

Suggested websites for revision and practice papers:

<https://www.satsbootcamp.co.uk/sbc/>

<https://corbettmaths.com/contents/>



Corbettmaths

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Videos and Worksheets

Primary

5-a-day ▾

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Revision C

Videos and Worksheets

Videos and Worksheets

Click here for answers

2D shapes: names [Video 1](#)

[Practice Questions](#) [Textbook Exercise](#)

2D shapes: quadrilaterals [Video 2](#)

[Practice Questions](#) [Textbook Exercise](#)

Corbett Maths

1. Access the videos and worksheets section.
2. Choose a topic.
3. Watch the teaching video.
4. Complete the practice questions/ textbook exercise questions.

<https://myminimaths.co.uk/>

[https://mathsframe.co.uk/en/resources/category/350/Year 6 program
me of study](https://mathsframe.co.uk/en/resources/category/350/Year%206%20program%20of%20study)

Appendix - Information for Parents

Maths facts that children are expected to know by the end of Year 6

By the end of Year 6, children are expected to know the facts in this section. Parents can help by regularly asking questions to test their children's ability to recall these facts.

A little and often is often the best approach.

The times tables up to 12 x 12

Year 6 provides a good opportunity for children to consolidate their multiplication and associated division facts.

They should also try to increase their speed of recall.

$$\begin{array}{l} 0 \times 1 = 0 \\ 1 \times 1 = 1 \\ 2 \times 1 = 2 \\ 3 \times 1 = 3 \\ 4 \times 1 = 4 \\ 5 \times 1 = 5 \\ 6 \times 1 = 6 \\ 7 \times 1 = 7 \\ 8 \times 1 = 8 \\ 9 \times 1 = 9 \\ 10 \times 1 = 10 \\ 11 \times 1 = 11 \\ 12 \times 1 = 12 \end{array}$$

$$\begin{array}{l} 1 \times 0 = 0 \\ 1 \times 1 = 1 \\ 1 \times 2 = 2 \\ 1 \times 3 = 3 \\ 1 \times 4 = 4 \\ 1 \times 5 = 5 \\ 1 \times 6 = 6 \\ 1 \times 7 = 7 \\ 1 \times 8 = 8 \\ 1 \times 9 = 9 \\ 1 \times 10 = 10 \\ 1 \times 11 = 11 \\ 1 \times 12 = 12 \end{array}$$

$$\begin{array}{l} 0 \times 2 = 0 \\ 1 \times 2 = 2 \\ 2 \times 2 = 4 \\ 3 \times 2 = 6 \\ 4 \times 2 = 8 \\ 5 \times 2 = 10 \\ 6 \times 2 = 12 \\ 7 \times 2 = 14 \\ 8 \times 2 = 16 \\ 9 \times 2 = 18 \\ 10 \times 2 = 20 \\ 11 \times 2 = 22 \\ 12 \times 2 = 24 \end{array}$$

$$\begin{array}{l} 2 \times 0 = 0 \\ 2 \times 1 = 2 \\ 2 \times 2 = 4 \\ 2 \times 3 = 6 \\ 2 \times 4 = 8 \\ 2 \times 5 = 10 \\ 2 \times 6 = 12 \\ 2 \times 7 = 14 \\ 2 \times 8 = 16 \\ 2 \times 9 = 18 \\ 2 \times 10 = 20 \\ 2 \times 11 = 22 \\ 2 \times 12 = 24 \end{array}$$

$$\begin{array}{l} 0 \times 3 = 0 \\ 1 \times 3 = 3 \\ 2 \times 3 = 6 \\ 3 \times 3 = 9 \\ 4 \times 3 = 12 \\ 5 \times 3 = 15 \\ 6 \times 3 = 18 \\ 7 \times 3 = 21 \\ 8 \times 3 = 24 \\ 9 \times 3 = 27 \\ 10 \times 3 = 30 \\ 11 \times 3 = 33 \\ 12 \times 3 = 36 \end{array}$$

$$\begin{array}{l} 3 \times 0 = 0 \\ 3 \times 1 = 3 \\ 3 \times 2 = 6 \\ 3 \times 3 = 9 \\ 3 \times 4 = 12 \\ 3 \times 5 = 15 \\ 3 \times 6 = 18 \\ 3 \times 7 = 21 \\ 3 \times 8 = 24 \\ 3 \times 9 = 27 \\ 3 \times 10 = 30 \\ 3 \times 11 = 33 \\ 3 \times 12 = 36 \end{array}$$

$$\begin{array}{l} 0 \times 4 = 0 \\ 1 \times 4 = 4 \\ 2 \times 4 = 8 \\ 3 \times 4 = 12 \\ 4 \times 4 = 16 \\ 5 \times 4 = 20 \\ 6 \times 4 = 24 \\ 7 \times 4 = 28 \\ 8 \times 4 = 32 \\ 9 \times 4 = 36 \\ 10 \times 4 = 40 \\ 11 \times 4 = 44 \\ 12 \times 4 = 48 \end{array}$$

$$\begin{array}{l} 4 \times 0 = 0 \\ 4 \times 1 = 4 \\ 4 \times 2 = 8 \\ 4 \times 3 = 12 \\ 4 \times 4 = 16 \\ 4 \times 5 = 20 \\ 4 \times 6 = 24 \\ 4 \times 7 = 28 \\ 4 \times 8 = 32 \\ 4 \times 9 = 36 \\ 4 \times 10 = 40 \\ 4 \times 11 = 44 \\ 4 \times 12 = 48 \end{array}$$

0 x 5 = 0
1 x 5 = 5
2 x 5 = 10
3 x 5 = 15
4 x 5 = 20
5 x 5 = 25
6 x 5 = 30
7 x 5 = 35
8 x 5 = 40
9 x 5 = 45
10 x 5 = 50
11 x 5 = 55
12 x 5 = 60

5 x 0 = 0
5 x 1 = 5
5 x 2 = 10
5 x 3 = 15
5 x 4 = 20
5 x 5 = 25
5 x 6 = 30
5 x 7 = 35
5 x 8 = 40
5 x 9 = 45
5 x 10 = 50
5 x 11 = 55
5 x 12 = 60

0 x 6 = 0
1 x 6 = 6
2 x 6 = 12
3 x 6 = 18
4 x 6 = 24
5 x 6 = 30
6 x 6 = 36
7 x 6 = 42
8 x 6 = 48
9 x 6 = 54
10 x 6 = 60
11 x 6 = 66
12 x 6 = 72

6 x 0 = 0
6 x 1 = 6
6 x 2 = 12
6 x 3 = 18
6 x 4 = 24
6 x 5 = 30
6 x 6 = 36
6 x 7 = 42
6 x 8 = 48
6 x 9 = 54
6 x 10 = 60
6 x 11 = 66
6 x 12 = 72

0 x 7 = 0
1 x 7 = 7
2 x 7 = 14
3 x 7 = 21
4 x 7 = 28
5 x 7 = 35
6 x 7 = 42
7 x 7 = 49
8 x 7 = 56
9 x 7 = 63
10 x 7 = 70
11 x 7 = 77
12 x 7 = 84

7 x 0 = 0
7 x 1 = 7
7 x 2 = 14
7 x 3 = 21
7 x 4 = 28
7 x 5 = 35
7 x 6 = 42
7 x 7 = 49
7 x 8 = 56
7 x 9 = 63
7 x 10 = 70
7 x 11 = 77
7 x 12 = 84

0 x 8 = 0
1 x 8 = 8
2 x 8 = 16
3 x 8 = 24
4 x 8 = 32
5 x 8 = 40
6 x 8 = 48
7 x 8 = 56
8 x 8 = 64
9 x 8 = 72
10 x 8 = 80
11 x 8 = 88
12 x 8 = 96

8 x 0 = 0
8 x 1 = 8
8 x 2 = 16
8 x 3 = 24
8 x 4 = 32
8 x 5 = 40
8 x 6 = 48
8 x 7 = 56
8 x 8 = 64
8 x 9 = 72
8 x 10 = 80
8 x 11 = 88
8 x 12 = 96

0 x 9 = 0
1 x 9 = 9
2 x 9 = 18
3 x 9 = 27
4 x 9 = 36
5 x 9 = 45
6 x 9 = 54
7 x 9 = 63
8 x 9 = 72
9 x 9 = 81
10 x 9 = 90
11 x 9 = 99
12 x 9 = 108

9 x 0 = 0
9 x 1 = 9
9 x 2 = 18
9 x 3 = 27
9 x 4 = 36
9 x 5 = 45
9 x 6 = 54
9 x 7 = 63
9 x 8 = 72
9 x 9 = 81
9 x 10 = 90
9 x 11 = 99
9 x 12 = 108

0 x 10 = 0
1 x 10 = 10
2 x 10 = 20
3 x 10 = 30
4 x 10 = 40
5 x 10 = 50
6 x 10 = 60
7 x 10 = 70
8 x 10 = 80
9 x 10 = 90
10 x 10 = 100
11 x 10 = 110
12 x 10 = 120

10 x 0 = 0
10 x 1 = 10
10 x 2 = 20
10 x 3 = 30
10 x 4 = 40
10 x 5 = 50
10 x 6 = 60
10 x 7 = 70
10 x 8 = 80
10 x 9 = 90
10 x 10 = 100
10 x 11 = 110
10 x 12 = 120

0 x 11 = 0
1 x 11 = 11
2 x 11 = 22
3 x 11 = 33
4 x 11 = 44
5 x 11 = 55
6 x 11 = 66
7 x 11 = 77
8 x 11 = 88
9 x 11 = 99
10 x 11 = 110
11 x 11 = 121
12 x 11 = 132

11 x 0 = 0
11 x 1 = 11
11 x 2 = 22
11 x 3 = 33
11 x 4 = 44
11 x 5 = 55
11 x 6 = 66
11 x 7 = 77
11 x 8 = 88
11 x 9 = 99
11 x 10 = 110
11 x 11 = 121
11 x 12 = 132

0 x 12 = 0
1 x 12 = 12
2 x 12 = 24
3 x 12 = 36
4 x 12 = 48
5 x 12 = 60
6 x 12 = 72
7 x 12 = 84
8 x 12 = 96
9 x 12 = 108
10 x 12 = 120
11 x 12 = 132
12 x 12 = 144

12 x 0 = 0
12 x 1 = 12
12 x 2 = 24
12 x 3 = 36
12 x 4 = 48
12 x 5 = 60
12 x 6 = 72
12 x 7 = 84
12 x 8 = 96
12 x 9 = 108
12 x 10 = 120
12 x 11 = 132
12 x 12 = 144

B Common factors

Children should be able to find the factors of two numbers and say which factors the numbers have in common.

Example: 24 has factors 1 2 3 4 6 8 12 24

32 has factors 1 2 4 8 16 32

So the common factors of 24 and 32 are 1 2 4 and 8.

C Decimals, fractions and percentages

By the end of Year 6 children should know these facts and be able to recall them instantly.

$$\frac{1}{2} = 0.5$$

$$\frac{1}{4} = 0.25$$

$$\frac{3}{4} = 0.75$$

$$\frac{1}{10} = 0.1$$

$$\frac{2}{10} = 0.2$$

$$\frac{3}{10} = 0.3$$

etc.

$$\frac{1}{5} = \frac{2}{10} = 0.2$$

$$\frac{2}{5} = \frac{4}{10} = 0.4$$

$$\frac{3}{5} = \frac{6}{10} = 0.6$$

$$\frac{4}{5} = \frac{8}{10} = 0.8$$

$$\frac{1}{100} = 0.01$$

$$\frac{21}{100} = 0.21$$

$$\frac{99}{100} = 0.99$$

etc.

$$1\% = \frac{1}{100} = 0.01$$

$$10\% = \frac{10}{100} = 0.1$$

$$25\% = \frac{25}{100} = 0.25 = \frac{1}{4}$$

$$50\% = \frac{50}{100} = 0.5 = \frac{1}{2}$$

$$75\% = \frac{75}{100} = 0.75 = \frac{3}{4}$$

Try to use the following vocabulary:

How many tenths is 0.8?

How many hundredths is 0.12?

Write 0.75 as a fraction.

What is 75% as a fraction / as a decimal?

Change $\frac{1}{4}$ to a decimal.

D Prime numbers and composite numbers

Children should know the **prime numbers** up to 50 which are:

2 3 5 7 11 13 17 19 23 29 31 37 41 43 47

and know that a prime number has no factors apart from 1 and itself.

They should also know that numbers that are not prime numbers are **composite numbers**.

A composite number does have other factors apart from 1 and itself.

Name:

Date:.....

Grammar, punctuation and spelling revision booklet

Sentences

Sentences can be:

Statements e.g. *The man was angry.*

Questions e.g. *Where is the man?*

Commands e.g. *Draw a man.*

These are usually written in the imperative and start with a verb.

Exclamations e.g. *What a good idea!*

Often start with 'what' or 'how', but may be a single word.

Subject

Subject

The subject is often who or what does something. The subject is usually the noun, noun phrase or pronoun before the verb.

The man walked away

Subject

Verb

Phrases and Clauses

A phrase is a group of words that can be understood as a unit. There are:

Noun phrases e.g. *'my old chair'*

Adjectival phrases e.g. *'very bright'*

Adverbial phrases e.g. *'extremely quickly'*

Prepositional phrases e.g. *'across the playground'*

A **clause** is a phrase which contains a subject and a verb

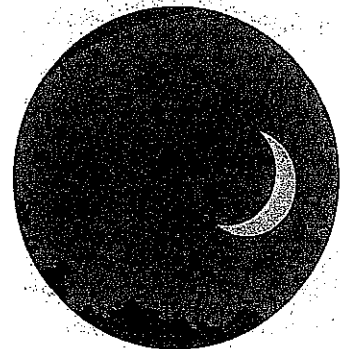
E.g. *He slept all night long.*

A **main clause** is a clause which can be understood on its own.

