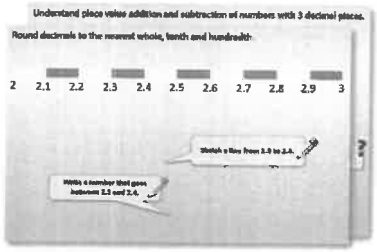
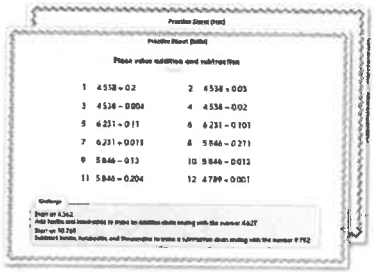
Year 4: Week 3, Day 1
Equivalent fractions

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.



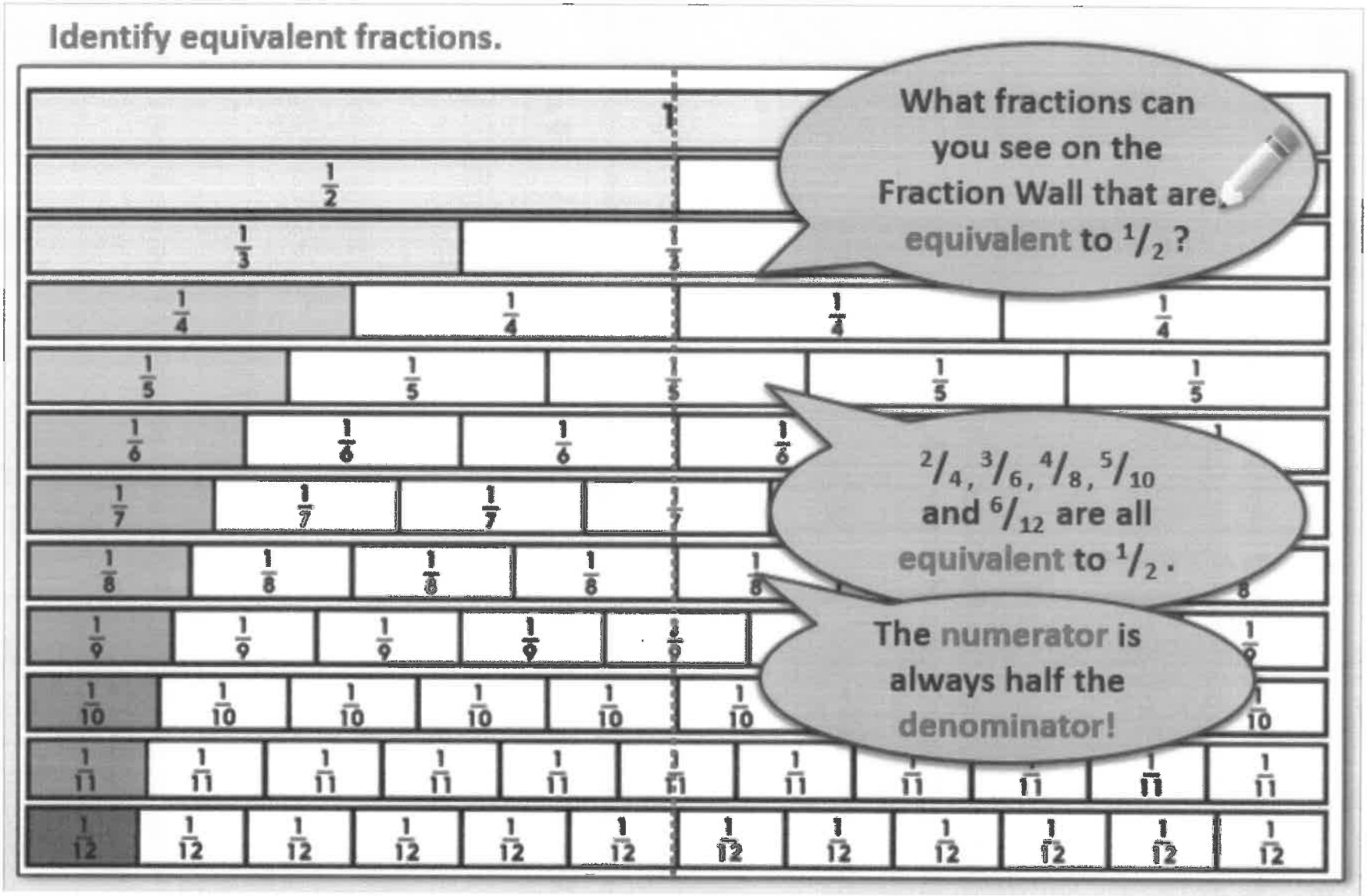
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



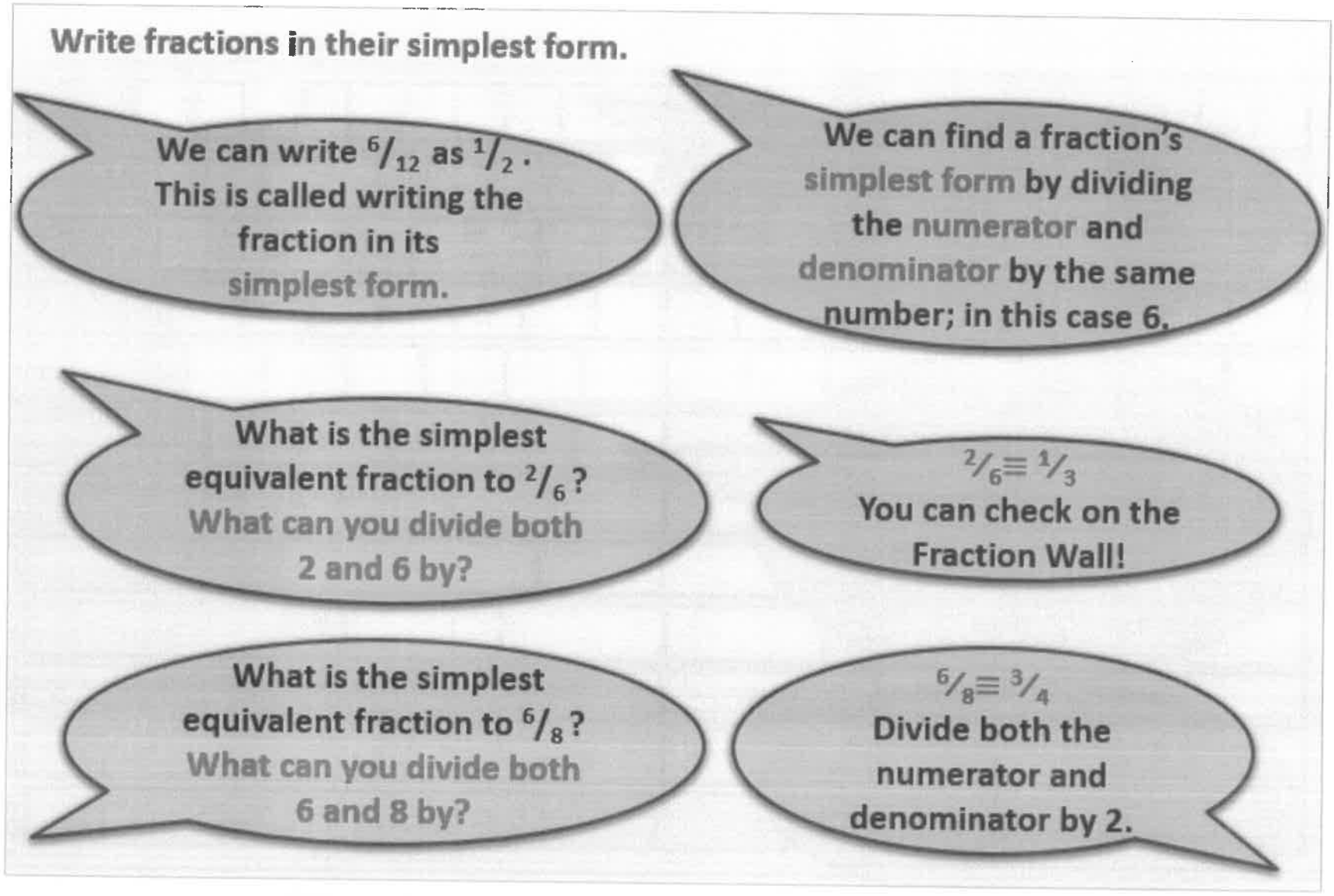
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

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

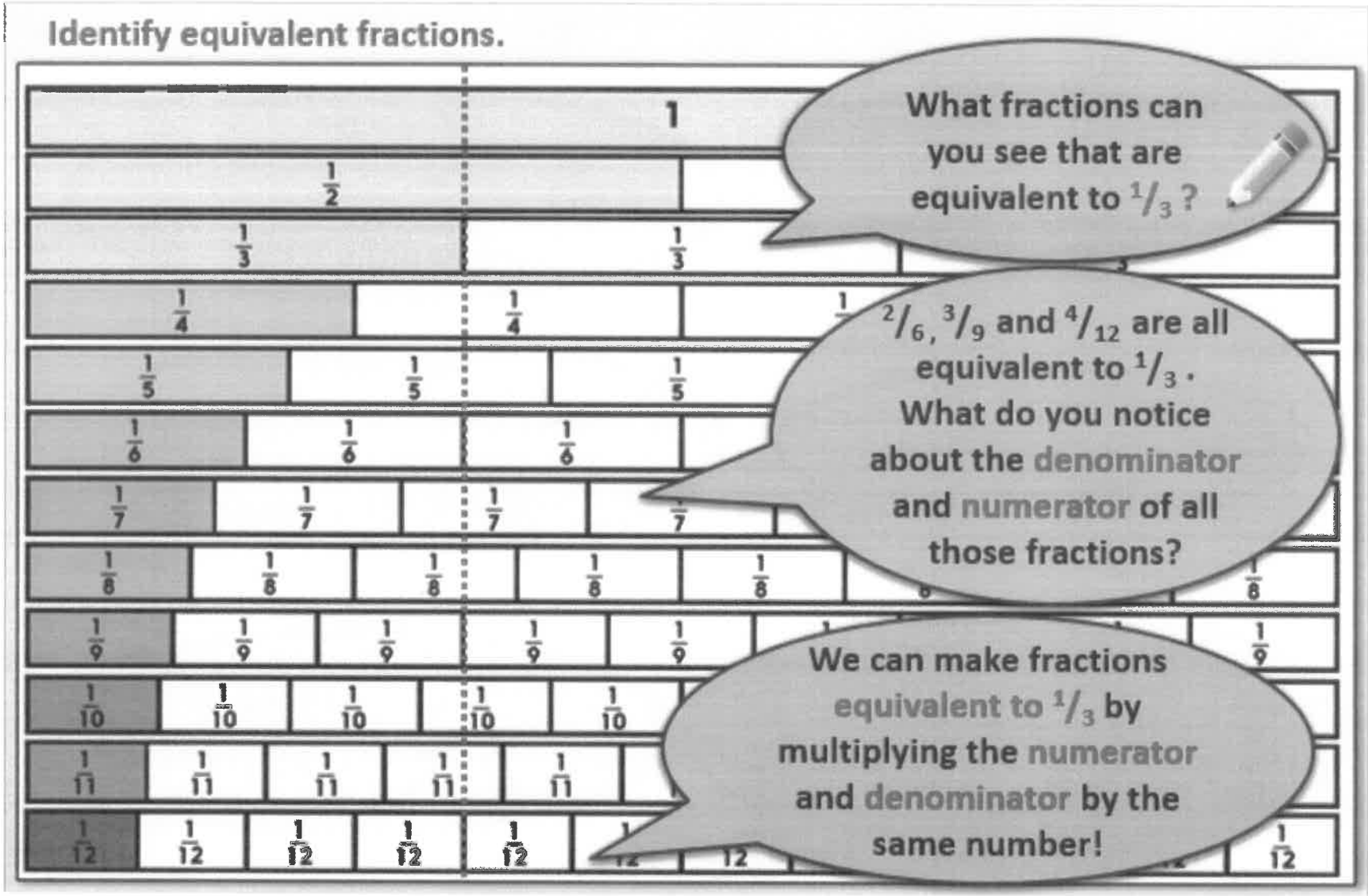
Learning Reminders



Learning Reminders



Learning Reminders



Practice Sheet Mild
Fractions practice

Draw a circle round all the fractions which are equivalent to $\frac{1}{2}$.
Draw a square round all the fractions which are equivalent to $\frac{1}{4}$.

$\frac{2}{4}$ $\frac{3}{4}$ $\frac{6}{12}$ $\frac{5}{20}$

$\frac{20}{40}$ $\frac{2}{8}$ $\frac{4}{10}$ $\frac{3}{12}$

$\frac{2}{6}$ $\frac{3}{6}$ $\frac{8}{12}$ $\frac{2}{5}$

$\frac{9}{18}$ $\frac{10}{40}$ $\frac{4}{8}$

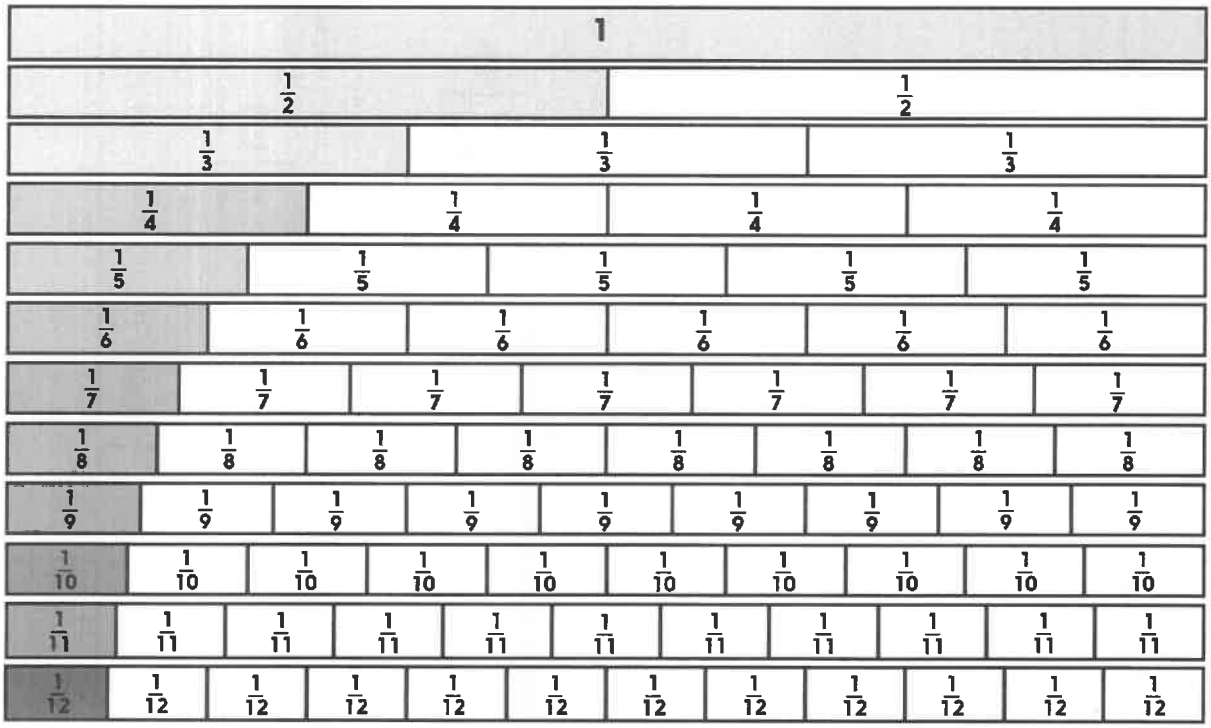
$\frac{2}{3}$ $\frac{10}{20}$ $\frac{8}{16}$ $\frac{5}{10}$ $\frac{4}{16}$

Challenge

Write at least two more fractions equivalent to $\frac{1}{2}$ and two more equivalent to $\frac{1}{4}$.

Practice Sheet Hot
Fractions practice

Use the fraction wall to help you to write pairs of equivalent fractions.



$\frac{2}{8} \equiv \frac{1}{\square}$ $\quad \frac{6}{8} \equiv \frac{\square}{4}$ $\quad \frac{3}{9} \equiv \frac{1}{\square}$ $\quad \frac{6}{9} \equiv \frac{\square}{3}$

$\frac{2}{12} \equiv \frac{1}{\square}$ $\quad \frac{3}{12} \equiv \frac{1}{\square}$ $\quad \frac{4}{12} \equiv \frac{1}{\square}$ $\quad \frac{6}{12} \equiv \frac{1}{\square}$

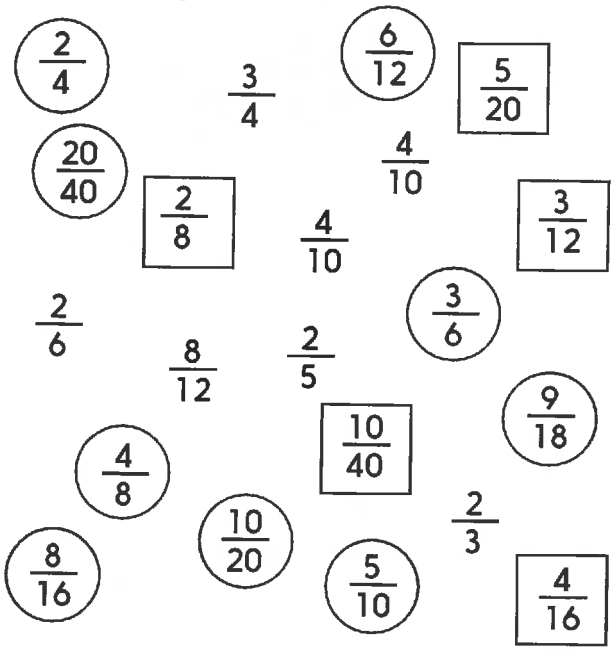
$\frac{4}{12} \equiv \frac{\square}{6}$ $\quad \frac{10}{12} \equiv \frac{\square}{6}$ $\quad \frac{8}{12} \equiv \frac{\square}{3}$ $\quad \frac{9}{12} \equiv \frac{\square}{4}$

Challenge

How many more rows would we need to draw on the fraction wall to complete this pair of equivalent fractions: $\frac{5}{7} \equiv \frac{10}{\square}$?

Practice Sheet Answers

Fractions practice (Mild)



Challenge

Other fractions equivalent to $\frac{1}{2}$ are $\frac{6}{12}$, $\frac{7}{14}$, $\frac{8}{16}$, $\frac{11}{22}$, etc.

Other fractions equivalent to $\frac{1}{4}$ are $\frac{6}{24}$, $\frac{7}{28}$, $\frac{8}{32}$, $\frac{9}{36}$, etc.

