

What Does **Rex Retriever** Do?


Rex Retriever helps with content domain **2b**:

Retrieve and record information/identify key details from fiction and non-fiction.

This means that he is there to help you to find **key pieces of information** within the text you are reading.

He helps you to do this by looking through the text for a specific answer. With Rex Retriever questions, the answer you are looking for is always in the text somewhere... you just have to find and **retrieve** it!





A small illustration of a white dog, Rex, is positioned on the left side of the slide. The dog is looking towards the right, where the text is located. It has a blue collar and a small tag. The background of the slide is light blue with a dark blue border.

What Might **Rex Retriever** Ask?

Rex Retriever might ask questions like these:

- What is the name of the main character?
- Which part of the text tells you...?
- Where/when is this story set? How do you know?
- How does the main character behave/speak/look?
- What do you think is happening in this part of the story?
- Who is telling this story? How do you know?

Summing Up **Rex Retriever**

Prove your understanding of what Rex Retriever does by answering the following questions:

- What does Rex Retriever help you to do?
- What sort of question might Rex Retriever ask?
- How can you make sure you get full marks on Rex Retriever questions?



BIG NEWS and CRAZY BUT TRUE

PLANTS FOR PETS?

A GROWING number of owners want to feed pets vegetarian food, but there are warnings it could be bad for their health.

Research group Mintel said last week that 34% of dog owners think their pet should regularly eat plant-based meals, and that “many pet owners are keen for their cats and dogs to adopt alternative diet trends”.

However, the British Veterinary Association (BVA) told us that pet owners should be very careful.

“When feeding our pets, a nutritionally balanced diet is essential,” says BVA President Daniella Dos Santos. “Although we would not recommend it, it is

“I presume this is a joke, human?”



theoretically possible to feed a dog a vegetarian diet, but owners would need to take expert advice to avoid dietary deficiencies, as it is much easier to get the balance of nutrients wrong than right.

“Cats should not be fed a vegetarian or vegan diet as they require animal-sourced ingredients to provide essential nutrients such as taurine and preformed vitamin A, which are minimal or even absent in plant ingredients.”

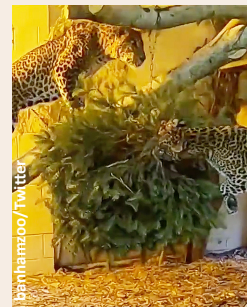
BIG CATS LOVE PURRFUME!

A ZOO in Norfolk is looking for people to donate perfume, because their big cats can't get enough of the stuff!

Banham Zoo says that spraying the strong scents in the enclosures of their lions, tigers and leopards keeps the animals mentally and physically active.

Animal manager Mike Woolham said: “Our big cats definitely react positively when scents are used as part of their enrichment programme.

“For some reason, Calvin Klein perfume is a huge hit with all big cats, but in all honesty any perfumes work well and we do like to offer them a variety of different smells.”



UNEXPECTED KITTY IN THE BAGGING AREA!

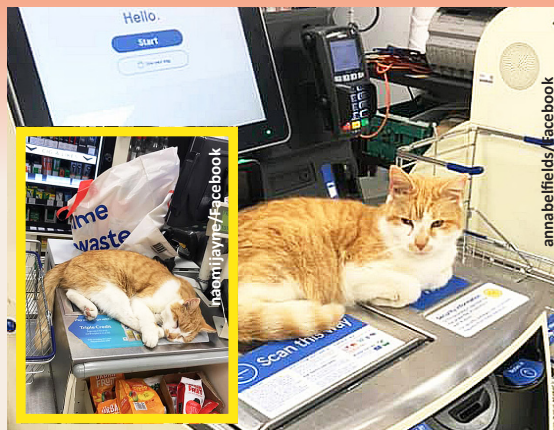
A CAT who was ‘banned’ from his local Tesco keeps returning to the store in defiance.

The ginger tom called Pumpkin loves to visit his local store in Norwich and has racked up almost 3,500 Facebook followers.

He spends most of his time by the doors of the store, but recent photo

evidence shows he has made himself comfy at the checkouts too.

Tesco says that “a food store isn’t the best place for a cat”, but admitted that Pumpkin would likely continue to visit.