E.g. *The girl was upset.*

A **subordinate clause** gives more meaning to the main clause. It cannot be used on its own and often starts with a conjunction.

E.g. *Because she had lost her bag, the girl was upset.*



Conjunctions

Conjunctions link clauses and can also link words and phrases.

Coordinating conjunctions

These are:

for, and, nor, but, or, yet, so.

Co-ordinating conjunctions link clauses that are of the same importance in a sentence.

*He went to the door **and** opened it.*

*The monster was small **yet** scary.*

Subordinating conjunctions

These include:

after, although, as, because, before, for, if, since, so, unless, when, whereas, whether, whilst, though, till, until.

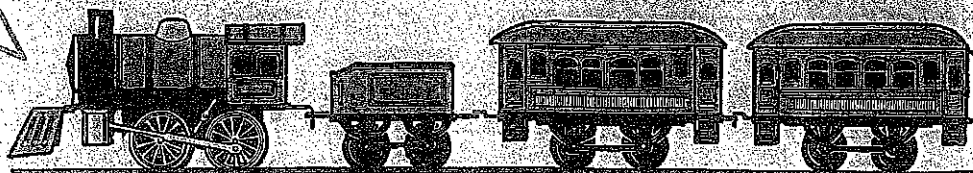
A subordinating conjunction starts a subordinate clause. The subordinate clause is not as important as the main clause.

They can be used in the middle or at the beginning of a sentence.

***Although** he was tired, he worked all day.*

*He worked all day, **although** he was tired.*

Conjunction junction:
What's your function?



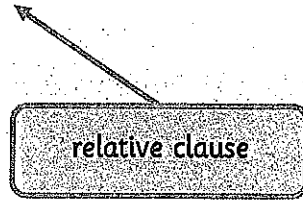
Relative Clauses

A relative clause is a special type of subordinate clause and begins with a relative pronoun.

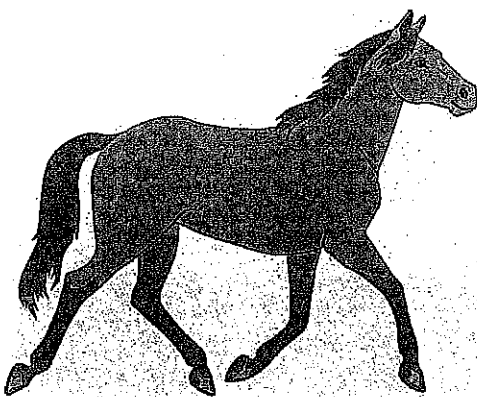
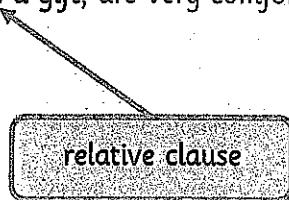
The relative pronouns are:

that, which, whose, whom, who

The horse, that is standing in the corner of the field, is mine.



These gloves, which were a gift, are very comfortable.



Tenses

Present tense

Verbs in the present tense talk about the present and the future.

John plays football

The train leaves at four.

The fireworks are starting tonight.

Simple present tense

John plays. They play. He doesn't play.

Present progressive tense

The form used to describe an event that is happening now.

John is playing. They are playing.

Present perfect tense

The verb form used to describe an event that has happened and or is still happening now.

John has played football and his kit is dirty.

They have played football together for 2 years.

Present perfect progressive tense

The verb form used to describe an event that started happening in the past and is still happening now.

John has been playing football all afternoon.

Past tense

Verbs in the past tense talk about the past, talk about imagined situations and make requests more polite e.g.

John played football.

I wish the train left earlier.

We were hoping that the fireworks would start.

Simple past tense

The verb form used to describe an event that happened earlier or in the past and is now finished.

John played. They played. They did not play.

Past progressive tense

The verb form used to describe an event that was not finished when something else happened or something that continued for a period of time.

John was playing football when it started to rain. All morning, the children were playing football.

Past perfect tense

The verb form used to describe an event that happened before something else in the past or something that started in the past and was still happening later on.

John had played football in the morning and went swimming in the afternoon. They had played football together during the summer.

Past perfect progressive tense

The verb form used to describe an event that started happening in the past and was still happening later on.

John had been playing football all afternoon.

Future Tense

Verbs in the future tense talk about what will or may happen in a future time.

John will play football this evening.

The train may leave on time.

He wants to go swimming.

They are about to ring the bell.



Infinitive

The infinitive form of a verb is its basic form e.g. *walk, be, need*

The infinitive often has 'to' in front of it.

The girl waited for the class to be quiet.

The infinitive is also used after modal verbs.

Flowers may need more water in hot weather.

Subjunctive

The subjunctive is a specific verb form. It is used to express something that is wished for, suggested or commanded. The subjunctive is used after the following verbs:

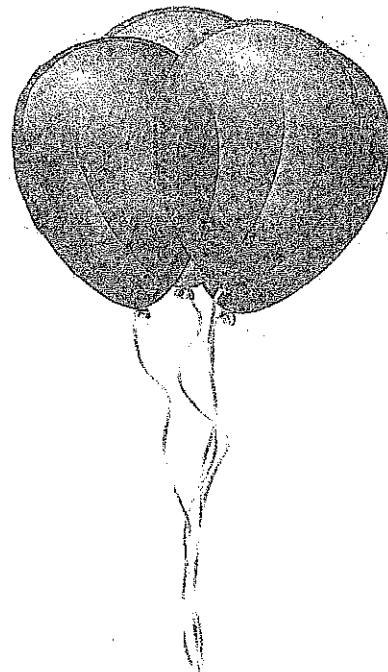
to advise (that)	to ask (that)
to command (that)	to demand (that)
to desire (that)	to insist (that)
to propose (that)	to recommend (that)
to request (that)	to suggest (that)
to urge (that)	to pray (that)

These sentences contain subjunctives:

The school requests that blazers be worn at all times.

If the children were older, they could walk home alone.

She insisted that John come to the party.



Active and Passive Voice

Often verbs can be either active or passive.

Active Voice:

The subject is often who or what does something. This sentence has an active verb:

The boy broke the window.

Passive Voice:

The subject is the person or thing that would be the object in an active sentence. The focus is on what happened, instead of who does something. These sentences have a passive verb:

The window was broken by the boy.

The doors are opened at 8:45 am.

Nouns

Common Nouns

These are the names of objects and things which are not specific, proper nouns, e.g. *boy, day*

Collective Nouns

These refer to a group of people or animals. e.g. *audience, crowd, herd, flock*

Proper Nouns

These are names of a specific person, place, time or organisation and always have a capital letter .e.g. *Sunday, New York, Asda*

Countable Nouns

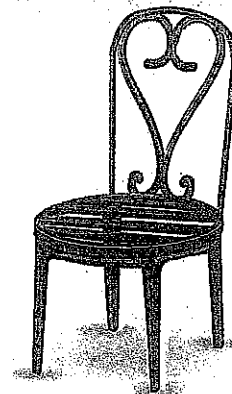
These can be counted and made into a plural (usually by adding -s) e.g. *book, chair*

Abstract Nouns

These are things which cannot be physically touched or seen. They are the names of ideas or feelings e.g. *anger, idea, suffering*

Non-countable Nouns

These cannot be counted and cannot be made plural e.g. *bread, money, information*



Pronouns

Pronouns are words which can be used instead of nouns and noun phrases. Examples include: *me, herself, yours, this, who, everything.*

Personal pronouns

These refer to people or things that have already been referred to.

John was afraid of the dark until he got older

Most have different forms according to whether they are singular or plural, the subject or the object of a sentence.

	Singular	Plural
1st person subject	I	we
1st person object	me	us
2nd person subject	you	you
2nd person object	you	you
3rd person subject	he, she, it	they
3rd person object	him, her, it	them

Possessive pronouns

These tell you who owns the thing or who is involved in the action.

James told the teacher that the shoes were his.

	Singular	Plural
1st person	mine	ours
2nd person	yours	yours
3rd person	his, hers, its	theirs

Demonstrative pronouns

These are used to identify whether things are near or further away.

this that these those

Speech

Direct speech is when you write the exact words that someone says. It is punctuated using inverted commas (speech marks).

"Can we go outside?" asked the children.

Reported (or indirect) speech is when the words that someone has spoken are reported. Inverted commas (speech marks) are not used.

The children asked if they could go outside.

Punctuation

Question mark (?) A question mark is used at the end of a sentence to show that it is a question.

Are you being served?

Exclamation mark (!) An exclamation mark is used at the end of a sentence to show that it is an exclamation or a command.

What a good idea!

Come here!

Comma (,) A comma is used to separate items in a list or to separate clauses or phrases in a sentence.

We need eggs, milk, flour and sugar. When we go home, we will make dinner.

Colon (:) A colon can be used to introduce a list or to introduce examples or explanations.

James plays the following instruments: piano, guitar and trumpet.

Cats have sharp claws: they use them to catch their prey.

Semicolon (;) A semicolon can be used between two sentences or main clauses of equal importance or to separate longer phrases in a list.

The concert was amazing; I had a fabulous time.

I bought: a tub of luxury chocolate ice cream; a twin pack of tissues; and some freshly picked tomatoes.

Dash (–) A dash is used in informal writing where commas and semicolons might normally be used.

James loved playing football – especially on Sundays.

Parenthesis () Parenthesis is a word or phrase inside brackets, commas or dashes which is added to a sentence as an explanation or afterthought. If you take out the words in parenthesis, the sentence should still make sense.

The man boarded the train (dragging his heavy bag behind him) and looked for a seat.

The man boarded the train, dragging his heavy bag behind him, and looked for a seat.

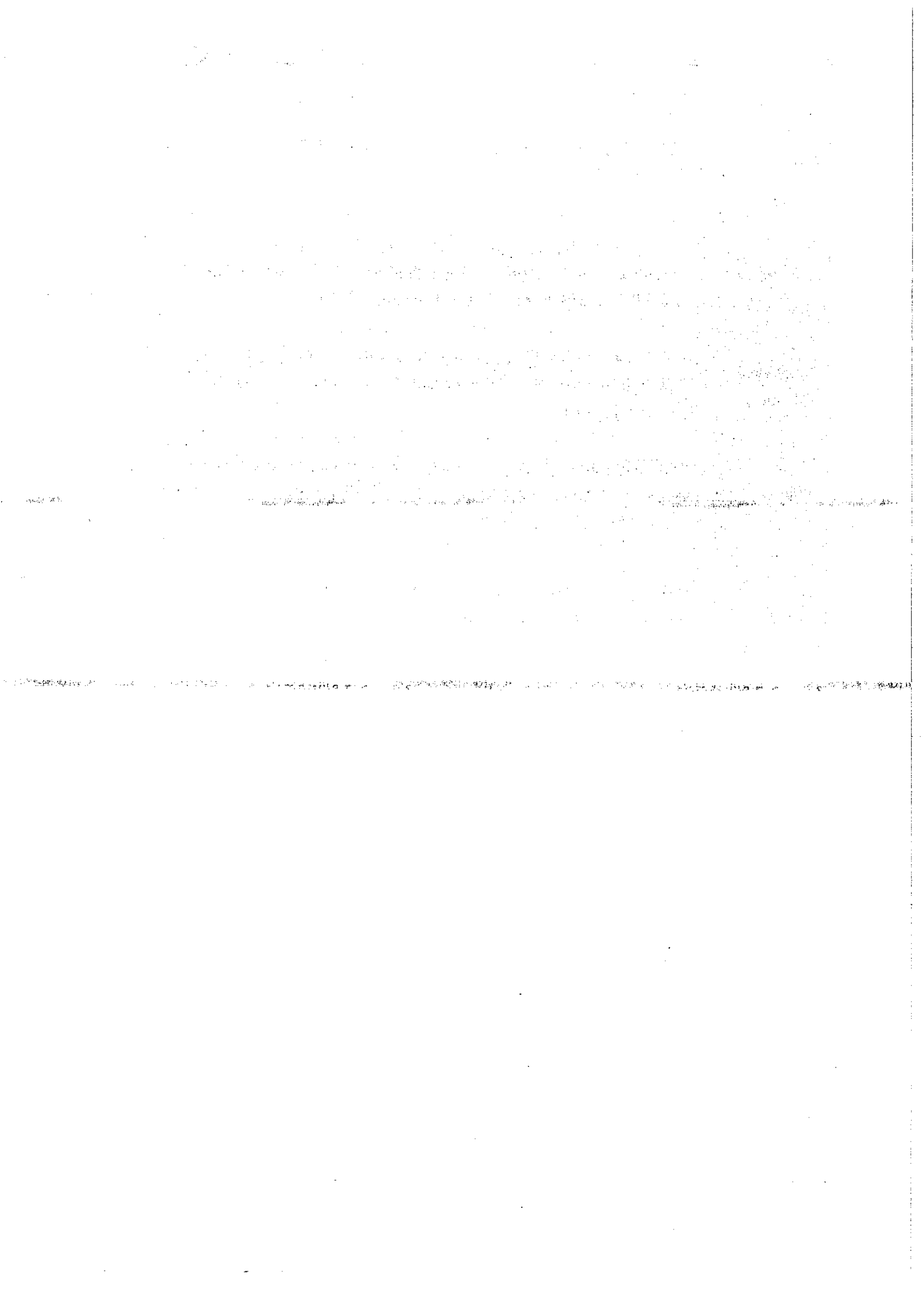
The man boarded the train – dragging his heavy bag behind him – and looked for a seat.

