



W.C. 1.6.20

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

## English

Use these worksheets to work from and not on. All you need is a piece of paper, pencil and a ruler.

Bitesize: <https://www.bbc.co.uk/bitesize>

After watching the videos and having a go at the practise activities on BBC Bitezise, have a go at these activities. Depending on your confidence choose Mild, Medium or Spicy.



**Extensions** – You may wish to deepen your learning by looking at Purple Mash for any extra activities.

## Monday

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

**Descriptive Writing** – watch the introduction and take part in the activities.

|            | 1st try | 2nd try | 3rd try |
|------------|---------|---------|---------|
| measure    |         |         |         |
| pleasure   |         |         |         |
| treasure   |         |         |         |
| enclosure  |         |         |         |
| disclosure |         |         |         |
| picture    |         |         |         |
| future     |         |         |         |
| furniture  |         |         |         |
| adventure  |         |         |         |
| literature |         |         |         |

## Spellings

For your task today, I would like you to practice your spellings and write a sentence for each one.

*If you find these spellings too challenging, there is a different set for you to try on the next page.*

|       | 1 <sup>st</sup> try | 2 <sup>nd</sup> try | 3 <sup>rd</sup> try |
|-------|---------------------|---------------------|---------------------|
| quiet |                     |                     |                     |
| quite |                     |                     |                     |
| bear  |                     |                     |                     |
| bare  |                     |                     |                     |
| one   |                     |                     |                     |
| won   |                     |                     |                     |
| sun   |                     |                     |                     |
| son   |                     |                     |                     |
| be    |                     |                     |                     |
| bee   |                     |                     |                     |

**Mild:** Your task is to write a sentence for each spelling in your neatest handwriting.

**Medium** - Write a sentence for each spelling using the conjunctions for, and, nor, but, or, yet, so to extend your sentences.

**Spicy:** Write a sentence for each spelling using the conjunctions when, if, that, because or although to extend your sentences.

## Tuesday

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

## Exploring fronted adverbials

What's a fronted adverbial?

A fronted adverbial is when the adverbial phrase is at the **front** (or start) of the sentence, **before** the verb.

For example: *Earlier today*, Ian ate a banana.

Here, 'earlier today' is a fronted adverbial as it adds detail about when Ian ate the banana at the **front** of the sentence, before the verb 'ate'.

*Here are some examples below!*

### Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

| Time                    | Frequency         | Place                        | Manner               | Possibility                           |
|-------------------------|-------------------|------------------------------|----------------------|---------------------------------------|
| Afterwards,             | Often,            | Above the clouds,            | Sadly,               | Almost unbelievably,                  |
| Already,                | Again,            | Below the sea,               | Slowly,              | Much admired,                         |
| Always,                 | Daily,            | Here,                        | Happily,             | Nearly asleep,                        |
| Immediately,            | Weekly,           | Outside,                     | Awkwardly,           | Quite understandably,                 |
| Last month,             | Fortnightly,      | Over there,                  | Bravely,             | Really happily,                       |
| Now,                    | Yearly,           | There,                       | Like a ... ,         | Perhaps,                              |
| Soon,                   | Sometimes,        | Under the ground,            | As quick as a flash, | Maybe,                                |
| Yesterday,              | Rarely,           | Upstairs,                    | As fast as he could, | Just arrived,                         |
| Today,                  | Every second,     | In the distance,             | Without a sound,     | Certainly amused,                     |
| Tomorrow,               | Twice a year,     | Between the sea and the sky, | Without warning,     | Obviously angry,                      |
| Next year,              | Once a minute,    | Everywhere she looked,       | Unexpectedly,        | Definitely confused,                  |
| In January,             | Once,             | Around the tent,             | Unfortunately,       | Completely exhausted,                 |
| On Tuesday,             | Once or twice,    | Back at the house,           | Suddenly,            | Barely alive,                         |
| In the morning,         | Three times,      | Nearby,                      | Mysteriously,        | Out of breath,                        |
| After a while,          | Constantly,       | Down by the cliffs,          | Frantically,         | Decidedly unimpressed,                |
| As soon as she could,   | Regularly,        | Behind the shed,             | Anxiously,           | Perfectly confident,                  |
| Before long,            | Frequently,       | In the wooden box,           | Courageously,        | Positively trembling with excitement, |
| All of a sudden,        | Infrequently,     | Over my bed,                 | Silently,            | Purely practically,                   |
| In the blink of an eye, | Occasionally,     | Somewhere near here,         | Curiously,           | Somewhat flustered,                   |
| Just then,              | Rarely,           | Far away,                    | Nervously,           | Utterly joyous,                       |
| Eventually,             | Never in my life, | Wherever they went,          | Rapidly,             | Totally overwhelmed,                  |
| Later,                  | Never before,     | North of here,               | Carefully,           |                                       |



## Mild

1 - Choose the correct fronted adverbial for each sentence from the box below

|             |                         |                    |                          |
|-------------|-------------------------|--------------------|--------------------------|
| After lunch | During the film         | Last summer        | After getting out of bed |
| At night    | Before running the race | When she fell over | Whilst cooking dinner    |

1. \_\_\_\_\_ Sheila ate her breakfast.
2. \_\_\_\_\_ Jack cleaned his teeth and got ready for bed.
3. \_\_\_\_\_ we went to Spain for a holiday.
4. \_\_\_\_\_ we ate a delicious dessert.
5. \_\_\_\_\_ Ryan did some warm-up exercises.
6. \_\_\_\_\_ Ben and Holly ate popcorn.