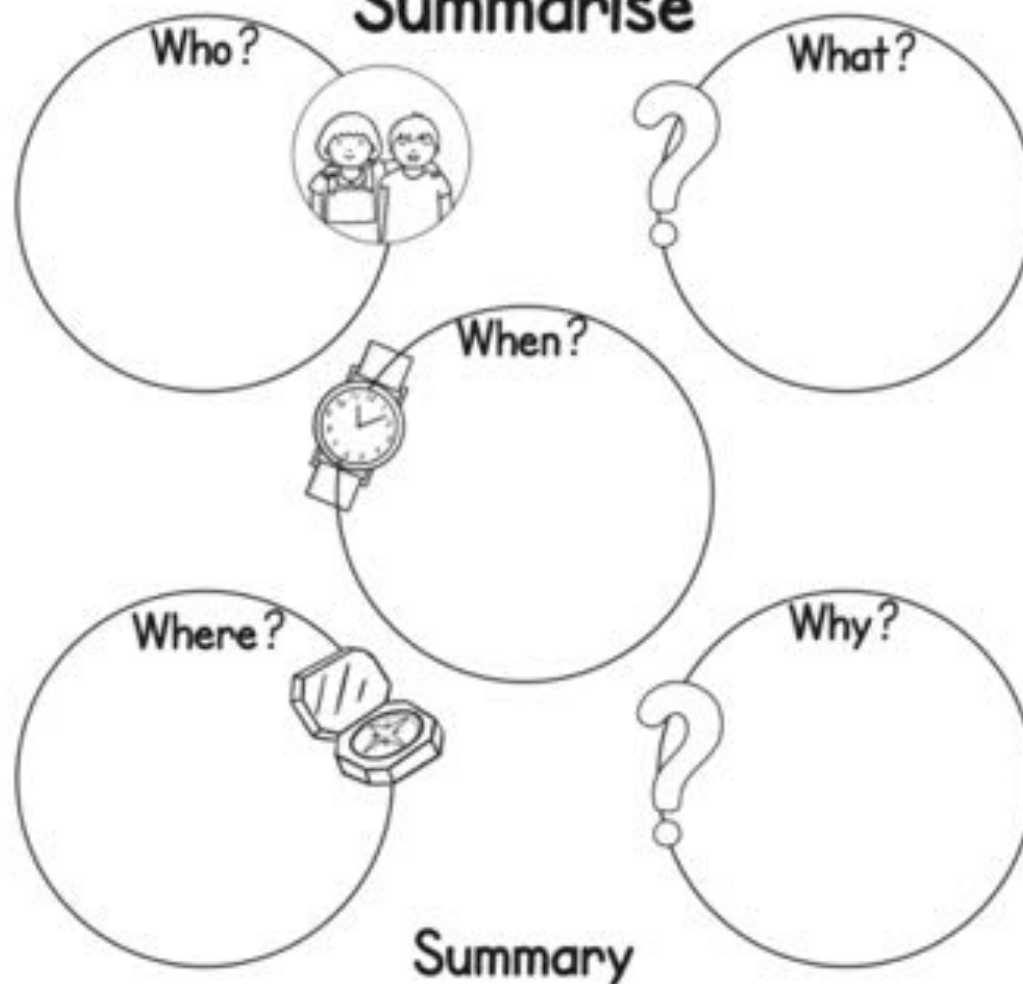


Date _____

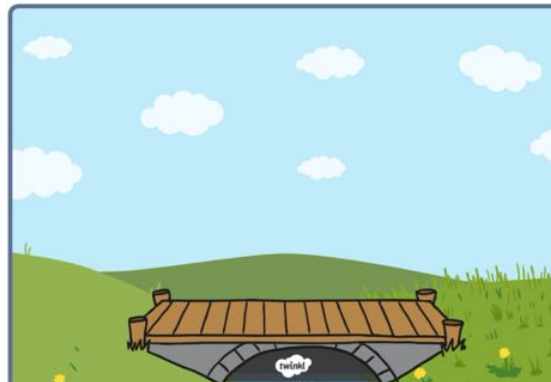
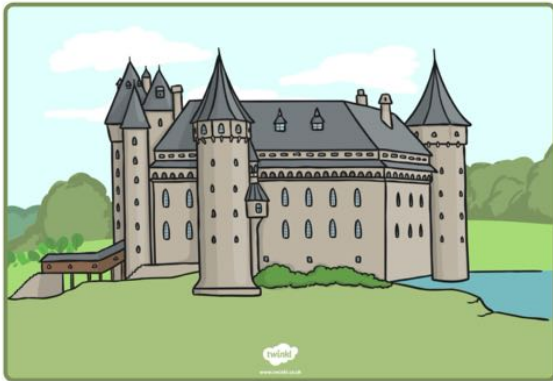
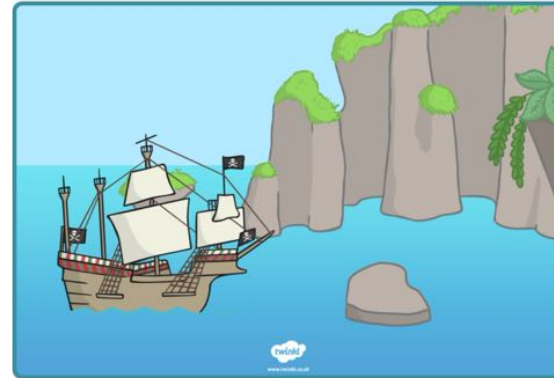
Name _____

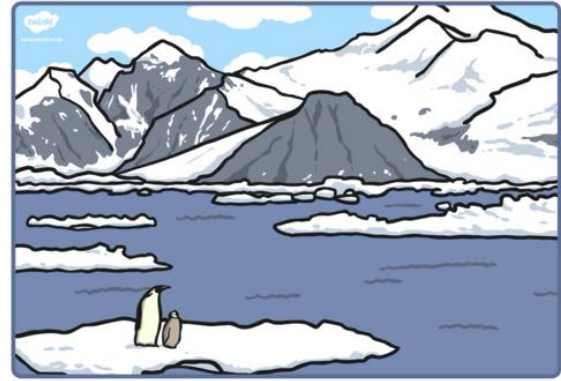


Summarise



Writing resource 1 - pictures of
example settings for your story.
Pg 7 - 8





Setting Description Senses Word Mat

Sights

ancient
angular
bright
bustling
cluttered
crowded
dazzling
disappointing
dusty
empty
enormous
fashionable
glistening
gloomy
grim
hectic
impressive
luxurious
miniscule
misshapen
rounded
spotless
unkempt
wonderful

Sounds

banging
buzzing
discordant
gurgling
grating
howling
loud
low-level
melodic
muttering
noisy
quiet
raucous
ringing
rustling
scratching
screeching
scuffling
silent
tapping
thumping
tuneful
wailing
whispering

Smells

| | |
|------------|----------------|
| clean | homely |
| clinical | mouth-watering |
| damp | perfumed |
| delicious | pleasant |
| disgusting | pungent |
| dusty | refreshing |
| earthy | sickening |
| exotic | smoky |
| familiar | tangy |
| floral | tempting |
| fresh | unfamiliar |
| fruity | unusual |

Sensations

bumpy
cool
damp
forceful
freezing
gentle
hard
itchy
jagged
loose
pleasant
rough
slippery
smooth
soaking
soft
sticky
stifling
sweltering
tickly
tight
uncomfortable
unpleasant
wobbly

Feelings

amazed
anxious
ashamed
calm
confident
curious
disappointed
eager
excited
exhilarated
furious
impressed
lazy
lonely
miserable
nauseated
nervous
overawed
overjoyed
proud
reluctant
serene
terrified
underwhelmed



Story Setting Planner

The best stories go into detail to describe the settings. Think about your setting and how you can describe it best.

| | |
|-----------------------|-------------------|
| My setting is: | Sounds |
| Smells | Sights |
| Similes | Adjectives |

Avatar

As the multiple moons exchanged places with the sun in the now azure sky, a misty haze began to form under the canopy of swaying, rugged trees. What was this place? Why was it so eye catching? Curling around thick spiraling branches were constricting vines, which braced and creaked. Dangling down from the layer of moss, vast, bold leaves flickered like church candle flames in breeze. Sweet scented pollen drifted through the archways created by the curving branches which created halos of light above and below.

However, the most delightful sight was the strange, exotic, unfamiliar plants which glowed bright neon colours. Sapphire, ruby and emerald pierced the sometimes dull surroundings - filling it with a song of life and colour. In addition, these supernatural forms danced and twisted as though keeping in time to some silent, environmental rhythm. This magical place was truly special, because even in the chaos of the natural surroundings, (where vines choked vines and branches beat down branches) it was perfect! It was hypnotizing! Although, there was still a sense that perhaps this was all a mask for a darker presence...



Jub's tree house

Deep within an enchanted forest, lives a young, lonely girl named Jub. Jub lives in the forest in a very special tree, an old silver birch tree, which she calls home.

Jub's home stands proudly at over 20 feet tall (it is by far the biggest of its kind). Like a snake shedding its skin, the silver, crumbling bark is flaking from the trunk. Because the tree is so old, the roots spread for miles under the ground, like a spider's web encompassing the earth.

From this old, impressive tree, grows an array of shapes, sizes, colours and textures of leaves. As the autumn leaves hang from the branches, they sway in the howling wind. Occasionally, a leaf falls and, ready to leave its home, it dances, spirals and twirls through the air, eventually landing on the ground.

Although Jub's home is a tree, with leaves, bark and branches, to the human eye it is much more: it is a rainbow of colours bursting through the air. Like any person who wears clothes, Jub needs somewhere to dry her washing, however, because her hollow is small, she has her washing line outside. Hanging off the washing line, is an assortment of colourful clothing: t-shirts, stripy socks, a scarf and shorts. Also, a pair of six-fingered gloves (because Jub is an aberration, who has six fingers on each hand).

Above the washing line, Jub uses the branches and grooves in the tree trunk effectively. Since she doesn't have a lot of space inside the hollow, she stores her belongings outside. Strangely, a bike wheel is propped between a thick branch and the trunk, as an umbrella hangs of the most delicate of the tree's twigs.

The unknown forest

As the multiple moons exchanged places with the sun in the now azure sky, a misty haze began to form under the canopy of swaying, rugged trees. What was this place? Why was it so eye catching and yet so unnerving? Curling around thick spiraling branches were constricting vines, which braced and creaked – taking choking holds of the helpless trunks within. Dangling down from the layer of moss, vast, bold leaves flickered like flames in the growing bluster of wind. Dust, grit and grime drifted through the archways created by the curving branches which overshadowed the dimming the forest, leaving areas of unknown and bewilderment.

However, the most puzzling of all the sights was the strange, exotic, unfamiliar plants which throbbed with glowing rage. Sapphire, ruby and emerald pierced the sometimes dull surroundings - filling it with an eeriness and raised even more questions about this frightful place. In addition, these supernatural forms danced and twisted in an odd attempt to hypnotize and entice any vulnerable being. Vulnerable was exactly how Suzie felt as she stood lost and engulfed in this strange and threatening setting. This place was truly special, but for the wrong reasons. Because, in the chaos of the natural surroundings, (where vines choked vines and branches beat down branches) she could feel the eyes of the forest fixed upon her! It was hypnotizing! On top of this, there was a sense that perhaps this was all a mask for an even darker presence... or even a being...

