

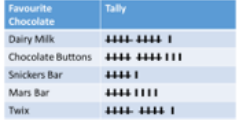


### Bassingbourn Primary School Year 4 Home Learning

#### Week Beginning 16.05.22

On this page you will find the activities we would like for you to complete this week.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English Activities (including Reading, Spellings and Phonics)</b>	<p>Read for 30 minutes each day. Remember to discuss the text you have read.</p> <p>Mia's Story KS: to draw evidence from a picture</p> <p>Look at the picture attached below and answer the questions that follow. Use evidence from the picture to find your answers and say how you know.</p>	<p>Read for 30 minutes each day. Remember to discuss the text you have read.</p> <p>Mia's Story KS: to write a setting description using fronted adverbials</p> <p>Look at the pictures below. Write down notes about what you can see: What feeling do the pictures give you about the place? What is Mia's home like? Her school? Who lives there? What activities do the people do? Now write in sentences, describing the setting, making sure that you use a fronted adverbial (and comma) at the beginning of at least 4 sentences.</p>	<p>Read for 30 minutes each day. Remember to discuss the text you have read.</p> <p>Mia's Story KS: to describe a character from the story</p> <p>Look at the page of the book shown below. Mia's Dad has brought home a puppy. What kind of dog could it be? (His name is Poco which means 'small')</p> <p>Think about what he looks like, using the photos of puppies to help you.</p> <p>Draw a picture of the puppy as you imagine him. Label his features using noun phrases eg He has long, fluffy ears that almost reach the ground.</p> <p>Follow the instructions below to write a description of the dog.</p>	<p>Read for 30 minutes each day. Remember to discuss the text you have read.</p> <p>KS: to skim and scan</p> <p>DERIC See below</p>	<p>Read for 30 minutes each day. Remember to discuss the text you have read</p> <p>KS: Comprehension The man who bought a mountain See below</p>
<b>Maths Activities</b>	<p>KS to interpret bar charts</p> <p>Watch the video clip here: 'Comparison, sum and difference'</p> <p><a href="https://whiterosemaths.com/homelearning">https://whiterosemaths.com/homelearning</a></p>	<p>KS to interpret line graphs</p> <p>Watch the video clip here: 'Introducing Line graphs'</p> <p><a href="https://whiterosemaths.com/homelearning">https://whiterosemaths.com/homelearning</a></p>	<p>KS to interpret line graphs</p> <p>Watch the video clip here: 'Line graphs'</p> <p><a href="https://whiterosemaths.com/homelearning">https://whiterosemaths.com/homelearning</a></p>	<p>KS to interpret a line graph</p> <p>Sunflower Line graph worksheet – see below.</p>	<p>KS to investigate a set of data and draw a graph</p> <p>You are going to gather your own data using different coloured objects that you have at home. You need to create a</p>

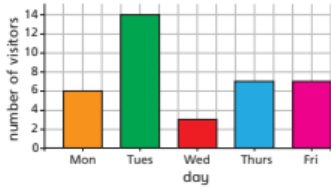
	<a href="https://www.topmarks.co.uk/homelearning/year=year-4">ths.com/homelearning?year=year-4</a>  ‘Comparison, sum and difference’ See below for maths work for today.	<a href="https://www.topmarks.co.uk/year=year-4">?year=year-4</a>  ‘Introducing line graphs’ See work below.	<a href="https://www.topmarks.co.uk/g?year=year-4">g?year=year-4</a>  ‘Line Graphs’  See work below		tally chart like this one which shows chocolate bars:    See task below.
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Throughout the week, practise your times tables.  
[www.topmarks.co.uk](http://www.topmarks.co.uk) - Find Times Table Games such as ‘Hit The Button’ or ‘Daily 10’

Below are curriculum activities we would like you to have a go at over the two weeks you are absent from school. You do not need to do every activity, but should aim to work on one a day, some activities may take more than one day to complete.

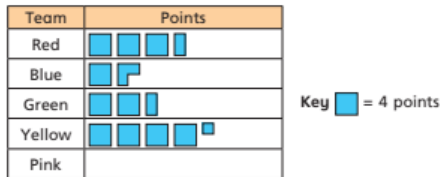
	Science/Computing	Art	PSHE/RE
Curriculum Activities	<b>Science – Sound</b>  What do you know about sound already? Complete the mind map below. Research your answers using <a href="https://www.bbc.co.uk/bitesize/topics/zgffr82">https://www.bbc.co.uk/bitesize/topics/zgffr82</a>  Go for a sound walk around your house or in a garden or park. List the sounds you can hear.	Art – Research the artist Henri Matisse.  Go to the Tate Gallery website: <a href="https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse">https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse</a>  Can you create your own painting or collage of the Snail in the style of Matisse? Or use a different Matisse artwork using the website for ideas.	RE – Sikh Rites of Passage See the sheet attached below. What can you remember from previous learning about Sikhism? Research the answers to questions on the sheet.
	<b>Topic (History/ Geography)</b>  Anglo Saxons and Vikings  <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm">https://www.bbc.co.uk/bitesize/topics/zxsbcdm</a> Research our history topic by watching short clips above. Choose one aspect in particular and design a poster that will tell your classmates what you have found out.	<b>French</b>  Time Can you find out how to say the days of the week and the months of the year in French? Make a poster to help you learn them. Now revise numbers 1-10 and then learn 11 – 20: Onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt. Watch the video clip below to help you: <a href="https://www.youtube.com/watch?v=H2-REbL2OU0">https://www.youtube.com/watch?v=H2-REbL2OU0</a>	<b>PE</b>  You should be aiming to complete 1 hour of exercise every day. Why not go for a walk, a bike ride or a run? Or complete an activity a day from 5-a-Day Fitness. Login: BPSS Password: d92E6Qbs

1 The bar chart shows the number of visitors to a museum in a week.



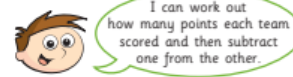
- How many more visitors went to the museum on Tuesday than on Wednesday?
- What is the difference between the number of visitors on Monday and the number of visitors on Friday?
- What was the total number of visitors for the whole week?
- If there were 3 times as many visitors on Saturday as there were on Thursday, how many people visited on Saturday?