A Glossary of English words

adjective	Can be used before a noun, to modify it e.g. <i>the <u>gloomy</u> wood</i> Can be used after the verb 'be' e.g. <i>the wood was <u>gloomy</u></i>
adverb	Can be used to modify a verb, an adjective or another adverb. Adverbs often describe manner or time. <i>The weather was <u>very</u> hot. The children <u>soon</u> became tired. They <u>slowly</u> closed their eyes.</i>
antonym	Words are antonyms if their meanings are opposite e.g. <i>hot-cold, in-out</i>
apostrophe	Apostrophes can be used to show omission (missing letters) e.g. <i><u>The</u>'re going out.</i> They can also mark possession e.g. <i>The <u>teacher's</u> bag was on the desk.</i>
article	The articles are the most common types of determiner <i>a</i> or <i>an</i> (indefinite) and <i>the</i> (definite).
auxiliary verbs	The verbs <i>be</i> , <i>do</i> and <i>have</i> can be used as auxiliary verbs. They help the main verb make sense. <i>She <u>was</u> swimming. <u>Does</u> he like chocolate? They <u>have</u> finished.</i> Modal verbs are also a type of auxiliary verb.
determiner	Determiners are used before a noun or at the start of a noun phrase. It tells you which one, how many or how much. Examples include: <i>a, the, some, any, my, each, either, no.</i> E.g. <i><u>No</u> boys were found outside.</i>
ellipsis	This is a set of three dots used to show that a word has been omitted or the sentence is not finished e.g. <i>Finally, there he was...</i>
finite verb	A finite verb shows the tense e.g. present or past. Sentences typically have at least one finite verb e.g. <i>She wanted a horse.</i>

fronting, fronted	A word or phrase that usually comes after the verb can appear at the beginning of a sentence. This is called fronting. Fronted adverbials appear before the verb e.g. <i>After the match, we had a party.</i>
homonym	Words with different meanings which look exactly the same when written and sound exactly the same when pronounced e.g. <i>The child had the <u>right</u> answer. The house is on the <u>right</u>. We went to the <u>fair</u>. It was a <u>fair</u> test.</i>
homophone	Word with different meanings that sound exactly the same when pronounced e.g. <i>He was a brown <u>bear</u>. The cupboard was <u>bare</u>.</i>
hyphen	A hyphen is shorter than a dash and is used to join two or more words, or to join a prefix to a word e.g. <i>co-ordinate, a two-year-old boy</i>
modal verb	Modal verbs are a type of auxiliary verb that change the meanings of other verbs. The main modal verbs are: <i>can, will, would, may, might, shall, should, must, ought to</i>
noun	Nouns identify people, places and things. They can be used after determiners e.g. <i>the table, some information.</i>
object	In some sentences the verb has an object. This is usually a noun, noun phrase or pronoun which comes straight after the verb. E.g. <i>I like the old painting. The dog chased after him.</i>
plural	If you are just talking about one of something, it is singular. If there is more than one, it is plural. A plural noun is often made by adding a suffix -s or -es e.g. <i>flower-flowers, loaf-loaves</i> . Some plurals have a different form e.g. <i>person-people, child-children</i>
possessive	This can be a noun with an apostrophe e.g. <i>The girl's pen, James' bag</i> or a possessive pronoun e.g. <i>The homework book on the table is mine.</i>

prefix	A prefix is added at the beginning of a word to turn it into another word e.g. <i>disagree, impossible</i> .
preposition	Prepositions are used before a noun, noun phrase or pronoun and link it to another word in the sentence. They often tell us about position, direction, timing or a relationship e.g. <i>above, during, against, without</i> .
Standard English	This is the English taught in school. It is used in most books, newspapers and formal documents. Most writing needs to be in Standard English and it is used for formal speaking.
subject	The subject of a verb is often the do-er or be-er (who or what does something). It is usually the noun, pronoun or noun phrase before the verb e.g. <i>The plan worked. Children play outside</i> .
suffix	A suffix is an ending, used at the end of a word to turn it into another e.g. <i>waited, runner, miserable, enjoyment</i> .



SPaG

Bootcamp

Modal Verbs

Modal verbs tell you how likely an event is to happen. It might help you to remember that in maths, the mode is the most common.

Examples of Modal Verbs are:

must

should

might

Give three more:

In the sentences below, circle the modal verb:

- 1) Teachers will try to get the best from their kids.
- 2) Luke couldn't find his trainers—his room was messy.
- 3) Dogs should always be kept on a lead when being walked round the park.

Choose an appropriate modal verb for the sentences below:

- 1) Children _____ pick their noses.
- 2) Some people _____ learn, they keep making the same mistakes.
- 3) Callum asked if he _____ stay at his friend's house.

Plural and Singular

Plural refers to more than one of something, whereas singular refers to just one.

For many words, you simply add an 's' to make it plural:

Chair → _____

Door → _____

For other words, there are more complex changes from singular to plural. See if you can work out these plurals, use an iPad to help you if you're stuck:

Wolf → _____

Fox → _____

Cactus → _____

Goose → _____

Sheep → _____

Octopus → _____

When writing, our verb form can change depending on whether we are talking about a singular or plural, for example:

The child was listening to music.

The children were listening to music.

Circle the correct verb form in the passage below:

The cows (were/was) chewing grass in a field as a goose flew overhead. In the same field, a man (were/was) enjoying a sandwich whilst some ants (were/was) crawling towards him. Above him, the clouds (were/was) floating in the sky.

Commands, Statements, Questions and Exclamations

Different sentences have different purposes and can be classified into the following groups. Match the definition to the sentence class:

Question

A simple sentence, giving information.

Command

A bossy sentence, telling someone what to do.

Exclamation

Asking for information.

Statement

A sentence said loudly, or with surprise.

We can link different sentence types together, using basic information:

Write a question that 'Yes please!' would be an appropriate answer for.

Write a command linked to making bread.

Write an exclamation linked to the weather.

WARNING: IT IS A COMMON MISTAKE TO END A COMMAND WITH AN EXCLAMATION MARK. ONLY AN EXCLAMATION ENDS WITH AN EXCLAMATION MARK!

Standard English

Standard English is a difficult thing to explain. It is essentially making sure that your sentences make sense. It includes elements of plurals as well as tenses. For example:

If you is read this and yous is feel bad about it because this are not in Standard English.

Makes you feel slightly sick inside, right?

Tick the sentences that are written in Standard English below:

- The boy was watching the TV on his sofa.
- The children is listening to the teacher.
- Sometimes, small creatures like mice eats cheese.
- Tina wasn't impressed with Stephen's dance moves, he had no rhythm.
- Luke's mum make him listen to Rap Music, which he don't like.

Frank has written some instructions for making a bacon sandwich below. Underline the two mistakes he has made in his Standard English. Underline two words.

- 1) First, washes your hands until they are clean.
- 2) Then, heat up a pan and add the bacon until it sizzles.
- 3) Next, collect the bacon from the pan but be carefully not to burn your hands.

There are no easy rules for writing in Standard English. Hopefully, it is something that most of you can just understand straight away. If not, practise makes perfect and we will practise. LOTS.

Tense forms

We know that there are different tenses that we write in.

Depending on when it happened, we can write in the past, present or future tenses. And depending on how complete the task was, we can write in the simple, progressive or perfect tense.

Complete the table below:

	Past	Present	Future
Simple	laughed		
Progressive			
Perfect			

Re-write the sentence below in the past progressive form:

Lucy is looking forward to seeing the new superhero film.

Re-write the sentence below in the future perfect form:

Yesterday we had laughed about Grandma falling over the dog.

Re-write the sentence below in the past simple tense

Tomorrow we will ski down the slope.

Capital Letters and Full Stops

It seems crazy that they test your knowledge of capital letters and full stops in Year 6, doesn't it? However, I guarantee that there will be one mark about the correct, or incorrect use of capital letters and full stops.

First things first, why do we use capital letters, give two reasons:

1) _____

2) _____

In the passage below, Miss Thompson has forgotten to use capital letters and full stops— What's she like?! Help her by circling her mistakes.

on monday, luke and mary travelled to london to visit their mother, whose name is mandy on the way their, they stopped at manchester and liverpool where a man called simon was shouting at his wife on the phone

WARNING: CONFUSION OVER CAPITAL LETTERS

Sometimes, a word can either have a capital letter or not, depending on the context. For example: If a character is called 'Mum', it needs a capital letter. However, if you are referring to another characters mum, it doesn't.

Nouns (common, proper, collective and abstract)

A noun is something that you can touch or feel. Most nouns are common, they are anything that you can touch, apart from people who are proper nouns. PLEASE NOTE—there should be no unauthorised touching of proper nouns!

Make a list of 10 common nouns that you can see. Punctuate the list correctly.

Abstract nouns are things that you can feel. Things like happy and sad can be used as an adjective too, so you have to be careful:

The happy boy smiled. Happy is used as an adjective, describing the boy.

The boy got given a sweet which made him happy. The boy is feeling happy, so it is a noun.

Collective nouns are the name given to a group of nouns, generally animals. Some of them are rather unexpected. Use an iPad to find out these:

1 bird → A flock of birds

1 sheep → A herd of sheep

1 fish → A _____ of fish

1 crow → A _____ of crows

1 owl → A _____ of owls

1 bat → A _____ of bats

Me or I, or I or Me, or something!

The first thing that you need to know about 'me or I' : Mr Shield hates it. Everyone has something in SPaG that they have to really think about it, and this is his. For Example:

Me and Mrs Brewis like drinking hot drinks.

Or

Mrs Brewis and I like drinking hot drinks.

WHAT!

Thankfully, there is a rule:

If you remove the other people from the sentence, it's easy to see if it makes sense:

Me like drinking hot drinks.

Or

I like drinking hot drinks.

Fill in the sentences below with either 'I' or 'me':

- 1) She didn't see Luke and _____ standing there.
- 2) Vicky and _____ can help you with that later.
- 3) I think he saw Kyle and _____ run away from him.
- 4) Would you like to come to the cinema with Ben and _____?

There is another rule... but it's complex:

If you are the subject in a sentence—you use I.

If you are the object in a sentence—you use me.

We'll come onto this further in the booklet... ☺you lucky things!

Main and Subordinate clauses

Sentences are made up of different clauses. These clauses are then separated by conjunctions or commas (or semi-colons if you're feeling fancy!).

A main clause will always make sense on its own.

A subordinate clause doesn't make sense on its own.

By covering up the rest of the sentence, it's easy to see which part of the sentence is the main clause or the subordinate clause. E.G.

The boy wasn't very good at football despite trying his best.

The two clauses are:

The boy wasn't very good at football
despite trying his best.

The first clause makes sense alone and is therefore main.

Try underlining the main clause in the sentences below:

- 1) Looking out across the field, I noticed an unusual animal.
- 2) I enjoy climbing up mountains but sometimes it's scary.
- 3) When I wake up, the first thing I do is brush my teeth.
- 4) My favourite breakfast is toast although I like cereal too.
- 5) Shane is incredibly noisy, it's as if he can't help himself.
- 6) When playing football, I try my best to score goals, but I often miss.

Formal and informal

You will be aware that we write for different purposes and for different people. You also change the way that you talk based on who you are talking to.

Formal—is a posh, 'official' way of talking. *Do you understand what I am saying?*

Informal—is a more relaxed way of talking, including slang. *D'ya nah what I mean like?*

Tick the sentence that is written most formally:

- Here! Are you coming to my party?
- Oih! Come round at 7 yeah?
- Excuse me, would you like to attend my gathering?
- Turn up whenever love.

You could be asked to rewrite a sentence in a formal or informal way. Remember that even the most informal writing is punctuated correctly.

Re-write this sentence in an informal way:

Excuse me, you are in the way, would you mind moving?

Parenthesis

We all know how to use parenthesis in our writing. Unfortunately, it is more difficult to put them back in the correct place when given a sentence that needs them. WELCOME TO THE WORLD OF A TEACHER.

The rule is that if you ignore the information in parenthesis, the sentence still makes sense.

In the below sentences, tick the box of the sentence that uses parenthesis correctly.

- The children who were excited got (on the train to Disneyland).
- The (children who were excited) got on the train to Disneyland.
- The children (who were excited) got on the train to Disneyland.
- The children who were excited (got on the train) to Disneyland.

It is more likely that your SATS paper will be more unkind than this, giving you a sentence and asking you to put brackets in the correct place. Try this below with each sentence:

Some people under the age of 20 don't like apple juice.

Many children who are born in Newcastle don't support Manchester United.

Puddles that are deeper than 20cm are a risk to small children.

Verb/Noun cross-overs

URGH, this is something that's quite difficult to get your head around. Sometimes, words can be used as both a noun and a verb.

Verb = doing or being word.

Noun = something you can touch or feel.

If we took the word 'match'

Noun = The man lit a candle with a match.

Verb = The man tried to match the colours of his outfit.

When using the word as a verb, you CANT add 'ing' or 'ed' to the end, it must be the original word.

Try it with the following:

Park

Noun = _____

Verb = _____

Skip

Noun = _____

Verb = _____

Train

Noun = _____

Verb = _____

Ride

Noun = _____

Verb = _____

Unlucky for some

But not for you! Complete this word search, finding words with the suffix 'ful'. Remember the word is already pretty full so there's only room for 1 'l'.

