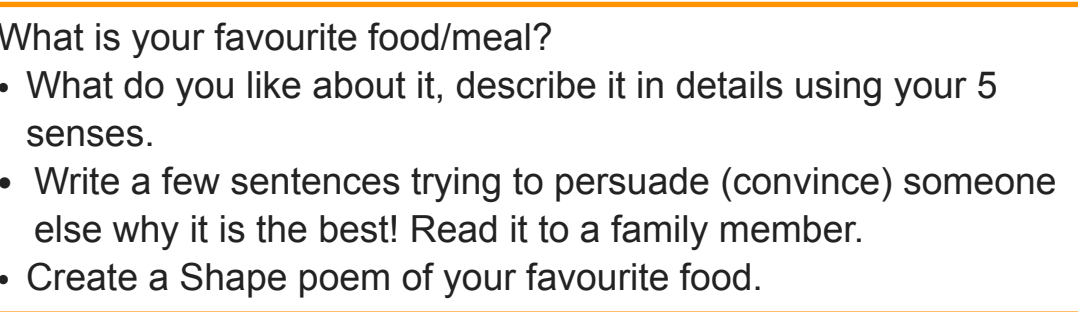


What is your favourite food/meal?

- What do you like about it, describe it in details using your 5 senses.
- Write a few sentences trying to persuade (convince) someone else why it is the best! Read it to a family member.
- Create a Shape poem of your favourite food.

- What is your favourite food/meal?
- What do you like about it, describe it in details using your 5 senses.
  - Write a few sentences trying to persuade (convince) someone else why it is the best! Read it to a family member.
  - Create a Shape poem of your favourite food.



What is your favourite food/meal?

- What do you like about it, describe it in details using your 5 senses.
- Write a few sentences trying to persuade (convince) someone else why it is the best! Read it to a family member.
- Create a Shape poem of your favourite food.

## A surreal landscape where a village of wooden houses is built on a grassy cliff overlooking a vast, calm sea. A single, large, rounded tree stands on the cliff's edge. In the water, a large, dark, fish-like shape is visible. A small boat is on the horizon under a clear sky.

You are on the boat and discover this unusual place.  
Is anyone else on this adventure with you?  
Who lives there?  
What are they like?  
Make sure your characters speak to each other and use speech marks!

Try and do all of the objectives from below.  
Make sure you re-read (edit) your story to check for mistakes. :)

Try and do all of the objectives from below. Make sure you re-read (edit) your story to check for mistakes. :)

# What am I?

I grow on trees.  
You have to peel me to eat me.  
I am often turned into juice.  
My name is also a colour.

# What am I?

I grow on trees.  
You have to peel me to eat me.  
I am often turned into juice.  
My name is also a colour.

# What am I?

I grow on trees.  
You have to peel me to eat me.  
I am often turned into juice.  
My name is also a colour.

# What am I?

I grow on trees.  
You have to peel me to eat me.  
I am often turned into juice.  
My name is also a colour.

# What am I?

I grow on trees.  
You have to peel me to eat me.  
I am often turned into juice.  
My name is also a colour.

**What am I?**

People usually eat me in the mornings.

I am served in a bowl and eaten with a spoon.

I usually have milk poured on top of me.

**What am I?**

People usually eat me in the mornings.

I am served in a bowl and eaten with a spoon.

I usually have milk poured on top of me.

**What am I?**

People usually eat me in the mornings.

I am served in a bowl and eaten with a spoon.

I usually have milk poured on top of me.

**What am I?**

People usually eat me in the mornings.

I am served in a bowl and eaten with a spoon.

I usually have milk poured on top of me.

Can you work out the two different foods from the clues?  
You were all great at this in school.  
Come up with your own clues for different food items.  
Try and see if your family members can guess correct!

I use **capital letters** at the start of every sentence.

I use **full stops** at the end of every sentence.

I put a **finger space** between each word.