2 The pictogram shows the points scored in a game by five teams.



- Write  $<$ ,  $>$  or  $=$  to compare the points scored by the teams.  
 Red  Blue and Green    Red and Green  Yellow and Blue  
 Red and Blue  Green and Yellow    Blue and Green  Yellow

- The Pink team scored half the number of points that the Green team scored.  
Complete the pictogram for the Pink team.
- Teddy is working out the difference in points between the Red and Green teams.



Is there another way Teddy could work out the answer?

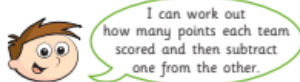
3 Two children are asked to find out how many hours of sunshine there were altogether.

Country	Number of hours sunshine
Spain	
UK	
Italy	
Germany	
Iceland	

Key = 3 hours

- Use Mo's method to calculate the total hours of sunshine.

- The Pink team scored half the number of points that the Green team scored.  
Complete the pictogram for the Pink team.
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Is there another way Teddy could work out the answer?

3 Two children are asked to find out how many hours of sunshine there were altogether.

Country	Number of hours sunshine
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UK	
Italy	
Germany	
Iceland	

Key = 3 hours

- Use Mo's method to calculate the total hours of sunshine.

- Use Rosie's method to calculate the total hours of sunshine.

Which method is the most efficient?  
Will that always be the case?

4 The table shows the number of men and women who watched three different films.

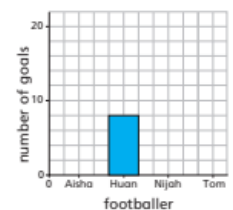
Film	Women	Men	Total
A	364	618	
B	411		895
C	609	255	
Total		1,357	

- Complete the table.
- Are these statements true or false?  
 More women than men watched one of the films.  
 Film B was the most popular.

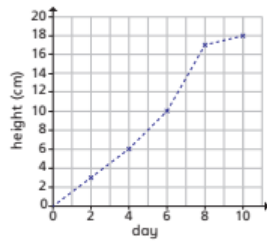
5 The bar chart represents the number of goals scored by four footballers.

Use the clues to complete the bar chart.

- Tom has scored 13 fewer goals than Aisha.
- Aisha has scored twice as many goals as Huan.
- Huan and Nijah combined have scored a total of 20 goals.



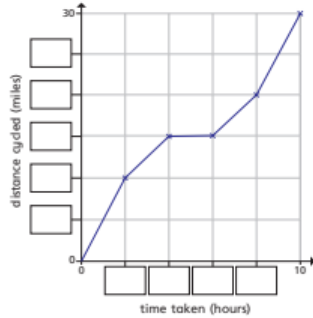
1 The line graph shows the growth of some cress over 10 days.



- How tall was the cress on Day 2?
- On what day did the cress reach 10 cm?
- Estimate the height of the cress on Day 5
- Estimate when the cress will reach a height of 14 cm.
- Between which two consecutive days did the cress grow the most?

2 The line graph shows the distance a cyclist travels on a bike ride.

a) Fill in the missing labels.



- How long did it take the cyclist to travel 10 miles?
  - How far had the cyclist travelled after 4 hours?
  - How far did the cyclist travel in total?
  - How far did the cyclist travel between 4 and 6 hours?
- What might have happened during this time?

3 The table shows the temperature outside on Monday.

Time	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Temperature (°C)	14	16	20	26	24	20	18

a) Use the information in the table to draw a line graph.

b) On Tuesday, the following temperatures were recorded.

Time	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Temperature (°C)	13	16	21	22	22	19	17

Add the new information to your line graph using a different colour and complete a key.

c) At what time was it hotter on Tuesday than on Monday?

- How long did it take the cyclist to travel 10 miles?
  - How far had the cyclist travelled after 4 hours?
  - How far did the cyclist travel in total?
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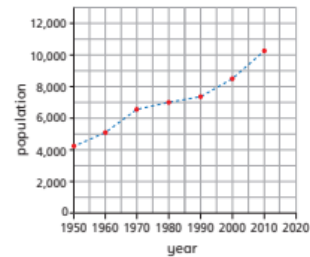
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Time	09:00	10:00	11:00	12:00	13:00	14:00	15:00
Temperature (°C)	13	16	21	22	22	19	17

Add the new information to your line graph using a different colour and complete a key.

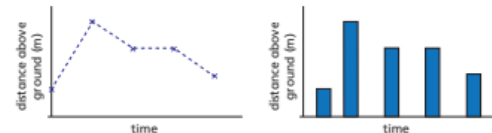
c) At what time was it hotter on Tuesday than on Monday?

4 The graph shows the population of a town from 1950 to 2010



- Choose the correct word to complete the statement.  
The population of the town **increased / decreased** from 1950 to 2010
- Estimate the highest recorded population.
- In what year did the population first reach 7,000?
- Estimate the population in 1970
- Estimate the population in 2006

5 The line graph and bar chart both show the distance above ground of a bird.

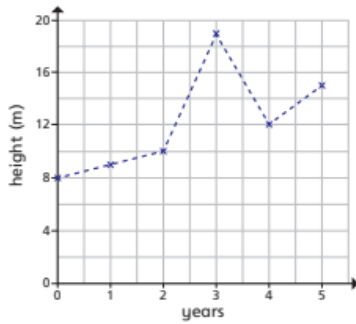


Which representation is more appropriate?

Explain your choice to a partner.

