

# Unit and non-unit fractions

1 Write fractions to complete the sentences.



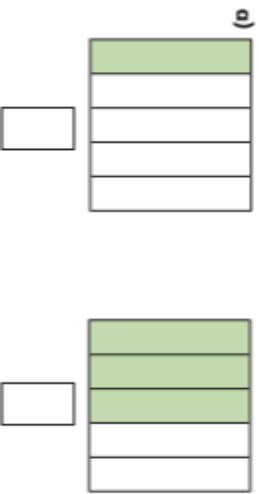
- a)  of the counters are yellow.
- b)  of the counters are red.

2 Write fractions to complete the sentences.

- a)  of the tower is green.
- b)  of the tower is yellow.
- c)  of the tower is blue.



3 What fraction of each shape is shaded?

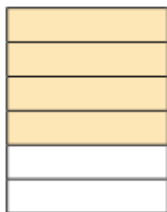


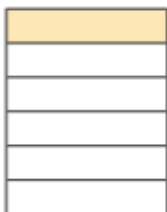
b)



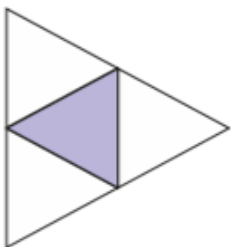


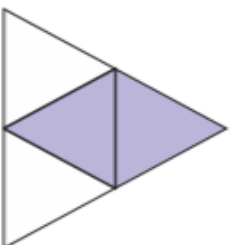

c)



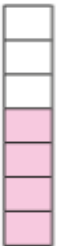



d)






e)

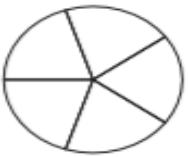




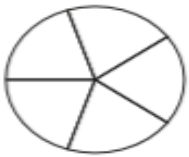

Tick the unit fraction in each pair of shapes.  
How did you know which was the unit fraction?



- 4 a) Colour  $\frac{1}{5}$  of each shape.

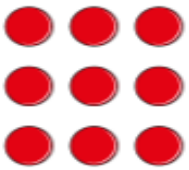


- b) Colour  $\frac{3}{5}$  of each shape.

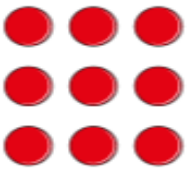


What is the same and what is different about your answers?

- 5 a) Circle  $\frac{1}{3}$  of the counters.



- b) Circle  $\frac{2}{3}$  of the counters.



What is the same and what is different about your answers?



- 6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions	Non-unit fractions

Write two more examples of your own in each column.

- 7 a) What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

- b) Complete the sentences.

An example of a unit fraction is

The numerator is always

An example of a non-unit fraction is

The numerator is always greater than



Unit and non-unit fractions



1 Write fractions to complete the sentences.



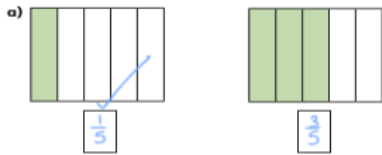
- a)  $\frac{1}{3}$  of the counters are yellow.
- b)  $\frac{2}{3}$  of the counters are red.

2 Write fractions to complete the sentences.

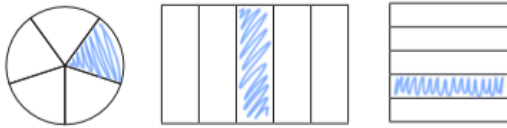


- a)  $\frac{3}{6}$  of the tower is green.
- b)  $\frac{2}{6}$  of the tower is yellow.
- c)  $\frac{1}{6}$  of the tower is blue.

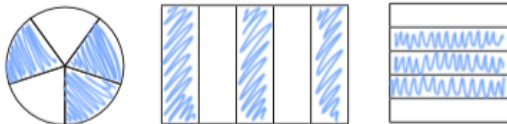
3 What fraction of each shape is shaded?



4 a) Colour  $\frac{1}{5}$  of each shape.

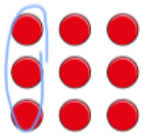


b) Colour  $\frac{3}{5}$  of each shape.

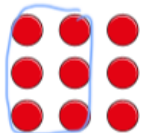


What is the same and what is different about your answers?

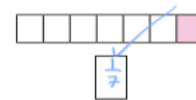
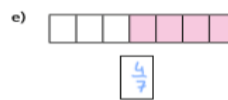
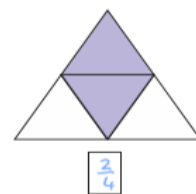
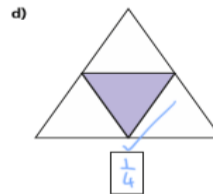
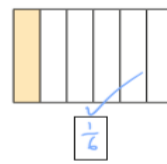
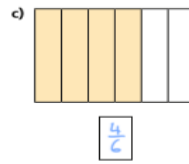
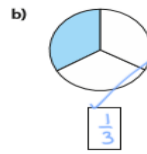
5 a) Circle  $\frac{1}{3}$  of the counters.



b) Circle  $\frac{2}{3}$  of the counters.



What is the same and what is different about your answers?



Tick the unit fraction in each pair of shapes. How did you know which was the unit fraction?

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6 Write the fractions in the table.

$\frac{1}{6}$	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{1}{10}$	$\frac{1}{8}$
$\frac{3}{5}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{6}{1}$	$\frac{1}{250}$

Unit fractions					Non-unit fractions			
$\frac{1}{6}$	$\frac{1}{4}$	$\frac{1}{99}$	$\frac{1}{10}$	$\frac{1}{8}$	$\frac{6}{1}$	$\frac{3}{4}$	$\frac{2}{3}$	$\frac{3}{5}$
			$\frac{1}{250}$					

Write two more examples of your own in each column.

7 a) What is a unit fraction? What is a non-unit fraction?

Talk about it with a partner.

b) Complete the sentences.

An example of a unit fraction is  $\frac{1}{5}$

The numerator is always 1

An example of a non-unit fraction is  $\frac{3}{5}$

The numerator is always greater than 1

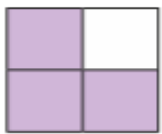
# What is a fraction?

1 What fraction of each shape is shaded?

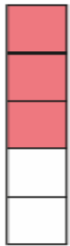
a)



c)



b)

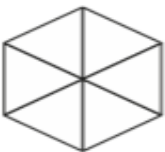


d)



2 Shade each diagram to represent the fractions.

a)



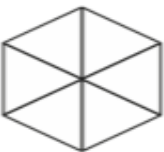
$\frac{1}{6}$

c)



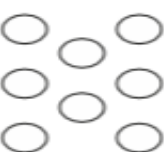
$\frac{5}{8}$

b)



$\frac{5}{6}$

d)



$\frac{5}{8}$



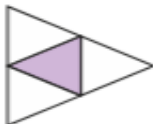
3 Circle the unit fractions.

- $\frac{1}{3}$     $\frac{1}{5}$     $\frac{3}{5}$     $\frac{1}{8}$     $\frac{2}{3}$     $\frac{10}{11}$

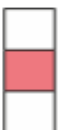
How do you know which are unit fractions?

4 a) Tick the shapes with one third shaded.

A



D



F



B



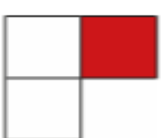
E



G



C



b) Complete the sentences to describe the shapes with one third shaded.

There are  equal parts altogether.

out of  equal parts is shaded.

of the shape is shaded.

- 5 Draw an arrow to show the position of the fraction on the number line.



- 6 Draw an arrow to show the position of  $\frac{5}{5}$  on the number line.



What do you notice?



- 7 Draw four different representations of  $\frac{3}{4}$

- 8 Amir has drawn some 2D shapes.



- a) What fraction of the shapes are triangles?
- b) What fraction of the shapes are squares?
- c) What fraction of the shapes have four sides?

- d) Draw 2D shapes to match the description.  
 $\frac{1}{5}$  are squares,  $\frac{2}{5}$  are triangles,  $\frac{3}{5}$  have more than 3 sides.

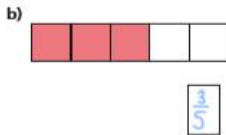
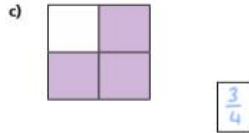
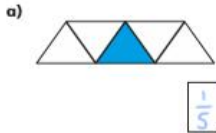
Compare shapes with a partner.

What is the same about your shapes? Is anything different?

