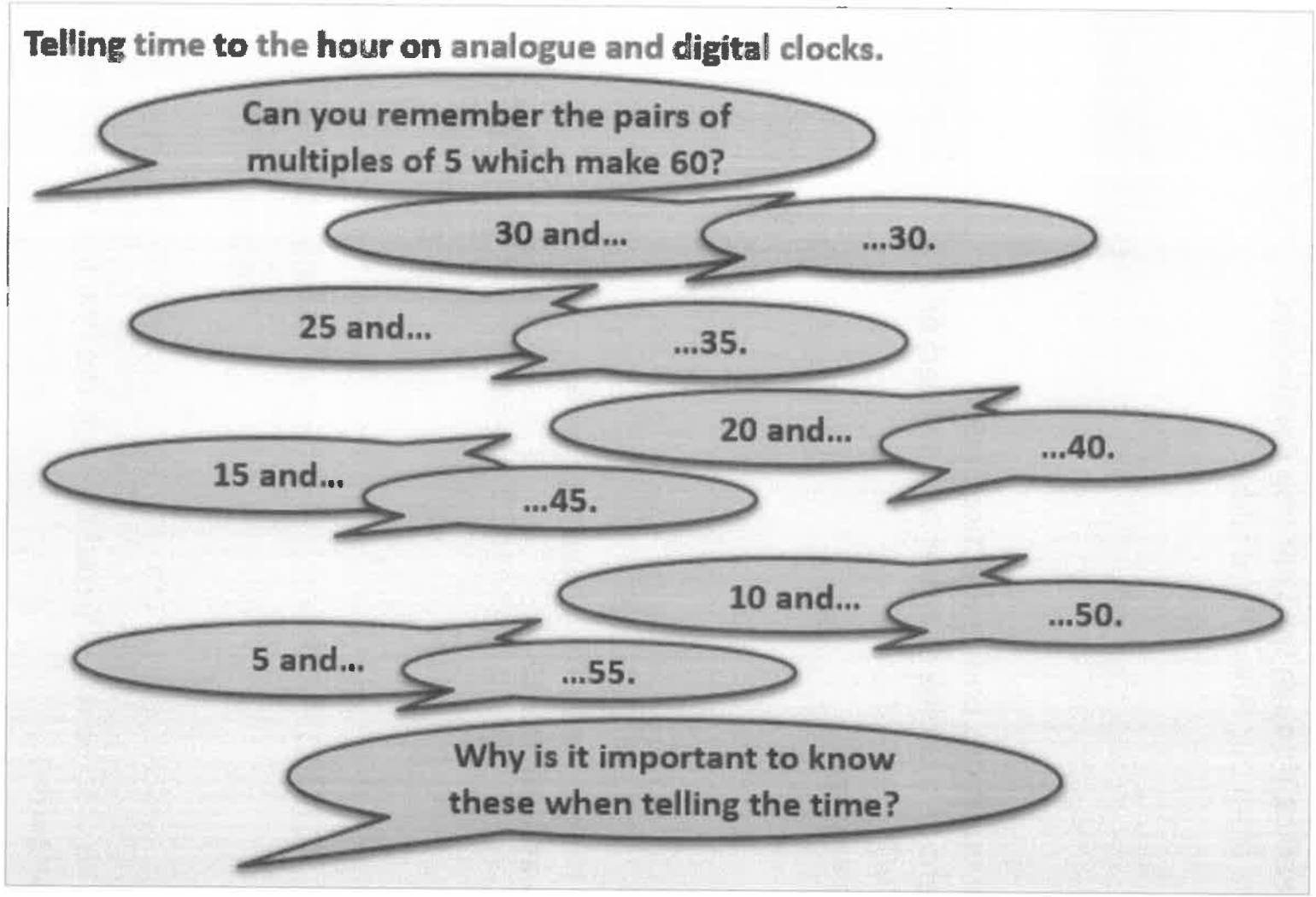
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



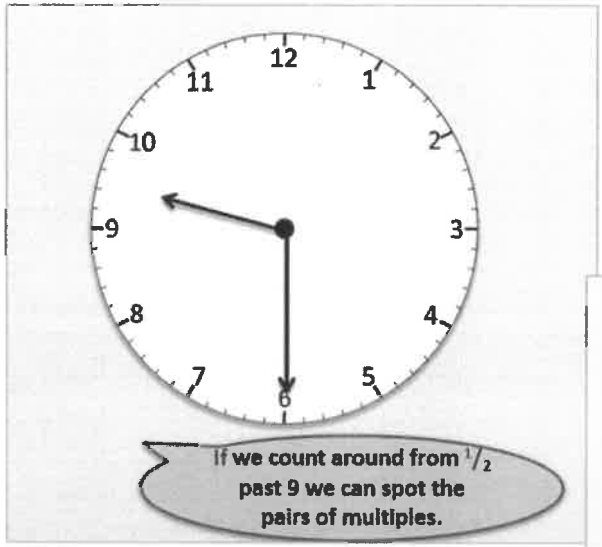
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

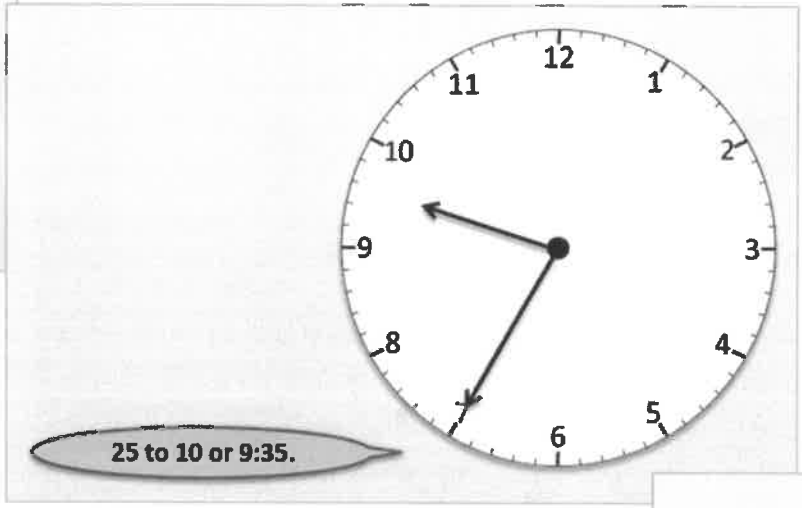
4. I Think you've cracked it? Whizzed through the Practice Sheets? Have a go at the **Investigation**...