2 - Add a fronted adverbial to these sentences

- a) , remember to brush your teeth.
- b) , lives a tiny mouse.

## Medium

1 - Match the fronted adverbials with the correct sentence

Because of the fog

The first time I saw you

Tomorrow evening

Before he went to school

After the rainstorm

- a) , Peter called at Rob's house.
- b) , the ground was too wet to put up our tent.
- c) , I could hardly see a thing.
- d)  there's a big concert at school.
- e) , I knew we were going to be friends.

## 2 - Which of these sentence has a fronted adverbial?

- ☐ a) On the way home, Keira splashed in all the puddles.
- ☐ b) I had a stomach ache after eating all the pizza.
- ☐ c) Call me when you have finished.

### Spicy

1. Can you place a comma after the fronted adverbial in these sentences?

**For example:**

After the storm, the people of the town cleared up the damage from the flooding.

- a) Baffled by the mathematical problem the professor felt frustrated.
- b) Under the bridge the misunderstood troll waited patiently for his goat friends.
- c) Once a year the people put on their costumes and partied at the carnival.
- d) Before the holidays the Y6 pupils had a farewell celebration at their junior school.
- e) Almost certainly Eva's team would win the upcoming sports day.

2. Now, can you spot all of the fronted adverbials in this extract? Underline them and add in commas in the appropriate places.

Through the bushes Kian searched and searched. Under all of the rocks he hunted but he just couldn't find the potion. He sat down with his head in his hands. Feeling depressed a drop of water rolled down his cheek. Kian reached up to dry his eyes and realised the drop was not a tear. Confused he looked up and saw exactly what he was looking for...the magical potion! It was dangling from a tree in a potion bottle. Like a jack-in-the-box Kian leapt up and grabbed it. As Kian hurriedly ran back his feet hurt and his lungs felt like they might explode. Inside his hands he held the one thing that could save everyone in his village.

## Wednesday

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

**Revising apostrophes in contractions** -use the BBC bite size videos and activities to support you.

### Contractions

A contraction is a shorter way to say two words.

is + not = isn't

An apostrophe will fill the space of the missing letters.

|                     |                      |
|---------------------|----------------------|
| I + am = I'm        | you + have = you've  |
| we + are = we're    | it + is = it's       |
| she + will = she'll | did + not = didn't   |
| he + is = he's      | you + would = you'd  |
| do + not = don't    | they + are = they're |

Make, Take & Teach

### Mild

1 - Which words need to be shortened? What will they be shortened to?



Clara is not ready for school yet.



Amy had not found her socks.



Tom was not feeling very well.

| 2 - Shorten the words using apostrophes |                      | Full words | Shortened word       |
|-----------------------------------------|----------------------|------------|----------------------|
| Full words                              | Shortened word       | a) is not  | <input type="text"/> |
| a) should not                           | <input type="text"/> | b) had not | <input type="text"/> |
| b) would not                            | <input type="text"/> | c) was not | <input type="text"/> |
| c) could not                            | <input type="text"/> |            |                      |

## Medium

1 - Shorten these words using apostrophes

Full words

- a) I am
- b) you are
- c) he is
- d) she is
- e) it is
- f) we are
- g) they are

Shortened word

|  |
|--|
|  |
|  |
|  |
|  |
|  |
|  |
|  |

*Choose one of these words and make it into a sentence!*

2 - Change the shortened word back to the full word.

Shortened word

- a) isn't
- b) hadn't
- c) couldn't
- d) you're
- e) they're

Full words

|  |
|--|
|  |
|  |
|  |
|  |
|  |

## Spicy

1 - Correct the punctuation in the sentences (check for missing apostrophes)

Im happy that youre here to visit.

You shou'ldnt stay up too late.

Were' going to be busy tomorrow.

I could'not hear what you were saying.

Sh'is on her way to Scotland.

2 - Create some weird and wonderful sentences using the following contractions:

hadn't wasn't shouldn't I'm it's

## Thursday

<https://www.bbc.co.uk/bitesize/tags/zmyxxyc/year-3-and-p4-lessons/1>

### *Revising apostrophes for possession*



We can use an **apostrophe** ( ' ) with the letter **s** to show **possession**. This is when something **belongs** to someone or something else.