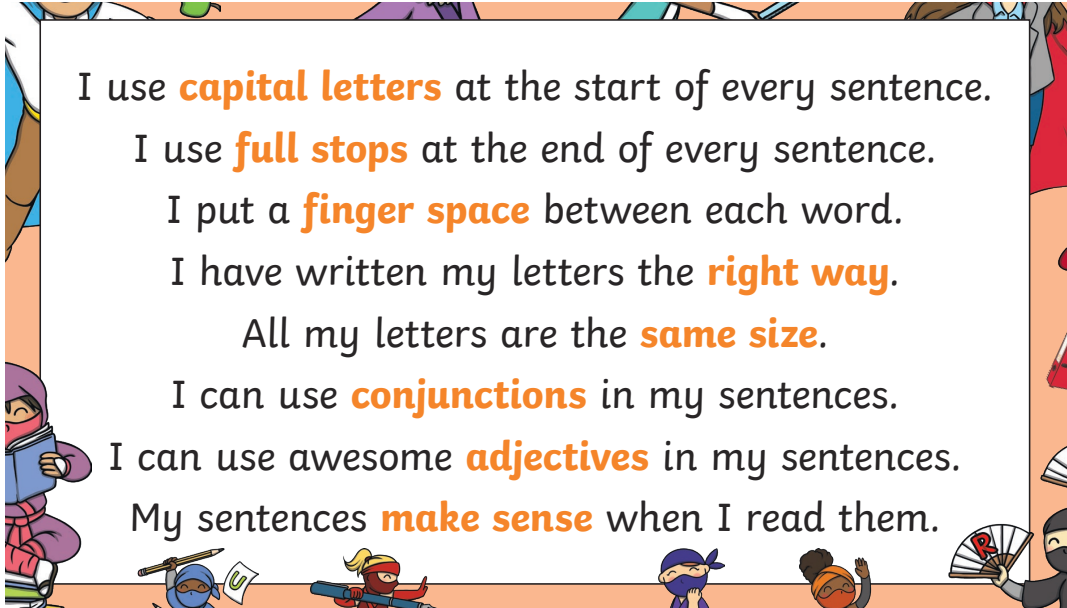
I have written my letters the **right way**.

All my letters are the **same size**.

I can use **conjunctions** in my sentences.

I can use awesome **adjectives** in my sentences.

My sentences **make sense** when I read them.

A decorative border surrounds the text area, featuring various cartoon ninjas. On the left, a purple-clad ninja holds a book. At the bottom, several ninjas are shown in different poses: one holding a pencil and paper, one with a sword, one with a fan, and another with a fan showing the letter 'P'. On the right, a red-clad ninja is partially visible.

I use **capital letters** at the start of every sentence.

I use **full stops** at the end of every sentence.

I put a **finger space** between each word.

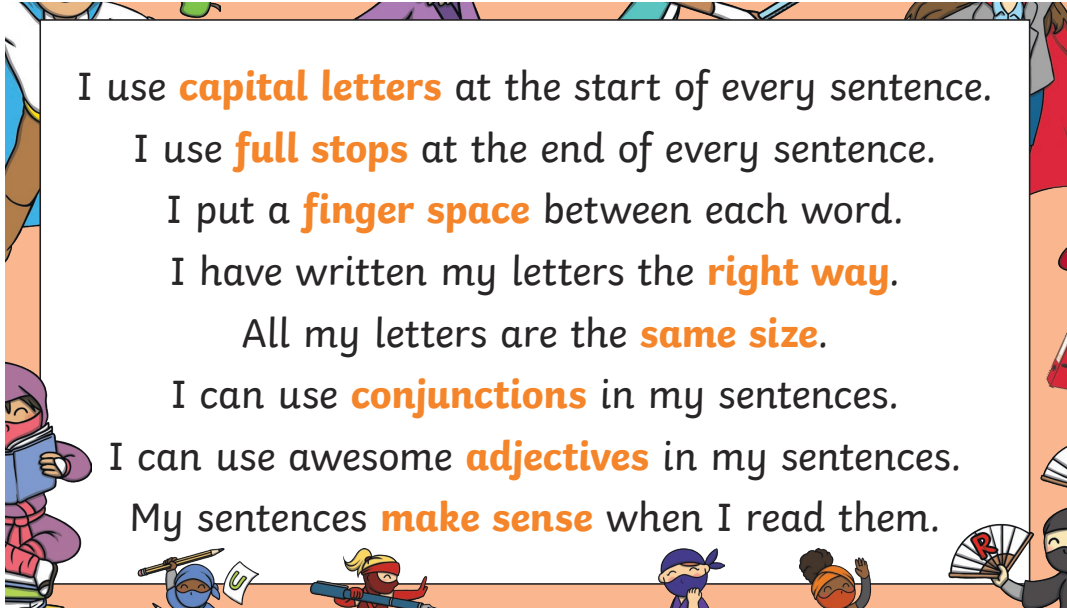
I have written my letters the **right way**.

