Monday

Year 5

Name: _____ Date: _____

Multiplication and division

1	32 × 200 =	2	40 × 90 =
3	240 ÷ 20 =	4	240 ÷ 6 =
5	5 × 70 =	6	34 × 9 =
7	8 × 700 =	8	9 × 200 =
9	55 ÷ 3 =	10	3 × 90 =
11	200 × 60 =	12	46 ÷ 7 =
13	720 ÷ 9 =	14	36 × 4 =
15	700 × 800 =	16	60 × 40 =
17	27 × 40 =	18	270 ÷ 3 =
19	500 × 900 =	20	500 × 90 =
21	47 × 25 =	22	360 ÷ 30 =
23	54 × 6 =	24	32 × 50 =
25	480 ÷ 40 =	26	92 × 50 =
27	30 × 70 =	28	560 ÷ 80 =
29	81 ÷ 6 =	30	400 × 300 =
31	6 × 500 =	32	420 ÷ 7 =
33	28 × 99 =	34	6 × 80 =
35	300 × 80 =	36	33 × 29 =
37	56 × 800 =	38	83 × 300 =
39	66 × 80 =	40	23 × 8 =

1-40
40 marks

- multiply and divide numbers mentally drawing upon known facts

Total: ____ out of 40 Mastery: NYA | A | A&E

Yr 5 Mon

Beat the Clock

Score: _____ Time: _____

x	3	4	8	5	10
4					
2					
6					
12					
3					
7					
1					
5					
11					
10					
9					
8					

My target for next time is _____

Name: _____ Date: _____

Multiplication and division

1 Write the next six multiples for each of these numbers.

a) Multiples of 6:

6, ☐, ☐, ☐, ☐, ☐, ☐

b) Multiples of 7:

7, ☐, ☐, ☐, ☐, ☐, ☐

c) Multiples of 25:

25, ☐, ☐, ☐, ☐, ☐, ☐

☐ 1
3 marks

2 Circle all the multiples of 9.

19 27 54 32 36 69 81

☐ 2
1 mark

3 Circle all the multiples of 8.

24 42 56 63 72 54 96

☐ 3
1 mark

4 Write all the factors of 48.

☐

☐ 4
1 mark

5 Write all the factors of 64.

☐

☐ 5
1 mark

6 Write the common factors for each pair of numbers.

a) 56 and 96

☐

b) 32 and 48

☐

c) 72 and 36

☐

☐ 6
3 marks

- identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers

Total: ☐ out of 10 Mastery: NYA | A | A&E

Let's Investigate

The term *twin primes* refers to 2 primes that have a difference of 2.

For example:

3 and 5

5 and 7.

Write down all the prime numbers to 100.

How many twin primes are there in the numbers 1 to 100? Organise your list of twin primes in ascending order.

For each twin primes work out the total, i.e.

$3 + 5 = 8$

$5 + 7 = 12$.

For each twin primes work out the product, i.e.

$3 \times 5 = 15$

$5 \times 7 = 35$.

What patterns do you notice?

Let's Investigate

Start with 2.

Calculate the answer to 2 to the power of 2.

Calculate the answer to 2 to the power of 3.

Calculate the answer to 2 to the power of 4. When the answer is a 2-digit number (or a 3-digit number or larger) take note of the units digit.

Repeat above several times.

Look at the units digit in each answer.

What has happened?

We have made a 4-link number chain.

2

$2^2 = 2 \times 2 = 4$

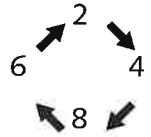
$2^3 = 2 \times 2 \times 2 = 8$

$2^4 = 2 \times 2 \times 2 \times 2 = 16$

$2^5 = 2 \times 2 \times 2 \times 2 \times 2 = 32$

$2^6 = 2 \times 2 \times 2 \times 2 \times 2 \times 2 = 64$

$2^7 = 2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 2 = 128$



Start with numbers other than 2 and investigate number chains.

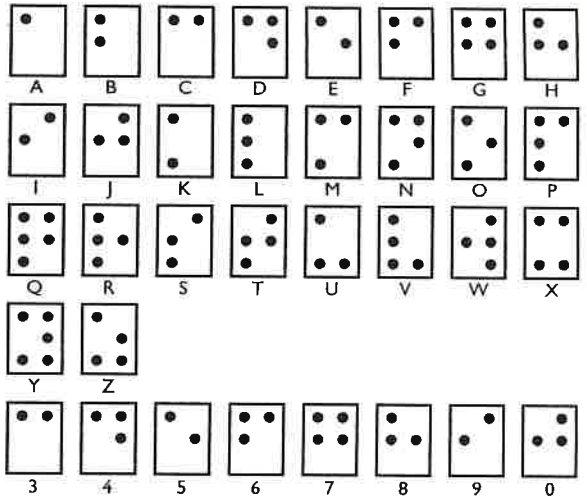
The Maths Herald

Name: Date:

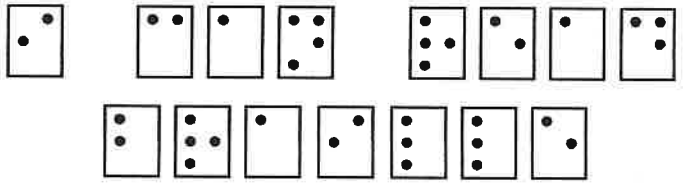
In the Past

Louis Braille was born in France in 1809. He invented an alphabet for the blind using raised dots on a 2 × 3 grid.

These are the basic letters and digits of the Braille alphabet.

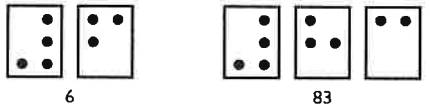


What does this Braille message read?



Create a message of your own and give it to a friend to read.

Numbers are made by placing the number sign (#) before the letters a to j. For example:



Write some numbers using Braille. Ask a friend to read your numbers.

Challenge day 1

On Sunday 23rd of April, thousands of people hit the streets of London to take part in the annual London Marathon.

Hamish and the Worldstoppers

Hamish and the Worldstoppers is by Danny Wallace. It is about a boy called Hamish, who one day realises that he can do whatever he likes when everything in the world stops, except for him. In this extract, Hamish is in school when he realises that something very strange is happening...

Hamish Ellerby's eyes were the size of satsumas as he sat completely still in his chair.

And he sat completely still because he was totally, utterly petrified.

This was so strange.

What on earth was going on?

Seriously – what on *earth*?

It had all happened in an instant. The scariest, coolest, most awful, most brilliant, most horrible, most wonderful thing.

Hamish wanted to get up and look around. But he couldn't. He was too frightened even to move a single muscle.

This was *incredi*-weird!

Just a matter of moments ago, gangly Mr Longblather had been leaning forward onto a desk using just his knuckles, the way he always did when he was about to ask Class 4E of Winterbourne School a question.

"Who can tell me about soil erosion?" he'd said, and everybody's hearts had sunk at once, because if there's anything more boring than soil erosion then no one's told me about it. Mr Longblather was one of those particularly boring teachers, with a particular talent for making particularly boring things even more particularly boring than normal. In this respect, at least, Mr Longblather was absolutely extraordinary.

When the question had been asked, Hamish had stared down at his pencil case and made his special *ooh-let-me-think* face. He ran his hand through the thick black hair his mum called 'The Mess' and squeezed his huge greeny-brown eyes shut, like he was really trying to come up with an answer. Sometimes he found this was enough to convince people he was thinking about soil erosion. (Fact: Hamish had never really thought about soil erosion. It was not something he was all that concerned about. To be honest, he didn't even really know what soil erosion was.)

An extract from *Hamish and the Worldstoppers* by Danny Wallace.

1 **Why are Hamish's eyes described as "the size of satsumas" in line 1?**

.....

1 mark

2 **Why do you think the words "seriously" and "earth" in line 6 are in italics?**

.....

1 mark

3 **Write down one negative and one positive adjective that Hamish uses to describe what's happening.**

.....

1 mark

4 **Which two words is "*incredi*-weird" (line 11) made from? What do you think it means?**

.....

.....

2 marks

5 **What does "blather" mean? Use a dictionary to help you. Why do you think the author chose to name Hamish's teacher "Mr Longblather"?**

.....

.....

.....

2 marks

6 **Read the introduction to the extract. What do you think has happened in the extract?**

.....

1 mark

7 **Did the last paragraph of the extract make you want to keep reading? Explain your answer.**

.....

.....

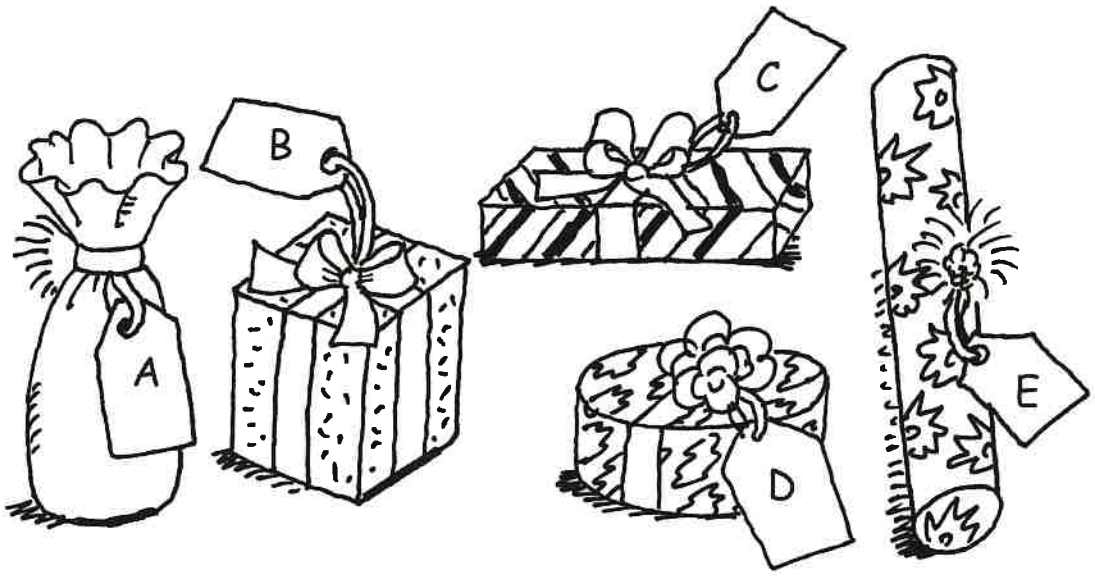
.....

2 marks

Total out of 10

Presents

Gurmit paid £21 for five presents.



For A and B he paid a total of £6.
For B and C he paid a total of £10.
For C and D he paid a total of £7.
For D and E he paid a total of £9.

How much did Gurmit pay for each present?

57

Teaching objectives

Solve a given problem by organising information.
Explain methods and reasoning.

Name: _____ Date: _____

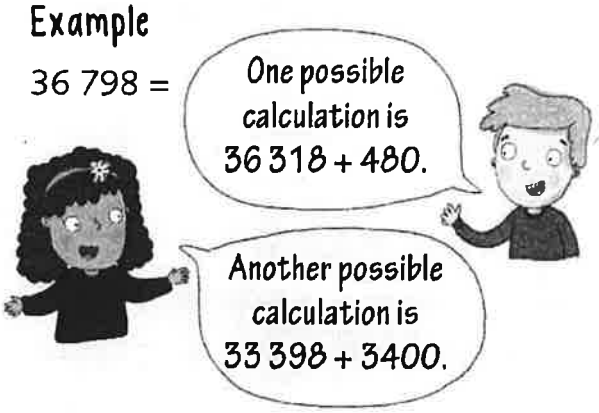
Missing calculations

Add numbers mentally

For each answer, write three different calculations that you can work out mentally. Don't make them too easy!

Example

36 798 =



a 23 482 = ☐ + ☐
☐ + ☐
☐ + ☐

b 32 763 = ☐ + ☐
☐ + ☐
☐ + ☐

c 40 155 = ☐ + ☐
☐ + ☐
☐ + ☐

d 46 380 = ☐ + ☐
☐ + ☐
☐ + ☐

e 51 506 = ☐ + ☐
☐ + ☐
☐ + ☐

f 56 871 = ☐ + ☐
☐ + ☐
☐ + ☐

g 63 265 = ☐ + ☐
☐ + ☐
☐ + ☐

h 74 623 = ☐ + ☐
☐ + ☐
☐ + ☐

i 82 349 = ☐ + ☐
☐ + ☐
☐ + ☐

Name: _____ Date: _____

Number and place value

1 a) 465 736 = 400 000 + ☐ + 5000 + 700 + 30 + ☐

b) 1 302 581 = ☐ + 300 000 + 2000 + ☐ + 80 + 1

c) 947 562 = ☐ + 40 000 + ☐ + 500 + ☐ + 2

1 — 3 marks

2 a) 800 000 + 50 000 + 1000 + 600 + 90 + 2 = ☐

b) 9000 + 1 + 300 + 80 + 30 000 + 600 000 = ☐

c) 20 000 + 800 + 1 000 000 + 30 + 500 000 + 1000 = ☐

2 — 3 marks

3 Write the value of the bold digit in each of these numbers.

a) **2**78 301 ☐ b) 726 **9**82 ☐

c) 64**7**361 ☐ d) **1**387 465 ☐

3 — 4 marks

4 Write the value of the 6 in each of these numbers.

a) 574 265 ☐ b) 1 763 182 ☐

c) 628 317 ☐

4 — 3 marks

5 Use the < or > sign to make each statement correct.

a) 465 173 ☐ 465 137 b) 826 316 ☐ 826 406

c) 1 039 471 ☐ 1 039 570 d) 1 864 363 ☐ 1 846 363

5 — 4 marks

6 Order the numbers, smallest to largest.

a) 475 289, 475 283, 475 298, 475 238, 475 279, 475 287

☐, ☐, ☐, ☐, ☐, ☐

b) 548 154, 548 182, 548 281, 548 812, 548 128, 548 218

☐, ☐, ☐, ☐, ☐, ☐

c) 1 736 281, 1 726 281, 1 736 821, 1 736 182, 1 736 218, 1 735 281

☐, ☐, ☐, ☐, ☐, ☐

6 — 3 marks

- read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit

Total: ☐ out of 20 Mastery: NYA | A | A&E

New Curriculum Spelling List Years 5 and 6

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition

conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent

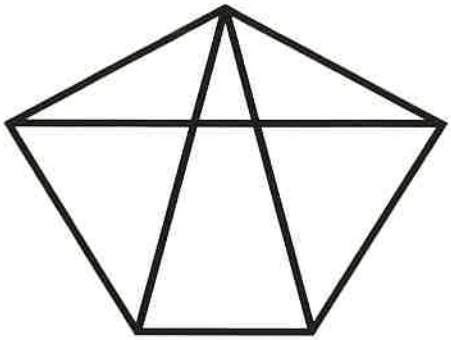
existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous

muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme

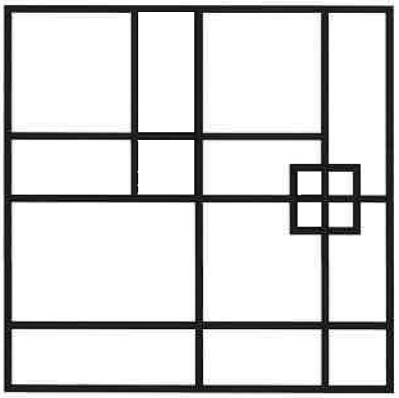
rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht

Spot the shapes 2

1. How many triangles can you count?



2. How many squares can you count?



3. Draw your own diagram to count triangles.
   Don't use too many lines!
   How many triangles can a friend find?
   Can you find more?

Teaching objectives

Solve mathematical problems or puzzles.
Visualise 2-D shapes.
Explain methods and reasoning.

58

Punctuation

Read the following definitions before punctuating the sentences.

Full Stop
Marks the end of a complete sentence or statement, e.g. Ben really likes chocolate cake.

Question Mark
Used at the end of a direct question, e.g. What is your favourite colour?

Exclamation Mark
Indicates surprise, emphasis, strong emotion and sometimes disbelief, e.g. That's terrible!

Comma
Separates units of meaning in a sentence, e.g. I love playing basketball, tennis and badminton.

Semi-colon
Separates two main clauses that are closely related to each other, but could stand on their own as sentences, e.g. Heather likes oranges; James likes pears.

Punctuation

Colon
Comes after a complete sentence to introduce a list, quote or definition, *e.g. You should bring three things: flour, sugar and water.*

Dash
Separates elements within a sentence and indicates emphasis, interruption, or an abrupt change of thought. Can act as brackets or be used in place of the word 'to', *e.g. Could you please try - try your very hardest - to ignore him.*

Ellipsis
Indicates that one or more words are missing, *e.g. Indicates... words are missing.*

Brackets/Parentheses
Enclose additional related information, *e.g. I left you some cake (it's in the fridge.)*

Apostrophe
Indicates possession, or that letters have been left out, *e.g. That's Jerry's book.*

Quotation/Inverted Commas
Indicates quotes, direct speech and slang or foreign phrases, *e.g. "I'm sorry, I simply don't remember," she said.*

Punctuation

Punctuate the following sentences:

1. where have you been all day

2. ill need two things a tent and a sleeping bag

3. i dont believe it

4. youre my friend my very best friend

5. how awful

6. please could you fetch me three apples two pears a peach and a carton of orange juice

7. if you dont stop that immediately im going to

8. dont do that actually never mind

9. move along theres nothing to see the police officer said

10. thomas has five hundred pounds £500

11. come back thats benjamins bike she yelled

12. shenika cant stand fruit cake benny will eat it

Tuesday

Year 5

Name: _____ Date: _____

Addition, subtraction, multiplication and division

For Questions 1 to 4:

- Estimate the answer.
- Calculate the answer using the formal written method of long division.
- Give your answer as both a whole number and as a fraction.
- Check your answer.

1 784 ÷ 23

Estimate

Check

Calculate

1
4 marks

2 945 ÷ 58

Estimate

Check

Calculate

2
4 marks

Name: _____ Date: _____

Multiplication and division

Work out the answer to each calculation using a written method.

1 918 ÷ 8

1
2 marks

2 465 ÷ 6

2
2 marks

3 5762 ÷ 7

3
2 marks

4 There are 8 mangoes in a tray. Fabio the greengrocer has 150 mangoes to put into trays. How many full trays can Fabio fill?

4
2 marks

5 Fabio receives a delivery of 385 eggs. He puts the eggs into cartons of 6 to sell. How many cartons does Fabio fill?

5
2 marks

- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context

Total: ____ out of 10 Mastery: NYA | A | A&E

Tue. Yr5

Beat the Clock

Score: _____ Time: _____

x	6	7	8	5	10
4					
12					
6					
2					
3					
7					
1					
5					
11					
10					
9					
8					

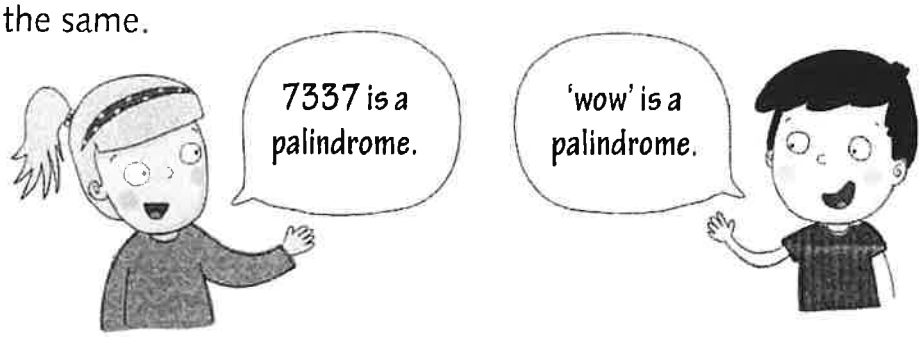
My target for next time is _____

Name: _____ Date: _____

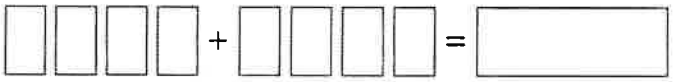
Palindrome challenge

Add whole numbers with four digits using the formal written method

A palindrome is a number or word that can be read forwards or backwards and is the same.



- Write down a 4-digit number in the first set of boxes below.
- Reverse the number and write it in the second set of boxes.
- Add the two numbers together and write the answer.

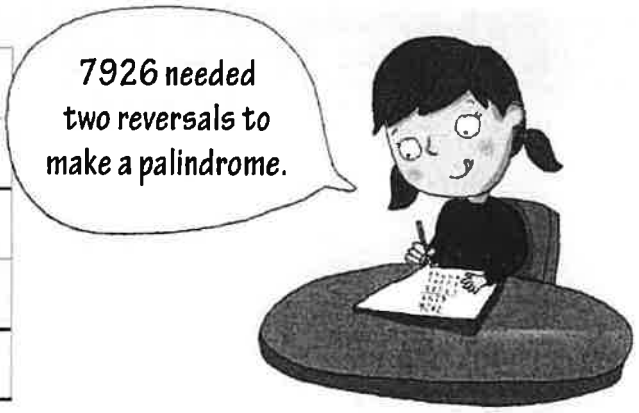


Is the answer a palindrome?

If not, on the back of this sheet, repeat using the answer as the start number, until the answer is a palindrome.

Example

	7	9	2	6
+	6	2	9	7
1	4 (1)	2 (1)	2 (1)	3
3	2	2	4	1
4	6	4	6	4



Investigate different 4-digit numbers. How many times do you need to reverse and add them to make a palindrome? Use the back of this sheet for your working out.

Harry Drinkwater's Diary

Harry Drinkwater was a soldier who fought in World War One (1914-1918). He joined the army at the outbreak of war and served until the war ended. He kept a diary throughout the war, which has now been published as a book. The text below is an extract from his diary.

Monday, December 20, 1915
The trenches are in a terrible condition — anything up to 4ft deep in mud and water. We're plastered in mud up to our faces. Our food — cold bacon, bread and jam — is slung together in a sack that hangs from the dripping dugout roof. Consequently, we eat and drink mud.

Saturday, March 4, 1916
Nothing here but trench after trench and, in places, the ground blown into heaps of dirt. The trees have been hacked to pieces — only black stumps remain. Nothing grows. Utter desolation.

Tuesday, March 7
Worked at a feverish pace, digging and strengthening trenches all through last night. Then through the day, I have to do an hour's sentry duty* every third hour. This is followed by an hour as the relief man, when I'm able to sit down. For the third hour, I can sleep. I'm feeling like most of the other fellows — half dead.

Thursday, March 9
Owing to food transports going astray, we have one loaf between five of us, a few biscuits and half a tin of marmalade each per day. Have just heard we have a ten-mile march before we can be billeted* [for rest]. Jolly hard lines.

Friday, March 10
It was snowing as we set out at 11.15 last night. I saw two fellows — fast asleep as they walked along — walk out of the ranks and fall into the ditch at the side of the road. We halted for ten minutes' rest and I dropped down into a puddle and went to sleep. Was unable to get up without help, and ended up hanging on to Lieutenant Davis on one side and a stretcher-bearer the other. Tried to pull myself together and went headlong on the road. They got me to my feet again but I was helpless. Have a vague idea that I was laid on some straw. Then oblivion.

Sunday, May 7
Working in the mines — an awful strain mentally. We're some three-parts of a mile under the ground. Air is got down by means of a large pair of blacksmith's bellows*, connected to a long pipe. But it's very stuffy, and we work with backs bent for eight hours.

An extract from *Harry's War* by Harry Drinkwater.

Glossary

sentry duty — keeping guard
billeted — housed
blacksmith's bellows — a tool which gives out air

1. **Why do you think the trenches are full of water?**

..... 1 mark

2. **Why do the soldiers "eat and drink mud" in line 4?**

..... 1 mark

3. **What does "feverish" in line 9 mean? Use a dictionary to help you. What does this word tell you about how the soldiers worked?**

.....
..... 2 marks

4. **Why do you think Harry feels "half dead" in line 12?**

.....
..... 1 mark

5. **Why did the soldiers have so little food?**

..... 1 mark

6. **What happened to Harry on Friday, March 10?**

.....
..... 2 marks

7. **Why do you think that working in the mines was "an awful strain mentally" (line 25)?**

..... 2 marks

.....
.....

Total out of 10

Name: _____ Date: _____

Multiplying by 9, 99 using 10, 100 and adjusting

Multiply numbers mentally drawing upon known facts

Play this game with a partner.

You will need:
- 30 counters

- Cover each multiplication below with a counter.
- Take turns to:
  - remove a counter
  - say the answer to the multiplication.
- If you are correct, keep the counter. If you are incorrect, place the counter back on the board.
- Continue until all the counters have been removed.
- The player with the most counters at the end is the winner.

Variation:
- Take turns to remove a counter.
- The first player to say the correct answer keeps the counter.

99 × 6	76 × 9	99 × 83	18 × 9	91 × 9
55 × 9	81 × 9	46 × 99	99 × 52	63 × 9
83 × 9	71 × 9	27 × 9	54 × 9	12 × 9
99 × 12	45 × 9	86 × 9	108 × 9	9 × 47
99 × 9	64 × 9	99 × 25	37 × 99	72 × 9
78 × 9	99 × 7	36 × 9	9 × 99	9 × 38

Reasoning: True or false

Bank of 'True or false' questions

1. The angles in a quadrilateral always add up to 360°.

2. An isosceles triangle has three different length sides and three different angles.

3. If the last digit of a number is a 0, then its square number will always end in a 0

4. If I start walking at 4.29pm and walk for 88 minutes, I will arrive at my destination at 17:47

5. $6859 \times 72 = 493\,848$

6. $\frac{1}{4}$ of a birthday cake $< \frac{2}{16}$ of a birthday cake.

7. Here is a number sequence:
   8 0.8 0.08 0.008
   The rule is ÷10

8. Mohit writes this statement: $0.71 < \frac{70}{100}$.
   Is his statement true or false?

9. These capacities are in ascending order:
   40mL, 80mL, 0.3L, 200mL, 0.8L, 1L, 1000mL

10. 1 week = 10 000 minutes

Ultimate Times Table Challenge

Name: **Number Correct:**

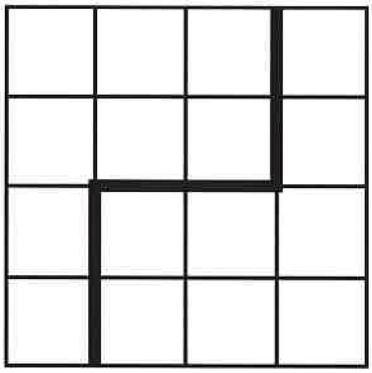
Time Table: **Previous Score:**

1 × 1 =	11 × 12 =	10 × 12 =	3 × 5 =	1 × 9 =	7 × 1 =
1 × 5 =	1 × 2 =	2 × 5 =	4 × 1 =	2 × 9 =	4 × 5 =
3 × 1 =	3 × 3 =	9 × 12 =	3 × 7 =	6 × 1 =	3 × 11 =
1 × 4 =	4 × 3 =	1 × 3 =	11 × 7 =	4 × 9 =	3 × 9 =
5 × 1 =	8 × 9 =	5 × 5 =	8 × 12 =	2 × 7 =	5 × 11 =
10 × 3 =	6 × 3 =	1 × 11 =	2 × 11 =	11 × 11 =	1 × 7 =
5 × 3 =	9 × 7 =	7 × 5 =	7 × 7 =	7 × 9 =	10 × 5 =
8 × 1 =	10 × 1 =	5 × 7 =	6 × 5 =	3 × 8 =	8 × 11 =
9 × 1 =	9 × 3 =	3 × 10 =	9 × 9 =	4 × 7 =	8 × 7 =
11 × 9 =	6 × 8 =	6 × 11 =	10 × 7 =	10 × 9 =	10 × 11 =
11 × 1 =	11 × 3 =	11 × 5 =	2 × 3 =	4 × 11 =	8 × 5 =
12 × 5 =	12 × 12 =	5 × 4 =	12 × 7 =	12 × 9 =	12 × 11 =
2 × 1 =	8 × 3 =	6 × 7 =	1 × 12 =	1 × 10 =	7 × 3 =
2 × 2 =	9 × 11 =	2 × 6 =	2 × 8 =	2 × 12 =	7 × 6 =
11 × 4 =	3 × 4 =	5 × 9 =	12 × 2 =	2 × 4 =	1 × 6 =
4 × 2 =	4 × 4 =	4 × 6 =	6 × 9 =	4 × 10 =	9 × 5 =
5 × 2 =	10 × 2 =	12 × 1 =	5 × 8 =	3 × 6 =	7 × 11 =
7 × 4 =	6 × 4 =	6 × 6 =	12 × 3 =	6 × 2 =	8 × 4 =
7 × 2 =	9 × 2 =	2 × 10 =	5 × 10 =	1 × 8 =	5 × 6 =
7 × 8 =	6 × 10 =	12 × 10 =	12 × 4 =	8 × 10 =	8 × 2 =
10 × 4 =	9 × 4 =	3 × 12 =	9 × 8 =	12 × 8 =	8 × 6 =
11 × 6 =	9 × 6 =	10 × 6 =	3 × 2 =	4 × 12 =	9 × 10 =
11 × 2 =	6 × 12 =	5 × 12 =	11 × 8 =	11 × 10 =	8 × 8 =
7 × 12 =	10 × 10 =	12 × 6 =	7 × 10 =	4 × 8 =	10 × 8 =

Four by four

You need some squared paper.

This 4 by 4 grid is divided into two identical parts.
Each part has the same area and the same shape.



Find five more ways of dividing the grid into two identical parts by drawing along the lines of the grid.
Rotations and reflections do not count as different!

Explore ways of dividing a 4 by 4 grid into two parts with equal areas but different shapes.

59

Teaching objectives

Solve mathematical problems or puzzles.
Visualise 2-D shapes.
Find fractions of shapes.

Punctuation

Complete this passage by adding commas where appropriate:

Tommy woke up early on the morning of the school trip packed his bag twice as quickly as usual and ate breakfast really fast. He ran all the way to school almost bumping into his best friend as he reached the school gates. He had never been to the zoo before and Mr Thompson had promised that there would be hippos tigers snakes and more! Tommy's biggest wish was to see a lion though. He knew lions had huge teeth big claws and a loud roar but he wanted to see it for himself.

Complete this passage by adding apostrophes where appropriate:

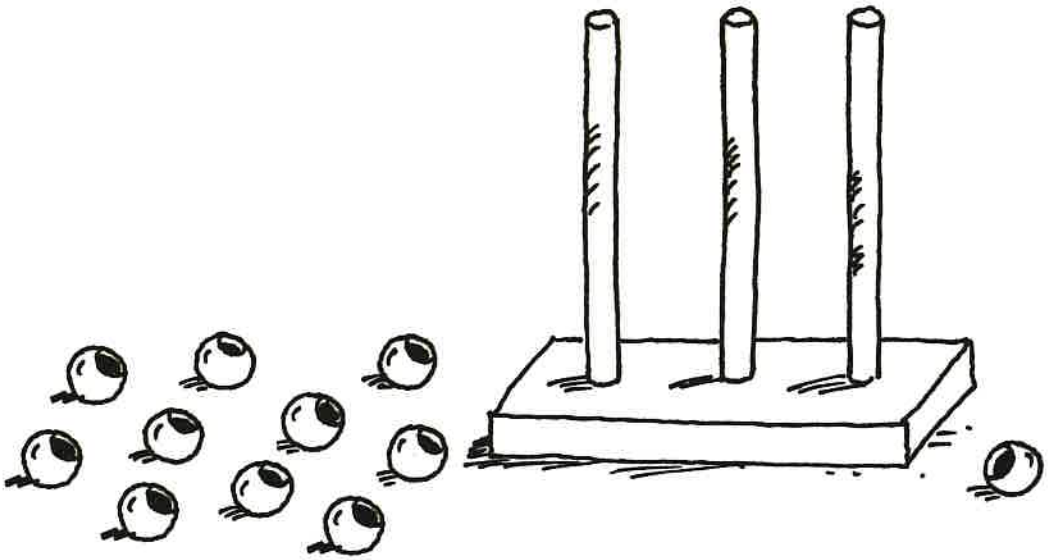
The tigers roar was so loud it could be heard all through the jungle. "Do you think its coming this way?" Timmy whispered to his sister.
"I dont think so," she said uncertainly. Timmys heart was pounding in his chest as they crept carefully through the bushes. Then, out of nowhere, two tigers appeared! The tigers teeth looked sharp, their claws deadly.
"Run!" shouted Timmy.

Wednesday

Year 5

Three digits

Imagine you have 25 beads.
You have to make a three-digit number on an abacus.
You must use all 25 beads for each number you make.



How many different three-digit numbers can you make?
Write them in order.

Teaching objectives

Solve mathematical problems or puzzles.
Know what each digit represents.
Order a set of whole numbers.

60

wed

Name: _____ Date: _____

Adding and checking

- Add whole numbers with five digits using the formal written method
- Use rounding to check answers to calculations

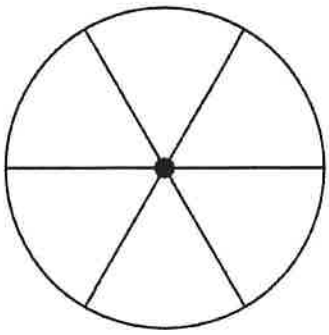
Write the digits from your challenge on the spinner.

You will need:
- paper clip and pencil – for the spinner

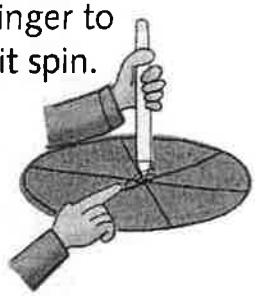
Challenge 1 0, 1, 2, 3, 4, 5

Challenge 2 2, 3, 4, 5, 6, 7

Challenge 3 4, 5, 6, 7, 8, 9



How to use the spinner
Hold the paper clip in the centre of the spinner using the pencil, and gently flick the paper clip with your finger to make it spin.



- Spin the spinner and write each digit you spin in the boxes below.
- When all the boxes are filled, add the numbers together using the formal written method. Use the back of this sheet to show your working out.
- Round the numbers and add them to check your answer.
- Do this three times.

1 Calculation ☐☐☐☐☐ + ☐☐☐☐☐ = ☐

Rounding ☐☐☐☐☐ + ☐☐☐☐☐ = ☐

2 Calculation ☐☐☐☐☐ + ☐☐☐☐☐ = ☐

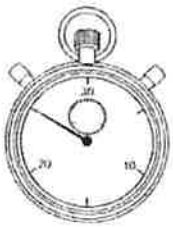
Rounding ☐☐☐☐☐ + ☐☐☐☐☐ = ☐

3 Calculation ☐☐☐☐☐ + ☐☐☐☐☐ = ☐

Rounding ☐☐☐☐☐ + ☐☐☐☐☐ = ☐

Ask someone at home to use the spinner and make up two calculations. Ask them to work them out, then check the answers.

Beat the Clock



Score: _____ Time: _____

x	6	7	8	3	10
5					
12					
6					
2					
3					
11					
1					
4					
7					
10					
9					
8					

My target for next time is _____

Name: _____ Date: _____

Multiplying and halving

- Multiply and divide numbers mentally drawing upon known facts
- Multiply and divide whole numbers by 10 and 100

Challenge 1

Halve each number.

a 280 ☐ **b** 360 ☐ **c** 170 ☐ **d** 460 ☐

Challenge 2

1 Answer these calculations. Use the multiply by 10 then divide by 2 strategy. Show your working.

a 14 × 5 =	**b** 46 × 5 =	**c** 84 × 5 =

2 Answer these calculations. Use the multiply by 100 then divide by 2 strategy. Show your working.

a 24 × 50 =	**b** 62 × 50 =	**c** 43 × 50 =

Challenge 3

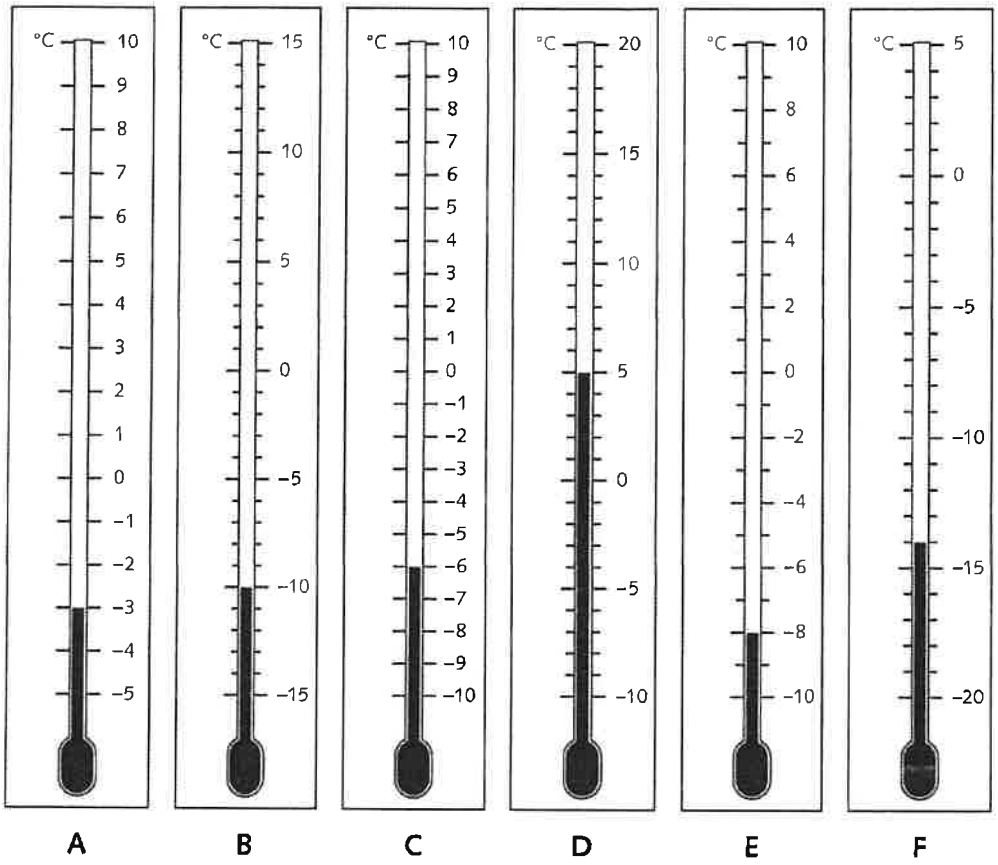
Find the answer to these calculations using the most appropriate strategy. Show your working.

