English

Today we are continuing our work on noun phrases, remember that:

- a noun is a person, place or thing
- an adjective is a describing word.

An adjective modifier is just a short phrase where an adjective describes a noun to give more detail about it.

EG noun = cat, adjective = fluffy, put them together and the noun has been modified so we know more about the cat: <u>the fluffy cat</u>. This could be expanded further with the adjective 'black', to the expanded noun phrase: <u>the fluffy, black cat</u>.

Challenge yourself to complete two of these worksheets, either MILD and HOT, or HOT and SPICY! If you can't print them off don't worry, read through them and decide for yourself which you would tick, or underline. If you like you could record your answers in your blue book by writing them down.

1. Match each noun phrase from the sentence below to the correct description.

The angry bull chased the dog into the corn field.

| The angry bull | the dog | the corn field |

| No modifier | Adjective modifier | Noun modifier |

VF
HW/Ext

2. Label the nouns (N) and adjectives (A) in the sentence below.

☐ ☐   ☐

A strange sound had started coming from some of the dinosaur

☐

eggs.

VF
HW/Ext

3. Expand the noun phrases in the sentence below by using modifiers which fit the given descriptions.

My hands were frozen to the shovel.

1. An adjective which describes the temperature of the hands.

2. A noun which shows what the shovel was made to move.

4. Match each noun phrase from the sentence below to the correct description.

The fox and his ugly brother watched the busy chicken farmer and sniffed the evening air.

The fox	his ugly brother	the busy chicken farmer	the evening air

No modifier	Adjective modifier	Noun modifier	Adjective and noun modifier

VF
HW/Ext

5. Label the nouns (N) and adjectives (A) in the sentence below.

☐ ☐　　　　☐　　　　☐

The elderly woman gasped as the waiter spilled the steaming

☐　　　☐ ☐

beetroot soup all over her expensive leather handbag.

VF
HW/Ext

6. Expand the noun phrases in the sentence below by using modifiers which fit the given descriptions.

The players jogged out onto the pitch but the rain was getting worse.

1. An adjective which describes the players' mood.

2. A noun which shows which sport is being played.

3. An adjective and a noun which show how and when the rain fell.

7. Match each noun phrase from the sentence below to the correct description.

The increasingly messy man, after polishing off several slices of the greasy pepperoni pizza, reached for the pumpkin pie.

The increasingly messy man	several slices	the greasy pepperoni pizza	the pumpkin pie

No modifier	Adjective modifier	Noun modifier	Adjective and noun modifier

VF
HW/Ext

8. Label the nouns (N) and adjectives (A) in the sentence below.

□ □　　　　□ □

The fields beyond the outer wall shimmered with fresh morning

□　　□　□　　　　□ □

dew, but a lonely set of footprints cut across the glistening cloak.

VF
HW/Ext

9. Expand the noun phrases in the sentence below by using modifiers which fit the given descriptions.

The books had been hastily packed into a box in the attic at the top of the house.

1. An adjective and a noun which describe the condition and content of the books.

2. A noun which shows what the box is made of.

3. An adjective which describes the fullness of the attic.

Maths

Today we are going to look at comparing numbers. This is again from when we looked at Place Value back in the Autumn term. See if you can write your answers down in your blue book (you don't have to print off the sheets).

Success Criteria

1. Decide what the number representation shows – remember to check for each place value, ones, tens, hundreds and thousands.
2. Watch out for place values that may be missing – they might need a place holder!
3. Check what the rules of the question are: do your numbers need to be less than, more than, or somewhere in between two other numbers?
4. Use your blue book to do any working out that you need. Try lining your numbers up in a column, so you can compare them more easily.
5. Begin comparing with the highest place value. If numbers have the same digit in the same place value, go to compare the next place value down.
6. Use our mathematical symbols: < > or =
7. Use your problem solving skills to solve the challenges at the end of the sheets – you might need to try out your ideas more than once, to find a solution.
8. Remember to check your answers at the end – have you used the Success Criteria, does your answer make sense?

Challenge yourself to complete two of these worksheets, either MILD and HOT, or HOT and SPICY!