All my letters are the **same size**.

I can use **conjunctions** in my sentences.

I can use awesome **adjectives** in my sentences.

My sentences **make sense** when I read them.

A decorative border surrounds the text area, featuring various cartoon ninjas. On the left, a purple-clad ninja holds a book. At the bottom, several ninjas are shown in different poses: one holding a pencil and paper, one with a sword, one with a fan, and another with a fan showing the letter 'P'. On the right, a red-clad ninja is partially visible.

I use **capital letters** at the start of every sentence.

I use **full stops** at the end of every sentence.

I put a **finger space** between each word.

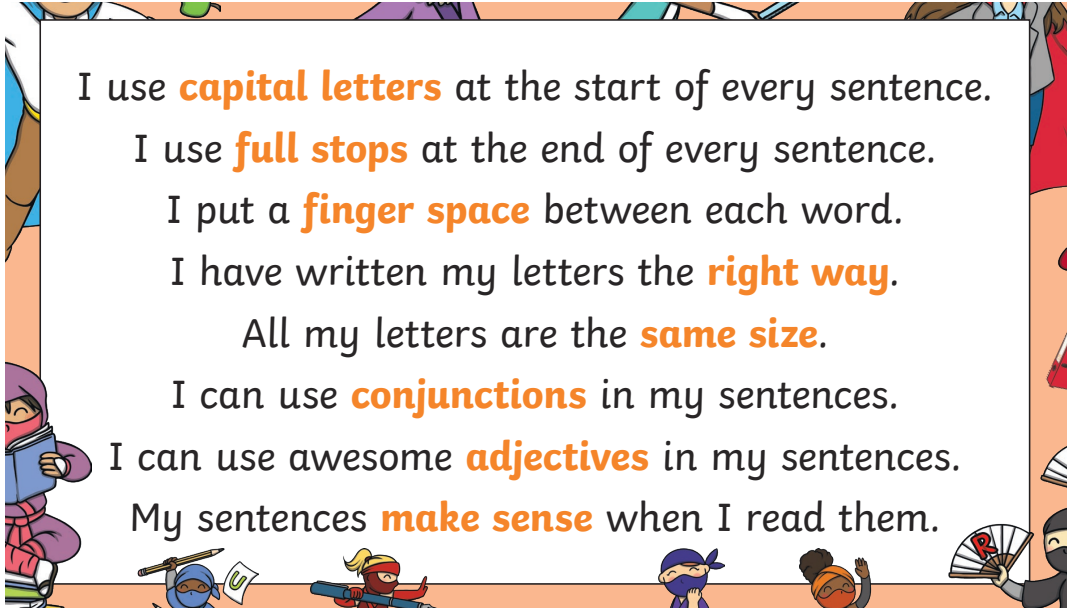
I have written my letters the **right way**.

All my letters are the **same size**.

I can use **conjunctions** in my sentences.

I can use awesome **adjectives** in my sentences.

My sentences **make sense** when I read them.

A decorative border surrounds the text area, featuring various cartoon ninjas. On the left, a purple-clad ninja holds a book. At the bottom, several ninjas are shown in different poses: one holding a pencil and paper, one with a sword, one with a fan, and another with a fan showing the letter 'P'. On the right, a red-clad ninja is partially visible.

I use **capital letters** at the start of every sentence.

I use **full stops** at the end of every sentence.

I put a **finger space** between each word.