- The **cat's** blanket was muddy.
- The **dog's** bowl is full of water.

## Mild

1 - Match the phrases to their meaning

The bee's hive

The plate  
belonging to Tim

Clare's hair brush

The hive  
belonging to  
the bee

Tim's plate

The hair brush  
belonging to Clare

## 2 - Add an apostrophe to show possession

Mums newspaper cost 50p.

The hairdresser cut Veritys hair.

Janes jobs were nearly finished.

### Medium

## 1 - Use the words below to make a sentence that included an apostrophe for possession

game

looked

fun

.

's

Jessica

## 2 - Which sentences use the apostrophe correctly?

1. The bikes brake's were very squeaky. ☐  
The bikes' brake were very squeaky. ☐  
The bike's brakes were very squeaky. ☐
2. Jimmy's pizzas are the tastiest. ☐  
Jimmys pizza's are the tastiest. ☐  
Jimm'ys pizzas are the tastiest. ☐
3. Yorkshires' weather can be wet and cold. ☐  
Yorkshire's weather can be wet and cold. ☐  
Yorkshires weather's can be wet and cold. ☐
4. Mr Walsh's lessons are always interesting. ☐  
Mr Walshs lesson's are always interesting. ☐  
Mr Walshs lessons are alway's interesting. ☐

## Spicy

### 1 - Write these sentences using an apostrophe for possession

Daves dog is very big!

---

They are Jodies shoes on the floor.

---

Will you come to Susans house with me?

---

I'm not big enough to wear my Dads hat.

---

Jills jeans are very fashionable.

---

Jason borrowed Teds new bike.

---

That is Bobs book.

---

### 2 - Which sentences use an apostrophe for possession correctly?

#### Tick one

1. ☐ The ogres shoe's were rotten and smelly.  
☐ The ogres' shoes were rotten and smelly.  
☐ The ogre's shoes were rotten and smelly.
2. ☐ Snow White's clothes were covered in mud.  
☐ Snow Whites' clothes were covered in mud.  
☐ Snow Whites clothe's were covered in mud.
3. ☐ The girls pencil's fell out onto the floor.  
☐ The girl's pencils fell out onto the floor.  
☐ The girls' pencils fell out onto the floor.
4. ☐ The Queen's jewels were kept in the tower.  
☐ The Queens jewels' were kept in the tower.  
☐ The Queens' jewels were kept in the tower.

# Friday

## Using inference to be a reading detective

### Reading Vipers

Vocabulary  
Infer  
Predict  
Explain  
Retrieve  
Sequence or Summarise



Today you are going to use your INFER reading skill. Infer means to use the text to make judgements/decisions.

## Mild

### Text One

Tina's heart was beating fast and her tummy was in knots. She looked at the clock. It was only one minute later than when she had last looked at it. For the hundredth time she peered out the window and looked both ways down the street, there was no sign of anyone. She let the curtain fall back down and turned away, sighing loudly. Just then, the letterbox clattered and Tina squealed. It was here!

#### 1. What was Tina waiting for?

- a) a telephone call ☐
- b) the post ☐
- c) someone to come to the door ☐



What were the clues in the text?

---

---

#### 2. How was Tina feeling?

- a) nervous ☐
- b) happy ☐
- c) bored ☐

What were the clues in the text?

---

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## Medium and Spicy

### A Fun Day Out

"Let's look at the lions first!" said Jack excitedly. He grabbed Sarah and they ran to the lions' cage. A moment later, mum and dad came. "Keep still" said Mum

"Say cheese" said dad happily. Flash!

"That looks like a good one," he said joyfully.

After a while, the family decided to move on. They went into the reptile house where there were lots of colourful birds flying around and strange creatures in tanks. Sarah crept over to a huge glass tank. She couldn't see anything in there but little did she know there was a huge snake camouflaged in with the green leaves.

Suddenly, Sarah jumped back and ran over to give her mum a hug. Jack, who was watching this found it hilarious! All the way home he teased his little sister!

### Questions

- 1) Where do you think the family are and why do you think this?
- 2) Why did Mum ask the children to "Keep still" in the first paragraph?
- 3) Pretend you are Jack and you have just entered the reptile house. Write a few sentences to explain how you feel.
- 4) What word tells us the snake was hiding in Paragraph 2?
- 5) Why do you think Sarah suddenly jumped back?
- 6) What do you think Jack found so funny at the end of the story?

**Extra challenge** - write a book review for one of your favourite books! It may be one you have recently read or one you have always enjoyed! You can write this on purple mash (2do's - Blank Book Review)

**As well as this, please remember to access:**

- Oxford Owl Reading Buddies - children have their own login for this

Study ladder to practice **comprehension** <https://www.studyladder.co.uk/>

*New tasks have been set which you can now access. If you need any passwords, please contact year 3 staff through our year group email.*