Use different spelling strategies to practise your Y3/Y4 spellings.

E.g. spirals, pyramids, rainbow words, etc.

New Curriculum Spelling List Years 3 and 4

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

Formal Method of Short Division with 2 Digit Numbers

LO: I can use a formal method of division

1. 69 ÷ 3 =

2. 88 ÷ 4 =

3. 90 ÷ 5 =

4. 76 ÷ 4 =

5. 72 ÷ 3 =

6. 70 ÷ 5 =

7. 24 ÷ 2 =

8. 56 ÷ 4 =

9. 36 ÷ 3 =

10. 65 ÷ 5 =

11. 96 ÷ 4 =

12. 90 ÷ 6 =

13. 96 ÷ 8 =

14. 96 ÷ 6 =

15. 88 ÷ 8 =

16. 80 ÷ 4 =

17. 95 ÷ 5 =

18. 92 ÷ 4 =

19. 46 ÷ 2 =

20. 78 ÷ 6 =

21. 92 ÷ 4 =

22. 84 ÷ 4 =

23. 72 ÷ 3 =

24. 70 ÷ 7 =

25. 88 ÷ 4 =

26. 80 ÷ 5 =

27. 98 ÷ 7 =

28. 66 ÷ 3 =

29. 84 ÷ 4 =

30. 91 ÷ 7 =

Ultimate Times Table Challenge

Name:

Time:

Number Correct:

Previous Score:

1 × 1 =	11 × 12 =	10 × 12 =	3 × 5 =	1 × 9 =	7 × 1 =
1 × 5 =	1 × 2 =	2 × 5 =	4 × 1 =	2 × 9 =	4 × 5 =
3 × 1 =	3 × 3 =	9 × 12 =	3 × 7 =	6 × 1 =	3 × 11 =
1 × 4 =	4 × 3 =	1 × 3 =	11 × 7 =	4 × 9 =	3 × 9 =
5 × 1 =	8 × 9 =	5 × 5 =	8 × 12 =	2 × 7 =	5 × 11 =
10 × 3 =	6 × 3 =	1 × 11 =	2 × 11 =	11 × 11 =	1 × 7 =
5 × 3 =	9 × 7 =	7 × 5 =	7 × 7 =	7 × 9 =	10 × 5 =
8 × 1 =	10 × 1 =	5 × 7 =	6 × 5 =	3 × 8 =	8 × 11 =
9 × 1 =	9 × 3 =	3 × 10 =	9 × 9 =	4 × 7 =	8 × 7 =
11 × 9 =	6 × 8 =	6 × 11 =	10 × 7 =	10 × 9 =	10 × 11 =
11 × 1 =	11 × 3 =	11 × 5 =	2 × 3 =	4 × 11 =	8 × 5 =
12 × 5 =	12 × 12 =	5 × 4 =	12 × 7 =	12 × 9 =	12 × 11 =
2 × 1 =	8 × 3 =	6 × 7 =	1 × 12 =	1 × 10 =	7 × 3 =
2 × 2 =	9 × 11 =	2 × 6 =	2 × 8 =	2 × 12 =	7 × 6 =
11 × 4 =	3 × 4 =	5 × 9 =	12 × 2 =	2 × 4 =	1 × 6 =
4 × 2 =	4 × 4 =	4 × 6 =	6 × 9 =	4 × 10 =	9 × 5 =
5 × 2 =	10 × 2 =	12 × 1 =	5 × 8 =	3 × 6 =	7 × 11 =
7 × 4 =	6 × 4 =	6 × 6 =	12 × 3 =	6 × 2 =	8 × 4 =
7 × 2 =	9 × 2 =	2 × 10 =	5 × 10 =	1 × 8 =	5 × 6 =
7 × 8 =	6 × 10 =	12 × 10 =	12 × 4 =	8 × 10 =	8 × 2 =
10 × 4 =	9 × 4 =	3 × 12 =	9 × 8 =	12 × 8 =	8 × 6 =
11 × 6 =	9 × 6 =	10 × 6 =	3 × 2 =	4 × 12 =	9 × 10 =
11 × 2 =	6 × 12 =	5 × 12 =	11 × 8 =	11 × 10 =	8 × 8 =
7 × 12 =	10 × 10 =	12 × 6 =	7 × 10 =	4 × 8 =	10 × 8 =

1st January

$606 + 2,525$

$$\frac{2}{7} + \frac{3}{7}$$

Round 3,541 to the nearest 100

Round 3,541 to the nearest 1,000

How many students are there in **total** in Year 4?