Line graphs

1 The line graph shows the growth of a tree.



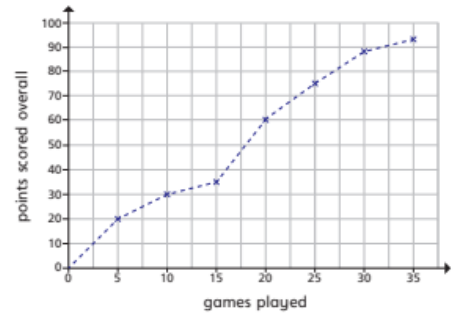
- What is the difference in height between the start and end of recording?
- How much did the tree grow between the 2nd and 3rd year?
- What happened in year 3? What might have caused this?
- By the 6th year the tree grows to three times the height it was in the 1st year.



The tree will be at the tallest height it has ever been.

Do you agree with Whitney?  
Explain your answer.

2 The line graph shows the number of points scored over 35 games.



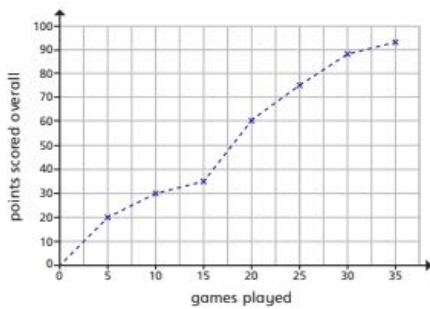
a) Use the line graph to complete the table.

Games	0	5						
Points	0					88	93	

- How many points were scored between games 10 and 25?
- Between which games did the points exactly double?
- Between which games were the least number of points scored?
- Estimate how many games it took to score 50 points.

Line graphs

2 The line graph shows the number of points scored over 35 games.

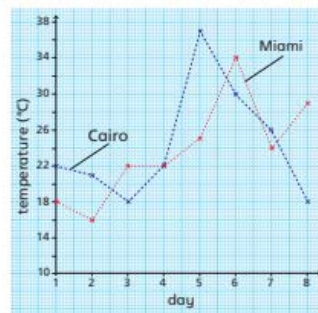


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- Between which games did the points exactly double?
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- Estimate how many games it took to score 50 points.

3 The line graph shows the temperatures in Miami and Cairo over 8 days.



- On what day was the temperature the same in both cities?
- What is the difference in temperature between the hottest days in both cities?
- What is the difference between the hottest recorded temperature and the lowest recorded temperature?
- On which days was it warmer in Cairo than Miami?
- On what day was there the greatest difference in temperature between the two cities?

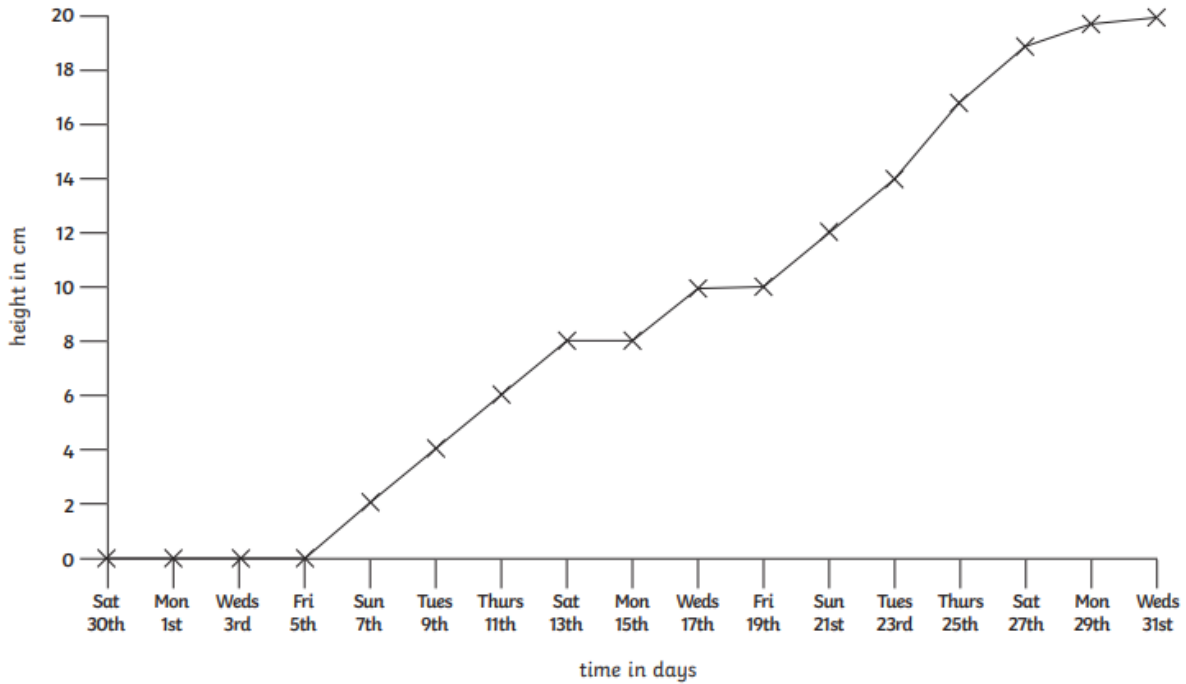
4 Use the clues to draw a line graph.

- In February there was £2,800 in the bank, which was the largest overall amount.
- May had the lowest amount.
- In March there was half the amount of February.
- In Jan there was £200 more than March.
- The total of March and April combined was £2,600
- The lowest amount was £2,400 less than the highest amount.
- In July and April there was the same amount of money.
- June = Feb - Mar - May

Compare answers with a partner.

## Sunflower Line Graph

Here is a line graph showing a sunflower's growth. It was planted on Saturday 30th July and its height was measured every 2 days.



