Stay Strong, Stay Positive, and Never Give Up.

Hello Year 3 and 4!

We hope you are all ok and looking after each other and your families. Remember it is important to stay in a routine, make sure you are not going to bed late! So, make sure you have regular bedtimes and waking up/breakfast times. Please try not to stay in your pyjamas once you have got up. Try and have regular meal times where you can eat together as a family and talk.

Welcome to your exciting work pack!

Here is new learning pack filled with exciting activities for you to do. This is to work through at home at your own pace. It's a good idea to start your schoolwork at the same time each day, so that you can have a bit of a routine. We hope you enjoy it!

Keep using Purplemash. There are lots of tasks to do and games to play. We would love to see more of you using it as it's a great way to communicate with your teachers and each other.

If you have any questions about the work pack, the best place to ask them is in the Year 3/4 Blog on Purple Mash. You can access this by going to the home page and logging in, then Computing, 2Blog and click on Year 3/4 Blog.

Don't forget, you can still access all of the other online learning tools.

If you have any work you would like to share with your teachers, please send your attachments to :
homelearning@greenlane.ngfl.ac.uk

We miss you much and can't wait till we are back together again. I know that you will be doing a fantastic job of helping your families through this tricky time.

Stay safe, keep learning and we will see you all soon.

All the teachers in Yr 3 and 4 😊

Home Learning Year 3 and 4	**Art** **Bradford Artists and Buildings – Pages 3-20** 1. Buildings to look out for when you are walking around and about. 2. Different artists to learn about and have a go at replicating their style. 3. Links and information about other local artists.	
Maths –Pages 20 - 41 – Have a go at some of the questions and revise your maths skills.	**Maths Jokes–Page 38** **See if you can make your family laugh by telling them some funny maths jokes.**	**Maths – Pages 39- 41** **Investigations** Solve these maths investigations
Writing – Pages 42 - 50 A variety of activities to deepen your writing skills	**Idioms- Page 42** How many strange phrases have you heard before? Do you know what they mean?	**Grammar** Focus on expanded noun phrases and connunctions.
Reading – Pages 51- 56 Looking at extracts from **'The Iron Man' by Ted Hughes** followed by **'Ruby's Worry' by Tom Percival.**	**Wellbeing – Pages 56-63** Tips and strategies for helping your boost your confidence, growth mindset and mental wellbeing.	**Wellbeing – Page 63** Colouring page

Art Year 3 and 4
Bradford Artists and Buildings

In this pack:

1. <u>Bradford buildings</u>
   Some buildings in Bradford to look out for.

   ## ACTIVITIES

- Look at the buildings in your street.
- Look out for some more interesting buildngs in Bradford.
- Look on-line at Bradford Heritage trail.

https://mediafiles.thedms.co.uk/Publication/YS-Brad/cms/pdf/Bradford%20Heritage%20Trail.pdf

2. <u>Some artists to learn about and activities</u>
   o Find out about the artist.
   o Try to copy one of their works
   o Draw and write about one you like.

3. <u>Some links to find out about other artists who work in Bradford</u>

'600'

A painting of Green Lane Primary School
by
Tim Curtis and the children and staff of Green Lane

1 Have you ever looked carefully at the buildings in Bradford?

There are many very beautiful and historic buildings. Some have stayed the same since they were built, some have been improved, some have changed their use and some new ones have been built. Buildings are designed by architects who are often very good at drawing and usually study art at upper school.

Challenge

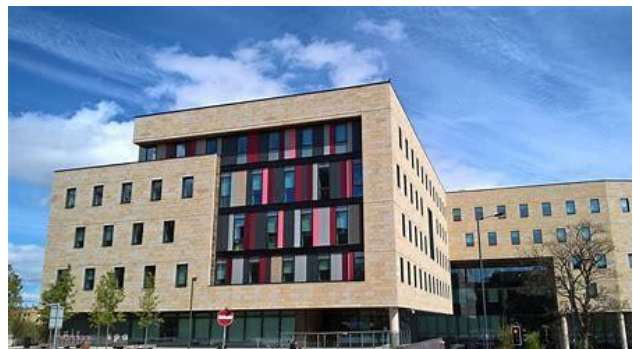See which of these you recognise before you read the information!
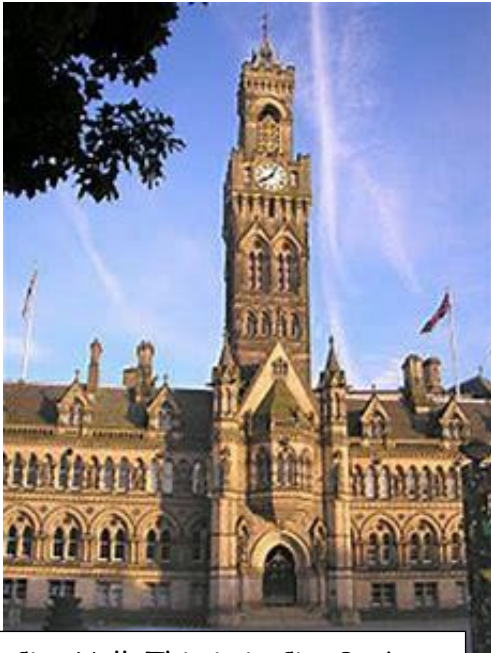
City Hall. This is in City Park.

Lister's Mill. This is at the top of Oak Lane.

Cartwright Hall. This is Lister Park.

The Hockney Building, Bradford College.

Houses and shops in Manningham.

Old and new school buildings on Green Lane. Do you recognise them?

The old swimming baths in Manningham. It is now a gym.

An old cinema near the Alhambra. It is going to be a place for music concerts soon.

There are many old and new places of worship. Do you know any of these buildings?

The Synagogue on Bowland Street, the Mosque on Lumb Lane,

The Gurdwara on Leeds Road and the church near Manningham Library.

How do artists draw or paint buildings?

- Usually the artist draws a sketch first. This is done using the main shapes and lines the artist can see.
- Then the artist might add smaller parts of the building.
- Finally the artist will add the colour.

This painting by Tim Curtis of Shipley and Bingley shows his sketching lines where he has not added colour.

Can you see the buildings that are just shapes that have not been coloured yet?

Some Bradford artists to learn about

There is some information in the pack but also you could look online and find out something else to add to the pages about each one.

All these artists have a link to Bradford: they were born there, live there or their work is about Bradford.

You could have a go at making a leaflet about one or more of the artists.

Information to help you when you read about artists.

The dates show when the artist was alive. If it has only one date eg David Hockney 1937- it means the artist is still alive.

If there is name written like this 'Salt's Mill' this is the name the artist has given to the picture.

Artists who work in Bradford or are from Bardfod

There is a wabsite that shows many more artists who were born or work in Bradford

It is called Not Just Hockney https://www.notjusthockney

You can also see some of these artists and others on the screen in City Park when you are in town.

David Hockney 1937-

You might have already heard of David Hockney as he is probably the most famous artist alive.

He was born in Bradford. He went to Bradford Grammar School and then Bradford College. He liked to spend time in the Art Gallery at Cartwright Hall. He started to paint while he was at school and to start with painted himself and Bradford streets and buildings.

Later he did all sorts of art work which you can find on-line or at Cartwright Hall and Salt's Mill.

Salts Mill was bought by Johnathan Silver who was Hockney's friend at school so that there could be a big gallery for his work. Look at it on-line. He painted the mill in the bright colours he likes to use.

Find some more work here or Google him.

https://www.tate.org.uk/art/artists/david-hockney-1293

http://www.saltsmill.org.uk/

ACTIVITY Colour in this sketch of 'Houses at Eccleshill' by Hockney. He used only blue, black, and white. See if you can do the same.

ACTIVITY Colour in this sketch of 'Houses at Eccleshill' by Hockney. Use your own choice of colour to show what it might have looked like in real life

Tim Curtis 1972 -

Tim Curtis is an artist who works with schools and other groups to make big artworks like our dining hall picture of the school.

He was not born in Bradford, but in London. He went to Bradford University and was a teacher in Bradford before working as an artist. He still lives in Braford.

He likes to draw, make prints and paint. He also does land art where he makes massive pictures on roads or fields usually to do with cycling.

This is called 'land art'. It was for a bike race and was in a field in Bradford.

See how massive the land art is! The dots at the edge of the circles are children holding a parachute.

This is a view of Bradford drawn on old cardboard. He likes to use materials again like old tiles, old card, and other recycled things to make less waste.

This is a print of part of Lister's Mill on Oak Lane.

'Lister's Mill'   Tim Curtis

ACTIVITY See if you can copy this part of '600' that shows the school entrance
Use your pencil to measure the sizes and look at the shapes you can see to help you.

Try to complete this painting of Shipley by Tim Curtis. Think about what colours to use before you start. Has he used bright or dull colours?

Ping Kelly

Ping Kelly is an artist who works using brushes to paint in the Chinese style.

She was not born in Bradford, but in China. Until she was 16 she was a gymnast and then went to University to study art. She became a teacher and moved to Bradford where she still llives. She teaches Chinese and Art.
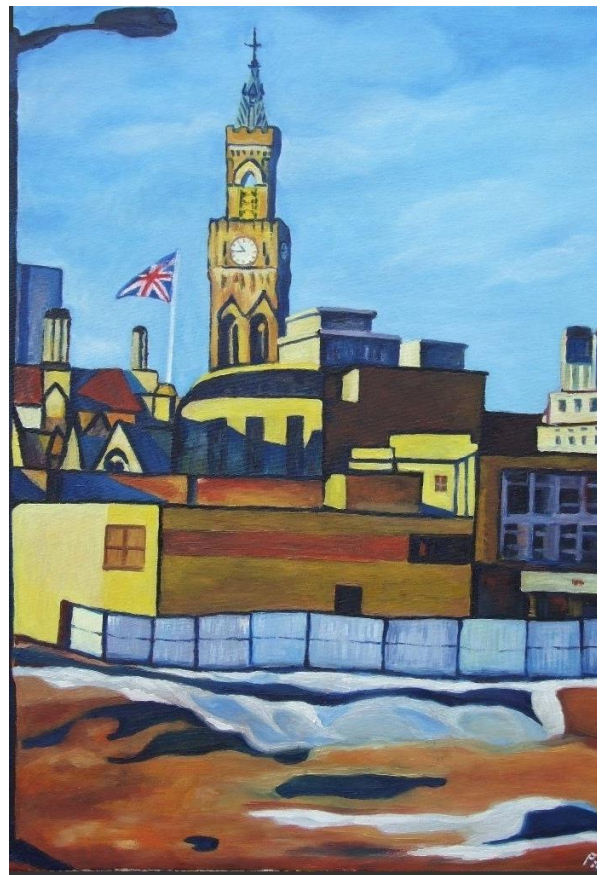
She likes to paint using bright colours, especilly red, yellow and orange with black.