Fractions practice (Hot)

$\frac{2}{8} \equiv \frac{1}{4}$ $\quad \frac{6}{8} \equiv \frac{3}{4}$ $\quad \frac{3}{9} \equiv \frac{1}{3}$ $\quad \frac{6}{9} \equiv \frac{2}{3}$

$\frac{2}{12} \equiv \frac{1}{6}$ $\quad \frac{3}{12} \equiv \frac{1}{4}$ $\quad \frac{4}{12} \equiv \frac{1}{3}$ $\quad \frac{6}{12} \equiv \frac{1}{2}$

$\frac{4}{12} \equiv \frac{2}{6}$ $\quad \frac{10}{12} \equiv \frac{5}{6}$ $\quad \frac{8}{12} \equiv \frac{2}{3}$ $\quad \frac{9}{12} \equiv \frac{3}{4}$

Challenge

We would need two more rows: $\frac{1}{13}$s and $\frac{1}{14}$s to give $\frac{5}{7} \equiv \frac{10}{14}$

A Bit Stuck?
The Half family

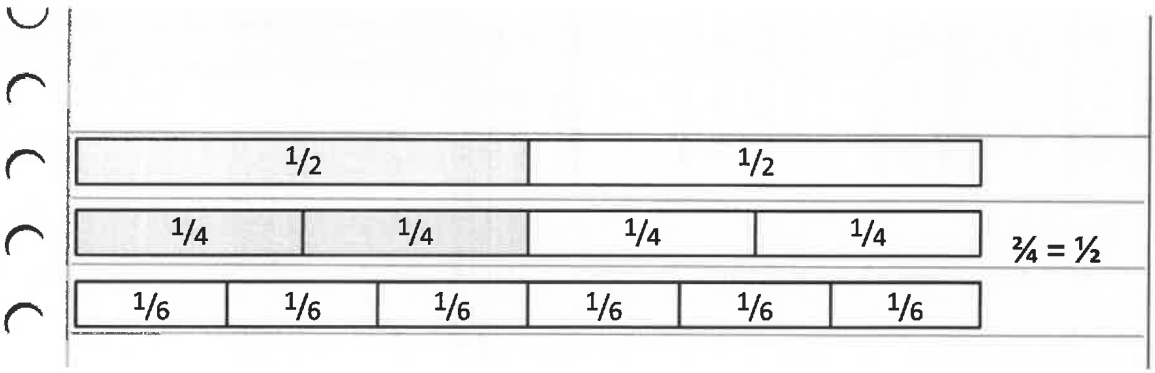
Work in pairs

Things you will need:

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

What to do:

- Colour in ½ 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 ½. Colour in half of this strip.
- Repeat for each strip until you have found all the fractions which are equivalent (same size) to ½.
- Stick these fractions under one another.
- Write the pairs of equivalent fractions.



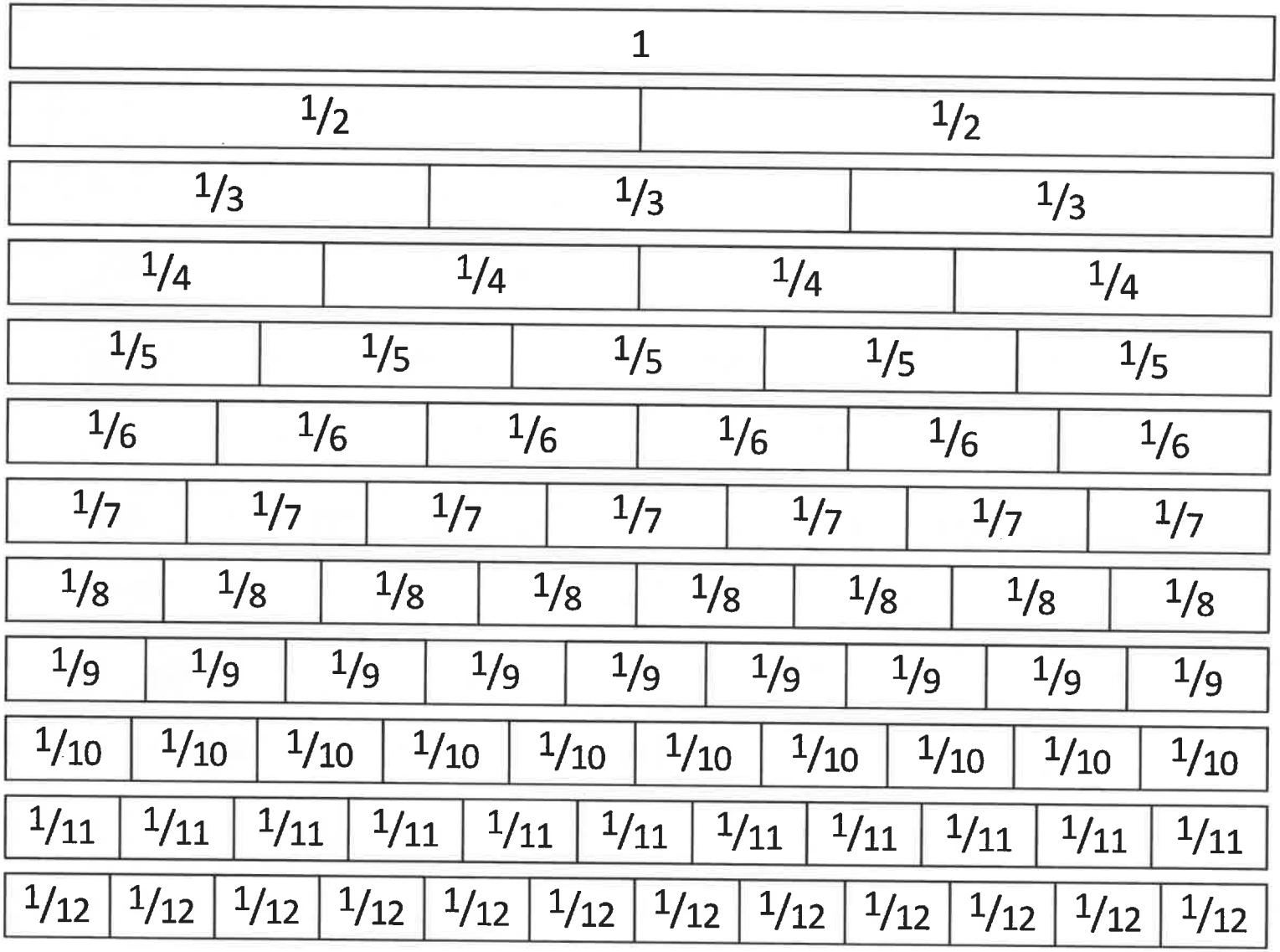
S-t-r-e-t-c-h:

Cut another fraction wall into strips. Colour in one quarter of the strips of quarters. Look for fractions equivalent to ¼, stick under strips of quarters and write the pairs of equivalent fractions.

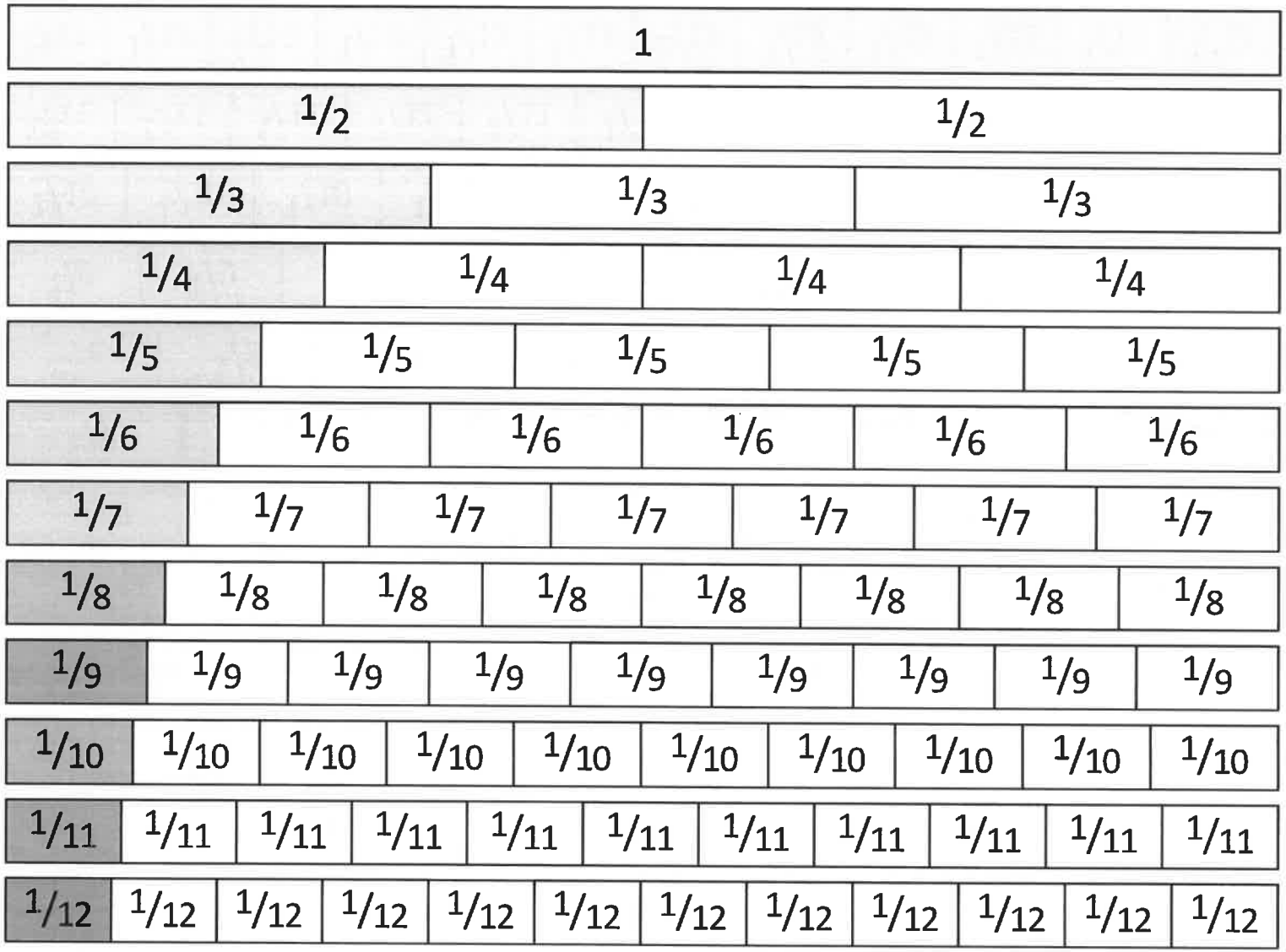
Learning outcomes:

- I can find fractions which are equivalent to ½.
- I am beginning to find fractions which are equivalent to ¼.

A Bit Stuck?
The Half family



A Bit Stuck?
The Half family



Investigation
Best score for me!

1. Use this line of fraction cards.

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

2. Choose a fraction, e.g. $\frac{3}{4}$
3. Look at the first square below.
4. Identify two numbers, which, one over the other, make an equivalent fraction to the one chosen, e.g. $\frac{9}{12}$
5. Write the equivalent fraction below the appropriate fraction card.
6. Cross out these two numbers on the first square.
7. Choose another fraction, and repeat, e.g. choose $\frac{1}{5}$, write $\frac{4}{20}$ and cross out 4 and 20.
7. Keep going like this. *You cannot use a crossed-out number on your square for a second time!*
8. For how many fraction cards did you manage to write equivalent fractions underneath? A good score is anything over 6, but you are chasing 9 or 10!

What sort of fractions is it best to choose first? Why?
Why is it not sensible to choose $\frac{1}{2}$ first?
Which numbers on the square are never used?

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
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1	2	3	4	5	6
7	8	9	10	11	12
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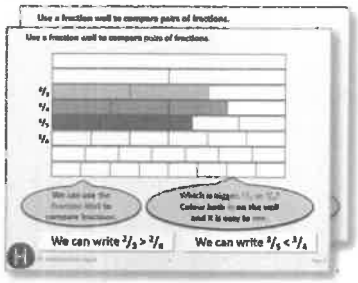
31	32	33	34	35	36

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
31	32	33	34	35	36

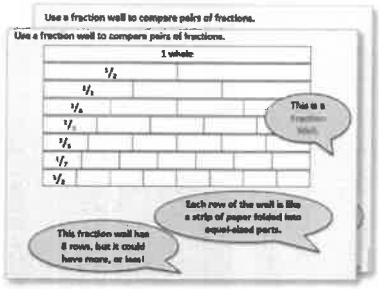
Year 4: Week 3, Day 2
Equivalent fractions (tenths)

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

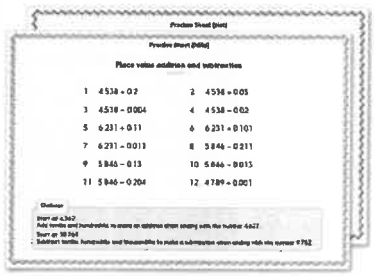
1. If possible, watch the **PowerPoint presentation** with a teacher or another grown-up.
   Print a copy of the Fraction Wall resource sheet to use while you watch (see next page).



   OR start by carefully reading through the **Learning Reminders**.
   They come from our *PowerPoint* slides.

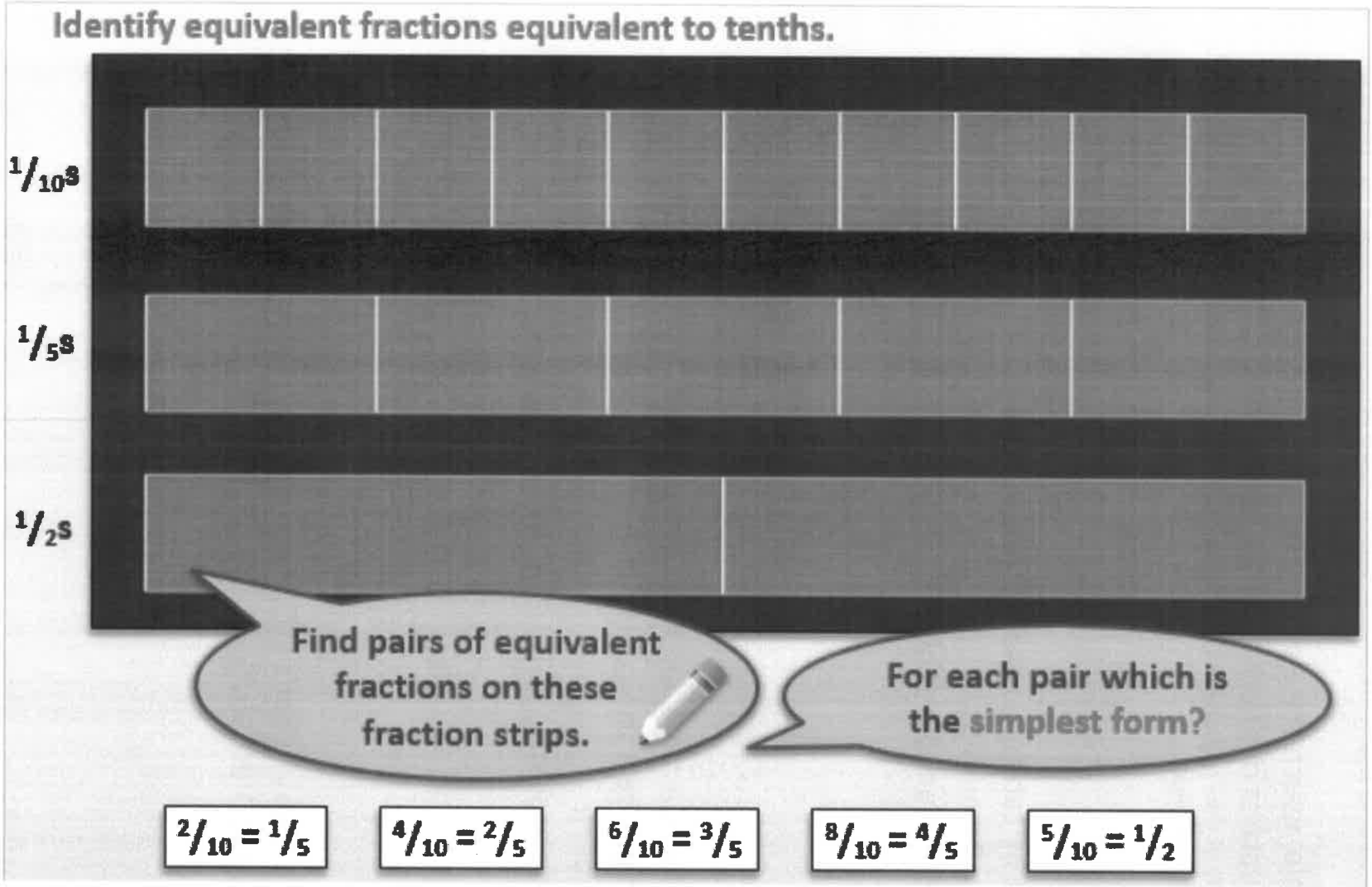


2. Tackle the questions on the **Practice Sheet**.
   There might be a choice of either Mild (easier) or Hot (harder)!
   Check the answers.

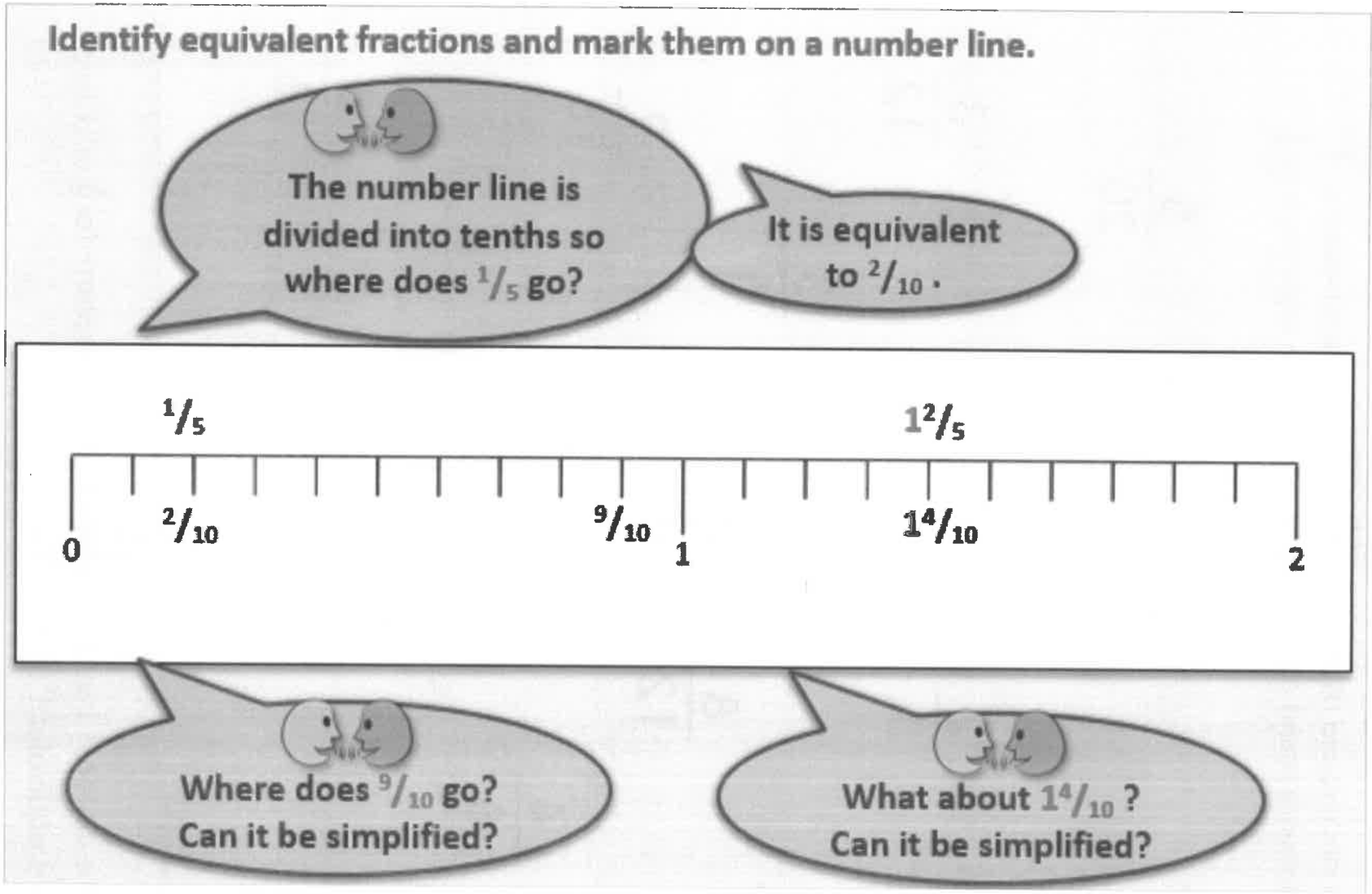


3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

Learning Reminders



Learning Reminders



Practice questions for everyone Sheet 1
Fractions

Draw a circle round all the fractions which are equivalent to $\frac{1}{2}$.
Draw a square round all the fractions which are equivalent to $\frac{1}{4}$.

