Ordering Numbers

1a. Fill the gaps in the number line using the numbers below.

A_B_C
220 230 260 270 280 300

290 250 240

2b. Fill the gaps in the number line using the numbers below.

A_B_C
460 470 490 500 510 520

480 530 450

2a. Put these numbers in ascending order.

570 730 590

2b. Put these numbers in ascending order.

930 380 310

3a. What is each representation worth?

\[
\begin{align*}
A &= 11100 \\
B &= 11110 \\
C &= 200 + 90 \\
\end{align*}
\]

List the numbers in ascending order.

3b. What is each representation worth?

\[
\begin{align*}
A &= 1001001 \\
B &= 111100 \\
C &= 400 + 30 \\
\end{align*}
\]

List the numbers in ascending order.

4a. True or false? Lewis has placed three numbers in ascending order.

410
380
430

4b. True or false? Frank has placed three numbers in ascending order.

790
800
880
Ordering Numbers

1a. Phoenix the parrot wants to reach the peach. He can only go through the maze by stepping on ascending numbers.

240 250  
→ 220 230 260  
 210 290 240  

How many routes can he take?

1b. Oka the panda wants to reach the plant. She can only go through the maze by stepping on ascending numbers.

→ 470 500 480  
 490 570 540  
 530  520  

How many routes can she take?

2a. Luke and Gavin are placing numbers in ascending order.

Gavin

630 670 710

Luke

280 410 380

Who is correct? Prove it.

2b. Leila and Evie are placing numbers in ascending order.

Leila

930 960 950

Evie

530 550 580

Who is correct? Prove it.

3a. Choose between 5 and 10 place value counters each time to create 3 different 3-digit numbers.

Write the numbers that you have created below in ascending order.

‘ ’ ‘ ’

3b. Choose between 5 and 10 place value counters each time to create 3 different 3-digit numbers.

Write the numbers you have created below in ascending order.

‘ ’ ‘ ’
1a. Fill the gaps in the number line using the numbers below.

A  B  C  D  E

650  654  660  662  666

658  664  656  652

1b. Fill the gaps in the number line using the numbers below.

A  B  C  D  E

240  245  260  265  270

250  255  235  275

2a. Put these numbers in ascending order.

426  381  329  894  677

2b. Put these numbers in descending order.

576  903  567  799  652

3a. What is each representation worth?

\[ 300 + 40 + 6 \]

A =  
B =  
C =  

List the numbers in descending order.

\[ \underline{677}, \underline{676}, \underline{767}, \underline{770} \]

3b. What is each representation worth?

\[ 600 + 87 \]

A =  
B =  
C =  

List the numbers in ascending order.

\[ \underline{658}, \underline{665}, \underline{797}, \underline{849}, \underline{882} \]

4a. True or false? Lucie has placed these five numbers in ascending order.

670  767  676  776  777

4b. True or false? Fiona has placed these five numbers in descending order.

882  849  797  658  685
Ordering Numbers

1a. Jerry the giraffe wants to reach the apple. He can only go through the maze by stepping on ascending numbers.

<table>
<thead>
<tr>
<th>715</th>
<th>716</th>
<th>718</th>
<th>721</th>
</tr>
</thead>
<tbody>
<tr>
<td>719</td>
<td>721</td>
<td>724</td>
<td>730</td>
</tr>
<tr>
<td>716</td>
<td>720</td>
<td>722</td>
<td>727</td>
</tr>
</tbody>
</table>

How many routes can he take?

1b. Elsie the elephant wants to reach the pear. She can only go through the maze by stepping on descending numbers.

<table>
<thead>
<tr>
<th>323</th>
<th>319</th>
<th>318</th>
<th>311</th>
</tr>
</thead>
<tbody>
<tr>
<td>330</td>
<td>335</td>
<td>329</td>
<td>309</td>
</tr>
<tr>
<td>336</td>
<td>332</td>
<td>330</td>
<td>352</td>
</tr>
<tr>
<td>341</td>
<td>368</td>
<td>355</td>
<td>310</td>
</tr>
</tbody>
</table>

How many routes can she take?

2a. Nuha and Pete are placing numbers in descending order.

Nuha

300 200 100 350 250 150

Pete

650 600 550 500 450 400

Who is correct? Prove it.

2b. Hunter and Willow are placing numbers in ascending order.

Hunter

150 250 200 350 400 450

Willow

150 300 450 600 750 900

Who is correct? Prove it.

3a. Choose between 5 and 10 place value counters each time to create four 3-digit numbers.

Write the numbers that you have created below in ascending order.

3b. Using the place value counters below, create four different 3-digit numbers. You can reuse counters for each new number.

Write the numbers you have created below in descending order.
**Ordering Numbers**

1a. Fill the gaps in the number line using the numbers below.

- A = 873
- B = 876
- C = 882
- D = 888
- E = 891
- F = 897

- eight hundred and eighty-five
- seven hundred and eighty-four
- eight hundred and seventy-nine

1b. Fill the gaps in the number line using the numbers below.