'Spring'

'Red Lanterns'

'Bradford Broadway'

This is one of lots of paintings showing the Broadway being built.

ACTIVITY Look carefully at this painting by Ping Kelly. It is of The Midland Hotel.

How many windows did she paint/ What shapes are they?

What about doors?   Chimneys?   These are called **details.**

Can you add some more details like the stones used to build the chimney to the colouring sheet of Gren Lane? Use a pencil then you can change them if you don't like them first time.

Martin Hearne

Martin Hearne was born on the Isle of Man, but has lived in Bradford for many years. He was an Art teacher at Braford College for more than 20 years.

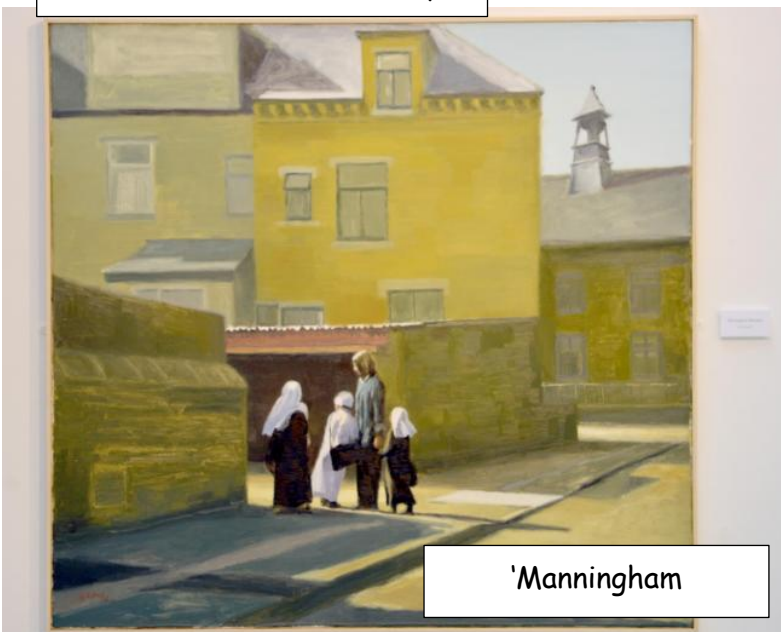He likes to work with clay, and paint. Lots of his painting are of Bradford and especially Manningham.

He uses colour and only a few lines in his paintings.

Some of his work with clay.
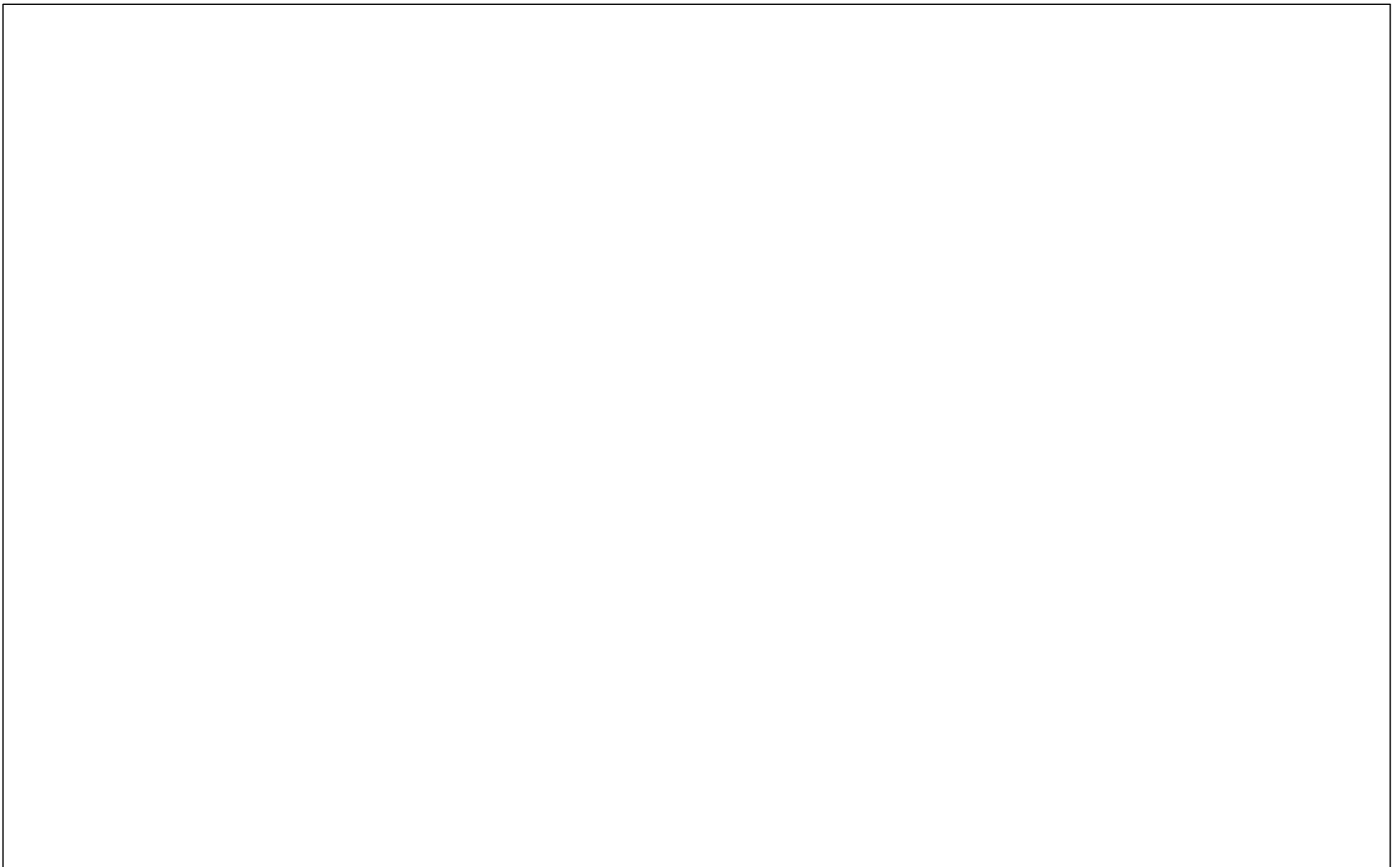

'Wheatley Hill'
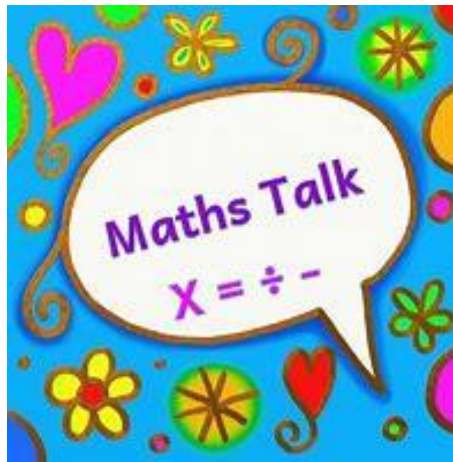

'Manningham

'Manningham Afternoon'

Martin Hearne

'Cloth House' Martin Hearne

ACTIVITY See if you can copy this painting.

 Use your pencil to measure the sizes and look at the shapes you can see to help you.

Useful Maths words to learn and use

Number and place value:

Count, order, compare, most, least, fewer, fewest, greater than (>), less than (<), equal to (=),

round, estimate, before, after, halfway, between, number line, place value, partition,

hundreds, thousands, digit, four-digit numbe, predict, pattern, repeating pattern, sort

group, odd, even, sequence, continue, zero, count to, count on/back to/from, count up to/from, the same number as, as many as, equal to, about the same as, enough, not enough, too much, too little, too many, too few, nearly, roughly, about, close to, just over, just under halfway, forwards, backwards, round to nearest 10, tens boundary

Addition & subtraction:

calculate, calculation, right, correct, wrong, number sentence, sign, operation, symbol,
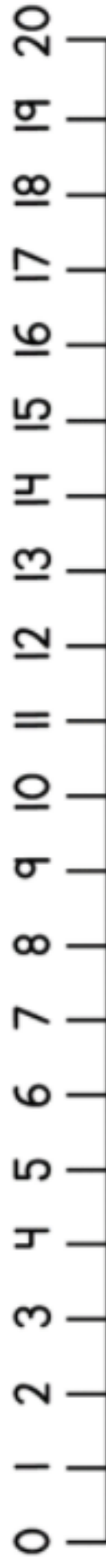
the same number as, as many as, equal to, equals (=), inverse, equation, more, less, how many more/less? most, least, greater, add, plus (+), makes, sum, total, altogether,

subtract, minus (–), take away, leaves, difference, row, column, round up, round down, count up to, count on from, count on to, count in ones, twos, threes, fours, fives, tens

odd, even

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

1	one	11	eleven
2	two	12	twelve
3	three	13	thirteen
4	four	14	fourteen
5	five	15	fifteen
6	six	16	sixteen
7	seven	17	seventeen
8	eight	18	eighteen
9	nine	19	nineteen
10	ten	20	twenty

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

1st	first
2nd	second
3rd	third
4th	fourth
5th	fifth
6th	sixth
7th	seventh
8th	eighth
9th	ninth
10th	tenth

squares

circles

triangles

rectangles

hexagons

spheres

cubes

cylinders

MATHMAT 8

0	0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9	1
0	$\frac{1}{10}$	$\frac{2}{10}$	$\frac{3}{10}$	$\frac{4}{10}$	$\frac{5}{10}$	$\frac{6}{10}$	$\frac{7}{10}$	$\frac{8}{10}$	$\frac{9}{10}$	$\frac{10}{10}$
0	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%

Fraction Wall

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

Place Value

M	HTh	TTh	Th	H	T	O
3,	2	4	6,	7	8	5

Three million, two hundred forty six thousand, seven hundred eighty five.

MATH SYMBOLS

>	Greater than
≥	Greater than or equal to
<	Less than
≤	Less than or equal to
∞	infinity
%	percent
∠	angle
⌐	right angle
=	Equal to
≈	Approximately equal to
≠	Not equal to
√	square root
π	pi
°	degree
∥	parallel
⊥	perpendicular

Operations

Addition +	Subtraction −	Multiplication x	Division ÷
sum total add plus altogether increase	subtract minus take away difference decrease	multiply by times product groups of lots of	divide share equally how many groups of ... in ...

Task 1

1 Lily has 20 apples.
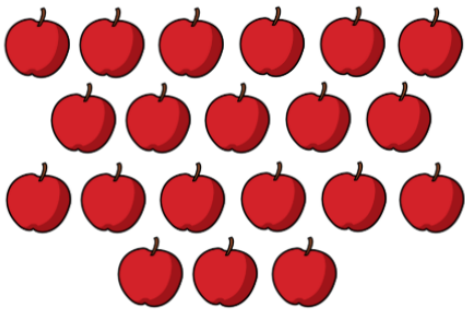
She packs the apples into bags of 4

How many bags does she need?