## Sunflower Line Graph

### Questions

1. How many days did the plant take to grow 18cm?

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2. What is the height difference between Friday 19th and Thursday 25th?

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3. What is the height of the plant on these days:

a) Thursday 11th

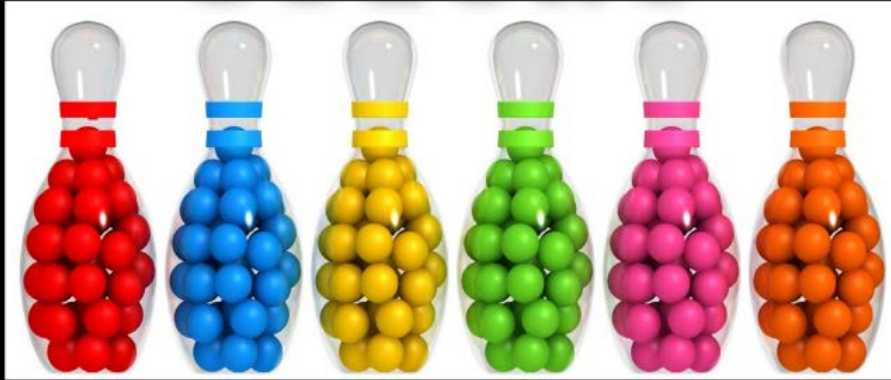
b) Friday 19th

c) Monday 29th

4. Why do you think there is no measurement in the first week?

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# Statistics Investigation



Get a collection of objects in different colours eg a tub of pencils, felt tips, lego bricks or smarties. Try to get different colours but several of each colour. Sort your objects into groups of the same colour. Make a tally chart to show your data. Use the tally chart to draw a bar chart showing what you have. Remember to label the axes and give your graph a title.

## Steps to success:

1. Gather your data set together
2. Separate all of your colours
3. Count how many colours you have
4. Draw your tally chart to reflect your data set
5. Count, using a tally, the number of items in each colour
6. When done, use your tally chart to draw and label a bar chart



A – Use evidence from the pictures to support your answers.

1. Where do you think Mia lives?

- a) In the mountains
- b) By the beach
- c) In a city

2. What kind of climate (weather and temperature) do you think it is where Mia lives?

- a) Warm
- b) Rainy
- c) Cold

3. Why is there a bus in the picture?

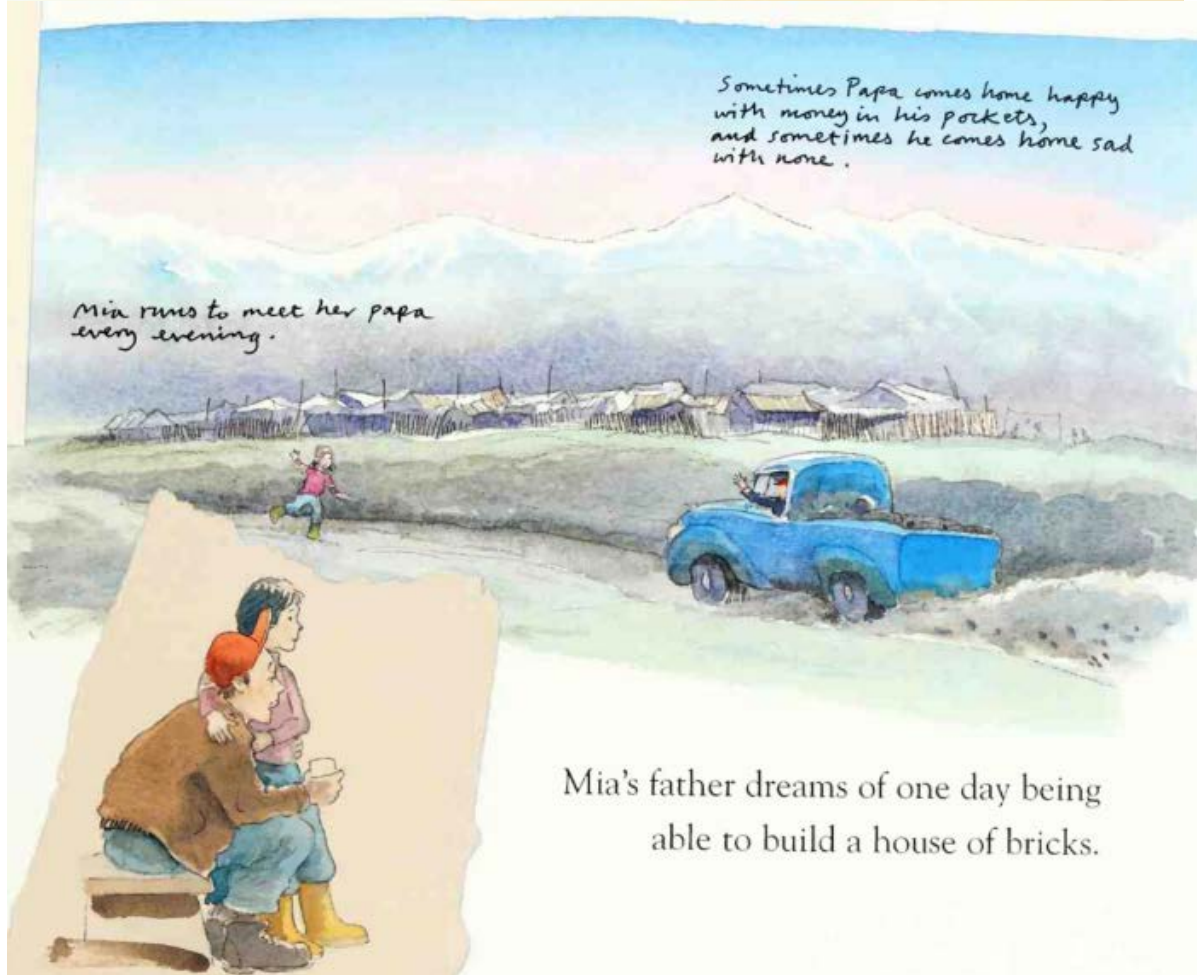
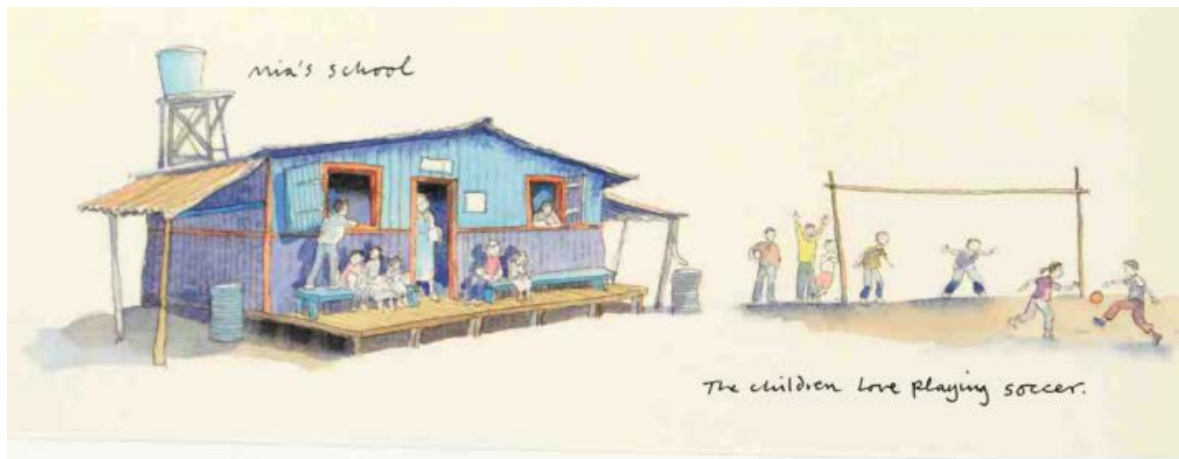
4. Where has the bus come from?