Through a small gap in the flickering leaves, two dull, piercing eyes emerged followed by a gaping mouth full of teeth that jutted out like yellow pegs of evil! Before Suzie had time to spin and flee, the furious beast came charging through foliage like a steam train. Smashing and bursting the tress, splintered due to the strength of this vile being which took its first lung towards the helpless, scrambling girl. Like a clamp, its jaws came chomping down around Suzie's bag and lifted her high up into the air. Fortunately, as quick as a flash, the young explorer, grasped hold of the fastening and sprang it open causing her to escape from the monster's raging mouth. As she landed onto the damp, saturated ground, she took a forward roll which removed her from the immediate danger of being stamped on. However, the disorientated beast was only temporarily distracted.

Within seconds, it had caught sight of the now fleeing young girl and made another dart towards her. Leaping over fallen branches, and stumbling around sharp rocks, Suzie's heart was now pounding like an exploding drum. Suddenly, she caught sight of a cliff! If she could make it over the cliff, perhaps there would be a small chance she would escape! Faster and faster her legs carried her. Closer and closer the creator came! Reaching the edge of the land, she took a desperate leap out over the surging, frothing water below – she closed her eyes. Behind her, the horrid mammal took one final snap towards her, its feet clinging on to the edge of the cliff. Suzie felt its warm putrid breath on the back of her neck but slipped out of its grasp, plunging down towards the deep river below... With a frustrated growl, the beast retreated back into the depths of the wood in which it belonged... Suzie, meanwhile, was nowhere to be seen...

| Punctuation Power! | |
|--------------------|--|
| A | Capital letters for the start of sentences, names and places. |
| . | A full stop at the end of a sentence. |
| ! | Exclamation marks for exclamations or surprise. |
| ? | Question marks for questions. |
| ' | Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't. |
| , | Commas to separate items on a list. |
| " " | Inverted commas to show direct speech. |

| Fantastic Ways to Show Time, Place and Cause in Your Sentences | | |
|--|--------|------------|
| Subordinating Conjunctions | | |
| when | before | because |
| after | while | |
| Prepositions | | |
| in | during | because of |
| over | near | until |
| above | behind | |
| Adverbs | | |
| next | soon | then |
| therefore | | |

| Can you squeeze in some co-ordinating conjunctions? | |
|---|-----|
| F | for |
| A | and |
| N | nor |
| B | but |
| O | or |
| Y | yet |
| S | so |

| Know your Prefixes |
|-----------------------|
| un- means not |
| pre- means before |
| mis- means wrong |
| super- means above |
| re- means again |
| sub- means under |
| inter- means between |
| anti- means against |
| auto- means self |
| im/ir/in/il- mean not |

| Which is Witch? Don't Muddle Your Homophones |
|---|
| there/their/they're |
| our/are |
| two/too/to |
| your/you're |
| here/hear |

Writing Mat Expected Year 3

| Super Spellings... I need to know most of these: | | | | | |
|---|-----------|------------|--------------|------------|-----------|
| accident | centre | experience | important | ordinary | reign |
| accidentally | century | experiment | interest | particular | remember |
| actual | certain | extreme | island | peculiar | sentence |
| actually | circle | famous | knowledge | perhaps | separate |
| address | complete | favourite | learn | popular | special |
| although | consider | February | length | position | straight |
| answer | continue | forwards | library | possess | strange |
| appear | decide | fruit | material | possession | strength |
| arrive | describe | grammar | medicine | possible | suppose |
| believe | different | group | mention | potatoes | surprise |
| bicycle | difficult | guard | minute | pressure | therefore |
| breath | disappear | guide | natural | probably | though |
| breathe | early | heard | naughty | promise | thought |
| build | earth | heart | notice | purpose | through |
| busy | eight | height | occasion | quarter | various |
| business | eighth | history | occasionally | question | weight |
| calendar | enough | imagine | often | recent | woman |
| caught | exercise | increase | opposite | regular | women |

Don't forget to organise your writing into **paragraphs**. Each one needs a few sentences linked to the same theme.

Super Spellings... I need to know most of these:

| | | | | | |
|--------------|-----------|------------|--------------|------------|-----------|
| accident | centre | experience | important | ordinary | reign |
| accidentally | century | experiment | interest | particular | remember |
| actual | certain | extreme | island | peculiar | sentence |
| actually | circle | famous | knowledge | perhaps | separate |
| address | complete | favourite | learn | popular | special |
| although | consider | February | length | position | straight |
| answer | continue | forwards | library | possess | strange |
| appear | decide | fruit | material | possession | strength |
| arrive | describe | grammar | medicine | possible | suppose |
| believe | different | group | mention | potatoes | surprise |
| bicycle | difficult | guard | minute | pressure | therefore |
| breath | disappear | guide | natural | probably | though |
| breathe | early | heard | naughty | promise | thought |
| build | earth | heart | notice | purpose | through |
| busy | eight | height | occasion | quarter | various |
| business | eighth | history | occasionally | question | weight |
| calendar | enough | imagine | often | recent | woman |
| caught | exercise | increase | opposite | regular | women |

Which is Witch? Don't Muddle Your Homophones

| | |
|---------------------|---------------|
| there/their/they're | our/are |
| two/too/to | here/hear |
| your/you're | accept/except |
| whether/weather | |

Writing Mat Greater Depth Year 3

Fantastic Ways to Show Time, Place and Cause in Your Sentences

Subordinating Conjunctions

| | | |
|-------|--------|---------|
| when | before | because |
| after | while | |

Prepositions

| | | |
|-------|--------|------------|
| in | during | because of |
| over | near | until |
| above | behind | |

Adverbs

| | | |
|-----------|------|------|
| next | soon | then |
| therefore | | |

Does it All Agree?

Check through your work for:

| | |
|----------|--------|
| was/were | is/are |
|----------|--------|

Is your writing in the correct tense?

Mix Up Your Sentences!

Use some longer complex sentences and some short, snappy ones!

Place the model in a cool, dry place until the paint is completely dry.