2 Gemma has £20

She buys 2 of these magazines.

£6

How much money does Gemma have left?

Anna has made a number.

Hundreds	Tens	Ones

What number has Anna made?

_____

Is the number odd or even?
How do you know?

JOIN ME UP

This is Sally's Join Me Up puzzle.

- You have to put the numbers from 1 to 7 into the circles below.
- No consecutive numbers all allowed to be joined to each other, e.g. 3 cannot be joined directly to 2 or 4.
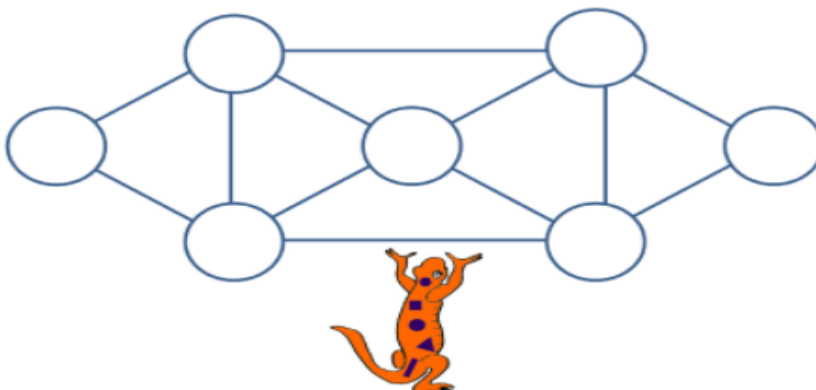
Can you make up your own shape puzzle like this?

Task 2

1 Max has 4 number cards.

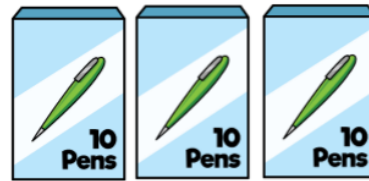$$\boxed{25}\ \boxed{35}\ \boxed{45}\ \boxed{55}$$

He uses them to make 2 calculations.

$$\boxed{} + \boxed{} = 70$$

$$\boxed{} - \boxed{} = 20$$

Work out where the numbers should go.

2 Mr Jones shares these pens between 2 classes.

How many pens does each class get?

Max is making a number using some counters.

Max chooses 6 counters.

He makes a number greater than 300

Circle the counters Max could have chosen.
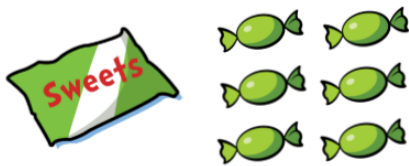

It is Flame's birthday today.

She is 9 years older than Tyger.

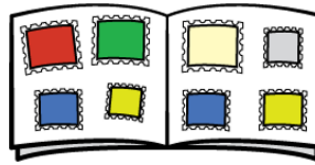Altogether, their ages add up to 23 years.

How old is Flame?

Task 3

1 Rosie has 42 sweets in total.

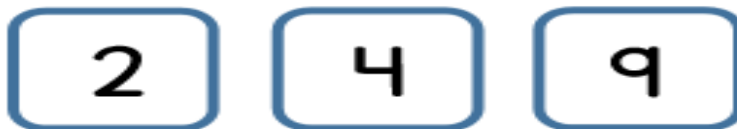How many sweets are in the bag?

2 Fred sells stamps.

On Monday he sold 25 stamps.

On Tuesday he sold 15 more stamps than he did on Monday.

How many stamps did he sell altogether?

Here are some digit cards.

| 2 | 4 | 9 |

Max uses the cards to make a 3 digit number. Write down all the numbers between 250 and 550 Max can make.

Each of the Salamanders chose a different shape from the table below.

Can you use the clues to work out who chose which shape?

Captain   Frazer   Tyger   Sally   Flame

CLUES

- Captain's shape has 4 sides.
- Frazer's shape has just one line of symmetry.
- Tyger's shape has more than 4 sides.
- Sally's shape has sides all the same length.
- Flame's shape has more than one right angle.

Here are the shapes they chose.

A)	B)	C)	D)	E)

Write the name of the salamander under their shape.

Task 4

1 Complete the cards

| 10 + 6 | is the same as | 11 + |

| 10 + 6 | is the same as | 9 + |

| 15 − 3 | is the same as | 20 − |

Complete the missing numbers.

255	265	275				

2 Two shirts cost £12

How much do 5 of the shirts cost?

2   1   c   3
  a   4   b   d
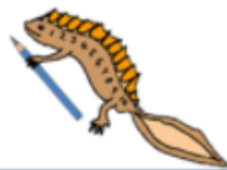
Newton has made five numbers, using the digits 1, 2, 3 and 4.
He has changed each digit into a letter (a, b, c or d) and has written three
clues to help you work out what the values are.

- Number 2) is the largest.
- Number 3) is the smallest
- Number 5)'s digits add up to 14.

1. abbac

2. cabdc

3. bccba

4. ddbab

5. cdabc

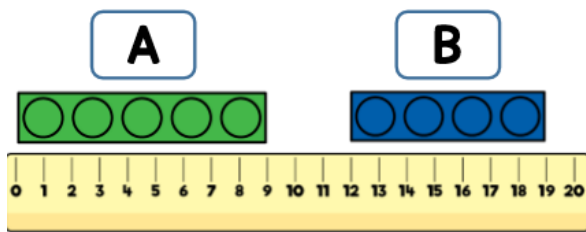Which letter represents which digit?

a =   b =   c =   d =

Task 5

Donna measures two toy bricks.

| A | B |

Which brick is the longest?

How much longer is the brick?

What number is the arrow pointing to?

100   200

Captain Salamander and his crew have found 20 bars of gold.

His three crew put the bars into 4 equal piles.

How many bars are in each pile?

But the Captain decides that everyone should have a different amount.

- The Captain should have the most bars.
- Bert should have 1 fewer bar than him.
- Barry should have the least bars.
- Bill should have 1 more bar than Barry.

Who should get which pile?

2 Here are some numbers.

| 18 | 23 | 37 | 45 |

Max adds together two of the numbers.

His answer ends with a 5

What two numbers did Max add together?

Task 6

There are some cookies in a jar.

- Lee eats 5 of the cookies.
- Lucy eats 3 of the cookies.
- There are 9 cookies left in the jar.

How many cookies were in the jar at the start?

2 Amy has 32 pears.

She puts the pears into bags of 5

She needs 8 bags of pears.

How many more pears does she need?

What is 100 less than 719? _____

What is 10 more than 97? _____

What is 10 less than 205? _____

Sally has set a shape challenge.

You must shade each shape either red, yellow or blue using the following rules:

1) No triangles are red.
2) One of the squares is blue.
3) Each pair of similar shapes must be shaded different colors, so you cannot have 2 yellow triangles or 2 blue squares.
4) There is one red shape in the middle column, and no red shapes in the left column.
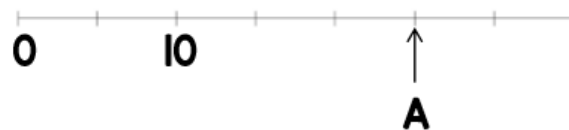5) There are no blue shapes next to each other.
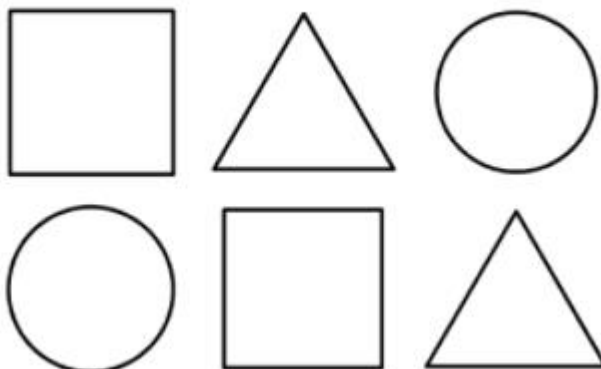
Task 7

$\bullet + \bullet + \bullet = 15$

$\blacktriangle + \blacktriangle = 18$

Work out the value of

$\blacktriangle \times \bullet$

Work out the value of A.

0   10   ↑
                     A

Work out the value of B.

10   18   ↑
                             B
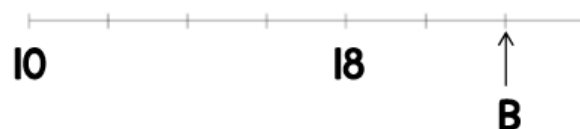
Match the numbers.

Six hundred and six	676
Six hundred and sixty	606
Six hundred and seventy-six	660

Captain, Tyger, Sally and Flame all went fishing to see who could catch the biggest fish. Each of them caught a trout.

They weighed the fish in pairs. This is what they found:

- The fish were all different weights.
- Captain's and Tyger's fish weighed 12lb altogether.
- Tyger's and Sally's fish weighed 14lb altogether.
- Sally's and Flame's fish weighed 15lb altogether.
- The lightest fish weighed 5lb, and all the weights are integers.

Find out how much each fish weighed and put them in order from lightest to heaviest.

Task 8

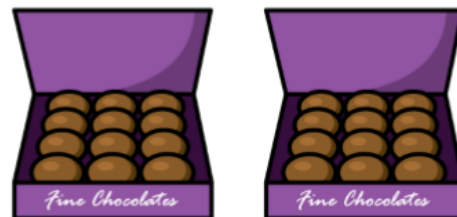**1** A bucket holds 10 litres of water.

Maz pours two full buckets of water into an empty barrel.

The barrel is now half full.

How many litres of water can the barrel hold?

2 Lily has two boxes of chocolates.

She eats 3 chocolates each day for 5 days.

How many chocolates are in the box after 5 days?
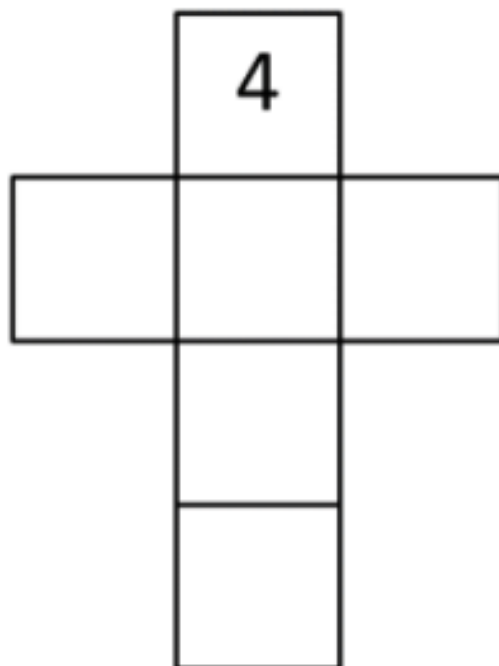
Circle the number that has the digit 7 in the tens column.

725   572   257

1) Write the numbers 2, 3, 5, 6 and 7 in the correct place so that each line of the cross adds up to 15.