- a) Another village nearby
- b) Somewhere far away
- c) A nearby city

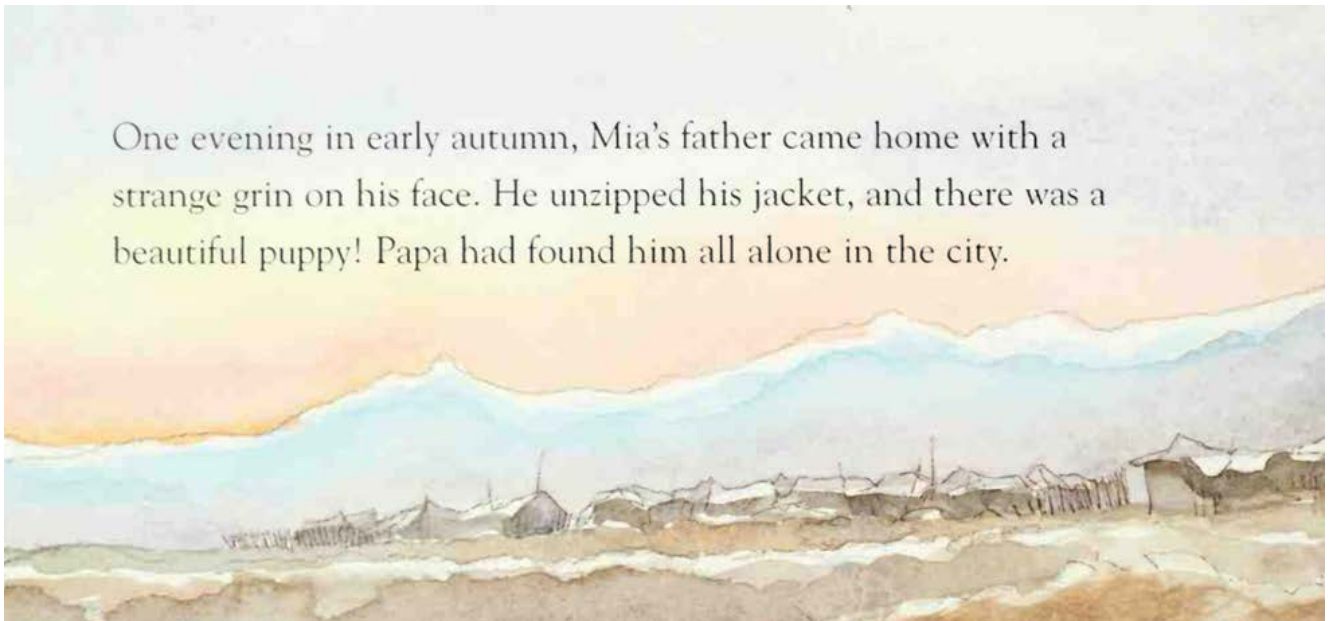
5. What is different between the two pictures? List 5 things.

6. Which picture makes Mia's village look more inviting? Why?





One evening in early autumn, Mia's father came home with a strange grin on his face. He unzipped his jacket, and there was a beautiful puppy! Papa had found him all alone in the city.



**Your task today:**

Describe your puppy, POCO (which means small). Tell us what they are like.

Describe their personality and whether they are kind and friendly.

Describe what they look like (based on your drawing).

**YOU MUST USE EXPANDED NOUN PHRASES AND ADJECTIVES IN YOUR DESCRIPTION OF POCO!!!**

**Meet POCO. The tiniest, fluffiest puppy you will ever see. When he sees a human, his big bushy tail wags endlessly. His droopy ears trail along the floor beside him wherever he goes. If you have a treat, his brown eyes go as wide as the full moon. His strong nose would smell a treat anywhere despite his small size! Without hesitation, he'd hop into your hand bag and go wherever you take him. He is extremely loyal and loves a cuddle.**

Thursday DERIC



What are the ladies in the picture doing?