$\frac{2}{4}$ $\frac{3}{4}$ $\frac{6}{12}$ $\frac{5}{20}$

$\frac{20}{40}$ $\frac{2}{8}$ $\frac{4}{10}$ $\frac{3}{12}$

$\frac{2}{6}$ $\frac{8}{12}$ $\frac{2}{5}$ $\frac{3}{6}$

$\frac{9}{18}$ $\frac{10}{40}$ $\frac{4}{8}$

$\frac{2}{3}$ $\frac{10}{20}$ $\frac{8}{16}$ $\frac{5}{10}$ $\frac{4}{16}$

Challenge

Write at least two more fractions equivalent to $\frac{1}{2}$ and two more equivalent to $\frac{1}{4}$.

Practice questions for everyone Sheet 2
Fractions

Complete the missing numerators.

1. $\frac{1}{2} = \frac{\square}{10}$

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

3. $\frac{\square}{5} = \frac{8}{10}$

4. $\frac{\square}{10} = \frac{2}{5}$

5. $\frac{6}{10} = \frac{\square}{5}$

6. $\frac{1}{10} = \frac{\square}{20}$

7. $\frac{12}{20} = \frac{\square}{10}$

8. $\frac{3}{10} = \frac{\square}{20}$

Write these fractions in order, smallest first.

1. $\frac{1}{2}$ $\frac{7}{10}$ $\frac{1}{10}$

2. $\frac{2}{10}$ $\frac{2}{5}$ $\frac{3}{10}$

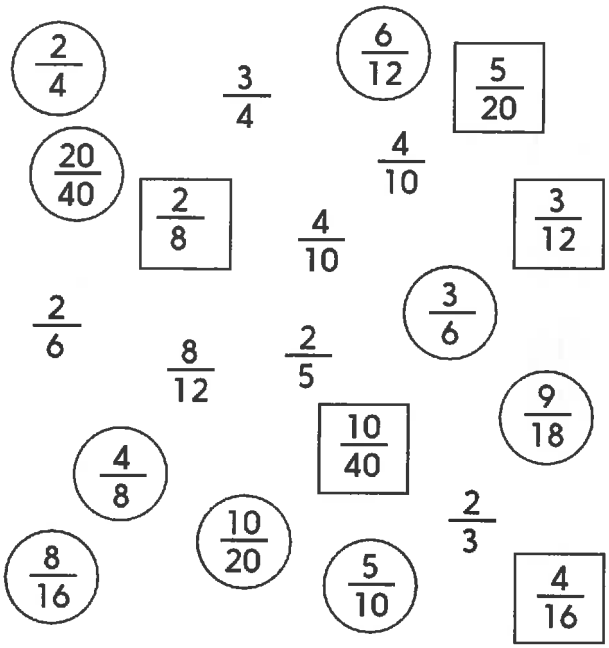
3. $\frac{1}{5}$ $\frac{1}{10}$ $\frac{3}{10}$

4. $\frac{3}{10}$ $\frac{4}{5}$ $\frac{7}{10}$

Challenge

Write as many fractions between $\frac{1}{5}$ and $\frac{1}{2}$ as you can.

Practice Answers Sheet 1



Challenge

Other fractions equivalent to $\frac{1}{2}$ are $\frac{6}{12}$, $\frac{7}{14}$, $\frac{8}{16}$, $\frac{11}{22}$, etc.

Other fractions equivalent to $\frac{1}{4}$ are $\frac{6}{24}$, $\frac{7}{28}$, $\frac{8}{32}$, $\frac{9}{36}$, etc.

Practice Answers Sheet 2

Complete the missing numerators.

1. $\frac{1}{2} = \frac{5}{10}$
2. $\frac{2}{10} = \frac{1}{5}$
3. $\frac{4}{5} = \frac{8}{10}$
4. $\frac{4}{10} = \frac{2}{5}$
5. $\frac{6}{10} = \frac{3}{5}$
6. $\frac{1}{10} = \frac{2}{20}$
7. $\frac{12}{20} = \frac{6}{10}$
8. $\frac{3}{10} = \frac{6}{20}$

Write these fractions in order, smallest first.

1. $\frac{3}{10}$ $\frac{1}{2}$ $\frac{7}{10}$
2. $\frac{2}{10}$ $\frac{3}{10}$ $\frac{2}{5}$
3. $\frac{1}{10}$ $\frac{1}{5}$ $\frac{3}{10}$
4. $\frac{3}{10}$ $\frac{7}{10}$ $\frac{4}{5}$

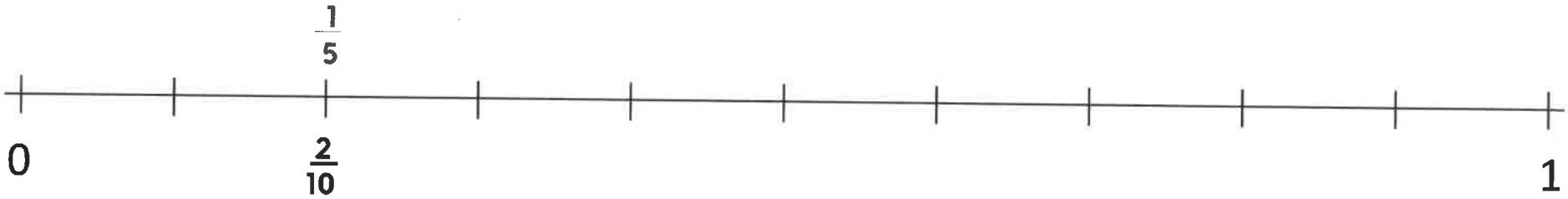
Challenge

Write as many fractions between $\frac{1}{5}$ and $\frac{1}{2}$ as you can.

For example: $\frac{1}{3}$ $\frac{1}{4}$ $\frac{2}{5}$ $\frac{2}{6}$ $\frac{2}{7}$ $\frac{3}{7}$ $\frac{2}{8}$ $\frac{3}{8}$ $\frac{2}{9}$ $\frac{3}{9}$ $\frac{4}{9}$ $\frac{3}{10}$ $\frac{4}{10}$

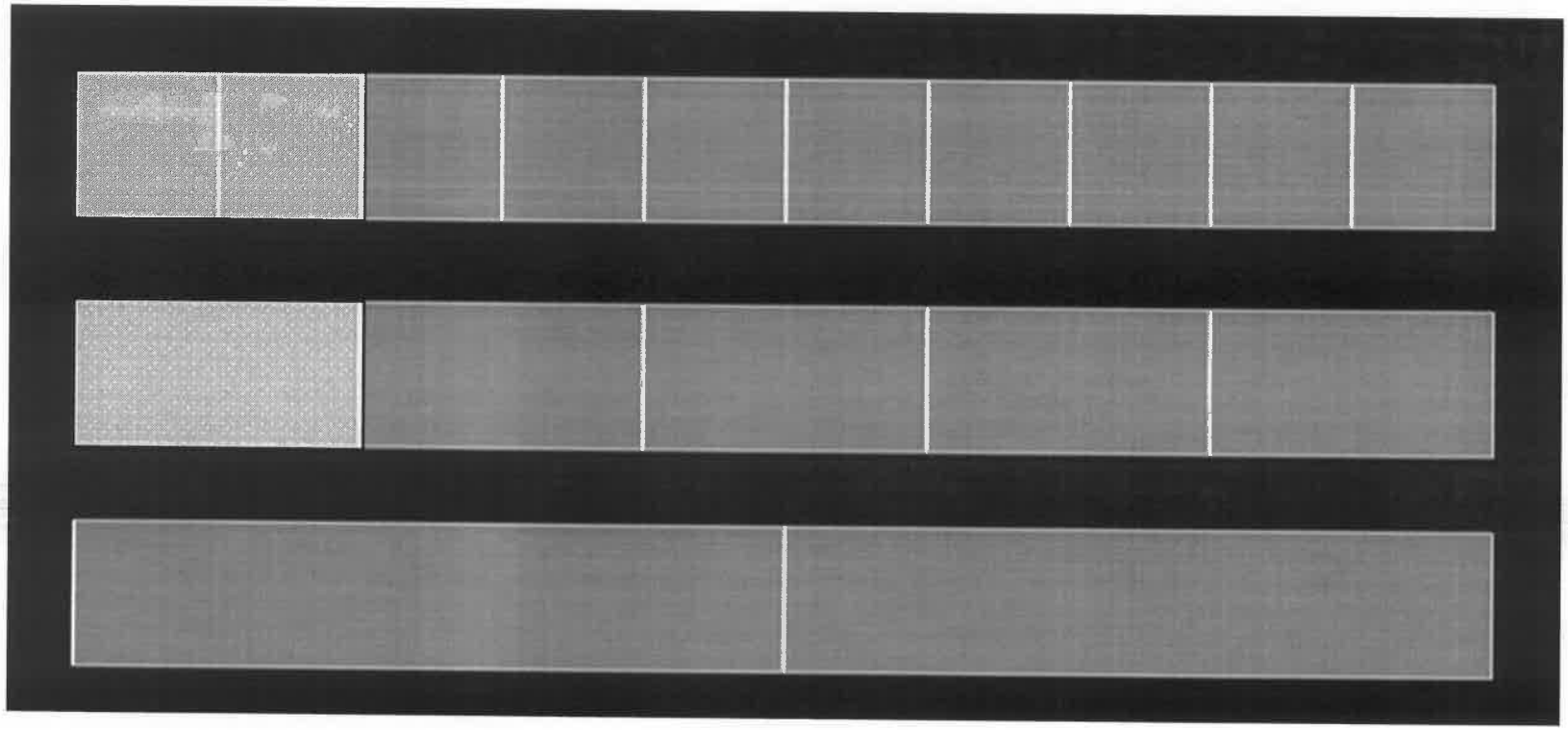
A Bit Stuck?
Tenths teaser

Mark these fractions below the landmarked line: $\frac{1}{10}$ $\frac{2}{10}$ $\frac{3}{10}$ ... $\frac{9}{10}$



Write each in its simplest form, where you can, ***above*** the line.
One pair has been completed to get you started.

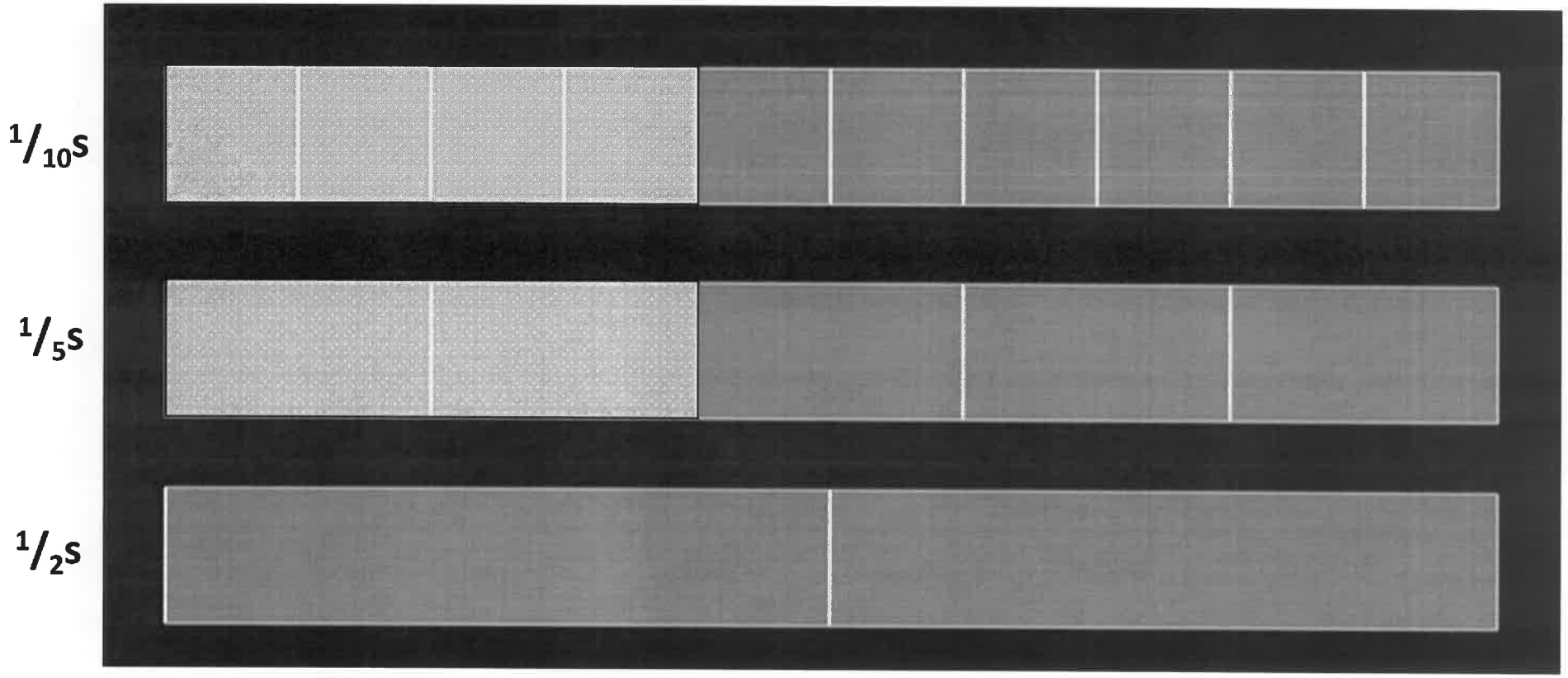
Identify equivalent fractions and mark them on a number line.



Find pairs of equivalent fractions on these fraction strips.

There are 5 pairs – can you find them all?

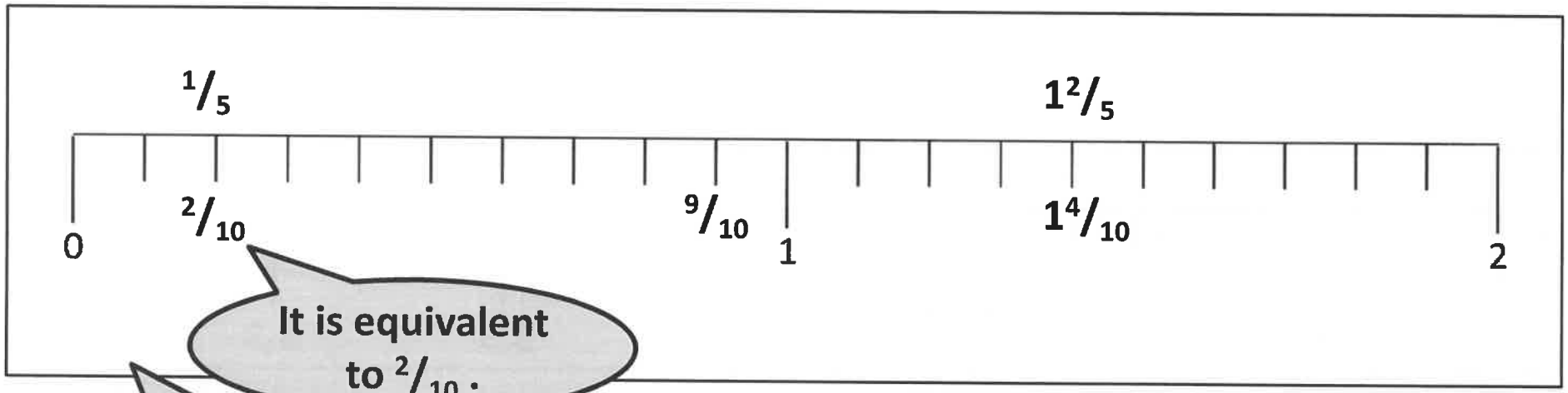
Identify equivalent fractions and mark them on a number line.



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

For each pair of equivalent fractions, which is the simplest form?

Identify equivalent fractions and mark them on a number line.



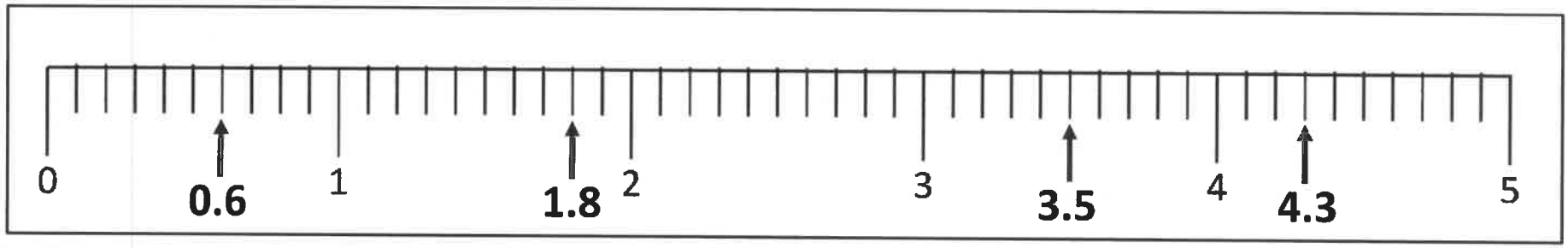
It is equivalent to $^{2}/_{10}$.

The number line is divided into tenths, so where does $^{1}/_{5}$ go?

Where does $^{9}/_{10}$ go? Can it be simplified?

What about $1\,^{4}/_{10}$? Can it be simplified?