How many **more** Year 4 children than Year 6 children play a musical instrument?

- play a musical instrument
- do not play a musical instrument

Number of children: 120, 100, 80, 60, 40, 20, 0

Year 4   Year 6

6th January

☐ $- 200 = 3,859$

$5 \overline{)2\ 3\ 0}$

Work out the perimeter of the rectangle

6cm   20cm

Jamie has £56
Anne has £12 less than Jamie
Tom has twice as much money as Jamie

How much money do they all have in total?

8 Doughnuts per box   14 Cupcakes per box

Ruby buys 21 boxes of doughnuts
She buys 4 boxes of cupcakes

Ruby says, "I have three times as many cupcakes than doughnuts."
Is she correct?

7th January

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

$939 + 100$

George puts these five numbers in their correct place on a number line.

209   197   211   195   208

Write the number **closest** to 200

Name this shape

_____

Name this shape

_____

Find the missing numbers to make the addition correct.

$$\begin{array}{r} \boxed{}\,6 \\ +\ \ 3\,\boxed{} \\ \hline 9\,1 \end{array}$$

9th January

$4.3 - 0.5$

12×12

Write down the first five multiples of 9

Tick the two digital clocks that show this time.

20:40   08:40   04:40

16:40   17:40

A clock shows this time twice a day

A group of friends earn £60 by selling lemonade.

They share the money **equally**

They get £12 each.

How many friends are in the group?

10th January

$13 + 88$

23×4

What time is shown on the clock?

[ ] minutes past [ ]

What is the biggest number you can get by **adding** any two numbers from the grid?

43	14	40	56	33
19	46	28	20	17

Find the missing number

5 → + 4 → × 3 → ◯

5th January

$\boxed{} = 2,300 + 900$

9×62

A song lasts 3 minutes 37 seconds.

How long does the song last in seconds?

Temperature in °C

Time of day

How many degrees **warmer** was it at 1pm than at 11am?

At 4pm the temperature was 5 degrees lower than at 3pm.

What was the temperature at 4pm?

8th January

$\dfrac{2}{3}$ of 15

```
  3 9 2 0
- 1 7 3 1
```
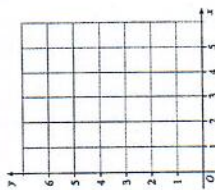
The point A has the coordinates (2, 4)

Plot the point A on the grid

The table shows the temperature at 5am on three days in May.

4th May	5th May	6th May
-6°C	3°C	

Work out the difference in temperature on the 4th May and the temperature on the 5th May

The temperature on 6th May was 6°C lower than on the 5th May.
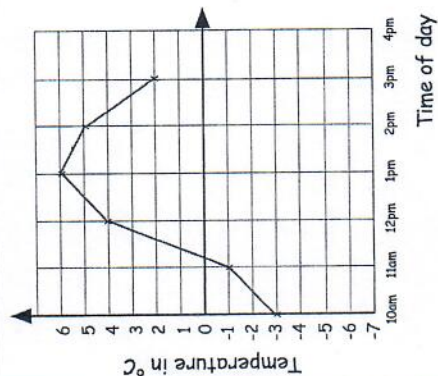
What was the temperature on the 6th May?

1st February

$$11 \times 11$$

A teacher has 380 sweets.

She gives 9 children 6 sweets each.

How many sweets does the teacher have left?

Rob finishes school at half past three.
He then walks home and this takes twenty-five minutes.

Write the time he arrives home on the clock display.

Write the time as 24 hour time.