2   3   5   6   7

Total must be 15

4

Task 9

1 Max and Holly each think of a number.

> My number is 21
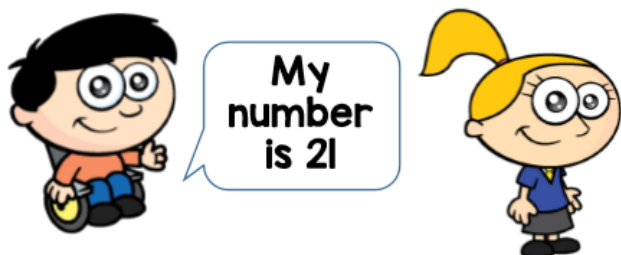
The sum of their numbers is 50
Who is thinking of the greater number?
How much greater?

2 Yasmin buys 4 books.

Each book costs £2

She pays with a £20 note.

How much change does she get?

Circle 341

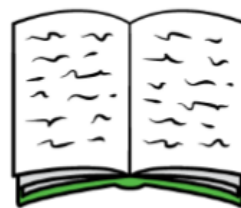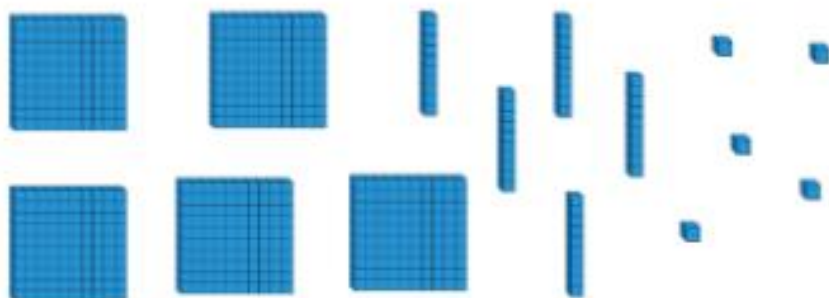2) Write the numbers 2, 3, 4, 5, 6 and 7 in the squares so that each line of the cross adds up to 17.

2   3   4   5   6   7

Total must be 17
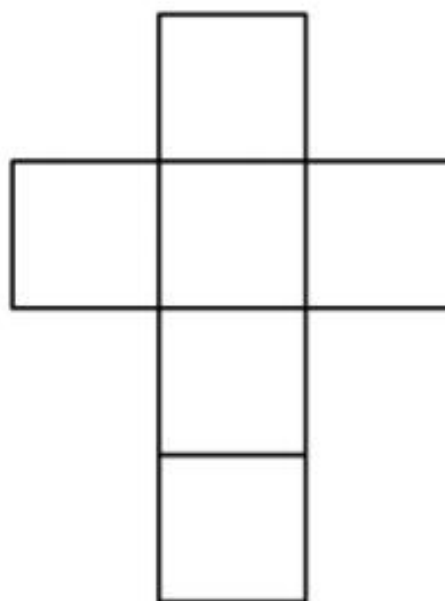
Task 10

1 A bunch of 5 bananas cost £2

£2

How much do 20 bananas cost?

2 Complete

$94 - 3 \text{ tens} = \boxed{}$

$94 - 3 \text{ ones} = \boxed{}$

$94 - 5 \underline{} = 44$

$94 - \boxed{} \text{ ones} = 90$

$94 - \boxed{} \text{ ones} = 80$

What number is shown on the place value grid?

Thousands	Hundreds	Tens	Ones
1000 1000 1000			1 1 1 1

Puzzle time

Tricky twenty triangle

1	2	3	4	5	6	7
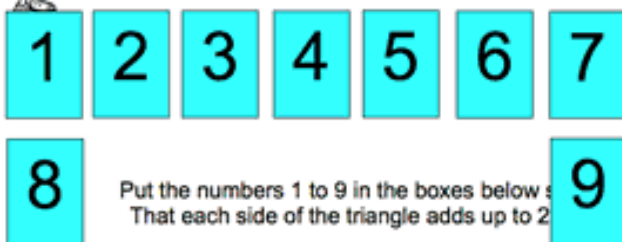
8	Put the numbers 1 to 9 in the boxes below s That each side of the triangle adds up to 2	9

Hi!
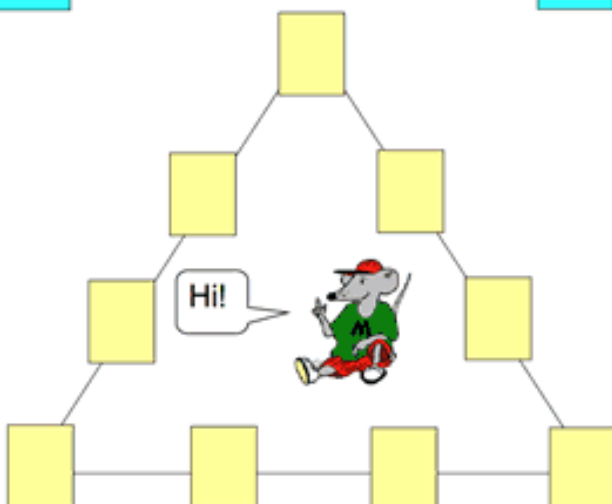
Task 11

Here are some more examples of fact families but I have represented them in different ways.

Can you write the fact family which goes with each picture?

56

36   20

+   =

87

37	50
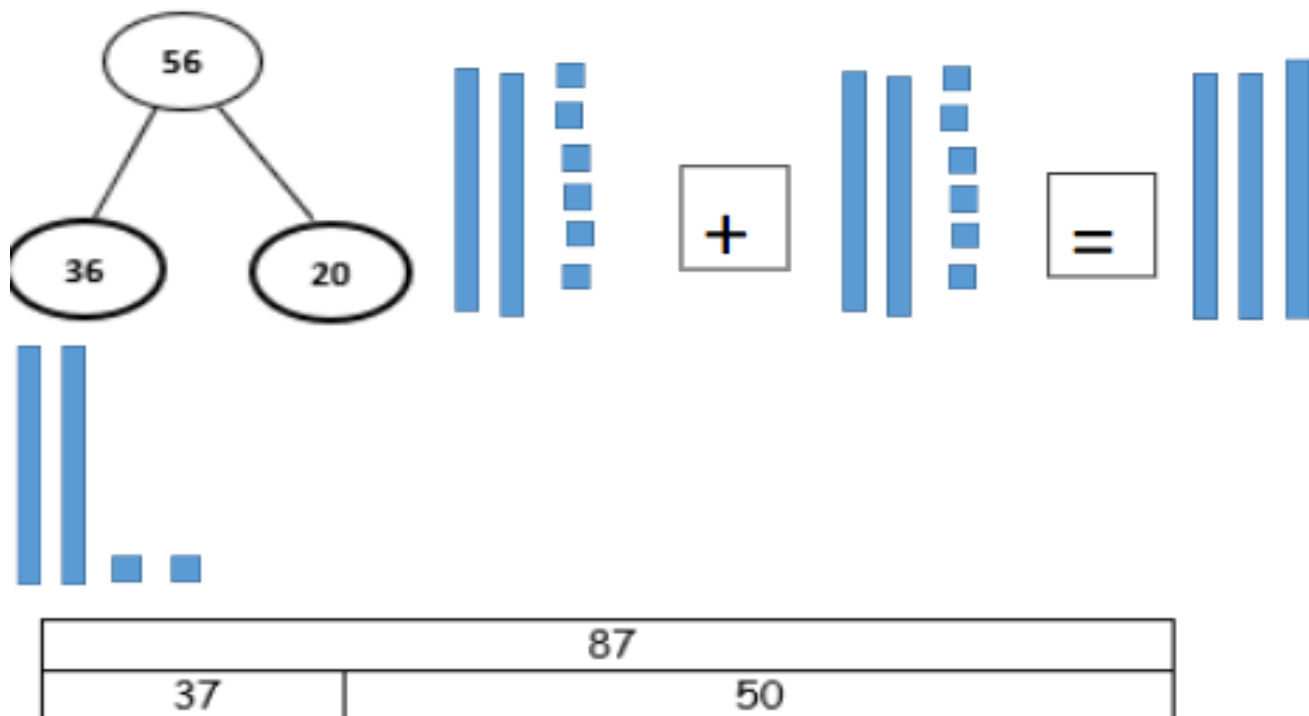
Now try thinking of your own addition/subtraction fact family and representing it in the same three ways.

1 Amy has 20 cubes.

She makes towers of 3 cubes.
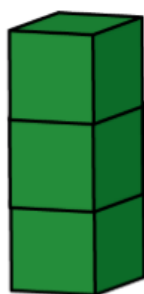
She makes 6 towers.

How many cubes has she left?

Task 12

1 Work out the value of each symbol.

$$\heartsuit + \heartsuit = 18$$

$$\heartsuit + \triangle = 20$$

$$\triangle + \text{☀} = \triangle$$
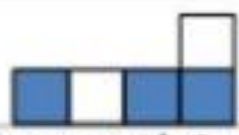
2 This money

is shared between 4 children.

How much does each child get?

1)	500 + 4 + 70	
2)	Half of 30	
3)	What is this triangle called?	
4)	30 – 16	
5)	What is the value of the digit 7 in the number 1726	
6)	Double 14	
7)	5 x 6	
8)	Write down all the odd numbers from the list below 42, 37, 21, 26, 38, 63	
9)	Round 67 to the nearest 10.	
10)	What number comes halfway between 30 and 50?	
11)	How many FIVES make 30p?	
12)	The time is 4:30pm. What will the time be in half an hour?	
13)	How much money is 3 TENS and 3 FIVES?	
14)	What fraction of this shape is shaded?	
15)	I am facing north. I turn 2 half turns. Which way am I facing now?	
16)	How many cm in 7 metres?	

Task 13

1 Shade in 2 more squares so that the black line is a line of symmetry.
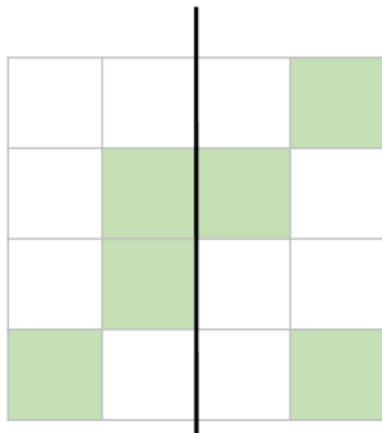
2 Beth buys these sweets.
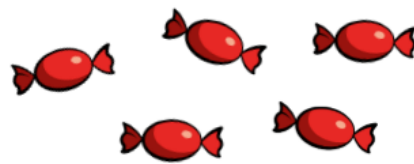
She pays with a £1 coin.

She gets 65p change.

How much does each sweet cost?

---

1. Counting in 1000s

1 How many sweets are there?

1,000 1,000 1,000 1,000 1,000

Write your answer in numerals and words.

There are [ ] sweets.