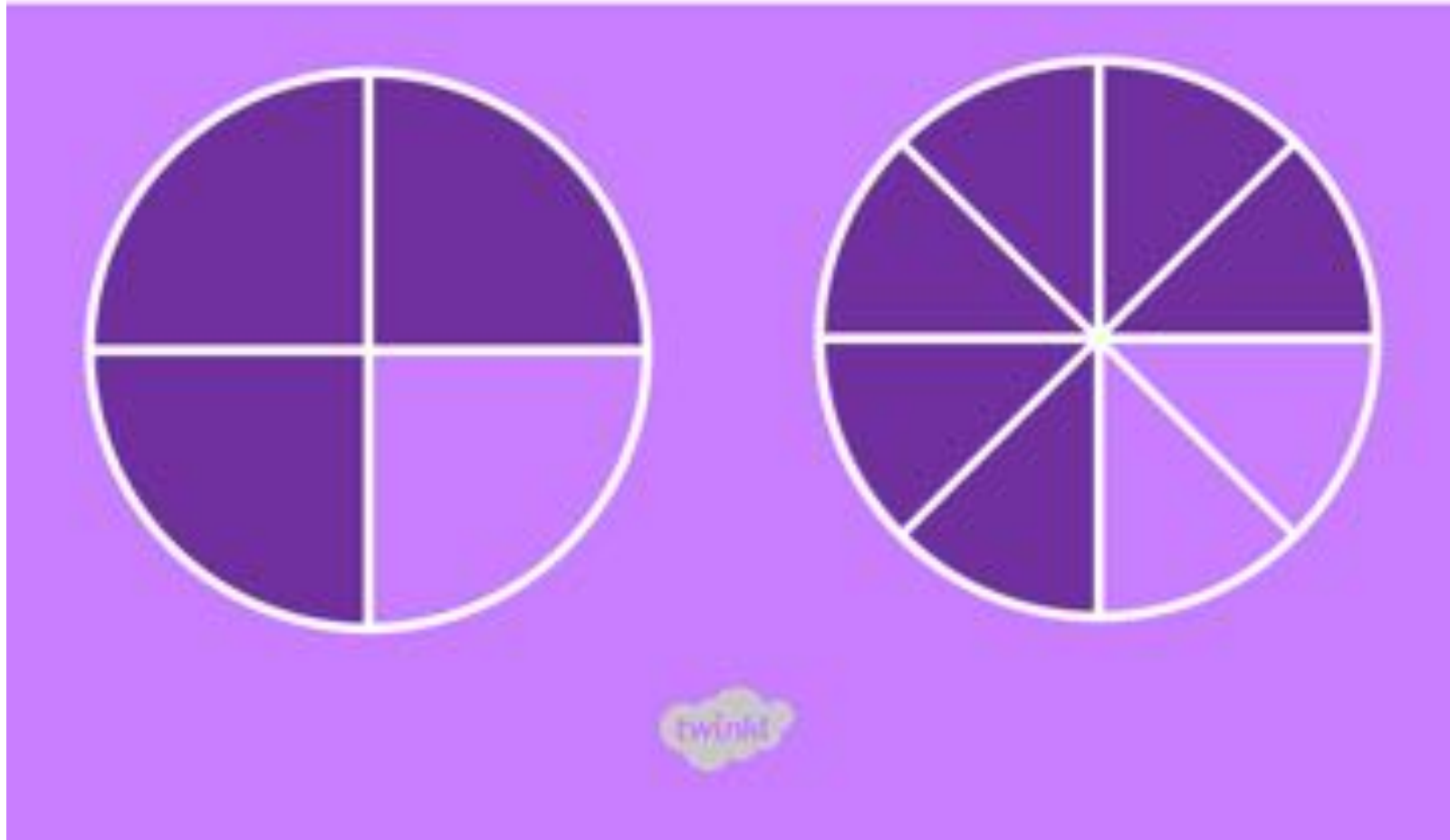
His heart skipped a beat.

Punctuation Power!

| | |
|------------|--|
| A | Capital letters for the start of sentences, names and places. |
| . | A full stop at the end of a sentence. |
| ! | Exclamation marks for exclamations or surprise. |
| ? | Question marks for questions. |
| ' | Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't. |
| , | Commas to separate items on a list. |
| ... | Inverted commas to show direct speech. |

You need to be organising your writing into **paragraphs** as much as possible. Just make sure each one is about the same theme.

Equivalent Fractions



Recap

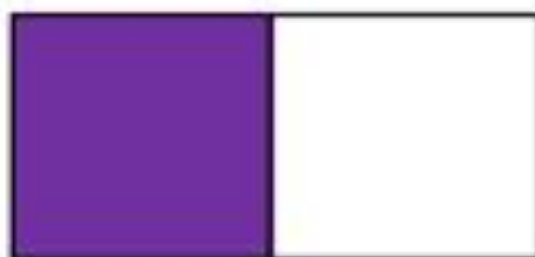
What fractions of each of these are coloured?



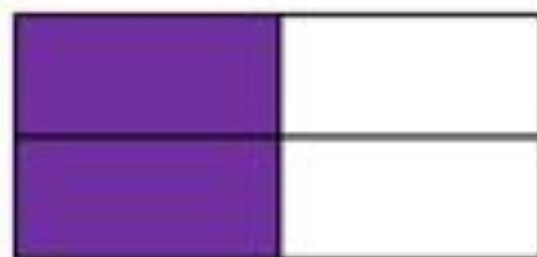
Recap

Some fractions that are written with different numbers have the same value.

In other words, a fraction can be written in many different ways,
but have the same value.



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

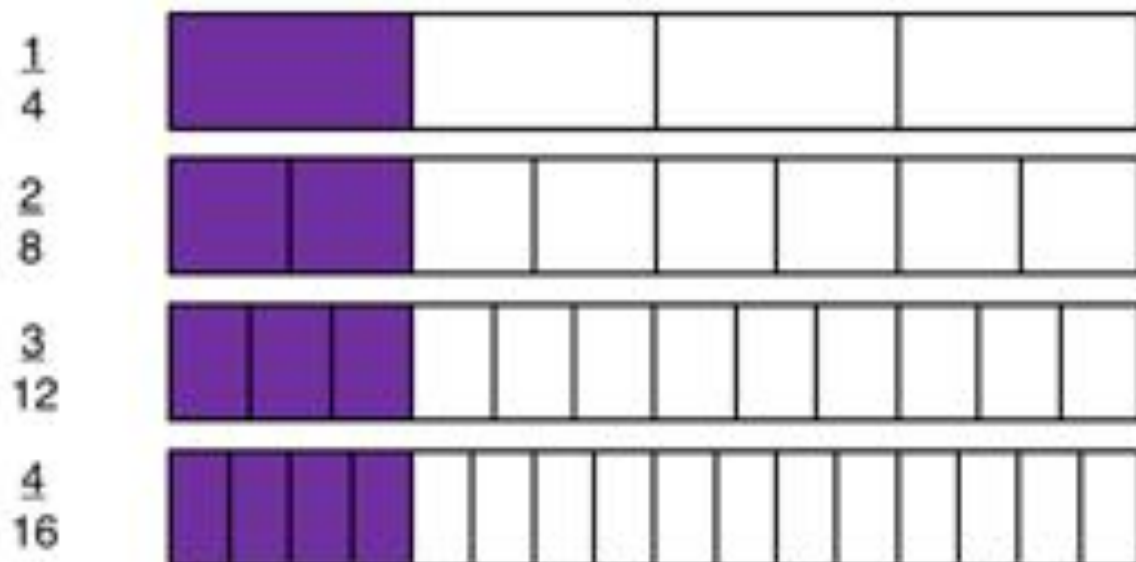


$$\frac{2}{4}$$

Equivalent Fractions

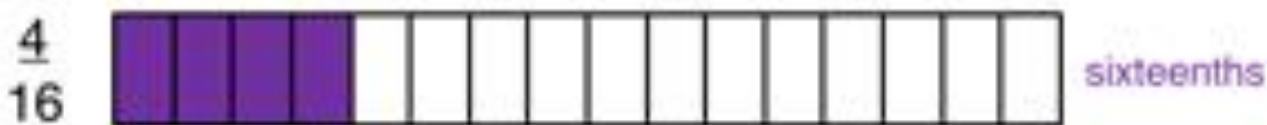
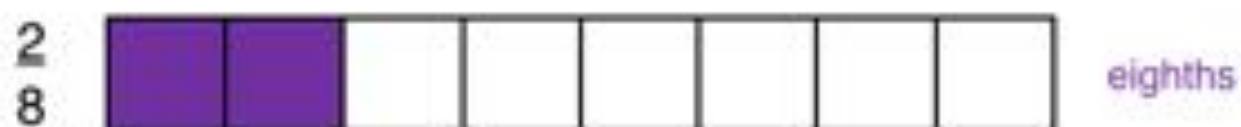
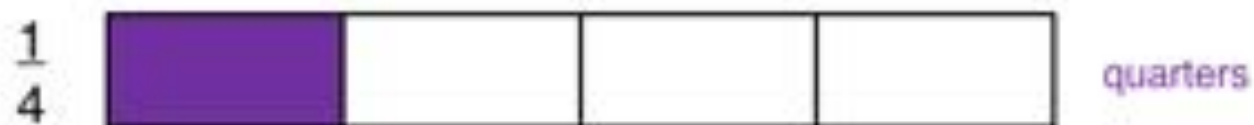
These are all equivalent fractions, even though they all have different numerators and denominators.

They show that the same amount of the bar has been shaded overall.



Equivalent Fractions

These fractions are all equivalent as they have the same value.



Equivalent Fractions

These 3 fractions are equivalent. They have the same value.
What is each fraction?



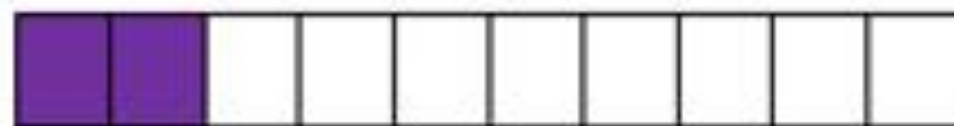
Equivalent Fractions

What fractions are equivalent to $\frac{1}{5}$?

$\frac{1}{5}$



$\frac{2}{10}$



$\frac{3}{15}$



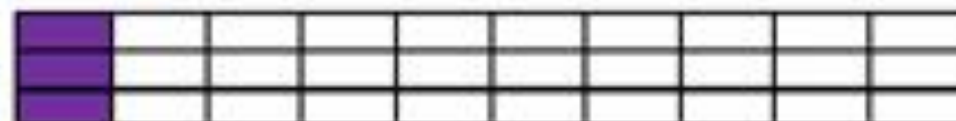
Equivalent Fractions

Are these 2 fractions equivalent?

$\frac{1}{10}$



$\frac{3}{30}$

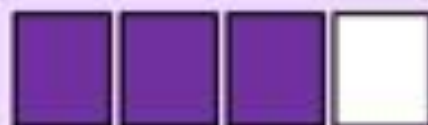


Yes!

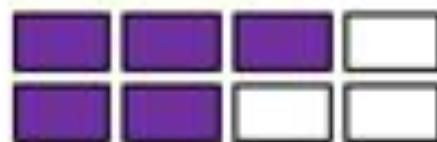
Can you explain why they are equivalent?

Equivalent Fractions

Which group shows an equivalent fraction to $\frac{3}{4}$?



$\frac{6}{8}$



$\frac{5}{8}$

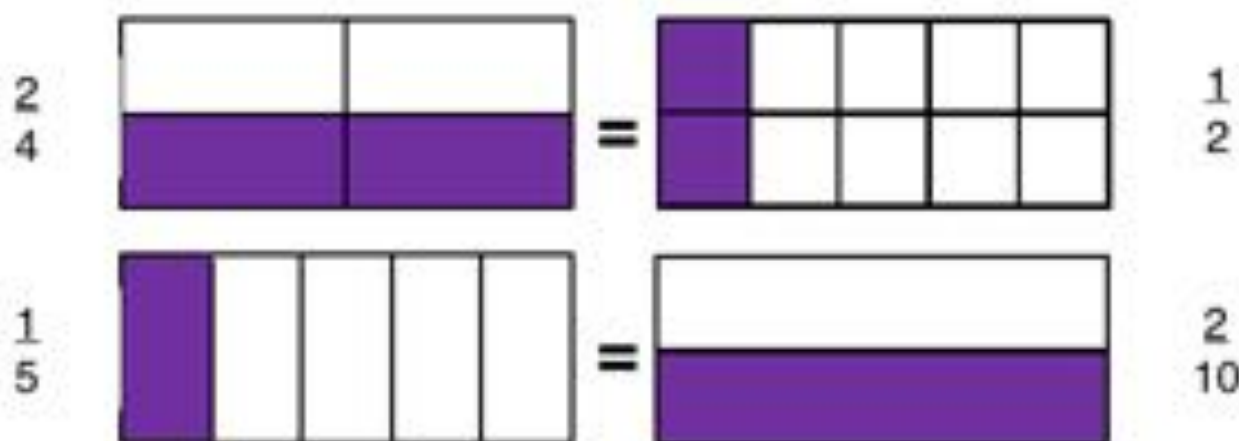
$\frac{6}{8}$ is equivalent to $\frac{3}{4}$

Activity Sheet 1

Write the shaded fraction for each rectangle.

Cut each section out.

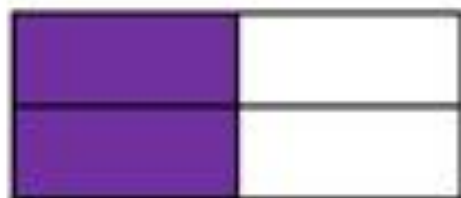
Match the rectangles with the equivalent amount shaded and stick each equivalent set together in your book.



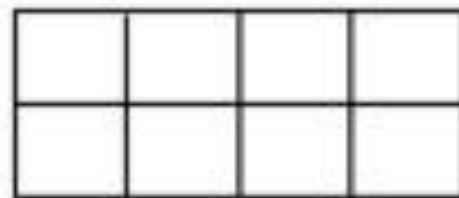
Activity Sheet 2

Shade the second shape to be equivalent to the first and write the equivalent fractions.

$\frac{2}{4}$



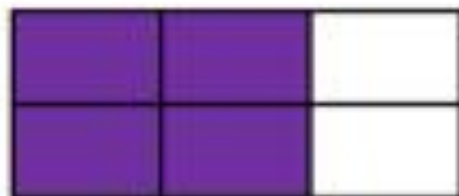
=



$\frac{4}{8}$

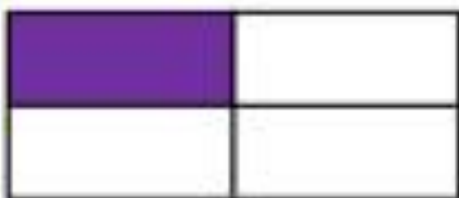
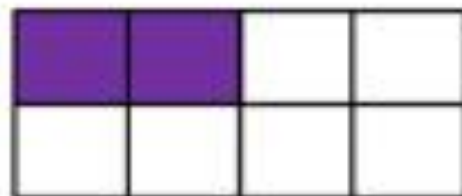
Activity Sheet 3

Write the fraction of each shape that is shaded and draw a line to match each equivalent fraction.



$$\frac{4}{6}$$

$$\frac{2}{8}$$



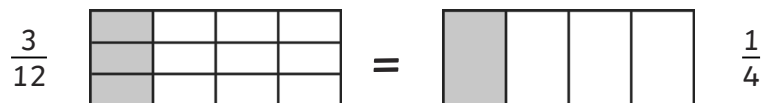
$$\frac{1}{4}$$

$$\frac{2}{3}$$

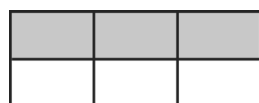


Equivalent Fractions

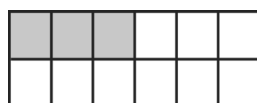
These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.



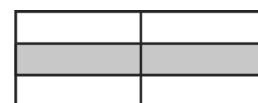
Write the shaded fraction for each rectangle. Cut each section out. Match the rectangles with the equivalent amount shaded and stick each equivalent set together in your book.