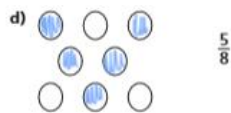
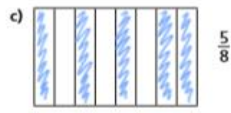


What is a fraction?

1 What fraction of each shape is shaded?



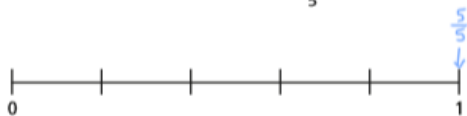
2 Shade each diagram to represent the fractions.



5 Draw an arrow to show the position of the fraction on the number line.



6 Draw an arrow to show the position of  $\frac{5}{5}$  on the number line.



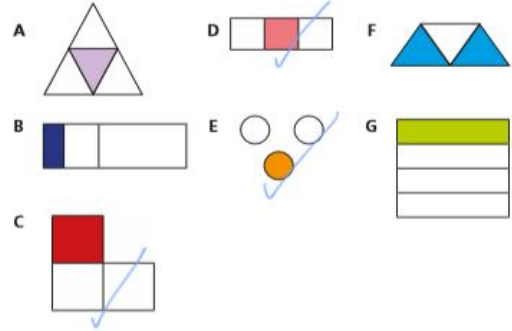
What do you notice?

3 Circle the unit fractions.



How do you know which are unit fractions?

4 a) Tick the shapes with one third shaded.



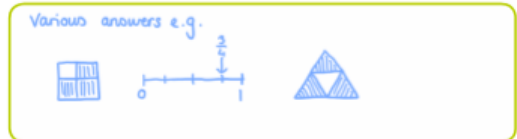
b) Complete the sentences to describe the shapes with one third shaded.

There are  $\boxed{3}$  equal parts altogether.

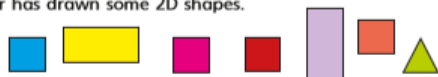
$\boxed{1}$  out of  $\boxed{3}$  equal parts is shaded.

$\boxed{\frac{1}{3}}$  of the shape is shaded.

7 Draw four different representations of  $\frac{3}{4}$



8 Amir has drawn some 2D shapes.



a) What fraction of the shapes are triangles?

$\frac{2}{7}$

b) What fraction of the shapes are squares?

$\frac{4}{7}$

c) What fraction of the shapes have four sides?

$\frac{4}{7}$

d) Draw 2D shapes to match the description.

$\frac{1}{5}$  are squares,  $\frac{2}{5}$  are triangles,  $\frac{3}{5}$  have more than 3 sides.

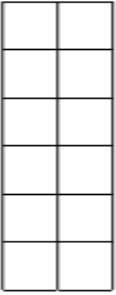
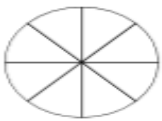


Compare shapes with a partner.

What is the same about your shapes? Is anything different?

# Tenths

1 Tick the pictures that show tenths.



2 Write fractions to complete the sentences.



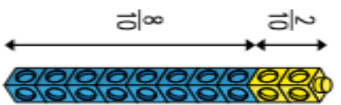
a)  of the counters are yellow.

b)  of the counters are red.

c)  of the counters are green.

3 Amir has some blue and yellow cubes.

He makes a tower using 10 cubes.

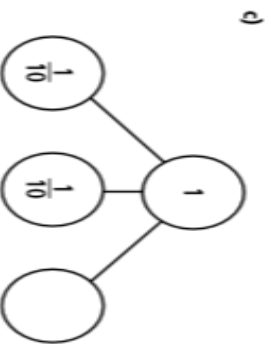
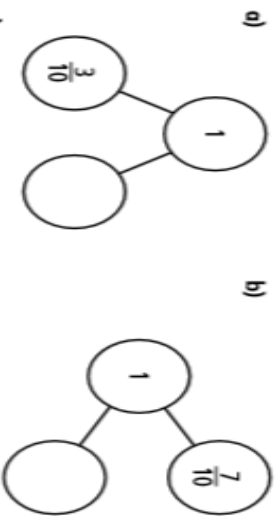


Investigate how many different towers

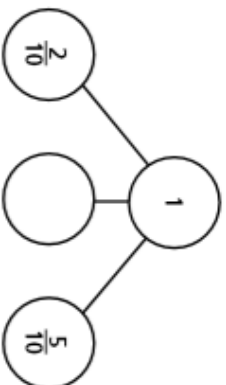
Amir can make with 10 cubes, if every tower

has a different fraction of blue and yellow cubes.

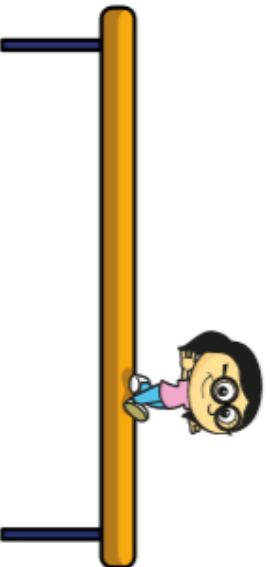
4 Complete the part-whole models.



d)



5 Annie has travelled  $\frac{7}{10}$  of the way across a balance beam.



How many tenths does she have left to travel?

6 10 boys share 3 pizzas equally.



What fraction of a pizza do they each get?

7 Dani has a bag of sweets.

$\frac{1}{2}$  of the sweets are red.

$\frac{3}{10}$  of the sweets are yellow.

The rest are green.



What fraction of the sweets are green?

8 Mo also has a bag of sweets.

$\frac{4}{10}$  of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

What fraction could be yellow?

How many possible answers can you find?

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Compare answers with a partner.

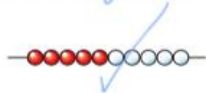
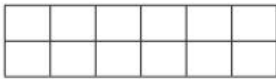
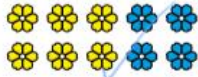




Tenths



1 Tick the pictures that show tenths.



2 Write fractions to complete the sentences.

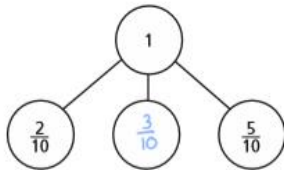


a)  $\frac{3}{10}$  of the counters are yellow.

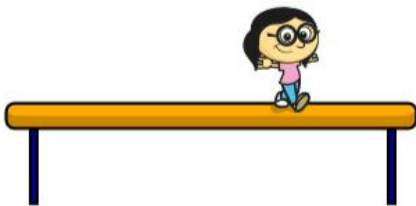
b)  $\frac{6}{10}$  of the counters are red.

c)  $\frac{1}{10}$  of the counters are green.

d)



5 Annie has travelled  $\frac{7}{10}$  of the way across a balance beam.



How many tenths does she have left to travel?

$\frac{3}{10}$

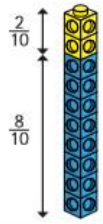
6 10 boys share 3 pizzas equally.



What fraction of a pizza do they each get?

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3 Amir has some blue and yellow cubes. He makes a tower using 10 cubes.

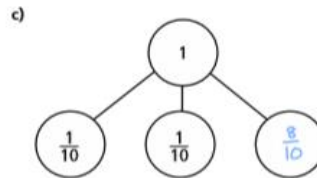
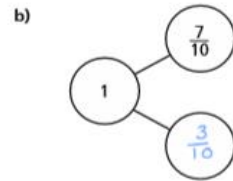
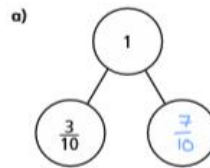


Investigate how many different towers Amir can make with 10 cubes, if every tower has a different fraction of blue and yellow cubes.

Possible answers:

Yellow  $\frac{0}{10}$   $\frac{1}{10}$   $\frac{2}{10}$   $\frac{3}{10}$   $\frac{4}{10}$   $\frac{5}{10}$   $\frac{6}{10}$   $\frac{7}{10}$   $\frac{8}{10}$   $\frac{9}{10}$   $\frac{10}{10}$   
 Blue  $\frac{10}{10}$   $\frac{9}{10}$   $\frac{8}{10}$   $\frac{7}{10}$   $\frac{6}{10}$   $\frac{5}{10}$   $\frac{4}{10}$   $\frac{3}{10}$   $\frac{2}{10}$   $\frac{1}{10}$   $\frac{0}{10}$

4 Complete the part-whole models.



7 Dani has a bag of sweets.

$\frac{1}{2}$  of the sweets are red.

$\frac{3}{10}$  of the sweets are yellow.

The rest are green.

What fraction of the sweets are green?



$\frac{4}{10}$

8 Mo also has a bag of sweets.

$\frac{4}{10}$  of his sweets are red.

The rest are green or yellow.

What fraction of Mo's sweets could be green?

What fraction could be yellow?

How many possible answers can you find?

Possible answers:

Green  $\frac{0}{10}$   $\frac{1}{10}$   $\frac{2}{10}$   $\frac{3}{10}$   $\frac{4}{10}$   $\frac{5}{10}$   $\frac{6}{10}$   $\frac{7}{10}$   
 Yellow  $\frac{6}{10}$   $\frac{5}{10}$   $\frac{4}{10}$   $\frac{3}{10}$   $\frac{2}{10}$   $\frac{1}{10}$   $\frac{0}{10}$

Compare answers with a partner.

# Count in tenths



1 Continue the sequence.

	$\frac{10}{10}$	
	$\frac{9}{10}$	



2 Continue the sequence.

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



3 Write the missing fractions in each sequence.

a)

$\frac{1}{10}$	$\frac{2}{10}$	<input type="text"/>	$\frac{4}{10}$	<input type="text"/>
$\frac{6}{10}$	$\frac{7}{10}$	<input type="text"/>	$\frac{9}{10}$	$\frac{10}{10}$

b)

$\frac{10}{10}$	$\frac{9}{10}$	<input type="text"/>	$\frac{7}{10}$	<input type="text"/>
$\frac{5}{10}$	<input type="text"/>	<input type="text"/>	$\frac{2}{10}$	$\frac{1}{10}$

4 What fraction is each arrow pointing to?

A =  B =  C =

5 Write the fractions in the correct places on the number lines.

- a)  $\frac{5}{10}$   $\frac{9}{10}$   $\frac{3}{10}$   $\frac{10}{10}$

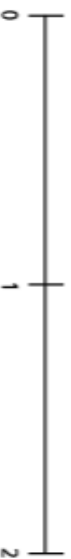


- b)  $\frac{6}{10}$   $\frac{14}{10}$   $\frac{18}{10}$

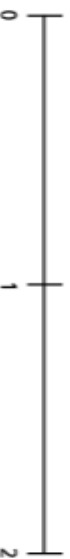


6 Draw and label arrows to estimate the position of the fractions on the number lines.

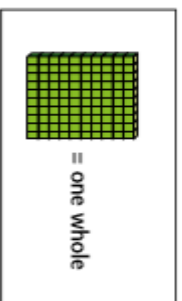
- a)  $\frac{5}{10}$   $\frac{15}{10}$   $\frac{20}{10}$



- b)  $\frac{3}{10}$   $\frac{11}{10}$   $\frac{19}{10}$



7



What number is represented in each picture?

a)

b)

8 Whitney is thinking of a fraction.



My fraction is more than one whole but less than 2  
My fraction has an odd number as the numerator.

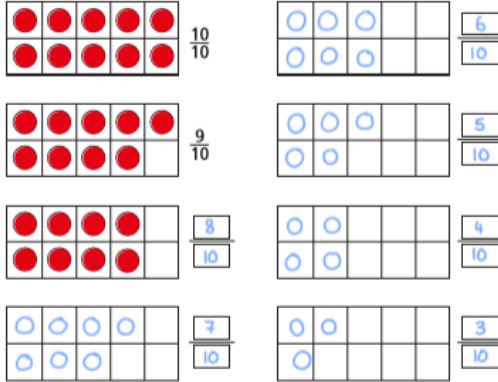
What could Whitney's fraction be?  
List all the possible fractions.

Compare answers with a partner.

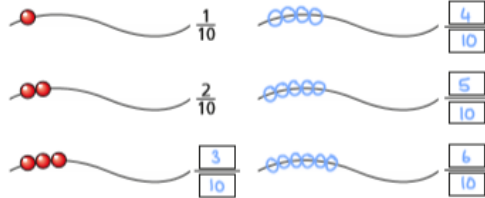
Count in tenths



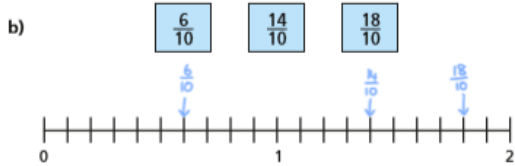
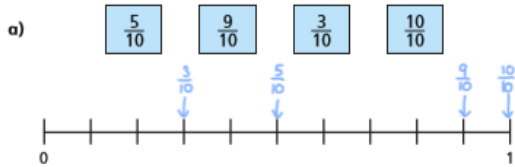
1 Continue the sequence.



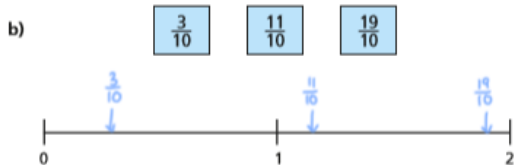
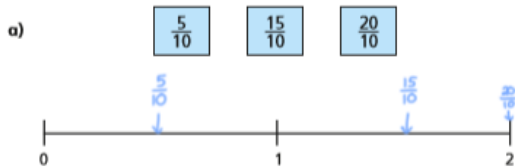
2 Continue the sequence.



5 Write the fractions in the correct places on the number lines.

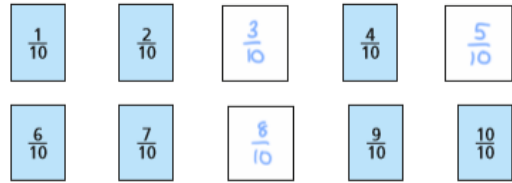


6 Draw and label arrows to estimate the position of the fractions on the number lines.

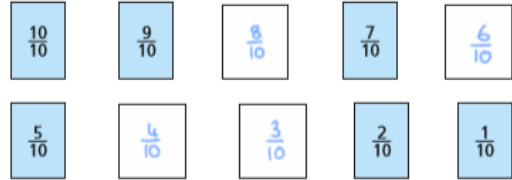


3 Write the missing fractions in each sequence.

a)



b)

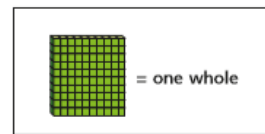


4 What fraction is each arrow pointing to?

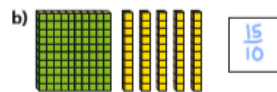
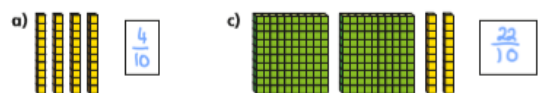


A =  $\frac{1}{10}$  B =  $\frac{5}{10}$  C =  $\frac{8}{10}$

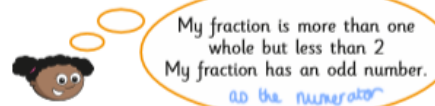
7



What number is represented in each picture?



8 Whitney is thinking of a fraction.

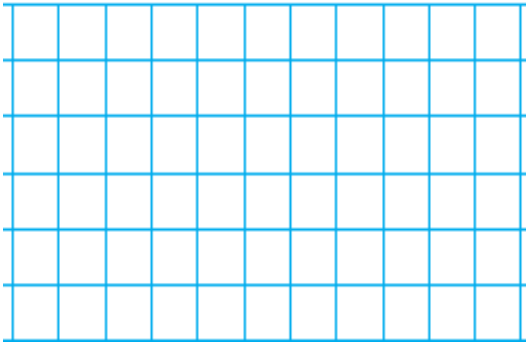


What could Whitney's fraction be?  
List all the possible fractions.

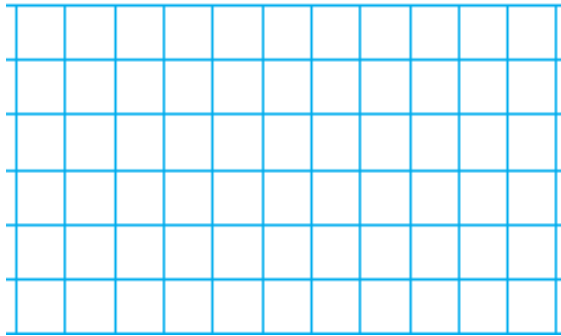
Compare answers with a partner.