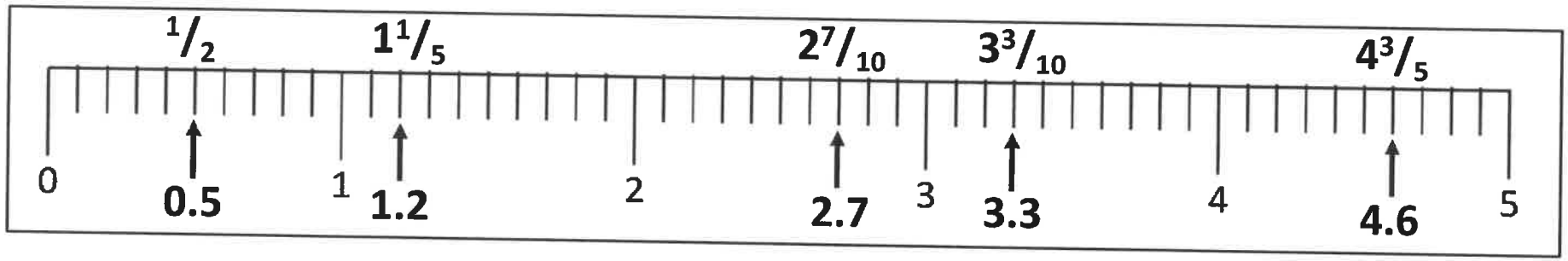
Mark equivalent fractions and decimals on a number line.



Let's count along the line in tenths from 0 to 2....

What decimal is the arrow is pointing to?

Mark equivalent fractions and decimals on a number line.



Remember we can write equivalent fractions for each decimal, for example $0.1 \equiv {}^{1}/_{10}$.

Write the decimal and the equivalent fraction the arrow is pointing to. If possible, write the fraction in its simplest form.

Year 3: Week 3, Day 3
Equivalent fractions and decimals

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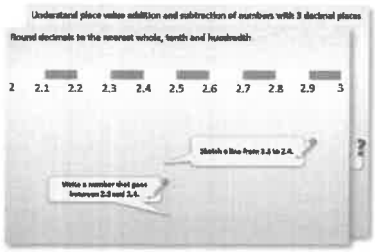
1. Start by reading through the **Learning Reminders**. They come from our *PowerPoint* slides.



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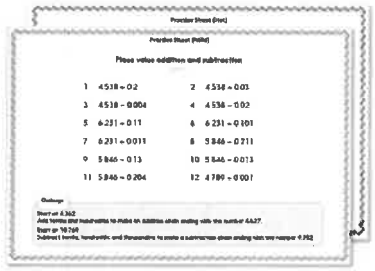
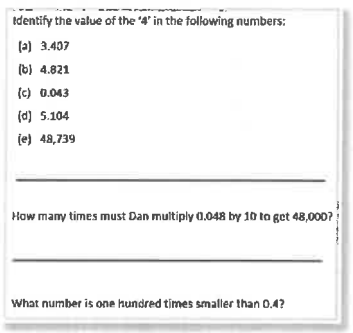


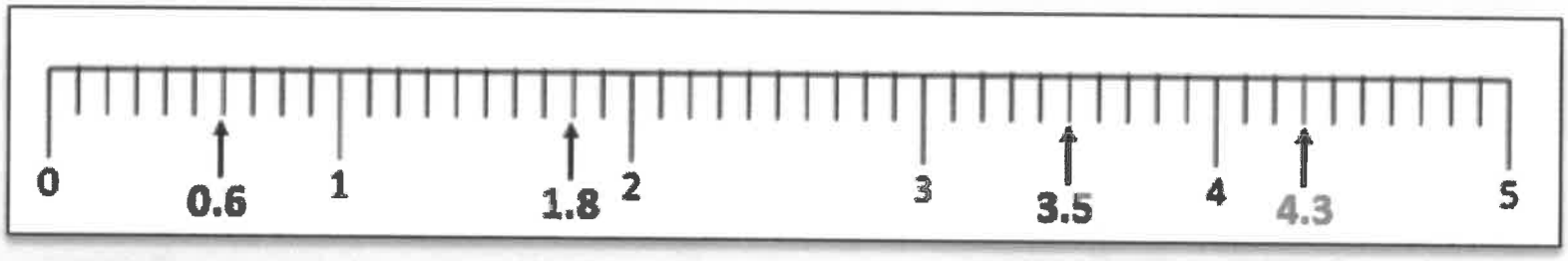
3. Finding it tricky? That's OK... have a go with a grown-up at **A Bit Stuck?**

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



Learning Reminders

Mark decimals on a number line.

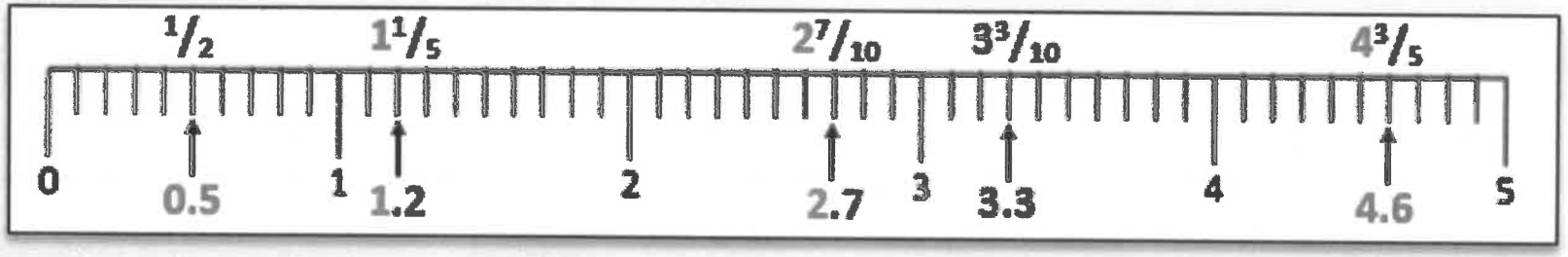


Count along the line in tenths....

Write the decimal each arrow is pointing to.

Learning Reminders

Mark equivalent fractions and decimals on a number line.

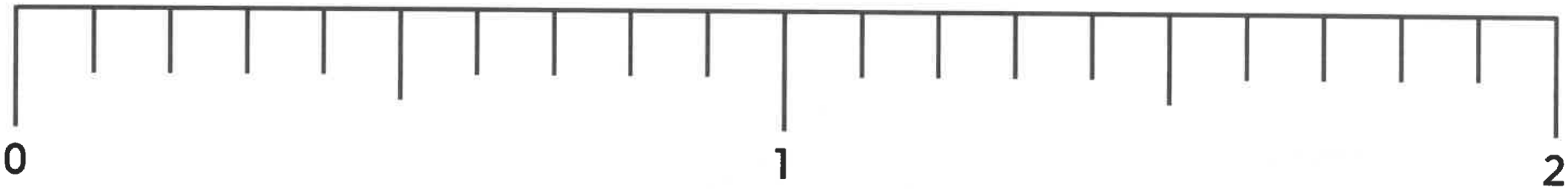


Remember we can write equivalent fractions for each decimal, for example $0.1 \equiv {}^{1}/_{10}$.

Write the decimal and the equivalent fraction the arrow is pointing to. If possible, write the fraction in its simplest form.

Practice Sheet

Practice for everyone decimals and fractions



Label these decimals below the line.

0.1 0.5 0.7 1.2 1.9

Label the equivalent fractions above the line.

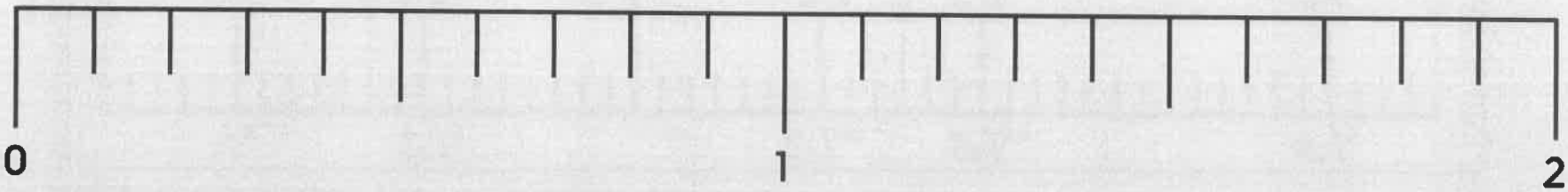
Label these fractions above the line.

$\frac{3}{10}$ $\frac{9}{10}$ $1\frac{1}{2}$ $1\frac{1}{10}$ $1\frac{7}{10}$

Label the equivalent decimals below the line.

Challenge

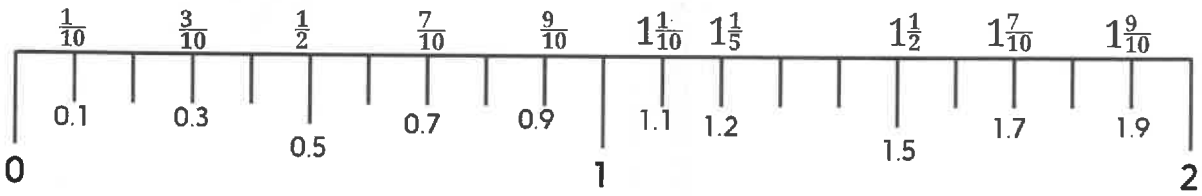
Mark on $\frac{1}{5}$s and the equivalent decimals.



Can you use the line to find $1\frac{1}{2} - \frac{2}{5}$? (HINT: Remember Frog!)

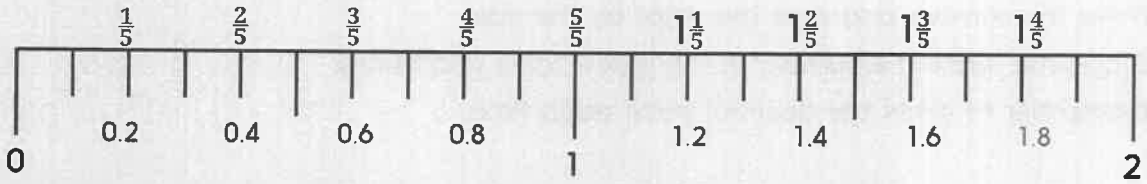
Practice Sheet Answers

Decimals and fractions practice

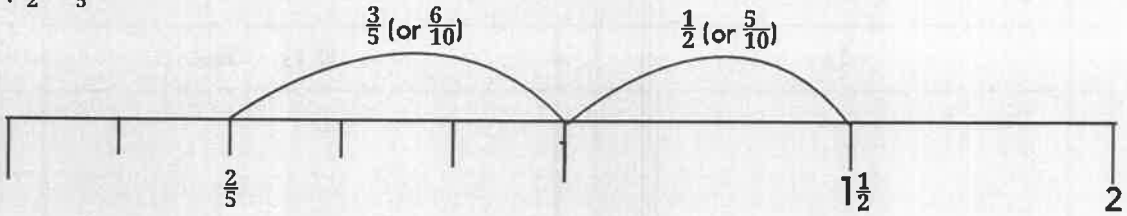


Challenge

Mark on $\frac{1}{5}$s and the equivalent decimals.



$1\frac{1}{2} - \frac{2}{5}$



So, $1\frac{1}{2} - \frac{2}{5} = \frac{11}{10} = 1\frac{1}{10}$

A Bit Stuck?
Sticky tenths

Work in pairs, but stick your fraction strips into your own book/on paper.

Things you will need:

- Tenths strips
- Scissors
- Glue sticks
- A pencil

What to do:

- Choose at least three numbers less than 1 and at least three numbers more than 1 to show using your tenths strips.
- Write the number and stick the strips by the side.
- Each time, write the number in the place value grid below.
  Remember to draw the decimal point each time.

1.1, 0.8, 1.6, 2.1, 1.2, 0.1, 0.3, 2.5, 0.5, 2.2

1s	0.1s $\frac{1}{10}$s

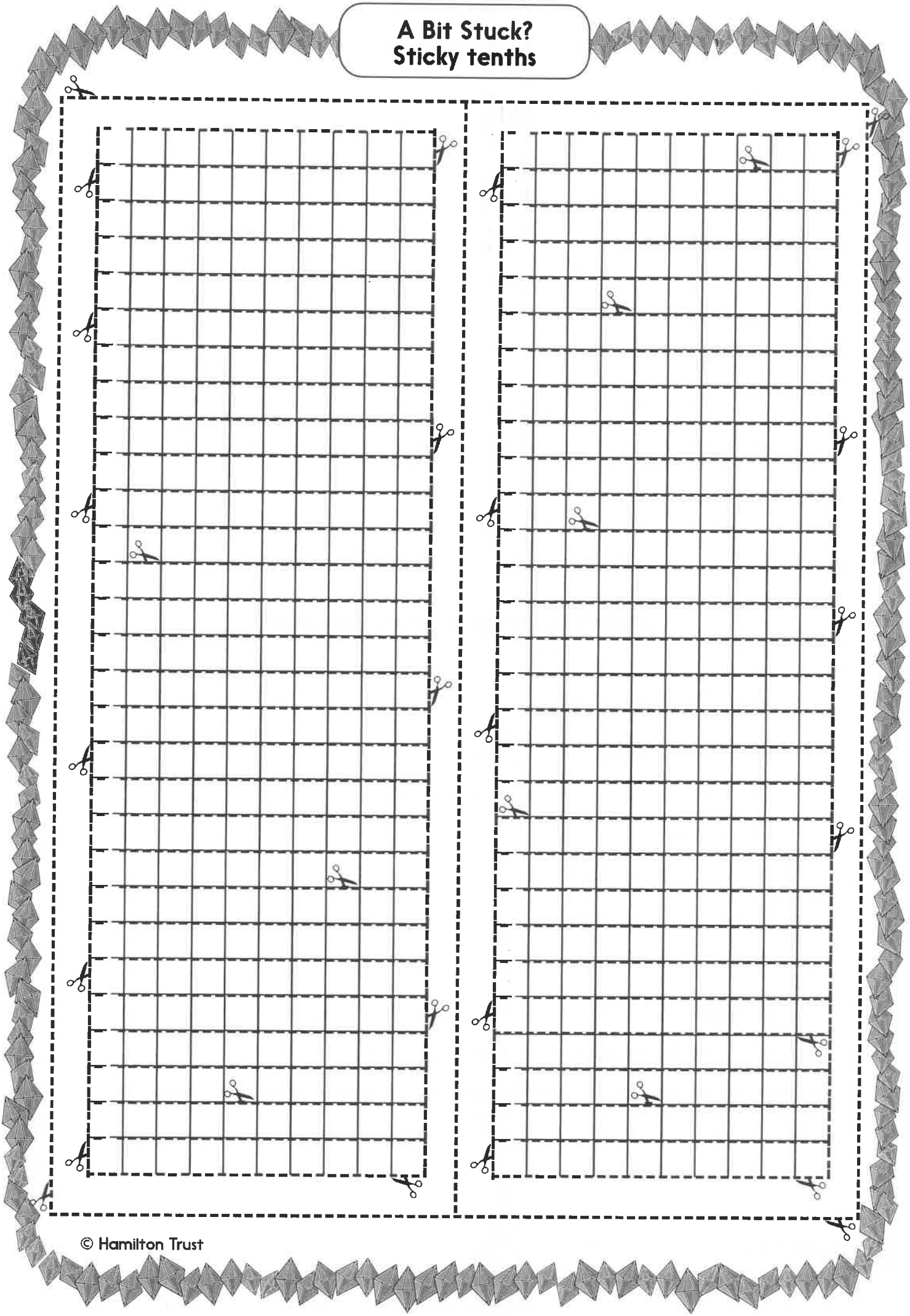
S-t-r-e-t-c-h:

Write all your numbers in order from smallest to largest.

Learning outcomes:

- I can understand the value of each digit in numbers with one decimal place.
- I am beginning to order numbers with one decimal place.

A Bit Stuck?
Sticky tenths



Check your understanding: *Questions*

Always true, sometimes true or false?

- One half is zero point five
- A number of fifths can be written as an equivalent number of tenths
- A number of tenths can be written as an equivalent number of fifths
- $^4/_5$ is less than $^4/_{10}$
- Counting in tenths is the same as counting in 0.1s
- If I count on in steps of 0.1, the number after *zero point nine* is *zero point ten.*

Fold here to hide answers:

Check your understanding: *Answers*

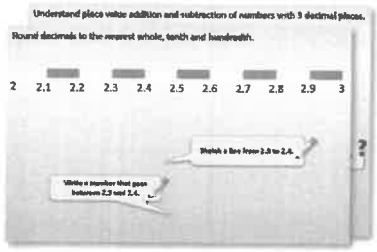
Always true, sometimes true or false?

- One half is zero point five Always true.
- A number of fifths can be written as an equivalent number of tenths Always true e.g. $^1/_5 = {}^2/_{10}$, $^2/_5 = {}^4/_{10}$ etc.
- A number of tenths can be written as an equivalent number of fifths Sometimes – if the numerator is even (see above), however, if the numerator is odd then there is no equivalent number of fifths.
- $^4/_5$ is less than $^4/_{10}$ False - it is equivalent to $^8/_{10}$, which is greater.
- Counting in tenths is the same as counting in 0.1s True.
- If I count on in steps of 0.1, the number after *zero point nine* is *zero point ten.* False –it is 1.

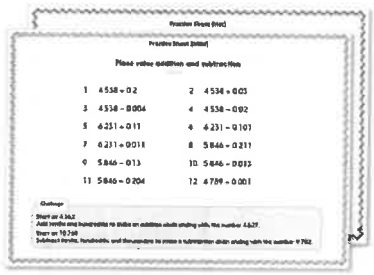
Year 4: Week 3, Day 4
Times tables

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.