- A = 329
- B = 332
- C = 341
- D = 344
- E = 350
- F = 347

- three hundred and twenty-six
- two hundred and forty-five
- thirty-three tens and eight ones

2a. Put these values in ascending order.

- 200, 28 tens and 3 ones
- 700, 10 tens and 9 ones
- seven hundred and forty-one
- 600, 23 tens and 4 ones

2b. Put these in descending order.

- six hundred and two
- 596
- 500, 10 tens and 112 ones
- 200, 42 tens and 1 one
- 100, 38 tens and 11 ones

3a. What is each representation worth?

- A = 100 + 100 + 100 + 10 + 10 + 10
- B = 100 + 100 + 100 + 10 + 10 + 10
- C = 100 + 100 + 100 + 10 + 10 + 10
- D = 400 + 119

List the numbers in descending order.

- A = 1000 + 100 + 100 + 10 + 10 + 10
- B = 1000 + 100 + 100 + 10 + 10 + 10
- C = 1000 + 100 + 100 + 10 + 10 + 10
- D = 400 + 119

3b. What is each representation worth?

- A = seven hundred and thirty-eight
- B = 600 + 231
- C = 100 + 100 + 100 + 10 + 10 + 10
- D = 1000 + 100 + 10 + 1

List the numbers in ascending order.

- A = seven hundred and thirty-eight
- B = 600 + 231
- C = 100 + 100 + 100 + 10 + 10 + 10
- D = 1000 + 100 + 10 + 1

4a. True or false? Callum has placed these six numbers in ascending order.

- 8 hundreds, 10 tens and 73 ones
- nine hundred and seventy-six
- 98 tens and 1 one
- 984
- 6 hundreds, 38 tens and 9 ones
- nine hundred and eighty-eight

4b. True or false? Jemma has placed these six numbers in descending order.

- 41 tens and 7 ones
- 2 hundreds, 7 tens and 37 ones
- three hundred and one
- two hundred and ninety-six
- 1 hundred, 18 tens and 9 ones
- 272
Ordering Numbers

1a. Rigby the racoon wants to reach the cherries. He can only travel in the maze by finding up to 6 ascending numbers. How many routes can he take?

806
800 + thirteen
700 + 139
868

7 hundreds, 9 tens and 22 ones
83 tens and 1 one
838
664 + 200

810 + 44
nine hundred and twenty
900 + seventeen
nine hundred and three

8 hundreds, 10 tens and 21 ones
917
6 hundreds, 33 tens and 9 ones

1b. Binky the rabbit wants to reach the carrot. She can only travel in the maze by finding up to 6 descending numbers. How many routes can she take?

322
300 + 15
three hundred and thirty
200 + 171

350 + 35
363
three hundred and forty
32 tens and 5 ones

200 + 186
372
1 hundred, 21 tens and 9 ones
300 + 8

2a. Leon and Toria are placing numbers in descending order. Who is correct? Prove it.

Leon
500 + 163
418
400 and two ones
200 + 60 + 138
300 + ninety ones
200 + 19 tens + 1

Toria
298
100 + 18 tens + 7 ones
210 + 43
200 + 3 tens + 19 ones
172
100 + 50

2b. Alessia and Kieran are placing numbers in ascending order. Who is correct? Prove it.

Alessia
500 + fifty-seven
521 + 40
568
400 + 182 ones
57 tens and 9 ones
500 + 90

Kieran
173
200 + 10 tens
481 + 100
300 + 39 tens + 2 ones
690 + 20
949

3a. Choose between 5 and 10 place value counters each time to create six 3-digit numbers. Write the numbers that you have created below in ascending order.

100
100
10
10
1
1

3b. Choose between 5 and 10 place value counters each time to create six 3-digit numbers. Write the numbers you have created below in descending order.

100
100
10
10
1
1
1a. Complete the number sentences.

A. \[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③} \\
\text{③ ③ ③ ③}
\end{array}
\end{array} - \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③}
\end{array}
\end{array} = \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③}
\end{array}
\end{array} \]

B. \[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③}
\end{array}
\end{array} = \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③}
\end{array}
\end{array} + \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③}
\end{array}
\end{array} \]

1b. Complete the number sentences.

A. \[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} - \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} = \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} \]

B. \[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} = \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} + \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} \]

2a. Use the part whole model to write a subtraction.

\[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} \]

\[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} \]

\[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} \]

2b. Use the part whole model to write a subtraction.

\[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} \]

\[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} \]

\[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} \]

3a. Use the correct symbols to complete the number sentences.

A. \[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} = \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} \]

B. \[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} = \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} \]

3b. Use the correct symbols to complete the number sentences.