B A G F U L I S T C
E C T J F U L H H O
A W F U L G P A O L
U S I Q S B L M U O
T H H J D C A E G U
I B J R L I Y F H R
F O R G E T F U T F
U H E L P F U L F U
L R T S K I L F U L
R E G R E T F U L Q

BEAUTIFUL

COLOURFUL

SKILFUL

SHAMEFUL

THOUGHTFUL

HELPFUL

FORGETFUL

AWFUL

PLAYFUL

REGRETFUL

BAGFUL

Prefixes

A prefix is a group of letters added to the start of a word. Adding a prefix to the beginning of a word can change the meaning of it.

For example: What do you think the following prefix means?

Rewrite

Redo

Restart

- 'Re' means to have another attempt at something.
- 'Re' means to attempt something quickly.
- 'Re' means to attempt something backwards.
- 'Re' means to fail at something.

There are also many prefixes that change the word to its antonym (opposite). Try completing the words below to make the antonym:

_____mature

_____understood

_____appear

_____regular

_____complete

_____available

Syllables

Syllables are groups of letters within a word that make one unit of pronunciation. Sounds ridiculous, doesn't it?!

Essentially, when we say longer words, we break the word up into different units. E.G:

The word *microwave* gets broken into : mi-cro-wave

The word *basketball* gets broken into : bas-ket-ball

Sort the following words into the correct columns below:

Hoodie Travelling Listening Friendship Hopeful

Macintosh Refrigerator Rectangle Bungalow

Neighbourhood Comprehensive Establishment

Two Syllables	Three Syllables	More Than Three Syllables

Name:

Date:

10
total marks

Year 6 English Grammar and Punctuation Test 2

1. Fill in the gaps in the sentence below using the past progressive form of the verb in the boxes.

While I was on the slide, my dad was
my sister on the swing.

to play to push

2. Add brackets to this sentence in the correct place.

The children who were very excited couldn't wait to meet the Queen.

3. Circle the relative pronoun in this sentence.

This is the girl who helps out at the weekends.

1 mark

1 mark

1 mark

total for
this page



7. Rewrite the sentence below so that it begins with the adverbial. Use only the same words and remember to punctuate your sentence correctly.

The wizard mixed up a new spell late at night.

[Empty rectangular box for answer]

[Mark box]

1 mark

8. In a café, a waiter is very busy taking orders. He has lots of customers. Bearing this in mind, which sentence is correctly punctuated? Tick one.

The waiter took the customers order's.

The waiter took the customer's orders.

The waiter took the customers' orders.

[Mark box]

1 mark

9. Circle all the determiners in the sentence below.

The man's hair was very long, so my uncle cut it using a pair of the clippers he owns.

[Mark box]

1 mark

10. Underline the subordinate clause in this sentence.

I don't need a school dinner today because I have brought sandwiches.

[Mark box]

1 mark

END OF TEST

[Mark box]

total for this page

Name:

Date:

10
total marks

Year 6 English Grammar and Punctuation Test 1

1. Circle the object in this sentence.

I stroked the cat carefully.

1 mark

2. Fill in the gaps in the sentence below using the passive form of the verb in the boxes.

After he his breakfast, the dog by his owner.

to give to walk

1 mark

3. Add a comma to this sentence in the correct place.

Although she had left on time she was late for school.

1 mark

4. Read this sentence. Which punctuation mark is missing from the box? Circle one.

It's very hot today you'd better put on some sunscreen.

colon semi colon comma question mark

1 mark

total for this page

8. Replace the verb in this sentence with the correct Standard English form.

I were first to arrive at the park.

↑

1 mark

9. Read the passage below. Tick the pair of pronouns which best complete the sentence.

My brother and I love ice-skating and both have a pair of skates.

are much better than the skates you hire from the ice-rink.

us / We

me / It

we / They

me / Them

1 mark

10. Circle the relative pronoun in the sentence below.

It's too rainy for the picnic today, which is a shame.

1 mark

END OF TEST

total for
this page

Name:

Date:

10
total marks

Year 6 English Grammar and Punctuation Test 3

1. Fill in the gap in the sentence below using the present perfect form of the verb in the box.

You since I last saw you

↑

to grow

1 mark

2. Circle the word or words that make this sentence a question.

You went to Ireland for your holiday, didn't you?

1 mark

3. Which sentence uses inverted commas correctly? Tick one.

"Harry! Come quickly! shouted Mum".

"Harry!" Come quickly!" shouted Mum.

"Harry! Come quickly!" shouted Mum.

1 mark

total for
this page

7. Complete the sentence below using the correct conjunctions. Use each conjunction once only.

You can have butter jam marmalade on your toast, we don't have any honey.

and but or

marks

8. Read this sentence. Which words in the table below show a synonym and an antonym for the word 'considerate'? Tick one pair.

Cinderella was nothing like her sisters - she was sweet and considerate.

synonym	antonym	Tick one pair
kind	naughty	<input type="checkbox"/>
thoughtful	selfish	<input type="checkbox"/>
generous	uncaring	<input type="checkbox"/>

marks

9. Add the correct possessive pronoun to the sentence below.

Gran smiled slowly and reached out hand.

marks

total for
this page

Name:

Date:

10
total marks

Year 6 English Grammar and Punctuation Test 4

1. Read the sentence below. Tick one word that is closest in meaning to the word 'dragged'.

- carried
- packed
- pulled
- lifted

1 mark

2. Circle the direct speech in this sentence.

"Watch out!" cried the farmer.

1 mark

3. Read the sentences below. Tick the preposition which best completes both sentences.

She starts her new school next week.

Jim and John are the cinema this afternoon.

- in
- at
- around

1 mark

total for this page

8. Read these sentences. Tick one box for each sentence to show whether it is written in the active voice or passive voice.

Sentence	Active voice	Passive voice
Our dog burst my brother's football.		
My brother's football was burst by our dog.		

9. Read the sentences below. Tick the sentence which uses a semi-colon correctly.

Jack is a boy Jill; is a girl.

Jack is a boy; Jill is a girl.

Jack is a boy Jill is; a girl.

Jack; is a boy Jill is a girl.

10. Which list punctuates bullet points correctly? Tick one.

To make a cake you will need:

- flour
- sugar
- eggs
- butter

To make a cake you will need:

- flour,
- sugar;
- eggs
- butter,

END OF TEST

3

1 mark

1 mark

1 mark

total for this page

What Does This Word or Phrase Suggest?

Top tips for starting a new school

06/09/2016 09:30 am

By Josie Jones

Tip One: The internet is your ally! Take time to scrutinise the school website prior to your first day. Become acquainted with the daily routine; memorise the floor plan and locate your classroom; and most importantly, read about your teachers – forewarned is forearmed!

Tip Two: It's acceptable to be shy and nervous! You are being pushed completely out of your comfort zone and even the most self-assured person will consider it to be a challenging experience. I can guarantee that at least one person will approach you. Be open and honest about your feelings and insecurities (we have all been in situations like this before). Strike up a conversation by asking them questions about themselves or the school; most people are more than happy to help.

Tip Three: Chin up and smile! The likelihood is that most people will smile back! People are more inclined to approach you if they see a welcoming face. If you appear solemn and have your eyes fixed on the floor, it will discourage people from approaching you. Remember – this could be a life defining opportunity! Just think of all the new friends you are about to meet.

Good luck and stay strong!

- What did the author mean when she suggests that 'forewarned is forearmed'?
-
-

- 'Be open and honest about your feelings and insecurities...' What does the word 'insecurities' suggest about your possible feelings at this time?
-
-

- 'If you appear solemn and have your eyes fixed on the floor...' Explain what impression this might give to other people.
-
-

- '...it will discourage people from approaching you.' What does this phrase suggest about people's reaction to you?
-
-

- 'Remember – this could be a life defining opportunity!' What do you think the author is suggesting with this statement?
-
-

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resources [here](#).

What Does This Word or Phrase Suggest?

Brrring! The school bell resonated intrusively across the playground, announcing the start of the day. Jackson took a long, deep breath and glanced anxiously towards the door. Well, this was it. His first day at his new school. He scanned the playground swiftly, in the hope of spotting just one familiar face; he recognised no one. He was going to have to face this one all on his own. He took another deep breath and set off determinedly towards the door. He would be fine... wouldn't he?

Jackson wandered hesitantly along the corridor, uncertain of where he was going. People scrutinised him as he went; he looked and felt like a fish out of water. It wasn't long before a colossal object, in the shape of a boy, stood in his path completely obstructing his way. This couldn't be good, surely? Jackson swallowed hard and allowed his eyes to absorb the sight of the boy's dirty, battered trainers; the dark grey trousers which were ripped at the knees; the bright red jumper which stretched around the thick arms and broad shoulders of its occupant, before finally settling upon a rather surprising face. He was greeted by bright, twinkling eyes and a wide, beaming smile which appeared to spread from ear to ear.

"You must be Jackson," said the boy-giant in a deep but kindly voice. "My name's Thomas, but my friends call me Tiny... I'm your settling in buddy," he added with a wink.

"Nice to meet you, Tiny," replied Jackson with a relieved smile. Maybe this wasn't going to be so bad after all.

- 'The school bell resonated intrusively across the playground...' What does this suggest about how the bell sounded?

- 'People scrutinised him as he went...' What does the word 'scrutinised' suggest about the way people were looking at Jackson?

- '...he looked and felt like a fish out of water.' What does this suggest about how Jackson was feeling?

- 'Jackson wandered hesitantly along the corridor...' What does this suggest about the way Jackson was walking?

- What does the phrase '...he added with a wink' suggest about Tiny's understanding of the situation?

Find and Copy Examples

Dear Sir/Madam,

I am writing to you regarding the disastrous birthday party you were responsible for organising on Saturday 23rd April.

Firstly, we were promised music and laser lights whilst we bowled. There was definitely music but it has been a while since my 11 year old daughter has enjoyed listening to 'I'm a little teapot'. As for the laser lights, my son could have done a better job with a torch.

Secondly, someone forgot to clean up some juice which had been spilt on the floor. One member of our party slipped over which resulted in a trip to hospital and six weeks with a wrist in plaster.

Thirdly, several children were violently sick after eating the inedible food you provided. The burgers were practically raw and the pizza can only be described as soggy. Then, as if things couldn't have got any worse, some of my daughters presents went missing. No one should be reduced to tears on their birthday.

I require an immediate response to this letter, outlining how you intend to compensate my daughter for having ruined, what should have been, a very special day.

Yours faithfully,

Mrs Jones

1. FIND and COPY one word that suggests Mrs Jones thought the bowling alley were in charge of organising the party.

2. FIND and COPY three words that describe the food.

3. FIND and COPY one group of words that describes how poorly some members of the party were.

4. FIND and COPY one word that means the same as 'pay damages'.

5. FIND and COPY one group of words that suggests Mrs Jones wanted a quick reply.

Find and Copy Examples

Friday 22nd – Dear Diary

Finally! It feels like I've waited an eternity but now there's only one more day to go before my birthday! As you can imagine, I'm just a little bit excited! Most of my friends are coming to the party tomorrow; all except for Jess that is. I'm gutted my best friend can't attend but she did have a perfectly acceptable excuse. The bowling alley has promised an insane amount of ear splitting music and eye popping laser lights as we play. Mum has ordered burgers, fries and pizza to eat afterwards and obviously, there will be gallons of ice cream to eat too – just in case we weren't feeling nauseous enough already. So excited... yeah!!!

Saturday 23rd – Dear Diary

What a complete and utter disaster! At least this morning started off ok. The day began with Mum and Sam making me my favourite breakfast (bacon, hash browns and scrambled eggs), which was totally awesome and delicious. Then I got to open lots of incredible presents from my fabulous family. I'm completely in love with my new roller skates and I can't wait to try them out at the park tomorrow. However, it all went horribly downhill from that point onwards. I can't face writing down all of the truly gruesome details now, but all I will say is that the day ended with two cases of food poisoning, a broken wrist and at least 6 missing presents! I think I'm going to go to bed now. I'm sure things won't seem quite so bad tomorrow – hopefully!

1. FIND and COPY two words or groups of words that suggest the diarist has been waiting a long time for her birthday to arrive.

2. FIND and COPY one word that suggests the diarist is unhappy her best friend can't make it to the party.

3. FIND and COPY three groups of words that suggest the diarist was unhappy about her party.

4. FIND and COPY two groups of words that suggest she was happy with her roller skates.

5. FIND and COPY one group of words that suggests the diarist is capable of remaining positive about the experience.

60-Second Reads Guidance

The National Curriculum states that:

Pupils in Year 5 and 6 should be able to read aloud a wide range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.

This resource aims to give you the ability to test a pupil's level of fluency to this expected standard. Each 60-Second Read Activity Card features a short extract of age-appropriate text with an word count of around 90-120 words. The cumulative word count for each line of text is shown in the left-hand margin of each card. Each of the cards also contains a set of comprehension questions that link to the KS2 reading content domains.

Each different question type has its own canine helper to remind children of what they need to do to answer a question appropriately:

Vocabulary Questions

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

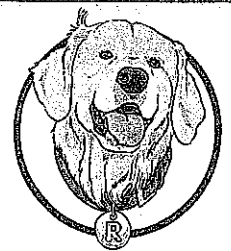
2a: Give / explain the meaning of words in context.



Retrieval Questions

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.

2b: Retrieve and record information / identify key details from fiction and non-fiction.



Summary Questions

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

2c: Summarise main ideas from more than one paragraph.



Inference Questions

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

2d: Make inferences from the text / explain and justify inferences with evidence from the text.



Prediction Questions

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.

2e: Predict what might happen from details stated and implied.



Compare, Contrast & Comment Questions

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.



Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.