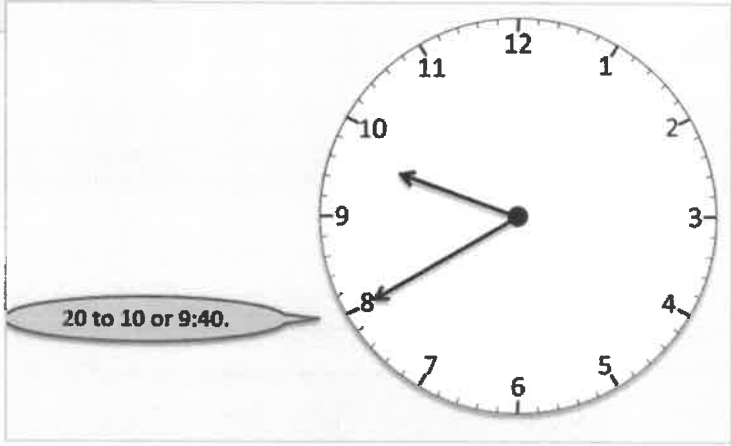
Learning Reminders



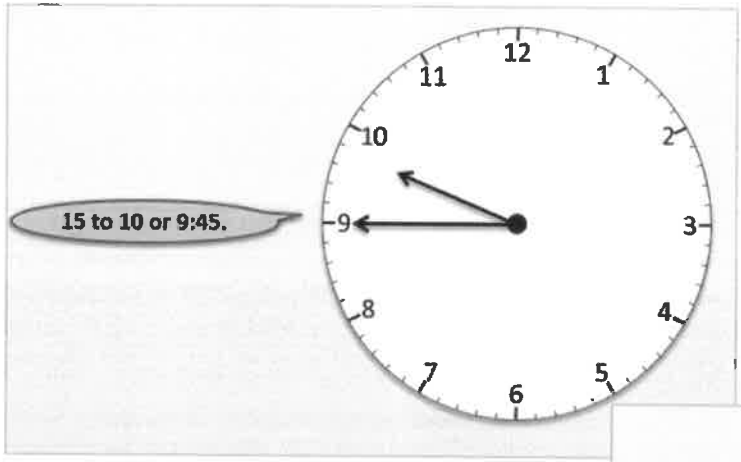
Learning Reminders

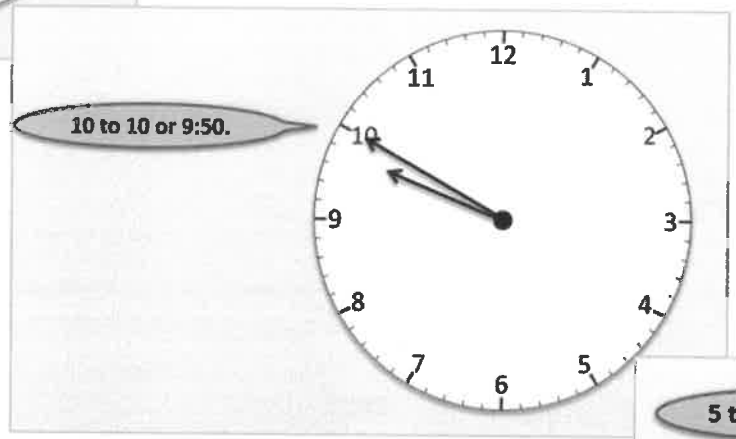


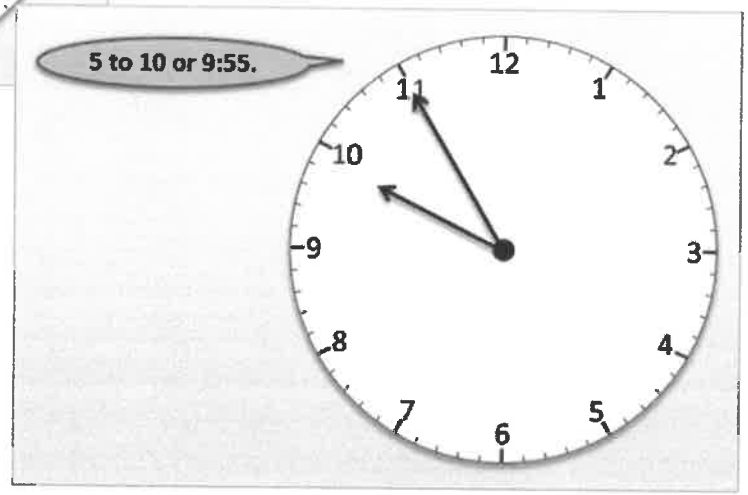




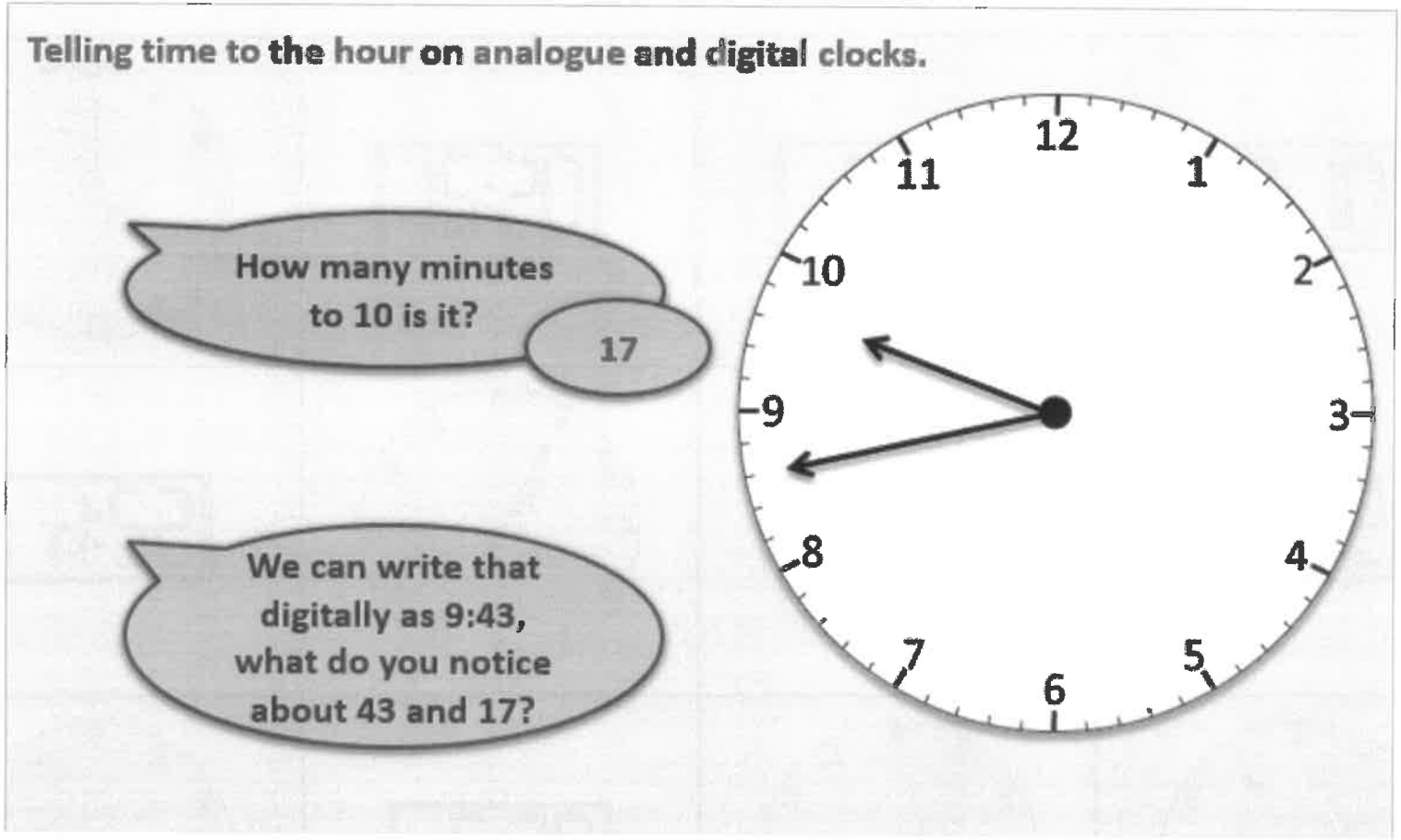
Learning Reminders







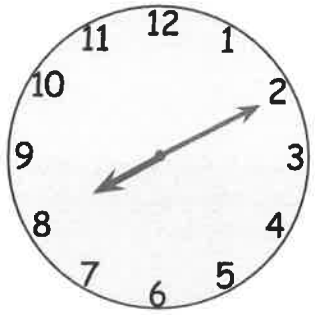
Learning Reminders

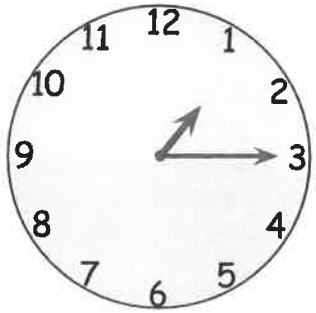


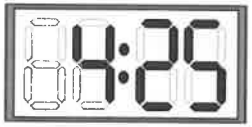
Choose a clock, cut it out, read the time and find the matching digital time.
Cut this out and stick the two clocks side by side.
Repeat until you have used all the clocks.

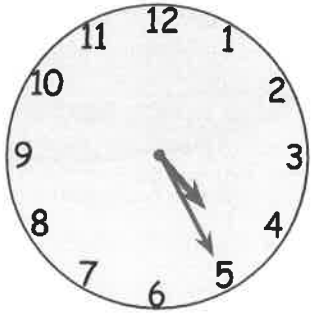
Practice Sheet Mild

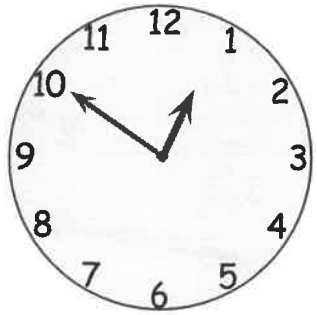
Time practice

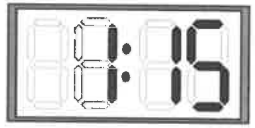


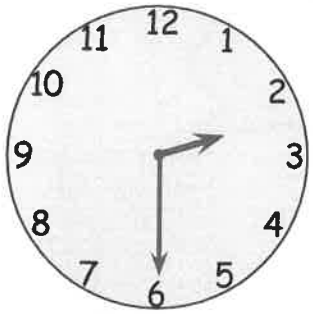


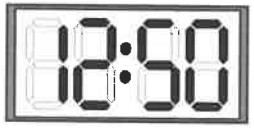






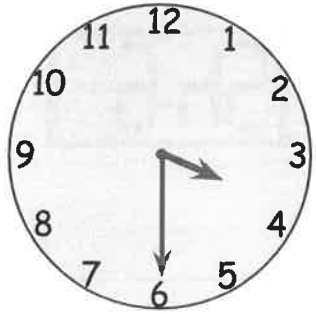
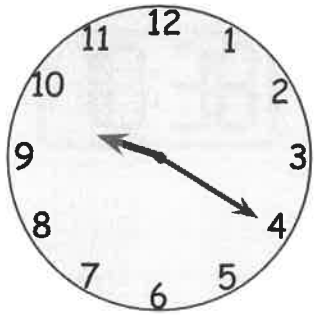
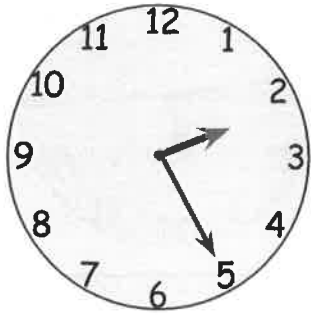
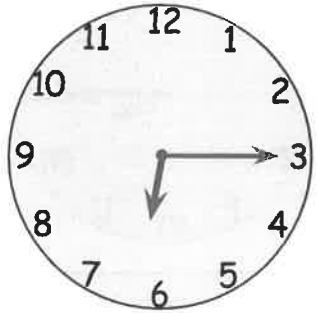
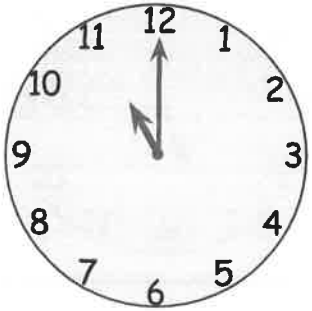






Practice Sheet Mild

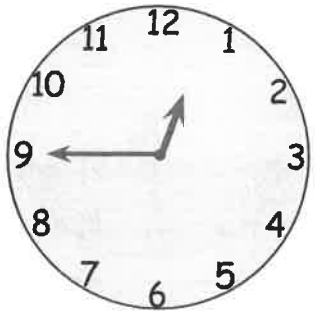
Time practice

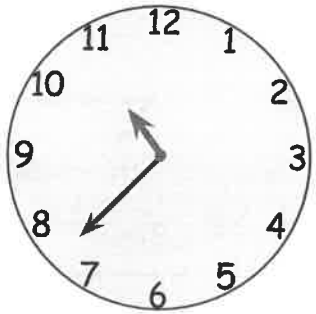
6:15			10:45
3:30			2:26
	11:00	8:20	

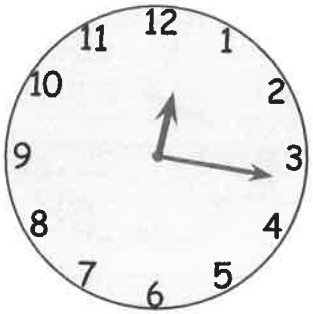
Choose a clock, cut it out, read the time and find the matching digital time.
Cut this out and stick the two clocks side by side.
Repeat until you have used all the clocks.

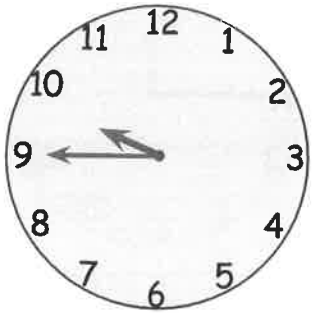
Practice Sheet Hot

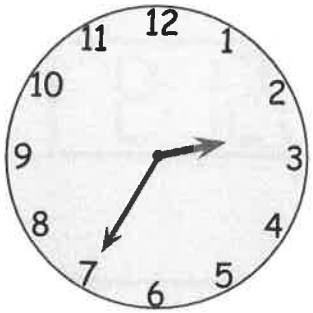
Time practice





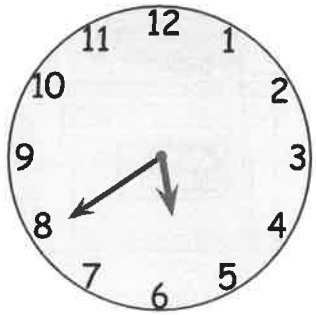
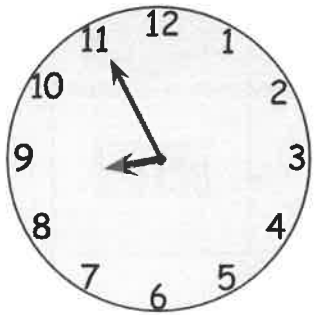
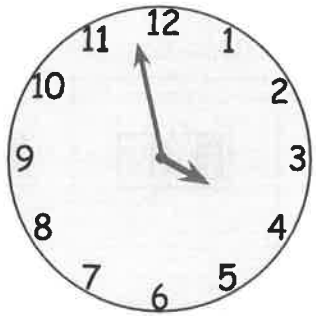
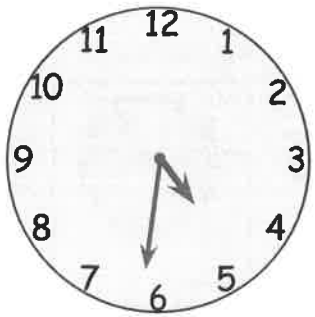
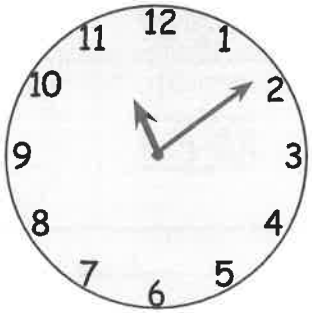
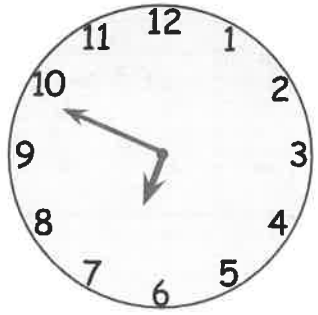






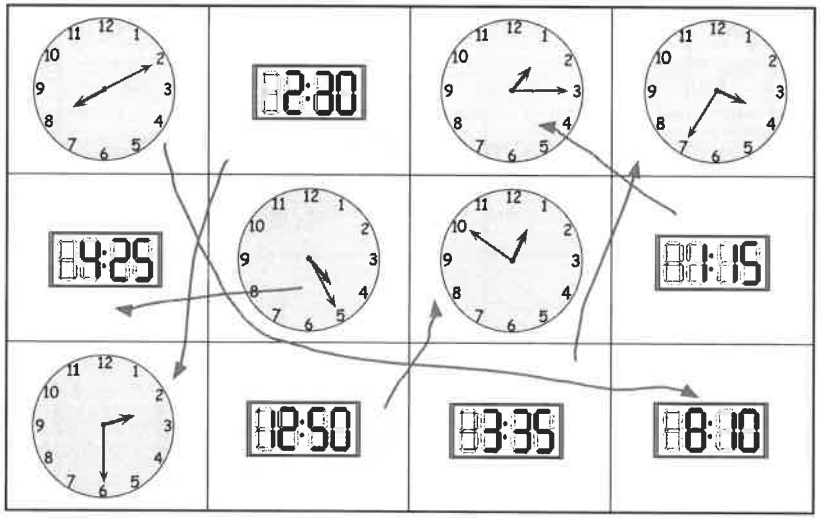
Practice Sheet Hot

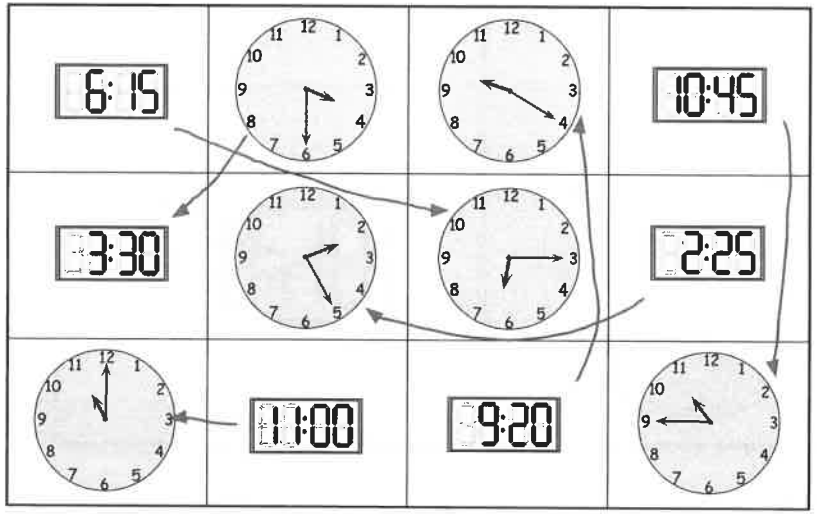
Time practice

6:48			11:09
3:58			4:32
	8:55	5:40	

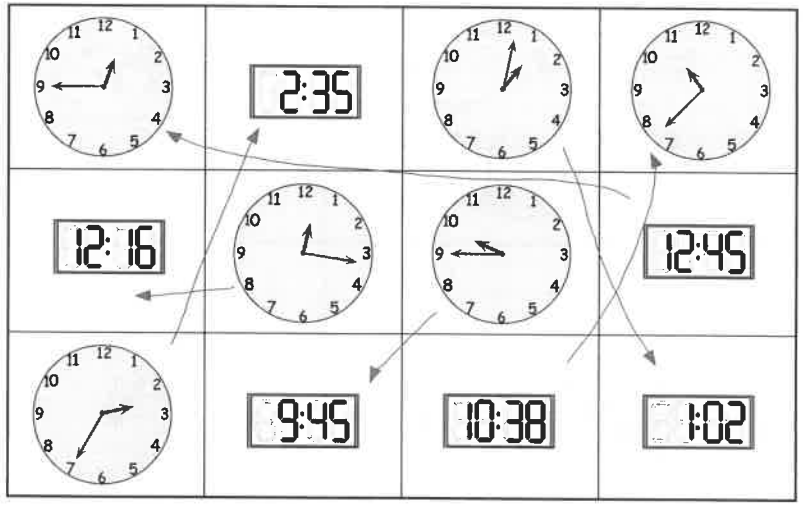
Practice Sheet Answers

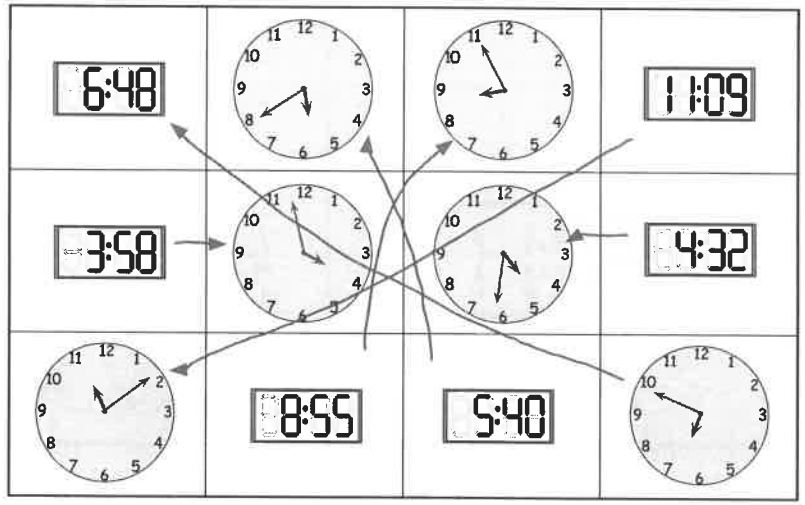
Time practice (Mild)





Time practice (Hot)





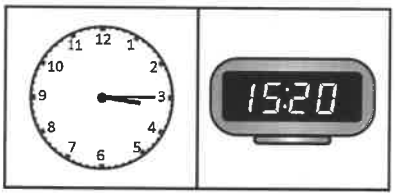
A Bit Stuck?
Match the times

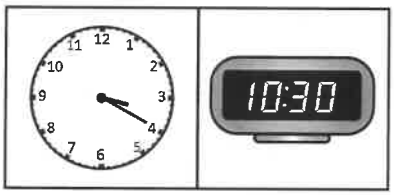
Work in pairs

Things you will need:
- A set of dominoes

What to do:

- Work in pairs to make a loop out of the time dominoes.
- Touching ends must have matching times, one analogue and the other digital.



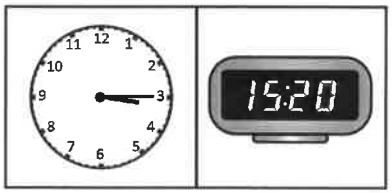


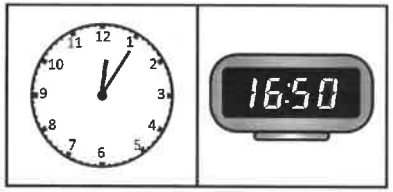
- Can you use all the dominoes in your loop?

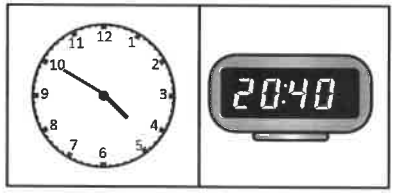
S-t-r-e-t-c-h:
Find pairs of dominoes such that the time on one side is 5 minutes before or later than the time on the other side.
How many are there?

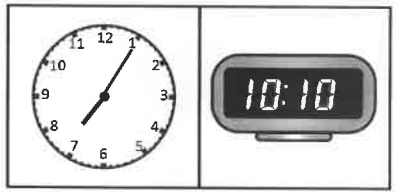
Learning outcomes:
- I can tell the time to 5 minutes on analogue and digital clocks.
- I am beginning to say the time 5 minutes before or after o'clock, ¼ past, ½ past and ¼ to times.

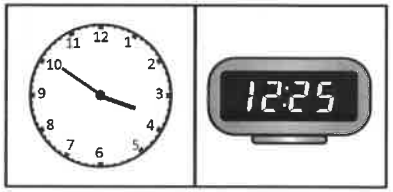
A Bit Stuck?
Match the times

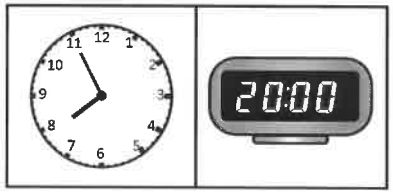


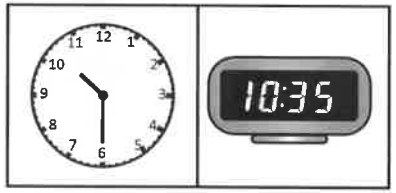


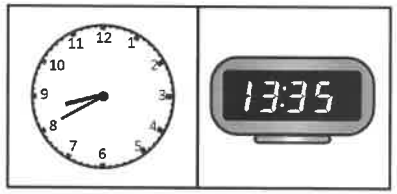


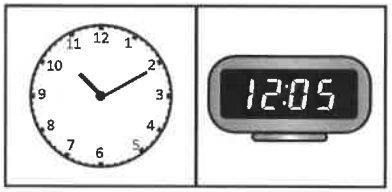


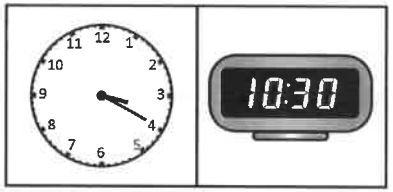


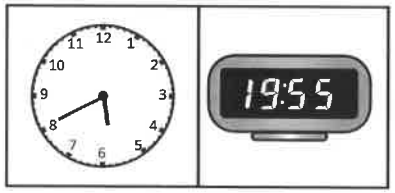


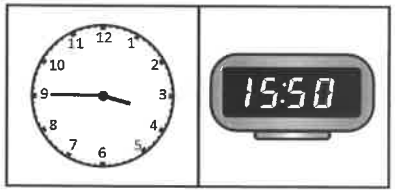


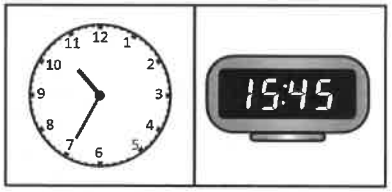


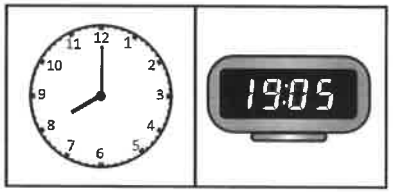


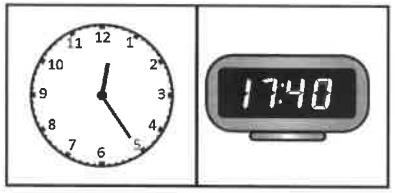


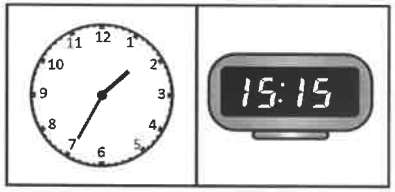












Investigation
Mirror times

You will need:
- an analogue clock
- a mirror

1. Set the analogue clock at three o'clock. Record this time in digital format.

2. Now look at the clock in the mirror. What time does the clock in the mirror say?

3. Record this time in digital format.

4. Set the clock at 25 past 9. Record this time in digital format.

5. Look in the mirror and record the time you see in digital format.

6. Repeat this for ten different times. Make sure they are all times where the minute (big) hand points to a number.

Time	Digital	Time in the mirror
3 o'clock	3:00	
	9:00	

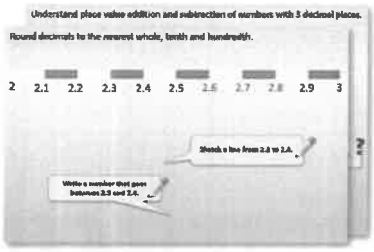
Study your pairs of mirror times.
What do you notice about the minutes in each pair?

Try making other pairs of mirror times. Does the minutes pattern hold?
Is there a pattern to the hours in the mirror times?

Year 3: Week 4, Day 5
Time events; bar charts

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.



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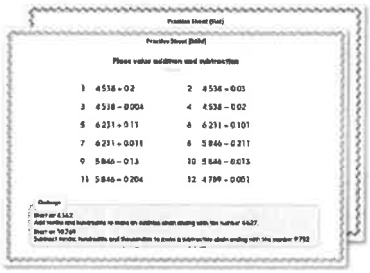
2. Tackle the questions on the **Practice Sheet**.
   There might be a choice of either Mild (easier) or Hot (harder)!
   Check the answers.