a 38 × 5 =	**b** 48 × 25 =	**c** 27 × 50 =

Explain to someone at home the quick way of multiplying by 5, 50 and 25. Ask them to work out two of the calculations using your quick methods on the back of this sheet.

Name: _____ Date: _____

Number and place value



1 Look at thermometers A to F above.

What is the temperature shown on each thermometer?

A: ☐ **B:** ☐ **C:** ☐

D: ☐ **E:** ☐ **F:** ☐

☐ 1
6 marks

2 Look at thermometers A to F above.

a) Which thermometer shows the coldest temperature? ☐

b) Which thermometer shows the warmest temperature? ☐

c) What is the difference in temperature between A and B?

☐

d) What is the difference in temperature between D and E?

☐

☐ 2
4 marks

Name: _____ Date: _____

Number and place value

3 Look at thermometers A to F.

a) The temperature reading on Thermometer E increases by 5°C. What is the new temperature?

☐

b) The temperature reading on Thermometer A decreases by 2°C. What is the new temperature?

☐

c) The temperature reading on Thermometer D decreases by 8°C. What is the new temperature?

☐

d) The temperature reading on Thermometer C increases by 7°C. What is the new temperature?

☐

3
4 marks

4 Fill in the missing numbers from each number sequence.

a) −5, −4, ☐, −2, ☐, ☐, 1, ☐, 3, 4

b) −12, ☐, ☐, −3, ☐, ☐, 6, 9, 12

c) ☐, −11, ☐, −9, −8, ☐, ☐, −5, −4, −3

4
3 marks

5 **a)** Count back 10 steps of 1, starting from 4.

What number do you reach? ☐

b) Count back 5 steps of 4, starting from 10.

What number do you reach? ☐

c) Count on 8 steps of 1, starting from −3.

What number do you reach? ☐

5
3 marks

Total: ☐ out of 20 Mastery: NYA | A | A&E

The Tale of Custard the Dragon

This poem was written by Ogden Nash, who is known for his funny poems. It is about a girl called Belinda who lives with her four pets: a kitten, a mouse, a dog and a dragon. The dragon is teased by the others for being cowardly, but one day, he proves that he *can* be brave...

The Tale of Custard the Dragon

Belinda lived in a little white house,
With a little black kitten and a little gray mouse,
And a little yellow dog and a little red wagon,
And a realio, trulio, little pet dragon.

Now the name of the little black kitten was Ink,
And the little gray mouse, she called her Blink,
And the little yellow dog was sharp as Mustard,
But the dragon was a coward, and she called him Custard.

Custard the dragon had big sharp teeth,
And spikes on top of him and scales underneath,
Mouth like a fireplace, chimney for a nose,
And realio, trulio, daggers on his toes.

Belinda was as brave as a barrel full of bears,
And Ink and Blink chased lions down the stairs,
Mustard was as brave as a tiger in a rage,
But Custard cried for a nice safe cage.

Belinda tickled him, she tickled him unmercifully,
Ink, Blink and Mustard, they rudely called him Percival,
They all sat laughing in the little red wagon
At the realio, trulio, cowardly dragon.

Belinda giggled till she shook the house,
And Blink said Weak!, which is giggling for a mouse,
Ink and Mustard rudely asked his age,
When Custard cried for a nice safe cage.

Suddenly, suddenly they heard a nasty sound,
And Mustard growled, and they all looked around.
Meowch! cried Ink, and Ooh! cried Belinda,
For there was a pirate, climbing in the winda.

Pistol in his left hand, pistol in his right,
And he held in his teeth a cutlass bright,
His beard was black, one leg was wood;
It was clear that the pirate meant no good.

Belinda paled, and she cried, Help! Help!
But Mustard fled with a terrified yelp,
Ink trickled down to the bottom of the household,
And little mouse Blink strategically mouseholed.

But up jumped Custard, snorting like an engine,
Clashed his tail like irons in a dungeon,
With a clatter and a clank and a jangling squirm
He went at the pirate like a robin at a worm.

The pirate gaped at Belinda's dragon,
And gulped some grog from his pocket flagon,
He fired two bullets but they didn't hit,
And Custard gobbled him, every bit.

Belinda embraced him, Mustard licked him,
No one mourned for his pirate victim
Ink and Blink in glee did gyrate
Around the dragon that ate the pyrate.

Belinda still lives in her little white house,
With her little black kitten and her little gray mouse,
And her little yellow dog and her little red wagon,
And her realio, trulio, little pet dragon.

Belinda is as brave as a barrel full of bears,
And Ink and Blink chase lions down the stairs,
Mustard is as brave as a tiger in a rage,
But Custard keeps crying for a nice safe cage.

Ogden Nash

1 Why do you think Belinda calls her kitten 'Ink'?

.....

1 mark

2 Summarise how Custard the Dragon looks in the third verse.

.....

.....

.....

2 marks

3 Why do you think the poet compares the dragon's mouth to a fireplace in line 11?

.....

1 mark

4 Why do you think the poet has spelt the word 'window' differently in line 28?

.....

1 mark

5 Why does Belinda's face pale in line 33?

.....

1 mark

6 What does "embraced" mean in line 45? Use a dictionary to help you.
What does this show about Belinda's feelings towards Custard?

.....

.....

2 marks

7 How do you think Custard feels after fighting the pirate?

.....

.....

.....

2 marks

Total
out of 10

Make five numbers

Take ten cards numbered 0 to 9.

Each time use all ten cards.

Arrange the cards to make:

a. five numbers that are multiples of 3

b. five numbers that are multiples of 7

c. five prime numbers

Make up more problems to use all ten cards to make five special numbers.

61

Teaching objectives

Solve mathematical problems or puzzles.
Know 3 and 7 times tables.
Recognise prime numbers.

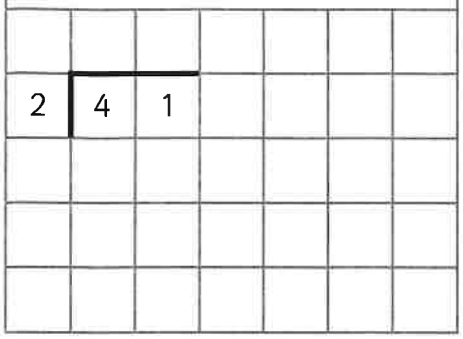
Homophones Practice:
They're, There and Their

Complete these sentences using the correct homophone. The first three have been done for you.

1. "Look at the beautiful rainbow over <u>there</u>!" gasped Lydia.
2. The one with the white fence is <u>their</u> house.
3. Do you think <u>they're</u> hiding?
4. Put the book over _____ on the shelf.
5. _____ bus was running late.
6. The cold wind made _____ teeth chatter.
7. Could they be in _____?
8. Blue Smarties are the best, _____ my favourites.
9. Ava and Lucas put _____ hands up at the same time.
10. Are you sure _____ not real?
11. The new teacher got _____ books in a muddle.
12. I went _____ last summer too!
13. Is _____ a doctor anywhere near?

Short Division Practice Worksheet

1.