Group	Tally
Children	卌 卌 卌 II
Adults	卌 卌 I
Pensioners	III

An adult ticket costs £8
The price of a child ticket is half the price of an adult ticket.
Pensioners pay £1 less than adults.

How much money was raised?

2nd February

$$303 + 1,718$$

$$\frac{9}{11} - \frac{3}{11}$$

Shade $\frac{7}{10}$ of this grid

Fill in the missing numbers

$$\underset{\text{multiple of 3}}{\boxed{}} + \underset{\text{multiple of 4}}{\boxed{}} = \underset{\text{multiple of 5}}{\boxed{}}$$

Each card on the left matches one on the right.

Draw lines to match the cards which are **equal** in value

8 x 8	6 x 7
9 x 5	16 x 4
21 x 2	15 x 3
52 x 1	13 x 4

$$235 \div 5$$

3rd February

$835 - 190$

62×7

Write these numbers in its correct place on the diagram

20   21   24   27

multiples of 4

multiples of 3

16   12   13

Write the number 3904 in words.

A carton of milk costs 67p

Find the cost of six cartons of milk

5th February

$521 + 702 + 197$

$17 \times 6 = 200 - \boxed{}$

What is the coordinates of point A?

Daisy has eighteen **fifty pence** pieces

How much money does Daisy have in total?

Draw all the **lines of symmetry** on the rectangle

6th February

$144 \div 12$

$\dfrac{2}{3}$ of 48

Find the perimeter of the rectangle

6cm

4cm

Complete the table

Fraction	Decimal	Percentage
$\frac{1}{2}$	0.5	
	0.75	75%

What type of angle is shown?

7th February

$70,000 - 800$

25×100

Find the size of angle y

125°

y

List the cities that are below sea-level, 0 metres.

Location	Elevation
Georgetown	-2 metres
Amsterdam	-1 metre
Paris	34 metres
New Orleans	-2 metres
Salton City	-38 metres
Dublin	8 metres

Which city has the highest elevation?

How many metres **higher** than Amsterdam is Dublin?

8th February

```
    4 4 7 3
  + 2 2 5 5
  ---------
```

```
  6 ) 2 2 2
```
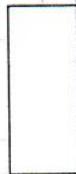
Draw a **kite**

Draw a **parallelogram**

Reflect the triangle in the mirror line
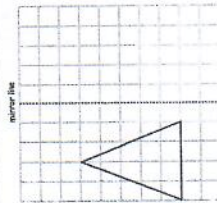
This pictogram shows how much time Peter spent revising last week.

Key ◯ = 2 hours

Monday	◯	◯	
Tuesday	◯	◯	◯
Wednesday	◯	◗	
Thursday	◯	◯	

How much time did Peter spend revising in total?

9th February

$0 \times 2 \times 5$

$130 \ grams + 80 \ grams$

g

Name this shape

How many seconds are in three minutes?

Fill in the missing numbers

```
    4 ☐
  + ☐ 4
  ------
    7 2
```

10th February

$575 - 280$

$$\begin{array}{r} 1\ 2\ 9 \\ \times \quad\quad 7 \\ \hline \end{array}$$

Make the largest possible three digit **odd** number

| 3 | 4 | 5 | 6 |

Here are four digit cards

Winston has drawn a bar chart to show his football team's results.
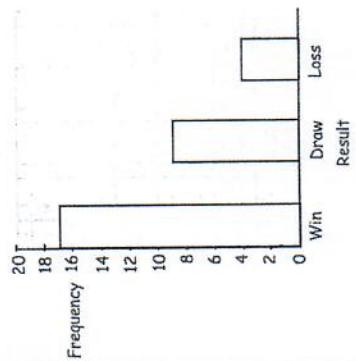
A win is worth 3 points
A draw is worth 1 point
A loss is worth 0 points

How many points did the team receive in total?