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

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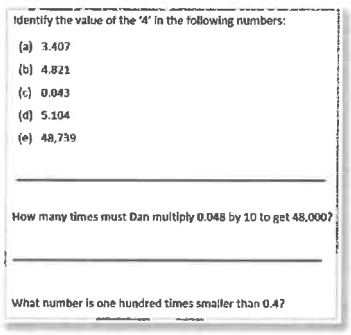
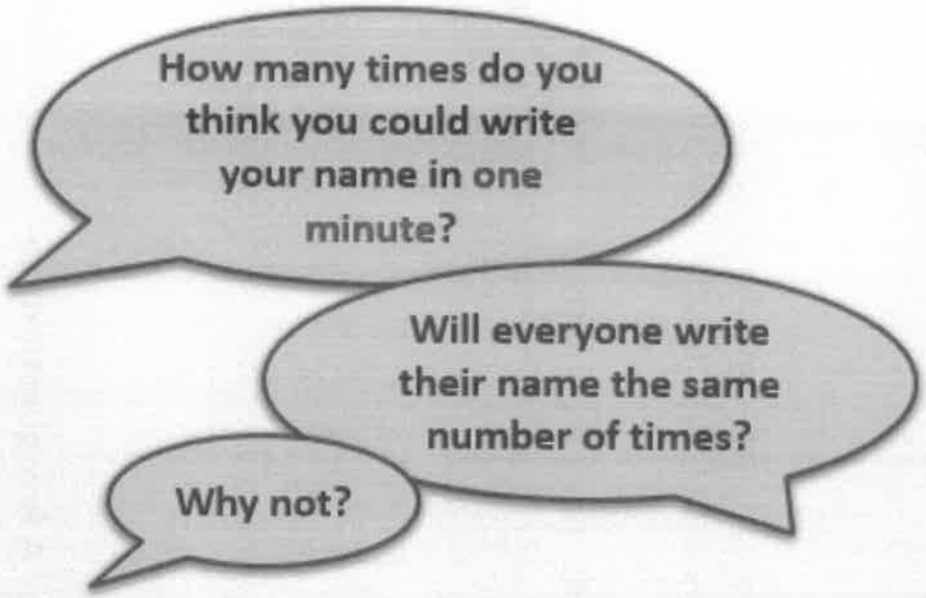
4. Have I mastered the topic? A few questions to **Check your understanding**.
   Fold the page to hide the answers!



Learning Reminders

Time events in seconds; Collect data and display in a bar chart.



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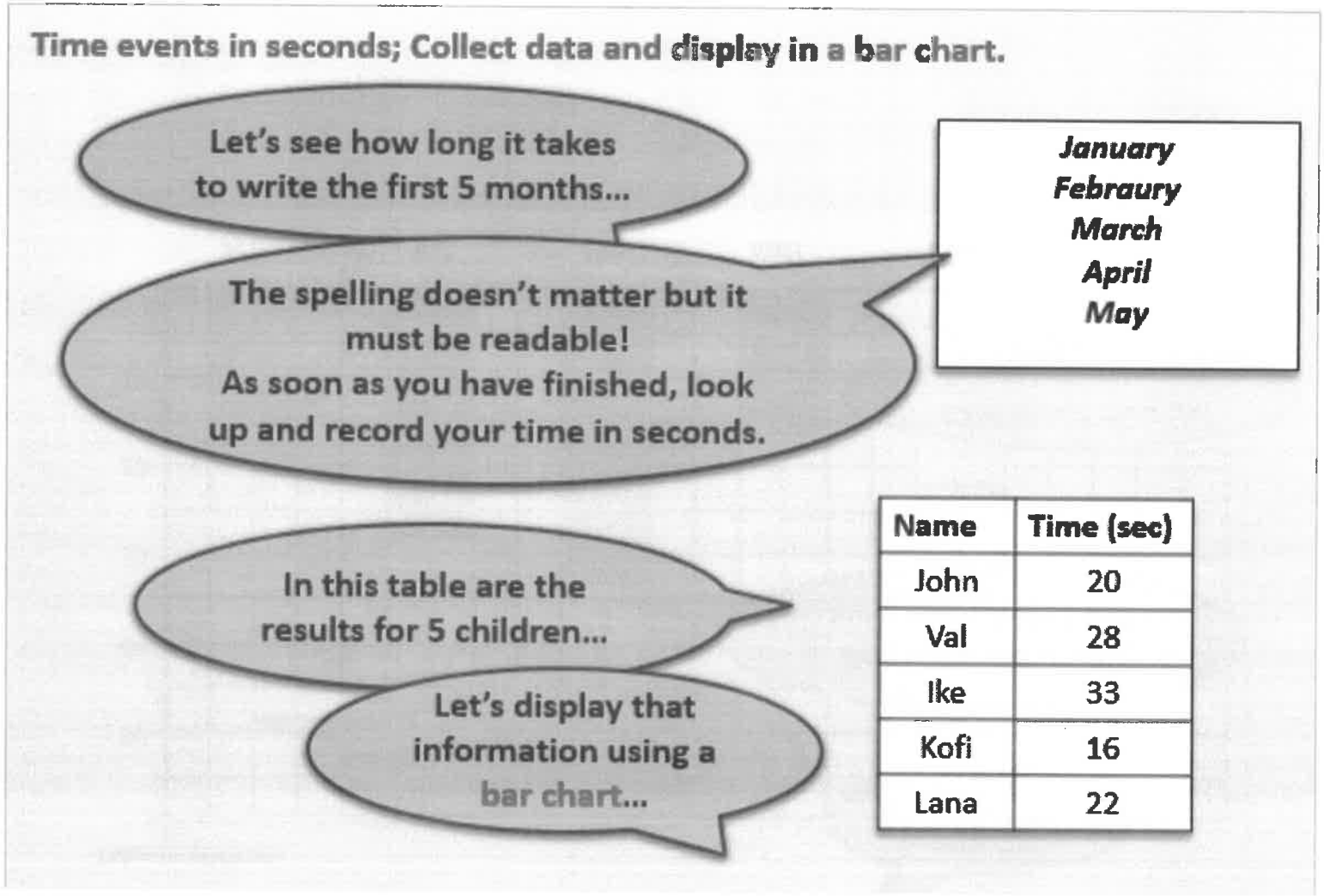
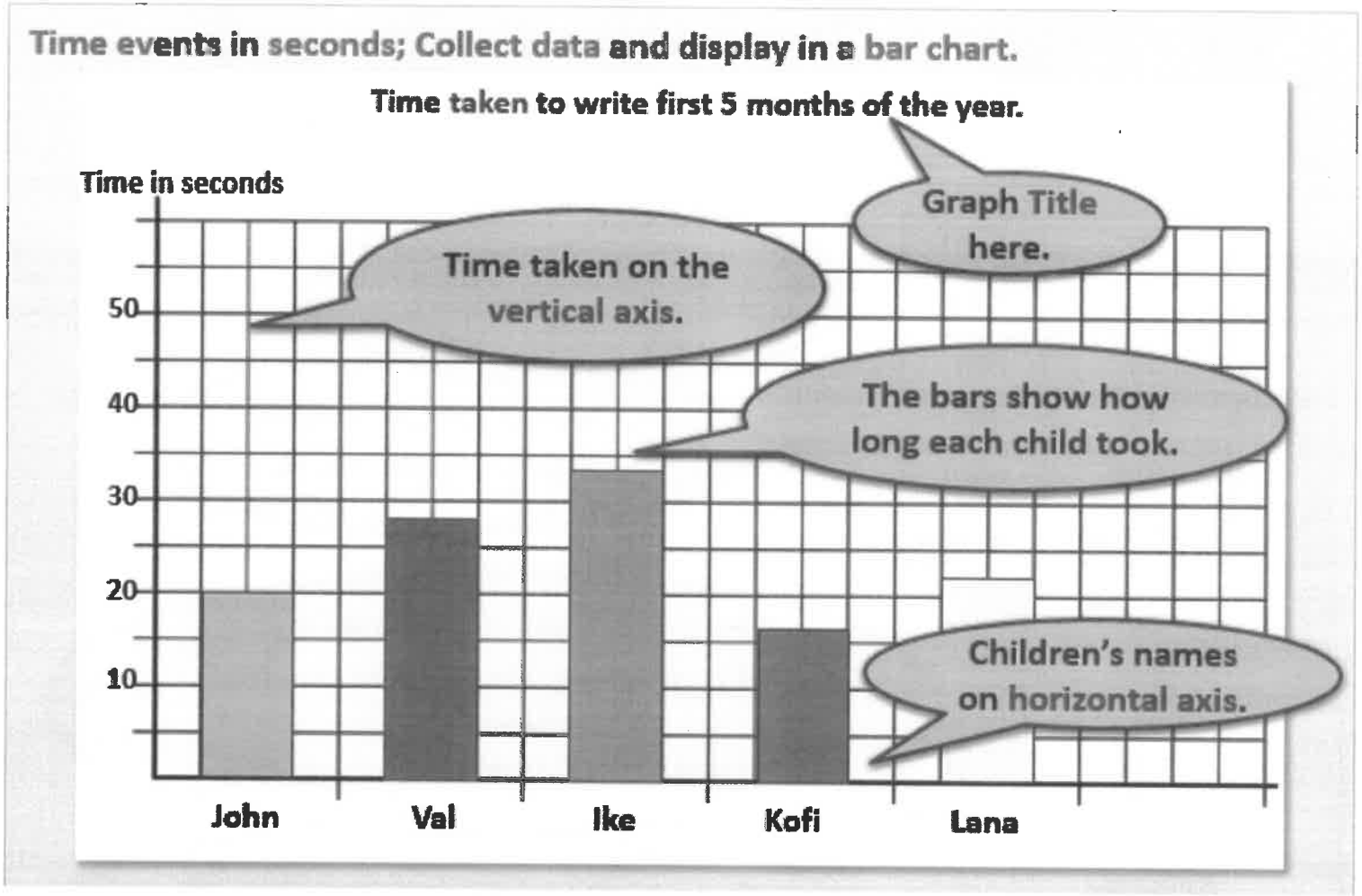
Learning Reminders



Learning Reminders

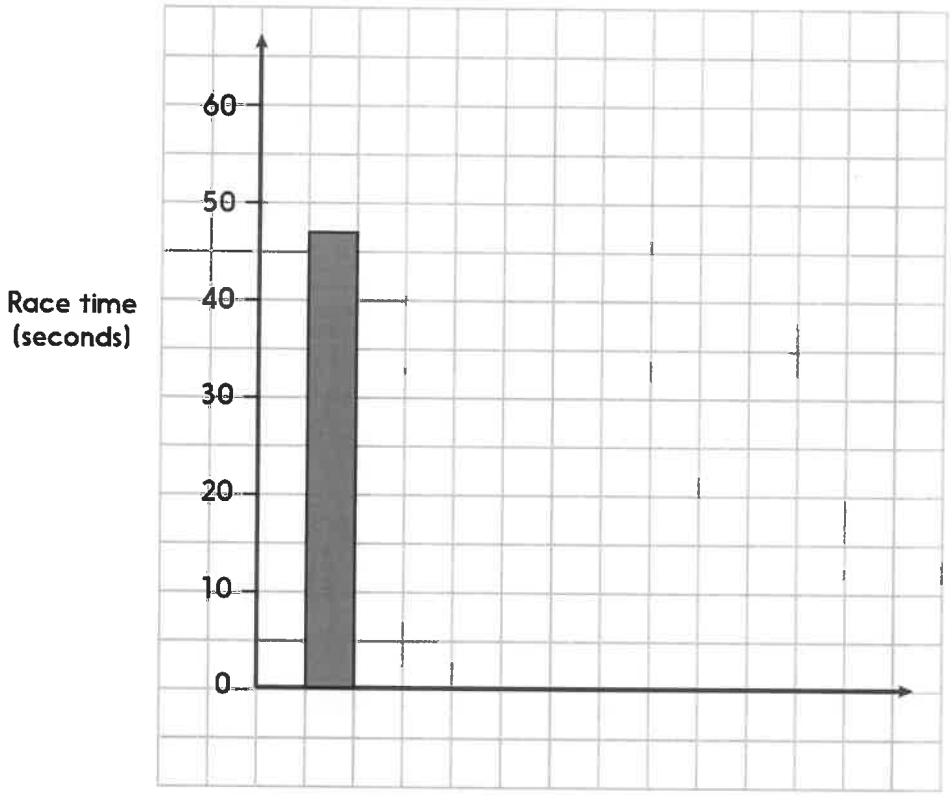


Practice Sheet Mild
Data practice

The table shows how quickly six people ran the 200m race.
Use the information in the table to complete the bar chart.

Name	Race time (seconds)
Jessica	47
Imran	31
Holly	36
Karolina	28
Zain	29
Mason	54

Time taken to run 200 m



Challenge

Write two facts that you can interpret from the bar chart.