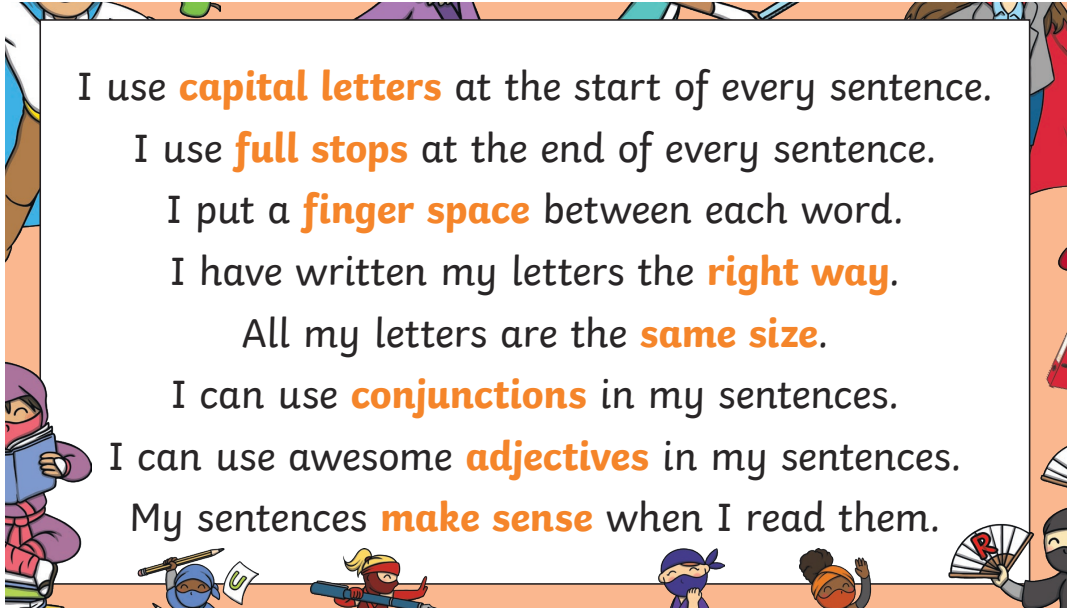
I have written my letters the **right way**.

All my letters are the **same size**.

I can use **conjunctions** in my sentences.

I can use awesome **adjectives** in my sentences.

My sentences **make sense** when I read them.

A decorative border surrounds the text area, featuring various cartoon ninjas. On the left, a purple-clad ninja holds a book. At the bottom, several ninjas are shown in different poses: one holding a pencil and paper, one with a sword, one with a fan, and another with a fan showing the letter 'P'. On the right, a red-clad ninja is partially visible.

I use **capital letters** at the start of every sentence.

I use **full stops** at the end of every sentence.

I put a **finger space** between each word.

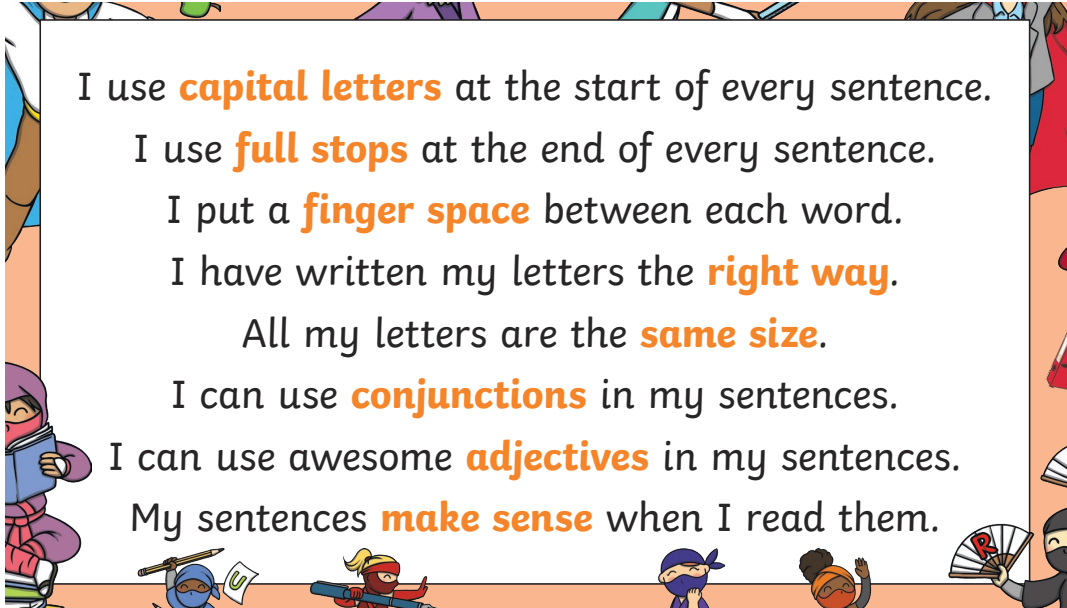
I have written my letters the **right way**.