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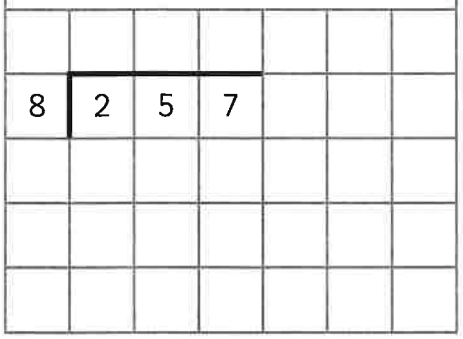

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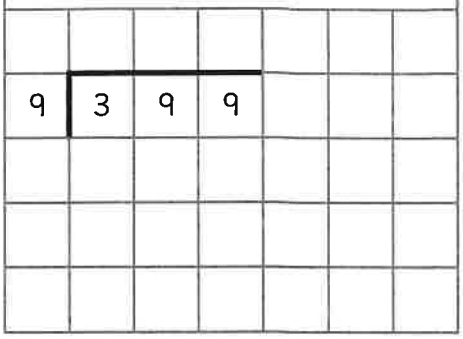

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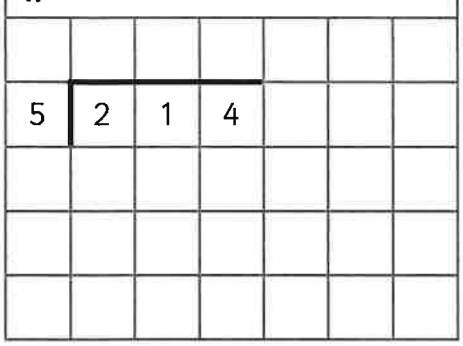

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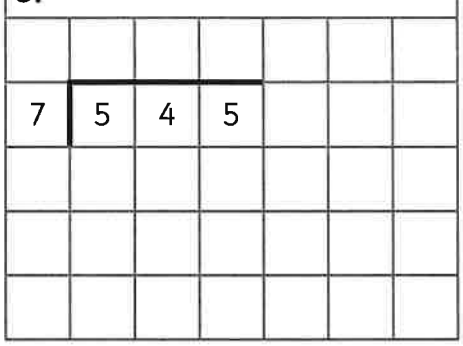
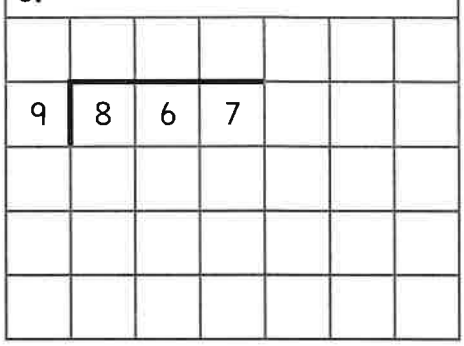


6.



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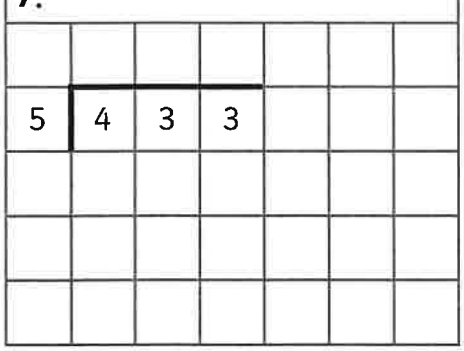
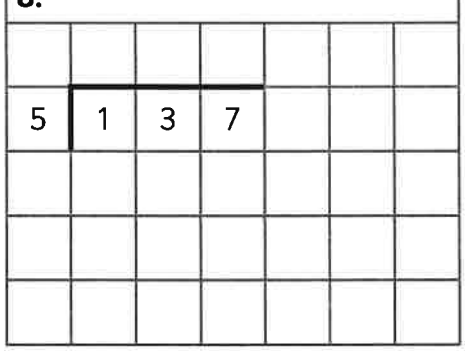
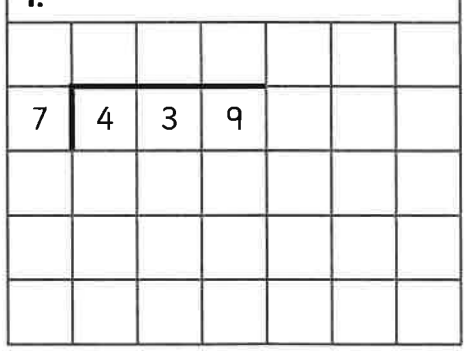


8.



9.



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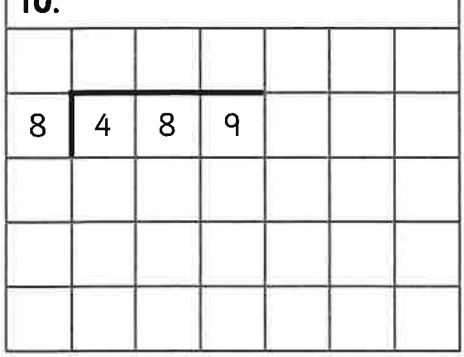

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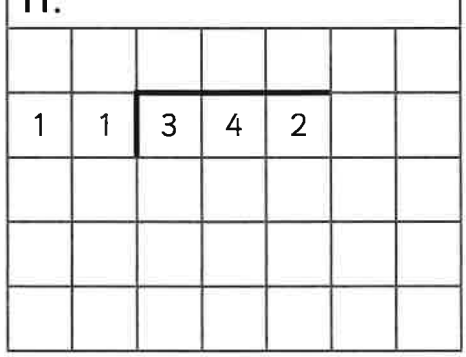

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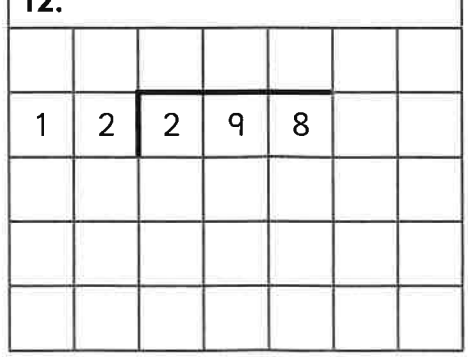


Add Fractions with Denominators That Are Multiples

Aim: I can add fractions with denominators that are multiples.

$\frac{2}{3} + \frac{1}{6} =$ ☐

$\frac{1}{2} + \frac{1}{4} =$ ☐

$\frac{1}{4} + \frac{3}{8} =$ ☐

$\frac{1}{3} + \frac{1}{6} =$ ☐

$\frac{1}{8} + \frac{1}{2} =$ ☐

$\frac{1}{4} + \frac{5}{8} =$ ☐

$\frac{1}{2} + \frac{3}{8} =$ ☐

$\frac{5}{6} + \frac{1}{12} =$ ☐

$\frac{5}{12} + \frac{1}{6} =$ ☐

$\frac{2}{5} + \frac{3}{10} =$ ☐

$\frac{1}{10} + \frac{4}{5} =$ ☐

$\frac{1}{5} + \frac{7}{10} =$ ☐

$\frac{5}{7} + \frac{3}{14} =$ ☐

$\frac{1}{14} + \frac{6}{7} =$ ☐

$\frac{2}{7} + \frac{5}{14} =$ ☐

$\frac{3}{8} + \frac{1}{16} =$ ☐

$\frac{5}{16} + \frac{5}{8} =$ ☐

$\frac{2}{9} + \frac{5}{18} =$ ☐

$\frac{3}{10} + \frac{7}{20} =$ ☐

$\frac{3}{20} + \frac{7}{10} =$ ☐

Thursday

Year 5

Thur 4/5

Anglo-Saxon Kings

I can compare the significance of Anglo-Saxon kings during the Viking period.

Use your knowledge about King Alfred the Great and King Athelstan to answer the questions. You can also use the **Anglo Saxon Kings Information Sheet** to help you.

1. What was the last remaining Anglo Saxon kingdom in AD 878?

2. When did King Alfred the Great become king?

3. What happened when the Vikings invaded Wessex in AD 878?

4. What happened at the Battle of Edington?

5. Who was Guthrum?

6. When did King Alfred agree a treaty to divide up land with the Vikings?

7. What was Danelaw?

8. When did Athelstan become king?

Anglo-Saxon Kings

9. Which kingdom did King Athelstan take back from the Vikings?

10. Which Scottish king did Athelstan manage to control?

11. When was the Battle of Brunanburh?

12. How did Athelstan help to strengthen the British relationships overseas?

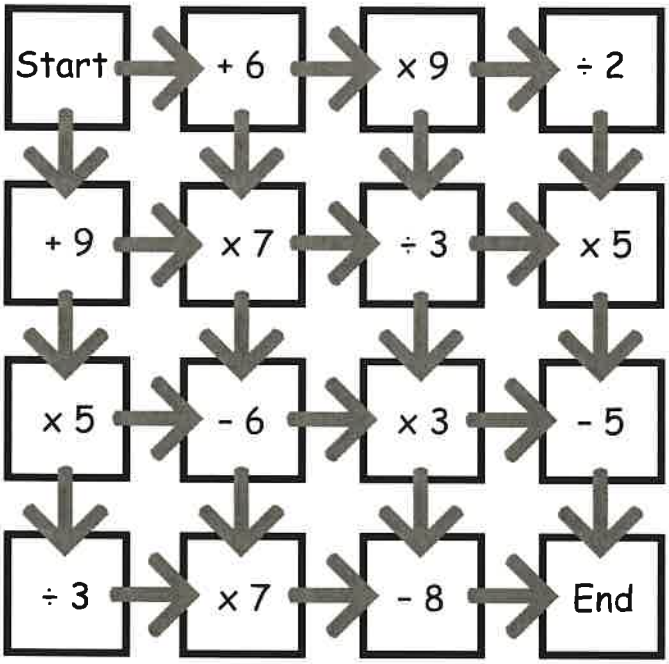
13. Who do you think was the greater king: Alfred the Great or Athelstan?

14. In what ways do you think the two kings are similar and in what ways are they different?

Maze

Start with zero.

Find a route from 'Start' to 'End' that totals 100 exactly.



Which route has the highest total?

Which has the lowest total?

Now try some different starting numbers.

Teaching objectives

Solve mathematical problems or puzzles.
Add and subtract two-digit numbers mentally.
Multiply and divide by single-digit numbers.