Writing Task

We would like you to write a fantasy story using the images below to help you. First, plan out your story using the plan template in this pack. You will need to choose a setting, a fantasy character to describe and think of a problem that is being caused by the creature. Finally, you will need to decide how the problem will be resolved by the humans in your story. Use the lined paper to write your story. Use the success criteria to make sure you have included all the relevant key skills in your story and, if not, edit your story to include these skills.

My story is called:	
1. Opening	
2. Problem and build up	
3. Climax and drama	
4. Resolution	
5. Ending	

C. Tick these sections if you think you've done them...	Me	Partner
Capital letters used for new sentences and proper nouns		
Used paragraphs to group ideas		
Fronted adverbials **with correct use of a comma**		
Used subordinate clauses in a variety of positions.		
Similes, metaphors and personification have been used		
Apostrophes used to show something belongs to someone		
All necessary punctuation in direct speech		
Standard English used correctly throughout		
Circle these sections, choosing a different colour for each one.		
Ambitious adjectives		
Ambitious adverbs		
Powerful verbs		
A range of sophisticated conjunctions e.g. while, although, however		
Year 3 / 4 Spellings all spelt correctly		
A range of punctuation . ? ! , () ' " " ...		

This poem is by Lillian Allen.

Anancy

Who is Anancy?

Anancy is a character who appears in many traditional
Caribbean stories and songs.

Anancy is a trickster of no small order
half a man and half a spider
Miss Muffet was sure glad
he hadn't sat beside her

He's unlike any of your friends
He's a whole lot smarter
He tricks and outsmarts
He's a real fast talker

He's slow on his feet
a zip on his wit
When it comes to thinking quick
he's a wizard at tricks

He's never lost a game
'cause he cheats, double-crosses his friends
When he can't win fair
he's a spider again

Anancy is a trickster of no small order
half a man and half a spider
Miss Muffet was sure glad
he hadn't sat beside her
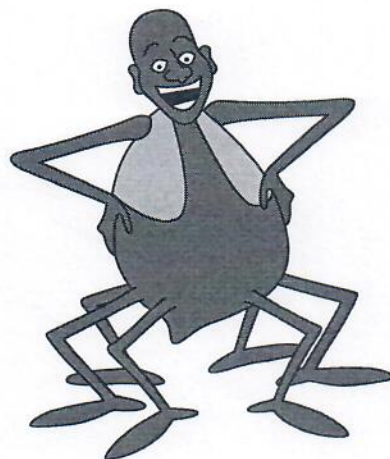
Name:	Class:	Date:

Anancy

1 Anancy is part human and part creature.
Find and **copy one line** from the poem which tells you this.

_____

2 *Anancy is a trickster of no small order*

Look at this line from the beginning of the poem. What does *no small order* tell you here? Tick **one**.

He is a small trickster. ☐

He shouts at everyone. ☐

He doesn't like losing. ☐

He plays a lot of tricks. ☐

AF2
1 mark

3 Look at these two lines from the third verse of the poem.

He's slow on his feet
a zip on his wit

In **your own words**, what do these lines tell you about Anancy? Write **one** thing.

_____

AF3
1 mark

4 Anancy is clever, cunning and not very nice.
Explain as fully as you can whether you think this is true, using the poem to support your answer.

_____

_____

_____

AF3
2 marks

/ 5
Total for this page

5 Why was Miss Muffet glad Anancy *hadn't sat beside her*?

_____

AF3

1 mark

---

6 How do you think the poet feels about Anancy? Tick the **best** answer.

She thinks he is full of magic. ☐

She is terrified of him. ☐

She doesn't like his dishonesty. ☐

She wants to be his friend. ☐

AF6

1 mark

---

7 Which of the following is the **main** purpose of the poem? Tick **one**.

to explain where Anancy comes from ☐

to describe Anancy's character ☐

to tell a story from the Caribbean ☐

to compare Anancy with his friends ☐

AF6

1 mark

---

8 Think about the whole poem. Explain as fully as you can whether you enjoyed reading it or not, using the poem to support your answer.

_____

_____

_____

AF6

2 marks

/ 10

Total for this test

This text is from the Kids Discover website (www.kidsdiscover.com).

Seven Wonders of the World

Seven ancient wonders

Being a traveller was rough in Ancient Greece. For starters, there were no cars, trains or planes. Most travellers got around by walking, riding a mule (an animal like a donkey), on ox-drawn carts, or taking ships powered by oars. But the hard conditions didn't stop them. Just like people today, the Ancient Greeks liked to travel to new places and see and do cool things.

About 2,500 years ago, travel writers in Ancient Greece started making lists of the seven must-see 'sights'. The most awe-inspiring of them went down in history as the 'Seven Wonders of the Ancient World'.

The list of ancient wonders included amazing monuments like the Colossus of Rhodes, a 100-foot-high statue of the Greek Titan Helios, and the Lighthouse of Alexandria, a 400-foot-high tower that guided ships into Egypt's largest port. Others included the Hanging Gardens of Babylon and the Statue of Zeus at Olympia. But if you want to see any of these ancient wonders today, you're pretty much out of luck. Six of the seven have been destroyed by earthquakes, floods and fires. The sole survivor is the Great Pyramid of Giza in Egypt.

New wonders

Since the Ancient Greeks first created the concept of the Seven Wonders of the World, people who love list-making have been writing their own versions. Usually the lists are created by an individual or a panel of experts, but a few years ago a man named Bernard Weber decided to make a new list of Seven Wonders based on a public poll.

Bernard Weber was born in Switzerland and had travelled to nearly every nation on Earth. He wanted more people to know about the amazing monuments he had seen. So he asked people all around the world to vote for their favourites on a website he created. People in some countries—like Brazil and Peru—were very enthusiastic about voting. They really wanted their monuments to win! In the end, more than 10 million votes were cast, and the 'new Seven Wonders' were chosen. The winners were announced on July 7, 2007.

Not all of the 'new' wonders are actually all that new. In fact, some are pretty ancient. But new or old, they are all spectacular, and adventurous travellers can visit every single one.

Name:	Class:	Date:

Seven Wonders of the World

1 What was *rough* about being a traveller in Ancient Greece?

_____

AF2
1 mark

2 Look at the second paragraph.

The most awe-inspiring of them went down in history...

What does *went down in history* mean in this sentence? Tick **one**.

were knocked down by people ☐

were pretty ancient and damaged ☐

were remembered by everyone ☐

were new, cool and exciting ☐

AF3
1 mark

3 Look at the third paragraph.

The sole survivor is the Great Pyramid of Giza in Egypt.

What does the phrase *the sole survivor* mean here?

_____

AF3
1 mark

4 a) Why did Bernard Weber want to create a new list of Seven Wonders?

_____

AF2
1 mark

b) How was Bernard Weber's list of Seven Wonders different from the usual lists?

_____

AF2
1 mark

/ 5
Total for this page

(5) **Tick** to show whether, **according to the text**, the following sentences are about people in **Ancient Greece**, **modern times**, or **both**. One has been done for you.

	Ancient Greece	Modern times	Both
travel by mule or ox-drawn cart			
like to see new places			✓
make lists of amazing places to visit			

AF2

1 mark

(6) **Draw lines** to **match** the number with the fact. One has been done for you.

Number

| 100 |
| 2500 |
| six |
| 10 million |
| 400 |

Fact

| number of ancient wonders destroyed |
| height (feet) of Lighthouse of Alexandria |
| height (feet) of statue of Helios |
| number of years ago people started making lists |
| number of people who voted for new wonders |

AF2

1 mark

(7) Look at the last paragraph beginning: *Not all of the...*

What points does the writer make about the new Seven Wonders?
Tick **three.**

Only the old ones are worth visiting. ☐

Some of them are actually very old. ☐

All of them are very impressive. ☐

Some of them are on Bernard's list. ☐

The ancient ones have not survived. ☐

None of them have been destroyed. ☐

AF6

2 marks

(8) Think about the whole text. The writer uses words like *must-see, awe-inspiring* and *spectacular* to describe the wonders on the lists. What is the effect of this?