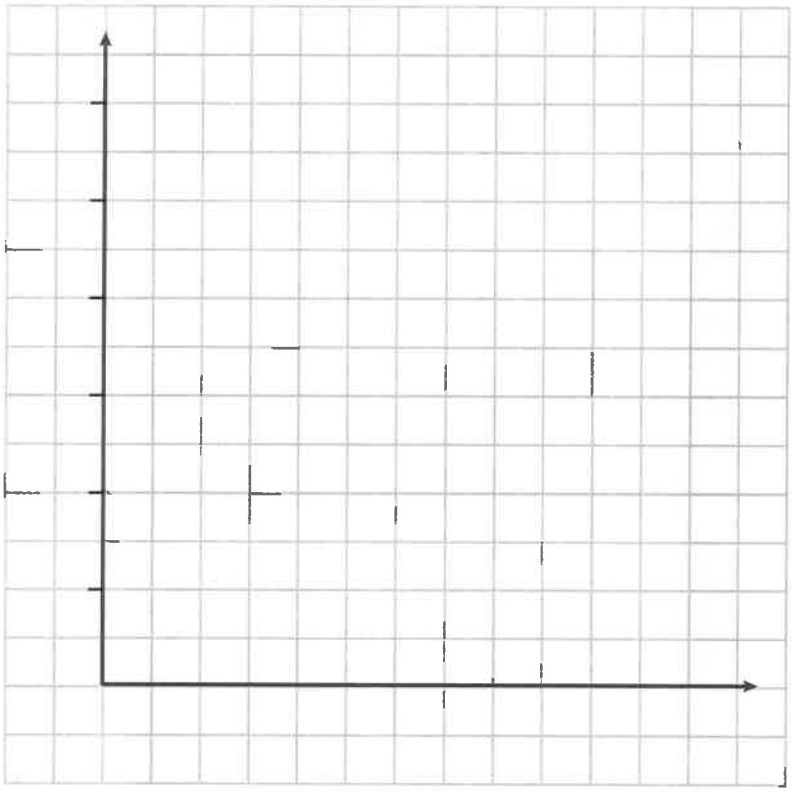
Fact 1: _____

Fact 2: _____

Practice Sheet Hot
Data practice

The table shows how quickly six people ran the 200 m race.
Use the information in the table to complete the bar chart.

Name	Race time (seconds)
Dan	53
Kirby	36
Zoe	31
Sophie	42
Omar	45
Jakub	39



Challenge

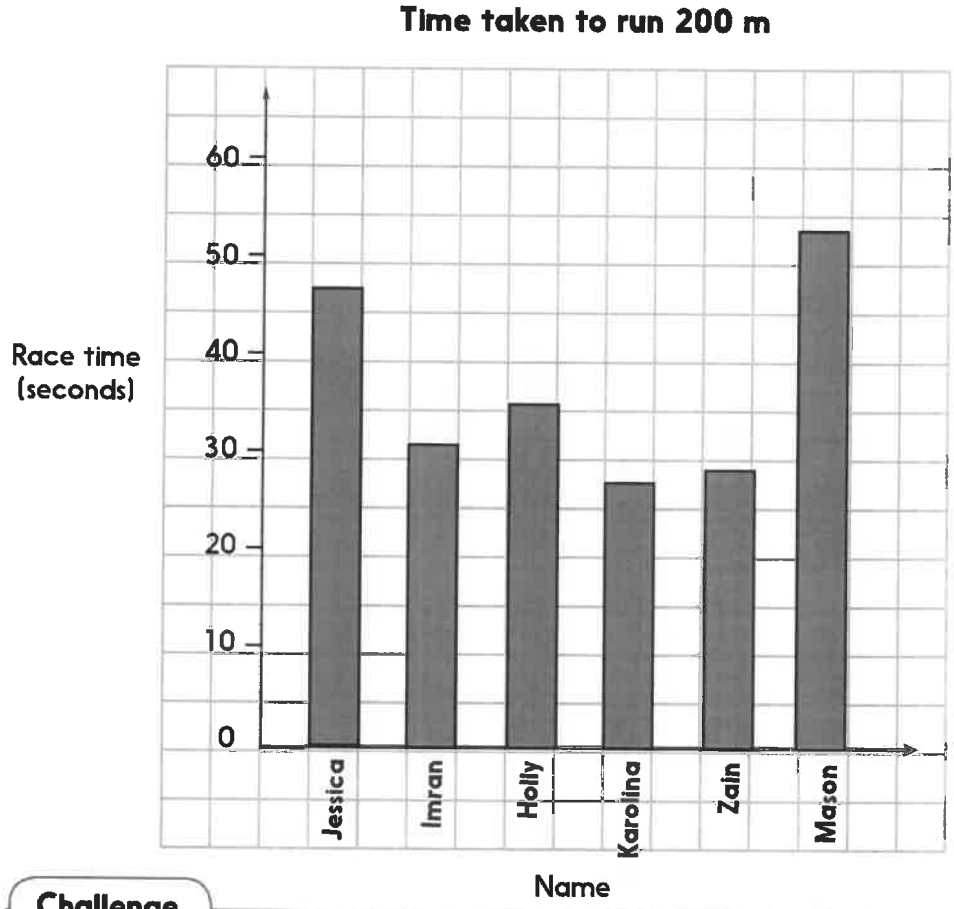
Write two facts that you can interpret from the bar chart.

Fact 1: _____

Fact 2: _____

Practice Sheet Answers

Data Practice Mild

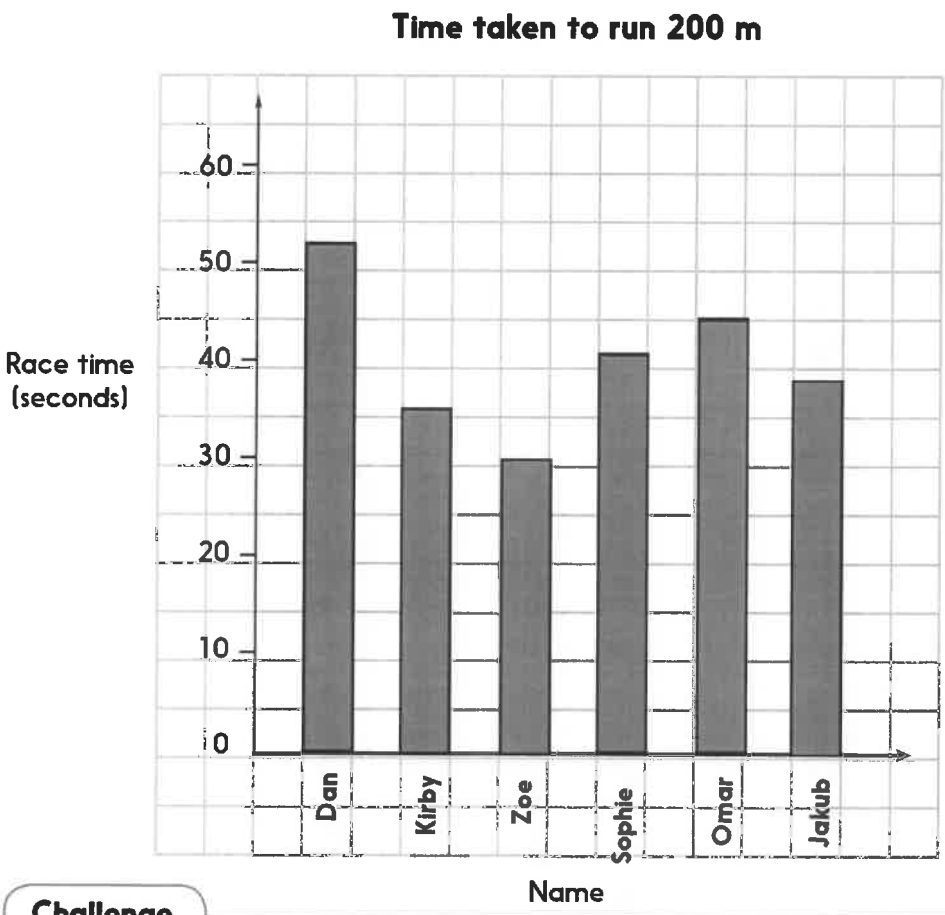


Challenge

Children could give two of the following facts interpreted from the bar chart:
Mason was the slowest.
Karolina was the fastest.
Mason was last in the race.
Zain was second in the race.
Imran was third in the race.
Karolina was one second faster than Zain... or other facts of their own.

Practice Sheet Answers

Data Practice Hot



Challenge

Children could give two of the following facts interpreted from the bar chart:
Dan was the slowest.
Zoe was the fastest.
Dan was last in the race.
Kirby was second in the race.
Jakub was third in the race.
Zoe was two seconds faster than Jakub... or other facts of their own.

A Bit Stuck?
Time for a challenge

What to do:

- Use a stopwatch to time how long takes you to:
- Do 20 star jumps.
- Run to the front door and back 10 times.
- Write the two times table up 12 x 2 = 24.
- Write the days of the week in order.
- Write the alphabet in order.
- Roll a 6 six times on a dice.

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

Start a timer/stopwatch.

- Roll a dice. Roll again and add the number rolled to the previous number.
- Roll again and add to the previous total.
- Keep going.
- What total can you get to in 60 seconds?!
- Repeat. Can you get a greater total this time?

Challenge someone else to do the same – can they beat your best total?

Check your understanding:
Questions

Say which things would be timed in *seconds*, which would be timed in *minutes*, and which in *hours*.

(a) cleaning your teeth

(b) watching a film

(c) a night's sleep

(d) eating a biscuit

(e) your journey to school

Write three things you could do in under 30 seconds.

Fold here to hide answers:

Check your understanding:
Answers

Say which things would be timed in *seconds*, which would be timed in *minutes*, and which in *hours*.

(a) **cleaning your teeth** Seconds/Minutes

NB The NHS recommend 2 minutes though children may opt for seconds!

(b) **watching a film** Hours – feature length/Minutes – if short.

(c) **a night's sleep** Hours

(d) **eating a biscuit** Seconds

(e) **your journey to school** Minutes (probably)

Write three things you could do in under 30 seconds.
Accept any reasonable answers, e.g. write their name, put on their socks, eat a biscuit.

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 a report about Lego Star Wars

- Read *Lego Star Wars Game Description*. Read it twice: the first time in your head and the second time out loud.
- *Who do you think this report is written for?*

2. Remind yourself about the features of Non-Chronological Reports

- Use the *Revision Card* to remind yourself about the features of Non-Chronological Reports.
- Which of these features can you find in the *Lego Star Wars Game Description*? Write and highlight the text to show where you find them.

Share your highlighting with a grown-up. Explain the features that you have spotted.

3. Read some more reports

- Read the report for *Just Dance* and *Super Mario Kart*.
- You could challenge yourself to read the report for *Zelda* too. (It is more complicated.)
- Look at *Technical Language to Spot*. Can you write an explanation of at least three of these pieces of vocabulary?

Try these Fun-Time Extras

- Can you pick one more of these games and research more about it? Try to find five more facts.
- Can you make an illustration that would go with one of these reports?

Lego Star Wars™: The Force Awakens - Game Description

What is it?

The Force Awakens gives a humorous look on the first of the most recent trilogy of Star Wars movies. It contains multiple levels and over 200 characters. It also includes extra and expanded levels. The game delves further into the plot than previous games. It offers detailed story content, covering almost every scene from the movie, but as in previous Lego Star Wars games it's done in a humorous way. You find stormtroopers clowning around at rallies or stocking up on wookiee-cookies for Chewbacca to coax him into the Millennium Falcon.

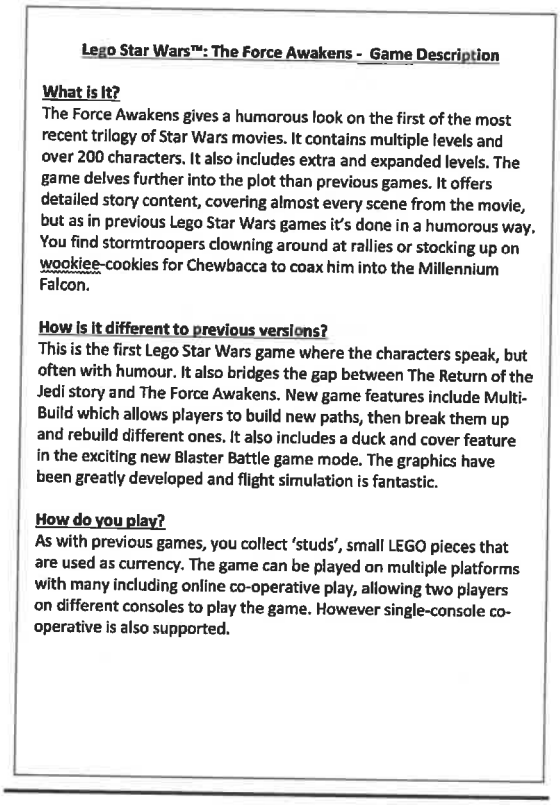
How is it different to previous versions?