A. \[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} = \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} \]

B. \[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} = \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} \]

4a. True or false?

\[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} - \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} = \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} - \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} \]

4b. True or false?

\[ \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} + \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} = \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} - \begin{array}{c}
\begin{array}{c}
\text{③ ③ ③ ③ ③ ③ ③ ③ ③ ③}
\end{array}
\end{array} \]
### Add and Subtract Multiples of 100

1a. Use these cards to find all of the possible addition equations that will equal 1,000 or less.

\[ \Box + \Box = \Box \]

1b. Use these cards to find all of the possible subtraction equations that will equal 100 or more.

\[ \Box - \Box = \Box \]

2a. Find all of the possible values for A and B, where A and B are multiples of 100.

\[ + A + B = \]

2b. Find all of the possible values for A and B, where A and B are multiples of 100.

\[ - A - B = \]

3a. Kira and Cristal are adding multiples of 100.

? \[ \Box + \Box = \Box \]

Who is correct? Explain how you know.

Kira: The missing number is 200.
Cristal: The missing number is 800.

3b. Hugh and Cole subtracting multiples of 100.

\[ \Box - \Box = ? \]

Who is correct? Explain how you know.

Hugh: The missing number is 800.
Cole: The missing number is 400.
1a. Complete the number sentences. Write your answers in numbers.

A. three hundreds + =

B. = 100

1b. Complete the number sentences. Write your answers in numbers.

A. two hundreds + =

B. = 200

2a. Use the part whole model to write a subtraction.

? =

400

2b. Use the part whole model to write a subtraction.

one hundred =

? =

3a. Use the correct symbols to complete the number sentences.

A. four hundreds =

B. = 100

3b. Use the correct symbols to complete the number sentences.

A. =

B. 600 =

4a. True or false?

100 + = +

4b. True or false?

100 + = + 100
Add and Subtract Multiples of 100

1a. Use these cards to find all of the possible addition equations that will equal 1,000 or less.

```
+ 100 100 100

+ 100 100 100

+ one hundred

+ 100 100 100

400
```

1b. Use these cards to find all of the possible subtraction equations that will equal 100 or more.

```
- four hundreds

- 100 100 100

- 100 100 100

300
```

2a. Find all of the possible values for A and B, where A and B are multiples of 100.

```
+ A - B = 600

+ A - B =

9 hundreds

- A + B =
```

2b. Find all of the possible values for A and B, where A and B are multiples of 100.

```
+ A - B =

9 hundreds

- A + B =
```

3a. Sarah and Jane are subtracting multiples of 100.

```
= ? - one hundred

Sarah

The missing number is 500.

Jane

The missing number is 700.
```

Who is correct? Explain how you know.

3b. Peter and Enzo are adding multiples of 100.

```
= five hundreds + ?

Peter

The missing number is 300.

Enzo

The missing number is 900.
```

Who is correct? Explain how you know.
### Add and Subtract Multiples of 100

<table>
<thead>
<tr>
<th>1a. Complete the number sentences. Write your answers in numbers.</th>
<th>1b. Complete the number sentences. Write your answers in numbers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. [700 - 400 = ]</td>
<td>A. [500 + 200 = ]</td>
</tr>
<tr>
<td>B. [= \text{three hundreds} + \text{six hundreds}]</td>
<td>B. [= \text{eight hundreds} - \text{six hundreds}]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2a. Use the part whole model to write a subtraction.</th>
<th>2b. Use the part whole model to write a subtraction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>[600 - ? = 500]</td>
<td>[? = \text{one thousand} - \text{five hundreds}]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3a. Use the correct symbols to complete the number sentences.</th>
<th>3b. Use the correct symbols to complete the number sentences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. [\text{nine hundreds} = \text{six hundreds} ] three hundreds]</td>
<td>A. [600 = 800 ] 200</td>
</tr>
<tr>
<td>B. [1,000 ] 300 = 700</td>
<td>B. [\text{three hundreds} ] three hundreds = six hundreds</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4a. True or false?</th>
<th>4b. True or false?</th>
</tr>
</thead>
<tbody>
<tr>
<td>[600 + 200 = 500 + 300]</td>
<td>[\text{three hundreds} - \text{one hundred} &gt; \text{six hundreds} - \text{four hundreds}]</td>
</tr>
</tbody>
</table>
## Add and Subtract Multiples of 100

### 1a. Use these cards to find all of the possible subtraction equations that will equal 100 or more.

<table>
<thead>
<tr>
<th>900</th>
<th>500</th>
<th>seven hundreds</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>two hundreds</td>
<td>200</td>
</tr>
</tbody>
</table>

### 1b. Use these cards to find all of the possible addition equations that will equal 1,000 or less.

<table>
<thead>
<tr>
<th>two hundreds</th>
<th>600</th>
<th>one thousand</th>
</tr>
</thead>
<tbody>
<tr>
<td>200</td>
<td>one hundred</td>
<td>400</td>
</tr>
</tbody>
</table>

### 2a. Find all of the possible values for A, B and C, where A, B and C are multiples of 100.

\[ 100 + A - B + C = 300 \]

### 2b. Find all of the possible values for A, B and C, where A, B and C are multiples of 100.

\[ 300 + A - B - C = 600 \]

### 3a. Ashley and Kendal are adding multiples of 100.

\[ 1,000 = \_ + 600 \]

- Ashley: The missing number is three hundreds.
- Kendal: The missing number is four hundreds.

Who is correct? Explain how you know.

### 3b. Alan and Emmet are subtracting multiples of 100.

\[ \text{nine hundreds} = \text{one thousand} - \_ \]

- Alan: The missing number is 100.
- Emmet: The missing number is 200.

Who is correct? Explain how you know.
<table>
<thead>
<tr>
<th>36 ÷ 4</th>
<th>72 ÷ 4</th>
<th>48 ÷ 4</th>
<th>40 ÷ 4</th>
<th>24 ÷ 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>9</td>
<td>18</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>76 ÷ 4</td>
<td>4 ÷ 4</td>
<td>52 ÷ 4</td>
<td>32 ÷ 4</td>
<td>8 ÷ 4</td>
</tr>
<tr>
<td>11</td>
<td>19</td>
<td>1</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>28 ÷ 4</td>
<td>80 ÷ 4</td>
<td>64 ÷ 4</td>
<td>20 ÷ 4</td>
<td>44 ÷ 4</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>15</td>
<td>7</td>
<td>20</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>16 ÷ 4</td>
<td>68 ÷ 4</td>
<td>12 ÷ 4</td>
<td>56 ÷ 4</td>
<td>60 ÷ 4</td>
</tr>
<tr>
<td>6</td>
<td>4</td>
<td>17</td>
<td>3</td>
<td>14</td>
</tr>
</tbody>
</table>
Match the clocks to the times and colour them the correct colour.

Match the clocks to the times and colour them the correct colour.

yellow
red
blue
pink
purple
orange
yellow
blue
yellow
red
purple

Now colour the rest of the picture.
The 3 Times Table

1. The grid displays different calculations from the 3 times tables. The sum of three different calculations will equal one of the numbers on the shapes.

<table>
<thead>
<tr>
<th>3 × 5</th>
<th>21 ÷ 3</th>
<th>15 ÷ 3</th>
<th>0 × 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 × 3</td>
<td>3 × 8</td>
<td>3 × 7</td>
<td>3 ÷ 3</td>
</tr>
<tr>
<td>36 ÷ 3</td>
<td>33 ÷ 3</td>
<td>3 × 9</td>
<td>3 × 6</td>
</tr>
</tbody>
</table>

Investigate how the shapes can be arranged on the grid by using your knowledge of the 3 times table and addition.

2. Match the calculations to the correct answer.

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Join our Group: Coronavirus Home Learning Support for Teachers and Parents
<table>
<thead>
<tr>
<th>What is a Clause?</th>
<th>What is a Clause?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1a.</strong> Underline the verb and circle the nouns in the sentence below.</td>
<td><strong>1b.</strong> Underline the verb and circle the nouns in the sentence below.</td>
</tr>
<tr>
<td>Michael hurt his knee in the playground.</td>
<td>Diane washed her hair in the bathroom.</td>
</tr>
<tr>
<td><strong>2a.</strong> Punctuate the sentence below.</td>
<td><strong>2b.</strong> Punctuate the sentence below.</td>
</tr>
<tr>
<td>linda read her favourite story</td>
<td>the car moved very slowly</td>
</tr>
<tr>
<td><strong>3a.</strong> Tick the main clause below that makes sense on its own.</td>
<td><strong>3b.</strong> Tick the main clause below that makes sense on its own.</td>
</tr>
<tr>
<td>A. the dog could</td>
<td>A. the boat sank</td>
</tr>
<tr>
<td>B. the dog barked</td>
<td>B. the boat flew</td>
</tr>
<tr>
<td>C. the dog was</td>
<td>C. the boat's mast</td>
</tr>
<tr>
<td><strong>4a.</strong> True or false? The clause below is a main clause.</td>
<td><strong>4b.</strong> True or false? The clause below is a main clause.</td>
</tr>
<tr>
<td>Our cow ran away.</td>
<td>The lights went off in the museum.</td>
</tr>
</tbody>
</table>
What is a Clause?

1a. Underline the noun and verb in the sentence below. Then, replace them with a different noun and verb.

We ate at the restaurant.

1b. Underline the noun and verb in the sentence below. Then, replace them with a different noun and verb.

I hopped on one leg.

2a. Use the words in the word bank to complete the sentences below.

<table>
<thead>
<tr>
<th>made</th>
<th>swings</th>
</tr>
</thead>
<tbody>
<tr>
<td>played</td>
<td>letter</td>
</tr>
</tbody>
</table>

A. We ______ some ginger biscuits.
B. The children played on the _______.
C. The postman delivered a _________.

2b. Use the words in the word bank to complete the sentences below.

<table>
<thead>
<tr>
<th>chose</th>
<th>puppy</th>
</tr>
</thead>
<tbody>
<tr>
<td>spaces</td>
<td>sweets</td>
</tr>
</tbody>
</table>

A. Sophie wanted a ______ for Christmas.
B. There were no ______ left in the packet.
C. The boy ______ tomatoes.

3a. Which sentence below doesn’t make sense? Explain why.

A. Her scarf was striped.
B. We ordered a pizza.
C. The fridge was broken.
D. He laughed the guitar.

3b. Which sentence below doesn’t make sense? Explain why.

A. Our coach was angry.
B. The window smashed.
C. The parcel rang once more.
D. I lost my hat today.
### What is a Clause?

<table>
<thead>
<tr>
<th>1a. Underline the verbs and circle the nouns in the sentence below.</th>
<th>1b. Underline the verbs and circle the nouns in the sentence below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professional footballers ran, jumped and skipped around the pitch.</td>
<td>The light outside switched on in the middle of the night because a fox ran by.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td><strong>E</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2a. Punctuate the sentence below.</th>
<th>2b. Punctuate the sentence below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>did the ginger cat climb over the wooden fence</td>
<td>i can’t believe that my teapot made twelve large cups of tea</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td><strong>E</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3a. Tick the main clause below that makes sense on its own.</th>
<th>3b. Tick the main clause below that makes sense on its own.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. the chips tasted lovely</td>
<td>A. those clear river ran through</td>
</tr>
<tr>
<td>B. those warm, curly chips taste</td>
<td>B. that winding river slowly</td>
</tr>
<tr>
<td>C. the chips tasted the girl</td>
<td>C. the wide river ran down the hill</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td><strong>E</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4a. True or false? The main clause in the sentence below is underlined.</th>
<th>4b. True or false? The main clause in the sentence below is underlined.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sally pushed through the trees and saw a light over the road.</td>
<td>After the tree was cut down, nobody wanted to go to the park.</td>
</tr>
<tr>
<td><strong>E</strong></td>
<td><strong>E</strong></td>
</tr>
</tbody>
</table>
What is a Clause?

1a. Underline the nouns and verbs in the main clause below. Then, replace them with different nouns and verbs.

The robin flew out of the nest and didn't return for a few hours.

1b. Underline the nouns and verbs in the main clause below. Then, replace them with different nouns and verbs.

Dean crashed his brand new car when it snowed heavily.

2a. Use the words in the word bank to complete the main clauses below.

<table>
<thead>
<tr>
<th>seem</th>
<th>does</th>
</tr>
</thead>
<tbody>
<tr>
<td>drove</td>
<td>looked</td>
</tr>
<tr>
<td>flowers</td>
<td>room</td>
</tr>
</tbody>
</table>

A. Don’t walk on the ______ or you will be in trouble!
B. We ______ around the quiet games ______ excitedly.
C. Why ______ my cat ______ so sad after he’s just eaten?

2b. Use the words in the word bank to complete the main clauses below.

<table>
<thead>
<tr>
<th>car</th>
<th>room</th>
</tr>
</thead>
<tbody>
<tr>
<td>dinosaur</td>
<td>hole</td>
</tr>
<tr>
<td>sprayed</td>
<td>coin</td>
</tr>
</tbody>
</table>

A. I found a shiny ______ in my trouser pocket and I was surprised.
B. I ______ the _____ to make it smell fresh before the guests came round.
C. My ______ was very shiny and new so I kept it in the garage.

3a. Which main clause doesn’t agree with the rest of the sentence? Explain why.

A. It was a cold day today so the ice cream van was very quiet.
B. Dad brushed his teeth very quickly.
C. The detective didn’t wear his thick coat because it was very frosty.
D. Does your mum drive a red car now?

3b. Which main clause doesn’t agree with the rest of the sentence? Explain why.

A. Her hat was far too small for her head so it kept falling off.
B. We slowly walked to school so we wouldn’t be late again.
C. The train was extremely crowded.
D. My mum’s car would not start today because it had run out of petrol.
<table>
<thead>
<tr>
<th>What is a Clause?</th>
<th>What is a Clause?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a. Underline the verbs and circle the nouns in the sentence below.</td>
<td>1b. Underline the verbs and circle the nouns in the sentence below.</td>
</tr>
<tr>
<td>The little boy likes to take his dog for a long walk around the park on Sundays.</td>
<td>We travelled all through the night on a small coach and arrived at the hotel before breakfast.</td>
</tr>
<tr>
<td>2a. Punctuate the sentence below.</td>
<td>2b. Punctuate the sentence below.</td>
</tr>
<tr>
<td>in the holidays do you always go to the park with sarah and pete in before it gets too dark</td>
<td>if you want to reach the top of the eiffel tower in paris don’t sleep in because the queues are huge</td>
</tr>
<tr>
<td>3a. Tick the main clause below that makes sense on its own.</td>
<td>3b. Tick the main clause below that makes sense on its own.</td>
</tr>
<tr>
<td>A. the final decision made</td>
<td>A. the large, green book spoke slowly</td>
</tr>
<tr>
<td>B. the last-minute decision was hastily made</td>
<td>B. the white horse quickly escaped</td>
</tr>
<tr>
<td>C. the difficult decision that she would make</td>
<td>C. the gentle horse sang clearly very</td>
</tr>
<tr>
<td>4a. True or false? The main clause in the sentence below is underlined.</td>
<td>4b. True or false? The main clause in the sentence below is underlined.</td>
</tr>
<tr>
<td>My mother bought me a red bike when I turned 11 and it was amazing!</td>
<td>Even though he knew it was wrong, Billy copied his best friend’s answers.</td>
</tr>
</tbody>
</table>
What is a Clause?

1a. Underline the nouns and verbs in the main clause below. Then, replace them with different nouns and verbs.

The huge, black spider crawled out of the plughole hastily and sped towards the soap.

1b. Underline the nouns and verbs in the main clause below. Then, replace them with different nouns and verbs.

The cheeky elephant turned around and squirted water all over the crowd because it was bored.

2a. Use sensible nouns, verbs and adjectives to complete the main clauses.

A. The downstairs ________ was full of their children’s ________ because their rooms were already full.
B. The grey mouse ate the smelly ________ in the ________ because it was hungry.
C. Michelle ________ her long and wavy hair in the mirror after she had washed it.

2b. Use sensible nouns, verbs and adjectives to complete the main clauses.

A. Heavy snowfall ________ many ________ accidents on the main road as vehicles became stuck.
B. The young ________ wore his woolly scarf on the ________ because he was very cold.
C. The ________ placed the brown ________ into the overhead compartment before the plane took off.

3a. Which main clause doesn’t agree with the rest of the sentence? Explain why.

A. David badly hurt his hand whilst he was playing football with his friends on Saturday.
B. Mrs Azeb’s handwriting was particularly untidy when she was tired.
C. At my school, you should always write in pen in mathematics so mistakes can be erased easily.
D. Freda bought a new pencil case with her birthday money as it was pretty.

3b. Which main clause doesn’t agree with the rest of the sentence? Explain why.

A. The taxi driver collected the angry passengers late because there was a traffic jam.
B. The regular bus turned up on time so my dad didn’t have to walk into town.
C. The taxi driver waited impatiently for twenty minutes before he left the area.
D. The bus took its usual route around the empty town centre and picked up many elderly passengers.
1a. Sort the conjunctions under the correct headings.

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
<th>Cause</th>
</tr>
</thead>
</table>

where  because  before
so  wherever  after

2a. Tick the sentence with a causal conjunction.

A. I am going shopping because I am bored at home.
B. My coat is on the floor where you left it.
C. I get dressed before I go to school.

2b. Tick the sentence with a time conjunction.

A. The children want to play outside if it is snowing.
B. My brother reads his book before he goes to bed.
C. The footballer takes her boots with her wherever she goes.

3a. Rewrite this sentence using a different conjunction from the word bank.

Mohammed is upset as his best friend is moving away.

where  yet  because

3b. Rewrite this sentence using a different conjunction from the word bank.

Julia enjoys watching TV after she gets home from school.

before  when  while

4a. Create two sentences by matching clauses with the correct conjunction.

I set the table  so  dad cooked.
My friend was upset  while  I hugged him.

4b. Create two sentences by matching clauses with the correct conjunction.

I like carrots  if  I stay up late.
I will be tired  but  I do not like peas.
Using Conjunctions to Express Time, Place and Cause

1a. Using the word bank, complete each sentence with a conjunction.

A. We enjoy going swimming ________ we have a great time in the water.

B. I like to spread the butter on my toast ________ it gets cold.

because while where before

1b. Using the word bank, complete each sentence with a conjunction.

A. The magpie picks up shiny things ________ it goes.

B. It is almost bedtime ________ we need to get our pyjamas on.

when if wherever so

2a. Write a sentence using a time conjunction to describe the picture below. Use the word bank to help you.

before when if because

2b. Write a sentence using a causal conjunction to describe the picture below. Use the word bank to help you.

because due to after wherever

3a. Sammy has been asked to write a sentence using a time conjunction.

I played outside because it had finally stopped raining.

Is he correct? Explain your answer.

3b. Josie has been asked to write a sentence using a causal conjunction.

We ran to the shop after we were picked up from school.

Is she correct? Explain your answer.
1a. Sort the conjunctions under the correct headings.

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
<td>where</td>
<td>while</td>
</tr>
<tr>
<td>once</td>
<td>since</td>
<td>wherever</td>
</tr>
</tbody>
</table>

1b. Sort the conjunctions under the correct headings.

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>where</td>
<td>before</td>
<td>wherever</td>
</tr>
<tr>
<td>in case</td>
<td>yet</td>
<td>when</td>
</tr>
</tbody>
</table>

2a. Tick the sentence with a time conjunction.

A. It is dark earlier due to the clocks going back an hour. 

B. My little brother takes his teddy with him wherever he goes.

C. Adam ate his healthy snack while reading his favourite book.

2b. Tick the sentence with a place conjunction.

