

Vibrant Summer

National Curriculum Objectives:

Reading: English Year 3 & Year 4: Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. [More resources with this objective.](#)

SPAG: English Year 3 & Year 4: Learn standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. [More resources with this objective.](#)

Level of this Pack:

Age: 8-9

England: Year 4

Scotland: Primary 5

Wales: Year 4

Australia: Year 3/Grade 3

Did you like this resource? Don't forget to review it on our website.

Vibrant Summer



classroomsecrets.com

Vibrant Summer – Year 4 – Image

Vibrant Summer – Follow-Up Work

1. Identify ONE question you would like to ask about this scene. (P4)

2. How does this photo make you feel and why? (C4)

3. How is the woman feeling and why do you think that? (P5/2d)

4. State TWO facts and TWO opinions about this photo. (C9)

5. What is happening in this picture? (S2/2c)

6. List 5 different things you can see in this photo – be descriptive! (C6/2b)

7. Which word do you think best describes this scene and why? Vibrant, calm or busy. (C4)

8. Would you show this image to someone else? Why/why not? (R4)

9. Where might this picture have been taken? (P2/2e)

10. Why might this woman be taking photos? Think of as many different plausible reasons as possible. (P5/2d)

Vibrant Summer – Vocab 1

Write the definitions for each of these words. Use a dictionary to help you.

sunlight	
camera	
market	
vegetables	
parasol	
vacation	
relax	
vibrant	
stalls	
lens	

Vibrant Summer – Vocab 2

Tick the word that is an antonym (opposite) to the word in italics.

• *vibrant*

• *relax*

Tick one.

Tick one.

energetic

tense

dull

calm

peaceful

asleep

frantic

awake

Use one of the antonyms in a sentence to show your understanding.

Tick the word that is a synonym (similar) to the word in italics.

• *parasol*

• *vacation*

Tick one.

Tick one.

sunshade

relaxation

shelter

job

tent

rest

sail

holiday

Use one of the synonyms in a sentence to show your understanding.

Standard English

Select the sentence from each pair that uses Standard English.

- We was on holiday abroad.
- We were on holiday abroad.

- You is very lucky to be able to visit these fantastic places.
- You are very lucky to be able to visit these fantastic places.

- I is going to Spain this year.
- I am going to Spain this year.

Clauses

Tick to show whether the underlined clause is a main clause or a subordinate clause in each sentence.

	Main clause	Subordinate clause
Although it was early in the morning, <u>there were still people arriving at the market.</u>		
<u>She took her camera everywhere</u> because she never knew what might catch her eye.		
The stalls were bursting at the seams with produce <u>however it was all perfectly organised.</u>		

Vibrant Summer – Oral Teacher Questions

1. Identify ONE question you would like to ask about this scene. (P4) **Various responses.**
2. How does this photo make you feel and why? (C4) **Various responses. Possible answers might be that it makes them feel happy as it is full of colour, or jealous because it looks like a fun place to visit.**
3. How is the woman feeling and why do you think that? (P5/2d) **Various responses. Possible answers might be that she is feeling relaxed (the way she is stood), excited (a slight smile on her face), intrigued (something has caught her attention).**
4. State TWO facts and TWO opinions about this photo. (C9) **Various responses. Possible answers might be FACT – There are lots of vegetables. OPINION – The woman is on holiday.**
5. What is happening in this picture? (S2/2c) **Various responses. Possible answers might reference the idea that the woman is on holiday and she is taking photos of the market she is walking through.**
6. List 5 different things you can see in this photo – be descriptive! (C6/2b) **Various responses. Possible answers might be: bottles of oil, creased table cloths, dazzling sunlight, rainbow array of vegetables, a huddle of people.**
7. Which word do you think best describes this scene and why? Vibrant, calm or busy. (C4) **Various responses must be justified.**
8. Would you show this image to someone else? Why/why not? (R4) **Answers must be justified.**
9. Where might this picture have been taken? (P2/2e) **Various responses. Possible answers might reference an outdoor market, possibly suggest it is abroad.**
10. Why might this woman be taking photos? Think of as many different plausible reasons as possible. (P5/2d) **Various responses. Possible answers might include holiday photos, food magazine.**

Vibrant Summer – Vocab 1

Write the definitions for each of these words. Use a dictionary to help you.

sunlight	light from the sun
camera	a device for recording visual images
market	regular gathering of people for the purchase of produce
vegetables	a plant used as food
parasol	a light umbrella used to give shade from the sun
vacation	a holiday
relax	rest from work or engage in an enjoyable activity
vibrant	full of energy and life
stalls	a stand for the sale of goods
lens	light gathering compartment of a camera

Vibrant Summer – Vocab 2

Tick the word that is an antonym (opposite) to the word in italics.

• *vibrant*

Tick one.

energetic

dull

peaceful

frantic

• *relax*

Tick one.

tense

calm

asleep

awake

Use one of the antonyms in a sentence to show your understanding.

Tick the word that is a synonym (similar) to the word in italics.

• *parasol*

Tick one.

sunshade

shelter

tent

sail

• *vacation*

Tick one.

relaxation

job

rest

holiday

Use one of the synonyms in a sentence to show your understanding.

Standard English

Select the sentence from each pair that uses Standard English.

- We was on holiday abroad.
- We were on holiday abroad.

- You is very lucky to be able to visit these fantastic places.
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- I is going to Spain this year.
- I am going to Spain this year.

Clauses

Tick to show whether the underlined clause is a main clause or a subordinate clause in each sentence.

	Main clause	Subordinate clause
Although it was early in the morning, <u>there were still people arriving at the market.</u>	✓	
<u>She took her camera everywhere</u> because she never knew what might catch her eye.	✓	
The stalls were bursting at the seams with produce <u>however it was all perfectly organised.</u>		✓

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices