Year 3 and 4 Home-learning

Tuesday 21st July 2020

Start

Ysgol Gelliswick School

Gelliswick Church in Wales
VC Primary School

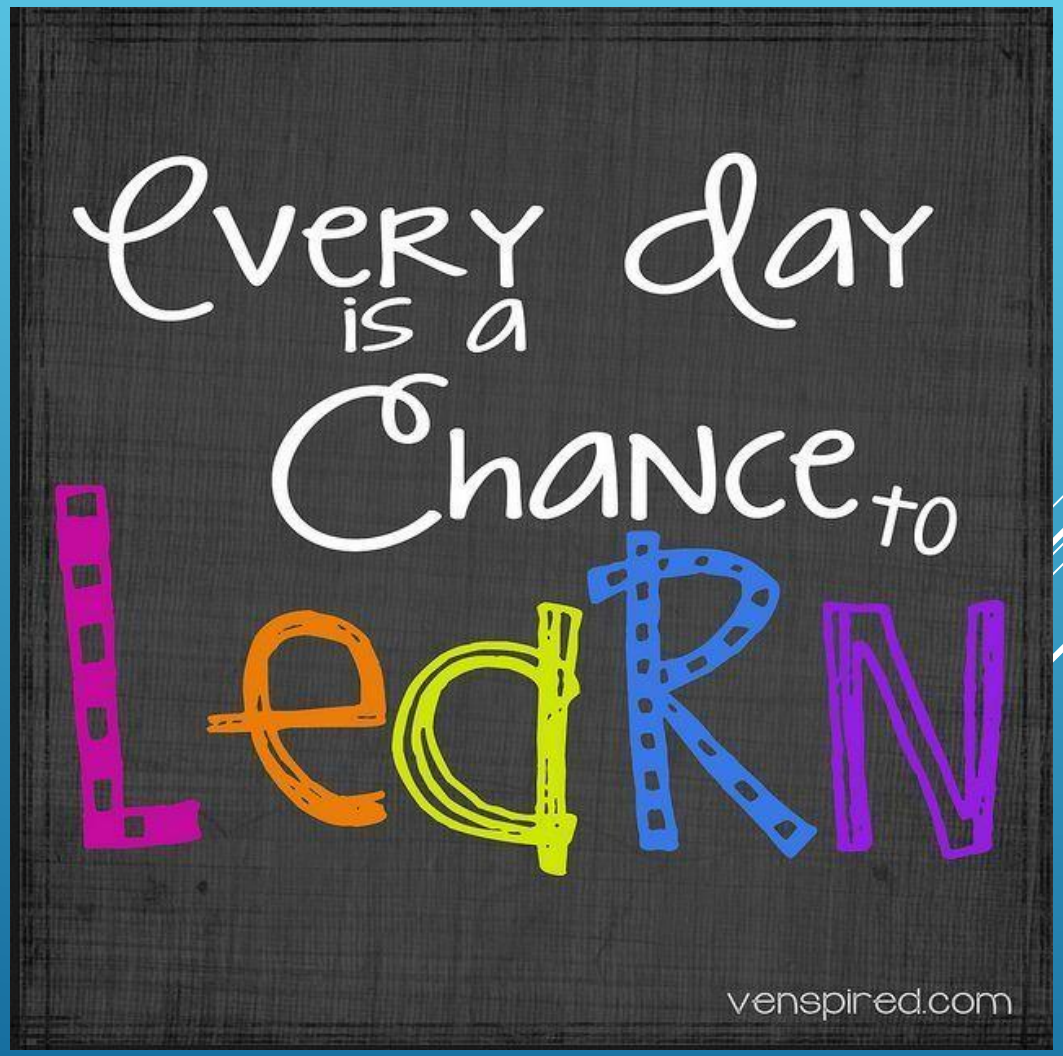
Welcome to today's home learning for Year 3 and 4.
Croeso i ddysgu adref heddiw am Blwyddyn 3 a 4

Check-in

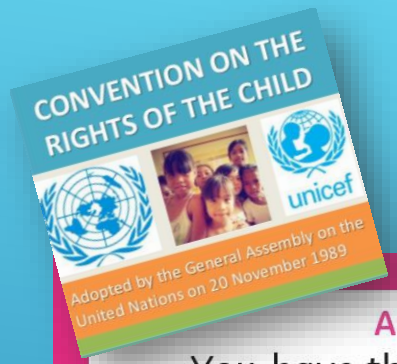
Home learning

Staying safe

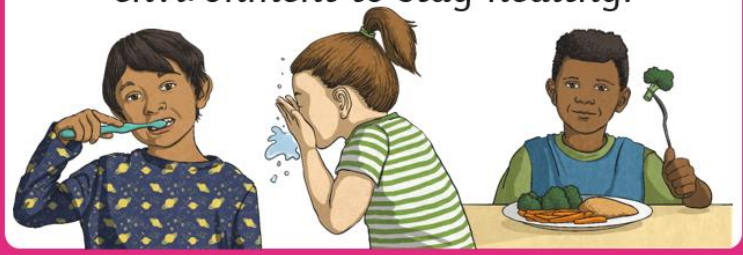
Class Dojo



Staying safe



Article 24:
You have the right to the best possible health. You should have good quality health care, clean water, nutritious food and a clean environment to stay healthy.



Article 19:
You should be kept safe from all forms of violence, abuse, neglect and bad treatment by parents or anyone else who looks after you.

Online safety:

If you are worried about something, speak to a **grown-up** at home, if you can.

If you cannot speak to someone at home, you can call **ChildLine** for free.

ChildLine 0800 1111

If you can't speak to a grown-up at home, click on the worry box.

Ysgol Gelliswick School Home

Year 3 and 4 - Tuesday 21st July 2020 – Keeping you safe

Your learning for today

Click on the links below to find your learning for today.

- *Learning should not take more than 2 hours per day*
- *Please upload your learning to your Class Dojo portfolio to get feedback from your teacher.*

Reading

Literacy

Maths

Topic

Year 3 and 4 - Tuesday 21st July 2020 - Home Learning Menu

Reading Task

Home

Home learning

Reading

Read Write Inc.

The link below will take you to the Read Write Inc. section of our school website. Children who have been accessing the programme in school, can access their specific level through this link. Your teacher will get in touch and let you know which colour you need to access.

https://www.gelliswickschool.co.uk/read-write-inc

Free readers

- Read for 10-15 minutes each day.

You can choose a book from home or use one of the following great online resources.

Get epic:

epic!

Oxford owl:

Read Theory:

READTHEORY

Year 3 and 4 – Tuesday 21st July 2020– Reading Task

Reading Task -Year 2&3

Home

Home learning

Reading

How to Repair a Bicycle Puncture

You will need: a pump, a bucket of water, tweezers, a patch kit and an adult to help you.

1. Take the wheel off the bike and take the inner tube out of the tyre (ask an adult to help you with this).
2. Blow the tube up using the pump.
3. Squeeze the tube gently, listening for a hissing sound. This will tell you where the puncture is.
4. If you can't hear the hiss, put the tube in a bucket of water and squeeze gently. Look for the bubbles.
5. When you have found the puncture, use the tweezers to remove whatever made it.
6. Apply a small amount of glue and a patch over the hole.

Quick Questions

1. What do you do after taking the wheel off the bike?

_____

2. Which word in the text means the same as 'carefully'?

_____

3. In step 4, why must you look for the bubbles?

_____

_____

4. Can you order these steps by putting numbers 1-4 in the boxes?

- ☐ Find the puncture.
- ☐ Take the wheel off the bike.
- ☐ Blow up the tube.
- ☐ Apply a patch to the puncture.

Answer

Year 3 and 4 - Tuesday 21st July 2020- Reading Task

Reading Task-Year 4&5

Home

Home learning

Reading

Stone Age Stew

A hearty and warming Stone Age stew is a welcome luxury after a long day of hunting and gathering.

First, you will need to prepare the stock. For a flavoursome and rich-tasting stock, you must use the finest and freshest herbs so scavenge the woods for juniper berries, nettle leaves, sunflower seeds and hazelnuts. Add them to water in a large stone pot and drop in some red-hot stones to heat the mixture. Why not include some mammoth blood to give the stock a deep, earthy flavour?

Next, roast today's catch over the fire on a spit. When blackened, chop it into small pieces and add it into your stock. Keep stirring so that your stew does not congeal. Serve piping hot with a fresh lump of bone on the side.

Quick Questions

1. What do you think the word 'congeal' means in this text?

2. Which creature's blood would give this stock a deep, earthy flavour?

3. How does the author make this stew sound appealing?

4. How does this stew compare to food we eat today?

Answer

Year 3 and 4 – Tuesday 21st July 2020– Reading Task

Literacy

Choose your level of challenge!

Year 2	Year 3	Year 4	Year 5
Guidance and Answers	Guidance and Answers	Guidance and Answers	Guidance and Answers

Literacy

Year 2 Literacy

Home learning

Literacy

Tuesday – Writing Challenge

Write sentences to explain the life cycle of a caterpillar. Use the pictures and word bank to help you. Try and join your sentences using 'and', 'when', 'because' and 'if'.

1.

2.

3.

4.

Word Bank

eggs	caterpillar	chrysalis	butterfly
leaf	grows	changes	beautiful

Year 3 and 4 - Tuesday 21st July 2020 – Year 2 Level Literacy Task

Home

Home learning

Literacy

Year 2 Literacy

Guidance and Answers

English – Caterpillar Life Cycle (page 5)

Children should use the images and word bank to write sentences that explain the different stages of a caterpillar's life cycle. The sentences should include **conjunctions** to link the ideas together. **Conjunctions** are words like when, if and because. Including conjunctions in sentences expands the sentences by giving more detail or explanation. For example: The butterfly lays eggs on a leaf because the caterpillar will eat the leaf when it hatches. Every sentence should also begin with a capital letter to show the start of the sentence and end with a full stop to show the sentence is finished.

Year 3 Literacy

Home

Home learning

Literacy

Tuesday – Apostrophes 1

1. Match the contractions below to the letters replaced by the apostrophes.

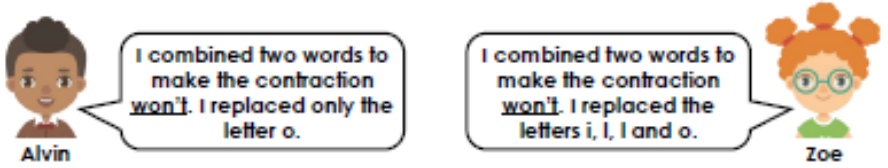
what's	wi
you'd	i
she'll	woul

2. Circle the contractions which could replace some words in the sentence below:

Mikaela was not happy with what they had done.

can't	wasn't
they'd	it'll

3. Alvin and Zoe are talking about apostrophes.



Who is correct? Prove it.

Year 3 and 4 - Tuesday 21st July 2020 - Year 3 Level Literacy Task

Home

Home learning

Literacy

Year 3 Literacy

Guidance and Answers

Tuesday

English - Apostrophes 1 (page 5)

Question 1 – This question shows three examples of a **contraction** which need to be matched to the letters that have been replaced by the apostrophe. A **contraction** is a word that has been formed by putting two words together, replacing some letters with an apostrophe, for example 'you are' becomes 'you're'.

The correct answer is: what's – i; you'd – woul; she'll – wi

Question 2 – This question shows a sentence. Decide which words in the sentence could be put together to form a **contraction** (as described in question 1) and circle those contractions.