A. Dad hid the presents where the children wouldn’t find them.

B. I always take my umbrella with me in case it rains.

C. My mum likes to iron while listening to music on the radio.

3a. Rewrite this sentence using a different conjunction from the word bank.

I played outside with my raincoat on today due to the pouring rain.

Rewritten: I played outside with my raincoat on today in case it rains.

3b. Rewrite this sentence using a different conjunction from the word bank.

I love going to my bedroom to change into my comfy clothes when I get home from school.

Rewritten: I love going to my bedroom to change into my comfy clothes after I get home from school.

4a. Create two sentences by matching clauses with the correct conjunction.

I took some money while I tidy up my bedroom.

My best friend helps me in case I wanted to buy sweets.

4b. Create two sentences by matching clauses with the correct conjunction.

I had some ice cream after I continued to play football.

My feet were sore yet I finished my dinner.
**Using Conjunctions to Express Time, Place and Cause**

1a. Complete each sentence with a conjunction.

A. We’re very excited today ________ we’re having a disco at school.

B. I always brush my teeth every morning ________ I’ve had my cereal and toast for breakfast.

1b. Complete each sentence with a conjunction.

A. My loyal dog waits patiently for me ________ I leave him alone in the house.

B. My dad was cutting my fringe with sharp scissors ________ I kept very still.

2a. Write a sentence with two expanded clauses and a place conjunction to describe the picture below.

My karate lesson was cancelled yesterday due to the teacher being poorly.

2b. Write a sentence with two expanded clauses and a time conjunction to describe the picture below.

My dad left the soft teddy where my baby brother could reach it.

3a. Waheeds has been asked to write a sentence using a causal conjunction.

Is he correct? Explain your answer.

3b. Theo has been asked to write a sentence using a time conjunction.

Is he correct? Explain your answer.
Using Conjunctions to Express Time, Place and Cause

1a. Sort the conjunctions under the correct headings.

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>as soon as</td>
<td>where</td>
<td>meanwhile</td>
</tr>
<tr>
<td>since</td>
<td>wherever</td>
<td>therefore</td>
</tr>
</tbody>
</table>

1b. Sort the conjunctions under the correct headings.

<table>
<thead>
<tr>
<th>Time</th>
<th>Place</th>
<th>Cause</th>
</tr>
</thead>
<tbody>
<tr>
<td>until</td>
<td>unless</td>
<td>where</td>
</tr>
<tr>
<td>wherever</td>
<td>once</td>
<td>consequently</td>
</tr>
</tbody>
</table>

2a. Tick the sentence with a place conjunction.

A. As it snowed heavily all night, no buses were running in the morning. □

B. The dastardly pirate hid his loot where his enemies would not find it. □

C. While I read my book, my sister played ball with our neighbour’s dog. □

2b. Tick the sentence with a causal conjunction.

A. The eager runners will set off as soon as the starting whistle blows. □

B. Wherever I go, my loyal dog obediently follows me. □

C. Due to my age, I was unable to go to see the scary film with my brother. □

3a. Rewrite this sentence using a different conjunction from the word bank.

As a result of the terrible weather forecast, tomorrow’s football match has been cancelled.

Due to, in case, before

3b. Rewrite this sentence using a different conjunction from the word bank.

Since she has badly broken her foot, my mum has not been able to walk properly.

Once, as, as soon as

4a. Create two sentences by matching clauses with the correct conjunction.

The Vikings launched the attack in case their enemies retreated.

I need to take my mobile phone until I need to get a lift back home.

4b. Create two sentences by matching clauses with the correct conjunction.

I drank the ice cold water but the birds took flight in fear.

The ferocious lion roared angrily while I still felt very thirsty.
Using Conjunctions to Express Time, Place and Cause

1a. Complete each sentence with a conjunction.

A. The plants were withering and dying ________ the cattle had nothing to eat and were starving to death.

B. ________ Olivia had drank all her diluted orange juice, she finished eating her delicious cheese sandwich.

1b. Complete each sentence with a conjunction.

A. ________ the competitors heard the starting pistol fire, they started running the 100m Olympic final.

B. The kind-hearted person did good deeds for other people ________ they went, which was much appreciated.

2a. Write a sentence starting with a time conjunction and with two expanded clauses to describe the picture below.

2b. Write a sentence starting with a place conjunction and with two expanded clauses to describe the picture below.

3a. Aliza has been asked to write a sentence using a causal conjunction. Is she correct? Explain your answer.

The monsoon season in India lasts for several months, therefore the plants grow very quickly.

3b. Katie has been asked to write a sentence using a time conjunction. Is she correct? Explain your answer.