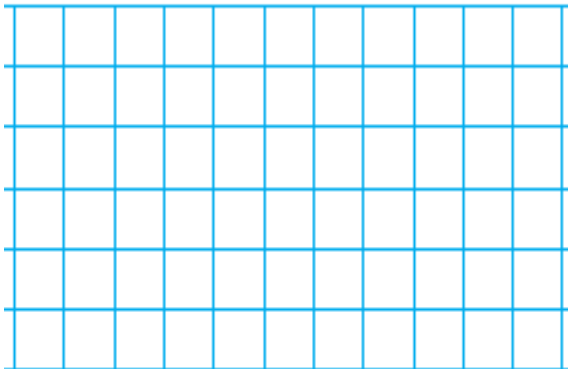
1. Find the difference between 3401 and 999.



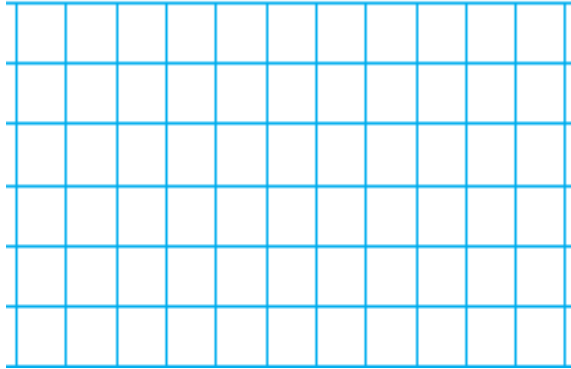
5. How many 9s are equal to 63?



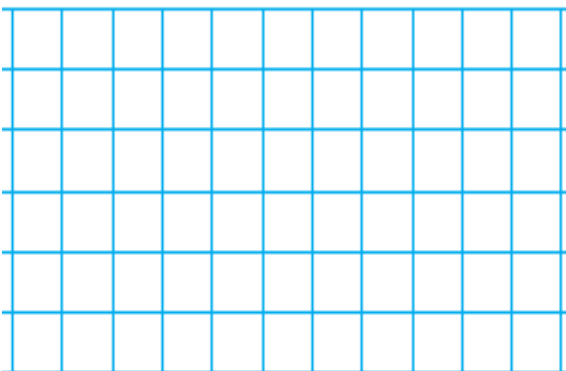
2. 74 divided by 9 =



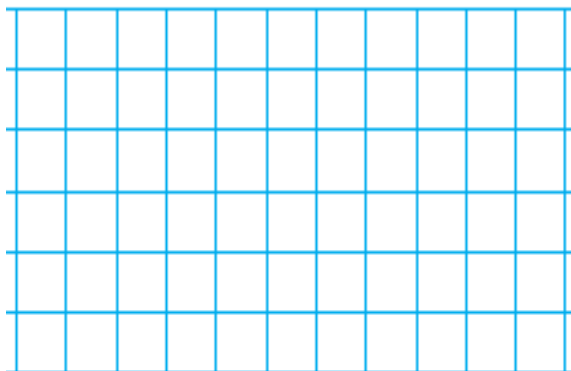
6.  $9,367 + 2,881 =$



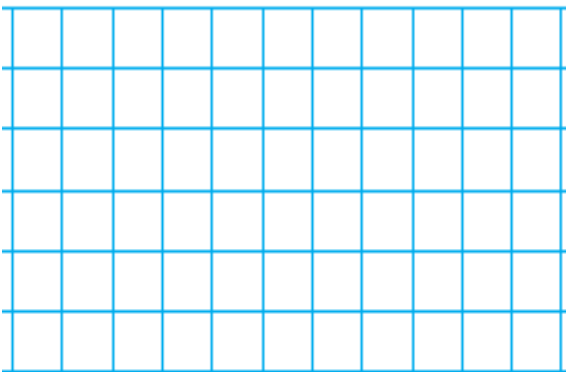
3. 762 rounded to the nearest 10 is



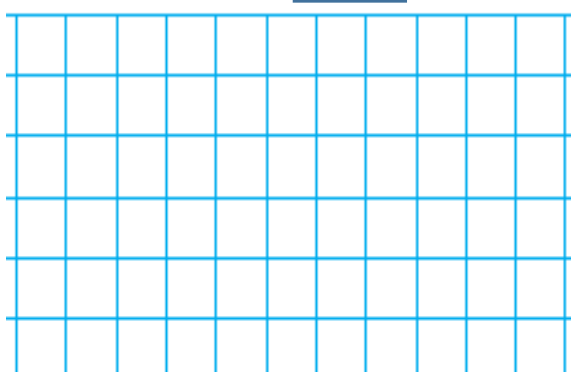
7. 9123 rounded to the nearest 1000 is



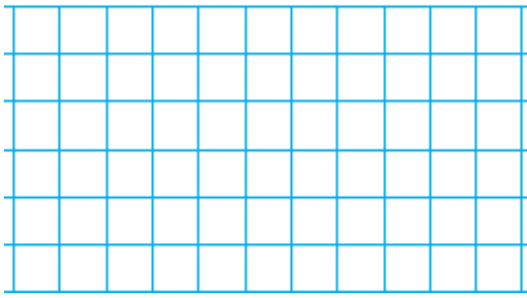
4. Multiply 80 by two and then add 40 =



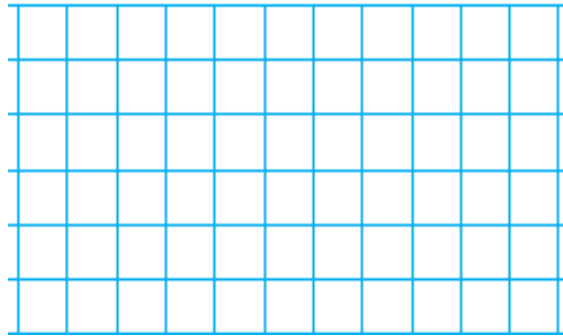
8.  $6 \times 200 = 1500 -$



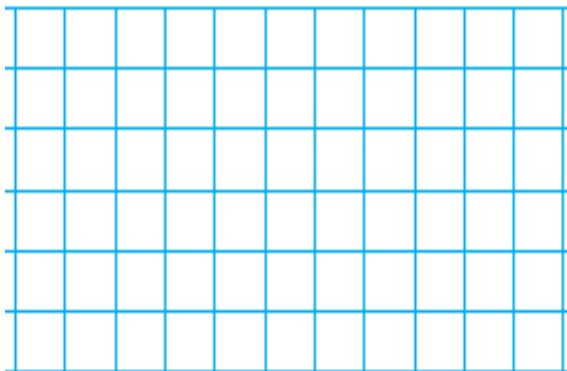
1. Find the difference between 3401 and 999. =2402