How many men are there?



How do you think the ladies are feeling? How do you know?



Why has the illustrator put the men at the front?

Read the playscript below:

## Indigo Mill – Act One, p.5 and 6

*Music – ‘stitching theme’. An East End sweatshop; a setting of grey, black and white except for two finished dresses on dummies. Hope and Stella work with needle and thread. Stitchit enters.*

**Stitchit** Not finished? Not yet finished?

**Hope** (*Indicating dresses*) Those are.

**Stitchit** I’m not concerned with those. I’m concerned with these.

**Hope** But there’s so much to do.

**Stitchit** Of course. This is a busy time. So things need to be finished – quickly.

**Hope** You can’t stitch quick when you get cramp in your fingers.

**Stitchit** Then un-get it.

**Stella** And it’s hard work when the light’s so bad.

**Stitchit** Hard? Hard is the life I saved you from. A pair of orphans – no food in your bellies, no roof over your heads. When you were so young you can’t even remember. Out of the goodness of my heart I take you in. All I ask in return is a bit of stitching, an elegance of sewing, a cascade of pretty needlework. And all you can say is – ‘it’s hard’?

**Hope** But with Stella’s eyes so bad, it *is* hard. If you made the place brighter and lighter, you’d soon see a difference.

**Stitchit** Brighter? Lighter? This is no playground – this is a place of work.

**Hope** But why so much? So quick?

**Stitchit** Because of Ascot.

**Hope** What’s Ascot?

**Stitchit** Why, it is the horse-racing. It is the countryside. Where the fine ladies wear their fine dresses. Their fine new dresses that you are making...far too slowly. Back to work!

Can you quickly find the characters’ names and underline them? Can you find stage directions (telling you where the scene is and what is happening, what each actor is doing while speaking) and underline these?

Now choose one of the activities below.



**Mild:**

Imagine you are 1 of the characters. Write a diary entry saying what has happened and how you feel.



**Spicy:**

For 2 of the characters write a diary entry saying what has happened and how you feel.



**Extra Spicy:**

For each of the 3 characters write a diary entry saying what has happened and how you feel.

Friday Comprehension

## The Man Who Bought a Mountain

"Everyone: stick together, look out for each other and stay on the trail, please. The path is really rocky and steep. It's mostly uphill from here – but I suppose you'd all guessed that! As the elders say, the longest journey begins with a single step."

Yash finished his speech and smiled at the weather-beaten faces looking back at him. He had spoken loudly and clearly to the group of nine men and women, most of whom shuffled from foot to foot, adjusting huge rucksacks as they listened.

"Jeez! How old is this kid, eleven?" muttered one man towards the back.

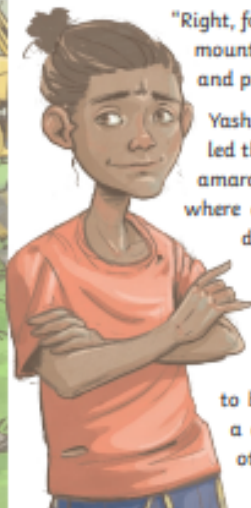
"Actually, I'm twelve." Yash gritted his teeth.

*Twelve years living at the base of this mountain, he thought to himself, compared with the twelve hours since you got off the plane.*

A wise voice then echoed in his head.

*Always be welcoming to friends but be even more welcoming to visitors.*

He forced another smile and then fastened his rarely brushed brown hair into a messy knot with a plain elasticated band which he took from his wrist.



"Right, follow me. It's a few hours to the base camp. The Jagurdwa mountain is home to thousands of different species of animals and plants..."

Yash began his ritual of information and storytelling as he led the trek. He weaved his familiar route through the fields of amaranth crops, up a steep slope and past the Spring of Hope, where clear, cool ground water pooled gently before tumbling down the mountain rocks.

The area around the Spring of Hope always reminded him how much new life came from even the tiniest nooks and crannies on the vast Jagurdwa mountain. Cracks and crevices along the side of the steep path were home to beetles and spiders and, behind the cascading waterfall, a damp, shallow cave served as a perfect hiding place for other small creatures who preferred the darkness. The river

## The Man Who Bought a Mountain

that cascaded from here with its streams and pools provided homes for fish and other creatures, and food for people.

Some visitors squealed or jumped in fright at the sight of the many animal species living on its slopes, but Yash loved to see them and took pleasure in trying to identify one set of distinguishing features from another. He knew that some animals lived only in this mountain region and nowhere else.



## Questions

1. Look at the first paragraph.

Which of these words are used to describe the path? Tick **three**.

- rocky                       steep                       dangerous  
 damp                         shallow                       uphill

2. How old is Yash?

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3. **Find and copy** a word which shows that Yash did not brush his hair regularly.

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4. Number the events of Yash's guided expedition (1-4), to show the order in which they occurred. The first one has been done for you.

- He went up a steep slope.  
 1 Yash began his storytelling.  
 He went past the Spring of Hope.  
 He went through the amaranth crop fields.

5. Look at the paragraph beginning 'The area around the Spring of Hope...'.  
Which of these mountain features are mentioned in this paragraph?

	Mentioned	Not mentioned
deep valley		
cascading waterfall		
snowy summit		
shallow cave		

6. How did Yash and some visitors differ in their reaction to many of the animal species?

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7. Using evidence from the whole text, do you think that Yash is a kind character?

Explain your answer.