Until global warming is reversed by all countries working together, our weather will continue to be unpredictable.
Italian Ice Cream with Friends – Follow-Up Work

1. How do you know the three female ladies are retired? (P5/2d)

2. How do you know the female ladies are very good friends? (P5/2d)

3. How do you know the setting for this picture is in Italy? (P5/2d)

4. What season do you think this image was taken in? (P5/2d)

5. Why are the ladies standing up to eat their ice-cream? (P5/2d)

6. Have you ever eaten an ice-cream when you have been on holiday?
Write the definitions for each of these words.

<table>
<thead>
<tr>
<th>active</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>culture</td>
<td></td>
</tr>
<tr>
<td>edible</td>
<td></td>
</tr>
<tr>
<td>female</td>
<td></td>
</tr>
<tr>
<td>gelato</td>
<td></td>
</tr>
<tr>
<td>horizontal</td>
<td></td>
</tr>
<tr>
<td>indulgence</td>
<td></td>
</tr>
<tr>
<td>mature</td>
<td></td>
</tr>
<tr>
<td>produce</td>
<td></td>
</tr>
<tr>
<td>retirement</td>
<td></td>
</tr>
<tr>
<td>senior</td>
<td></td>
</tr>
<tr>
<td>sunlight</td>
<td></td>
</tr>
<tr>
<td>togetherness</td>
<td></td>
</tr>
<tr>
<td>tourism</td>
<td></td>
</tr>
<tr>
<td>vacation</td>
<td></td>
</tr>
<tr>
<td>waist</td>
<td></td>
</tr>
</tbody>
</table>
Dream Holidays

Barbados is an island in the Caribbean. It is famous for its white sandy beaches and clear blue water. It is also well-known for playing cricket and eating afternoon tea. Barbados is the perfect place to visit if you enjoy relaxing in the sunshine.

Wilton Barbados Resort
Rating: ★★★★★
Location: Bridgetown
Facilities: 2 private beaches, 5 restaurants, 3 outdoor pools, 1 enormous water slide, kids club, WiFi
Sights: Limestone Cavern and the Barbados Museum
Price: £82 per person, per night
Offers: Breakfast is included

Coconut Tree Hotel
Rating: ★★★
Location: Christ Church
Facilities: 1 public beach, 2 restaurants, 1 outdoor pool, soft play area, games room, sea views, WiFi
Sights: Historic buildings and stunning coastline
Price: £56 per person, per night
Offers: Free bathrobes

White Sands Beach Resort
Rating: ★★★★★
Location: Fitts Village
Facilities: 1 private beach, 3 restaurants, 2 outdoor pools, dive and snorkel centre, horse riding, car and bike hire, hot tub, WiFi
Sights: Paradise Beach
Price: £72 per person, per night
Offers: Book now and get 2 nights free

Visit kids.classroomsecrets.co.uk for online games to support learning. Join our Group: Coronavirus Home Learning Support for Teachers and Parents
Dream Holidays – Comprehension

Section A

These hotels are on the island of...

- Britain
- Bermuda
- Barbados
- Barra

Wilton Barbados Resort has got...

- 2 stars
- 3 stars
- 4 stars
- 5 stars

White Sands Beach Resort is in...

- Christ Church
- Fitts Village
- Bridgetown
- Bermuda

The Coconut Tree Hotel has a...

- soft play area
- snorkel centre
- water slide
- riding school

Barbados well-known for playing...

- football
- rugby
- snooker
- cricket

If you stay at the Wilton Barbados Resort, you can visit the...

- airport
- museum
- riding stables
- dive centre

Section B

Use the information in the text to decide whether these statements are true or false.

<table>
<thead>
<tr>
<th>Statement</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbados is famous for its white, sandy beaches.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbados is the place to visit if you enjoy staying indoors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Wilton Barbados Resort has 2 private beaches.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Coconut Tree Hotel has 2 outdoor pools.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>White Sands Beach Resort has 4 restaurants.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barbados is well-known for eating afternoon tea.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Section C

Complete this chart using information from the text.

<table>
<thead>
<tr>
<th>Hotel</th>
<th>Cost</th>
<th>Facilities</th>
<th>Offers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilton Barbados Resort</td>
<td>£56</td>
<td>1 beach, 3 restaurants, 2 outdoor pools, dive and snorkel centre, horse riding, car and bike hire, WiFi</td>
<td>Free bathrobes</td>
</tr>
</tbody>
</table>

### Section D

**Find and copy a word that means the same as ‘famous’**.

**Find and copy a word in the text that means the same as ‘beautiful’**.

**Find and copy a word in the text that means the same as ‘not public’**.

**Find and copy a word in the text that means the same as ‘old’**.
Use this bank of words to complete the next 5 sentences.

forward thought bicycle often sentence

Terry _______ the ballet was amazing.

Anette was asked to recall what the Doctor had said in one ________.

It rains _______ in England.

Rob’s robot moved _______ with one push of the button.

The _______ in the shop had a shiny bell and rubber handles.

Use this bank of words to complete the next 6 sentences.

history address answer forwards material ordinary

Thomas was just an _______ boy with an extraordinary personality.

Sarah wrote the _______ on the envelope.

James thought carefully about his _______ to the problem.

Mary chose some _______ for her dressmaking.

Paul’s _______ book was all about the Tudors.

The swing swung _______ and backwards with just one push.