Mild

1. Tick all of the numbers which are greater than 3,000 but less than 6,000.

A 6,453

C   (place value counters: 1,000 100 100 | 100 | 10 10 | 1,000 100 100 | 10 | 10)

B   (place value counters: 1,000 1,000 100 100 100 | 1 | 10 | 1,000 1,000 100 100 100 | 1)

D 5,199

2. Use each digit card once to complete the number statements below.

| 1 | 3 | 6 | 9 |

A ☐ , 1 2 2 <

B ☐ , ☐ 8 7 < 7,653

C   > 1 , ☐ 9 5
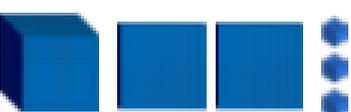
3. Jane is making 4-digit numbers using some digit cards.

These are the digit cards she can use: 2   3   6   9

All of my numbers must be greater than 2,500 but less than 5,000.
I want to put the numbers in a line and compare them using < and >.

Find four numbers Jane could use, put them in a line and put < and > between them.

4. Tick all of the numbers which are greater than 3,000 but less than 7,000.

A 7,453

B 2,000 + 200 + 20 + 13

C
1,000 1,000 100 100 100   10   1
1,000 1,000 100 100 100   1

D

Thousands	Hundreds	Tens	Ones
●●● ●●	●●	●●● ●●●	●●
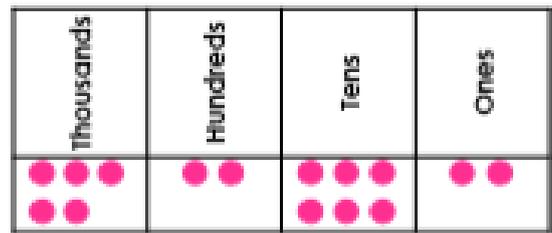
E six thousand, two hundred and ninety-one

5. Use each digit card once to complete the number statements below.

3 5 7 8

a. six thousand, four hundred and one   <   6 , ☐ 5 1

b. ☐ , 2 1 9   >   [base ten blocks]

c. 1 , 7 ☐ ☐   >   1,000 + 700 + 80 + 6

6. Alfie is making 4-digit numbers using some digit cards.

These are the digit cards he can use: 1 3 4 7 8

All of my numbers must be even, and must be greater than three and a half thousand, but less than five thousand.
I want to put the numbers in a line and compare them using < and >.

Find four numbers Alfie could use, put them in a line and put < and > between them.

7. Tick all of the numbers which are greater than 4,000 but less than 7,500.

A five thousand, two hundred and eighty-four

B 2,000 + 1,900 + 70 + 27

C six thousand, sixteen hundreds and ninety-five

D

Thousands	Hundreds	Tens	Ones
●●●●● ●●●●●	●●●●	●●●●●●	●
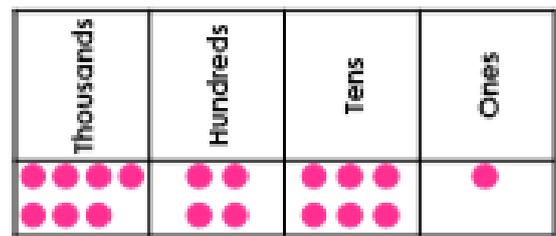
E 5,000 + 600 + 90 + 6

VP
HW/Ext

8. Use each digit card once to complete the number statements below.

| 2 | 5 | 6 | 9 |

a. $5,000 + 1,600 + 120$ > $6,\boxed{}95$

b. $\boxed{},\boxed{}87$ < two thousand, six hundred and seventy three.

c. $\boxed{},219$ > seven thousand, seventeen hundred, eighty and fourteen.

VP
HW/Ext

9. Ruby is making 4-digit numbers using some digit cards.

These are the digit cards she can use: | 3 | 4 | 6 | 8 | 9 |

All of my numbers must be odd, and must be greater than four and a half thousand, but less than seven thousand.
If I put them in order of size, each number is at least 200 more than the number before.

Find four numbers Ruby could use in her list.

RPS
HW/Ext