

Name: _____

Primary 5-a-day

Bronze



4th May

Double 61

A 10x10 grid with a rectangular box at the bottom right for the answer.

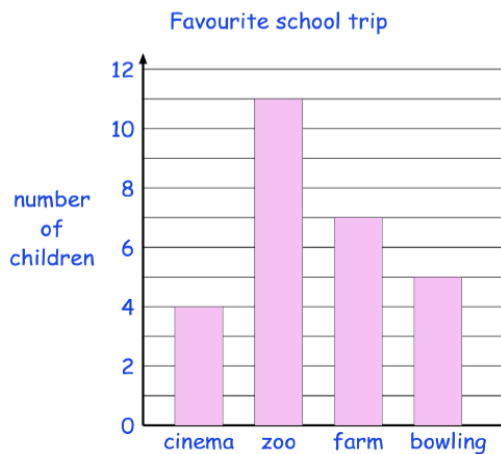
$3 \times 3 \times 3$

A 10x10 grid with a rectangular box at the bottom right for the answer.

Circle all the **multiples of 5**

23 31 25
19 30 55

The children in a class vote for their favourite day out. Each child voted once.



How many children voted for the farm?

How many children voted?

Name: _____

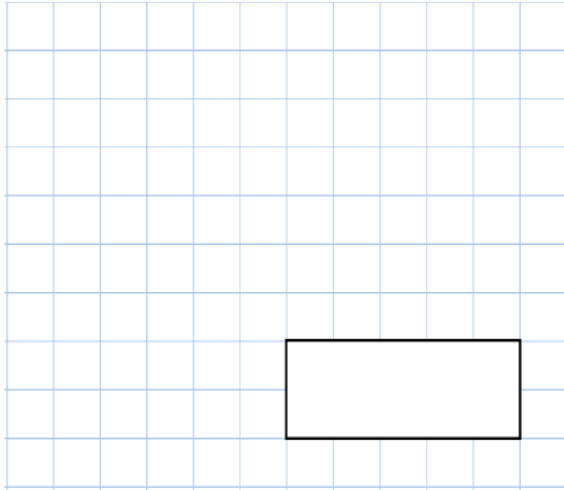
Primary 5-a-day

Bronze

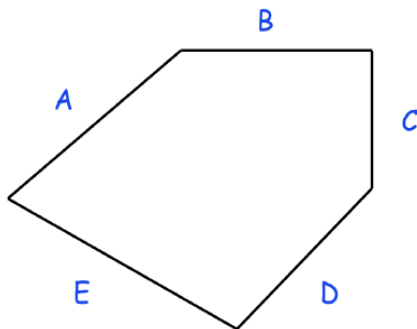
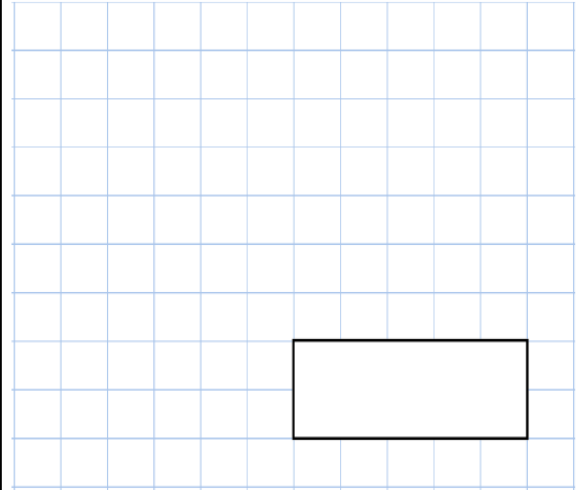


5th May

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



$$20 \times 5$$

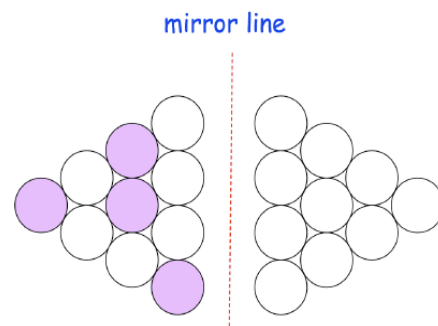


Which side of the shape is the shortest?

Which side of the shape is the longest?

Which two sides have the same length?

Complete the reflection of this pattern in the mirror line



Name: _____

Primary 5-a-day

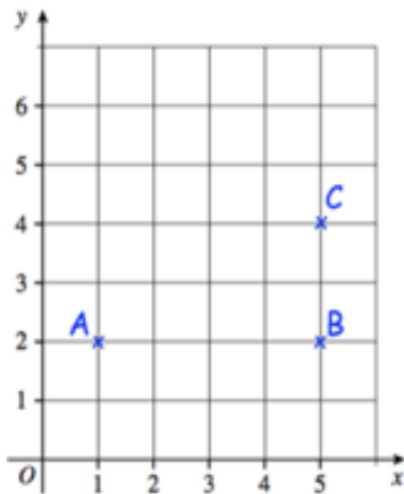
Silver



5th May

$$156 \div 6$$

$$702 - 56$$



A, **B**, **C** and **D** are the vertices of a rectangle.

Write down the coordinates of point A

Plot point D on the grid

Here is a list of numbers.

15 16 17 18

19 20 21 22

From the list, write down a multiple of 7

Spelling Year 3 /4 List + STRATEGY REMINDER

The following words are from the Year3/4 spelling list. Use some of the different strategies we discussed at the beginning of the year to learn how to spell the word - pyramid, diamond, mnemonics pictures, quick write etc. You could then try the Growth Mindset Challenge **OR** just write an extended sentence for each individual word.

SET 7

arrive describe grammar medicine possible suppose

Here is a reminder of all the possible strategies you could use to learn the words.

Look, say, cover, write, check

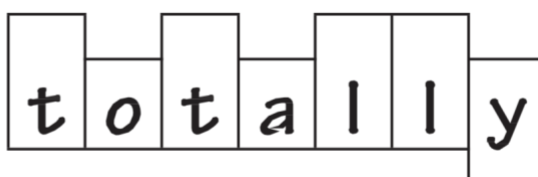
This is probably the most common strategy used to learn spellings.
Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.
Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.
Cover: cover the word.
Write: write the word from memory, saying the word as you do so.
Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

Quickwrite

Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.

Drawing around the word to show the shape

Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.



Drawing an image around the word

This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.



You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.

Other strategies

Other methods can include:

- Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- Making up memorable 'silly sentences' containing the word
- Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word
- Clapping and counting to identify the syllables in a word.

Pyramid words

This method of learning words forces you to think of each letter separately.

p
py
pyr
pyra
pyram
pyrami
pyramid

You can then reverse the process so that you end up with a diamond.

Other strategies

Other methods can include:

- Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on.
- Making up memorable 'silly sentences' containing the word
- Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word
- Clapping and counting to identify the syllables in a word.

Why i?

y → **i** and add ending

When adding an ending to verbs ending in **y**, the **y** becomes **i** if the ending begins with **e**.

■ Feed each word through its ending machine to find the new word.

IN →

cry	*
dry	
fry	
try	*
defy	*
envy	
marry	
hurry	
supply	
multiply	

OUT →

IN →

cry	
dry	
fry	*
try	
defy	
envy	*
marry	
hurry	
supply	*
multiply	

OUT →

IN →

cry	
dry	*
fry	
try	
defy	
envy	
marry	*
hurry	*
supply	
multiply	*

OUT →

■ Use **look**, **say**, **cover**, **write**, **check** to practise the words marked with *.

Tick here when you have checked your work.