There are _____ sweets.

2 Class 4B are collecting pennies in jars.
Each jar contains 1,000 pennies.

1,000 1,000 1,000 1,000 1,000 1,000 1,000

How many pennies are there in total?
Write your answer in numerals and words.

There are [ ] pennies.

There are _____ pennies.

3 What numbers are represented?

a) [ ]

b) [ ]

4 Circle 9,000

5 Complete the number tracks.

2,000	3,000			6,000		

9,000		7,000		5,000	

6 Eve starts from zero and counts up in 1,000s.
Circle all the numbers that she says.

5,000   6,000   1,500   3,999

1,000   10,000   15,000   700

Task 14

Draw lines to match the two pictures to the correct number of cubes.

230

23

203
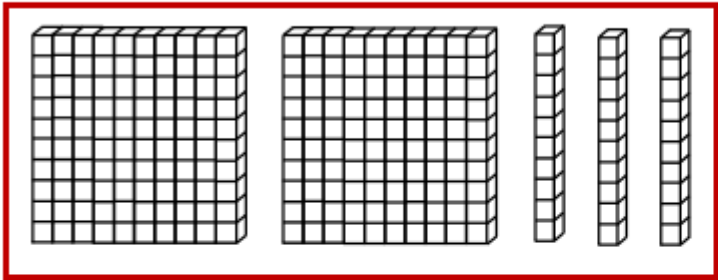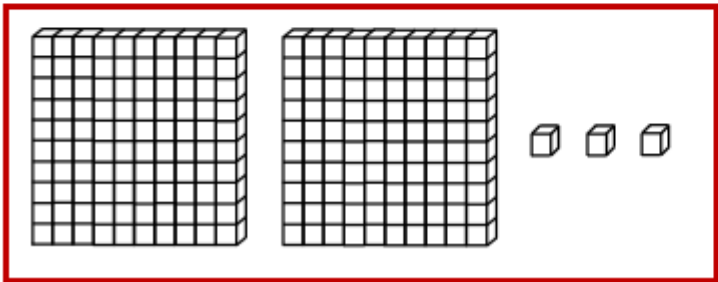
Label the tens on these lines.

Mark these numbers on this line: 55   75   25

Mark these numbers on this line: 61   39   22
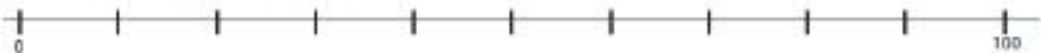
Mark these numbers on this line: 85   59   67
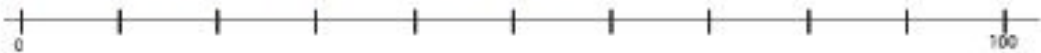
Mark these numbers on this line: 95   14   44
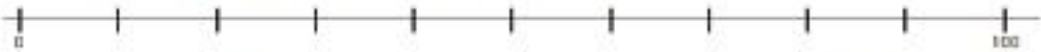
How many ▬ are there?
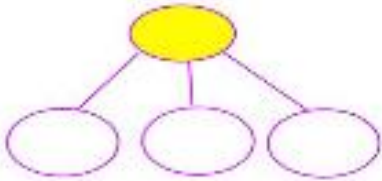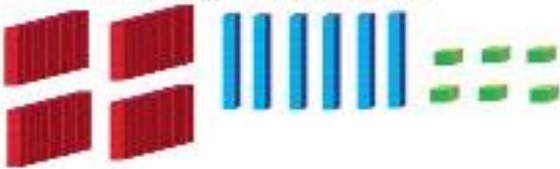
How many ▬ are there?
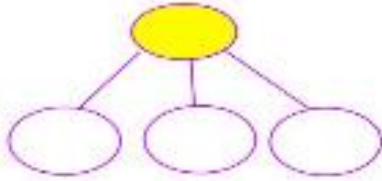
Task 15

1. Write the numbers in the correct place on the table.

Clue	4-digit Number
The number has 2 thousands, 4 hundreds, 8 tens and 3 ones.	
The number has 9 thousands, 3 hundreds, 1 ten and 7 ones.	
The number has 8 thousands, 7 tens and 2 ones.	
The number has 6 thousands, 3 hundreds and 5 ones.	

8,072	9,317	2,483	6,305

2. Are these statements correct? How do you know?

A. The missing number is 3.

6,403
6,000   400
0   ?

B. The missing number is 100.

8,035
8,000   30
?   5
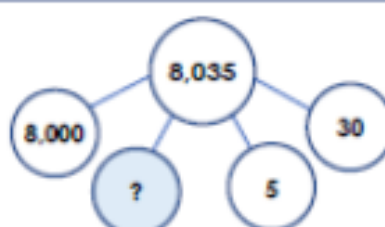
Circle which of the following is equal to 5,042

$50 + 42$ $50 + 40 + 2$

$5000 + 400 + 2$ $5,000 + 40 + 2$

Maths Jokes

Q What tool do you use in maths?

Multi-plyers.

Q Why was 6 afraid of 7?

Because 7 8 9!

Q What do you get if you cross a maths teacher and a clock?

Arithma-ticks!

Q: Who's the king of the pencil case?

The ruler!

Q: What did the zero say to the 8?

Nice belt!

Q: If you have 5 apples and 3 oranges in one hand, and 6 apples and 7 oranges in the other hand, what do you have?

 Very large hands!

Q: What did the triangle say to the circle?

You're pointless!

Q: Why was the math book sad?

Because it had too many problems!

Q: You know what's odd?

Every other number!

Sudoku

These sudoku for kids have been specially designed for beginning puzzle solvers. There is no reason to limit sudokus to numbers - just about anything can be used in the grids, including letters and colours.

Just remember that in Sudoku you can't repeat the same digit or object in any row or column.

1	6	7		2		8		
			6	1				
2	8							
					5		2	4
8	3	5	2	6	4	1	9	7
4					3	5		8
	2	8	3	4	1		5	
		3	7					1
5				8	6	4	3	2

	5				3	7		
8	3	1	4	2	7			5
9	7	4		8	6	1	2	3
3	8	6	1	4		2	5	7
7		5						
	4	9	7		2	8	3	6
5				7	4		9	8
	9		3		1			2
2				9		3		1

Three Squares

What is the greatest number of squares you can make by overlapping three squares of the same size?
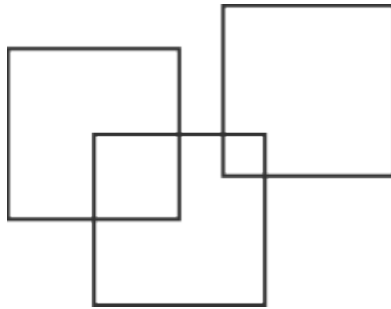
Shaping It
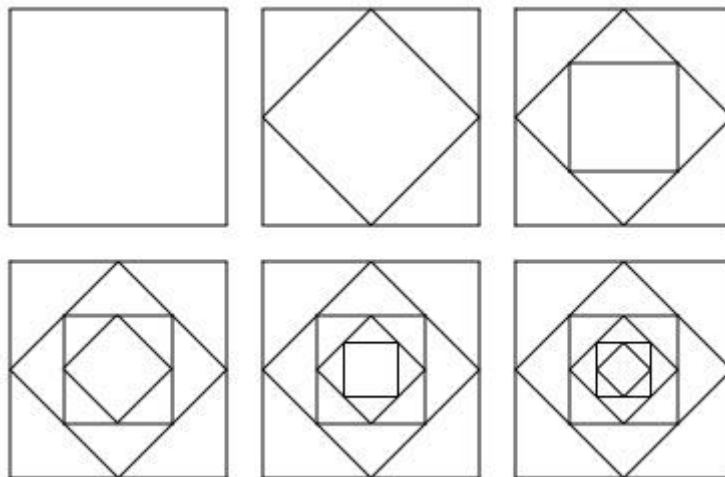
These pictures were made quite simply by starting with a square, finding the half-way point on each side and joining those points up. This creates a smaller shape (which also happens to be a square) inside the original. The half-way points of this new shape are then joined up to make a third shape. This way of making new shapes is continued until it gets too small to do properly.

English and writing

Miss Parkin loves idioms! An idiom is a sentence or phrase that means something else. For example: You might have heard Miss Parkin say someone has butter fingers. That doesn't mean someone has butter all over their hands! It means they keep dropping things. Sometimes idioms can be quite funny. Do some research or ask an adult to help you to see if you can find out what these idioms mean.

1. A piece of cake

_____

2. It cost an arm and a leg!

_____

3. It's raining cats and dogs.

_____

4. I've got a frog in my throat.

_____

5. Let the cat out of the bag

_____

6. I'm all ears.

_____

7. Hold your horses!

_____

You could always draw some funny pictures to match the idioms too!
Can you find any more? Which is your favourite? Could you use some when you are talking to your friends and family?

Expanded noun phrases

An expanded noun phrase is a when a noun is described by one of two adjectives.

For example: the dog ← This is a simple noun phrase

We can make this better by adding some adjectives to describe the dog.
The adjective need to be before the noun.

For example: the brown, spotty dog ← this is an expanded noun phrase

To make it EVEN BETTER, you can add prepositional phrases to add detail about the position or place of the noun.

For example: the brown, spotty dog in the back of the car ← this is an expanded noun phrase with prepositional phrase (because it tells us where the dog is)

Each time we add something we make the sentence more interesting!
If we add a verb we can turn it into a full sentence.

For example → The brown, spotty dog in the back of the car was jumping up and down.

Here is a picture of Where's Wally? Write some silly sentences about people or objects you can see. **Can you find the large, angry green fish?** Write some expanded noun phrases for a sibling or an adult and see if they can find the characters you are describing!
Description

Write a description of this beautiful picture. Try and use expanded noun phrases, prepositional phrases and verbs to make sure they are full sentences. You could pretend you are walking through this forest and writing a diary. What can you see? What can you hear? What can you feel?
Carry on after the sentence below.

It was a beautiful, autumn day and I was walking through the….

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Here are some pictures of some very beautiful places in Bradford. Do you recognise them? Do you know what they're called? Have you ever been there before?

Choose your favourite place in Bradford and write a description of it. Why do you love it? Have you had some nice memories there?

Using conjunctions

When you are writing, it would be strange to only use short, simple sentences. Instead, try making some compound sentences.

'I do not like eating meat.' is a simple sentence.
'I love vegetables.' is also a simple sentence.

By putting the two sentences together and joining them with a **conjunction**, we can make a much more interesting compound sentence. 'I do not like eating meat' + but + 'I love vegetables.'
'I do not like eating meat, but I love vegetables.'

Here are some more co-ordinating conjunctions that we can use to make compound sentences. This is when you join two simple sentences (independent clauses) together with a conjunction.

There are seven co-ordinating conjunctions.
They give equal importance to the words or sentences they connect.
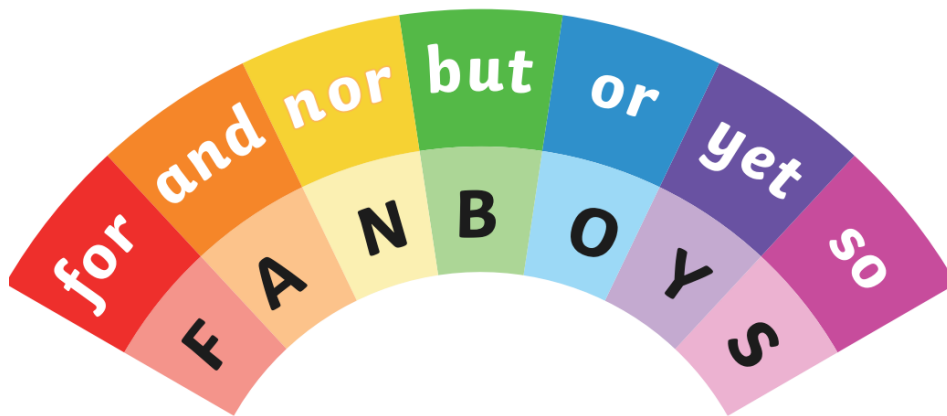
	meaning	Example in a sentence
for	because	Sam drank water, for he was thirsty.
and	as well as	I love jam and I love peanut butter.
nor	and not	Sara doesn't like apples, nor does she like pears.
but	however	All the children loved pizza but there wasn't any in the shop.
or	either	We could go to a zoo or we could go to the theme park.
yet	but	The weather was cold outside yet we still enjoyed ourselves.
so	therefore	I was hot so I took off my jumper.

Challenge 1

Join the following sentences together to make compound sentences. Choose a suitable conjunction.

 1. I enjoy reading. I don't enjoy cooking.
2. Ben is thoughtful. He always plays with me when I'm lonely.
3. Kate walked home from school slowly. She was tired.
4. 3/4AP is a hardworking class. All of the children want to do well at school.
5. I can use simple sentences in my writing. I can use compound ones to make it more interesting.

Challenge 2

Identify whether or not each sentence is a compound sentence. Write compound or not compound next to the sentence. Remember that BOTH before and after the conjunction would need to make sense as an independent thought or clause for it to be a compound sentence.

1. Mr. Dubois is fixing the roof on his house.
2. Chloe and her friends went to the cinema but they didn't buy any popcorn.
3. Brandon went to the football game last night but his favourite team lost.
4. Dr. Brown said I could come to his office on Wednesday or I could come on Thursday of next week.
5. My dog lost her favourite toy so I bought her a new one.
6. Grandma is a terrific cook and we love staying at her house.
7. I'm going to pick up cheese, crackers and juice at the shop.

Challenge 3
Write some compound sentences of your own using the co-ordinating conjunctions.
For, yet and nor are very tricky! Use the examples to help you understand them.

Colin's Co-ordinating Conjunction Challenge

Colin needs your help to complete the sentences below. He needs to place the best conjunction into each sentence to help him to join both of the independent clauses together. Help him by writing the best co-ordinating conjunction in each sentence.

and

so

but

or
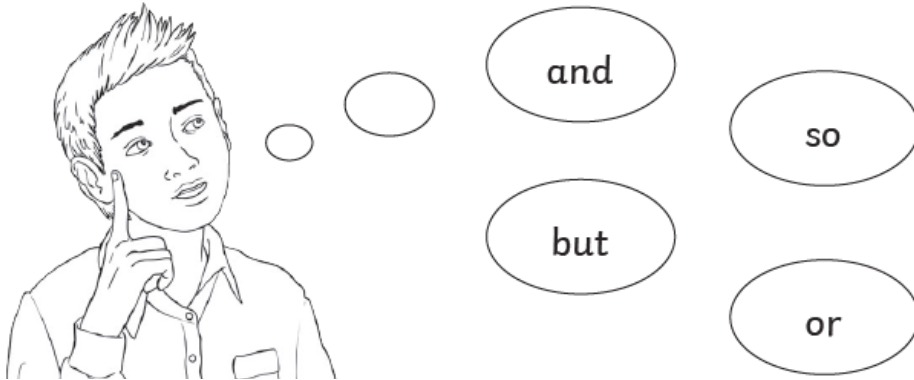
1. I wanted to play outside _____ it was raining.

2. Gemma was feeling really tired _____ she went to bed.

3. Sergio didn't know whether he should tidy his bedroom _____ whether he should do his homework first.

4. I like to watch gymnastics _____ I cannot perform any of the moves.

5. Aaron fell over _____ he bumped his head.

6. I took my dog for a walk _____ we both got muddy.

7. Would you like to play with building bricks _____ would you prefer to play with your action figures?

8. Amina was feeling hungry _____ she ate a sandwich.

9. I wanted to go to the beach _____ Dad said that we couldn't today.

10. Charlie went to the shop _____ he bought some chocolate.

Use the following sentence starters to complete the **descriptive** short story. You must change the sentences into compound sentences by adding an _independent clause_ and _FANBOYS conjunction_.

- I ran over to the spooky house…
- I opened the door…
- It was so dark I couldn't see…
- I reached out to touch the walls…
- Suddenly, I heard a creak…
- My heart was pounding…
- I had to escape…

Use the lines below. Can you add more description? What about expanded noun phrases and prepositional phrases?

Reading Skills

The Iron Man- Ted Hughes

1

The Coming of the Iron Man

The Iron Man came to the top of the cliff.

How far had he walked? Nobody knows. Where had he come from? Nobody knows. How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infra-red, searching the sea. Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

And his right foot, his enormous iron right foot, lifted – up, out, into space, and the Iron Man stepped forward, off the cliff, into nothingness.

CRRRAAAASSSSSSH!

Down the cliff the Iron Man came toppling, head over heels.

CRASH!

CRASH!

CRASH!

From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed

His iron legs fell off.

His iron arms broke off, and the hands broke off the arms.

His great iron ears fell off and his eyes fell out.

His great iron head fell off.

All the separate pieces tumbled, scattered, crash-

2

Vocabulary:

Find and copy a word that tells the reader the Iron Man is on the edge of the cliff?

Why has the author chosen the word topple to describe how the Iron man falls off the cliff?

Explain:

Why has the author chosen to repeat the phrase, 'nobody knows' in the 2nd paragraph?

Retrieve:

Where was the Iron man standing on page 1?

Give one example of how the author uses a simile to describe the Iron Man's size.

```
┌──────────────────────────────────────────────────────────────────────────┐
│                                                                            │
│                                                                            │
└──────────────────────────────────────────────────────────────────────────┘
```

ing, bumping, clanging, down on to the rocky beach far below.

A few rocks tumbled with him.

Then

Silence.

Only the sound of the sea, chewing away at the edge of the rocky beach, where the bits and pieces of the Iron Man lay scattered far and wide, silent and unmoving.

Only one of the iron hands, lying beside an old sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back. Then it lay still.

While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff-top and the sea went on boiling and booming.

Nobody knew the Iron Man had fallen.

Night passed.

Just before dawn, as the darkness grew blue and the shapes of the rocks separated from each other, two seagulls flew crying over the rocks. They landed on a patch of sand. They had two chicks in a nest on the cliff. Now they were searching for food.

One of the seagulls flew up – Aaaaaark! He had seen something. He glided low over the sharp rocks.

He landed and picked something up. Something shiny, round and hard. It was one of the Iron Man's eyes. He brought it back to his mate. They both looked at this strange thing. And the eye looked at them. It rolled from side to side looking first at one gull, then at the other. The gulls, peering at it, thought it was a strange kind of clam, peeping at them from its shell.

Then the other gull flew up, wheeled around and landed and picked something up. Some awkward, heavy thing. The gull flew low and slowly, dragging the heavy thing. Finally, the gull dropped it beside the eye. This new thing had five legs. It moved. The gulls thought it was a strange kind of crab. They thought they had found a strange crab and a strange clam. They did not know they had found the Iron Man's eye and the Iron Man's right hand.

But as soon as the eye and the hand got together the eye looked at the hand. Its light glowed blue. The hand stood up on three fingers and its thumb, and craned its forefinger like a long nose. It felt around. It touched the eye. Gleefully it picked up the eye, and tucked it under its middle finger. The eye peered out, between the forefinger and thumb. Now the hand could see.

3

4

Vocabulary

Find one word in the text that tells us that the Iron Man's body parts are spread over a large area.

```
┌──────────────────────────────────────────────────────────────────────────┐
│                                                                            │
│                                                                            │
└──────────────────────────────────────────────────────────────────────────┘
```

What do the words 'boiling' and 'booming' suggest about the sea?

```
┌──────────────────────────────────────────────────────────────────────────┐
│                                                                            │
│                                                                            │
│                                                                            │
└──────────────────────────────────────────────────────────────────────────┘
```

Inference

Why do the gulls think that the Iron Man's hand was a crab?

Why did the gulls take the Iron Man's ear to the nest?

What had the seagull picked up?

Retrieve

What did the gulls mistake the Iron Man's eye for?

Ruby's Worry – Tom Percival

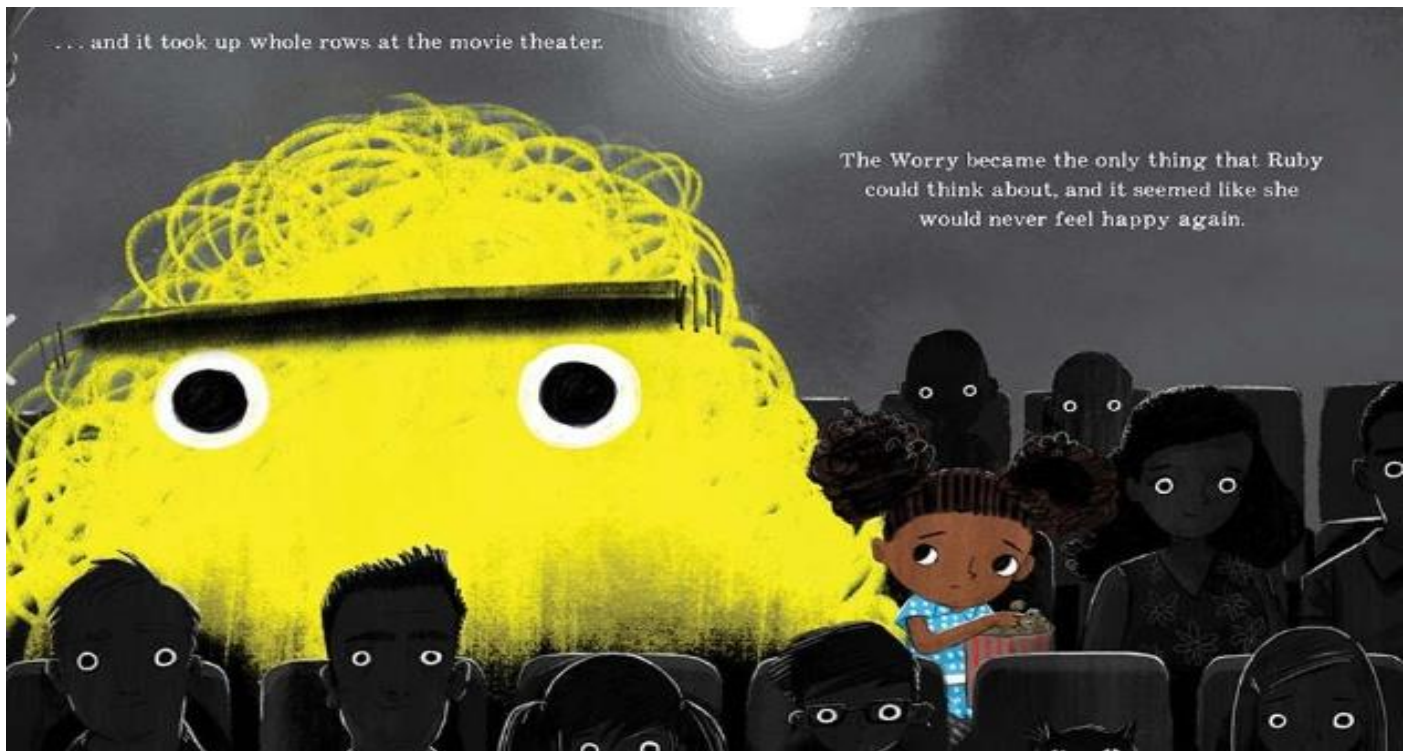**Vocabulary:** Create a word bank of words linked to happy.