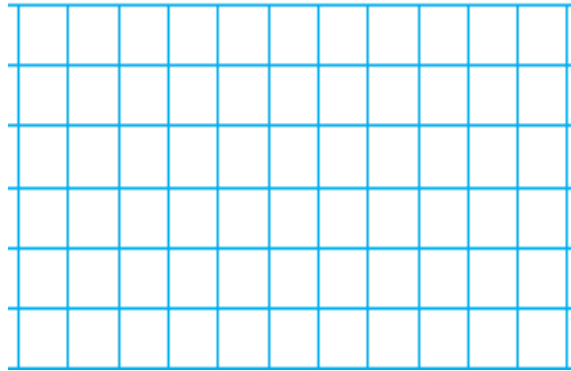
5. How many 9s are equal to 63? =7



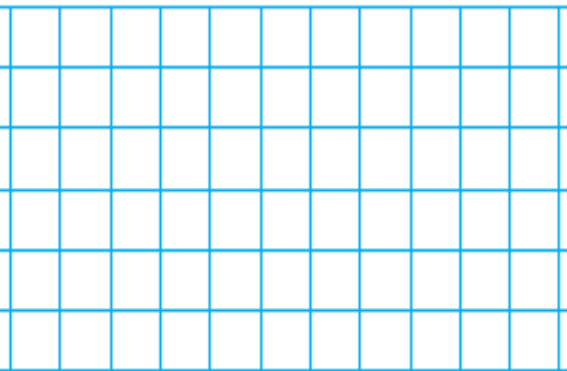
2. 74 divided by 9 = 8 r2



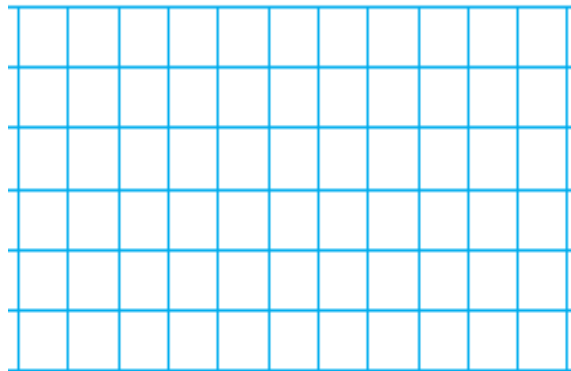
6.  $9,367 + 2,881 = 12,248$



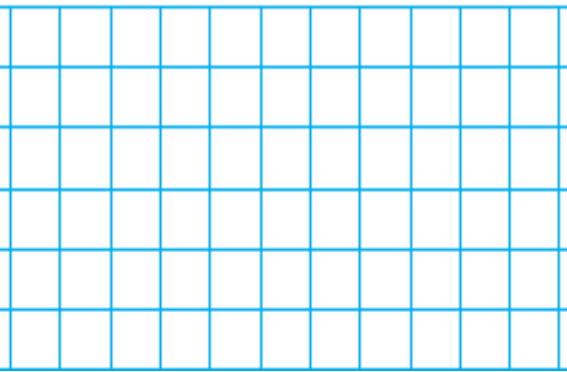
3. 762 rounded to the nearest 10 is 760



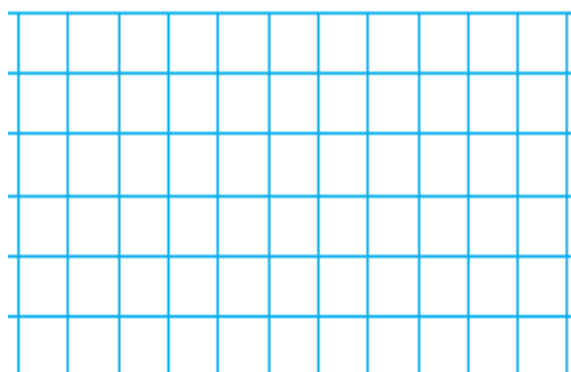
7. 9123 rounded to the nearest 1000 is 9000



4. Multiply 80 by two and then add 40 =200



8.  $6 \times 200 = 1500 - 300$



# Pet Care of a Cat



Cats are a very popular pet in the UK. They don't need to be taken for walks or need to be watched constantly and they can come and go as they please.

However, cats do need to be looked after very carefully.

Food and drink	Environment
<p>Cats eat meat. They are not vegetarian. They need food which is high in protein. Proteins are found in meat and fish.</p> <p>Clean, fresh water must be available all the time, as cats can quickly become very ill, if they are dehydrated.</p>	<p>Cats need a dry, comfortable place to live. They tend to sleep anywhere they like, but it is a good idea to get them their own warm bed.</p> <p>Cats also need a lot of places to hide. Cats are nervous and jumpy, so they need places where they feel safe, like under beds or up high on bookcases or shelves.</p>

## Cat behaviour

Cats change their behaviour when they are distressed, bored, ill or in pain.

### Signs of distress:

- cleaning themselves a lot;
- hiding more often;
- sleeping in a hunched up position.

### Signs a cat is in pain:

- likely to attack;
- disappearing for long periods of time;
- avoiding all people.



**Sociable or not?**

Cats can be very sociable animals – when they feel like it. They cannot be forced to sit on knees, be friendly or enjoy being stroked, if they are not in the mood.

**Things to remember:**

- Cats need exercise. They need to go outside, or if they are an indoor cat, need a lot of toys to play with.
- Cats need to scratch their claws. It helps keep claws sharp, and strengthens their muscles. If they are not given a proper scratching post, they will use the furniture!
- If you are going on holiday, and you don't put your cat in a cattery, arrange for someone to come and feed it and keep them company for a while.

Cats are intelligent creatures and can get bored. Give them things to do, keep them properly fed and watered, and they will be your best friend.

Cats do not like a raised voice. They won't understand why it is happening and will make them scared.





# Questions

1. Give two possible reasons why cats are a popular choice of pet in the UK.  

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2. What does it mean when the text says "Cats are not vegetarian"?  

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3. What might happen if a cat does not have access to clean, fresh water?  

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4. What sort of environment do cats need to live in?  

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5. How do cats make themselves feel safe?  

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6. Why might a cat's behaviour change? Give as many reasons as you can.  

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7. Give one sign a cat might display if they are in pain.  

---

---
8. Describe two things a cat cannot be forced to do.  

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9. Why do cats need to scratch things?  

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10. What is the general message of the last paragraph?  

---

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# Answers

1. Give two possible reasons why cats are a popular choice of pet in the UK.  
Cats are a popular choice of pet in the UK because they: don't need to be taken for walks, they can be left in the house on their own and they can come and go when they want to.  
(Accept any two.)
2. What does it mean when the text says "Cats are not vegetarian"?  
"Cats are not vegetarian" means they need to eat meat and cannot just eat vegetables.
3. What might happen if a cat does not have access to clean, fresh water?  
If a cat does not have access to clean, fresh water, it could become dehydrated and quickly become ill.
4. What sort of environment do cats need to live in?  
Cats need to live in a warm, dry environment.
5. How do cats make themselves feel safe?  
Cats make themselves feel safe by hiding under beds or up high on shelves or bookcases.
6. Why might a cat's behaviour change? Give as many reasons as you can.  
A cat's behaviour might change if they are distressed, bored, ill or in pain.
7. Give one sign a cat might display if they are in pain.  
If a cat is in pain it might display a sign (accept any one of the following):  
likely to attack/disappears for a long time/avoids people.
8. Describe two things a cat cannot be forced to do.  
A cat cannot be forced to sit on someone's knee, be friendly or enjoy being stroked.  
(Accept any two).
9. Why do cats need to scratch things?  
Cats need to scratch things because it helps sharpen their claws and strengthens their muscles.
10. What is the general message of the last paragraph?  
Pupil's own response based on: The general message of the last paragraph is that if you care for a cat properly, they will be your best friend.

## Were



There **were/we're** lots of cakes at the party.



They **were/we're** going on their holiday.

## Where



**Where/wear** are dad's books?



This is **where/wear** I was born.

# We're



We're/were all friends.



We're/were eating our dinner.

# Wear



I wear/where a uniform for school.



My dad wears/wheres a suit.



# Commonly Confused Words

## Where, Wear, Were, We're

Complete these sentences using the correct words. The first **four** have been done for you.

1. **Where** are you going?
2. Do you know what **we're** doing today?
3. Please can I **wear** your coat?
4. We **were** going to go swimming but it was closed.
5. That is \_\_\_\_\_ I used to live.
6. The children \_\_\_\_\_ very tired after their day out.
7. I like to \_\_\_\_\_ red.
8. Hurry up, \_\_\_\_\_ going to be late.
9. We \_\_\_\_\_ freezing cold.
10. She will always \_\_\_\_\_ her hair in pigtails.
11. \_\_\_\_\_ very excited.
12. Do you know \_\_\_\_\_ I can find the dinner hall?
13. I am going to \_\_\_\_\_ my new shoes.
14. The children \_\_\_\_\_ very well behaved on the school trip.
15. I wonder \_\_\_\_\_ this path will take us.
16. \_\_\_\_\_ leaving in ten minutes.



# Commonly Confused Words

## Your, You're

Complete these sentences using the correct words. The first **two** have been done for you.

1. Where did you get **your** shoes from?
2. **You're** trying really hard.
3. When is \_\_\_\_\_ birthday?
4. Is that \_\_\_\_\_ coat?
5. \_\_\_\_\_ welcome to share my colouring pencils.
6. Eat an apple if \_\_\_\_\_ hungry.
7. I saw \_\_\_\_\_ mum yesterday.
8. Do you know where \_\_\_\_\_ going on holiday?
9. Don't forget \_\_\_\_\_ manners.
10. \_\_\_\_\_ a lovely young girl.
11. On \_\_\_\_\_ marks, get set, go!
12. When \_\_\_\_\_ feeling better, we will go to the beach.



# Commonly Confused Words **Answers**

## **Where, Wear, Were, We're**

1. **Where** are you going?
2. Do you know what **we're** doing today?
3. Please can I **wear** your coat?
4. We **were** going to go swimming but it was closed.
5. That is **where** I used to live.
6. The children **were** very tired after their day out.
7. I like to **wear** red.
8. Hurry up, **we're** going to be late.
9. We **were** freezing cold.
10. She will always **wear** her hair in pigtails.
11. **We're** very excited.
12. Do you know **where** I can find the dinner hall?
13. I am going to **wear** my new shoes.
14. The children **were** very well behaved on the school trip.
15. I wonder **where** this path will take us.
16. **We're** leaving in ten minutes.