The correct answer is: wasn't and they'd

Question 3 – This question looks at whether children know which two words have been put together to make the contraction 'won't'. Decide whether Alvin or Zoe is correct and explain why.
The correct answer is: Zoe is correct because 'won't' is an irregular contraction of the words 'will' and 'not', so the 'ill' is replaced by the letter 'o', and the 'o' of 'not' is replaced by the apostrophe. Alvin's contracted words would be 'wo' and 'not' which are not correct as 'wo' is not a word.

Year 4 Literacy

Tuesday – Using Apostrophes for Possession or Contraction

1. Circle the words in the sentences below that use an apostrophe for possession.

A. The bus's doors should've opened at the bus stop but the driver's control panel wasn't working.

B. Ben exclaimed, "I've finally finished my homework but now I've got to help clean out the hamster's cage!"

C. The girls' football team lost their match but the teachers couldn't have been more proud of them.

2. Siobhan has written the sentence below.

Unfortunately, the bicycle's chain broke so Andy knew he'd have to buy a new one.

I have only used an apostrophe for plural possession and an apostrophe for contraction.

Is she correct?

3. Daniel has written the sentences below but he has made some mistakes with apostrophes.

Freds dog was playing with his ball in the garden when he noticed some birds in the sky. The dog couldnt stop himself and went rushing through the garden to reach them. The bird's wings flapped fiercely trying to escape!

Circle and correct three mistakes that Daniel has made. Explain Daniel's mistakes.

Year 3 and 4 - Tuesday 21st July 2020 - Year 4 Level Literacy Task

Year 4 Literacy

Guidance and Answers

Home

Home learning

Literacy

Tuesday

English – Using Apostrophes for Possession or Contraction (page 5)

Question 1 – This question is asking for your child to identify the words which use an **apostrophe for possession. Singular possession** is when an apostrophe is used to show that something belongs to someone or something, for example: the boy's football; the bus's wheel. They may need to know that **plural possession** is shown by using an apostrophe after the s of the plural noun, for example: the teachers' books. This is used when something belongs to a **plural noun**: a group of things or people.

Some of the questions may have two words that should be circled, for example: A. bus's, driver's. The final two sentences have one example each: B. hamster's; C. girls'.

Question 2 – In this question, your child will read Siobhan's sentence and then read her statement about what she has written. Your child will then identify whether Siobhan's sentence includes an apostrophe for **plural possession** (see question 1 for an example) and an **apostrophe for contraction**. A **contraction** is a word that has been formed by putting two words together, replacing some letters with an **apostrophe of contraction**, for example: 'you are' becomes 'you're'.

Your child will need to explain whether Siobhan is correct. For example: Siobhan is incorrect. She has used an apostrophe for contraction (he'd) but she hasn't used an apostrophe for plural possession. She has used an apostrophe for singular possession (bicycle's).

Question 3 – In this question, your child will read Daniel's sentences and then circle and correct the errors he has made when using apostrophes. Your child will apply the knowledge used across this activity and will need to explain their answer using the vocabulary **apostrophe of contraction**, **apostrophe for singular or plural possession** (see question 1 and 2 for examples).

Example answer: Daniel has made three mistakes:
Freds should be Fred's as it needs an apostrophe for singular possession.
Couldnt should be couldn't because it is a contraction.
Bird's should be birds' because it needs an apostrophe for plural possession not singular possession.

Home

Home learning

Literacy

Year 5 Literacy

Tuesday – Using Noun Phrases

1. Insert appropriate adjectives from the word bank below to complete the sentences.

A. The _____, _____ hurricane tore through the town, taking all the buildings in its path with it.

B. Whilst my _____, _____ grandma was sleeping, I tried to help by putting all of her shopping away.

C. After being over half an hour late, the _____, _____ delivery man arrived with our dinner.

kind	circular	busy	disorganised	dark
caring	unexpected	fired	frail	devastating

2. Circle the pair(s) of adjectives that could replace the adjectives used in the sentence below, without changing the meaning.

The boat made its way through the rough, treacherous waves across the sea, wondering what awaited them at their destination.

restless, frantic	beautiful, tranquil
calm, peaceful	raging, troubled

3. Write a multi-clause sentence including a noun phrase to describe the picture.

You must include two adjectives and a preposition.

Year 3 and 4 - Tuesday 21st July 2020 - Year 5 Level Literacy Task

Year 5 Literacy

Guidance and Answers

Tuesday

English – Using Noun Phrases (page 5)

Question 1 - This question is asking for your child to choose the appropriate **adjective** from the word bank given to complete the sentences. An **adjective** is a word used to describe an object, person or setting.

Choose **adjectives** from the list to use in the sentences given. The answers to this question can vary, as long as those chosen make sense within the sentence. For example: A. devastating, unexpected; B. tired, frail; C. busy, disorganised.

Question 2 – This question asks your child to circle the pair of **adjectives** (see question 1) that could replace the ones in the sentence without changing the meaning of the sentence.

Circle the pairs of words that won't change the meaning of the sentence: restless, frantic and raging, troubled

Question 3 – In this question, your child is asked to write a **multi-clause sentence** which includes a **noun phrase.** A **multi-clause sentence** is a sentence that has more than one action in it. For example: The dog chased the cat after it saw the cat in the garden. A **noun phrase** is the term given for an **adjective** (see question 1) paired with an object, person or place, such as the 'territorial dog'. An image has been provided to give a subject for the sentences. The question specifies that two **adjectives** (see question 1) and a **preposition** need to be included within the sentence. A **preposition** is a word which describes where something is. Examples of these include: up, on, after or above.

The question asks for a sentence to fit the specifications given. Answers will vary. An example answer is: The adventurous, skilled climbers, who had travelled around the country climbing different mountains, began their ascent up their most dangerous climb yet.

Maths

Choose your level of challenge!

Year 2	Year 3	Year 4	Year 5
Guidance and Answers	Guidance and Answers	Guidance and Answers	Guidance and Answers

Year 2 Maths

Home

Home learning

Maths

Interpret Pictograms (1-1)

1a. Tick the statements that are correct.