62

Name: _____ Date: _____

Number and place value

1 Round each number to the nearest 10.

a) 747 → ☐ b) 746 726 → ☐

c) 4761 → ☐ d) 28 → ☐

e) 61 → ☐ f) 37 594 → ☐

g) 307 819 → ☐ h) 8478 → ☐

i) 45 875 → ☐ j) 533 → ☐

1
10 marks

2 Round each number to the nearest 100.

a) 751 → ☐ b) 637 322 → ☐

c) 32 567 → ☐ d) 4725 → ☐

e) 289 478 → ☐ f) 876 → ☐

g) 5387 → ☐ h) 45 849 → ☐

2
8 marks

3 Round each number to the nearest 1000.

a) 21 836 → ☐ b) 846 361 → ☐

c) 7629 → ☐ d) 44 194 → ☐

e) 354 608 → ☐ f) 5398 → ☐

3
6 marks

4 Round each number to the nearest 10 000.

a) 365 182 → ☐ b) 56 201 → ☐

c) 13 953 → ☐ d) 281 098 → ☐

4
4 marks

5 Round each number to the nearest 100 000.

a) 285 382 → ☐ b) 124 987 → ☐

5
2 marks

- round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000

Total: ☐ out of 30 Mastery: NYA | A | A&E

New Curriculum Spelling List Years 3 and 4

accident
accidentally
actual
actually
address
although
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy
business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight
eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forwards
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion
occasionally
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess
possession
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though
thought
through
various
weight
woman
women

The Real Princess

Hans Christian Andersen was a Danish author. He is best known for his fairy tales such as *The Ugly Duckling*, *The Little Mermaid* and *The Snow Queen*. *The Real Princess* tells the story of a prince who wants to marry a real princess, but isn't having much luck finding one...

There was once a prince who wanted to marry a princess. But she must be a real princess, mind you. So he travelled all round the world, seeking such a one, but everywhere something was in the way. Not that there was any lack of princesses, but he could not seem to make out whether they were real princesses; there was always something not quite satisfactory. Therefore, home he came again, quite out of spirits, for he wished so much to marry a real princess.

One evening a terrible storm came on. It thundered and lightened, and the rain poured down; indeed, it was quite fearful. In the midst of it there came a knock at the town gate, and the old king went out to open it.

It was a princess who stood outside. But O dear, what a state she was in from the rain and bad weather! The water dropped from her hair and clothes, it ran in at the tips of her shoes and out at the heels; yet she insisted she was a real princess.

"Very well," thought the old queen; "that we shall presently see." She said nothing, but went into the bedchamber and took off all the bedding, then laid a pea on the sacking of the bedstead*. Having done this, she took twenty mattresses and laid them upon the pea and placed twenty eider-down* beds on top of the mattresses.

The princess lay upon this bed all the night. In the morning she was asked how she had slept.

"Oh, most miserably!" she said. "I scarcely closed my eyes the whole night through. I cannot think what there could have been in the bed. I lay upon something so hard that I am quite black and blue all over. It is dreadful!"

It was now quite evident that she was a real princess, since through twenty mattresses and twenty eider-down beds she had felt the pea. None but a real princess could have such delicate feeling.

So the prince took her for his wife, for he knew that in her he had found a true princess. And the pea was preserved in the cabinet of curiosities, where it is still to be seen unless someone has stolen it.

And this, mind you, is a real story.

An extract from *The Real Princess* by Hans Christian Andersen.

Glossary

bedstead — the frame of a bed

eider-down — duck feathers used to stuff bedding

1. What does "out of spirits" in lines 5-8 mean? Why does the prince feel like this?

.....

.....

2 marks

2. Why do you think the princess knocks on the town gate?

.....

1 mark

3. Why does the queen put so much bedding on the bed, but say "nothing" about what she has done?

.....

.....

.....

2 marks

4. What does the princess mean when she says she is "black and blue all over" (line 21)?

.....

1 mark

5. How do you think the prince feels when he finds out that the princess felt the pea under all of the bedding? Explain your answer.

.....

.....

2 marks

6. Why do you think the royal family preserved the pea?

.....

.....

2 marks

Total out of 10

Reasoning: If the answer is X, what is the question?

Bank of 'If the answer is X, what is the question?' questions

1. If the answer is 144, what is the question?

2. If the answer is +0.12, what is the question?

3. If the answer is $\frac{1}{5}$, what is the question?

4. If the answer is 0.25, what is the question?

5. If the answer is 53.44, what is the question?

6. If the answer is 40 minutes, what is the question?

7. If the answer is three rectangles and two triangles, what is the question?

8. If the answer is 25.58, can you think of at least five questions using addition, subtraction, multiplication and division?

9. If $2\frac{1}{2}$ is the answer, what could the question be?

Name: Date: 10 total marks

Year 5 English Grammar and Punctuation Test 6

1. Which sentence uses a **relative clause**? **Tick one.** 1 mark

The map that I brought with me is out of date. ☐

The map I bought yesterday is out of date. ☐

2. Circle the **adverbial of number** which links the sentences below to create cohesion. 1 mark

My health has always been very good. Consequently, I have visited the doctors _____ in five years.

many times	frequently	only once

3. Add parenthesis to the sentence below. 1 mark

Despite the excellent sailing conditions which were totally unexpected my dad's boat came last.

total for this page

3

8. Look at the words which are used help to link sentences and paragraphs. **Write each word once** to complete the sentence below. Remember to use correct punctuation.

1 mark

Learning to play an instrument can take time. [ ] you need to decide which instrument to learn, [ ] you will need to have lessons from someone who can already play it. [ ] will help to ensure that you learn to play the instrument correctly.

this	firstly	then

9. This sentence is ambiguous. **Rewrite** the sentence below using **commas** to make the meaning clear.

1 mark

In the picnic box I put bananas crisps blackcurrant sandwiches and biscuits.

10. Tick the sentence which uses a **semi-colon accurately.**

1 mark

I am a proud Yorkshire man; however, I love Northumberland too. ☐

I am a proud Yorkshire man however; I love Northumberland too. ☐

END OF TEST

total for this page

Add Fractions with Denominators That Are Multiples

Aim: I can add fractions with denominators that are multiples.

$\frac{11}{12} + \frac{1}{4} =$ ☐

$\frac{9}{10} + \frac{4}{5} =$ ☐

$\frac{2}{3} + \frac{5}{6} =$ ☐

$\frac{1}{12} + \frac{1}{3} =$ ☐

$\frac{3}{4} + \frac{3}{8} =$ ☐

$\frac{5}{6} + \frac{7}{12} =$ ☐

$\frac{7}{8} + \frac{1}{4} =$ ☐

$\frac{2}{3} + \frac{5}{12} =$ ☐

$\frac{5}{8} + \frac{1}{2} =$ ☐

$\frac{3}{4} + \frac{1}{12} =$ ☐

$\frac{5}{6} + \frac{1}{3} =$ ☐

$\frac{11}{12} + \frac{1}{4} =$ ☐

$\frac{1}{2} + \frac{5}{6} =$ ☐

$\frac{5}{6} + \frac{7}{12} =$ ☐

$\frac{1}{2} + \frac{7}{8} =$ ☐

$\frac{11}{12} + \frac{1}{6} =$ ☐

$\frac{3}{5} + \frac{3}{10} =$ ☐

$\frac{7}{8} + \frac{5}{16} =$ ☐

$\frac{7}{10} + \frac{2}{5} =$ ☐

$\frac{11}{16} + \frac{3}{8} =$ ☐

13.

1	6	4	2	1		

14.

1	7	5	6	2		

15.

2	1	4	5	2	6		

16.

1	7	3	9	2	3		

Friday

Year 5

Fri. Yr 5

Beat the Clock

Score: _____ Time: _____

x	9	7	4	8	12
10					
12					
6					
1					
3					
11					
9					
4					
7					
5					
2					
8					

My target for next time is _____

Name: _____ Date: _____

Multiplying using multiples of 10 and adjusting

Multiply numbers mentally drawing upon known facts

Challenge 1

a $23 \times 10 =$ ☐ b $47 \times 10 =$ ☐ c $62 \times 10 =$ ☐

d $31 \times 10 =$ ☐ e $55 \times 10 =$ ☐ f $76 \times 10 =$ ☐

Challenge 2

Multiply each number by 19. Multiply by 20 first, then adjust to find the answer.

Example $23 \times 19 = (23 \times 20) - 23$
$= 460 - 23$
$= 437$

a $14 \times 19 =$	b $25 \times 19 =$
c $46 \times 19 =$	d $37 \times 19 =$

Challenge 3

Think of a way that multiplying by a multiple of 10 and adjusting might help to work out the answers to these calculations. Show your working.

a 42×21	b 24×28
c 36×41	d 53×29

Explain to someone at home the quick way of multiplying using multiplying by a multiple of 10 and adjusting. Ask them to work out two of the calculations using your quick method on the back of this sheet.

Name: _____ Date: _____

Number and place value

1 In a magic square the sum of each column, row and diagonal is the same – this is the magic number. Complete these magic squares. Write the missing numbers in Roman numerals. What are the magic numbers? Write them in Roman numerals.