Retrieval: What does Ruby like doing?

Prediction: Pg.4 ends, 'Until one day…….' What do you think will happen?

... and it took up whole rows at the movie theater.

The Worry became the only thing that Ruby could think about, and it seemed like she would never feel happy again.

Explain: How has the worry changed Ruby's life?

How are the people different to Rubee?

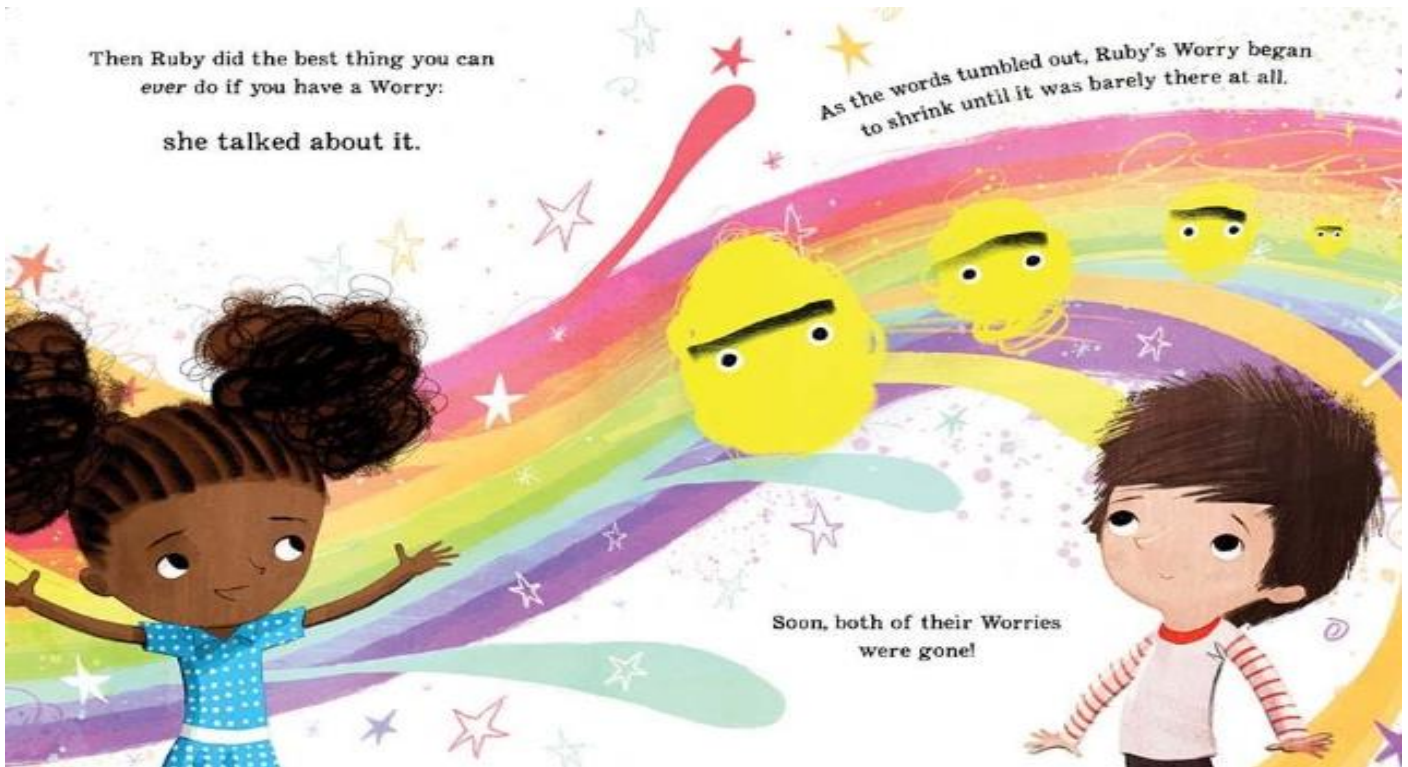What has happened to the colours in the background?

Have you ever been worried? What do you worry about? How do you deal with feeling worried?

Retrieval: What does Ruby notice in the park?

Prediction: What do you think Ruby will say to the boy?

Inference: How is the boy's worry the same as Ruby's? How is it different?

Then Ruby did the best thing you can *ever* do if you have a Worry:

she talked about it.

As the words tumbled out, Ruby's Worry began to shrink until it was barely there at all.

Soon, both of their Worries were gone!

Inference: Why do you think there is a colourful rainbow behind Ruby now?

Retrieval: What does Ruby do to make her worry shrink?

Explain: What has Ruby learned?

Confidence Boosters

Some young people appear to be very confident compared to others.

Being confident comes naturally to some people but for others, it is something that they will have to work hard to become. There are two kinds of confidence:

- **External confidence – what the outside world sees**
- **Internal confidence – what is happening inside you that no one else can see**
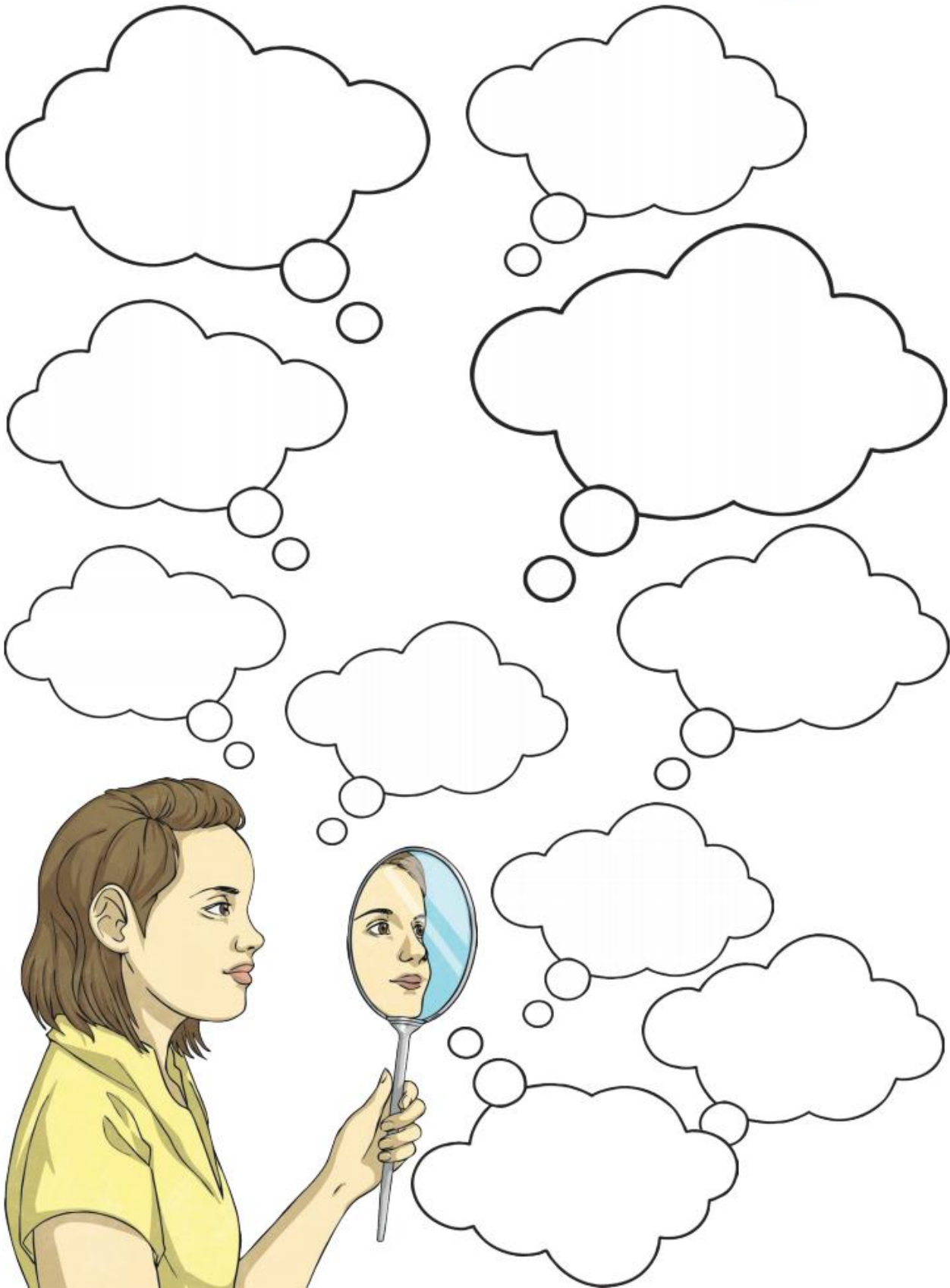
Some people who appear to be very confident on the outside may not actually be confident on the inside. The opposite can also happen. A young person who is confident in themselves may not appear confident to others.

Being internally confident helps you to maintain positive self-esteem and helps you to achieve your potential and to have positive relationships.

There are ways of boosting your confidence. Some ideas are written around the mirror. There is room for you to add your own suggestions.

Support others – helping others can help you to feel positive about yourself. This will raise your internal confidence.

Get to know yourself and what makes you feel happy and be positive.

Listen to positive music – it can affect the way you feel.

Look after your body – eat healthily, drink water and get some exercise. Feeling healthy will give you energy and more confidence.

Push yourself outof your comfort zone.