# Commonly Confused Words **Answers**

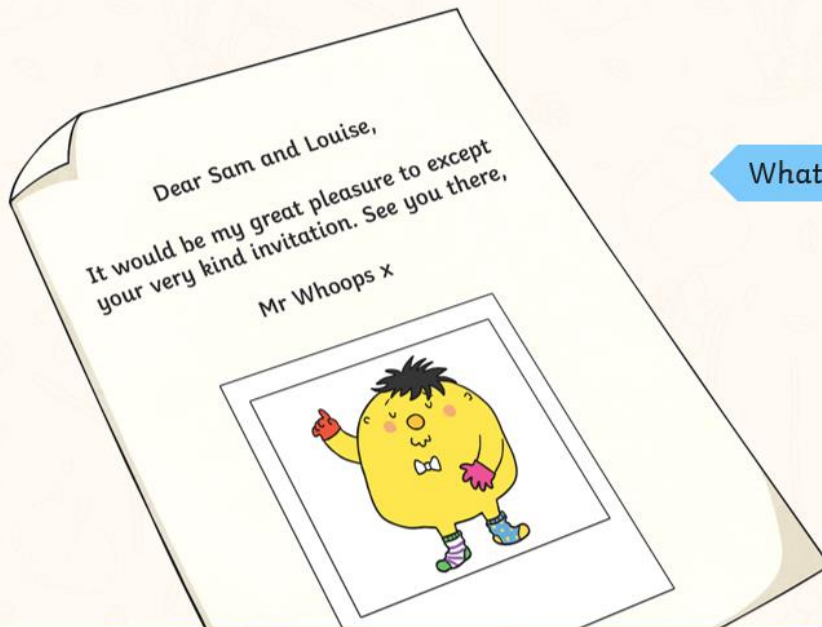
## **Your, You're**

1. Where did you get **your** shoes from?
2. **You're** trying really hard.
3. When is **your** birthday?
4. Is that **your** coat?
5. **You're** welcome to share my colouring pencils.
6. Eat an apple if **you're** hungry.
7. I saw **your** mum yesterday.
8. Do you know where **you're** going on holiday?
9. Don't forget **your** manners.
10. **You're** a lovely young girl.
11. On **your** marks, get set, go!
12. When **you're** feeling better, we will go to the beach.





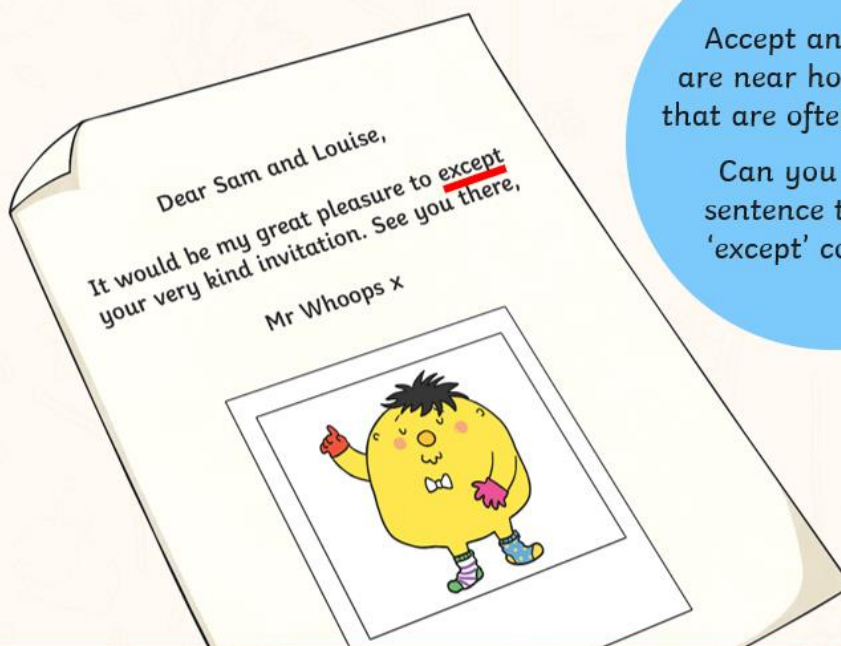
This week we are going to look at some of the most commonly misused words in the English language.



What is incorrect here?

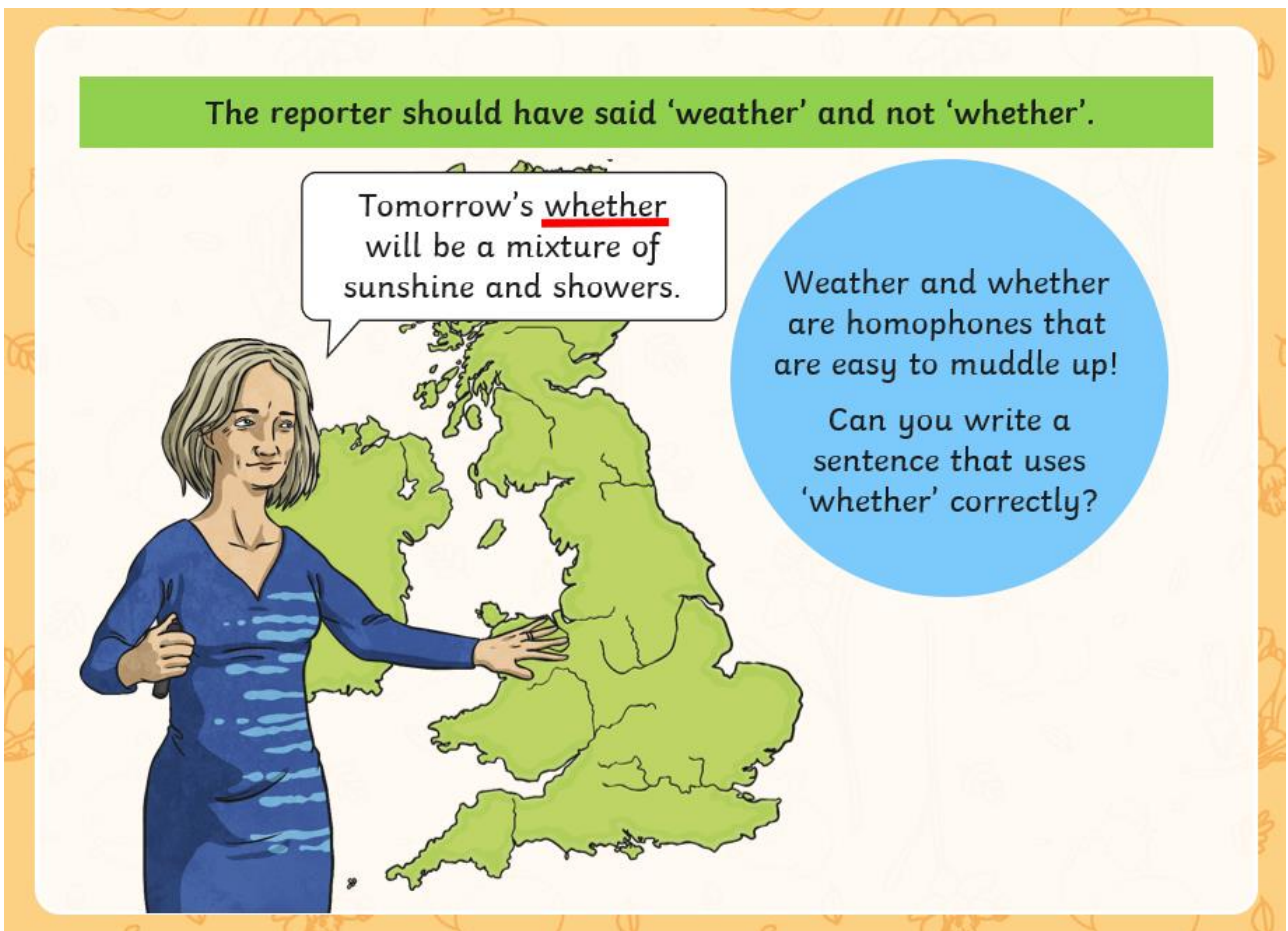
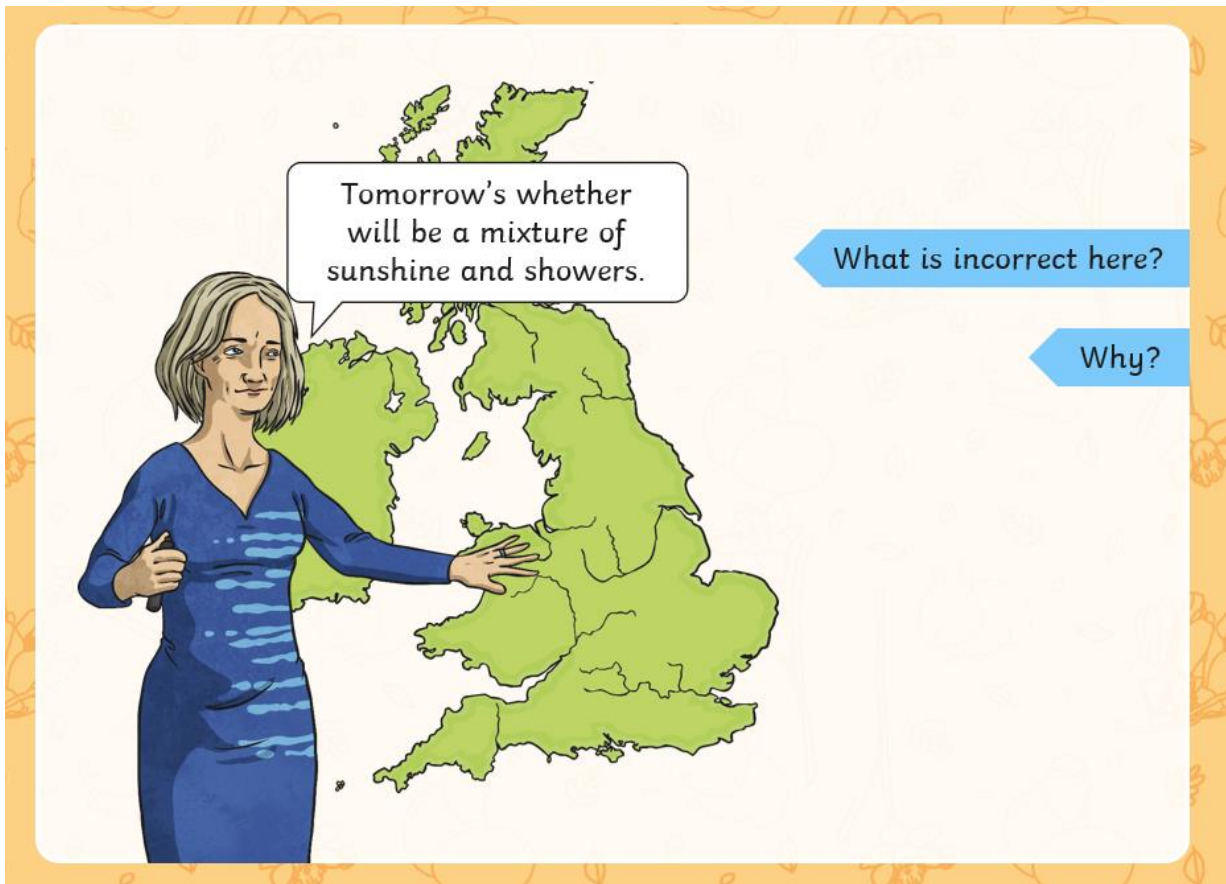
Why?