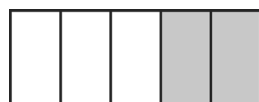
$\frac{\quad}{6}$



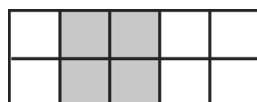
$\frac{\quad}{12}$



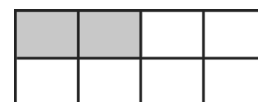
$\frac{\quad}{6}$



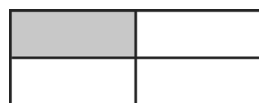
$\frac{\quad}{5}$



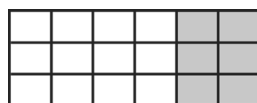
$\frac{\quad}{10}$



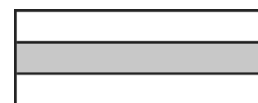
$\frac{\quad}{8}$



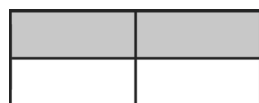
$\frac{\quad}{4}$



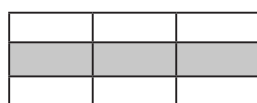
$\frac{\quad}{18}$



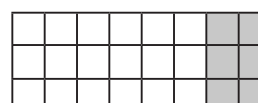
$\frac{\quad}{3}$



$\frac{\quad}{4}$



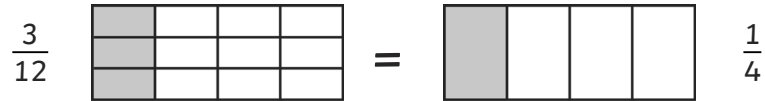
$\frac{\quad}{9}$



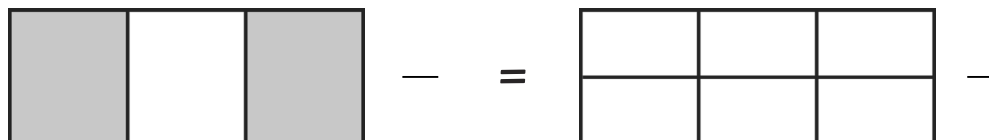
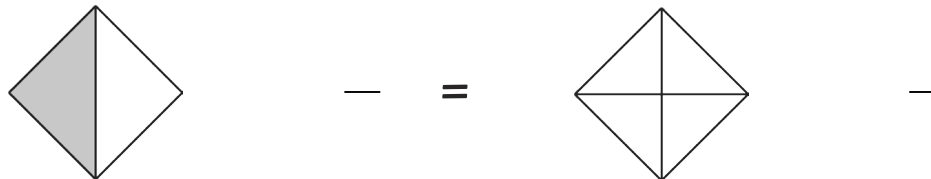
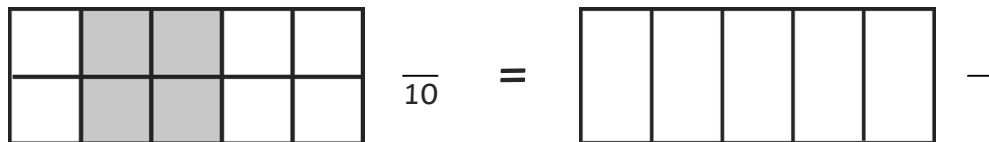
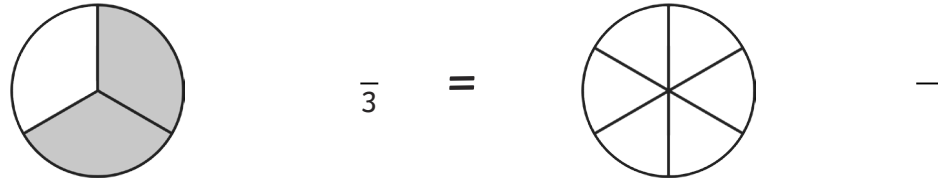
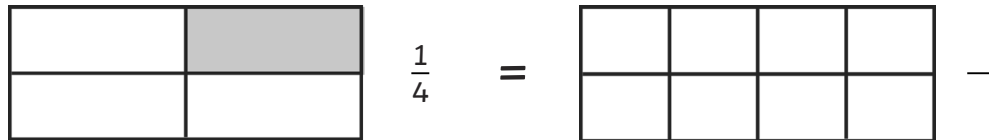
$\frac{\quad}{24}$

Equivalent Fractions

These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.

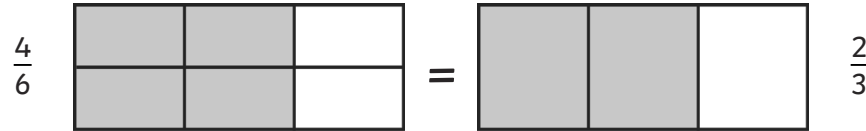


Shade the second shape to be equivalent to the first and write the equivalent fractions.

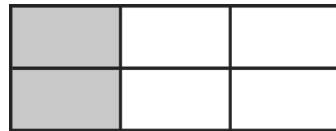


Equivalent Fractions

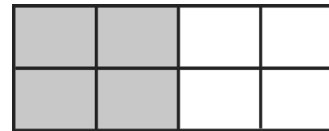
These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.



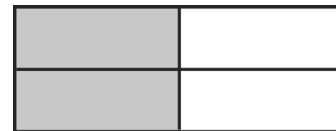
Write the fraction of each shape that is shaded and draw a line to match equivalent fraction.



—



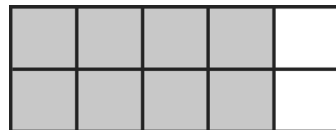
—



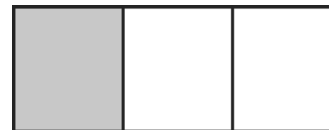
—



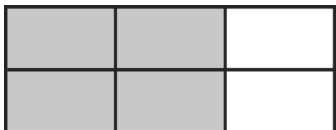
—



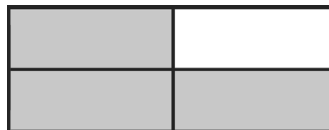
—



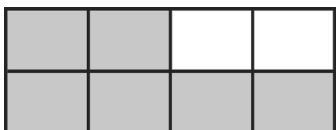
—



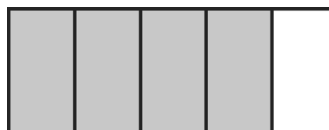
—



—



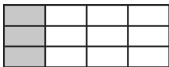
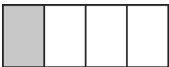
—



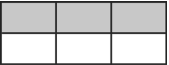
—

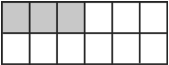
Equivalent Fractions - Answers

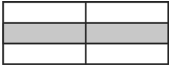
These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.

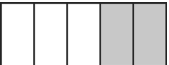
$\frac{3}{12}$

 $=$

 $\frac{1}{4}$


Write the shaded fraction for each rectangle. Cut each section out. Match the rectangles with the equivalent amount shaded and stick each equivalent set together in your book.

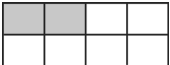

 $\frac{3}{6}$

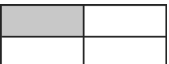

 $\frac{3}{12}$

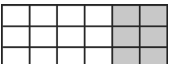

 $\frac{2}{6}$

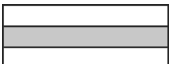

 $\frac{2}{5}$

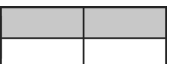

 $\frac{4}{10}$

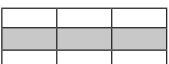

 $\frac{2}{8}$



 $\frac{1}{4}$


 $\frac{6}{18}$


 $\frac{1}{3}$

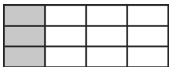
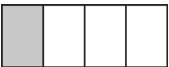

 $\frac{2}{4}$


 $\frac{3}{9}$

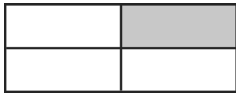

 $\frac{6}{24}$

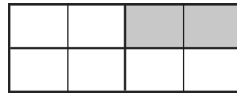
Equivalent Fractions - Answers

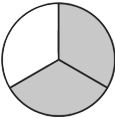
These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.