Challenge yourself to be brave.

Learn behaviours from other confident people.

Pretend you are confident.

Love yourself – remind yourself what your best bits are!

Talk the talk – don't use words, such as 'erm'.

My Self-Praise Jar

In this jar you can keep all your own special qualities and talents in one place. The purpose of the jar is to celebrate all your qualities and talents so you can look at them regularly and remind yourself of how special you are!

There are some statements below which have been started but need finishing by you. Try and think positively about yourself when you complete the statements. If you find this difficult then the adult you are with can help you.

The jar you use to keep your self-praise slips in needs to be something special to you. You can use a jam jar, coffee jar or a large glass storage jar. However, the jar however needs to be made special and attractive to you.

Take your time decorating your jar and then put your self-praise slips into it. Once you have completed your jar, try to look at your jar every day for a few minutes and read the self-praise slips again.

I am	My special talent is	My best friend would say I am ....
I am a good daughter/son because	I am really good at	I have worked really hard to be better at ....
I am a special person because	My teacher would say I am	I am working hard to be ....

What Are My Best Qualities?

Each one of us is different.

You are a very special, unique person with many special, positive qualities.

Can you list as many of these as you can below?
There are a few examples to get you started. If you are struggling, ask the adult you are with. Try your best to do this on your own though.
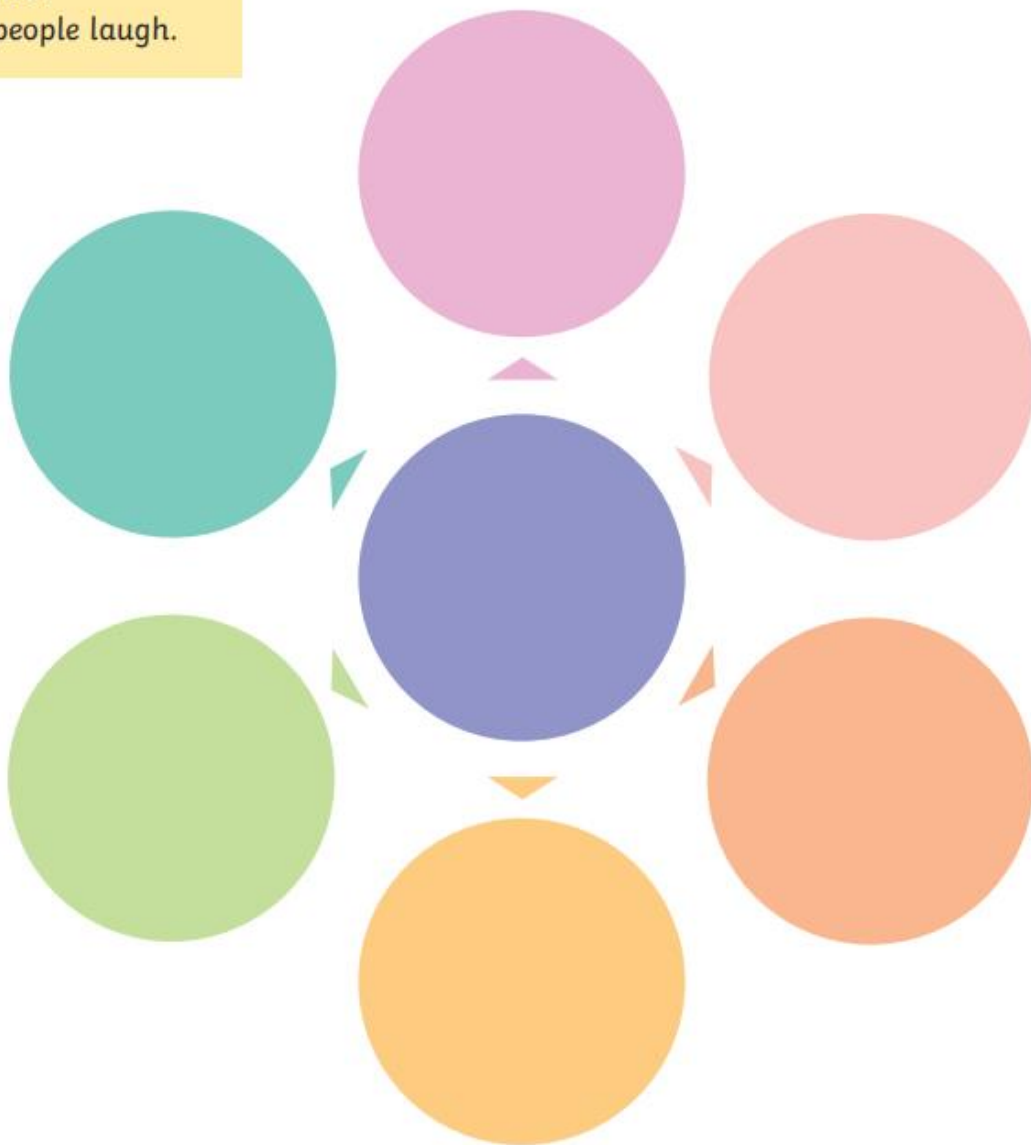Write all those wonderful qualities down and be proud of who you are!
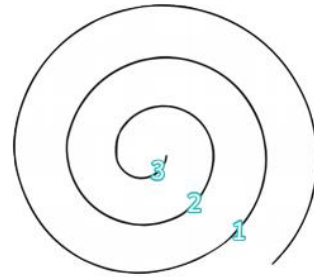
Examples:
I am honest.
I am brave.
I make people laugh.

Keep your pencil on the paper and doodle as you breathe. Don't lift your pencil! What did you draw?

1, 2, 3... . Draw a big spiral getting smaller. How many times did you go around?

Carefully, colour in a picture. Who will you give it to and why?

Think about a happy place. What can you see, hear, taste and smell? How do you feel?

Breathe in, out, in, out. If you think of something, wave it away and go back to your breath: in, out, in, out. Can you think about breathing for one whole minute?
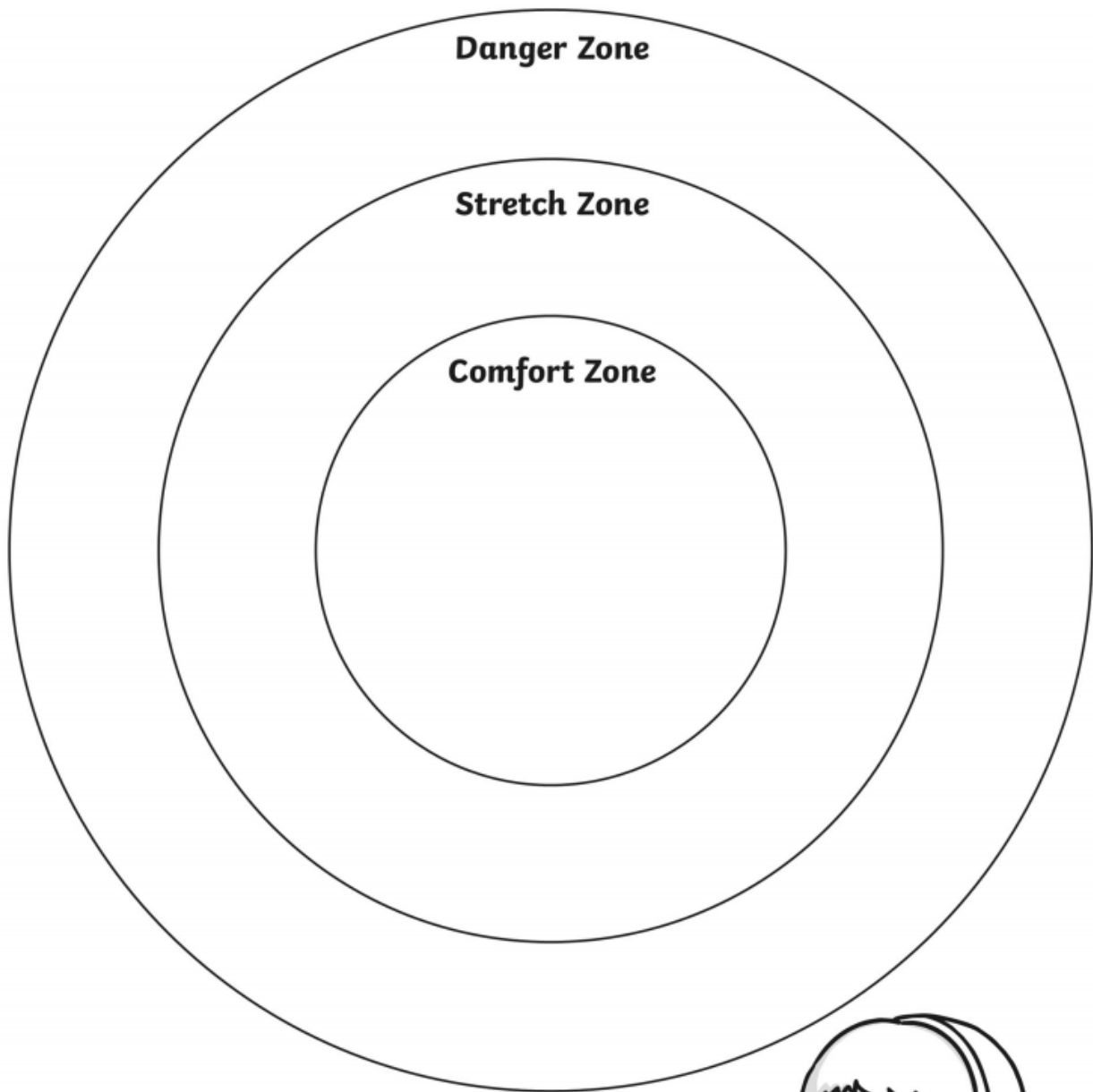
Notice how you feel right now. Can you draw a picture of your emotion?

Growth Mindset Learning Zones

Danger Zone

Stretch Zone

Comfort Zone

Draw or write your Danger Zone, Stretch Zone and Comfort Zone.

Wellbeing Action Calendar

Go for a walk	Tell someone important how much they mean to you	Do a random act of kindness for someone today	Make a plan to meet someone dear to you	Say one nice/positive thing to someone today	Do something that makes you happy	Take time to ask someone how they are
Write down 3 things you are grateful for	Smile at someone today	Offer hugs to your loved ones and friends	Thank people	Give a compliment	Set a good example today	Be nice to someone today
Draw or paint a picture	Laugh	Try a new activity today	Spend time in nature	Take time to check in on someone today	Meditate: Sit, relax, focus on breathing	Go for a 30 minute walk
Clean out a cluttered drawer	Write a poem	Drink a glass of water before each meal	Introduce yourself to someone new	Enjoy a sunset or sunrise	List 3 things you like about yourself	Sit in the sun for five minutes
				Take a photo of something nice	Send a nice text message to someone	Do something you love

WALK IN MY SHOES
St Patrick's Mental Health Services

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I never give up