Yes

No

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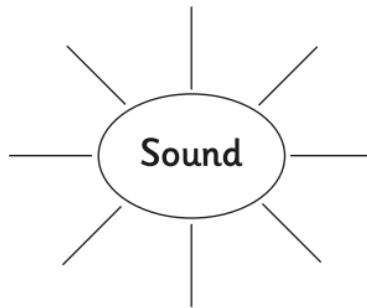
## Science – Sound

Draw or write about the things you already know about sound.

How are sounds made?

What makes sounds louder or quieter?

How do musical instruments work?



How do we hear sounds?

What makes sounds higher or lower?

How can sounds be made quieter?

Do you have any questions about sound? What would you like to find out? Write your thoughts below.

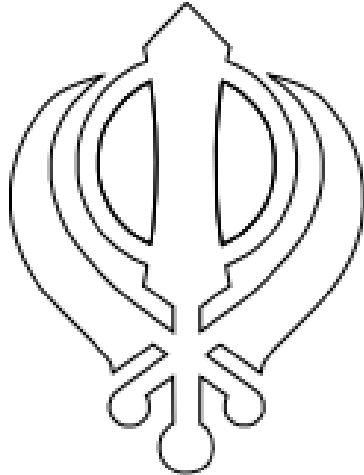
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Name:

Date:

Sikhism



How did Sikhism begin?

What do Sikhs believe?

Interesting facts:





# Fronted Adverbials:

## What Is a Fronted Adverbial?



twinkl

# Aim

- I can recognise and use fronted adverbials.

# Success Criteria

- I know that fronted adverbials are words, phrases or clauses that come before the main clause in a sentence.
- I know that fronted adverbials modify the verb or the main clause by describing the time, frequency, manner, place or possibility.
- I can use a comma after a fronted adverbial.
- I can write my own fronted adverbials using the acronym 'SPACE'.

# Fronted Adverbial Hunt

## What is an adverbial?

An adverbial is a word, phrase or clause that is used, like an adverb, to modify a verb or a clause. Adverbs can be used as adverbials, but many other types of words, phrases and clauses can be used in this way, including prepositional phrases and subordinate clauses.

## What is a fronted adverbial?

When an adverbial is used at the beginning of a sentence, they are often called 'fronted adverbials'.



# Next Steps: Types of Fronted Adverbial

Fronted adverbials are used to describe...

the **time** something happens,

e.g. **Before sunrise**, Darius crept into the beast's cave.

the **frequency** (how often) something happens,

e.g. **Every so often**, Darius could hear the beast's ferocious snore.

the **place** something happens,

e.g. **At the back of the cave**, the terrifying creature began to stir.

the **manner** something happens,

e.g. **As quick as a flash**, Darius bounded behind a nearby rock.

the **possibility** (how likely) something will/has happen(ed),

e.g. **Almost certainly**, the deadly beast would find Darius.

Did you notice  
how the fronted  
adverbials were  
punctuated?

# Next Steps: Adding Commas

Every fronted adverbial word, phrase or clause needs to be followed by a comma to separate it from the main clause of the sentence. Where should the comma go in this fronted adverbial sentence?

Slowly and carefully, they released the juvenile badger back into the wild.

Does the fronted adverbial describe the time, frequency, manner, place or possibility of the action in the main clause?

# Next Steps: Adding Commas

Where should the comma go in this fronted adverbial sentence?

On Tuesday, Class 12 are visiting  
The Imperial War Museum.

Does the fronted adverbial describe the time, frequency, manner, place or possibility of the action in the main clause?

# Next Steps: Adding Commas

Where should the comma go in this fronted adverbial sentence?

Without a doubt, Billy was going to finish the race in first place.

Does the fronted adverbial describe the time, frequency, manner, place or possibility of the action in the main clause?

# Next Steps: Adding Commas

Where should the comma go in this fronted adverbial sentence?

Out in the field, the horse and  
her new foal galloped.

Does the fronted adverbial describe the time, frequency, manner,  
place or possibility of the action in the main clause?



# Fronted Adverbial Hunt

Can you spot the fronted adverbials in this piece of text? Do they describe the **time**, **frequency**, **manner**, **place** or **possibility** of the action in the main clause?

**Against all the odds**, Captain Curk got to his rocket before his oxygen supply ran out. **Back in the safety of his shuttle**, he removed his helmet and began to prepare for take-off. **Suddenly**, there was a loud crash at the shuttle door. The aliens must have caught up with him. **Feeling intimidated**, the captain quickly strapped himself into his seat as the door began to buckle. **Almost certainly**, the aliens would capture him if he didn't leave this planet right away. **With a trembling finger**, he pressed the launch button...10, 9, 8, 7, 6, 5, 4, 3, 2, 1...BLAST OFF!

**Seconds later**, Curk was in the air but something was wrong. The fuel tank gauge showed a dangerously low level of fuel. The extra-terrestrial creatures must have caused it to leak. **Sputtering noisily**, the spacecraft started to stall. What was the captain going to do?

# Writing Your Own Fronted Adverbials: ISPACE

Using ISPACE can help you remember six different ways to create fronted adverbials...



**-Ing word**

e.g. Shaking with fear, ...



**Simile**

e.g. Like a raging bull, ...



**Preposition**

e.g. Behind the clouds, ...



**Adverb**

e.g. Anxiously, ...



**Conjunction**

e.g. After he opened his eyes, ...



**-Ed word**

e.g. Exhausted, ...

# Fronted Adverbial or Subordinate Clause?

If you begin your fronted adverbial with a subordinating conjunction, for example...



## Conjunction

e.g. After he opened his eyes,

This could also be described as a subordinate clause as it contains a subject and a verb.

So, sometimes fronted adverbials can also be subordinate clauses.

# Practise Your Skills



Now, it's your turn.

Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

\_\_\_\_\_, the jubilant winner of the talent contest celebrated.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

# Practise Your Skills



Now, it's your turn.

Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

\_\_\_\_\_, the parachutist  
landed with a bump.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

# Practise Your Skills



Now, it's your turn.

Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

\_\_\_\_\_, the trees were covered with a fine dusting of snow.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

# Practise Your Skills



Now, it's your turn.

Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

\_\_\_\_\_, she began to cry.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?

# Practise Your Skills



Now, it's your turn.

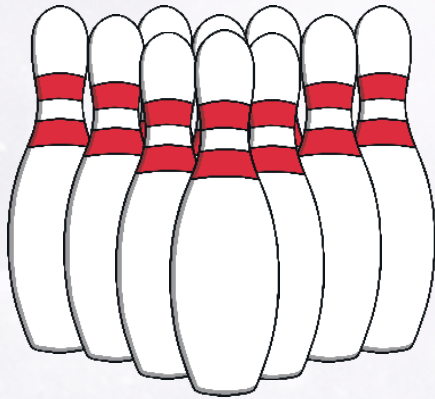
Using the ISPACE acronym to help, can you invent a fronted adverbial to describe the time, frequency, manner, place or possibility of the action in this main clause?

\_\_\_\_\_, the audience gasped.

Let's hear some of your fronted adverbial ideas. How does changing the fronted adverbial affect the meaning of the whole sentence?



We are going to play 'Fronted Adverbial Ten Strikes and You're Out'.  
Can you and your partner guess the letters within the  
fronted adverbial before it's too late?



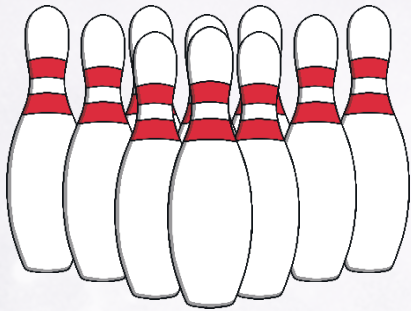
— — — a —



When an incorrect letter is chosen,  
press the 'Oh no!' button to make a  
pin disappear. Can you guess all of the  
missing letters before you strike out?

Oh no!

This fronted adverbial uses a **P** Preposition



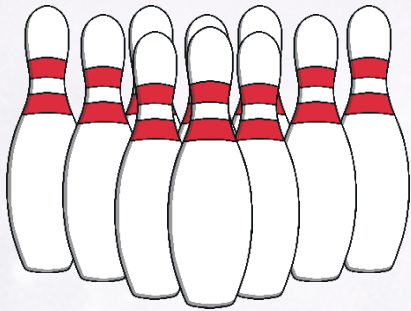
Oh no!

l n t h e p o o l,  
the children splashed happily.

a      b      c      d      e      f      g      h      i  
j      k      l      m      n      o      p      q      r  
s      t      u      v      w      x      y      z



This fronted adverbial uses a **C** Conjunction



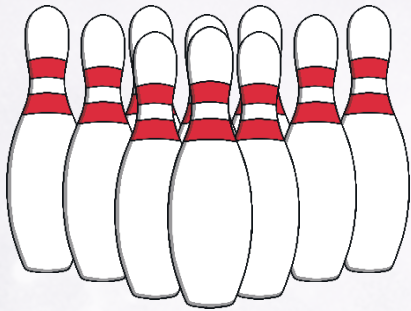
Oh no!

A f t e r t h e y  
f i n i s h e d  
s c h o o l,  
the pupils walked home.

a      b      c      d      e      f      g      h      i  
j      k      l      m      n      o      p      q      r  
s      t      u      v      w      x      y      z



This fronted adverbial uses a  -Ing verb



Oh no!

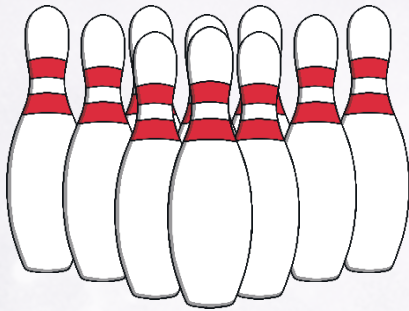
W h i s p e r i n g

q u i e t l y,  
the students discussed their  
work in the library.

a      b      c      d      e      f      g      h      i  
j      k      l      m      n      o      p      q      r  
s      t      u      v      w      x      y      z



This fronted adverbial uses a **S** Simile



Oh no!

L i k e a  
s p e e d i n g  
c h e e t a h,  
Usain Bolt completed  
the 100 metre sprint.

a      b      c      d      e      f      g      h      i  
j      k      l      m      n      o      p      q      r  
s      t      u      v      w      x      y      z



# Quick Quiz: Question 1

Where should the commas be in these sentences to separate the fronted adverbials from the main clauses?

- a) Clumsily, the waitress dropped all of the plates on the restaurant floor.
- b) Like an erupting volcano, Mum suddenly lost her temper.
- c) Although it was raining, the children still went on the school trip.

## Quick Quiz: Question 2

Can you think of appropriate fronted adverbials to describe the action in these main clauses?

- a) \_\_\_\_\_ the children bought Mum a bunch of flowers.
- b) \_\_\_\_\_ the witch stirred the potion.

# Quick Quiz: Question 3

Can you remember all of the different ways that you could start a fronted adverbial using the 'ISPACE' acronym?



**-Ing word**



**Simile**



**Preposition**



**Adverb**



**Conjunction**



**-Ed word**





# Aim

- I can recognise and use fronted adverbials.

# Success Criteria

- I know that fronted adverbials are words, phrases or clauses that come before the main clause in a sentence.
- I know that fronted adverbials modify the verb or the main clause by describing the time, frequency, manner, place or possibility.
- I can use a comma after a fronted adverbial.
- I can write my own fronted adverbials using the acronym 'SPACE'.

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