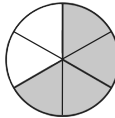
$\frac{3}{12}$

 $=$

 $\frac{1}{4}$

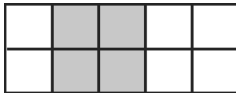
Shade the second shape to be equivalent to the first and write the equivalent fractions.



 $\frac{1}{4}$

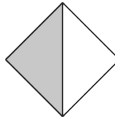

 $\frac{2}{8}$

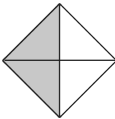

 $\frac{2}{3}$

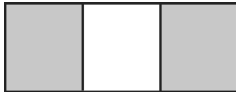

 $\frac{4}{6}$

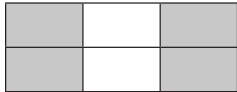

 $\frac{4}{10}$


 $\frac{2}{5}$


 $\frac{1}{2}$

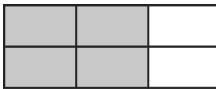


 $\frac{2}{4}$


 $\frac{2}{3}$

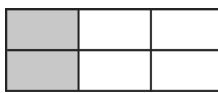

 $\frac{4}{6}$

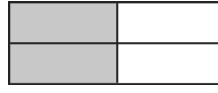
Equivalent Fractions - Answers

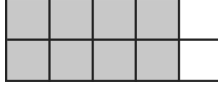
These fractions are equivalent. The rectangles are the same. The amount shaded is equivalent.

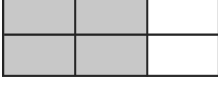
$\frac{4}{6}$

 $=$

 $\frac{2}{3}$

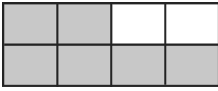
Write the fraction of each shape that is shaded and draw a line to match equivalent fraction.

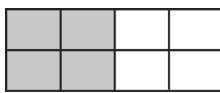

 $\frac{2}{6}$



 $\frac{2}{4}$

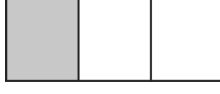

 $\frac{8}{10}$

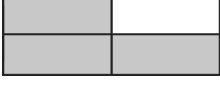

 $\frac{4}{6}$



 $\frac{6}{8}$


 $\frac{4}{8}$


 $\frac{2}{3}$


 $\frac{1}{3}$


 $\frac{3}{4}$


 $\frac{4}{5}$

| | |
|-----------|-----------------------|
| I have... | Who has...? |
| 30 | $\frac{1}{10}$ of 100 |

| | |
|-----------|---------------------|
| I have... | Who has...? |
| 10 | $\frac{3}{4}$ of 24 |

| | |
|-----------|---------------------|
| I have... | Who has...? |
| 18 | $\frac{1}{3}$ of 99 |

| | |
|-----------|--------------------|
| I have... | Who has...? |
| 33 | $\frac{1}{4}$ of 8 |

I have...

20

Who has...?

$\frac{1}{5}$ of 30

twinkl.co.uk

I have...

6

Who has...?

$\frac{1}{4}$ of 4

twinkl.co.uk

I have...

1

Who has...?

$\frac{1}{2}$ of 90

twinkl.co.uk

I have...

45

Who has...?

$\frac{1}{3}$ of 24

twinkl.co.uk

I have...

22

Who has...?

$\frac{1}{2}$ of 30

twinkl.co.uk

I have...

15

Who has...?

$\frac{1}{3}$ of 15

twinkl.co.uk

I have...

5

Who has...?

$\frac{1}{4}$ of 100

twinkl.co.uk

I have...

25

Who has...?

$\frac{1}{2}$ of 40

twinkl.co.uk

I have...

2

Who has...?

$\frac{3}{4}$ of 28

I have...

21

Who has...?

$\frac{1}{2}$ of 200

I have...

100

Who has...?

$\frac{1}{2}$ of 38

I have...

19

Who has...?

$\frac{1}{4}$ of 88

I have...

8

Who has...?

$\frac{1}{5}$ of 45

I have...

9

Who has...?

$\frac{1}{2}$ of 70

I have...

35

Who has...?

$\frac{1}{2}$ of 34

I have...

17

Who has...?

$\frac{2}{3}$ of 45



Would You Rather...?

Calculate the amount in each choice and then select the largest amount.
Use fraction bars or calculations to help you to work out your answers.

- | | | | |
|-------------------------|----------------------|-----------------------|-----------------------|
| 1. Would you rather...? | $\frac{1}{4}$ of £4 | $\frac{1}{2}$ of £8 | $\frac{1}{3}$ of £6 |
| 2. Would you rather...? | $\frac{1}{4}$ of £8 | $\frac{1}{2}$ of £4 | $\frac{1}{3}$ of £9 |
| 3. Would you rather...? | $\frac{2}{3}$ of £36 | $\frac{3}{4}$ of £36 | $\frac{1}{5}$ of £55 |
| 4. Would you rather...? | $\frac{2}{5}$ of £35 | $\frac{1}{8}$ of £96 | $\frac{3}{6}$ of £30 |
| 5. Would you rather...? | $\frac{4}{5}$ of £25 | $\frac{2}{3}$ of £27 | $\frac{3}{10}$ of £60 |
| 6. Would you rather...? | $\frac{3}{8}$ of £48 | $\frac{3}{4}$ of £44 | $\frac{5}{9}$ of £45 |
| 7. Would you rather...? | $\frac{2}{6}$ of £54 | $\frac{3}{7}$ of £49 | $\frac{4}{12}$ of £60 |
| 8. Would you rather...? | $\frac{5}{6}$ of £72 | $\frac{8}{10}$ of £70 | $\frac{7}{9}$ of £72 |



Would You Rather...? **Answers**

Calculate the amount in each choice and then select the largest amount.
Use fraction bars or calculations to help you to work out your answers.

1. Would you rather...? $\frac{1}{4}$ of £4 = **£1** $\frac{1}{2}$ of £8 = **£4** $\frac{1}{3}$ of £6 = **£2**

2. Would you rather...? $\frac{1}{4}$ of £8 = **£2** $\frac{1}{2}$ of £4 = **£2** $\frac{1}{3}$ of £9 = **£3**

3. Would you rather...? $\frac{2}{3}$ of £36 = **£24** $\frac{3}{4}$ of £36 = **£27** $\frac{1}{5}$ of £55 = **£11**

4. Would you rather...? $\frac{2}{5}$ of £35 = **£14** $\frac{1}{8}$ of £96 = **£12** $\frac{3}{6}$ of £30 = **£15**

5. Would you rather...? $\frac{4}{5}$ of £25 = **£20** $\frac{2}{3}$ of £27 = **£18** $\frac{3}{10}$ of £60 = **£18**

6. Would you rather...? $\frac{3}{8}$ of £48 = **£18** $\frac{3}{4}$ of £44 = **£33** $\frac{5}{9}$ of £45 = **£25**

7. Would you rather...? $\frac{2}{6}$ of £54 = **£18** $\frac{3}{7}$ of £49 = **£21** $\frac{4}{12}$ of £60 = **£20**

8. Would you rather...? $\frac{5}{6}$ of £72 = **£60** $\frac{8}{10}$ of £70 = **£56** $\frac{7}{9}$ of £72 = **£56**



Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$4 \times \square = 8$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$12 \div \square = 4$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$5 \times 1 = \square$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$\square \div 2 = 5$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$5 \times \square = 10$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$5 \div \square = 5$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$\square \times 3 = 9$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$6 \div \square = 2$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$\square \times 1 = 4$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$\square \div 3 = 3$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$3 \times \square = 6$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$\square \div 2 = 4$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$2 \times \square = 4$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$\square \div 2 = 2$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★

$$4 \times \square = 12$$

Year 3
**Multiplication
and Division
Missing Number
Challenge Cards**
twinkl

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$2 \times \square = 10$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$\square \div 8 = 7$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$35 \div \square = 7$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$\square \times 4 = 24$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$9 \times \square = 72$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$\square \div 3 = 7$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$16 \div \square = 4$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$\square \times 8 = 64$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$5 \times \square = 25$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$\square \div 3 = 12$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$36 \div \square = 9$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$\square \times 3 = 9$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$\square \times 8 = 88$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$\square \div 5 = 8$$