This is the first Lego Star Wars game where the characters speak, but often with humour. It also bridges the gap between The Return of the Jedi story and The Force Awakens. New game features include Multi-Build which allows players to build new paths, then break them up and rebuild different ones. It also includes a duck and cover feature in the exciting new Blaster Battle game mode. The graphics have been greatly developed and flight simulation is fantastic.

How do you play?

As with previous games, you collect 'studs', small LEGO pieces that are used as currency. The game can be played on multiple platforms with many including online co-operative play, allowing two players on different consoles to play the game. However single-console co-operative is also supported.

Revision Card - Features of a Non-Chronological Report



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Contains information and **facts**

Organised into **sections** with headings and sub-headings

Has a clear main **title**

Begins with an **introduction**

Present tense mainly (Describes how it is now)

Includes **technical vocabulary**

Just Dance™ 2019 - Game Description

Overview

Just Dance 2019 is a multiplayer Dance Party-Rhythm game for PlayStation. In the game, players dance to the beat of current and older tracks. They copy dance move prompts, which are projected at the bottom of the screen. The game uses the PlayStation Move controller system which is sold separately, or alternatively you can use a smart phone with the Just Dance app downloaded as your motion controller.

Tell me more

Just Dance 2019 kick-starts the party with over 40 tracks from popular artists including today's hottest hits. It features a variety of gameplay modes, like *Kid* mode. This has songs that are appropriate for children. The popular *Just Sweat* mode is back, with more workout plans and playlists. It also has a multiplayer option.

All tracks provide song lyrics on-screen, so even if you don't score points with your voice, you're sure to score some with the crowd. This game is a great addition for any night in with your friends.

Additional features

- All-new game modes
- A cardio training option
- Lots of downloadable tracks to keep your dance party up-to-date
- Spotify playlist option

Super Mario Kart™ Deluxe 8 - Game Description

History/background

Super Mario Kart is a go-kart racing video game published for Super Nintendo Entertainment System in August 1992 in Europe and North America. The game sold eight million copies worldwide. It became the third best-selling game of all time. The graphics in the earlier version were considered 'detailed' by the Nintendo Magazine System and also 'spectacular' considering the period when the game was released.

How to play

The player takes control of the main characters from the Mario series using their controller. There are over 40 total characters, each with different capabilities and skills. The player races against computer-controlled characters in multi-race cups. There are 48 different tracks available. Gameplay features allow for advanced manoeuvres such as hopping and power sliding. The second manoeuvre allows a kart to maintain its speed while turning corners but executing the move too long will cause the kart to spin.

Main characters

The eight original characters of the game are Mario, Luigi, Princess Peach, Yoshi, Bowser, Donkey Kong Jr., Koopa Troopa and Toad. However, over the years this has increased and in this version of the game over 40 characters are available. The characters have their own skills, top speed, acceleration and handling. Each character has its power-ups. Yoshi drops eggs while Donkey Kong Jr. throws bananas.

Pros

- The gameplay offers speed and offensive boosting power-ups, which the player can use
- Players can also race against the clock in a Time Trial mode
- Multiplayer mode allows players to race against each other one-on-one
- Available for more than one platform

The Legend of Zelda Games™ - Game Description

Overview

The Legend of Zelda games feature a mixture of action, puzzles, adventure/battle gameplay, exploration, and questing. These elements have remained constant throughout the series, but with refinements and additions featured in each new game. Later games in the series also comprise stealth gameplay, where the player must avoid enemies while proceeding through a level, as well as racing elements.

Although the games can be played with a minimal amount of exploration and side quests, the player is frequently rewarded for solving puzzles or exploring hidden areas with helpful items or increased abilities. Some items are consistent and appear many times throughout the series, such as bombs, which can be used both as weapons and to open blocked or hidden doorways, boomerangs, which can kill or paralyse enemies, keys for locked doors, magic swords, shields, and bows and arrows, while others are unique to a single game.

The game in detail

Every game in the main *Zelda* series has consisted of three principal areas: an over-world in which movement is multidirectional, allowing the player some degree of freedom of action, areas of interaction with other characters in which the player gains special items or advice, and dungeons. Each dungeon usually has one major item inside, which is usually essential for solving many of the puzzles in that dungeon and often plays a crucial role in defeating that dungeon's boss as well as progressing through the game. In nearly every *Zelda* game, navigating a dungeon is aided by locating a map, which reveals its layout, and a magic compass, which reveals the location of significant and smaller items such as keys and equipment. In later games, the series also included a special 'boss key', which would unlock the door to battle the dungeon's boss enemy.

How to survive

In most *Zelda* games, the player's life meter is represented as a line of hearts. The life meter is replenished in a number of different ways, including picking up hearts left by some defeated enemies, fairies or springs located in specific locations, or using an item such as a potion.

Technical language to spot

Try to explain at least three of these pieces of technical language. Look back in the report to see it in context.

Star Wars: graphics, platforms, console

Just Dance: multiplayer, controller system, download, smart phone

Mario Kart: controller, gameplay, platform

Zelda: gameplay, multidirectional, life meter

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 another non-chronological report.

- Read *Fifa 19 Review*. Do you think the writer liked the game? Why?
- Use the *Revision Card* to remind yourself about the Features of a Non-Chronological report.
- Highlight and write to mark some of these features on the *Fifa 19 Review*.

2. Make notes about a game

- Choose one of the *CBeebies games*. They are designed for younger children. Try playing it, ready to write a report.
- Make notes about it on *Game Notes*.

3. Now for some writing

- Write a report about the game that you chose. Try to include some of the features of a Non-Chronological Report.

Try these Fun-Time Extras

- Can you find out what games other people in your class chose? Could you read their reports and try out their games?
- Could you send your report to a younger relative or their parents?
- Can you try out some of the other games? You could make a table to show how they are similar or different to the one that you chose.

FIFA 19 (2018) Review

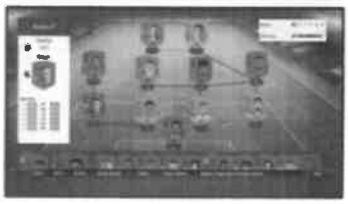
What parents need to know

Parents need to know that *FIFA 19* is essentially a soccer simulation. It doesn't contain anything inappropriate for young eyes or ears.

- Positive messages
- Positive role models
- Ease of play

What can children learn from this game?

Kids can learn the rules to soccer, how to follow codes of conduct and what it takes to devise a winning strategy in a soccer game. To a lesser extent, *FIFA 19* also teaches kids how to work with others to reach a goal. By watching how the pros play and experiencing which moves are legal and which are not, kids can come away with a better understanding of how to play soccer.



What's it about?

As with previous versions of this soccer game, FIFA 19 is a simulation that virtually recreates the world's most popular sport. Gamers can select their favourite team, take control over all the players and vie for supremacy on the pitch. This year's game offers multiple solo and multiplayer modes (both online and in front of the same TV), many platforms to play on and improvements to artificial intelligence (A.I.), dribbling, ball control and more. *FIFA 19* houses more than 500 officially licensed clubs and roughly 15,000 players.

Is it any good?

FIFA 19 boasts gorgeous and intense action on the pitch compared to its predecessors - thanks, in part, to high-definition player models, lifelike animation and authentic ball and player physics.

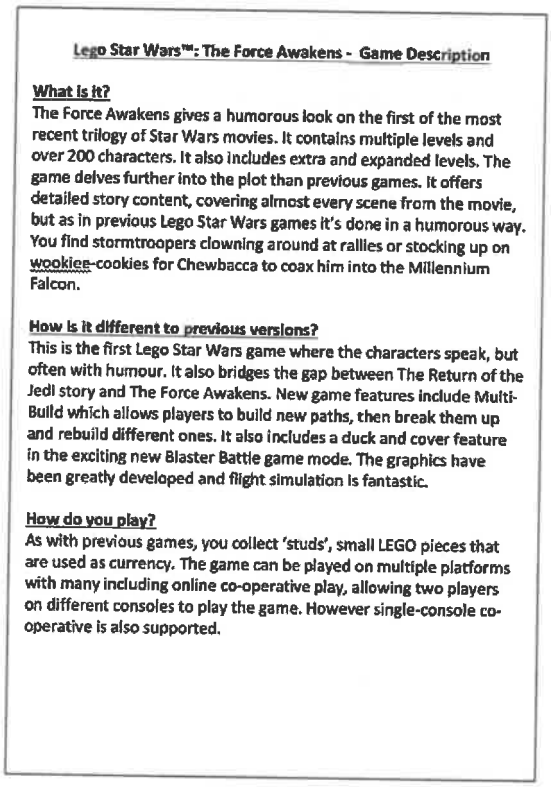
Pros

- Visually, it is brilliant
- Nine new game modes available in this version
- Extra new features include a double press goal shooting option, making goals fizz like a rocket
- The music and graphics are superb, especially the stadiums and detail on the players such as beads of sweat and rustling shirts on windy days

Cons

- FIFA 19's free-flowing football can be tricky to master
- Tackle outcomes are more realistic but mean you often come out as the underdog
- The Journey story section of the game is a little disappointing and seems uninspired.

Revision Card - Features of a Non-Chronological Report



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Present tense mainly (Describes how it is now)

Includes **technical vocabulary**

Suggested CBeebies games to review

Select any of the games found on this link:
https://www.bbc.co.uk/cbeebies/games

Our favourites include:

- Go Jetters Global Glitch Game
- Dangermouse Dash
- Hop to it with Peter Rabbit
- My World Kitchen Game
- The Furchester Hotel: A Helping Hand
- Get building (Nina and the Neurons)
- Ruff Ruff, Tweet and Dave
- Pat's parcel sort

Game Notes

Notes about _____

Who is the game for? (audience)

What is the aim of the game?

How good is it?

How is it played? (rules)

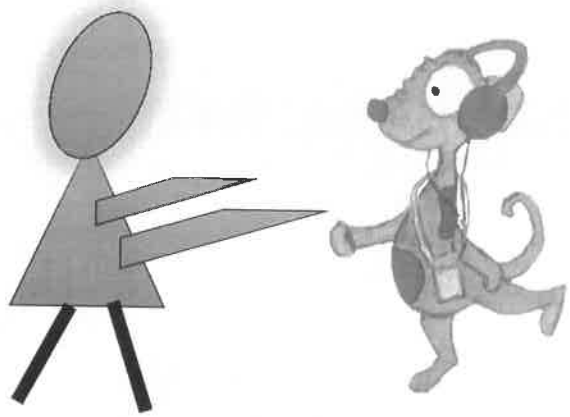
What skills are needed to play?

_____

Game Report

Tenses

1. Past and present (simple)
2. Progressive form of verbs: present and past
3. Perfect form of verbs



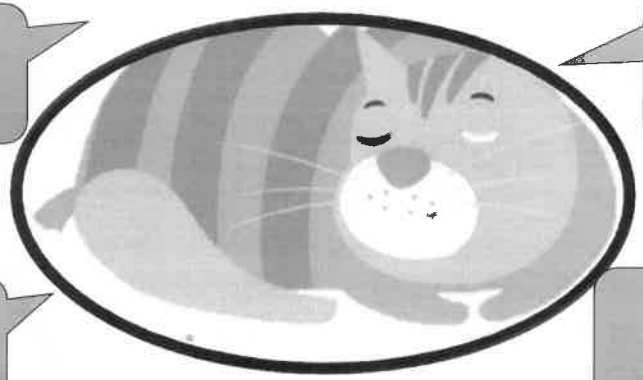
Verbs

Verbs indicate that someone or something is doing, feeling or being.

verbs

Basanti loves her cat.

I sympathise.



verbs

Basanti's cat sleeps all day long.