2g: Identify/explain how meaning is enhanced through choice of words and phrases.



A Wartime Recipe

10 During the Second World War, rationing (particularly of eggs and
22 sugar) meant that creative bakers had to find ways to adapt recipes
35 to allow them to still enjoy tea and cake at this difficult time.

37 Honey Cakes

38 Ingredients:

42 • 6 ounces self-raising flour

45 • 2 teaspoons honey

48 • 1 teaspoon sugar

51 • 2 $\frac{1}{2}$ ounces margarine

55 • 1 level teaspoon cinnamon

56 Method:

63 1. Beat sugar and margarine until it becomes

67 a soft, creamy consistency.

76 2. Sieve flour and cinnamon; add it to the mixture.

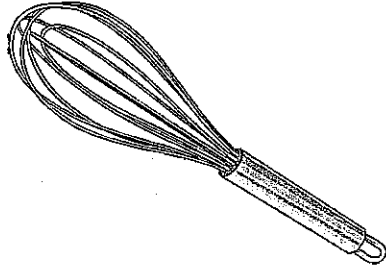
86 3. Mix with a wooden spoon to bind the mixture together;
94 knead with fingers until the dough becomes soft.

101 4. Roll between floured palms into 16 balls.

109 5. Place the dough on a lightly greased baking
114 tray, flattening the rolls slightly.

123 6. Bake in a medium oven for about 15 mins.

128 Enjoy your delicious honey cakes!



Quick Questions



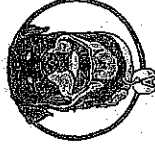
1. How many Honey Cakes would this recipe make?



2. Which word means the same as 'change'?



3. Why was this a difficult time?



4. Why does the author describe bakers as 'creative'?



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A Wartime Recipe

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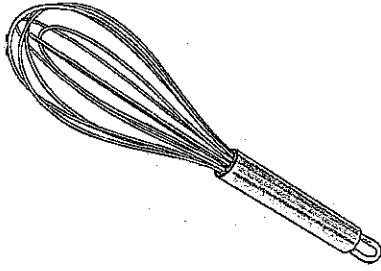
86 3. Mix with a wooden spoon to bind the mixture together;
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114 tray, flattening the rolls slightly.

123 6. Bake in a medium oven for about 15 mins.

128 Enjoy your delicious honey cakes!



Answers

1. How many Honey Cakes would this recipe make?

Accept: 16



2. Which word means the same as 'change'?

Accept: 'adapt'



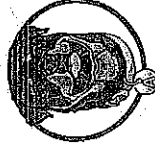
3. Why was this a difficult time?

Accept reference to the Second World War and specifically rationing – lack of food (especially the treats) would be very hard for people.



4. Why does the author describe bakers as 'creative'?

Accept any reasonable explanation of the fact that they were able to change recipes to still taste 'delicious' despite some of the usual ingredients (sugar and eggs) being hard to come by.



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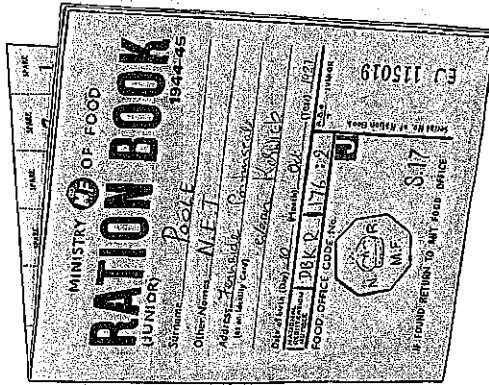
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Rationing - A Letter Home

- 2 Hello Mother,
- 11 Last week, Mrs Danford decided that I'm settled enough
25 to help more around the home so it is now my job to get
35 the shopping. Although rationing is still in place in the
45 countryside, it's so much easier to get extra and barter
55 for different items. I even managed to get an orange -
66 can you believe it? The juice was so sweet and sticky.
- 75 The shop owners are much friendlier than in London.
86 They don't treat me as if I will steal from them;
97 some of them even give me treats (like a sweet from
99 the Grocer).

- 104 Of course, we have plenty
108 of vegetables: they grow
113 in the huge back garden
117 and we swap with
119 the neighbours.
- 124 I wish I could share
126 with you.
- 128 Love Clara.

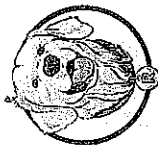


Quick Questions

1. Which word means the same as 'trade'?



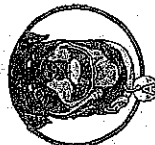
2. What did the Grocer give to Clara?



3. Which phrase tells us that Clara was excited about getting an orange? Why was she excited?



4. Why does Clara end by saying 'I wish I could share with you'?



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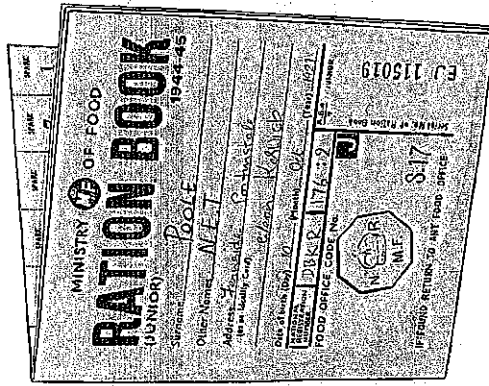


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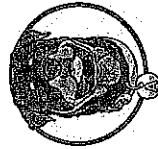
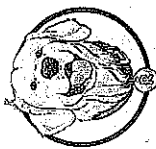
Rationing - A Letter Home

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- 104 Of course, we have plenty
108 of vegetables: they grow
113 in the huge back garden
117 and we swap with
119 the neighbours.
- 124 I wish I could share
126 with you.
- 128 Love Clara.



Answers

1. Which word means the same as 'trade'?
- Accept: 'barter'**
2. What did the Grocer give to Clara?
- Accept: 'a sweet'**
3. Which phrase tells us that Clara was excited about getting an orange? Why was she excited?
- Accept reference to 'can you believe it?', 'I even managed...'; she was excited because oranges were difficult to obtain and it would be difficult to believe that she had managed to get one.**
4. Why does Clara end by saying 'I wish I could share with you'?
- Accept any explanation of the fact that she has been evacuated to the countryside and her mother is still in London where food is harder to come by ('It's so much easier to get extra...').**



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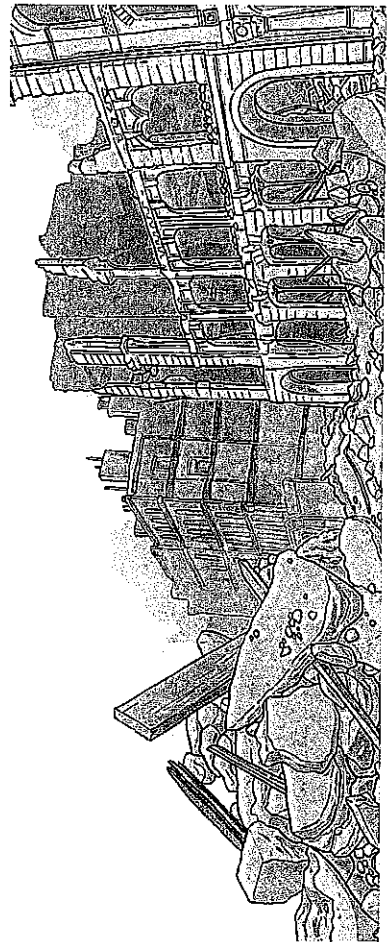
The Battle of Britain and The Blitz

4 The Battle of Britain

- 16 This event began on the 10th July, 1940 when British ships in the English Channel were bombed by the German Luftwaffe.
- 33 Mass bombing of airfields, harbours, radar stations and aircraft factories began in August 1940.

41 The Blitz

- 50 (The word 'Blitz' comes from the German term Blitzkrieg which means 'lightning war'.)
- 64 This event began on the 7th September, 1940 when the Luftwaffe turned their attention to the bombing of London and other cities, rather than the military targets they had previously focused on. London was bombed for fifty-seven consecutive nights and suffered extensive damage and the loss of thousands of civilian lives.



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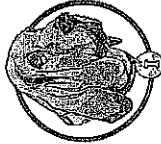
Quick Questions



1. Where did the Luftwaffe come from?



2. Find and copy two words that mean the same as 'a large amount'.



3. Why do you think The Blitz was so named?



4. Summarise the main points about The Blitz in 20 words or less.



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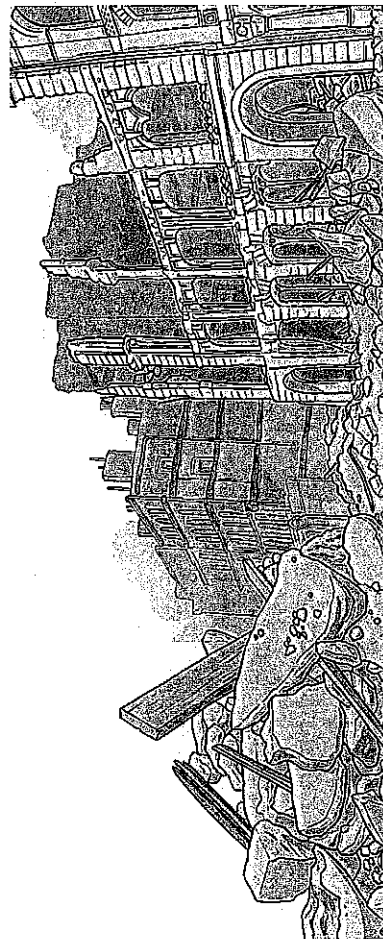
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91 previously focused on. London was bombed for fifty-seven
100 consecutive nights and suffered extensive damage and the loss
105 of thousands of civilian lives.



Answers

1. Where did the Luftwaffe come from?

Accept: Germany

2. Find and copy two words that mean the same as 'a large amount'.

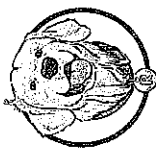
Accept: 'mass', 'extensive' or 'thousands of'.

3. Why do you think The Blitz was so named?

Accept reference to 'the lightning war' and the flashes of light that would have been seen when the bombs were dropping.

4. Summarise the main points about The Blitz in 20 words or less.

Accept any reasonable summary which includes the main facts about The Blitz and is 20 words or less in length.



The Role of Women During the Second World War

- 10 Life for most women before the war was quite different
- 19 than today. Typically, most women stayed at home and
- 24 did not go to work.
- 34 When the war started in September 1939, the role of
- 37 women changed rapidly.
- 49 With men called up for active service, there was a need for
- 59 women to undertake the jobs that the men had previously
- 67 done, giving them the opportunity to become patriotic
- 76 heroines. During the war, women were employed in a
- 83 range of positions including: munition factory workers
- 91 (making weapons); working in the armed forces (army,
- 102 navy and air force); working as Land Girls; driving buses or
- 110 trains; working as nurses or ambulance drivers; building
- 113 ships; becoming searchlight
- 116 operators and becoming
- 119 air raid wardens.
- 124 In 1943, almost 90% of
- 128 single women and 80%
- 132 of married women were
- 134 in employment.



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Quick Questions

1. Find and copy two words related to 'working'.



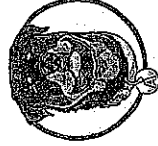
2. What percentage of married women were working by 1943?



3. How did life change for women during the Second World War? Give two examples.



4. Why does the author use the phrase 'patriotic heroines'?



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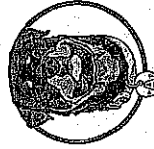
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102 navy and air force); working as Land Girls; driving buses or
110 trains; working as nurses or ambulance drivers; building
113 ships; becoming searchlight
116 operators and becoming
119 air raid wardens.
- 124 In 1943, almost 90% of
128 single women and 80%
132 of married women were
134 in employment.



Answers

1. Find and copy two words related to 'working'.
Accept: 'employment', 'work', 'jobs', 'positions' or 'employed'
2. What percentage of married women were working by 1943?
Accept: 80%
3. How did life change for women during the Second World War? Give two examples.
Accept reference to men being away on active service; they began to work rather than stay at home.
4. Why does the author use the phrase 'patriotic heroines'?
Accept any explanation of the fact that they were helping their country to win the war. Also accept reference to women's role being important and heroic.