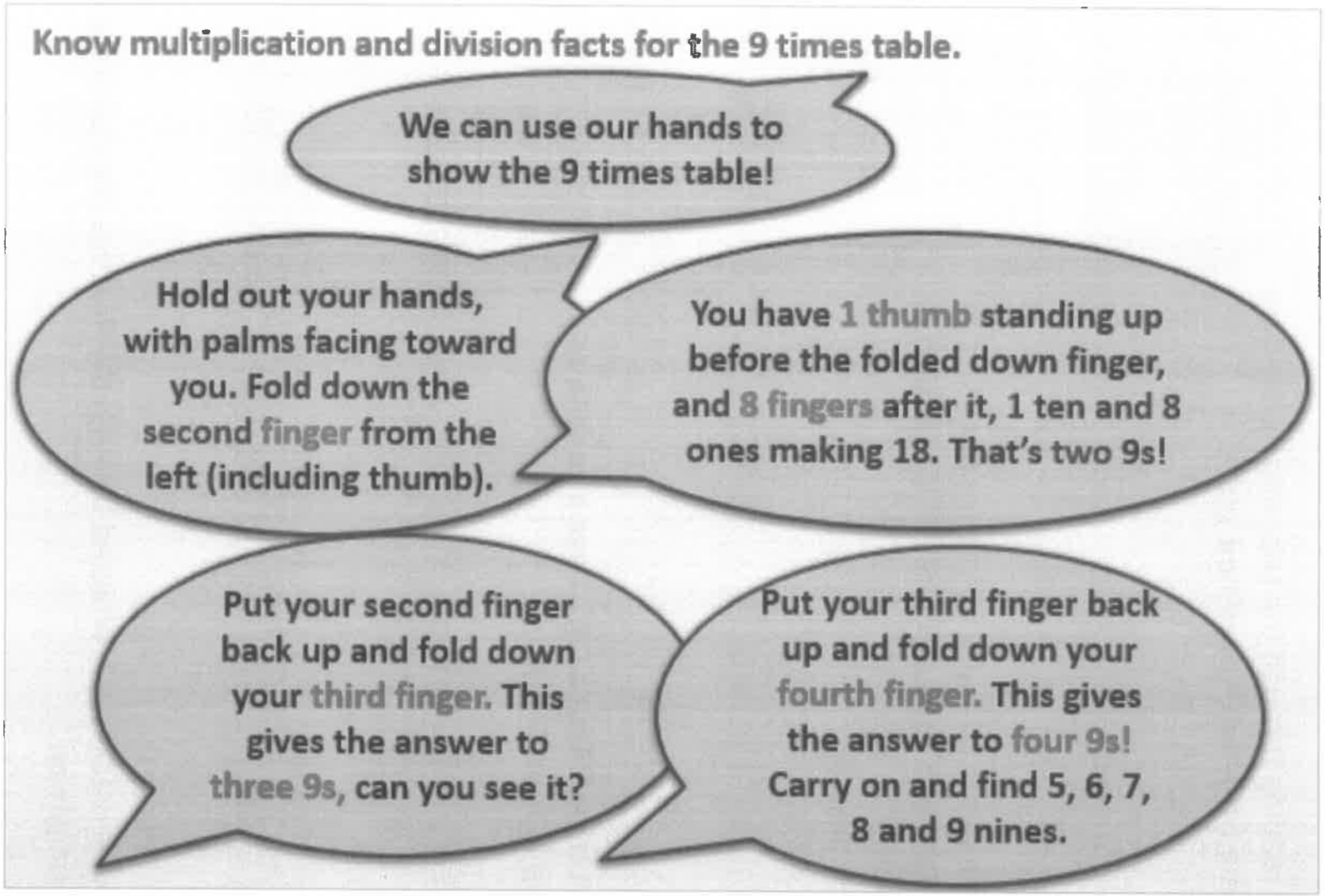
2. Tackle the questions on the **Practice Sheet**. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.



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

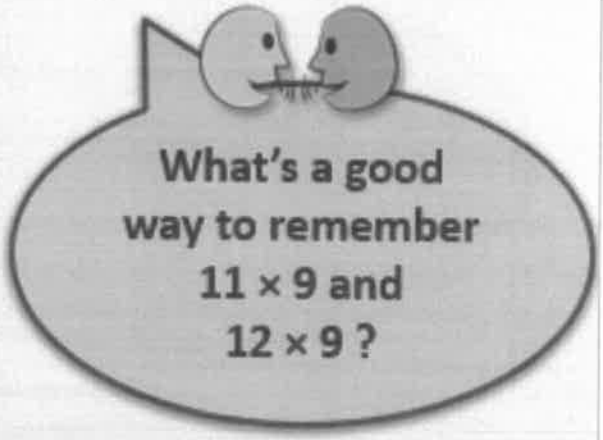
Know multiplication and division facts for the 9 times table.

Let's look at the multiples of 9.

Up to 90, what happens to the 1s and the 10s each time?

What happens when we find the digit sum for each multiple?
For example 2 + 7, or 5 + 4?

9
18
27
36
45
54
63
72
81
90
99
108



Learning Reminders

Know the 11 times table.

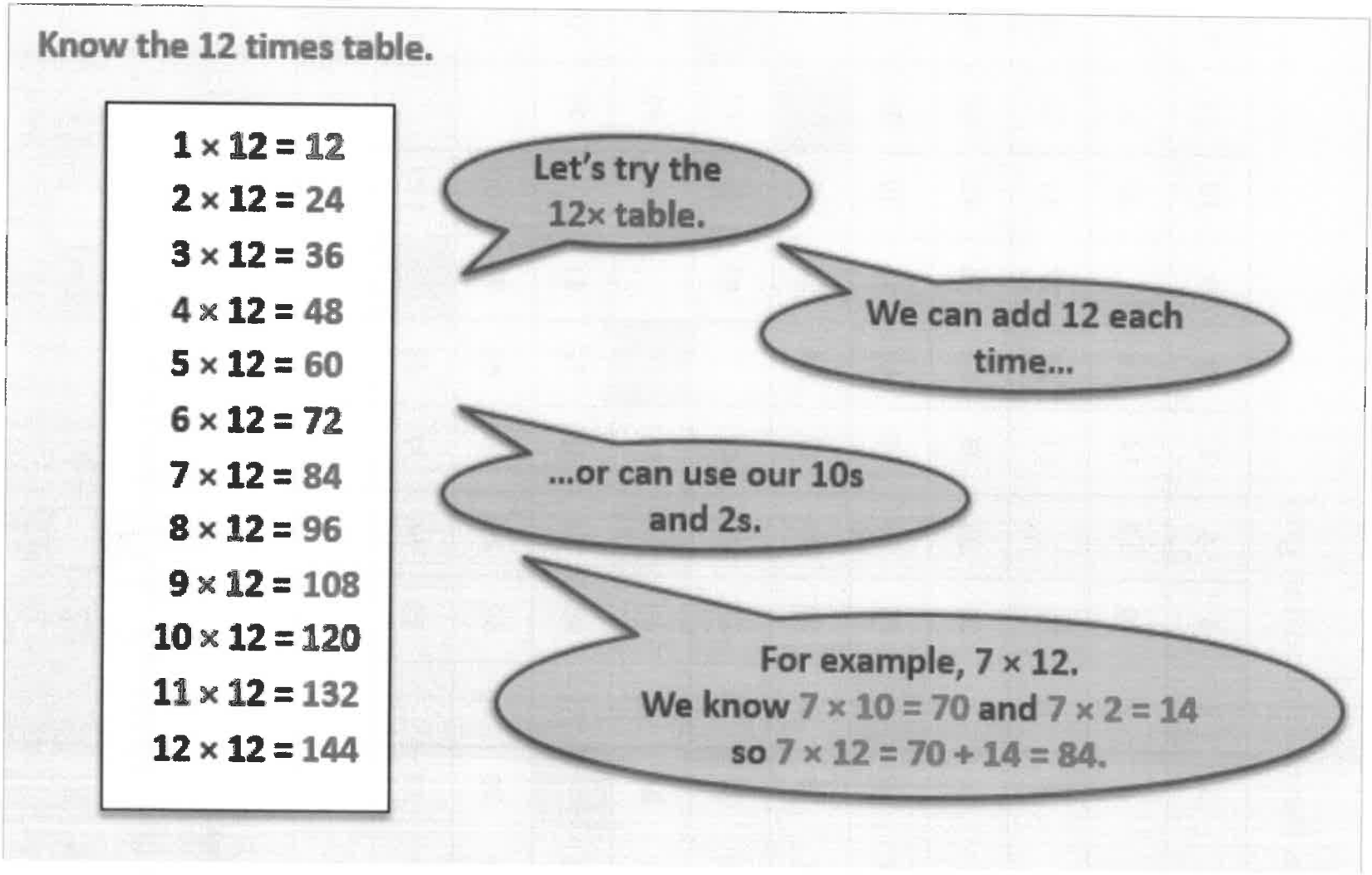
1 × 11 = 11
2 × 11 = 22
3 × 11 = 33
4 × 11 = 44
5 × 11 = 55
6 × 11 = 66
7 × 11 = 77
8 × 11 = 88
9 × 11 = 99
10 × 11 = 110
11 × 11 = 121
12 × 11 = 132

Let's look at the 11× table.

Can you see any patterns? The 11 times table is pretty easy!

If we know 10 × 11 = 110 we can add 11 to find 11 × 11 and then 11 more to find 12 × 11.

Learning Reminders



Practice Sheet Mild

Multiplication and divison practice

Complete the multiplication grid:

1	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16		20	22	24
3		9	12	15		21	24	27	30	33	36
4	8			20	24	28	32	36	40	44	48
5	10	15		25	30	35	40	45	50	55	
6	12	18	24	30	36	42	48	54	60		
7	14	21	28	35	42	49		63	70	77	
8	16	24	32	40		56			80	88	96
9	18			45	54	63	72	81		99	108
10	20	30	40	50	60	70	80	90	100		120
11	22	33		55	66	77	88		110		132
12	24		48	60	72	84	96	108	120		

Challenge

Use the grid to complete these division facts:

$\square \div 5 = 8$ $\quad 42 \div \square = 7$ $\quad 11 = \square \div 12$

$36 \div \square = 4$ $\quad 9 = \square \div 12$ $\quad 110 \div 11 = \square$

Practice Sheet Hot

Multiplication and divison practice

Complete the multiplication grid:

1	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16				
3				15					30	33	
4	8			20					40		
5	10	15		25	30	35	40	45	50	55	
6								54			
7				35					70		
8	16										
9											
10	20	30	40	50	60	70	80	90			
11											
12	24										

Challenge

Use the grid to complete these division facts:

$\square \div 5 = 8$ $\quad 42 \div \square = 7$ $\quad 11 = \square \div 12$

$36 \div \square = 4$ $\quad 9 = \square \div 12$ $\quad 110 \div 11 = \square$

Practice Sheet Answers

Multiplication and division answers (Mild) and (Hot)

1	2	3	4	5	6	7	8	9	10	11	12
2	4	6	8	10	12	14	16	18	20	22	24
3	6	9	12	15	18	21	24	27	30	33	36
4	8	12	16	20	24	28	32	36	40	44	48
5	10	15	20	25	30	35	40	45	50	55	60
6	12	18	24	30	36	42	48	54	60	66	72
7	14	21	28	35	42	49	56	63	70	77	84
8	16	24	32	40	48	56	64	72	80	88	96
9	18	27	36	45	54	63	72	81	90	99	108
10	20	30	40	50	60	70	80	90	100	110	120
11	22	33	44	55	66	77	88	99	110	121	132
12	24	36	48	60	72	84	96	108	120	132	144

Challenge

$40 \div 5 = 8$
$42 \div 6 = 7$
$11 = 132 \div 12$
$36 \div 9 = 4$
$9 = 108 \div 12$
$110 \div 11 = 10$

A Bit Stuck?
Fantastic facts

Work in pairs

Things you will need:
- A set of 0 to 12 cards
- Multiples strips
- A pencil

What to do:

- Choose a times table from 2, 3, 4, 5 and 10 which you think you both know fairly well, but not perfectly.
- Find the matching multiples strip.
- Shuffle a pack of 0 to 12 cards and turn face down.
- Turn them over one at a time.
  Multiply the number on the card by the number of your chosen times table.
- Cross off the answer on the multiples strip. If the answer isn't there, try again!
- See if you can get through the whole pack of cards.
- If you don't know a fact, use 'clever counting' to work it out.
- Repeat the game but for a times table which you don't know so well.
- If time, repeat, or choose another times table.

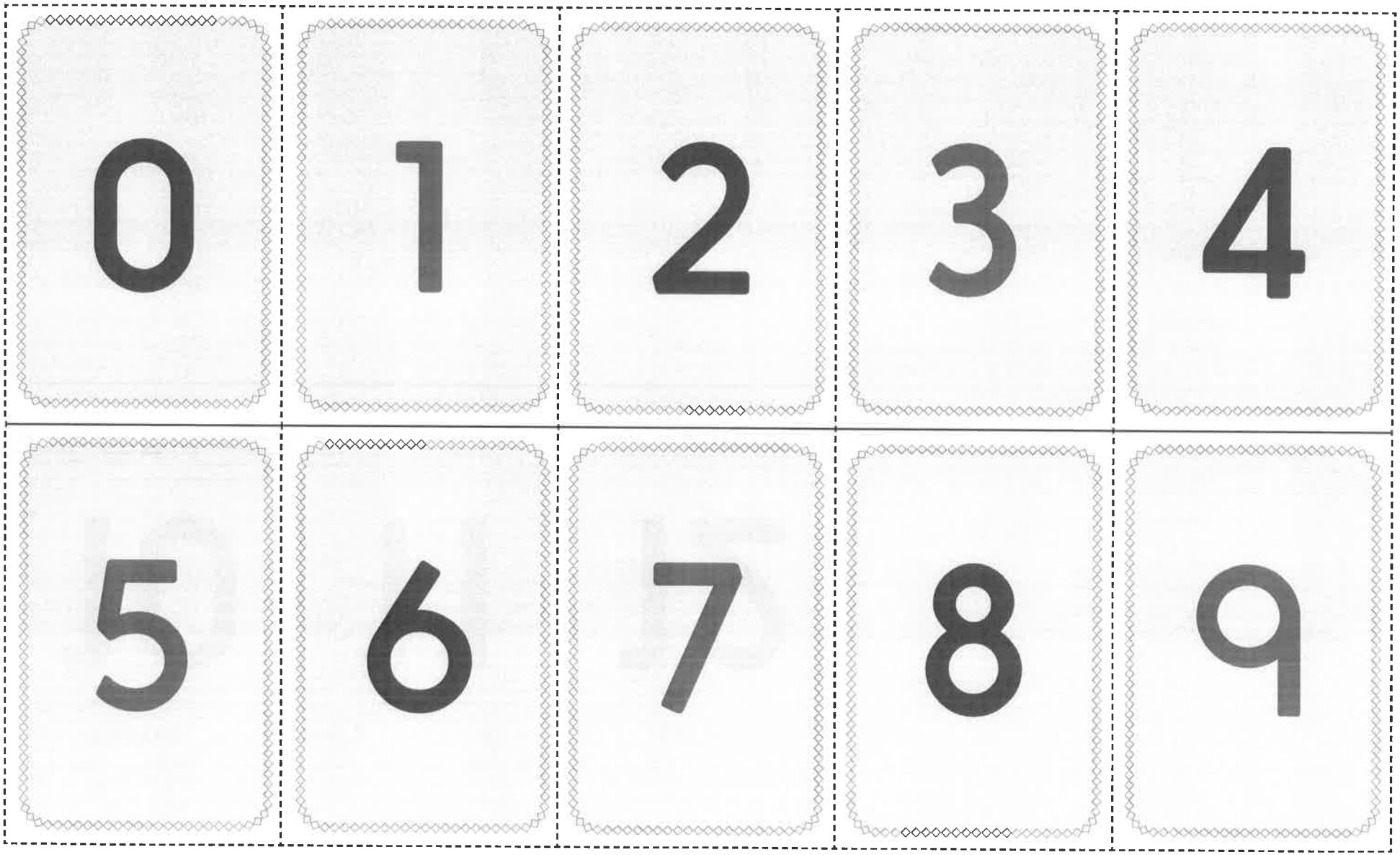
S-t-r-e-t-c-h:
Play the games without using the multiple strip. Write down each answer, then check your answers with the strip after the game.

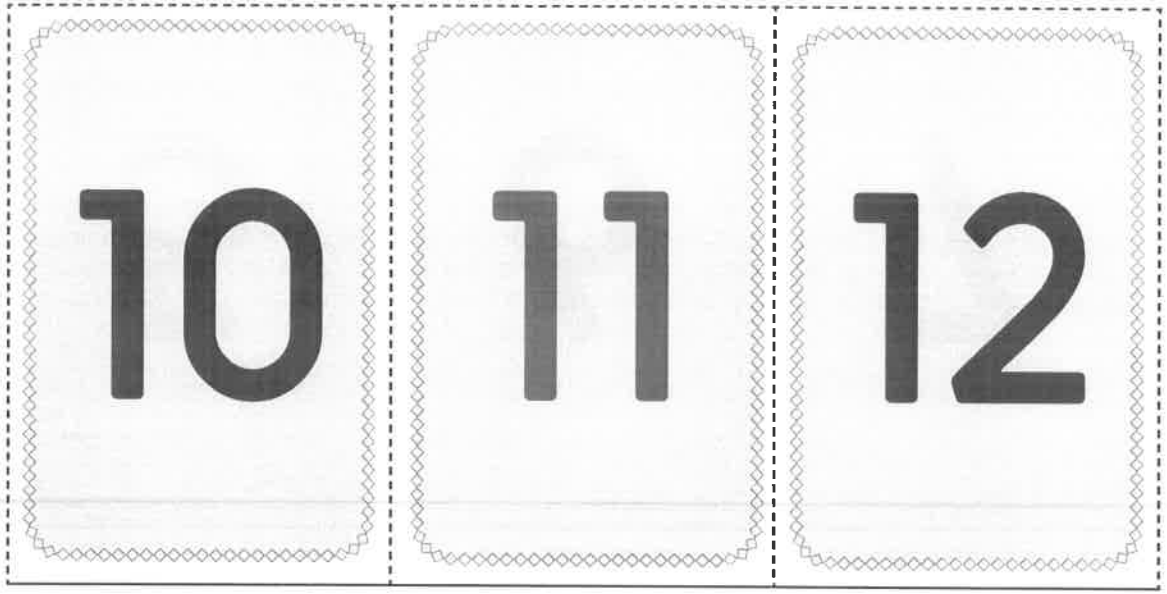
Learning outcomes:
- I know the 2, 5 and 10 times tables.
- I am beginning to know the 3 and 4 times tables.

A Bit Stuck?
Fantastic facts

Multiples of **2**	0	10	8	22	2	12	20	4	18	14	6	16	24
Multiples of **3**	9	3	24	15	6	21	30	0	12	33	18	36	27
Multiples of **4**	4	32	12	28	40	0	16	36	20	44	24	48	8
Multiples of **5**	40	5	35	0	45	20	30	10	25	55	50	60	15
Multiples of **10**	70	10	120	50	60	110	0	80	20	90	30	40	100

A Bit Stuck?
Fantastic facts




10
11
12

Investigation
Table digital roots

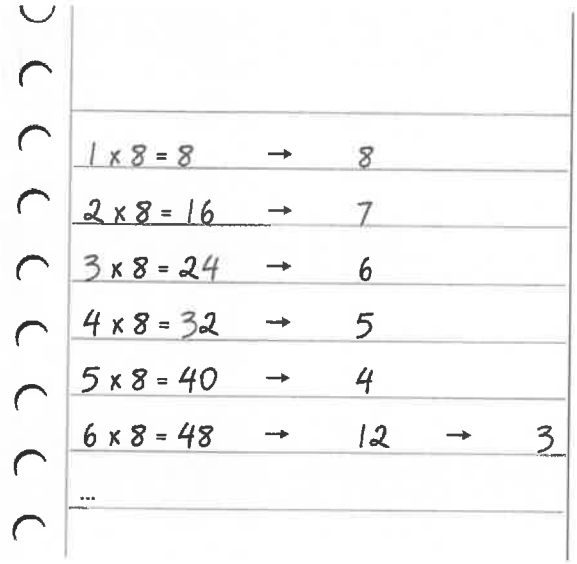
1. Choose a times table.
   Write out the multiples from the 1st to the 12th.

2. Add the digits of each answer and keep adding until you have the digital root of each multiple up to the 12th.

3. Repeat this with another times table.

4. Check that, between you, your group has covered every table from 1 to 12.

5. Compare patterns.



Challenge

Which tables have the same patterns of digital roots? Can you spot the pattern? Together, make a hypothesis.

