



Fairfields
PRIMARY SCHOOL

Year 4/5

Home learning

w/c 22.06.20

Dear Parents/Carers,

We have made a weekly pack that coincides with the learning that the key worker children will be doing in school for Years 4 and 5 - and also includes a suggested timetable of daily tasks, including the **Zoom Lessons** for Maths and English.

Below are some ideas and links to follow at home. Our theme for the next few weeks is 'The Romans'. Please email either Miss Kirchin or Mr Gallop should you have any questions. They can be contacted at enquiries@fairfieldsprimary.co.uk.

To ensure that the children are motivated to complete as many of these suggested activities as possible whilst at home - we would like for them to email us, or drop off into school (following social distancing guidelines) two of the learning activities they complete each week (highlighted in yellow). We, as their teachers, can then assess what they have done and provide feedback during the weekly phone call home where required.

Monday

English - Structure and Headline of journalistic recount

Maths - Fractions of Amounts

Art - Roman Mosaics

Tuesday

English - First (include 5 W's - when, what, where, who and why) and Second Paragraph

Maths - Fractions of Amounts

Art or Reading - Roman Mosaics (to be finished if needed) or Reading

Wednesday

English - Paragraph 3 and 4 - witness statements

Maths - Reasoning Problems including fractions

Science - David Attenborough activity

Thursday

English - Concluding paragraph

Maths - Reasoning Problems including fractions

Spelling - Choose 10-12 different words from the Y3/4 or Y5/6 Statutory Spellings Lists. Use 'Look, Cover, Write, Check' to help you learn them.

Friday

English - Social Zoom with Purple Bubble to share writing from throughout the week.

Maths - NO MATHS - Bees Knees Assembly instead. Children to practice times tables using TT Rockstars.

Handwriting - Copy the poem by Jon Bratton and Paul Perro about the Icini warrior queen Boudicca.

English - Writing

This week we will be focussing upon writing a journalistic recount based upon a chariot race set in Ancient Rome. Firstly we will be looking at the structure of a newspaper report and come up with a 'catchy headline'. Then we will be considering paragraph one and two, before finishing with quotes and comments from onlookers. We have included an 'excerpt' from the book Romans on the Rampage by Jeremy Strong to help give the children at home some ideas for their journalistic recount.

See Writing resources for further details.

Reading

This week we simply want the children to enjoy reading a good book of their choice.

Ideas for great reads can be found here - <https://www.booktrust.org.uk/books-and-reading/our-recommendations/100-best-books/>.

SPaG

This week we will be revisiting 'word classes' Using the resources you will be exploring the definition of each word class and identifying word which fit within these categories. For example - A noun is a word (other than a pronoun) used to identify any of a class of people, places, or things. An example of a noun would be a 'pen' or a 'teacher'. See resources below for the activity sheet.

For more information on 'Word Classes' visit -

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn>

Maths

This week we will begin to look at fractions. We will start the week considering how to calculate fractions of an amount. Then to finish we will use our prior knowledge of reasoning questions to answer 'fractions' worded problems.

Also continue to practice your times tables fluency using the following links -

- <https://trockstars.com/> All children within Fairfields Primary School have a log-in and are able to access all resources on either a laptop, or tablet device.

See 'Maths resources' for further details.

Science/ Topic

In Science this week we will be learning about the work of a famous Scientist. To link this with our previous learning about animal life-cycles, Miss Kirchin and Mr Gallop have chose Sir David Attenborough.



You are to use the resources below to research an animal and present information about that animal in a creative way. This might be an information booklet, a poster, or a PowerPoint Presentation for example.

There are many examples of Sir David Attenborough's work (including programs such and Planet Earth, Blue Planet, Frozen Planet and Life on Earth) on various streaming services.

If you do not have access to these streaming services, the websites below will be helpful too.

BBC iPlayer - Blue Planet II - <https://www.bbc.co.uk/iplayer/episodes/p04tjbtX/blue-planet-ii>

BBC iPlayer - Planet Earth II - <https://www.bbc.co.uk/iplayer/episodes/p02544td/planet-earth-ii>

David Attenborough Facts - <https://www.natgeokids.com/uk/discover/science/nature/david-attenborough-facts/>

See 'Science Resources' below for everything you will need.