All my letters are the **same size**.

I can use **conjunctions** in my sentences.

I can use awesome **adjectives** in my sentences.

My sentences **make sense** when I read them.

A decorative border surrounds the text area, featuring various cartoon ninjas. On the left, a purple-clad ninja holds a book. At the bottom, several ninjas are shown in different poses: one holding a pencil and paper, one with a sword, one with a fan, and another with a fan showing the letter 'P'. On the right, a red-clad ninja is partially visible.

I use **capital letters** at the start of every sentence.

I use **full stops** at the end of every sentence.

I put a **finger space** between each word.

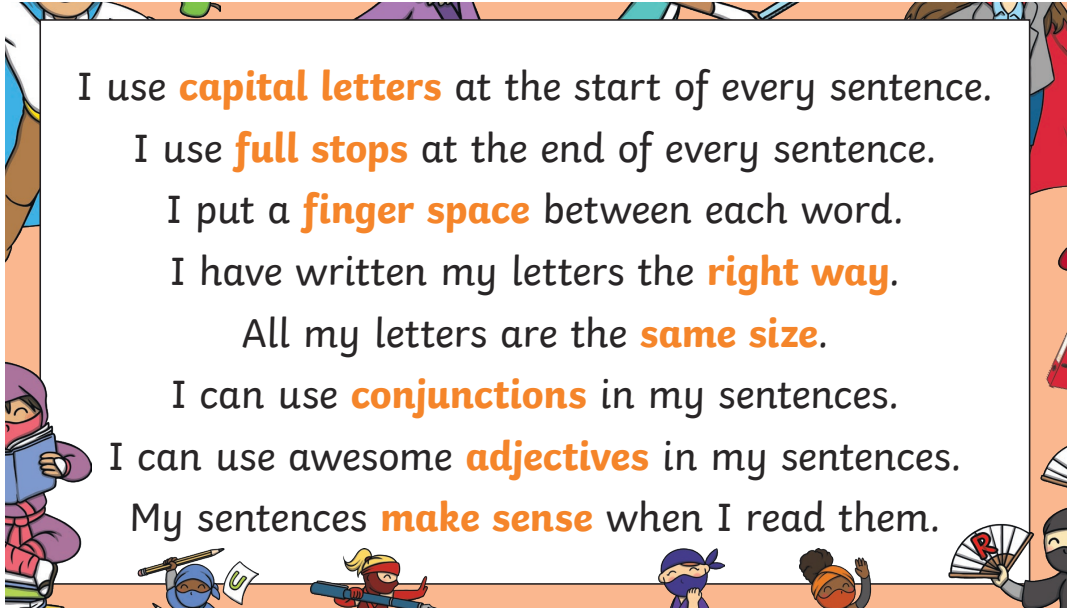
I have written my letters the **right way**.

All my letters are the **same size**.

I can use **conjunctions** in my sentences.

I can use awesome **adjectives** in my sentences.

My sentences **make sense** when I read them.

A decorative border surrounds the text area, featuring various cartoon ninjas. On the left, a purple-clad ninja holds a book. At the bottom, several ninjas are shown in different poses: one holding a pencil and paper, one with a sword, one with a fan, and another with a fan showing the letter 'P'. On the right, a red-clad ninja is partially visible.

I use **capital letters** at the start of every sentence.

I use **full stops** at the end of every sentence.

I put a **finger space** between each word.