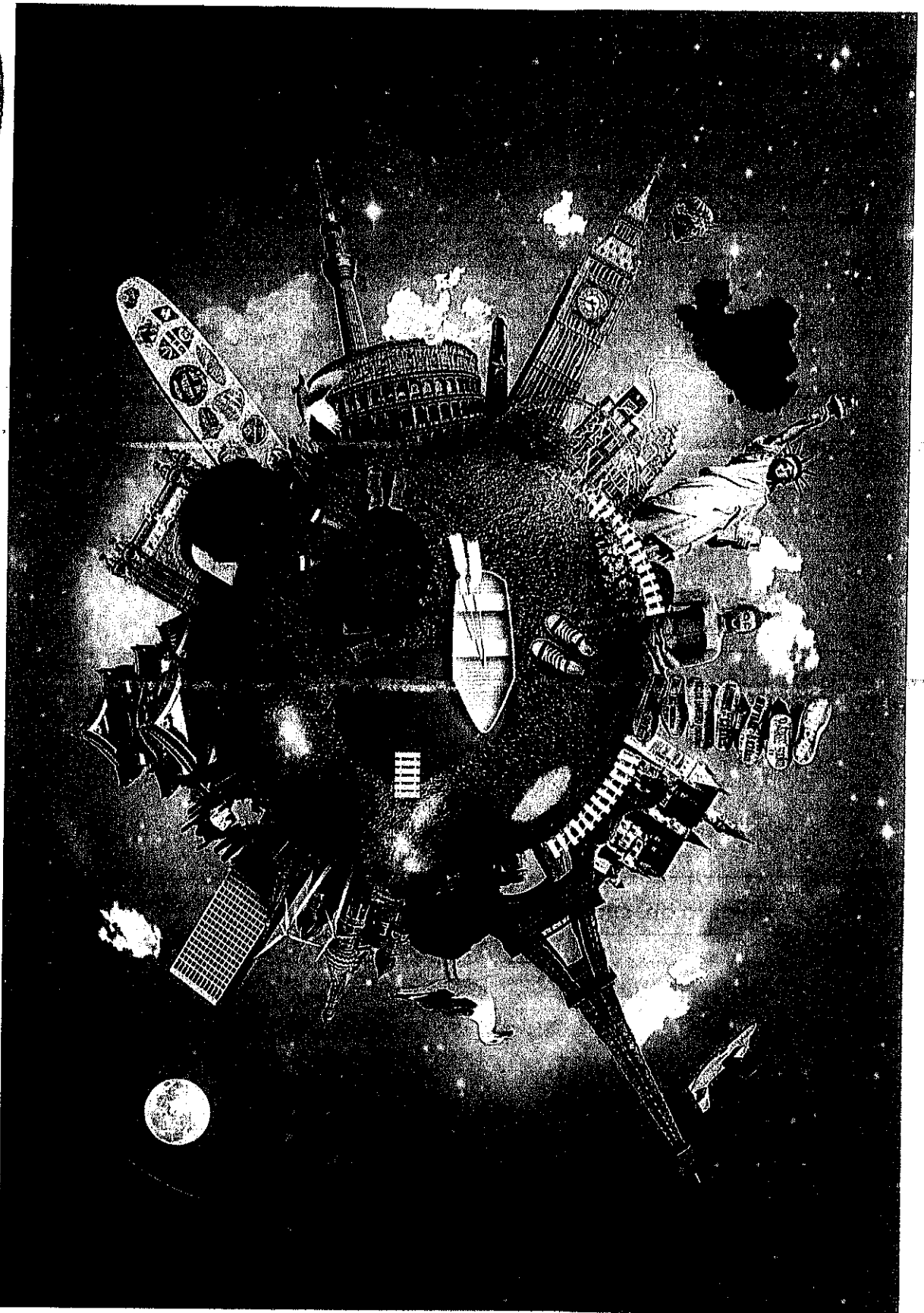
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World Travel



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World Travel – Follow-Up Work

1. What does the image represent? (P5/2d)

2. What do the landmarks represent? (P5/2d)

3. If the image were used as an advert, what might it be advertising? (P5/2d)

4. The image has a key message in it. Explain what you think this message is. (T4)

5. Use three adjectives to describe the image. (C4)

6. Why do you think different modes of transport are shown in the image? (P2/2e)

7. The image represents different countries around the world. What else could it

8. What key landmarks are in the image? (C6/2b)

9. Are there any key landmarks that you think should be included in the image? Why? (R2)

10. The weather in the image is varied. Why do you think this is? Explain your reasoning.

11. What feelings might the picture make you feel? Give three examples. (L5/2g)

12. The image has many famous landmarks in it. Where else might you have seen images of these landmarks? (C8/2h)

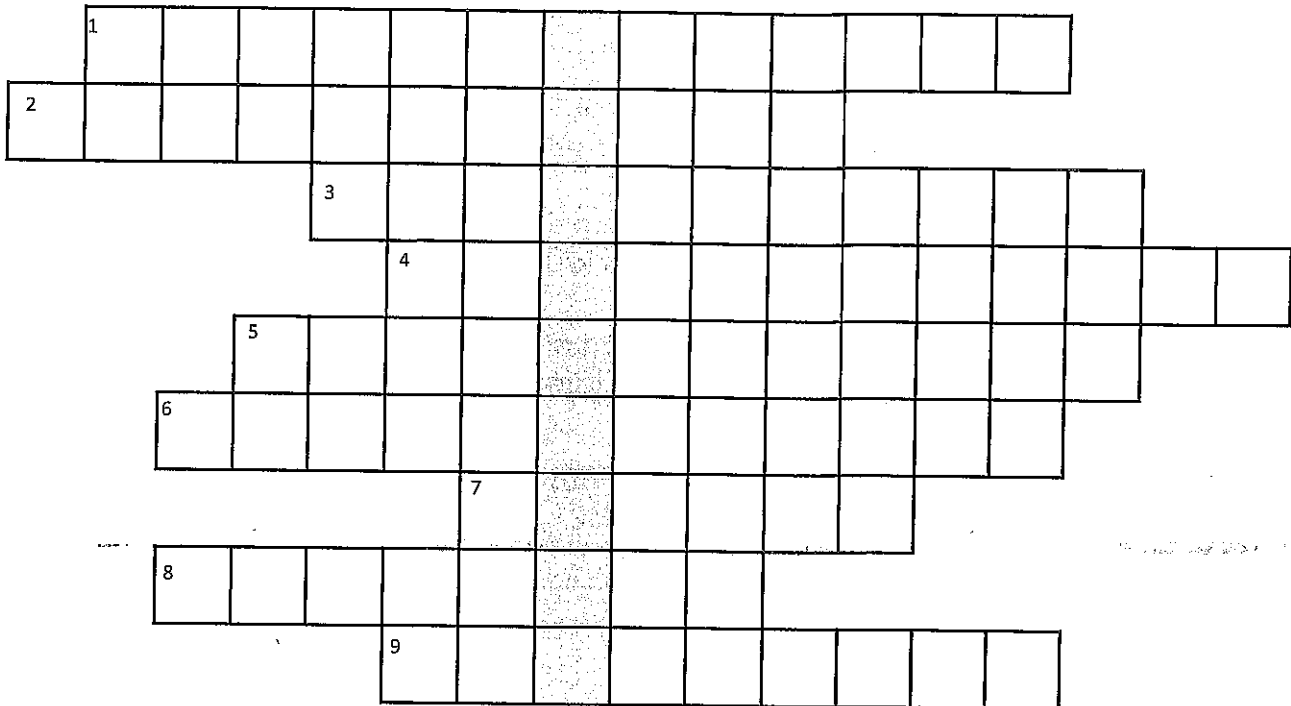
World Travel – Vocab 1

Write the definitions for each of these words.

accommodation	
ambiance	
amenities	
availability	
cancellation	
convenience	
globetrotter	
international	
overbooking	
picturesque	
recuperation	
Xanadu	

World Travel – Vocab 2

Complete the crossword by finding the correct words for the sentences below. Then find the hidden word.



1	Usually he travelled locally but this time his travel was _____.
2	For her _____, there were bars, restaurants and even a hospital on the island.
3	The family were angry: they could not have a seat on the aeroplane due to an _____.
4	She thought of herself as a _____ as she loved exploring the world when backpacking.
5	They went on holiday for some relaxation and _____. They had both been working so hard lately.
6	Mark was lucky; he managed to get a last-minute flight due to a _____.
7	The architect was adamant he wanted to build a _____ for all to enjoy.
8	The _____ of the place was serene and peaceful, perfect for their honeymoon.
9	The _____ here were scarce; after all, they were camping in the jungle!

The hidden word is .

World Travel – SPAG

Which sentence is punctuated correctly? Tick one.

Once at the hotel Maria decided, to take an excursion, to see the elephant sanctuary only two days later.

Once at the hotel, Maria decided to take an excursion to see the elephant sanctuary only two days later.

Once at, the hotel Maria decided to take an excursion to see the elephant, sanctuary only two days later.

Once at the hotel Maria decided to take an excursion to see the elephant sanctuary only two days later.

Rewrite the sentence below using a subordinate clause.

She travelled up the Eiffel Tower.

Rewrite the sentence below in the passive voice.

Many people like travelling.

Complete each sentence below with either 'is' or 'are'.

They enjoying their holiday this year.

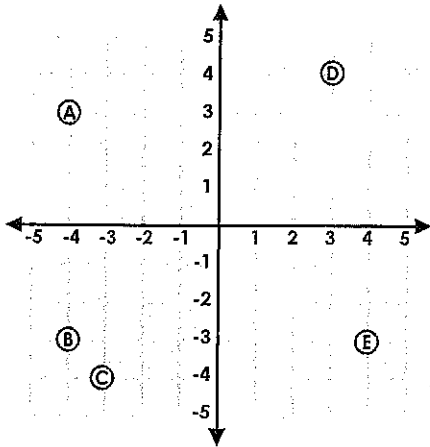
This swimming costume new for my trip to Bali.

These gloves needed for the ski slopes.

The people on the aeroplane relieved to be travelling now after a delay in taking-off.

Four Quadrants

1a. Match the coordinates with the points on the grid.



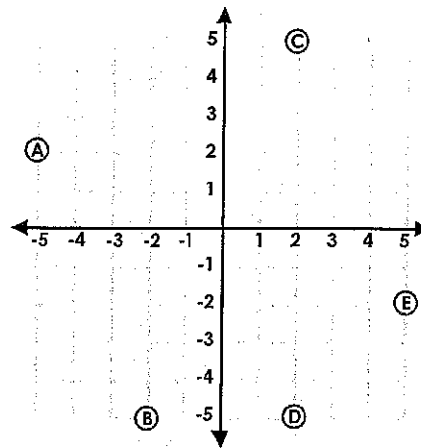
(4, -3)
(-4, 3)
(3, 4)
(3, -4)
(-4, -3)
(-3, 4)
(-3, -4)



VF

Four Quadrants

1b. Match the coordinates with the points on the grid.

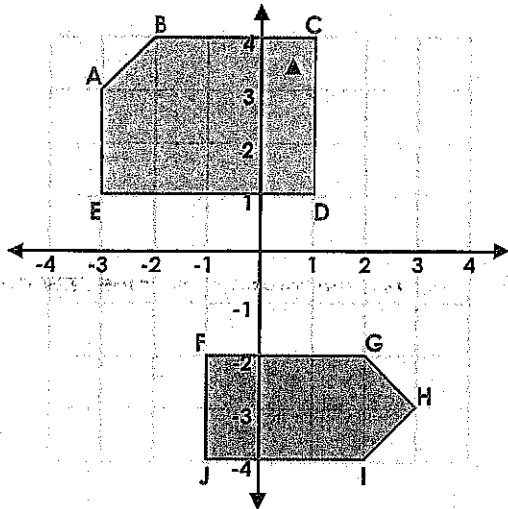


(-2, 5)
(5, -2)
(-2, -5)
(2, -5)
(-5, -2)
(2, 5)
(-5, 2)



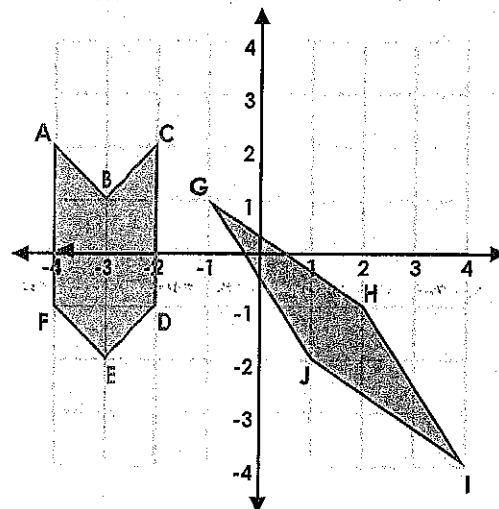
VF

2a. Write the coordinates of each shape.



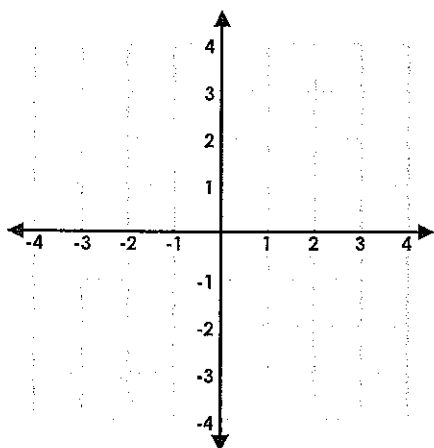
VF

2b. Write the coordinates of each shape.



VF

3a. Plot the coordinates to draw the shapes. What shapes have you drawn?

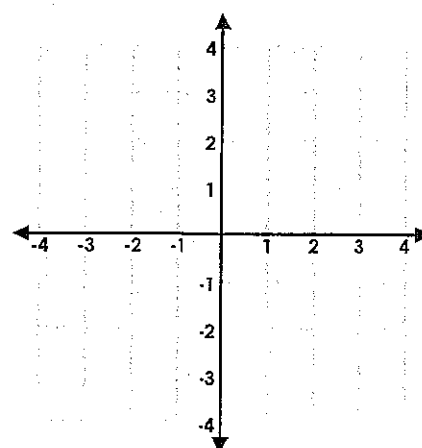


(-1, -1)
(-3, -2)
(-2, -4)
(0, -4)
(1, -2)
(-1, 3)
(-1, 1)
(1, 1)
(1, -1)
(3, -1)
(3, 3)



VF

3b. Plot the coordinates to draw the shapes. What shapes have you drawn?