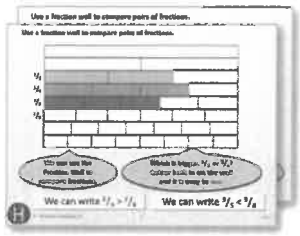
6. Draw the pattern of the digital roots by joining points on a circle where the circumference has 9 equally spaced marks.

7. Check your hypothesis.

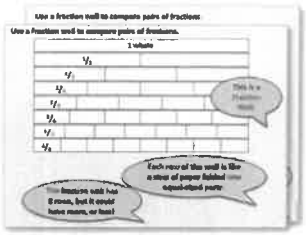
Year 4: Week 3, Day 5
Factors

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.



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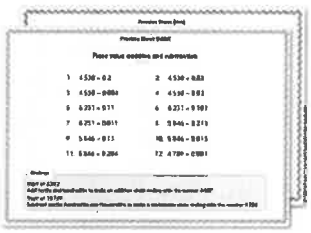
2. Tackle the questions on the **Practice Sheet**.
   There might be a choice of either Mild (easier) or Hot (harder)!
   Check the answers.



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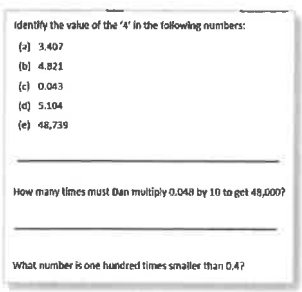
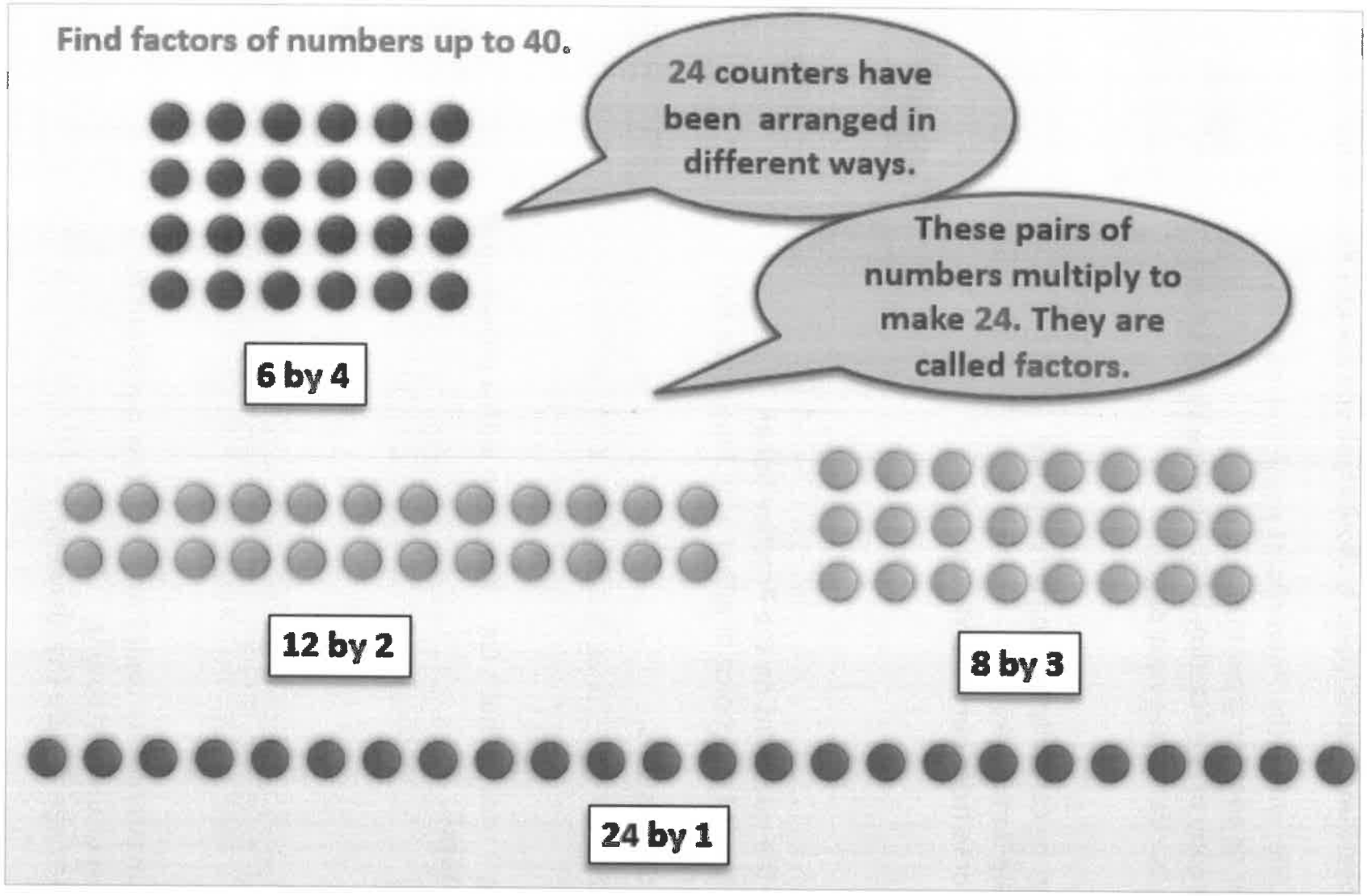
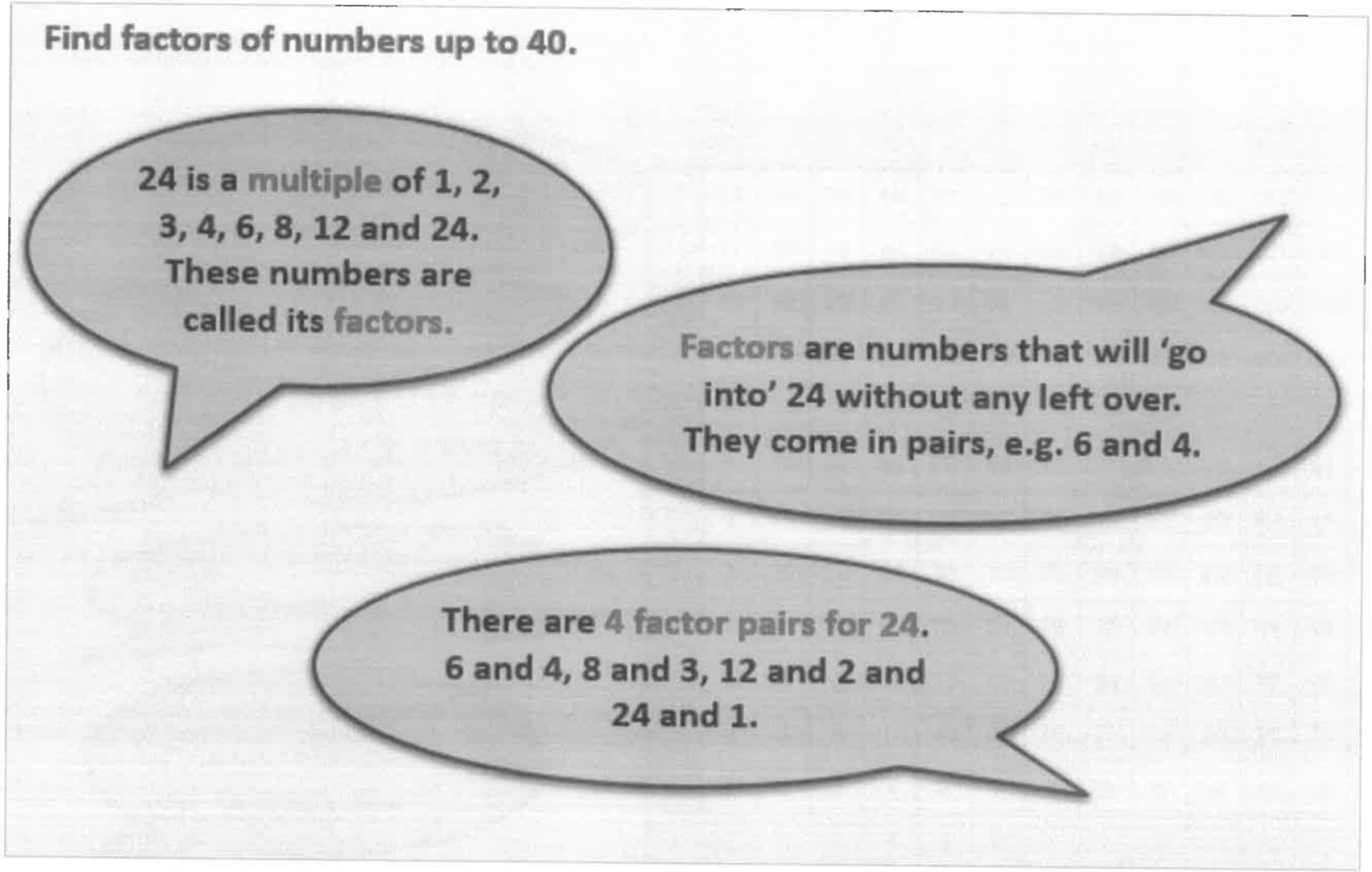
4. Have I mastered the topic? Answer a few questions to **Check your understanding**.
   Fold the page to hide the answers!



Learning Reminders



Learning Reminders



Learning Reminders

Explore the factors of numbers to 144.

Write some multiplication facts for 18.

18 is on the grid in 4 places.

18 is in the 2, 3, 6 and 9 times tables. 1 × 18 also makes 18, so 18 has three pairs of factors...

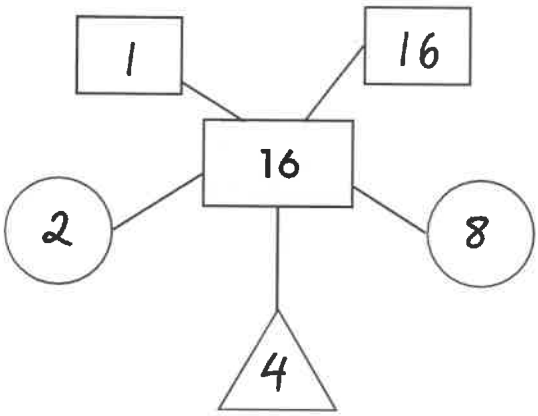
... 3 and 6, 2 and 9 and 1 and 18.

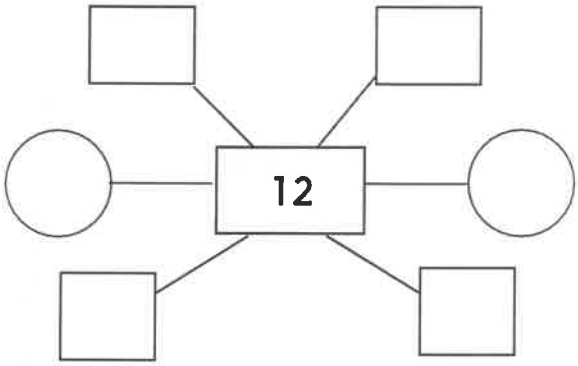
x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

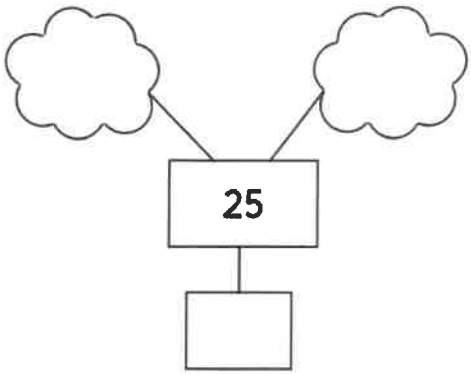
Practice Sheets Mild

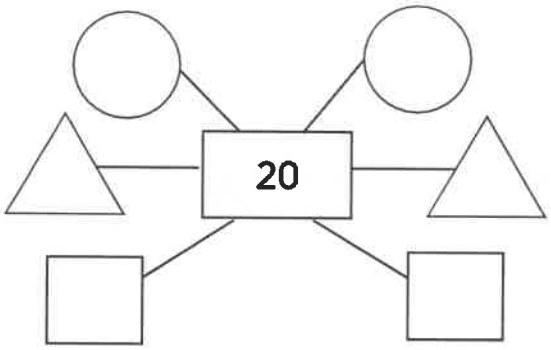
Factors practice

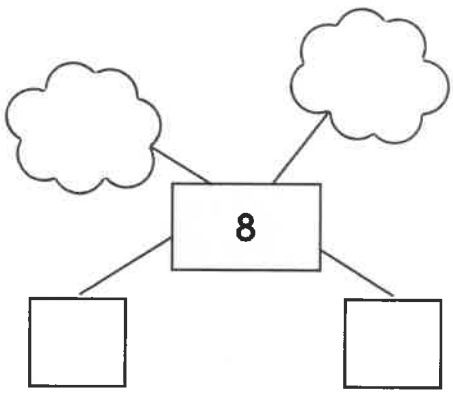
Write the factors of each number.
The first one is done for you.

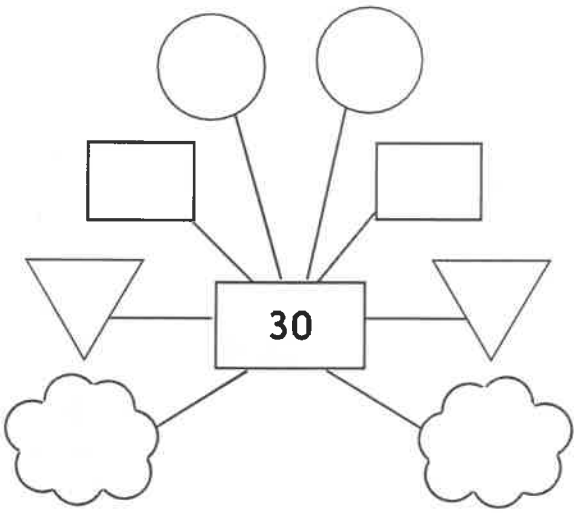












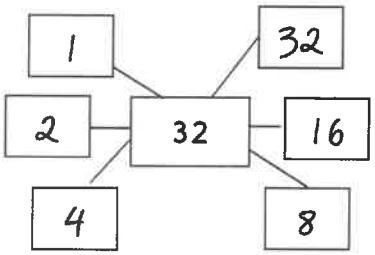
Challenge

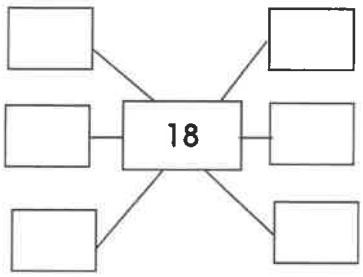
Draw your own diagram for the factors of 24 and 29. Predict which will have more factors?

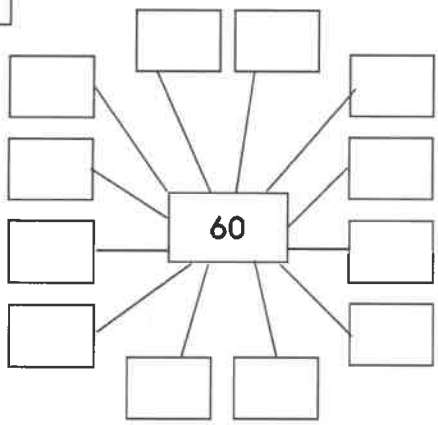
Practice Sheets Hot

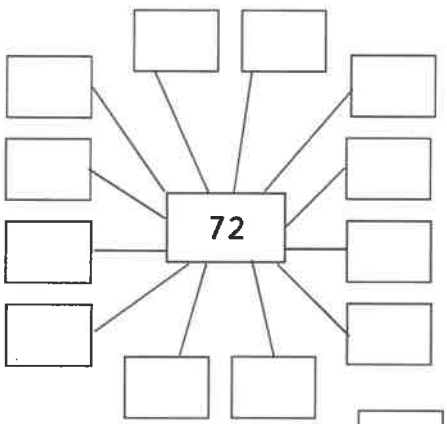
Factors practice

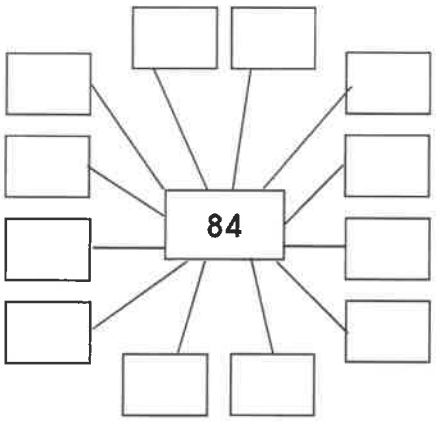
Write the factors of each number.
Work through them systematically.
The first one is done for you.

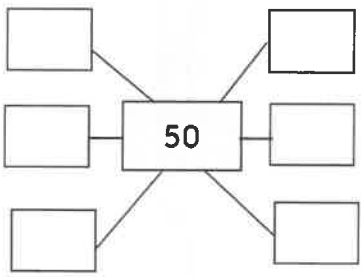












Challenge

Draw your own boxes for the factors of 35 and 42.

Practice Sheet Answers

Factors practice (Mild)

Factors of 12 are 1, 2, 3, 4, 6, 12
Factors of 20 are 1, 2, 4, 5, 10, 20
Factors of 8 are 1, 2, 4, 8
Factors of 25 are 1, 5, 25
Factors of 30 are 1, 2, 3, 5, 6, 10, 15, 30

Challenge

Factors of 24 are 1 and 24, 2 and 12, 3 and 8, 4 and 6.

Factors practice (Hot)

Factors of 60 are 1, 2, 3, 4, 5, 6,10,12,15, 20, 30, 60
Factors of 18 are 1, 2, 3, 6, 9, 18
Factors of 72 are 1, 2, 3, 4, 6, 8, 9, 12, 18, 24, 36, 72
Factors of 84 are 1, 2, 3, 4, 6, 7, 12, 14, 21, 28, 42, 84
Factors of 50 are 1, 2, 5, 10, 25, 50

Challenge

Factors of 35 are 1 and 35, 5 and 7.
Factors of 42 are 1 and 42, 2 and 21, 3 and 14, 6 and 7.

A Bit Stuck?
Array or disarray?

Work in pairs

Things you will need:
- 50 counters
- A pencil

What to do:

12, 15, 18, 20, 25, 28, 30

- Choose a number.
  Take this number of counters.
  Arrange the counters into an array (rectangle).
  Write the matching multiplication.
- Now rearrange them into as many different arrays as you can.
  Write the matching multiplication each time.
- Score one point for each multiplication you write.
- Choose another number and do the same.
  Try to score as many points as you can.
- Carry on choosing different numbers and making as many arrays as you can.
  Write the matching multiplication each time.

40

4 x 10 = 40

8 x 5

- Which numbers do you think will score lots of points?
  Which number do you think won't score many points?

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

Find the number between 40 and 50 with the greatest number of factors, i.e. the greatest number of possible arrays.

Learning outcomes:
- I can make different arrays for a given number and write the matching multiplications.
- I understand that multiplication works both ways, e.g. 4 x 6 = 6 x 4.
- I am beginning to identify pairs of factors.

Check your understanding:
Questions

Selma says 'The bigger a number, the more pairs of factors it has'. Do you agree with her? Explain your ideas.