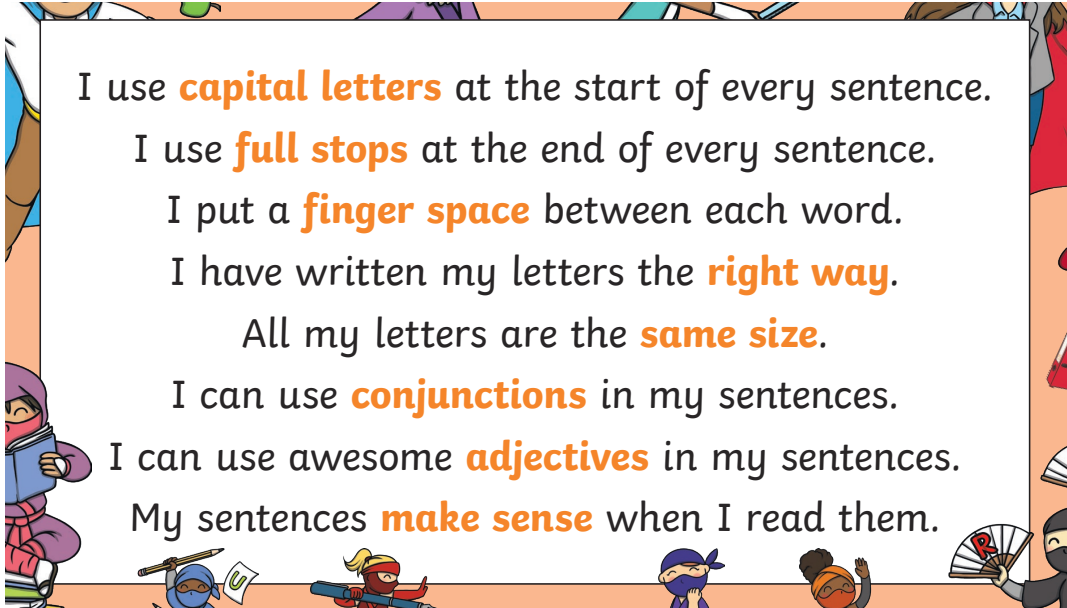
I have written my letters the **right way**.

All my letters are the **same size**.

I can use **conjunctions** in my sentences.

I can use awesome **adjectives** in my sentences.

My sentences **make sense** when I read them.

A decorative border surrounds the text area, featuring various cartoon ninjas. On the left, a purple-clad ninja holds a book. At the bottom, several ninjas are shown in different poses: one holding a pencil and paper, one with a sword, one with a fan, and another with a fan showing the letter 'P'. On the right, a red-clad ninja is partially visible.

I use **capital letters** at the start of every sentence.

I use **full stops** at the end of every sentence.

I put a **finger space** between each word.

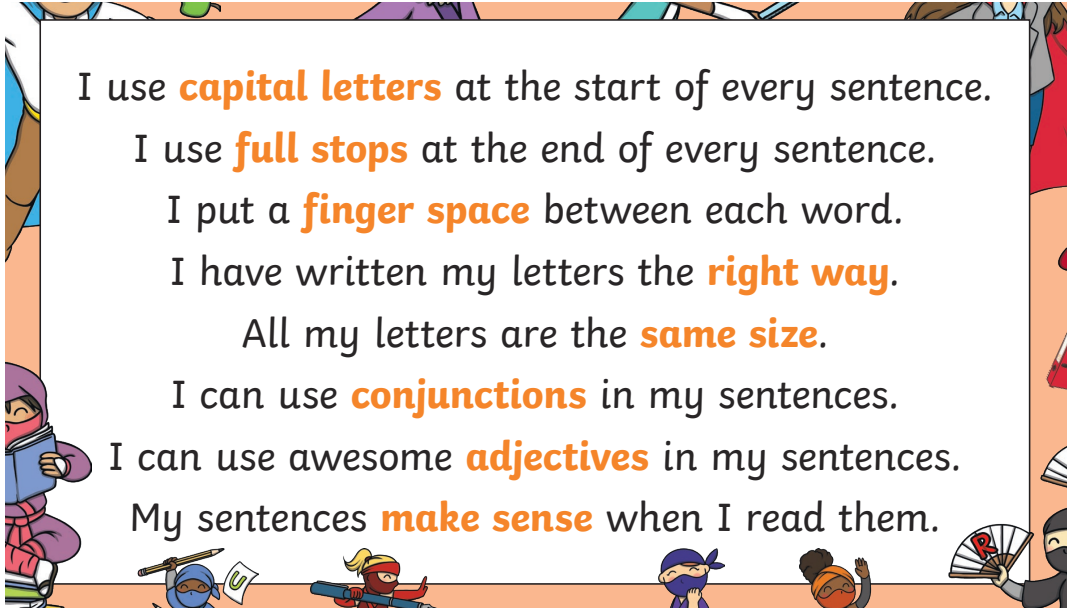
I have written my letters the **right way**.

All my letters are the **same size**.

I can use **conjunctions** in my sentences.

I can use awesome **adjectives** in my sentences.

My sentences **make sense** when I read them.