Year 3 Multiplication and Division Missing Number Challenge Cards ★★

$$32 \div \square = 4$$

Year 3 Multiplication and Division Missing Number Challenge Cards Answers



| | | |
|--------------------------|--------------------------|---------------------------|
| $4 \times \boxed{2} = 8$ | $\boxed{10} \div 2 = 5$ | $5 \times \boxed{2} = 10$ |
| $12 \div \boxed{3} = 4$ | $5 \times 1 = \boxed{5}$ | $5 \div \boxed{1} = 5$ |
| $\boxed{3} \times 3 = 9$ | $6 \div \boxed{3} = 2$ | $\boxed{4} \times 1 = 4$ |
| $\boxed{8} \div 2 = 4$ | $2 \times \boxed{2} = 4$ | $\boxed{9} \div 3 = 3$ |
| $3 \times \boxed{2} = 6$ | $\boxed{4} \div 2 = 2$ | $4 \times \boxed{3} = 12$ |

twinkl.com

Year 3 Multiplication and Division Missing Number Challenge Cards Answers ★ ★

| | | |
|---------------------------|----------------------------|---------------------------|
| $2 \times \boxed{5} = 10$ | $\boxed{6} \times 4 = 24$ | $9 \times \boxed{8} = 72$ |
| $\boxed{56} \div 8 = 7$ | $35 \div \boxed{5} = 7$ | $\boxed{21} \div 3 = 7$ |
| $16 \div \boxed{4} = 4$ | $\boxed{8} \times 8 = 64$ | $5 \times \boxed{5} = 25$ |
| $\boxed{3} \times 3 = 9$ | $\boxed{11} \times 8 = 88$ | $\boxed{36} \div 3 = 12$ |
| $36 \div \boxed{4} = 9$ | $\boxed{40} \div 5 = 8$ | $32 \div \boxed{8} = 4$ |

twinkl.com

Catching a Ride

Some plants such as cockleburs have developed to grow tiny hooks on their fruits which hook on to animals (or people) that pass by the plant. Eventually they will drop off on to the ground.



This dog has been covered in burrs.



Burdock seeds

Wind

Sycamore 'helicopters' and dandelion 'clocks' both have fruits which have adapted to use the wind to carry the seeds away when the seeds are ready.

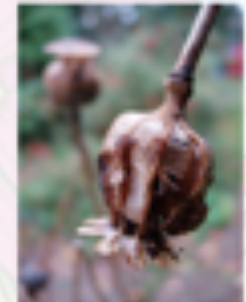


Shakers

Some plants rely on being shaken to disperse their seeds. When poppies have produced their seeds and have finished flowering all that is left is a long stem with a dried seed pod. These pods have small holes at the top and rely on wind to shake them to scatter the seeds. This method doesn't send the seeds very far. Yucca Campestris seeds also need to be shaken.



Yucca Campestris seeds



Poppy seeds

Drop and Roll!

Some fruits, such as horse chestnuts, have a casing round them which cracks open when it hits the ground. The fruit inside then rolls away from the tree. You can tell which horse chestnuts in the trees are ripe because their casings have already begun to split open before they drop.



Seeds as Food

Some plants make tasty fruits. This is to encourage animals (and people!) to eat the fruits. The seeds then pass through the animal unharmed and out the other end with a ready supply of fertiliser (not tasty in the slightest...quite the opposite). This method ensures the seed is given nutrients to help it grow.

What types of fruits can you think of that are eaten by animals and people with seeds inside?



Water

Some plants rely on water to disperse their fruits. These will either grow on the water or by the side of water.

Water lilies live on the water so they use the water to disperse their seeds. They make very light seeds which will float away on the water for a while, then sink to the bottom of a pond to grow a new lily.



Lily seeds



Water lily

Bursting

Some plants have pods full of seeds which will burst, showering the ground with seeds, like the Himalayan Balsam seed. Peas are another example of a plant bursting open to disperse its seeds.



| | | |
|-----------|-----------------|------------------|
| Wind | Water | Eaten by animals |
| Exploding | Catching a lift | |



sycamore



apple



poppy



peas



horse chestnut



dandelion



coconut



**Himalayan
balsam**



ragwort



burdock



berries



acorn

The Four Cardinal Points of a Compass

We use compass points to describe position and direction.

There are four main (cardinal) points of the compass:

north, south, east and west.



The Four Inter cardinal Points

We can be more specific if we use a further 4 (intercardinal) compass points.

These come halfway between the main points and are called:

north-east (NE),

south-east (SE),

south-west (SW)

and north-west (NW).



| | | | | | | |
|---|--|--|--|---|--|--|
| | | bakery  | | | mosque  | |
| church  | | park  | | hospital  | | |
| | taxi rank  | | postbox  | | | cafe  |
| fire station  | | toy shop  | | airport  | | |
| | school  | | vet  | | pool  | |
| theme park  | | police station  | | | | beach  |
| bus stop  | | dentist  | Start  | | supermarket  | |

Compass directions: the town

1. From the start, go north 4 squares. Where are you now?
2. Go east 3 squares. Where are you now?
3. Go south 3 squares. Where are you now?
4. Go west 6 squares. Where are you now?
5. Go east 2 squares. Where are you now?
6. Start at the school. How do you get to the taxi rank?
7. Give directions from the dentist to the toy shop.



| | | | | | | |
|---|--|--|--|---|--|--|
| | | bakery  | | | mosque  | |
| church  | | park  | | hospital  | | |
| | taxi rank  | | postbox  | | | cafe  |
| fire station  | | toy shop  | | airport  | | |
| | school  | | vet  | | pool  | |
| theme park  | | police station  | | | | beach  |
| bus stop  | | dentist  | Start  | | supermarket  | |

Compass directions: the town

1. From the start , go north 4 squares. Where are you now?
2. Go north-east 1 square. Where are you now?
3. Go south 2 squares. Where are you now?
4. Go west 4 squares. Where are you now?
5. Go south-east 2 squares. Where are you now?
6. Start at the school. How do you get to the theme park?
7. Direct someone from the theme park to the hospital.
8. Write directions from somewhere on the map to another place.



How Can We Describe Space Used in the UK?

Topic Resource 5 - Land use in the UK.
Pg 49 - 50

urban

towns and cities



rural

countryside/farmland



How Is Space Used in the UK?

The UK is an island

We have limited space to use.

How many different ways can we use the space we have?

Make a list with your partner



Urban and Rural Areas



urban

Housing
Healthcare
Factories
Education
Transport
Recreation & Leisure
Retail
Business

rural

Farming
Housing
Recreation & Leisure
Education
Business
Factories

How Is Space Used in the UK?



Housing



Healthcare



Factories



Education



Farming



Transport



Recreation and Leisure



Retail



Business