Always true, sometimes true or never true?

- A number with only two factors is odd.
- A number with 4 factors is even.
- A number less than 100 with 6 factors is even.
- A number with 6 as one of its factors, also has 3 as a factor.
- An odd number can have 2 as a factor.

Fold here to hide answers:

Check your understanding:
Answers

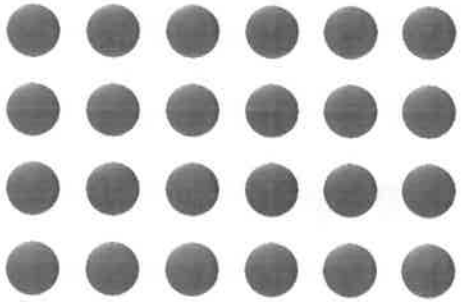
Selma says 'The bigger a number, the more pairs of factors it has'. Do you agree with her? Explain your ideas.

This does not automatically follow – in particular large prime numbers, e.g. 71 and 83 have only the number itself and 1 as factors, whereas 8 has 4 factors – 1, 2, 4 and 8. Ensure children give examples to back up their arguments.

Always true, sometimes true or never true?

- A number with only two factors is odd. Sometimes, e.g. the vast majority of prime numbers, with the exception of 2, which has two factors and is even.
- A number with 4 factors is even. Sometimes but an exception is 15 which has 4 factors – 1, 3, 5 and 15. 21 and 27 also have 4 factors.
- A number less than 100 with 6 factors is even. Sometimes but as with the previous statement there are exceptions. 45 has 6 factors – 1, 3, 5, 9, 15 and 45. 63 and 75 also have 6 factors.
- A number with 6 as one of its factors, also has 3 as a factor. This is always true since any multiple of 6 is also a multiple of 3.
- An odd number can have 2 as a factor. Never true, since 2 multiplied by any number always results in an even number.

Find factors of numbers up to 40.



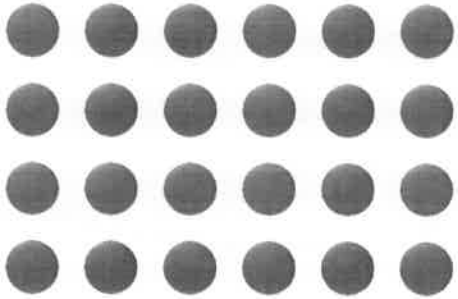
How would you describe this array of counters?

Mathematicians like us would say that it is **6 by 4.**

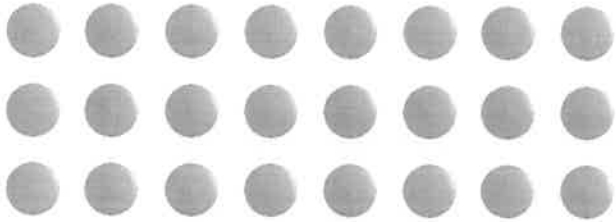
What other arrays of 24 counters can you make? Draw them.

Remember that each column and each row must have the same number of counters...

Find factors of numbers up to 40.



6 by 4



8 by 3

12 by 2

Did you find them all?

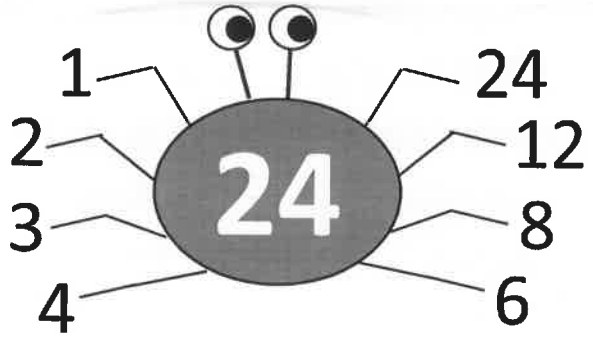
24 by 1

Find factors of numbers up to 40.

24 is a multiple of 1, 2, 3, 4, 6, 8, 12 and 24. These numbers are called its factors.

Factors are numbers that will 'go into' 24 without any left over. Factors almost always come in pairs, e.g. 6 and 4.

Write down the other factor pairs for 24. How many pairs are there altogether?



There are 4 factor pairs for 24. 6 and 4, 8 and 3, 12 and 2 and 24 and 1.

Explore the factors of numbers to 144.

Write some multiplication facts with the answer 18.

18 appears on this multiplication grid in four places.

18 is in the 2, 3, 6 and 9 times tables. 1 × 18 also makes 18, so 18 has three pairs of factors...

... 3 and 6, 2 and 9 and 1 and 18.

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Explore the factors of numbers to 144.

Let's check some...

14, 22, 35, 77...

Those numbers all have 4 factors; can you explain why?

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

e.g. factors of **22** are 2 & 11, 1 & 22

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. Take notes from a video

- Watch the video clip about the Impala and the Leopard. Don't be worried: it has a happy ending! https://www.youtube.com/watch?v=LhSDxp0oQK8
- Read *Impala Notes*. Fill in the answers. Write as much description as you can. Watch the video again to help you.

2. Plan a story about a narrow escape

- Look at *Narrow Escape Pictures*. Which is the predator, and which is the prey in each of these pictures?
- Choose your favourite *Narrow Escape Picture* and write notes about it on the *Narrow Escape Storyboard*. Try to answer each of the questions and give extra information as well.

3. Tell your story to somebody else.

- Use your *Narrow Escape Storyboard* to tell your story to somebody else.

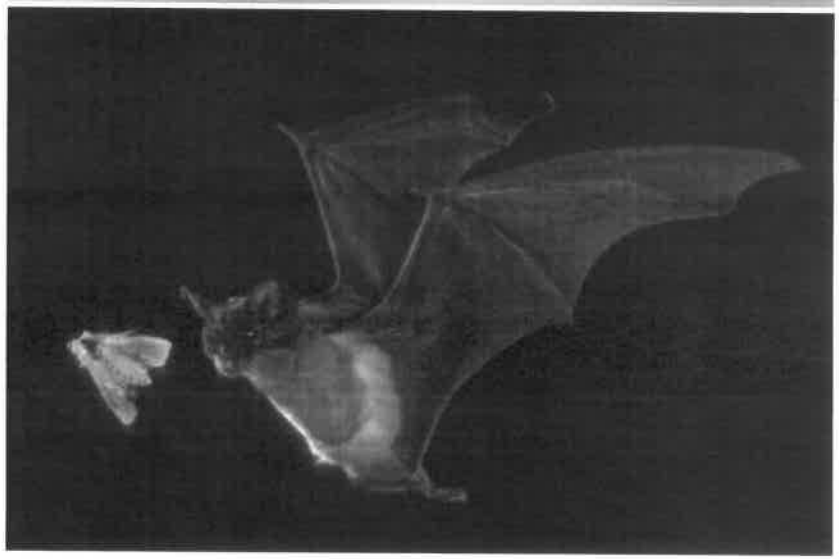
Try the Fun-Time Extra

- Practise telling your story and then get a grown-up to film you. Who could you share your story with?

Impala Notes

Setting the scene	*Where does this story take place?* *What sort of landscape?* *What is each animal doing?*	
The approach	*How does the predator move at first?* *Where is the prey?* *What are they doing?*	
The attack	*How does the predator move when they attack?*	
The escape	*How does the prey escape?*	
The aftermath	*How does the predator move when they attack?*	

Narrow Escape – Pictures



Narrow Escape – Storyboard

Keep this for tomorrow's lesson!

Setting the scene	*Where does this story take place?* *What sort of landscape?* *What is each animal doing?*	
The approach	*How does the predator move at first?* *Where is the prey?* *What are they doing?*	
The attack	*How does the predator move when they attack?*	
The escape	*How does the prey escape?*	
The aftermath	*How does the predator move when they attack?*	

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. Remind yourself about adverbials

- Use the *PowerPoint Presentation* or the *Revision Cards* to remind yourself about adverbials. Make sure that you know these things:
  - An adverbial can be just one word or it can be a phrase.
  - What 'job' an adverbial does.
  - Where an adverbial can be placed.
  - What it means when an adverbial is 'fronted'.

2. Practise finding adverbials

- Use *Little Mouse Adverbials*.
- Read the sentences, find the verb, find the adverbial and then write to say which question the adverbial answers.

3. Write sentences using adverbials

- Think about the *Narrow Escape Storyboard* from Day 1.
- Find your storyboard and remind yourself about the story. Tell the story out loud to someone.
- Now write some sentences about your story. Make sure that your sentences include adverbials – extra information about the verb in your sentence.

Try the Fun-Time Extra

- Find out some more information about the predator and prey in your Narrow Escape story. What are the three most amazing facts you can find about each animal?

Revision Card – Adverbials

Adverbials

Adverbials tell us more about a verb.

Adverbials can be

a word,

hurriedly

a phrase,

between the cracks

or a clause.

after the noise ended

Adverbials

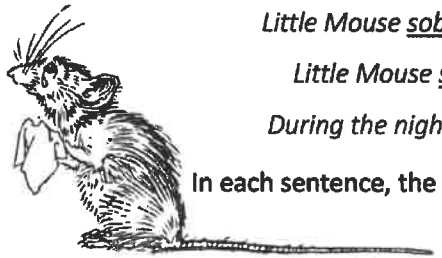
Adverbials tell us more about a verb.

Little Mouse sobbed.

Little Mouse sobbed with little squeaks.

Little Mouse sobbed in the corner.

During the night, Little Mouse sobbed.



In each sentence, the verb is modified by the adverbial.

Adverbials can be placed before or after the main clause.

from behind the door | *Little Mouse squeaked*

Little Mouse squeaked | *from behind the door*

from behind the door | *Little Mouse squeaked* | *with horror*

Choose an adverbial and try saying it before and after the main clause.
We can even put an adverbial at the beginning and the end.

Fronted Adverbials

When an adverbial appears in front of the sentence it is modifying...
it is called a fronted adverbial.

During the storm, Little Mouse cowered in the corner.

With cruel eyes, the spider smiled.

Eventually, Little Mouse calmed down.

After screaming failed, Little Mouse decided to ask the spider politely to leave.

Fronted adverbials are punctuated by a comma.

Little Mouse Adverbials

1. **Read these sentences.**
2. **Underline the verb.**
3. **Highlight the adverbial.**
4. **Write what question the adverbial answers – When, Where or How**

The first has been done for you.

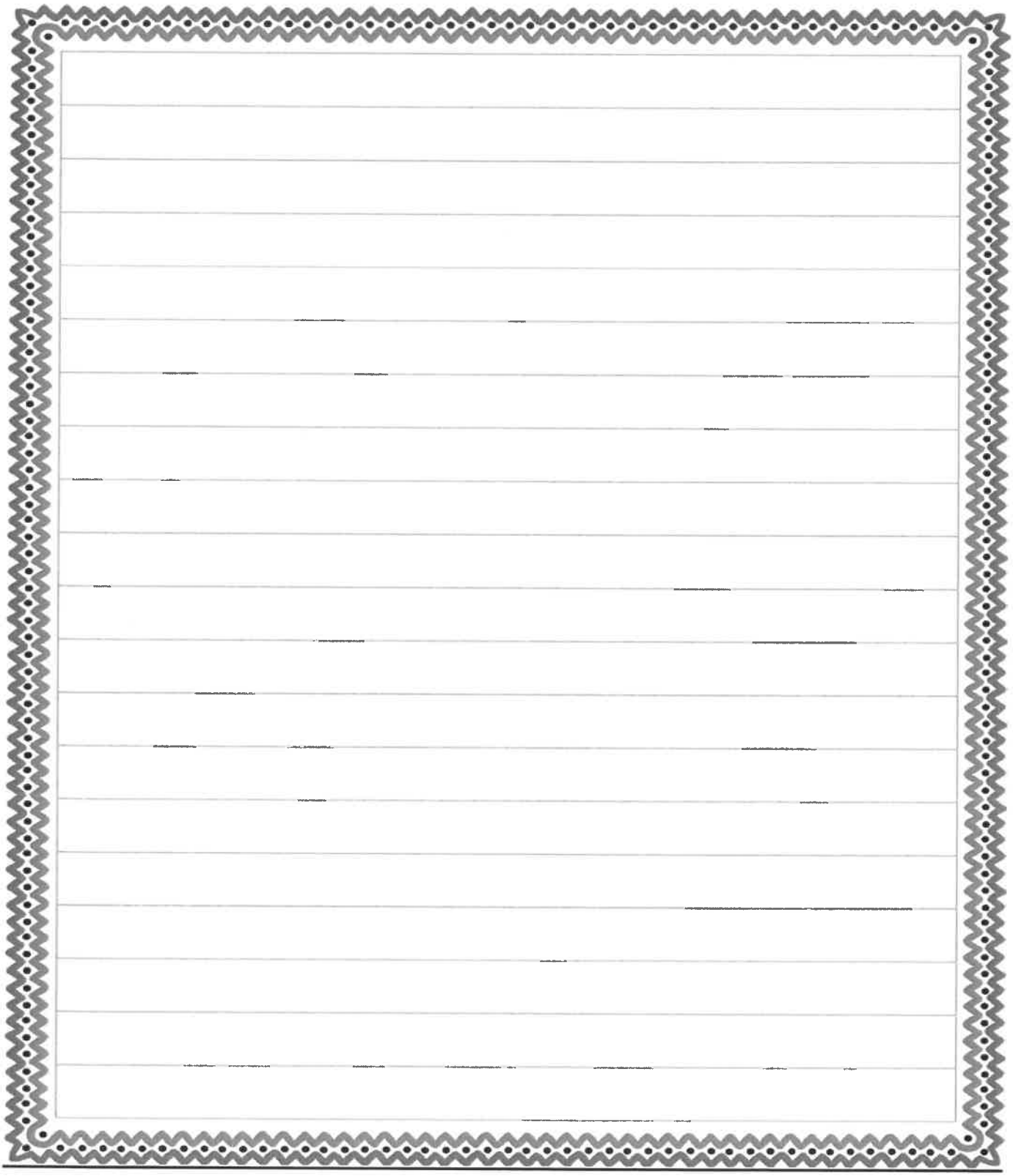
1. Little Mouse shivered near the cobwebs. WHERE
2. At night, he peered under the bed.
3. With great care, he avoided sharp knives around the house.
4. Little Mouse hid in the cupboard.
5. When he was out shopping, Little Mouse avoided knife shops.
6. Cautiously, he turned the taps on.
7. Clutching a map, Little Mouse went to the park.
8. When he heard the loud noise, Little Mouse shot across the room like a rocket.
9. Little Mouse switched his nightlight on straight after tea.
10. Using his binoculars, he checked for birds before heading into the garden.

Little Mouse Adverbials (answers)

1. *Little Mouse shivered near the cobwebs. WHERE*
2. *At night, he peered under the bed. WHEN & WHERE*
3. *With great care, he avoided sharp knives around the house. HOW & WHERE*
4. *Little Mouse hid in the cupboard. WHERE*
5. *When he was out shopping, Little Mouse avoided knife shops. WHEN*
6. *Cautiously, he turned the taps on. HOW*
7. *Clutching a map, Little Mouse went to the park. HOW & WHERE*
8. *When he heard the loud noise, Little Mouse shot across the room like a rocket. WHEN, WHERE & HOW*
9. *Little Mouse switched his nightlight on straight after tea. WHEN*
10. *Using his binoculars, he checked for birds before heading into the garden. HOW & WHEN*

Sentences with Adverbials

*Try writing some sentences with adverbials for the **Narrow Escape** story that you planned in Lesson 1.*



Adverbials and Fronted Adverbials

Adverbials

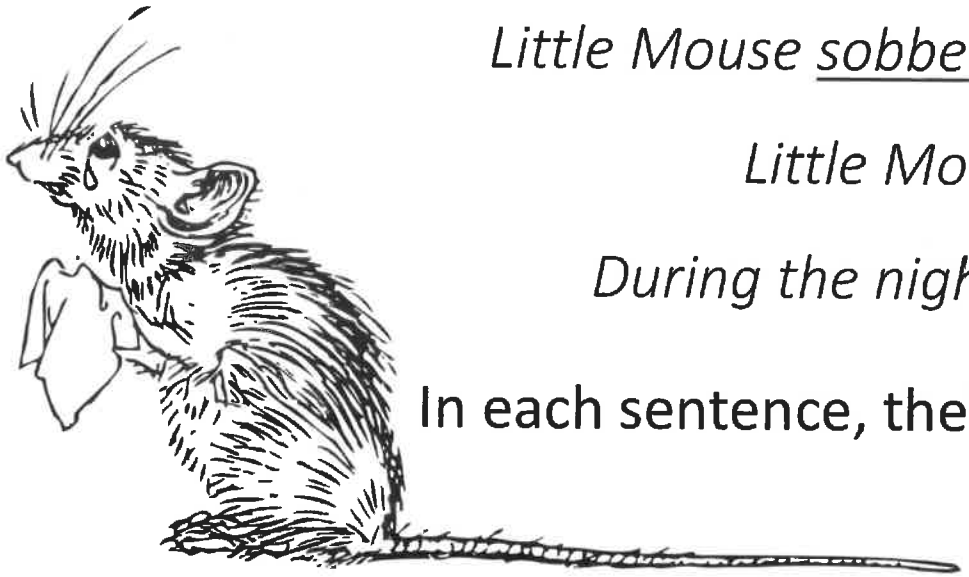
Adverbials tell us more about a verb.

Little Mouse sobbed.

Little Mouse sobbed in the corner of the room.

Little Mouse sobbed sadly.

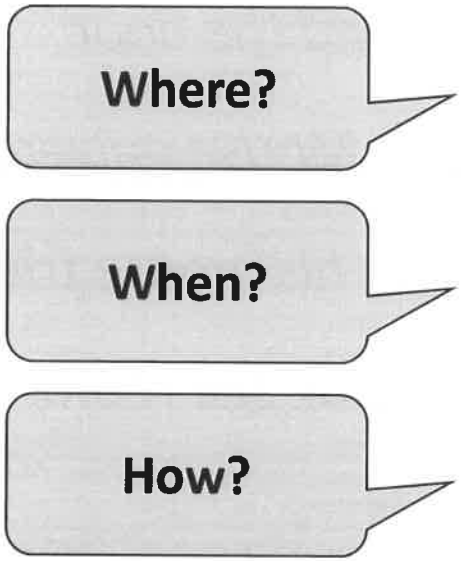
During the night, Little Mouse sobbed.



In each sentence, the verb is modified by the adverbial.

Adverbials

Adverbials answer the questions...



Adverbials

Little Mouse quivered.

Little Mouse quivered behind the door.

Inside the cupboard, Little Mouse quivered.

Little Mouse quivered with his mouse friends.

Little Mouse quivered outside the room.

Adverbials answer the question: *Where?*

Adverbials

Little Mouse ran away.

Little Mouse ran away when being brave didn't work.

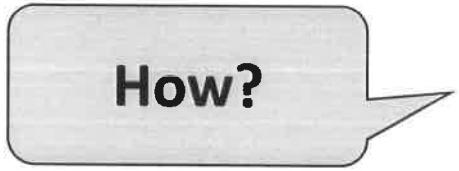
Little Mouse ran away as soon as the door was clear.