The acceptance letter should say 'accept' and not 'except'.



Accept and except are near homophones that are often confused.

Can you write a sentence that uses 'except' correctly?



Discuss with your partner...

## affect or effect?



Global warming is having a damaging \_\_\_\_\_ on our planet.

Global warming is having a damaging **effect** on our planet.



'Effect' is a **noun**.

'Affect' is a **verb**.

**Challenge:** Can you write a sentence using the verb 'affect'?



Discuss with your partner...

**aloud or allowed?**



Because of the mean things Zoe had said, she wasn't \_\_\_\_\_ on the school visit.

Because of the mean things Zoe had said, she wasn't **allowed** on the school visit.



**Challenge:** Can you write a sentence using the word 'aloud'?

# Homophones and Near Homophones

u i h p e f f e c t n f  
v z a t f w h o s c m a  
i i d w e a t h e r c c  
o m i u c l m q j w u c  
z o p z n l s a w z a e  
w r g p e o k d h z f p  
h u i a d w u u o w f t  
e m s f x e p g s j e d  
t u e p d d p f e e c w  
h j v l r m b x d q t t  
e x c e p t a l o u d q  
r n f f x r d a p r x l

accept

except

affect

effect

aloud

allowed

weather

whether

whose

who's

# Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the 'correction' column.

	Look	Say	Cover	Write	Check	Correction
<b>accept</b>						
<b>except</b>						
<b>affect</b>						
<b>effect</b>						
<b>aloud</b>						
<b>allowed</b>						
<b>weather</b>						
<b>whether</b>						
<b>whose</b>						
<b>who's</b>						

**Week 1**  
**Homophones**  
**and Near**  
**Homophones**

---

accept

except

affect

effect

aloud

allowed

weather

whether

whose

who's

BOUDICCA AND THE REVOLT OF THE ICENI TRIBE

Boudicca, the rich and powerful Celtic Queen and her husband King Prasutagus lived peacefully with the Romans and ruled over the Iceni Tribe.

King Prasutagus died and the Romans stole from the Iceni tribesman. They demanded taxes from Boudicca and wanted her to give up her throne. She refused and they whipped Boudicca and her daughters.

Boudicca gathered the Iceni tribe and other Celtic tribes to fight back against the Romans. They marched to the Roman town of Camulodonum (Colchester) and destroyed it.

Boudicca and her army marched onto Londonium, (London) where they continued to kill Romans and burnt the city to the ground.



Next, the growing army marched to Verulamium (St Albans), killed many Romans and burnt down the town. In the attacks, people believe that over 70,000 people were killed.

At Watling Street, Boudicca had 10 times more soldiers than the Romans but the Roman soldiers fought more skilfully and they defeated Boudicca and the Celts.

Humiliated, Boudicca ran away. No one really knows what happened to her but it is believed that she drank poison and committed suicide rather than face being captured by the Romans.