PE/ PSHE

- If you have not yet managed too - a walk to the Roman Villa at Bancroft Park in Milton Keynes would be a great idea to not only get some much-needed fresh air, but also to experience Roman History right here in Milton Keynes.
- A link for details about Bancroft Roman Villa can be found here - <https://www.theparkstrust.com/our-work/heritage-in-our-parks/bancroft-roman-villa/>



- As Joe Wickes is now slowing down on the amount of sessions he live- streams to Mondays, Wednesday and Saturdays - it would be a fantastic idea for the Y4/5 children to come up with their own exercise videos. Let's see what you can do!



Thank You

Mr Gallop, Miss Kirchin and Miss Barnes (Purple 'Bubble' Team)

Writing Resources

Structure -

PRICE	NEWSPAPER TITLE: HEADLINE:	DATE
Sub-heading:		
Introductory Paragraph: What? Who? When? Where?		
Paragraph Two: Give more detail. Use adjectives and adverbs.		
Paragraph Three: Witness comments describing what happened. Include name, age and position of witness.		
Paragraph Four: A few comments from people in the crowd about Scorcha's win.		
	Caption	
	Final Paragraph: Include a statement about the future for Scorcha, the new young charioteer.	
	Name of writer.	

Vocabulary -

dramatic	action-packed
erupt	tense
accelerate	catastrophe
spectacular	majestic
disastrous	capsize

Romans of the Rampage Excerpt (pages 129-134)

fell over. It's a wonder we got to the Circus at all, but we did, and we were just in time to hear the announcer yell out the second race.

'And now prepare yourselves. Young Scorcha in the Green colours is racing his first ever race against three professionals. Let's see what he can do. Trumpeters, get ready!

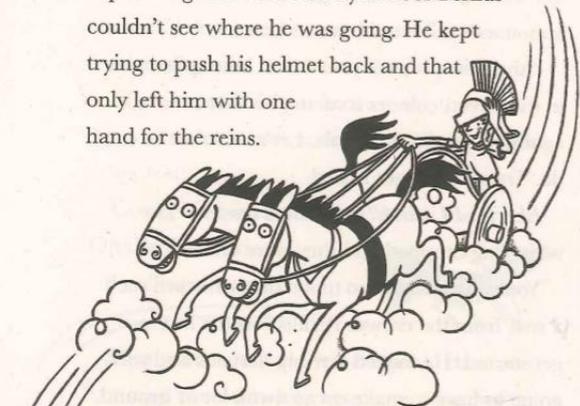
BLA bla-BLAAAA! went the trumpets. The white flag dropped and they were off!

You've never seen so much dust or heard such a roar from the crowd. Perilus was the last to get started. He looked terribly nervous and was going to have to make up an awful lot of ground. I know I said horses were just like goats, but these horses were, well, they were a lot more like extremely horsey horses. The other three teams were charging ahead, skidding round the first corner and heading up the straight to the second.

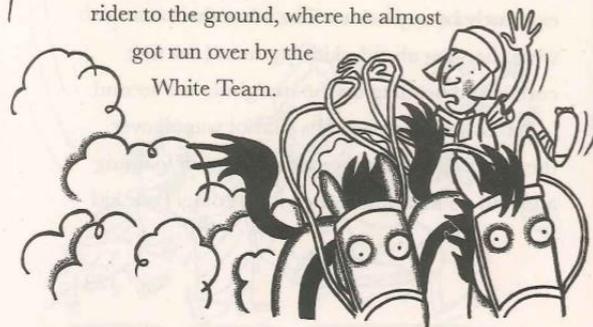
Perilus was hopeless. His chariot was all over the place. The horses were frothing and foaming and had no idea where they were going. Poor kid

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– Scorcha's helmet was two sizes too big and kept falling down over his eyes. Poor Perilus couldn't see where he was going. He kept trying to push his helmet back and that only left him with one hand for the reins.



There was a mighty roar and groan as the Red chariot crashed out of the race, hurling the rider to the ground, where he almost got run over by the White Team.



'SHIPWRECK!' yelled the crowd.

Now Perilus was catching them up, but it was slow work and only two laps left.