_____

AF6

1 mark

/ 10

Total for this test

This text is from *Viking Vik and the Longship* by Shoo Rayner.

Viking Vik and the Longship

The dragon glowered as Vik, Freya and Wulf stood hypnotised by its hard, staring eyes.

"She's beautiful," said Vik, running his hand down the dragon's long neck. "I wish we could sail on her."

"Me too," Wulf and Freya echoed.

Just then, Jarl Magnusson came striding down the jetty. "A Longship is no place for children," he boomed.

"Oh, Dad!" Freya fluttered her eyelashes. She knew how to get around her father – but it didn't work this time.

"Longships are definitely not for girls!" he told her firmly.

Vik longed to sail on a Longship. Just like his father, the sea flowed in Vik's blood. "Will we ever get to sail on her?" he sighed.

Jarl Magnusson smiled, and spoke gently to Vik. "When you are strong enough and old enough to understand the dangerous ways of the ocean, then you can sail aboard a Longship."

○ ◉ ◎ ◉ ○ ◉ ◎ ○ ◉ ◎

The three children want to watch the Dragon *set sail, so they go to the 'skerries',*
a group of small islands that reaches out into the sea. It is low tide,
and they get to the furthest island, where they wait for the Dragon *to sail past.*

○ ◉ ◎ ◉ ○ ◉ ◎ ○ ◉ ◎

"We're quite far out, aren't we?" Freya's voice trembled slightly. "Are you sure we're safe out here?"

"Not scared, are you?" Wulf taunted.

"No ... just as long as we can get back safely."

It was a while before the sleek vessel sailed into view.

"Hurray!" the children cheered madly.

Jarl Magnusson stood at the prow. He waved his arms and called to them.

"What did he say?" Vik asked.

"Don't know," said Wulf. "I couldn't hear him."

"Never mind," said Vik, as he carried on cheering. "Go, *Dragon*, go!"

The children strained to see the last of the *Dragon* as she sailed over the grey horizon and out onto the big, wide ocean.

When they turned to go home, the three children had the shock of their lives. They had waited so long for the *Dragon* to sail past, they hadn't noticed that the tide had turned and the sea level had begun to rise. Some of the little islands were already underwater!

Name:	Class:	Date:

Viking Vik and the Longship

1   What is the *Dragon*?

_____

AF2
1 mark

- -

2   Look at the first five lines of the text. What do you find out about the *Dragon's* appearance? Write **two** things.

1 _____

2 _____

AF2
1 mark

- -

3   Think about the whole text. What does Vik think and feel about the *Dragon*? Explain and support your answer fully, using the text to help you.

_____

_____

_____

AF3
2 marks

- -

4   Freya flutters her eyelashes to *get around her father*.
In what way is she trying to *get around* him?

_____

AF3
1 mark

/ 5
Total for this page

5 Look at this section of the text. **Find** and **copy one sentence** which shows that sailing runs in Vik's family.

> "Oh, Dad!" Freya fluttered her eyelashes. She knew how to get around her father – but it didn't work this time.
> "Longships are definitely not for girls!" he told her firmly.
> Vik longed to sail on a Longship. Just like his father, the sea flowed in Vik's blood.
> "Will we ever get to sail on her?" he sighed.

AF3

1 mark

6 Why does Vik need to be older before he is ready to sail on a longship?

AF2

1 mark

7 **Tick** to show whether the following sentences about Jarl Magnusson are **true** or **false**. The first one has been done for you.

	True	False
He doesn't think the *Dragon* is a place for children.	✓	
He is unkind to Vik.		
He knows a lot about sailing on the ocean.		

AF3

1 mark

8 a) What was Freya worried about?

AF2

1 mark

b) Was she right to be worried? Explain your answer as fully as you can, using the text to help you.

AF3

1 mark

/ 10

Total for this test

This text is from *The First Macmillan Nursery Collection: Cinderella and other stories* and is retold by Mary Hoffman.

Belling the Cat

'Belling the Cat' is a fable, a short story with a moral or lesson to be learned. This fable is thought to have been written by Aesop, a slave who lived in Ancient Greece.

There was once a colony of mice living in an old house. Their lives were sweet and easy, with plenty to eat. But there was one cloud in their sky: the cat.

He was a huge fat ginger tom, but still very quick on his feet, and he liked nothing better than hunting mice. Almost every day, the mice lost one of their number to the swift paws and sharp teeth of the ginger cat.
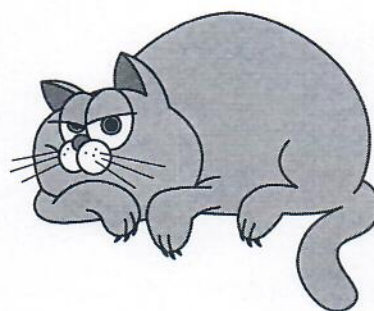
The mice called a council to see what they could do. There was a lot of squeaking and muttering, but one mouse came up with an idea.

"If we were to get a bell and tie it round the cat's neck," he said, "we would always be able to hear when he was approaching. Then we could escape his clutches."

All the mice agreed that this was a really excellent idea. Indeed, they went so far as to get a bell and a ribbon. Now, all they needed was someone to volunteer for the job of tying it round the neck of old Ginger.

But, funnily enough, not one mouse came forward, not even the one who had suggested the bell. And to this day, for all I know, the big ginger cat is still catching mice, even though they know how to stop him, for want of a mouse brave enough to put the bell round his neck.

And it's no good our feeling superior to the timid mice, for how often do we humans also know the right thing to do, but don't do it because we are afraid? There is often not much to choose between us and those mice.

Name:	Class:	Date:

Belling the Cat

1 In what way were the lives of the mice *sweet and easy*? Give **one** way.

_____

AF2

1 mark

2 *But there was one cloud in their sky...*

What does this mean? Tick **one**.

They didn't like it when it rained. ☐

They only had one real problem. ☐

They didn't understand each other. ☐

They couldn't find a volunteer. ☐

AF3

1 mark

3 Look at the paragraph beginning: *He was a huge fat ginger tom...*
Find and **copy a phrase** that means the same as 'one of the mice got caught'.

_____

AF2

1 mark

4 At the council, *one mouse came up with an idea.*
What was this idea and how would it help the mice? Explain your answer as fully as you can, using the text to help you.

_____

_____

AF2

2 marks

/ 5

Total for this page

5 *But, funnily enough, not one mouse came forward...*

What does the phrase *funnily enough* show about the writer? Tick **one**.

The writer doesn't know why no mouse came forward. ☐

The writer knows how the mice could stop the cat. ☐

The writer thinks the mouse's idea is quite entertaining. ☐

The writer is not surprised that no mouse came forward. ☐

AF6

1 mark

---

6 *And to this day, for all I know, the big ginger cat is still catching mice...*

Why is this still happening, even though the mice know how to stop the cat?

_____

AF3

1 mark

---

7 *And it's no good our feeling superior to the timid mice...*

Use the text to explain **in your own words** what the writer means here.

_____

AF5

1 mark

---

8 **Draw lines** to **match** each word with its meaning in the story. One has been done for you.

Word	Meaning in story
fable	nervous and frightened
council	offer to do something
swift	a short story with a moral
timid	quick
volunteer	a meeting

AF2

1 mark

---

9 The story 'Belling the Cat' is a fable with a lesson to be learned. Which of the following 'lessons' would best fit the story? Tick **one**.