(1, 2)
(2, 2)
(3, 1)
(3, 0)
(2, -1)
(1, -1)
(0, 0)
(0, 1)
(-3, 2)
(-1, -3)
(2, -3)



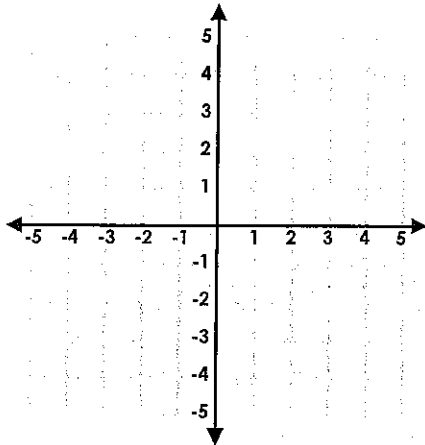
VF



Four Quadrants

1a. Sam thinks that the coordinates below make a hexagon with a vertical line of symmetry.

(-1, -1)
(1, -1)
(2, 1)
(-2, 1)
(2, 3)
(-1, 3)



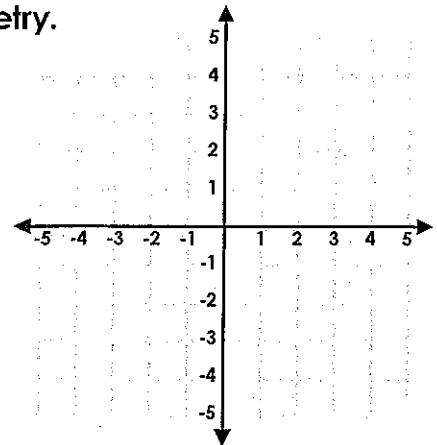
Is he correct? Explain why.

R

Four Quadrants

1b. Daisy thinks that the coordinates below make a pentagon with a vertical line of symmetry.

(0, 1)
(2, 0)
(1, -1)
(-1, -2)
(-2, 0)

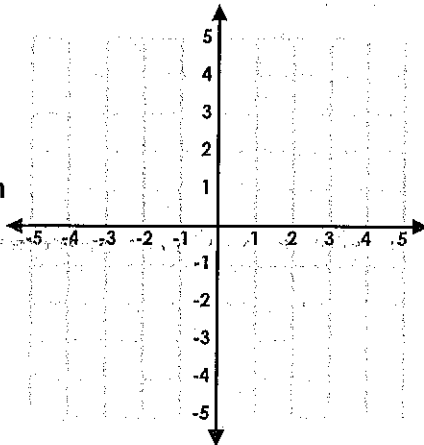


Is she correct? Explain why.

R

2a. Follow the clues. Which shapes could you draw? What could the coordinates of the shapes be?

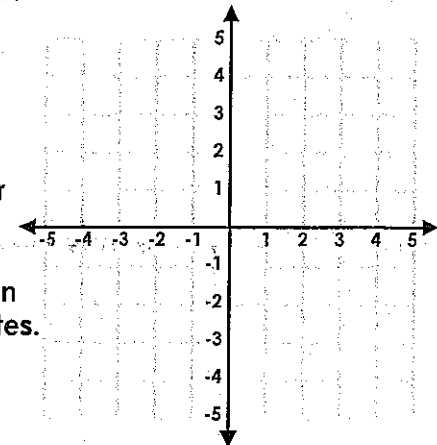
- The shape has one pair of parallel sides.
- The shape has fewer sides than a hexagon.
- The shape crosses two quadrants.
- One of the points is (-3, -4).



PS

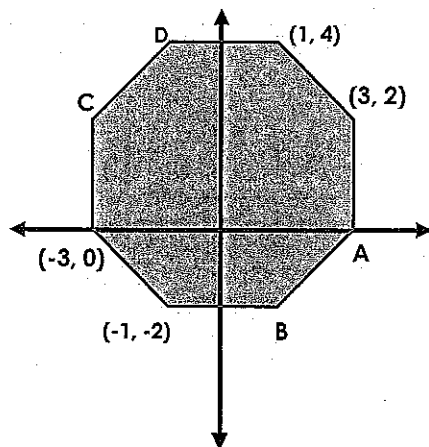
2b. Follow the clues. Which shapes could you draw? What could the coordinates of the shapes be?

- The shape is a regular polygon.
- The shape crosses all four quadrants.
- At least three points have 0 in their coordinates.
- One of the points is (2, 2).



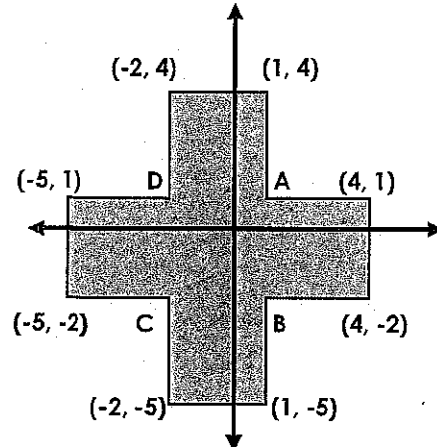
PS

3a. Here is an octagon. Use the given coordinates to find the coordinates of points A, B, C and D.



R

3b. Here is a dodecagon. Use the given coordinates to find the coordinates of points A, B, C and D.



R

Rounding Numbers

Rounding Numbers

1a. Which two numbers will round to the same value when rounded to the nearest 1,000?

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
●●●●		●●		●●●●	●●●●	●●

b 5 million, forty-one thousand, DCII

c Five million, forty-two thousand, CXIV



VF

1b. Which two numbers will round to the same value when rounded to the nearest 100,000?

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
●●	●●		●	●●●	●●	

b 3,278,568

c Three million, one hundred and fifty thousand and seven



VF

2a. Which numbers round to 7,000,000 when rounding to the nearest 100,000?

6,962,DCC

7,039,815

Six million, nine hundred and forty-three thousand, DCCLI



VF

2b. Which numbers round to 3,900,000 when rounding to the nearest 10,000?

3,909,CDLIV

3,899,516

Three million, nine hundred and one thousand and six



VF

3a. to show whether the number rounds to 7,700,000 or 7,800,000 to the nearest 10,000.

Number	Rounds to 7,700,000	Rounds to 7,800,000
7,795,DXXV		
7,704,DCCCXCI		
7,804,000		



VF

3b. Tick to show whether the number rounds to 3,900,000 or 4,000,000 to the nearest 100,000.

Number	Rounds to 3,900,000	Rounds to 4,000,000
3,906,DXII		
3,960,215		
3,851,CI		



VF

4a. Round the number below to the nearest 1,000, 10,000, 100,000 and 1,000,000.

Nine million, MMMDCLXXIX



VF

4b. Round the number below to the nearest 1,000, 10,000, 100,000 and 1,000,000.

Six million, four hundred and twelve thousand, CMXCIX



VF

Rounding Numbers

Rounding Numbers

1a. Which number is the odd one out when rounded to the nearest million and rounded to the nearest hundred thousand? Explain your answers.

Two million, four hundred and fifty-three thousand, DCCXIV

2,513,DCLXXIV

2,364,CXXXIII

Two million, four hundred and ninety-five thousand, three hundred and thirty-one



R

1b. Which number is the odd one out when rounded to the nearest hundred thousand and rounded to the nearest ten thousand? Explain your answers.

Six million, five hundred and forty-five thousand, CCV

6,545,DCCLXXXIX

6,551,222

Six million, four hundred and ninety-one thousand, DVI



R

2a. Work out which child has which number. Find two possible solutions.

4,453,CCLV

4,506,CCXLIV

4,510,361

To the nearest hundred thousand, my number rounds to four and a half million.



Andrew

To the nearest million, my number rounds to four million.



Pippa

To the nearest ten thousand, my number rounds to 4,510,000.



Rose PS



2b. Work out which child has which number. Find two possible solutions.

2,504,DLXXXIV

2,504,499

2,004,CMXCIX

To the nearest million, my number rounds to two million.



Jack

To the nearest ten thousand, my number rounds to two and half million.



Madeline

To the nearest thousand, my number rounds to two million, five hundred and five thousand.



Kieran PS



3a. Harrison is rounding numbers. He says,

I think that 4,505,CMXCII rounded to the nearest hundred thousand and rounded to the nearest ten thousand makes the same number.



Is he correct? Explain your answer.



R

3b. Abigail is rounding numbers. She says,

I think that rounding six million, thirty thousand, DCCXLII to the nearest ten thousand and thousand makes 6,030,000 both times.



Is she correct? Explain your answer.

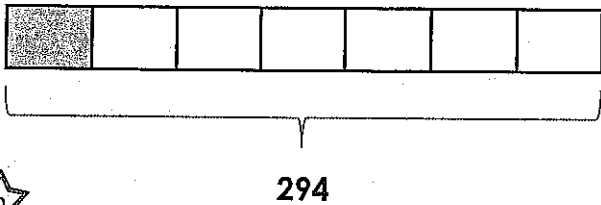
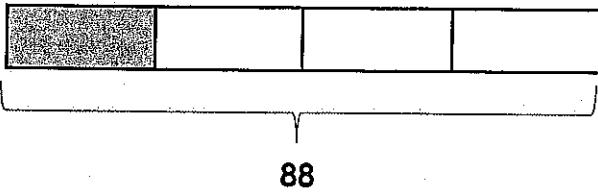


R

Fraction of an Amount

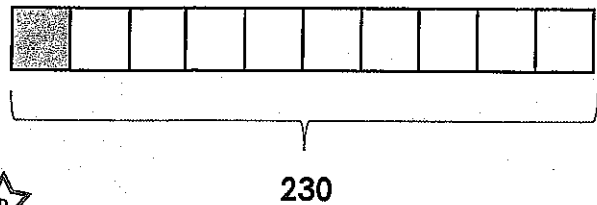
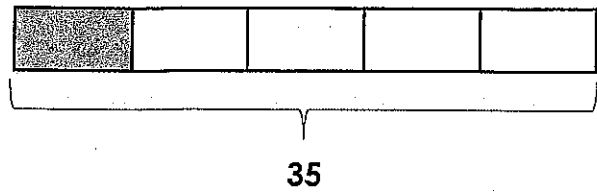
Fraction of an Amount

1a. Find the value of the shaded part.



VF

1b. Find the value of the shaded part.



VF

2a. Match each calculation to the correct answer.

$\frac{1}{7}$ of 77

16

$\frac{1}{8}$ of 128

125

$\frac{1}{4}$ of 500

7

$\frac{1}{9}$ of 63

11



VF

2b. Match each calculation to the correct answer.

$\frac{1}{5}$ of 60

30

$\frac{1}{8}$ of 296

12

$\frac{1}{4}$ of 120

48

$\frac{1}{6}$ of 288

37



VF

3a. Complete each statement using $<$, $>$ or $=$.

$\frac{1}{4}$ of 160 $\frac{1}{9}$ of 270

$\frac{1}{7}$ of 84 $\frac{1}{3}$ of 39



VF

3b. Complete each statement using $<$, $>$ or $=$.

$\frac{1}{9}$ of 54 $\frac{1}{5}$ of 80

$\frac{1}{3}$ of 990 $\frac{1}{10}$ of 900



VF

4a. Complete the following statements.

$\frac{1}{5}$ of 95 =

$\frac{1}{8}$ of 128 =



VF

4b. Complete the following statements.

$\frac{1}{9}$ of 72 =

$\frac{1}{10}$ of 490 =



VF

Fraction of an Amount

Fraction of an Amount

1a. My magazine has 84 pages.
 $\frac{1}{7}$ of the pages of contain adverts.

How many pages of the magazine do NOT contain adverts?



PS



PS

2a. Kian has 80 stickers.

He says,



$\frac{1}{8}$ of the stickers are red and $\frac{1}{5}$ are blue. I have more red stickers than blue stickers.

Is Kian correct? Convince me.



R



R

2b. Paula has saved £45.

She says,



$\frac{1}{9}$ is for today's lunch and $\frac{1}{5}$ is for flowers. I will have spent more money on lunch than on flowers.

Is Paula correct? Convince me.



R



R

3a. Use the cards to complete the statement below. Find 2 different solutions.

$$\frac{1}{\square} \text{ of } \square = \square$$



PS



PS

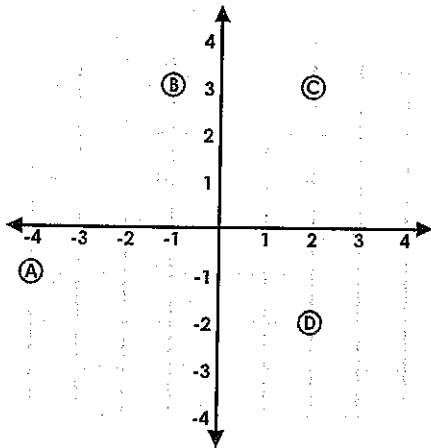
3b. Use the cards to complete the statement below. Find 2 different solutions.

$$\frac{1}{\square} \text{ of } \square = \square$$



Four Quadrants

1a. Match coordinates with the points on the grid.



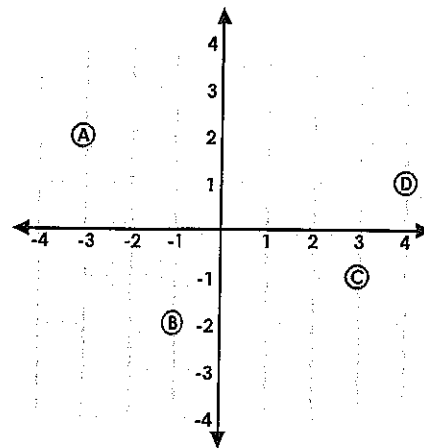
(2, 3)
(2, -2)
(-1, 3)
(-4, -1)
(0, -3)



VF

Four Quadrants

1b. Match coordinates with the points on the grid.