Come on, Perilus! There must be something you can do!

Oh! A little idea just came into my *maximus intelligentissimus* brain. Hmm. Why not? I thought, so I took to my wings and I was just flapping along, minding my own business, when all of a sudden – OOPS! I almost flew straight into a horse's right ear.

The horse, which belonged to the Blue Team, shook his head at me, stuck out his tongue and spat! He did! How disgusting! He spat at me! And unfortunately he was so busy doing that he didn't look where he was going and crashed into his companion horse and for a moment they all came to a dead stop. Meanwhile, the White Team went charging ahead with Perilus in hot pursuit. Two corners to go! Come on, Perilus!

As they headed into the first corner, Perilus

tried to squeeze round the outside, but the White chariot held its ground and sped away from him. He yelled at his pounding pair of thundering, sweating beasts.

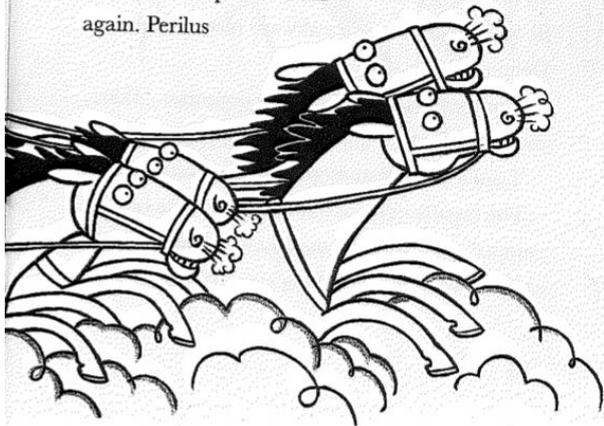
'Come on, you two! I've ridden goats that are faster than you!'

'Huh!' went the two horses, looking at each other. 'We'll show you, you young whippersnapper!' And they plunged ahead at full steam and full snort, not to mention full



snot, judging by what was falling out of their nostrils as they hammered the ground with their flashing hooves.

The last corner and now Perilus took the tight inside line, the most dangerous line to take because it was where his chariot was most likely to keel over or crash into the other chariot. There was a dreadful *SKREEEEEEK!* as the chariots came together and almost locked wheels. I closed my eyes. I couldn't bear it. There was a roar from the crowd. I opened them again. Perilus



was through! He was heading for the winning post! He'd done it!

HE'D DONE IT! HE'D DONE IT! HE'D DONE IT!

Did I say he'd done it? I think I did. He had won. Actually, factually won! QE Bloomin' D! There was wild cheering all around. Everyone was chanting: 'SCORCHA! SCORCHA! SCORCHA!'

Perilus was carried shoulder high by the Green Team to the winner's platform. He looked a bit embarrassed and wouldn't take his helmet off because he knew everyone would then see he wasn't Scorcha. An awkward moment, eh? Definitely.

'Come on, lad,' said the race organizer. 'Take your helmet off.'

'I can't,' Perilus muttered. 'I've got nits.'

The organizer burst out laughing. 'The boy's got nits!' he yelled and the whole crowd cheered as if nits were the best thing ever. (Which they're

Finding Fractions of Amounts

To find the fraction of an amount you need to divide your number by the denominator (use your knowledge of times tables to do this), then multiply your answer by the numerator.

$$\frac{2}{6} \text{ of } 72$$

$$72 \text{ divided by } 6 = 12$$

(Count in your sixes until you reach 72!)

Next, I need to multiply my answer by the numerator.

$$12 \times 2 = 24$$

$2/6$ of 72 is 24!

Questions -

1. Sarah entered a 100-word story competition. She wrote her story over two evenings. On the first evening, she wrote $\frac{6}{10}$ and on the second evening she wrote the rest.
 - a. How many words did she write on the first evening?
 - b. How many words did she write on the second evening and what fraction was this?
2. Two families, the Smiths and the Taylors, go to a restaurant for a meal. At the end of the night, when they pay their £100 bill, they use a 50% off voucher, which halves their bill. They then split the remaining amount equally between the two families.
 - a. How much does the bill come to after the discount voucher?
 - b. How much does each family pay after the discount voucher has been deducted?
3. There were 120 school children going on a school residential trip. There were 2 coaches, each carrying $\frac{1}{2}$ of the children. On coach B, $\frac{1}{6}$ of the children had medication with them.
 - a. How many children were on each coach?
 - b. How many children had medication on coach B?
4. A retired couple won £400 on the lottery. They decided to give $\frac{3}{4}$ to their family and to spend $\frac{1}{4}$ on a weekend away for themselves.
 - a. How much money did the couple give to their family?
 - b. How much money did they spend on their weekend away?
5. Jane watched a film that was 1 hour long. $\frac{5}{8}$ of the way through the film, the doorbell rang. She paused the film to answer the door and it was the postman with a parcel.
 - a. How many minutes of the film had she watched before the postman arrived?
 - b. How many minutes of the film did she have left to watch?
6. A cake maker is icing a wedding cake that needs three different sized tiers. The icing has a mass of 2000g. He uses $\frac{6}{10}$ of the icing for the bottom tier, $\frac{3}{10}$ of the icing for the middle tier and $\frac{1}{10}$ of the icing for the top tier.
 - a. What is the mass of the icing in the bottom tier?
 - b. What is the mass of the icing in the middle tier?
 - c. What is the mass of the icing in the top tier?

1. $\frac{3}{6}$ of £30 =
2. $\frac{2}{5}$ of £60 =
3. $\frac{3}{8}$ of £32 =
4. $\frac{4}{9}$ of £27 =
5. Jessica has £36. She spends $\frac{2}{6}$ of it. How much has she got left?
6. Bryn has £36. He spends $\frac{3}{4}$ of it. How much has he got left?
7. Joseph had £56. He spent $\frac{7}{8}$ of it on straw for Vanilla. How much has he got left?
8. Sofia has £48. She spends $\frac{4}{6}$ of it. How much has she got left?
9. Jack has spent $\frac{2}{8}$ of his money. He had £40. How much has he got left?
10. Sam has spent $\frac{4}{8}$ of his money. He had £56. How much money has he got left?

Challenge:

1. Gianluca has £72. He spends $\frac{7}{9}$ of it. How much does he have left?
2. Sophie has £48. She spends $\frac{6}{8}$ of it. How much does she have left?
3. Callum has £84. He spends $\frac{4}{6}$ of it. How much does he have left?

1. $\frac{2}{3}$ of £93 =
2. $\frac{2}{6}$ of £66 =
3. $\frac{3}{8}$ of £96 =
4. $\frac{4}{7}$ of £840 =
5. Jessica has £672. She spends $\frac{2}{6}$ of it. How much has she got left?
6. Josh has £306. He spends $\frac{2}{3}$ of it. How much has he got left?
7. Joseph had £987. He spent $\frac{4}{7}$ of it on straw for Vanilla. How much has he got left?
8. Sofia has £846. She spends $\frac{2}{6}$ of it. How much has she got left?
9. Jack has spent $\frac{2}{8}$ of his money. He had £976. How much has he got left?
10. Sam has spent $\frac{2}{3}$ of his money. He had £888. How much money has he got left?

Challenge:

4. Gianluca has £72. He spends $\frac{7}{9}$ of it. How much does he have left?
5. Sophie has £48. She spends $\frac{6}{8}$ of it. How much does she have left?
6. Callum has £84. He spends $\frac{4}{6}$ of it. How much does he have left?

1a. Below is the recipe for 18 oat pancakes. Kelly only needs to make $\frac{1}{2}$ of that number of pancakes.

Oat Pancake Ingredients

4 eggs
120g oats
60ml milk
2 bananas

How much of each ingredient will she need?



75

1b. Below is the recipe for 4 smoothies. Gabriel only needs to make $\frac{1}{4}$ of that amount of smoothie.

Smoothie Ingredients

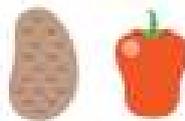
20 strawberries
4 bananas
400ml of milk
24 raspberries

How much of each ingredient will he need?



75

2a. Tom is making a stew. The recipe says to use $\frac{1}{4}$ the amount of potatoes as peppers. Tom uses 16 peppers but he's unsure of how many potatoes to use.



How many potatoes does Tom need? Show your working.



75

2b. Tina is making a fruit salad. The recipe says to use $\frac{1}{2}$ the amount of melons as apples. Tina uses 12 apples but she's unsure of how many melons to use.



How many melons does Tina need? Show your working.



75

3a. Alice and Chuan are calculating $\frac{1}{5}$ of 35.



Alice

The answer is 28.



Chuan

The answer is 7.

Who is correct? Explain how you know.



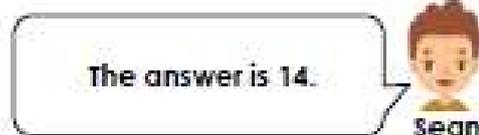
75

3b. Hannah and Sean are calculating $\frac{1}{4}$ of 28.



Hannah

The answer is 7.



Sean

The answer is 14.

Who is correct? Explain how you know.



75

4a. Below is the recipe for 4 cupcakes.
Lucy only needs to make 3 cupcakes.

Cupcake Ingredients

4 eggs
200g self-raising flour
100g butter
80g sugar

How much of each ingredient will she need?



PS

4b. Below is the recipe for 3 cookies. Sean only needs to make 2 cookies.

Cookie Ingredients

3 eggs
120g plain flour
90g butter
75g sugar

How much of each ingredient will he need?



PS

5a. Tim is making a sauce. The recipe says to use $\frac{2}{3}$ the amount of carrots as tomatoes. Tim uses 15 tomatoes but he's unsure of how many carrots to use.



How many carrots does Tim need?
Explain how you know.



PS

5b. Tara is making a marmalade. The recipe says to use $\frac{5}{6}$ the amount of lemons as oranges. Tara uses 18 oranges but she's unsure of how many lemons to use.



How many lemons does Tara need?
Explain how you know.



PS

6a. Hafsa and Gabriel are calculating $\frac{5}{6}$ of 48.



Hafsa

The answer is 40.



Gabriel

The answer is 12.

Who is correct? Explain how you know.



PS

6b. Sinead and Johnny are calculating $\frac{2}{5}$ of 35.



Sinead

The answer is 21.



Johnny

The answer is 14.

Who is correct? Explain how you know.



PS

Spelling Resources

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Year 3 and 4 Statutory Spellings

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

Handwriting Resources

BOUDICA WARRIOR QUEEN OF THE ICENI A POEM FOR KIDS BY JON BRATTON AND PAUL PERRO

This is a tale of Boudica.
The Iceni Warrior Queen,
One of the most fearsome women
There has ever been.

She wore colourful clothes and she
Was tall and strong and loud.
She had a mane of long red hair.
You'd spot her in a crowd.

She and her husband the King ruled
A place where Norfolk is today.
The king made a deal with the Romans
And paid them to stay away.

When the king died though
Things did not go as planned.
The Romans decided to claim
All the king's wealth and land.

They came and stole from the Britons
Who were angry at being cheated.
What's more the Romans were violent -
The queen and her daughters mistreated.

Queen Boudica was quite outraged;
She had never been angrier.
She summoned all of the tribes to
A place now called East Anglia.

"We can't let them do this to us!"
She said, "It isn't right.
Let's get an army together
And let's give the Romans a fight!"

So all of the tribes joined forces,
They were led by the red-haired Queen
It was the biggest army that
Britain had ever seen.

Boudica's army marched around
And they attacked town after town.
Wherever they found Romans lived
They burned their houses down.

In the end though the Britons lost,
And the Romans were the winners.
The Romans were well-trained soldiers,
And the Britons, just beginners.

And Boudicca's massive army
Suffered its final defeat
Well beaten by the Romans at
The Battle of Watling Street.

Yes Boudica lost in the end,
The Romans won, it's true,
But Boudica had scared them
And taught them a lesson or two.

Yes they regretted they'd crossed her,
They paid a price for being mean
To the Britons, and the princesses,
And the mighty Warrior Queen.



Science Resource



Choose an animal from the following options

gorilla	platypus	dolphin	snake	mayfly
				

Research your chosen animal and complete these boxes with your notes.