♦ = 1 tree

Tree	
Oak	♦ ♦ ♦ ♦ ♦
Ash	♦ ♦ ♦
Beech	♦ ♦

A. There are 4 oak trees. ☐

B. There are 3 ash trees. ☐

C. There are 2 beech trees. ☐

Interpret Pictograms (1-1)

1b. Tick the statements that are correct.

🥛 = 1 vote

Juice	
Pineapple	🥛 🥛 🥛 🥛
Orange	🥛 🥛 🥛 🥛 🥛 🥛 🥛
Apple	🥛 🥛 🥛 🥛 🥛

A. 4 people chose pineapple juice. ☐

B. 7 people chose orange juice. ☐

C. Apple juice was chosen by 6 people. ☐

2a. Ben records the colour of cars that pass his school.

● = 1 car

Colour	
Red	● ● ● ●
Blue	● ● ●
Black	● ● ● ● ● ● ● ●
Grey	● ● ● ● ● ● ● ● ●

Answer the questions using Ben's pictogram.

A. How many grey cars pass by? ☐

B. How many blue cars were there? ☐

C. How many red cars pass by? ☐

2b. Lucy records the favourite fruits of children in her class.

● = 1 fruit

Fruit	
Apple	● ● ● ● ● ●
Banana	● ● ● ● ● ● ● ●
Pear	● ●
Orange	● ● ● ● ●

Answer the questions using Lucy's pictogram.

A. How many children like apples? ☐

B. How many said they like pears? ☐

C. How many chose bananas ? ☐

Year 3 and 4 - Tuesday 21st July 2020 - Year 2 Level Maths

Home

Home learning

Maths

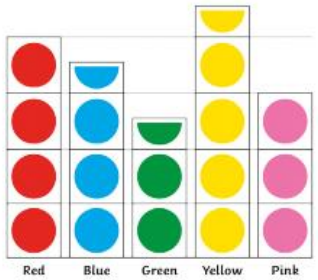
Year 2 Maths

Guidance and Answers

Pictograms

A pictogram uses pictures or symbols to represent data.

Class 10's Favourite Colours



◯ = 2 Children

This pictogram uses one symbol to represent a count of two.

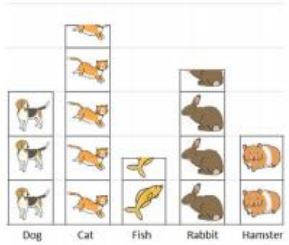
We can interpret the pictogram to see that 5 children's favourite colour is green.

□ = 4 Children

This pictogram uses one picture to represent a count of four.

We can interpret the pictogram to see that 14 children have a pet rabbit.

Class 10's Pets



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Developing
1a. B and C
2a. A. 10; B. 3; C. 4

Developing
1b. A and C
2b. A. 7; B. 2; C. 9

Year 3 and 4 - Tuesday 21st July 2020 - Year 2 Guidance and Answers

Year 3 Maths

Home

Home learning

Maths

Interpret Pictograms (1-1)

3a. Tick the statements that are correct.

⬢ = 1 flower

Flower	
Rose	⬢⬢⬢⬢⬢
Tulip	⬢⬢⬢⬢⬢⬢⬢⬢⬢⬢⬢⬢
Orchid	⬢⬢⬢⬢⬢⬢⬢⬢⬢⬢

A. The least popular flower was the rose. ☐

B. Two more people chose tulip than orchid. ☐

C. 35 people were asked in total. ☐

Interpret Pictograms (1-1)

3b. Tick the statements that are correct.

🐾 = 1 pet

Pets	
Rabbit	🐾🐾🐾🐾🐾
Dog	🐾🐾🐾🐾🐾🐾🐾🐾🐾🐾🐾
Cat	🐾🐾🐾🐾🐾🐾🐾🐾🐾🐾

A. 7 more children had a cat than had a rabbit. ☐

B. 24 children said they had a dog or a cat. ☐

C. Rabbit was the least popular. ☐

4a. Sally recorded the sea creatures she saw at a sea life centre.

● = 1 creature

Creature	
Lobster	●●
Starfish	●●●●●●●●●●●●
Octopus	●●●●●●
Turtle	●●●●●●●●

Answer the questions using Sally's pictogram.

A. Which creature was the most common? ☐

B. How many starfish were there? ☐

C. How many more turtles were there than lobsters? ☐

4b. Zac recorded the favourite flavours of ice-cream for the children in his class.

● = 1 ice-cream

Flavour	
Vanilla	●●●●●●
Cookie	●●●●●●●●●●
Toffee	●●●●●●●●●●●●
Mint	●●●●

Answer the questions using Zac's pictogram.

A. Which flavour was the least popular? ☐

B. How many chose toffee as their favourite? ☐

C. How many children were asked altogether? ☐

Year 3 and 4 - Tuesday 21st July 2020 – Year 3 Level Maths

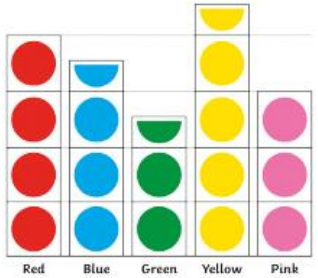
Year 3 Maths

Guidance and Answers

Pictograms

A pictogram uses pictures or symbols to represent data.

Class 10's Favourite Colours



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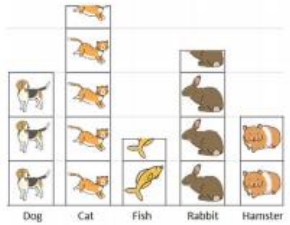
Class 10's Pets



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3a. A and B
3b. A and C
4a. A. Starfish; B. 12; C. 6
4b. A. Mint; B. 12; C. 32

Year 4 Maths

Home

Home learning

Maths

Interpret Pictograms (1-1)

5a. Tick the statements that are correct.