A decorative border surrounds the text area, featuring various cartoon ninjas. On the left, a purple-clad ninja holds a book. At the bottom, several ninjas are shown in different poses: one holding a pencil and paper, one with a sword, one with a fan, and another with a fan showing the letter 'P'. On the right, a red-clad ninja is partially visible.



Us teachers are really missing all of the class and our friends. We know that lots of you are missing each other as well.

If you would like to create a short video for your classmates to just say hello or telling them what you've been up to. Practise reading your script out to family members before filming.

If your families are happy we will then share them on the Year 3 section of the HBN website so you can see each other. We will take the video down after a couple of weeks.

If you would prefer you can also send in a photo of a letter or a picture to share with the class (by the 10th May).

Send direct to either:

[catherine.halligan@sch.im](mailto:catherine.halligan@sch.im) or

[ellen.barlow@sch.im](mailto:ellen.barlow@sch.im)

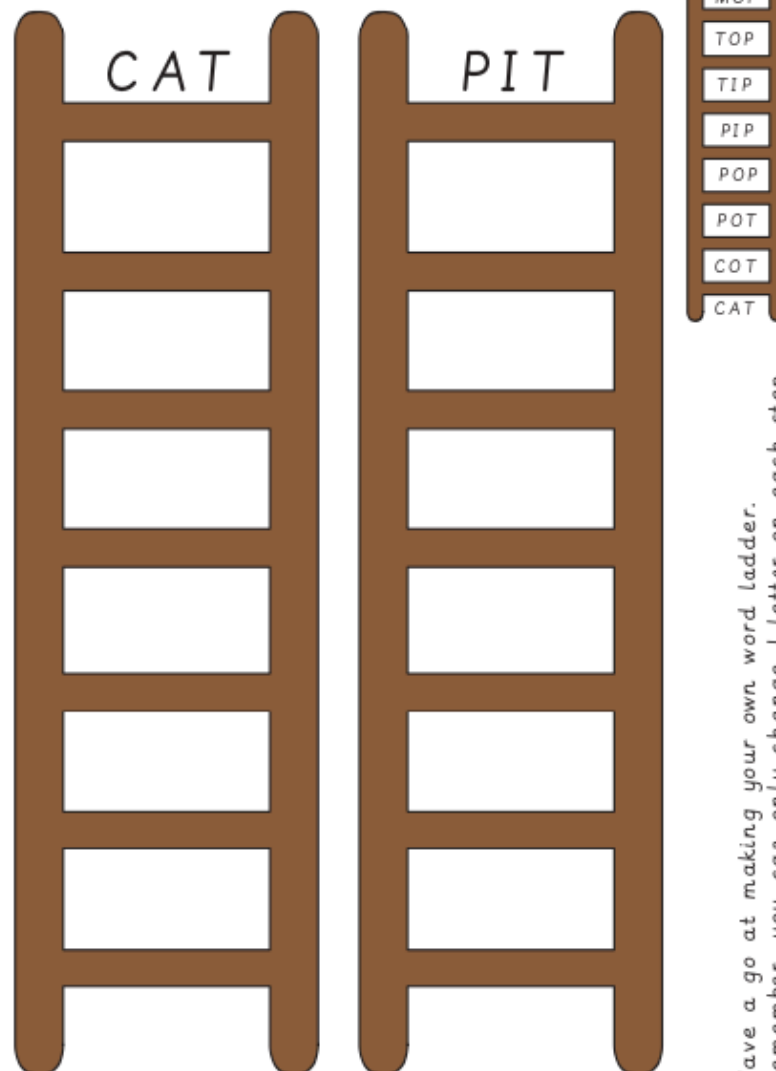
Complete your own word ladders!

Remember, you can only change one letter on each step. Can you make it to the bottom?

Choose 1 list to learn to read and spell.

Have an adult test you on Monday and Friday.

# MY WORD LADDER



find	experience
more	experiment
I'll	extreme
round	famous
tree	favourite
magic	February
shouted	forwards
us	fruit
other	grammar
food	group
fox	guard
through	guide
way	heard
been	heart
stop	height
must	history
red	imagine
door	increase
right	
sea	

You can practise spellings in whatever way works best for you. Here are some more ideas:

- Look up the definitions of the words you don't know. Write it in your own words.
- Do any of your spelling words rhyme with each other?
- Speed challenge- How many of your spelling words can you write in 30 seconds!