<p>What type of animal (mammal, insect or reptile) is it? What characteristics of this animal type does it have?</p> <hr/> <hr/> <hr/> <hr/>	<p>Where does it live? Find information on the country and its habitat, as well as how the animal is suited to its habitat.</p> <hr/> <hr/> <hr/> <hr/>
<p>What does it eat? How does it find its food?</p> <hr/> <hr/> <hr/> <hr/>	<p>Give four interesting facts about the animal.</p> <p>1. <hr/><hr/></p> <p>2. <hr/><hr/></p> <p>3. <hr/><hr/></p> <p>4. <hr/><hr/></p>

Write your documentary script.

Introduction: Tell your viewers which animal your documentary is about, and explain what type of animal it is and the characteristics it has.

Part 1: Explain where the animal lives and what it is like there, and how the animal is suited to its habitat.

Part 2: Explain what the animal eats and how it finds its food.

Part 3: Give any more interesting facts about the animal.

Conclusion:



SPaG Resources

Identifying Word Classes		
<p>In the sentence below, what word class is <u>bright</u>?</p> <p><u>Bright</u> flowers attract the bees.</p> <p>verb <input type="checkbox"/></p> <p>noun <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p>	<p>In the sentence below, what word class is <u>cake</u>?</p> <p>My favourite food is chocolate <u>cake</u>.</p> <p>verb <input type="checkbox"/></p> <p>noun <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p>	<p>In the sentence below, what word class is <u>muddy</u>?</p> <p>Sarah jumped over the <u>muddy</u> puddle.</p> <p>verb <input type="checkbox"/></p> <p>noun <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p>
<p>In the sentence below, what word class is <u>computer</u>?</p> <p>The <u>computer</u> was broken.</p> <p>verb <input type="checkbox"/></p> <p>noun <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p>	<p>In the sentence below, what word class is <u>ate</u>?</p> <p>The hungry caterpillar <u>ate</u> the leaves.</p> <p>verb <input type="checkbox"/></p> <p>noun <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p>	<p>In the sentence below, what word class is <u>new</u>?</p> <p>The <u>new</u> bike was shiny.</p> <p>verb <input type="checkbox"/></p> <p>noun <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p>

Identifying Word Classes		
<p>In the sentence below, what word class is <u>but</u>?</p> <p>I prefer football <u>but</u> sadly my friend prefers rugby.</p> <p>verb <input type="checkbox"/></p> <p>adverb <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p> <p>conjunction <input type="checkbox"/></p>	<p>In the sentence below, what word class is <u>when</u>?</p> <p><u>When</u> he knocked on the door, no-one answered.</p> <p>verb <input type="checkbox"/></p> <p>adverb <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p> <p>conjunction <input type="checkbox"/></p>	<p>In the sentence below, what word class is <u>cry</u>?</p> <p>Sometimes people <u>cry</u> when they laugh.</p> <p>verb <input type="checkbox"/></p> <p>adverb <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p> <p>conjunction <input type="checkbox"/></p>
<p>In the sentence below, what word class is <u>heavy</u>?</p> <p>Sadly, the archaeologist walked away from the museum with a <u>heavy</u> heart.</p> <p>verb <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p> <p>adverb <input type="checkbox"/></p> <p>conjunction <input type="checkbox"/></p>	<p>In the sentence below, what word class is <u>fiercely</u>?</p> <p>"Aargh!" shouted the pirate, <u>fiercely</u>.</p> <p>verb <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p> <p>adverb <input type="checkbox"/></p> <p>conjunction <input type="checkbox"/></p>	<p>In the sentence below, what word class is <u>bitter</u>?</p> <p>She spat out the coffee because it tasted <u>bitter</u>.</p> <p>verb <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p> <p>adverb <input type="checkbox"/></p> <p>conjunction <input type="checkbox"/></p>

Identifying Word Classes

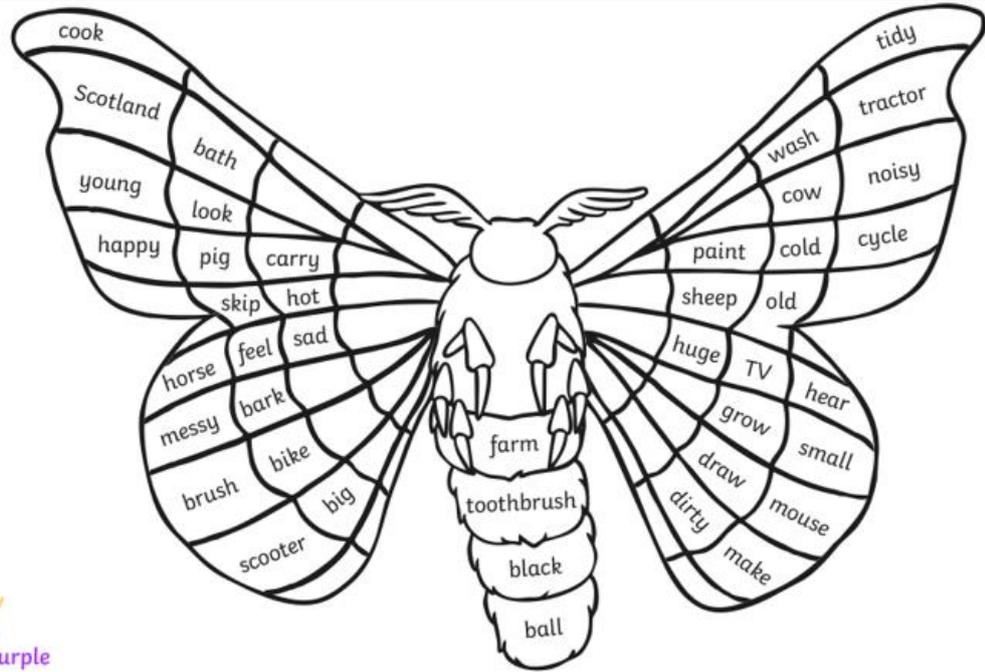
<p>In the sentence below, what word class is <u>slowly</u>?</p> <p>The tiny spider <u>slowly</u> climbed up the pipe.</p> <p>verb <input type="checkbox"/></p> <p>noun <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p> <p>adverb <input type="checkbox"/></p>	<p>In the sentence below, what word class is <u>unfortunately</u>?</p> <p>Unfortunately, it rained all day.</p> <p>verb <input type="checkbox"/></p> <p>noun <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p> <p>adverb <input type="checkbox"/></p>	<p>In the sentence below, what word class is <u>important</u>?</p> <p>The museum held many important artefacts.</p> <p>verb <input type="checkbox"/></p> <p>noun <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p> <p>adverb <input type="checkbox"/></p>
<p>In the sentence below, what word class is <u>song</u>?</p> <p>The talented musician wrote a beautiful <u>song</u>.</p> <p>verb <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p> <p>noun <input type="checkbox"/></p> <p>adverb <input type="checkbox"/></p>	<p>In the sentence below, what word class is <u>ate</u>?</p> <p>The rabbits <u>ate</u> all the carrots in the garden.</p> <p>verb <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p> <p>noun <input type="checkbox"/></p> <p>adverb <input type="checkbox"/></p>	<p>In the sentence below, what word class is <u>scary</u>?</p> <p>Jim decided to go camping in the <u>scary</u> woods.</p> <p>verb <input type="checkbox"/></p> <p>adjective <input type="checkbox"/></p> <p>noun <input type="checkbox"/></p> <p>adverb <input type="checkbox"/></p>

Match the descriptions to the word types and then write a few examples:

adverb	a doing or action word	
verb	a word that modifies a verb, adverb or adjective	
proper noun	a word that stands in for nouns	
adjective	the name of specific objects, people and places	
preposition	part of a sentence	
pronoun	a word that tells you where or when something is in relation to another	
noun	a word that describes nouns	
clause	the name of objects, people and places	
conjunction	a word that joins two clauses	

I can recognise nouns, verbs and adjectives.

Can you identify which are these words are nouns, verbs or adjectives using a colour code?



Verbs = Yellow
Nouns = Blue
Adjectives = Purple

Art Resources

Mosaics

The floors of Roman buildings were often richly decorated with mosaics. Mosaics were made from tiny coloured stones which they called tesserae.



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Mosaics

Mosaic floors were a statement of how wealthy and important you were. Poor people would not be able to afford them. The bigger and more detailed the mosaic, the more impressive.



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