It is often better to work together. ☐

It is no good being afraid of anything. ☐

It is not always easy to do the right thing. ☐

It is hard to come up with good ideas. ☐
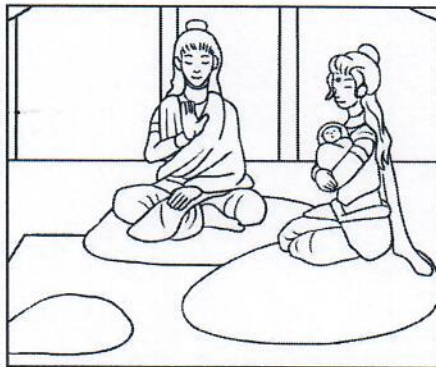
AF6

1 mark

/ 10

Total for this test

Prompts

Can you retell the story of The Buddha as a comic strip? Please use the prompts below

Use the following key words and images to help you recall the story of The Buddha. Once you have written your story you can draw a picture to show a key part of the story of the Buddha.
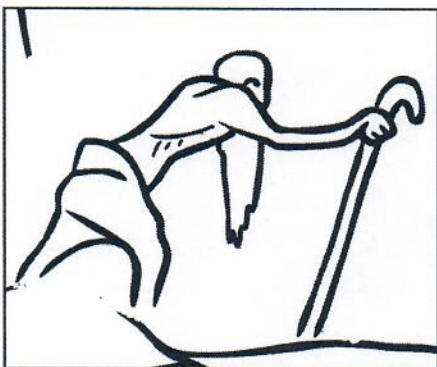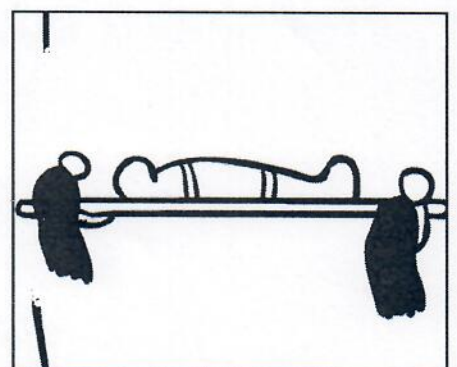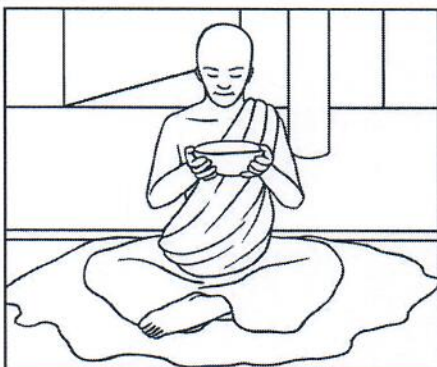

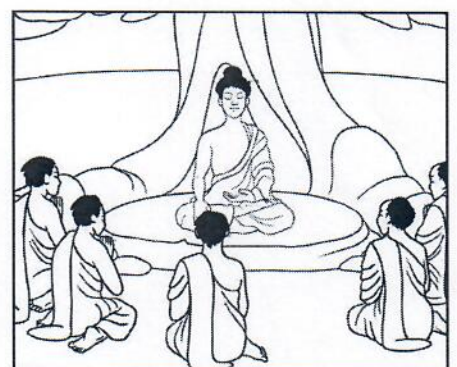palace

marriage

outside

old man

sick man

dead man

holy man

meditate

teacher

Comic Strip

PSHE – LI: I understand that sometimes hopes and dreams do not come true and that this can hurt. I know how disappointment feels and identify when I have felt this way.

Look at the six different scenarios of hopes and dreams that have gone wrong below:

1. Emma and Oliver are promised a puppy which is then not allowed in the flats where they live.
2. The holiday is cancelled because a relative of Roisin has to go into hospital.
3. Farida breaks her leg before her gymnastics competition.
4. Issa thought he would be selected for the school football team but finds out he is only the reserve.
5. Jacob finds out he is not to be in the same class as his friends next year.
6. The swimming pool party is cancelled at the last minute.

Answer the questions below for <u>each</u> scenario. Record your answers on the back of this sheet:

a) How might each child feel?
b) What might the person do in that situation?
c) How could they overcome the hurt that this situation might cause?

Think about a time when you were disappointed about a situation or a time when a dream didn't happen for you. Write a couple of paragraphs explaining what happened and how it made you feel. You can draw a picture to accompany your work.

Complete the sentence: 'A broken dream feels…….

Complete the sentence: 'One thing I can do if I feel upset or hurt is…….