Tuesday – Science

Living Things and their Habitats Vocabulary

habitat

micro habitat

organism

plant

animal

deciduous

evergreen

wild

flowering

garden

invertebrates

vertebrates

pond

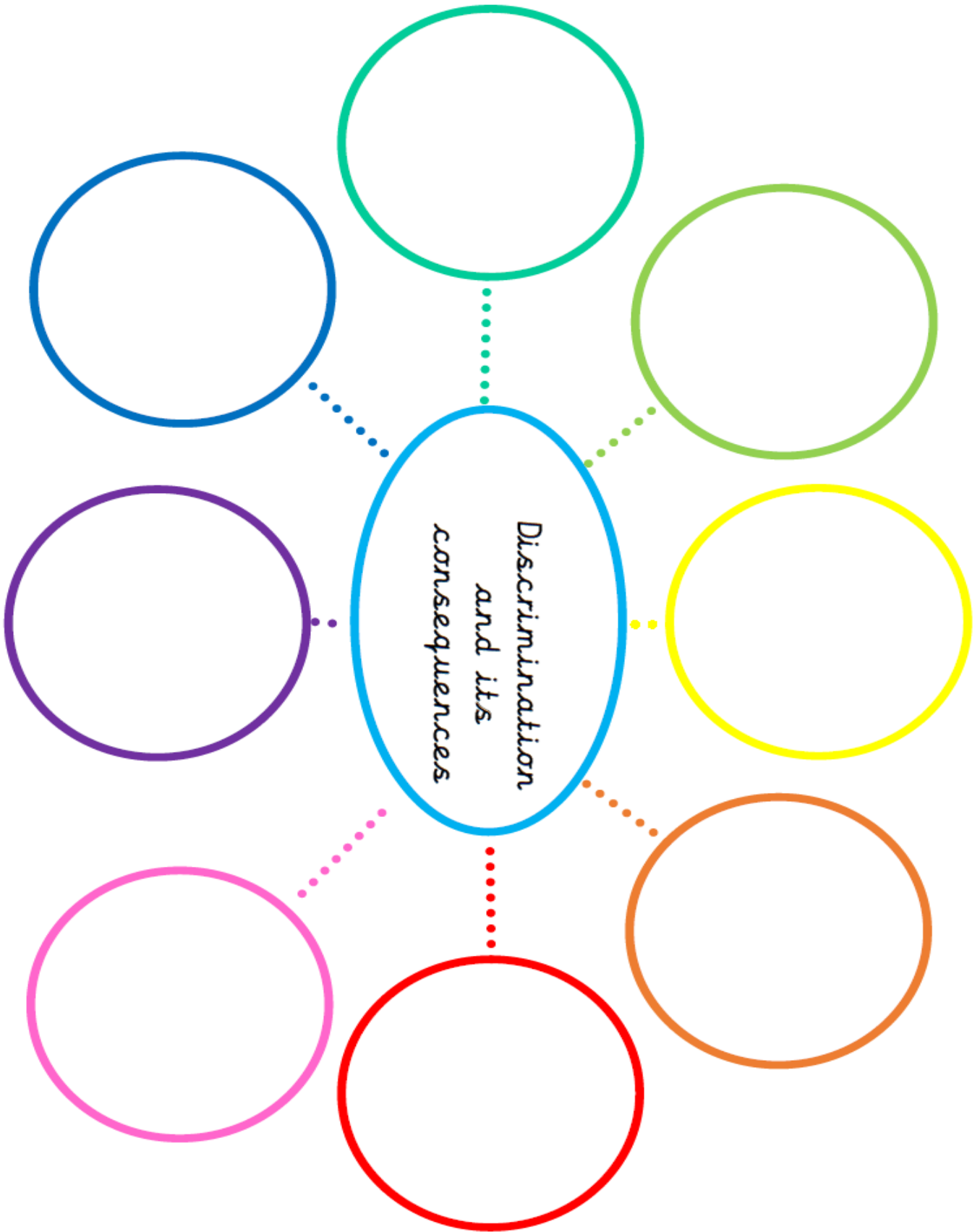
roots

branch

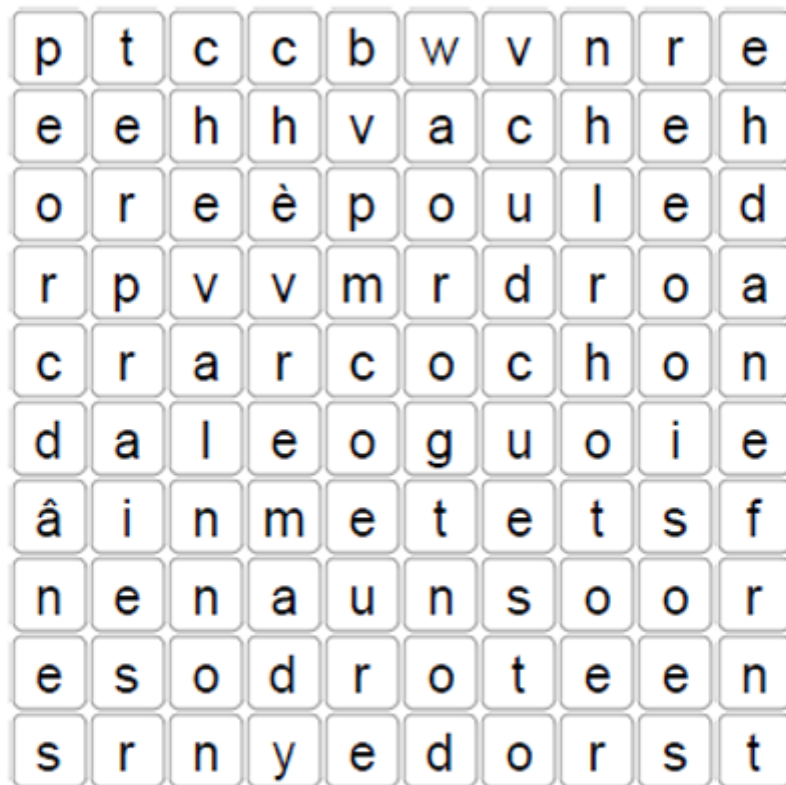
trunk

stalk

Thursday – PSHE



Find the farm animals in the wordsearch.



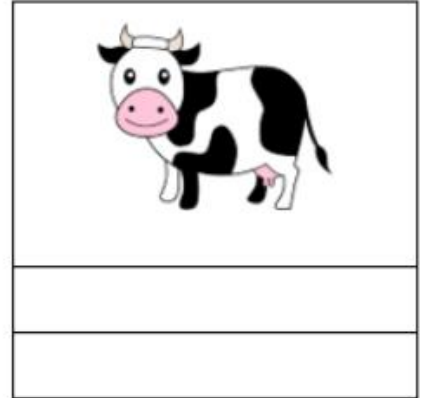
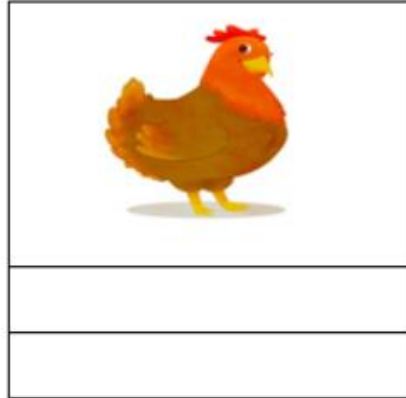
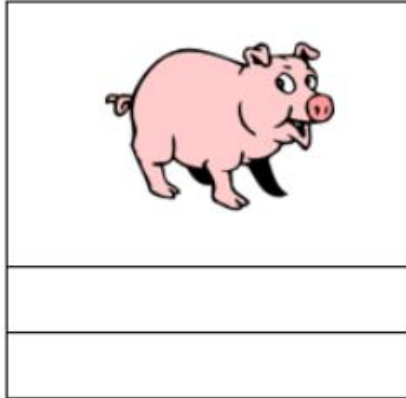
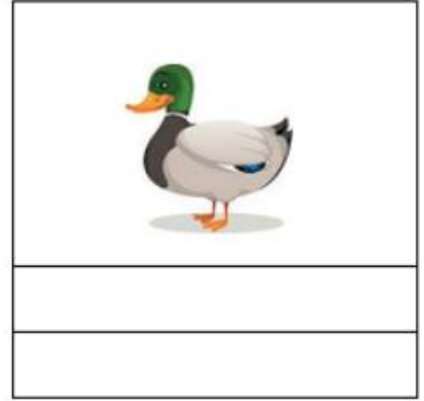
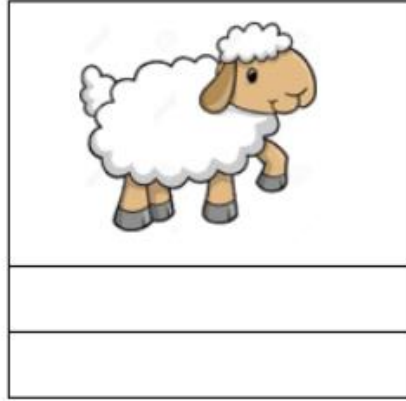
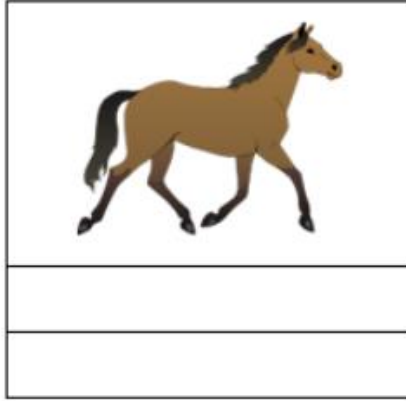
**Words to find:**

âne, canard, cheval, chèvre, cochon, dinde, mouton, oie, poule, vache.

# Les animaux de la ferme



Qu'est-ce  
que c'est ?



C'est une vache	C'est un cochon	C'est un cheval
C'est une poule	C'est un mouton	C'est un canard

# Tricky Words



Look at the words below.

There are 3 spellings of each word but only 1 is correct.

Write the correct spelling in the box

1		accidentally	accidentaly	acidentally
2		potatos	patatoes	potatoes
3		women	wommen	wimin
4		strange	straynge	strainge
5		hart	haert	heart
6		cercle	circle	sercle
7		beleive	believe	beleave
8		Febuary	February	Febrary
9		medicine	medisene	medicene
10		therfore	therefore	theirfore
11		remember	rememba	remmember
12		knowledge	knowlege	nowledge
13		norty	naughty	nauty
14		qarter	qwarter	quarter
15		brethe	breave	breathe