= 1 vote

Sport	
Tennis	
Football	
Hockey	

A. Football was the most popular sport, but only by 3 votes. ☐

B. Tennis was the least popular, but only by 1 vote. ☐

C. Football was most popular and Hockey was the next most popular. ☐

VF

Interpret Pictograms (1-1)

5b. Tick the statements that are correct.

= 1 vote

Subject	
Maths	
English	
Science	

A. The total that chose Maths or English was 26. ☐

B. Maths was the most popular and Science the least popular. ☐

C. 4 more people liked Maths than English. ☐

VF

6a. Adam recorded the types of animals he saw at the zoo.

= 1 animal

Animals	
Monkey	
Tiger	
Lion	
Zebra	

Answer the questions using Adam's pictogram.

A. Which animal was the second most common? ☐

B. If he saw 2 more giraffes than he saw tigers, how many did he see? ☐

C. How many more lions were there than tigers? ☐

VF

6b. Amber recorded how children in her year group travel to school.

= 1 transport

Travel	
Walk	
Car	
Bus	
Bike	

Answer the questions using Amber's pictogram.

A. Which transport was the second most popular? ☐

B. How many children travel either by bus or car? ☐

C. How many children do not travel by bus? ☐

VF

Year 3 and 4 - Tuesday 21st July 2020 - Year 4 Level Maths

Year 4 Maths

Guidance and Answers

Pictograms

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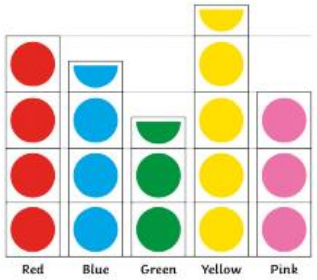
Class 10's Favourite Colours



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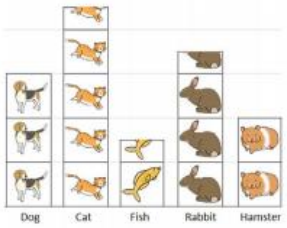
Class 10's Pets



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5a. B and C
6a. A. Zebra; B. 8; C. 3

5b. A and C
6b. A. Bus; B. 21; C. 27

Year 5 Maths

Home

Home learning

Maths

Pictograms

3a. Complete the missing sections of the pictogram using the information below.

Transport	Number of Children
Walk	
Bicycle	😄😄
Car	😄😄😄😄😄😄😄😄
Bus	
Taxi	

Key: 😄 = 3 children

A. 9 fewer children walk to school than come by car.
B. Double the number of children who cycle take the bus.
C. 3 times as many children take the taxi than cycle.

Pictograms

3b. Complete the missing sections of the pictogram using the information below.

Club	Number of Children
Karate	😄😄😄😄😄😄😄😄
Art	
Singing	😄😄
Puzzles	
Sewing	

Key: 😄 = 4 children

A. 6 fewer children go to art club than karate club.
B. 4 more children go to puzzles club than singing club.
C. Half the number of children that go to karate club go to sewing club.

4a. Answer the questions about the number of cereal boxes sold.

Cereal	Number of Cereal Boxes
Coco Chips	
Sugar Flakes	
Crunchies	
Wheat Bites	
Bran Hoops	

Key: = 8 cereal boxes sold

A. How many boxes of Sugar Flakes were sold?
B. How many more boxes of Coco Chips were sold than Crunchies?
C. How many boxes of Bran Hoops and Sugar Flakes were sold?
D. How many fewer boxes of Wheat Bites were sold compared to Crunchies?

4b. Answer the questions about the number of cupcakes sold in a cafe.

Cupcake	Number of Cupcakes Sold
Carrot	
Lemon	
Chocolate	
Vanilla	
Red velvet	

Key: = 10 cupcakes sold

A. How many chocolate cupcakes were sold?
B. How many fewer carrot cupcakes were sold than lemon cupcakes?
C. How many red velvet and vanilla cupcakes were sold in total?
D. How many more chocolate cupcakes were sold than carrot cupcakes?

Year 3 and 4 - Tuesday 21st July 2020 - Year 5 Level Maths

Year 5 Maths

Home

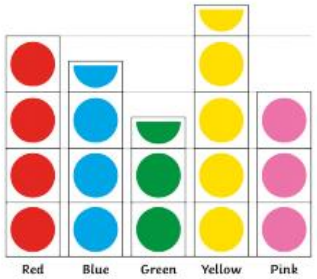
Home learning

Maths

Pictograms

A pictogram uses pictures or symbols to represent data.

Class 10's Favourite Colours



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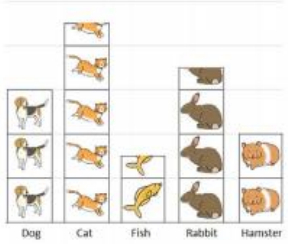
We can interpret the pictogram to see that 14 children have a pet rabbit.

Class 10's Pets



twinkl
visit twinkl.com

3a. The pictogram should be completed as follows:

Transport	Number of Children
Walk	😊😊😊😊😊
Bicycle	😊😊
Car	😊😊😊😊😊😊😊😊
Bus	😊😊😊😊
Taxi	😊😊😊😊😊😊

4a. A. 36; B. 12; C. 56; D. 20

3b. The pictogram should be completed as follows:

Club	Number of Children
Karate	😊😊😊😊😊😊😊😊😊
Art	😊😊😊😊😊😊😊
Singing	😊😊
Puzzles	😊😊😊
Sewing	😊😊😊😊

4b. A. 65; B. 35; C. 105; D. 30

Year 3 and 4 - Tuesday 21st July 2020 - Year 5 Guidance and Answers

My End of Year Treasure Book!

What a year we've had! This is our last week before the summer holidays so to celebrate your hard work and growth you are going to create your own end of year treasure book.

You can make one:

- on paper using a cereal box for the cover (see WAGOLL)
- on Hwb using PowerPoint, J2e5 or Word
- by buying a photo album or scrap book to fill
- making a video blog

WAGOLL

Every day this week you will be creating a page to remember your friends, best memories, likes and dislikes, goals and achievements.

Click the links below to take you to a daily activity.

Monday | Tuesday | Wednesday | Thursday | Friday

Year 3 and 4 - Tuesday 21st July 2020 - Topic Task grid

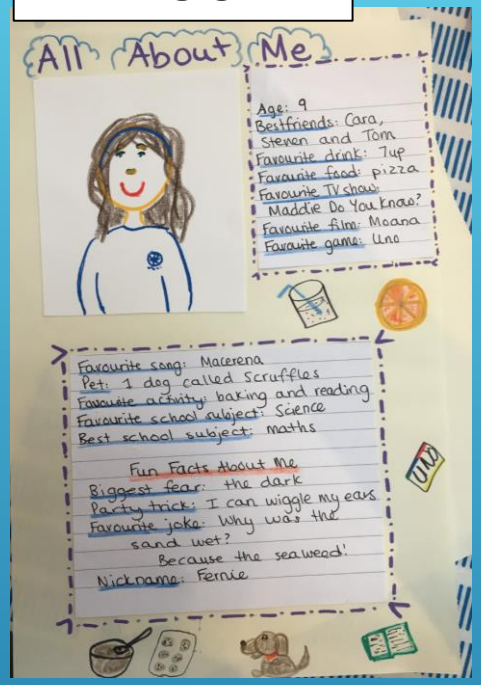
Monday - All About Me

When you look back at this book in the future you will find it interesting to see what you liked when you were young. It may even bring back memories you had forgotten.

You could include:

- A photo/drawing of yourself
- Nickname
- Age
- Best friends
- Favourite film
- Favourite Book
- Favourite Song
- Favourite TV show
- Favourite game or website
- Favourite sport or hobbie
- Favourite food
- Favourite drink
- What I am good at
- Anything else you want to add!

WAGOLL



Year 3 and 4 - Tuesday 21st July 2020 - Topic Task grid

Tuesday - My Proudest Moments

Home learning

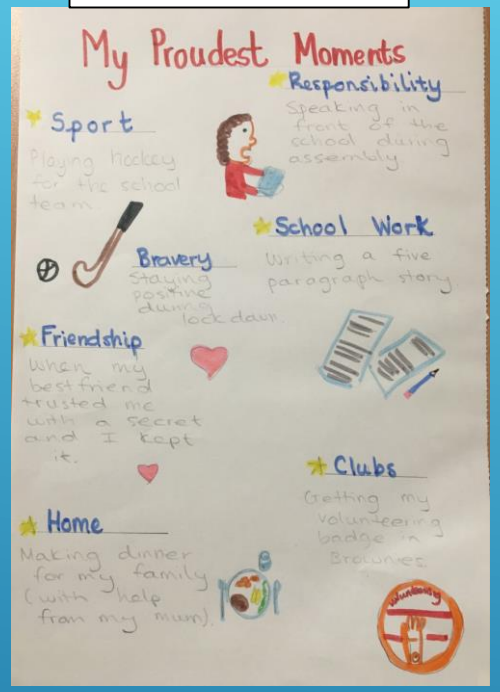
Topic

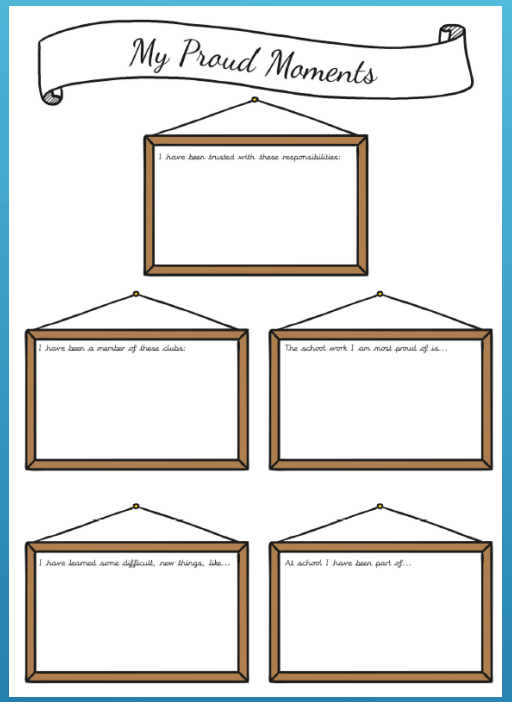
Celebrate your proudest moments from this year. You've grown so much since September and you have experienced a pandemic lockdown. Think back through what you've accomplished in school, clubs, friendships, at home or anywhere else you have made positive choices and write a short note about each.

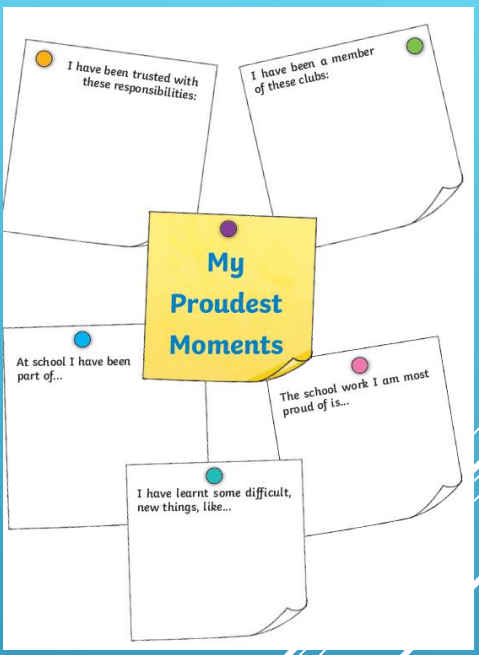
Here are some possible categories:

- Sports
- Bravery
- Responsibility
- School work
- Friendships
- Home
- Clubs
- Independence
- Perseverance
- Compassion

WAGOLL







Year 3 and 4 - Tuesday 21st July 2020 - Topic Task grid

Wednesday- Friends & Awards

Home

Home learning

Topic

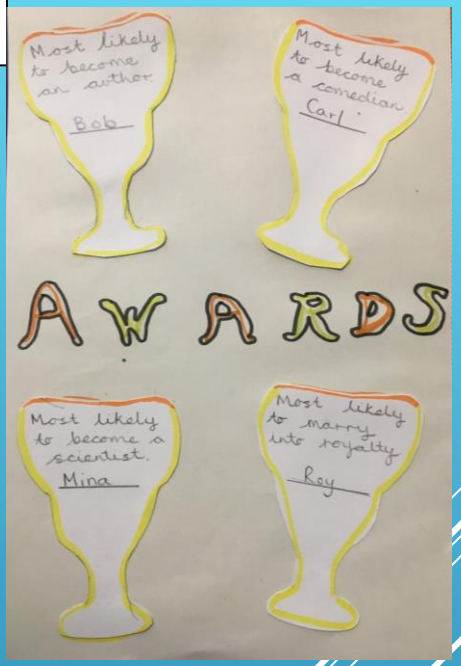
1. Create a page where you celebrate your friends. Draw portraits of your best friends or write a little message to each one.

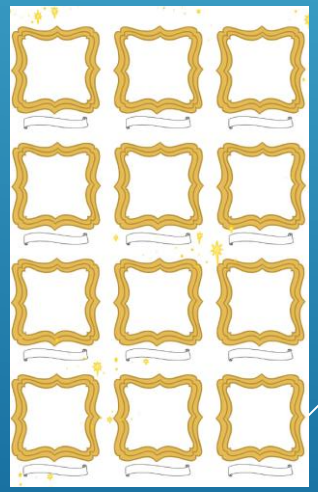
2. Create an awards page and give awards to children from your class.

<u>Possible Awards</u>

Most likely to become Prime Minister
Most likely to save the world
Most likely to become a doctor
Most likely to become an actor
Most likely to run an animal sanctuary
Most likely to write a book
Most likely to become a comedian
Most likely to travel around the world
Most likely to marry royalty

WAGOLL





Year 3 and 4 - Tuesday 21st July 2020 - Topic Task grid

Thursday - Memories

Home

Home learning

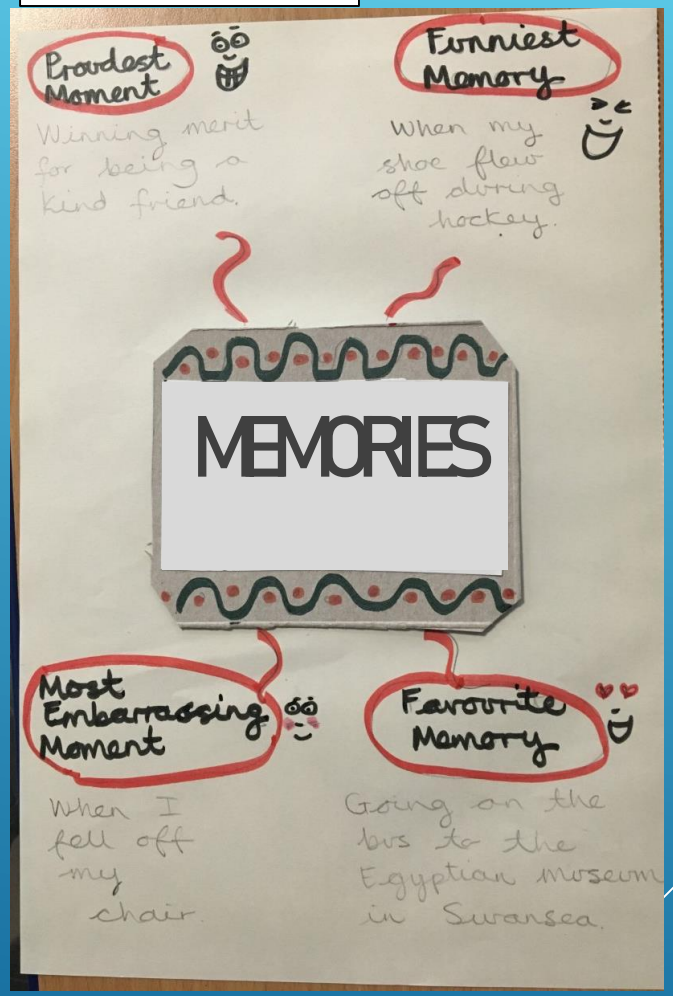
Topic

What moments stick out most in your memory? It may take a bit of thinking to remember but it is nice to recall how far you've come. Think about the special days, activities, highlights and celebrations you've had.

Here are some ideas:

- **Proudest Moment**
- **Funniest Memory**
- **Most Embarrassing Moment**
- **Favourite Memory**
- **Greatest Achievement**

WAGOLL



Year 3 and 4 - Tuesday 21st July 2020 - Topic Task grid

Friday - Looking Forward

Home

Home learning

Topic

Goals

It is useful to think about the future and what you would like to get better at or do next year and into the future.

Think of a few goals for:
- school
- at home

What do you want to be as an adult?
What skills might you need to learn?

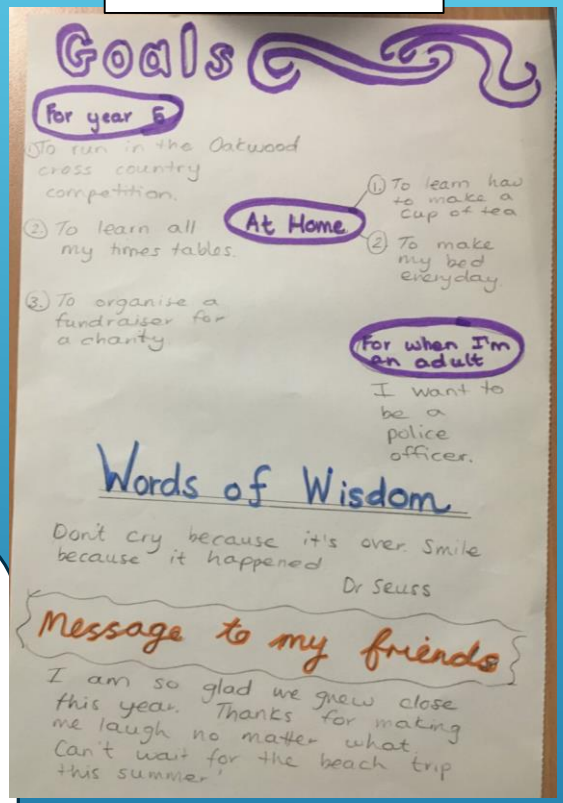
Words of Wisdom

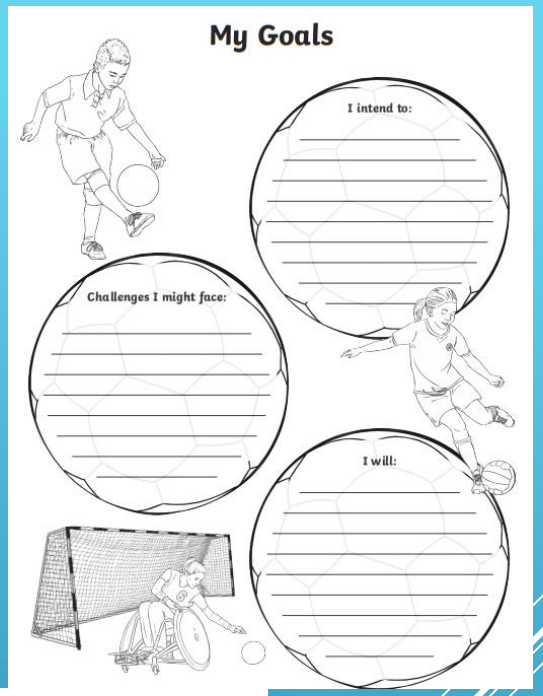
Find or think of your favourite quote. What words of wisdom would you pass onto the new year 4s?

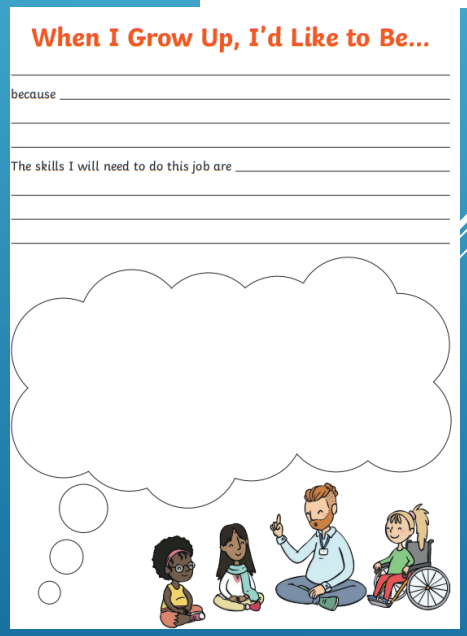
Message to Your Friends

Write a message to your best friend, friendship group or whole class.

WAGOLL







Year 3 and 4 - Tuesday 21st July 2020 - Topic Task grid

Learning boost

Useful websites

Reading Answers

Years 2 & 3

Answers

1. What do you do after taking the wheel off the bike?

   Take the inner tube out of the tyre.

2. Which word in the text means the same as 'carefully'?

   gently

3. In step 4, why must you look for the bubbles?

   Accept any inferential answer e.g. because the bubbles will tell you where the puncture is/ because the air is coming out of the hole.

4. Can you order these steps by putting numbers 1-4 in the boxes?

   3 Find the puncture.

   1 Take the wheel off the bike.

   2 Blow up the tube.

   4 Apply a patch to the puncture.

Years 4 & 5

Answers

1. What do you think the word 'congeal' means in this text?

   Accept any reasonable answer which relates to 'sticking together' or 'going bad/hard'.

2. Which creature's blood would give this stock a deep, earthy flavour?

   Accept: (Woolly) Mammoth

3. How does the author make this stew sound appealing?

   Accept any answer pertaining to use of exciting adjectives which talk about flavour.

4. How does this stew compare to food we eat today?

   Accept answers which discuss any relevant similarities and differences between this stew and food eaten today.

Year 3 and 4 - Tuesday 21st July 2020 - Reading Task

Useful websites

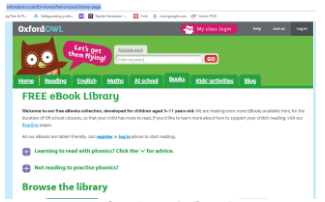
Literacy

ICT Games Literacy

IXL English

TopMarks

Welsh

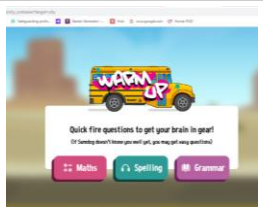


Oxford Owl

Numeracy

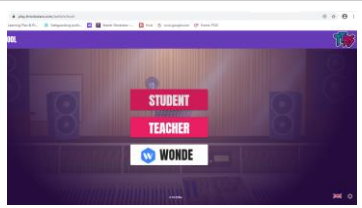
IXL Maths

Top Marks



Sumdog

Nrich



TTrockstar

General Resouces (covers various subjects)

BBC Bitesize KS1

BBC Bitesize KS2

Crickweb

Woodlands Junior School

Hwb

Year 3 and 4 - Tuesday 21st July 2020 - Useful websites