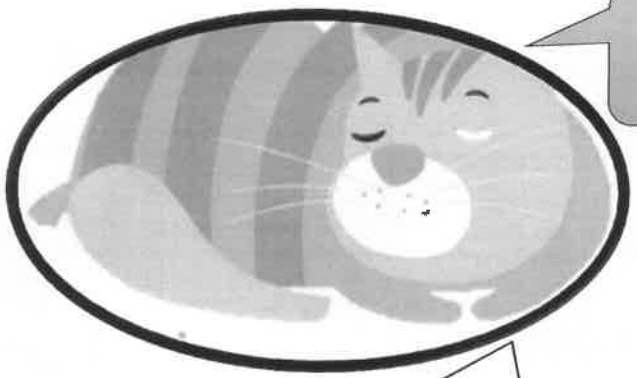
I absolutely adore my budgie.

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

Can you spot these?

Verbs have a **tense.**

They can tell us ***when*** the action happened.

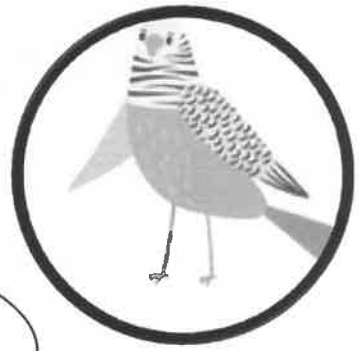


Basanti's cat caught a mouse.

In the **past**

or in the **present.**

My budgie sings all day long.



Write a sentence in the present tense.

Example

I play football every Saturday.

I played football every Saturday.

Now rewrite it in the past tense.

Verbs have a **tense.**

They can tell us *when* the action happened.

Past tense	Present tense
The sheep walked.	*The sheep walks.*
She carried a bag.	*She carries a bag.*
I ate an ice-cream.	*I eat an ice-cream.*
You did not have to smile.	*You do not have to smile.*

For regular verbs we add *ed* to show that an action is **in the past** and **complete**.

walked *jumped* *scored* *danced*

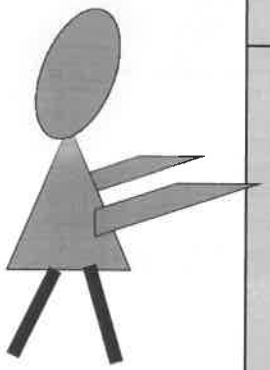
skated *listened* *balanced*

Irregular verbs take different forms when showing past tense; we learn them through hearing them used.

ran *won* *did* *threw*

ANSWERS

Past tense

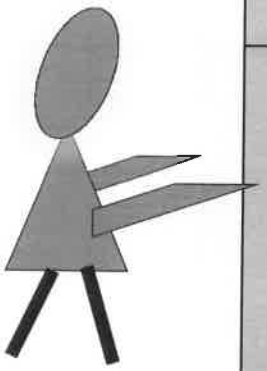


Simple past	Simple present
	It rains and rains.
	Basanti carries the cat.
	We do not want to go.
	We are lost!

*Change these verbs into simple **past** tense.*

ANSWERS

Past tense



Simple past	Simple present
It rained and rained.	*It rains and rains.*
Basanti carried the cat.	*Basanti carries the cat.*
We did not want to go.	*We do not want to go.*
We were lost!	*We are lost!*

*Change these verbs into simple **past** tense.*

ANSWERS

Present tense

Simple past	Simple present
My budgie squawked. *Basanti grabbed her cat.* *We found the cage.* *I was relieved.*	

*Turn these verbs into simple **present** tense.*

ANSWERS

Present tense

Simple past	Simple present
My budgie squawked.	*My budgie squawks.*
Basanti grabbed her cat.	*Basanti grabs her cat.*
We found the cage.	*We find the cage.*
I was relieved.	*I am relieved.*

*Turn these verbs into simple **present** tense.*

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 a Portrait Poem

- Read the poem, *"Simon, my best friend..."*
- What does Simon have in common with you? What is different about you and him?

2. Remind yourself about the present and past tense

- Use the *PowerPoint presentation* or the *Revision Card* to remind yourself about the Present and Past Tense.
- Complete *Past/Present Tense practice*.

Well done! Now explain your answers to a grown-up. You can check them with the sheet at the end of this pack.

3. Now for some writing

- Use the *Portrait Poem template* to write about one of your friends.
- Write sentences about them in the present tense.
- Add a portrait of them in the middle of the template.

Try these Fun-Time Extras

- Can you send your poem to your friend?
- Can you write two more *Portrait Poems* about people in your family?

*Simon, my best friend, is really cool

Simon's favourite animals are snakes, whales and big cats

Simon's worst nightmare is West Ham going down.

Simon plays football with me at school

Revision Card – Past and Present Tense

Past and Present Tense - Verbs

Verbs indicate that someone or something is doing, feeling or being.

verbs

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I sympathise.

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ran *won* *did*

Past/Present Tense Practice

Change these sentences into simple past tense.

1. It rains and rains

2. Basanti carries the cat.

3. We do not want to go.

4. We are lost.

Change these sentences into simple present tense

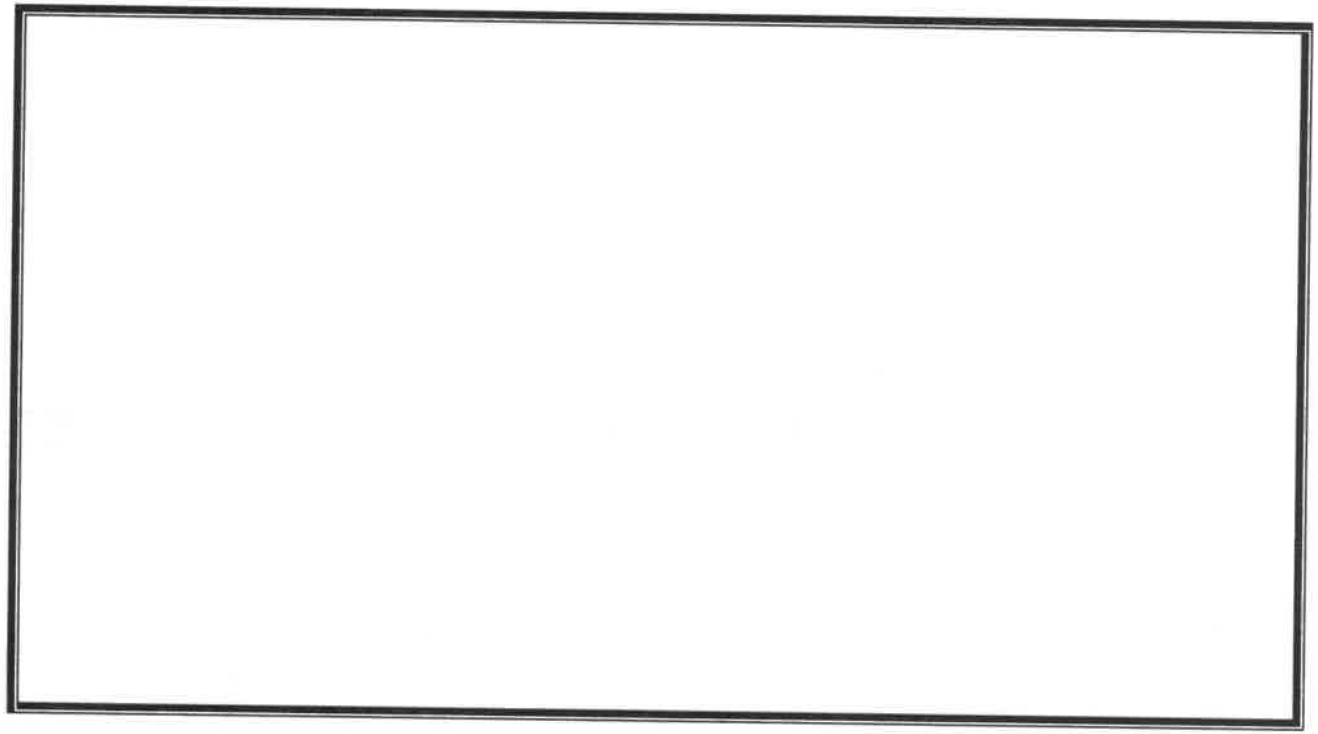
5. My budgie squawked.

6. Basanti grabbed her cat.

7. We found the cage.

8. I was relieved.

Portrait poem template



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   It rained and rained.

2. Basanti carries the cat.

   Basanti carried the cat.

3. We do not want to go.

   We did not want to go.

4. We are lost.

   We were lost.

Change these sentences into simple present tense

5. My budgie squawked.

   My budgie squawks.

6. Basanti grabbed her cat.

   Basanti grabs her cat.

7. We found the cage.

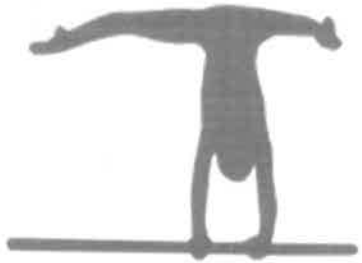
   We find the cage.

Progressive form of verbs:

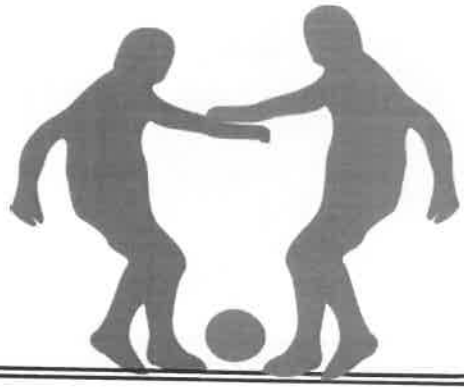
Present and past progressive (continuous)

She was running.

Alice is balancing.



They are playing.



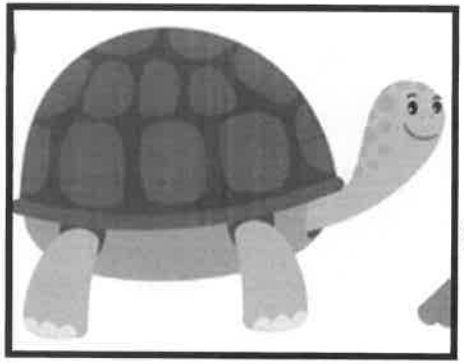
The progressive form is continuous.

It suggests that the action **progresses**, for a period of time,

Tom's tortoise *was waiting* for his lettuce.

or **progresses** at the time something else happens or happened.

Tom's tortoise *was waiting* when he saw the lawnmower.



This can be in the **present** (happening now)

or in the **past** (happened then).

Progressive form of verbs: present and past progressive

Past progressive	Present	Present progressive
He was walking	*He walks*	*He is walking*
She was running	*She runs*	*She is running*
The dog was whining	*The dog whines*	*The dog is whining*
We were listening	*We listen*	*We are listening*

Progressive form of verbs: past progressive

leap

Think of a sentence which shows that the children *did* this verb **for a while**.

Hint: use *were*

Can you use past progressive form?

The children leapt.

The children were leaping.

This **past progressive** form shows the action **continued** for a while.

The children were leaping about when the teacher opened the classroom door.

Progressive form of verbs: past progressive

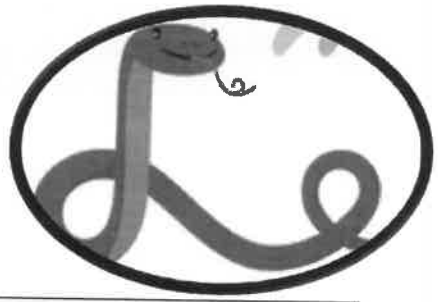
quarrel

Think of a sentence which shows that we *did* this verb ***when*** **the teacher arrived.**

We quarrelled.

Hint: use *were*

We were quarrelling when the teacher arrived.



This **past progressive** form shows the action **continued** *when* something else occurred.

The children were quarrelling about the snake!

Choosing past simple or past progressive form

Would this be a **short action** or a **longer one**?

The whole class is having its best ever day.

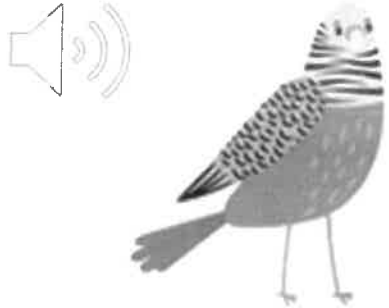
The whole class had its best ever day.

Which verb form **sounds longer**?

The whole class was having its best ever day.

A day *takes a while* so the **past progressive** form is best.

How would you write this in the past form?



To make verbs progressive:

- Add one of... *is, are, am, was, were*
- Use *-ing* participle of the verb

	Present progressive	Past progressive
She makes a mess.	*She is making a mess.*	*She was making a mess.*
He chirps softly.	*He is chirping softly.*	*He was chirping softly.*
They fly around.	*They are flying around.*	*They were flying around.*

auxiliary verb indicates the tense

Try changing these verb forms to present and past progressive.

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 a shape poem.

- Read the poem: *Rolling Down A Hill.*
- This is a poem written to look at on the page. Can you use your voice or actions to find a good way to read it out loud?

2. Learn about the progressive tense

- Use the *PowerPoint* or the *Revision Card* to learn about the progressive form of verbs.
- Complete *Progressive Tense Practice*.

Well done! Check your answers with a grown-up. You can look at the end of this pack for the answers.

3. Now for some writing

- Think of some *Action Poem Ideas*. Write them down on the sheet. You could use a new idea that isn't written there.
- Use some of your ideas to write a poem. Try to set it out so that the shape on the page matches the action.

Try these Fun-Time Extras

- Can you send your poem to somebody else?
- Can you make up some more Action Poems so that you have a whole-series of them.
- Can you find some more information about Colin West? https://www.colinwest.com/about/

ROLLING DOWN A HILL

I'm rolling
rolling
rolling
down

I'm rolling
down a
hill

I'm rolling
rolling
down

I'm rolling
down it
still.

I'm rolling
rolling
down

I'm rolling
down a
hill

I'm rolling
rolling
rolling
down

But now
I'm feeling
ill.

COLIN WEST

From Never Nudge a Budgie – 100 Funny Poems by Colin West

Revision Card – Progressive Tense

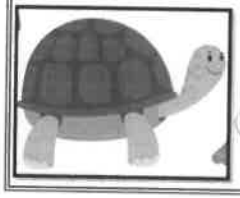
The progressive form is continuous.

It suggests that the action **progresses**, for a period of time,

Tom's tortoise *was waiting* for his lettuce.

or **progresses** at the time something else happens or happened.

Tom's tortoise *was waiting* when he saw the lawnmower.



WOW! It missed me!

This can be in the **present** (happening now)

or in the **past** (happened then).

Progressive form of verbs: present and past progressive

Past progressive	Present	Present progressive
He was walking	*He walks*	*He is walking*
She was running	*She runs*	*She is running*
The dog was whining	*The dog whines*	*The dog is whining*
We were listening	*We listen*	*We are listening*

Progressive form of verbs: past progressive

leap

Think of a sentence which shows that the children *did* this verb **for a while**.

The children leapt.

The children were leaping.

This **past progressive** form shows the action **continued** for a while.

Hint: use *were*

Can you use past progressive form?

The children were leaping about when the teacher opened the classroom door.

To make verbs progressive:

- Add one of... *is, are, am, was, were*
- Use *-ing* participle of the verb

	Present progressive	Past progressive
She makes a mess.	*She is making a mess.*	*She was making a mess.*
He chirps softly.	*He is chirping softly.*	*He was chirping softly.*
They fly around.	*They are flying around.*	*They were flying around.*

auxiliary verb indicates the tense

Progressive Tense Practice

Under each present tense sentence, write the present progressive and past progressive versions. The first has been done for you.

She kicks the ball.

She is kicking the ball. (Present Progressive)
She was kicking the ball. (Past Progressive)

He bakes a cake.

They write a story.

He plays games.

We sing a song.

They run a race.

Action poem ideas

Make some notes of phrases and descriptions you could use.
Try to write in the progressive tense.

Climbing up a mountain

Floating in the air

Skating round a lake

Swimming in a whirlpool

Action Poem

Write your poem on this page. Set it out so its shape matches the action.

Progressive Tense Practice - ANSWERS

She kicks the ball.

She is kicking the ball. (Present Progressive)
She was kicking the ball. (Past Progressive)

He bakes a cake.

He is baking a cake.
He was baking a cake.

They write a story.

They are writing a story.
They were writing a story.

He plays games.

He is playing games.
He was playing games.

We sing a song.

We are singing a song.
We were singing a song.

They run a race.

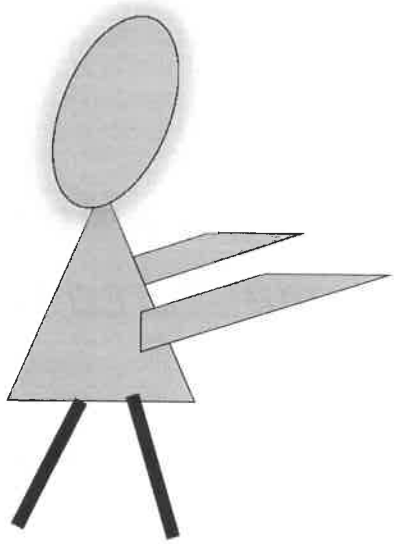
They are running a race.
They were running a race.

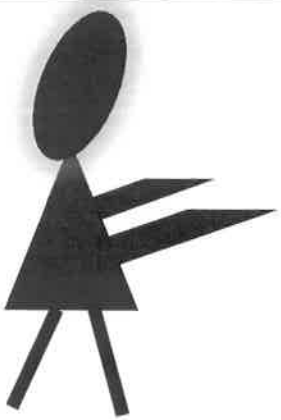
Perfect form of verbs

She has won all of her fights in this competition.

Ali has achieved a top score.

We have tried our best.





Perfect form

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

Simple past	Perfect form
Ali punctured the ball.	*Ali has punctured the ball.*
I injured my knee.	*I have injured my knee.*
We had a horrible day .	*We have had a horrible day.*

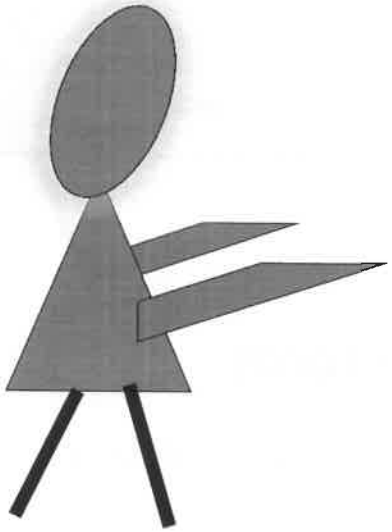
Ali punctured the ball *in the past* and it is *still* flat.

I injured my knee *in the past* and it *still* hurts!

We had a horrible day *in the past* and we are *still* in it!

Perfect Form

The perfect form is created using the verb 'have/has'.



Basanti has collected four trophies.

She has skated here for years.

We have picked our teams already.

Asha has taken the last drink.

I have forgotten my kit.

Tom has swum in three competitions.

Perfect Form
has/have + verb-*ed*

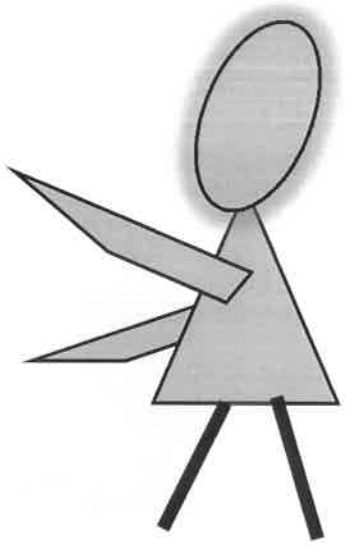
Perfect form

*Change these sentences into the **simple past,***
*and then the **perfect form**.*

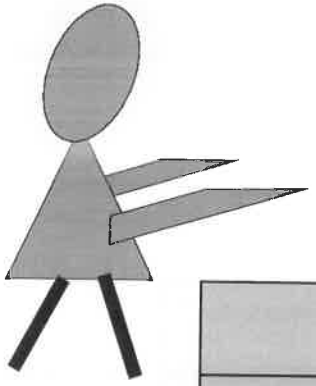
Basanti balances carefully .

We ride our bikes.

Ali catches the ball.



Simple past	Perfect form
Basanti balanced carefully.	*Basanti has balanced carefully.*
Ali caught the ball.	*Ali has caught the ball.*
We rode our bikes.	*We have ridden our bikes.*



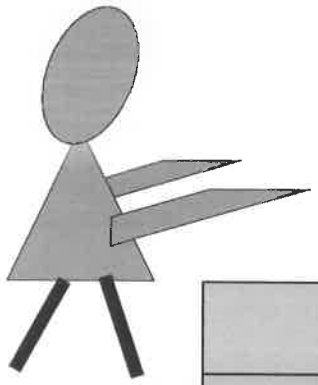
ANSWERS

Perfect form of past tense

Simple past	Perfect form
My day really sucked. *Basanti was cross with me.* *The teacher shouted.* *I sulked all evening.*	

*Turn these verbs into **perfect** form.*

ANSWERS



Perfect form of past tense

Simple past	Perfect form
My day really sucked.	*My day has really sucked.*
Basanti was cross with me.	*Basanti has been cross.*
The teacher shouted.	*The teacher has shouted.*
I sulked all evening.	*I have sulked all evening.*

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 a poem

- Read the poem: *I have had an awful day.*
- What things cheer you up when you are having a difficult day? Make a list of them and keep them somewhere safe to remember.

2. Learn about the Perfect Form

- Use the *PowerPoint* or *Revision Card* to learn about the Perfect Form.
- Cut out the *Mixed Sentences*. Stick the Past Tense sentences onto *Chart 1*. Stick the Perfect Form sentences onto *Chart 2*.
- Write in the blank columns of each chart.

Show your answers to a grown-up. You can check them at the end of this pack.

3. Now for some writing

- Think of ideas for a new poem: *I have had a dreadful day*.
- Write out your poem carefully, setting it out with a sad and a happy face.

Try these Fun-Time Extras

- Can you send your poem to somebody else?
- Can you interview people to find out what cheers them up on a bad day?

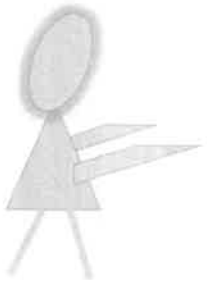
I have had an awful day

Not a soul has come to play
My sister shouted, 'Go away!'
And I have told the dog...

The dog was full of sympathy
I took him for a walk and he
Found a football, played with me
Now we've come home

Revision Card – Perfect Form

Perfect form of verbs



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I have forgotten my kit.

Tom has swum in three competitions.

Mixed Sentences

I have had a wonderful day.	She has cut her knee.
They have cooked.	He has moaned all day.
I have walked everywhere today.	She has lost her teddy.
They have had a great holiday.	He has had several cakes today.
I saw a friend.	She bumped her head.
They made a cake.	He talked all day.
I walked up a hill.	She lost her bag.
They had a cup of tea.	He ran home.

Past and perfect form chart 1

Past tense	Perfect From

Past and perfect form chart 2

Past tense	Perfect From

Past and perfect form: past to perfect form answers CHART 1

Past tense	Perfect From
I saw a friend.	I have seen a friend.
They made a cake.	They have made a cake.
I walked up a hill.	I have walked up a hill.
They had a cup of tea.	They have had a cup of tea.
She bumped her head.	She has bumped her head.
He talked all day.	He has talked all day.
She lost her bag.	She has lost her bag.
He ran home.	He has run home.

Past and perfect form: perfect form to past answers CHART 2

Past tense	Perfect From
She cut her knee.	She has cut her knee.
He moaned all day.	He has moaned all day.
She lost her teddy.	She has lost her teddy.
He had several cakes today.	He has had several cakes today.
I had a wonderful day.	I have had a wonderful day.
They cooked.	They have cooked.
I walked everywhere today.	I have walked everywhere today.
They had a great holiday.	They have had a great holiday.

I have had a dreadful day

What things could go wrong on your dreadful day?

What would help to cheer you up on your dreadful day?

Poem

Write your poem here.
Try to make it 6 or 8 lines long.
Make it start sad and end happily.
Include a happy and a sad face in your poem.