		II
	V	
VIII	I	

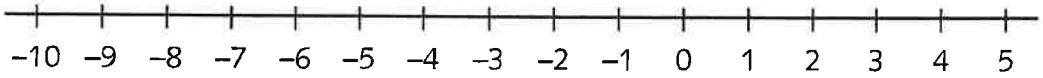
Magic number: ☐

		XVII
XVIII		XXII
		XXI

Magic number: ☐

1
4 marks

2 Use the number line to count forwards and backwards to work out the answers to these calculations involving negative numbers.



a) 4 − 10 = ☐ b) 3 − 11 = ☐ c) 8 − 15 = ☐

d) −2 + 7 = ☐ e) −8 + 4 = ☐ f) −2 − 4 = ☐

2
6 marks

3 Write three different 7-digit numbers that each round to 1 600 000 when rounded to the nearest 100 000.

☐, ☐, ☐

3
3 marks

4 Complete each number sequence.

a) 115 542, 105 542, ☐, ☐, 75 542, 65 542, ☐, ☐

b) 50, 40, 30, ☐, 10, ☐, ☐, ☐, −30, −40

c) 32, 22, 12, ☐, −8, ☐, ☐, ☐

d) ☐, 36 000, 26 000, ☐, 6000, −4000, ☐, ☐

e) 345, 245, 145, ☐, −55, ☐, ☐, ☐

4
5 marks

5 1 1 2 2 3 3

Arrange these digits to make a six-digit number where:
– each of the **1** digits is separated by one digit.
– each of the **2** digits is separated by two digits.
– each of the **3** digits is separated by three digits. ☐

5
2 marks

Reasoning: Would you rather?

Bank of 'Would you rather?' questions

1. Would you rather have 72 934 points in a video game or 172 934?

2. If you collected shells, would you rather be given 16 buckets containing 1051 shells in each bucket or 5 buckets containing 3439 shells in each bucket?

3. Would you rather have 42 coins shared between 6 of you or 18 coins shared between 3 of you?

4. Would you rather have $\frac{2}{5}$ of the pizza or $\frac{4.5}{10}$ of the pizza?

5. Would you rather have 6250mL of orange juice or 6.5L of orange juice?

6. If you wanted to walk the shortest distance, would you rather walk 10 001m or 10km?

7. Would you rather have $\frac{1}{4}$ of 2L or $\frac{3}{4}$ of 600mL?

8. Would you rather have 60% of £3927 or $\frac{1}{2}$ of £4840?

9. Would you rather have $\frac{4}{5}$ of a bar of chocolate or 0.80 of a bar of chocolate?

10. Would you rather buy a 3kg jar of jam costing £6 or six 500g jars costing £1 each?

The Mysterious Parcel

By now, you've had plenty of practice at reading texts and answering questions. Now it's time to write your own text, think of some questions, and then swap with a friend.

Imagine finding a mysterious parcel in your kitchen. Write a diary entry about your feelings as you open it, and what you find inside. We've made a start, but what happens next is up to you!

Dear Diary,

The strangest thing happened today. I came downstairs to find a mysterious parcel waiting for me on the kitchen table.

Now write some comprehension questions about your diary entry in the green boxes.

1 .....

..... 1 mark

2 .....

..... 1 mark

Try to make these questions trickier — they're worth 2 marks each.

3 .....

.....

..... 2 marks

4 .....

.....

..... 2 marks

5 .....

.....

..... 2 marks

6 .....

.....

..... 2 marks

Now swap with a friend.

Total out of 10

Jack's book

The pages of Jack's book are numbered from 1.

The page numbers have a total of 555 digits.

How many pages has the book?

How many of the digits are a 5?

63

Teaching objectives

Solve mathematical problems or puzzles.
Know what each digit represents.

Name: Date:

10 total marks

Year 5 English Grammar and Punctuation Test 5

1. Draw lines to match the verbs to the correct **prefix**. Use each prefix once only.

1 mark

dis	appoint
over	visit
re	compensate

2. Circle the correct suffix to complete the sentence below.

1 mark

You can't qual for the next award until you can swim 20 lengths.

ate ise ify

3. The sentence below is missing parenthesis. **Add a pair of dashes** so that the sentence is punctuated correctly.

1 mark

The fete or at least the outdoor part has been cancelled because of the weather.

total for this page

2

4. Tick the adverb which shows that we **will** watch a film today.

1 mark

We will _____ be able to see the film today.

probably ☐

definitely ☐

perhaps ☐

5. Read the sentences below. **Tick one box** to show which sentence uses commas correctly.

1 mark

It's unlikely, that we will be able to visit Gran Auntie Jane and Tim all in one afternoon. ☐

It's unlikely that we will be able to visit Gran, Auntie Jane and Tim all in one afternoon. ☐

It's unlikely that we will be able to visit Gran Auntie Jane, and Tim all in one afternoon. ☐

6. Circle the **relative pronoun** in this sentence.

1 mark

That is the lady who taught me to swim.

total for this page

3

7. Circle the appropriate time connective to create **cohesion** between the sentences below.

Every morning I follow the same routine. _____ , I make a cup of tea and watch TV for a while.

Then	After that	Firstly	Next

1 mark

8. Read the passage below. **Tick one** modal verb which would complete it.

I think it _____ be best if we travelled to the airport on the train.

should ☐

might ☐

can ☐

1 mark

9. Tick two boxes to show where brackets should be used in the sentence below.

Miss Fitzwilliam at least I think that's her name is going to be taking us for ☐ ☐ ☐

Science next year. ☐

1 mark

total for this page

4

1 mark

10. Which grammatical device does the text below use? **Tick one.**

To plant a sunflower you will need:

- a pot
- soil
- sunflower seeds
- water

sub-heading ☐

table ☐

bullet points ☐

columns ☐

END OF TEST

total for this page

Add Fractions with Denominators That Are Multiples

Aim: I can add fractions with denominators that are multiples.

$\frac{1}{2} + \frac{1}{4} + \frac{1}{8} =$ ☐

$\frac{1}{6} + \frac{1}{3} + \frac{5}{12} =$ ☐

$\frac{1}{4} + \frac{5}{8} + \frac{1}{2} =$ ☐

$\frac{5}{6} + \frac{1}{12} + \frac{1}{2} =$ ☐

$\frac{1}{4} + \frac{1}{8} + \frac{1}{16} =$ ☐

$\frac{11}{12} + \frac{5}{6} + \frac{1}{2} =$ ☐

$\frac{5}{8} + \frac{7}{16} + \frac{3}{4} =$ ☐

$\frac{3}{4} + \frac{1}{2} + \frac{5}{8} =$ ☐

$\frac{7}{8} + \frac{3}{16} + \frac{1}{2} =$ ☐

$\frac{1}{16} + \frac{5}{8} + \frac{7}{8} =$ ☐

$\frac{7}{8} + \frac{3}{4} + \frac{3}{16} =$ ☐

$\frac{1}{2} + \frac{5}{8} + \frac{1}{16} =$ ☐

$\frac{5}{6} + \frac{1}{2} + \frac{7}{12} =$ ☐

$\frac{3}{8} + \frac{3}{4} + \frac{7}{8} =$ ☐

$\frac{2}{3} + \frac{7}{9} + \frac{2}{3} =$ ☐

$\frac{4}{5} + \frac{9}{20} + \frac{3}{10} =$ ☐

$\frac{11}{20} + \frac{3}{5} + \frac{9}{10} =$ ☐

$\frac{7}{10} + \frac{1}{5} + \frac{23}{30} =$ ☐

$\frac{5}{6} + \frac{11}{24} + \frac{5}{12} =$ ☐

$\frac{23}{24} + \frac{11}{12} + \frac{2}{3} =$ ☐

Name: _____ Date: _____

Fractions (including decimals and percentages)

1 Circle the smaller fraction in each pair.

a) $\frac{3}{5}$ $\frac{4}{5}$ b) $\frac{1}{2}$ $\frac{3}{4}$ c) $\frac{2}{5}$ $\frac{3}{10}$

d) $\frac{3}{4}$ $\frac{7}{12}$ e) $\frac{2}{3}$ $\frac{3}{5}$

1
5 marks

2 Circle the larger fraction in each pair.

a) $\frac{4}{9}$ $\frac{5}{9}$ b) $\frac{5}{6}$ $\frac{2}{3}$ c) $\frac{5}{8}$ $\frac{3}{4}$

d) $\frac{11}{15}$ $\frac{4}{9}$ e) $\frac{3}{4}$ $\frac{7}{12}$

2
5 marks

3 Use the <, > or = sign to make each statement correct.

a) $\frac{4}{7}$ ☐ $\frac{3}{7}$ b) $\frac{4}{5}$ ☐ $\frac{16}{20}$ c) $\frac{7}{12}$ ☐ $\frac{5}{6}$

d) $\frac{3}{4}$ ☐ $\frac{13}{16}$ e) $\frac{5}{8}$ ☐ $\frac{1}{2}$

3
5 marks

4 Order each set of fractions, smallest to largest.

a) $\frac{7}{11}$, $\frac{3}{11}$, $\frac{10}{11}$, $\frac{4}{11}$, $\frac{2}{11}$ ☐, ☐, ☐, ☐, ☐

b) $\frac{7}{8}$, $\frac{3}{4}$, $\frac{1}{2}$, $\frac{3}{8}$, $\frac{1}{4}$ ☐, ☐, ☐, ☐, ☐

c) $\frac{3}{10}$, $\frac{2}{5}$, $\frac{1}{2}$, $\frac{7}{10}$, $\frac{3}{5}$ ☐, ☐, ☐, ☐, ☐

d) $\frac{2}{3}$, $\frac{5}{6}$, $\frac{1}{3}$, $\frac{4}{9}$, $\frac{1}{6}$ ☐, ☐, ☐, ☐, ☐

e) $\frac{1}{6}$, $\frac{2}{3}$, $\frac{3}{4}$, $\frac{7}{12}$, $\frac{5}{6}$ ☐, ☐, ☐, ☐, ☐

4
5 marks