After that, Little Mouse ran away.

Little Mouse ran away that afternoon.

Adverbials answer the question: *When?*

Adverbials



Little Mouse sneezed.

Little Mouse sneezed loudly.

With a huge noise, Little Mouse sneezed.

Little Mouse sneezed like a donkey.

Little Mouse sneezed in surprise.

Adverbials answer the question: *How?*

Adverbials can be placed before or after the main clause.

Little Mouse squeaked

from behind the door

with horror

when he saw the knife

IDEAS

Choose an adverbial and try saying it before and after the main clause.
We can even put an adverbial at the beginning and the end.

Fronted Adverbials

When an adverbial appears in front of the sentence it is modifying...
it is called a fronted adverbial.

During the storm, Little Mouse cowered in the corner.

With cruel eyes, the spider smiled.

Eventually, Little Mouse calmed down.

After screaming failed, Little Mouse decided to ask the spider politely to leave.

Fronted adverbials are punctuated by a comma.

Adverbials: recap

Adverbials tell us more about a verb.

Adverbials can be a word, a phrase, or a clause.

Adverbials tell us: When? How? Where? A verb happened.

When an adverbial comes at the beginning of a sentence, it is called a fronted adverbial. It is always followed by a comma.

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. Tell your story from the point of view of the prey

- Find your Storyboard about your *Narrow Escape story* from Day 1.
- Imagine that you are the prey in the story.
  - Where were you at the start? What were you doing?
  - What did you see and feel when the predator attacked?
  - How did you escape?
  - How did you feel afterwards?

2. Remind yourself about Personal Recounts

- Read *Personal Recount Features*.
- When you tell your story from the point of view of the prey you are giving a personal recount. Can you spot the features of a recount as you tell your story?

3. Write your story from the point of view of the prey

- Now write your story. You can use your storyboard to remind you what to write about but do remember to write from the point of view of the prey.
- Include adverbials in your writing. Read the three pages about adverbials to help you to do this.

When you have finished your story, share it with a grown-up. Show them the adverbials that you have used.

Try the Fun-Time Extra

Can you make an illustration of your story? Show the way the predator and prey move during the escape?

Personal Recount Features

PURPOSE

Report significant events. Help your reader imagine what it was like, being there

LANGUAGE

- **First person:** I, me, we, my
- **Past tense**
- **Adjectives**
- **Adverbs/ adverbials for time:** first, next, then, after that, meanwhile, later, earlier, eventually, a few months/ weeks/ days/ hours/ minutes/ seconds/ later, finally

STRUCTURE

Use paragraphs for:

1. **Introduction**
   Who? What? Where? When?
2. **Events**
   described in order
3. **Sum up**
   at the end

TIPS:

- Include descriptions of what you **thought** and how you **felt**
- Try opening some sentences with a fronted adverbial

Adverbials tell you more about...

HOW? (manner), **WHERE?** (place), **WHEN?** (time) **and WHY?** (reason)

HOW? **manner**	The cat jumped on the wall with one enormous leap.
WHERE? **place**	The cat jumped on the wall at the bottom of the garden.
WHEN? **time**	The cat jumped on the wall after eating his breakfast.
WHY? **reason**	The cat jumped on the wall because the dog was chasing him.

Fronted Adverbials

An adverbial that normally comes after the verb can be moved to come before the verb; when this happens, we say it has been 'fronted'.

When writing fronted adverbials, we follow them with a comma.

HOW? manner	With one enormous leap, the cat jumped on the wall.
WHERE? place	At the bottom of the garden, the cat jumped on the wall.
WHEN? time	After eating his breakfast, the cat jumped on the wall.
WHY? reason	Because the dog was chasing him, the cat jumped on the wall.

Fronted Adverbials – further ideas

How?	**Where?**
Feeling terrified, With my heart pounding, With deadly accuracy, With hungry eyes, Stealthily, Like lightning, In the blink of an eye,	On the ice, Beneath the waves, Through the snow, Into the darkness, Over the ground, Above my head, Outside,
When?	**Why?**
At dawn, During the winter, Before I knew what was happening, In the dead of night, While I was playing, After waking, As I watched,	Because I had given up hope, So that it could not find me, As I was lost, Since there was nowhere else to go, Because I was too tired, So I would not be seen, As I was smaller,

Narrow Escape

Write your story of a Narrow Escape.
Try to include some adverbials in your sentences.

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 the poem: 'All Creatures'

- Read *All Creatures*. Read it in your head at first and then read it out loud. Try to find the rhythm of the poem as you read.
- Think about the poem. What do you like about it? Is there anything that you dislike? Does it remind you of anything or anyone? What patterns can you find? (Look for rhyme and alliteration).

2. Remind yourself about Noun Phrases

- Use the *Revision Card* to remind yourself about noun phrases.
- Complete *Spotting Noun Phrases*. Highlight the noun phrase and underline the head noun.

Well done! Explain your answers to a grown-up. You can check them together at the end of this pack.

3. Plan and write a poem with noun phrases.

- Follow the instructions on the *Poem Planner* to plan a poem called 'All Animals'.
- Write your finished poem out carefully.

When you have finished your poem, share it with a grown-up.

Try the Fun-Time Extras

Illustrate your poem.

Can you practise performing your poem? Could you record and send your performance to somebody?

All Creatures

I just can't seem to help it,
I love creatures – great and small,
But it's ones that others do not like
I love the best of all.
I like creepy-crawly beetles
And shiny black-backed bugs,
Gnats and bats and spiders,
And slimy fat black slugs.
I like chirpy little crickets
And buzzing bumblebees,
Lice and mice and ladybirds,
And tiny jumping fleas.
I like wasps and ants and locusts,
Centipedes and snails,
Moles and voles and earwigs
And rats with long pink tails.
I like giant moths with dusty wings
And maggots fat and white,
Worms and germs and weevils,
And fireflies in the night.
No, I just can't seem to help it,
To me not one's a past,
It's ones that others do not like,
I seem to love the best.
So it makes it rather difficult,
It's enough to make me cry,
Because my job's in pest control,
And I just couldn't hurt a fly.

By Gervase Phinn

p377, The Works 3

Noun Phrases – Revision Card

Nouns and Determiners

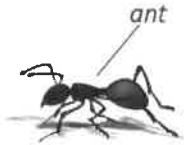
A noun names a person, place, idea, thing or feeling.

a slug
the beetles
an ant
a job

In front of a noun, we often have
a an the — determiners

Adjectives

An adjective is a describing word.
It tells you more about a noun.



a black slug
the creepy beetles
a tiny ant
a difficult job

The job is difficult.

Adjectives **sometimes come next to 'their' nouns...**
but sometimes they do not.

Noun Phrases

A **noun phrase** adds extra detail to the noun.

noun phrase

a black slug
the creepy beetles
a tiny ant
a difficult job
a completely black slug
the very creepy beetles

Adverbs **can also be part of a noun phrase.**

It can be made by adding an adjective or two.
The **noun phrase** includes the noun, adjectives and determiner.

Spotting a Noun Phrase

A **noun phrase** can be replaced by a pronoun.

A black slug chewed the leaves.
The creepy beetles scuttled by.
A tiny ant twitched its antennae.
The poem is about **a difficult job.**

It chewed the leaves.
They scuttled by.
He twitched its antennae.
The poem is about it.

We can use this fact to help us spot noun phrases.

Spotting Noun Phrases

Highlight the noun phrase and underline the head noun.
The first has been done for you.

A huge, hairy spider is on your shoulder.

The rather nervous grey mouse nibbled slowly.

I spotted a long pink tail!

Our picnic was spoilt by relentlessly vicious wasps.

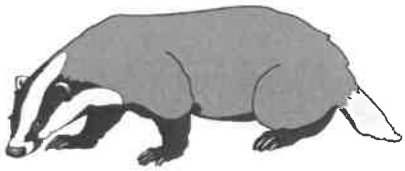
The black, shiny beetles swarmed around the dung.

A slug left a sticky, glistening trail.

The tiny, powerful crickets jumped incredibly high.

The never-resting, always-destructive moles have dug holes all over the lawn.

Poem Planner



1. **Write a list of nouns** – types of animals. Keep going until you have at least ten.
   (e.g. *foxes, badgers, hedgehogs, owls,* etc.)

2. Choose one noun as your head noun. **Build a noun phrase around this head noun,** using adjectives, adverbs and other words.
   (e.g. *steadily busy, little prickly hedgehogs*)

3. Repeat this until you have **lots of noun phrases** to choose from.

4. **Pick your best six** and reread them, thinking about the impact. **Edit** so that your words are really powerful.
   (e.g. ~~very~~ *remarkably bold,* ~~*bright*~~ *jewel-eyed foxes*)

5. **Write your noun phrases as a list poem**, in a similar style to *All Creatures.*

e.g.

All Animals

I like remarkably bold, jewel-eyed foxes.
I like steadily busy, prickly hedgehogs.
I like proud, striped shovel-snouted snuffling badgers.
I like terrifying ghost-faced barn owls.

Your Poem

Write your finished poem here.

Spotting Noun Phrases – ANSWERS

Highlight the noun phrase and underline the head noun.
The first has been done for you.

A huge, hairy spider is on your shoulder.

The rather nervous grey mouse nibbled slowly.

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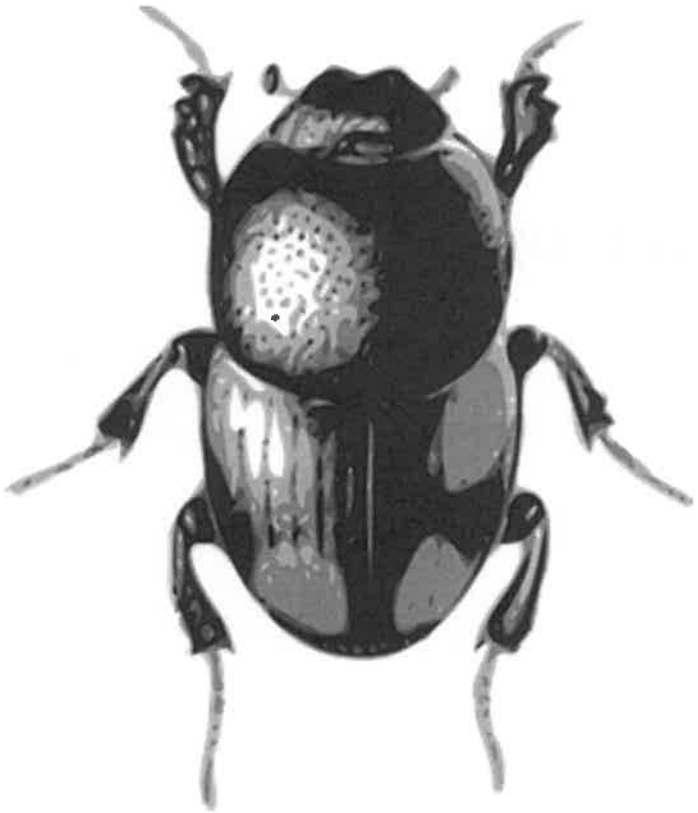

Noun Phrases

Nouns

A noun names a person, place, idea, thing or feeling.

a slug
the beetles
an ant
a job

In front of a noun, we often have

a an the ← determiners

Adjectives

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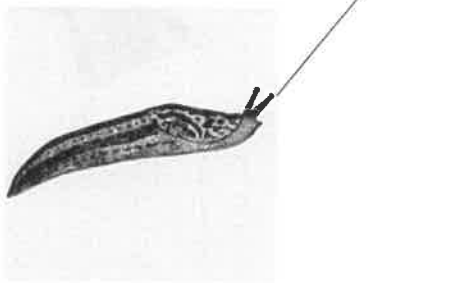

a black slug
the creepy beetles
a tiny ant
a difficult job

The job is difficult.

Adjectives sometimes come next to 'their' nouns...
but sometimes they do not.

Noun Phrases

A **noun phrase** adds extra detail to the noun.

noun phrase

a black slug
the creepy beetles
a tiny ant
a difficult job
a completely black slug
the very creepy beetles

Adverbs **can also be part of a noun phrase.**

It can be made by adding an adjective or two.

The **noun phrase** includes the noun, adjectives and determiner.

Spotting a Noun Phrase

A **noun phrase** can be replaced by a pronoun.

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The poem is about **a difficult job.**

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They scuttled by.
He twitched its antennae.
The poem is about **it**.

ANSWERS

Noun Phrases

*Remember: a **noun phrase** can be replaced by a pronoun.*

A huge, hairy spider is on your shoulder.
The rather nervous grey mouse nibbled slowly.
I spotted a long pink tail under the sofa!
Our picnic was spoilt by relentlessly vicious wasps.

them ***it***

he ***she***

Can you spot the noun phrase in each sentence?
Can you spot the head noun in each sentence?

Expanding **Noun Phrases** using Prepositional Phrases

We can expand **noun phrases** by adding adjectives, adverbs and determiners.

the rather ingenious detective <u>bear</u>

We can also expand **noun phrases** by adding a prepositional phrase after the head noun.

the <u>bear</u> with a rather helpful magnifying glass

Prepositions

Prepositions tell us how words are related.

above

of

on

over

with

without

outside

between

inside

from

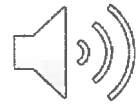
by

under

from

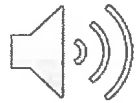
below

Prepositions are useful for adding extra information about a **noun**.



Expanded Noun Phrases

You can develop an **expanded noun phrase** by adding a prepositional phrase.



an old, cloudy bottle

an old, cloudy bottle **with** a message in

an old, cloudy bottle **on** the beach

an old, cloudy bottle **from** foreign shores

Prepositions
with, of
by, from
on, under, below,
between, inside,
next to, over, by, in

The prepositional phrase modifies the **noun**.

Examples

Building Expanded Noun Phrases

an old and crumpled treasure map **in** the trunk

the wooden planks **from** a wrecked ship

a gold coin **with** strange markings

slimy seaweed **below** the waves

Prepositions
with, of
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Choose a noun phrase. Expand it using a preposition.

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 the poem: In The Cave

- Read the poem. Read it in your head at first and then read it out loud.
- How much of the poem can you learn off by heart? Practise reading the lines and see if you can remember them without looking.
- Underline the nouns in the poem. These include the objects that were found in the cave.

2. Remind yourself about Noun Phrases and Prepositions.

- Read the *Revision Card – Noun Phrases/Prepositions.*
- Complete *Spotting Prepositional Phrases*. Underline the preposition and highlight the prepositional phrases.

Explain your answers to a grown-up. Show them the prepositions that you have spotted. You can check your answers at the end of this pack.

3. Plan and write a poem that uses prepositional phrases

- Follow the instructions on *Poem-Planning*. You can also use the *Word Bank* to help you write your poem
- Write your finished poem out carefully.

When you have finished share your poem with a grown-up.

Try the Fun-Time Extra

Can you make an illustration of all the items from your poem? Make your illustration show the details that are given by your prepositional phrases. Practise performing your poem and then ask a grown-up to film and share your performance with somebody else.

In the Cave

When we went to explore
the cave on the shore,
here's what we found . . .

a rusty tin,
a bottle with a message in,
an old and crumpled treasure map,
a brass badge from a sailor's cap,
strips of canvas from a sail,
planks from a ship wrecked in a gale,
slimy seaweed, polished stones,
shiny shells and whitened bones.

In the cave that's what we found,
scattered on the sandy ground.

Sean Forbes

p172, The Works 8

Noun Phrases/Prepositions – Revision Card

Expanding Noun Phrases using Prepositional Phrases

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the rather ingenious detective bear

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Prepositions are useful for adding extra information about a **noun**.

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Prepositions
with, of
by, from
on, under, below,
between, inside,
next to, over, by, in

The prepositional phrase **modifies the noun.**

Spotting Prepositional Phrases

Highlight the prepositional phrase and underline the preposition. The first has been done for you.

There was a rusty tin with a message inside.

We found strips of canvas from a wrecked ship.

I saw some shiny shells on the sand.

We came upon the whitened bones of a lonely whale.

There we saw intricately lined fossils between speckled rocks.

I saw a pool at the entrance to the cave.

We found fronds of seaweed under the sand.

There were delicate anemones at the edge of the pool.

Clinging tightly, were barnacles on the sides of the cave.

Spotting Prepositional Phrases - ANSWERS

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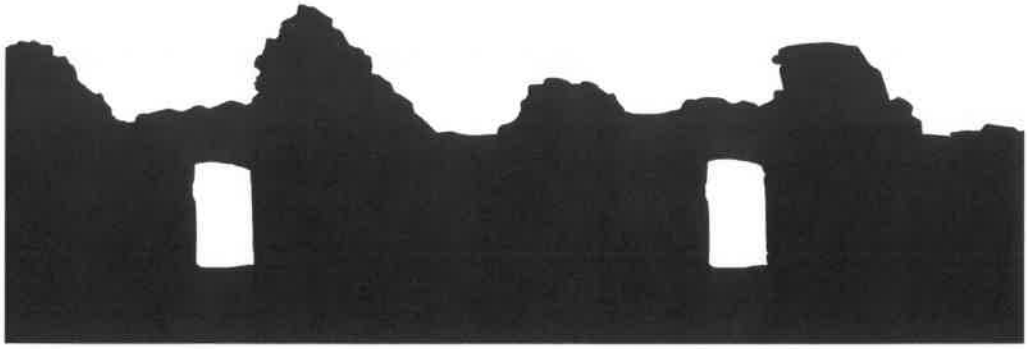
Poem-Planning



1. Imagine a mysterious, ruined castle.

2. **Write a list of what you might find there**. Keep going until you have at least ten.
   (e.g. *a hidden box, a sword, jewels, a map,* etc.)

3. Choose one noun as your head noun. **Build a noun phrase around this head noun**, using a preposition to introduce a prepositional phrase.
   (e.g. *a shining sword under the pile of rocks*)

4. Repeat this until you have **lots of noun phrases** to choose from.

5. **Pick your best six** and reread them, thinking about the impact. **Edit** so that your words are really powerful.
   (e.g. ~~very~~ *remarkably bold,* ~~*bright*~~ *jewel-eyed foxes*)

6. **Write your noun phrases as a list poem**, in a similar style to *In the Cave*. Choose interesting verbs to introduce each object.

e.g.

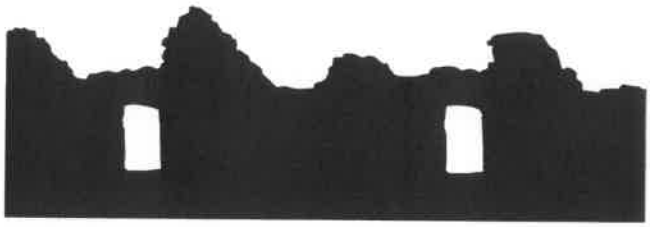
At the castle

We found a shining sword under the dark pile of rocks.

We saw a single crow in the clear blue air above us.

We discovered a hidden box inside the thick walls.

Word Bank



Prepositions

with
of
by
from
on
under
below
between
inside
next to
over
by
in

Verbs

discovered
exposed
found
searched out
unearthed
spotted
saw
noticed
discerned
unearthed
came across
chanced upon

Your Poem

Write your finished poem here.