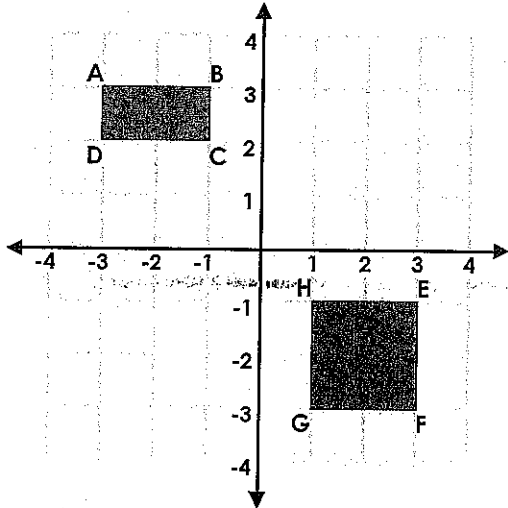


(-1, -2)
(3, -1)
(4, 1)
(-3, 2)
(-2, 4)



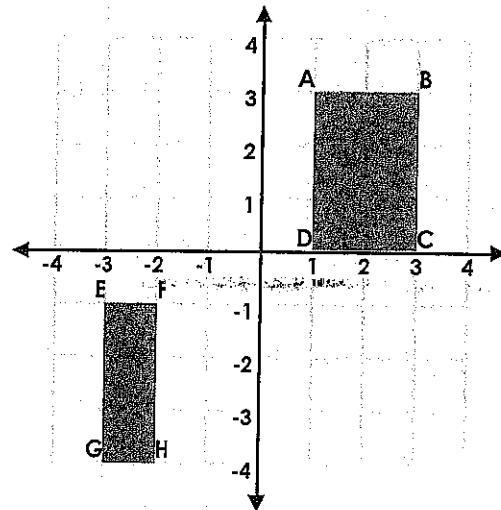
VF

2a. Write the coordinates of each shape.



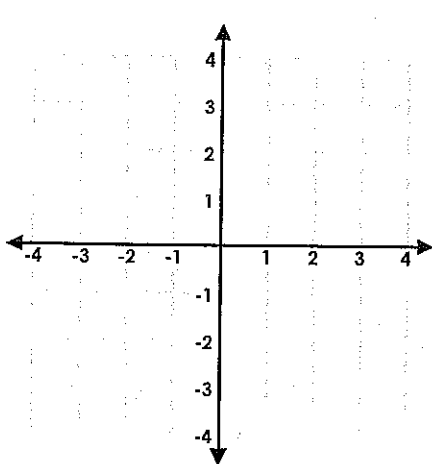
VF

2b. Write the coordinates of each shape.



VF

3a. Plot the coordinates to draw the shapes. What shapes have you drawn?

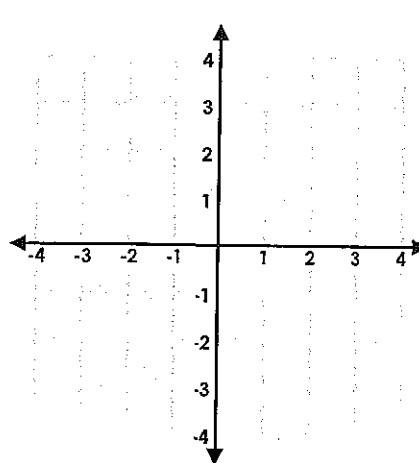


(0, 1)
(-4, 1)
(-3, 3)
(-1, 3)
(1, -1)
(4, -1)
(0, -3)
(3, -3)



VF

3b. Plot the coordinates to draw the shapes. What shapes have you drawn?



(0, 2)
(1, 1)
(1, 3)
(4, 2)
(-3, -1)
(-2, -4)
(-1, -1)
(-2, -2)

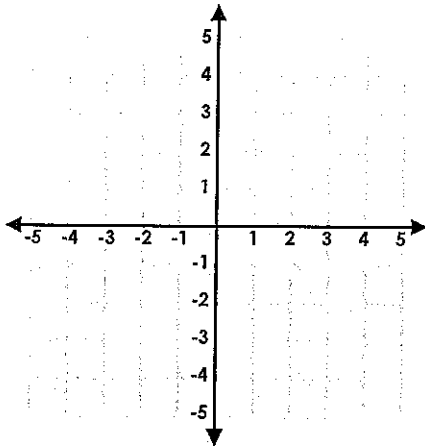


VF

Four Quadrants

1a. Holly thinks that the coordinates below make a parallelogram.

$(-3, 3)$
$(-1, 2)$
$(-4, -2)$
$(-1, -3)$



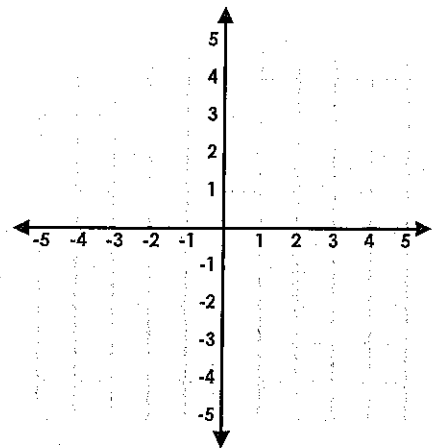
Is she correct? Explain why.

R

Four Quadrants

1b. Max thinks that the coordinates below make a trapezium.

$(-3, 2)$
$(-2, 4)$
$(3, 5)$
$(4, 2)$

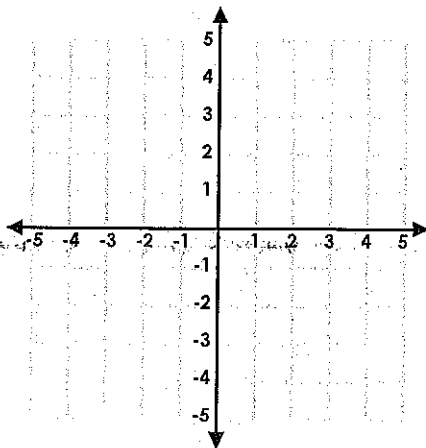


Is he correct? Explain why.

R

2a. Follow the clues. What could the coordinates of the shape be?

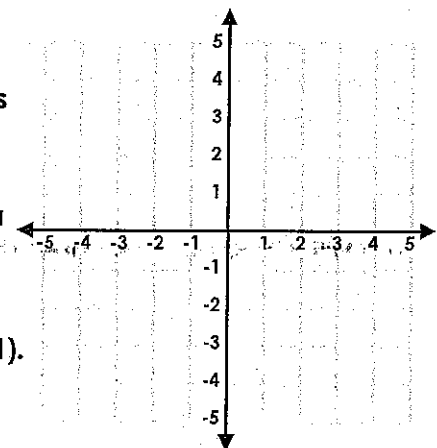
- The shape is a rhombus.
- The shape is in one quadrant.
- One of the points is $(2, -1)$.



PS

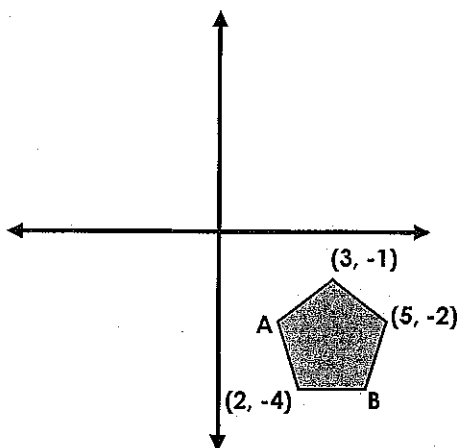
2b. Follow the clues. What could the coordinates of the shape be?

- The shape has only negative coordinates
- The shape is a kite.
- One of the points is $(-3, -1)$.



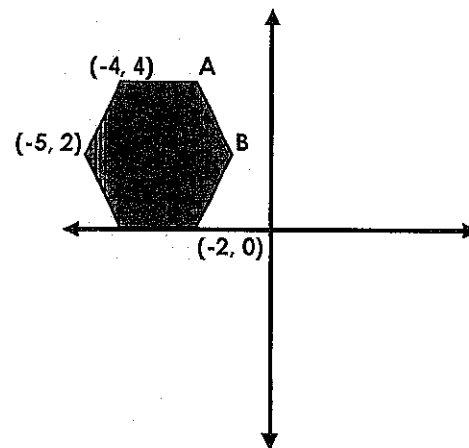
PS

3a. Here is a pentagon with a vertical line of symmetry. Use the given coordinates to find the coordinates of points A and B.



R

3b. Here is a hexagon with a vertical line of symmetry. Use the given coordinates to find the coordinates of points A, B and C.



R

Fractions to Decimals 1

Fractions to Decimals 1

1a. Josh and Jenny are comparing fractions.



Josh

I think that 0.7 is greater.



Jenny

I think that $\frac{70}{100}$ is greater.

Who is correct. Explain how you know.



R

1b. Cian and Hannah are comparing fractions.



Cian

I think that 0.2 is greater.



Hannah

I think that $\frac{2}{100}$ is greater.

Who is correct. Explain how you know.



R

2a. Convert the fractions into decimals and write them in ascending order.



B $\frac{1}{100}$

C $\frac{3}{10}$



PS

2b. Convert the fractions into decimals and write them in descending order.



B $\frac{40}{100}$

C $\frac{5}{100}$



PS

3a. I am thinking of a fraction.

- It can be simplified.
- The denominator is 10.
- The numerator is a multiple of 3.
- It is less than half.

What is my fraction?
What is this fraction as a decimal?



PS

3b. I am thinking of a fraction.

- It can be simplified.
- The denominator is 100.
- The numerator is a multiple 6.
- The numerator is between 40 and 56.

What is my fraction?
What is this fraction as a decimal?



PS

Rounding Numbers

Rounding Numbers

1a. Which two numbers will round to the same value when rounded to the nearest 1,000,000?

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
●●	●●●	●●	●●	●●●	●	●●

a

b 3,157,995

c 3,713,482



VF

1b. Which two numbers will round to the same value when rounded to the nearest 1,000,000?

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
●●●	●●●	●●	●	●	●●	●●

a

b 7,366,831

c 6,455,322



VF

2a. Which numbers round to 3,000,000 when rounding to the nearest 1,000,000?

3,571,602

3,429,450

2,814,304

2,416,530



VF

2b. Which numbers round to 4,000,000 when rounding to the nearest 1,000,000?

3,501,715

4,098,275

3,799,140

4,510,340



VF

3a. Tick to show whether the number rounds to 4,000,000 or 5,000,000 to the nearest 1,000,000.

Number	Rounds to 4,000,000	Rounds to 5,000,000
4,144,831		
4,531,258		
4,776,012		



VF

3b. Tick to show whether the number rounds to 8,000,000 or 9,000,000 to the nearest 1,000,000.

Number	Rounds to 8,000,000	Rounds to 9,000,000
8,652,683		
8,348,135		
8,514,763		



VF

4a. Round the number below to the nearest 1,000,000.

7,503,142



VF

4b. Round the number below to the nearest 1,000,000.

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
●●●	●●●	●●		●●●	●●	●



VF

Rounding Numbers

Rounding Numbers

1a. Which number is the odd one out when rounded to the nearest million? Explain your answer.

1,903,009

2,503,104

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
●●	●●●●	●●	●●●●	●●	●●●●	●●



R

1b. Which number is the odd one out when rounded to the nearest million? Explain your answer.

4,681,733

4,501,020

Millions	Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
●●	●	●●●●	●●	●●	●●●●	●●



R

2a. Work out which child has which number. Find two possible solutions.

4,672,145

5,413,692

5,515,633

To the nearest 1,000,000, my number rounds to 5,000,000.



Michael

To the nearest 1,000,000, my number rounds to 6,000,000.



Kevin

To the nearest 1,000,000, my number rounds to 5,000,000.



Anna PS



R

2b. Work out which child has which number. Find two possible solutions.

7,321,562

8,414,793

7,641,383

To the nearest 1,000,000, my number rounds to 8,000,000.



Stephen

To the nearest 1,000,000, my number rounds to 8,000,000.



Paul

To the nearest 1,000,000, my number rounds to 7,000,000.



Sophie PS



R

3a. Alfie is rounding numbers. He says,

I think that 4,512,671 rounded to the nearest million is 4,500,000.



Is he correct? Explain your answer.



R

3b. Susan is rounding numbers. She says,

I think that 7,523,993 rounded to the nearest million is 7,000,000.



Is she correct? Explain your answer.



R

Pack Contents

Information and guidance for parents

Year 6 SATs Spelling Quiz 1

- Common exception words
- Adding suffixes beginning with vowel letters to words of more than one syllable
- The /i/ spelt 'y' other than at the end of words
- The /ʌ/ spelt 'ou' (e.g. young)
- Prefixes

Year 6 SATs Spelling Quiz 2

- The suffix -ation
- The suffix -ly
- Words with endings sounding like / ʒə/ or /tʃə/ (e.g. treasure)
- Endings that sound like / ʒən/ (e.g. invasion)
- The suffix -ous

Year 6 SATs Spelling Quiz 3

- endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian
- words with the /k/ sound spelt 'ch' (e.g. ache)
- words with the /ʃ/ sound spelt 'ch' (e.g. machine)
- words ending with the /g/ sound spelt 'gue' (e.g. analogue) and the /k/ sound spelt 'que' (e.g. antique)
- words with the /s/ sound spelt 'sc' (e.g. science)

Year 6 SATs Spelling Quiz 4

- words with the /ei/ sound spelt 'ei', 'eigh', or 'ey'
- endings which sound like /ʃəs/ spelt -cious or -tious
- endings which sound like /ʃəl/ (e.g. essential)
- words ending in -ant, -ance, -ancy, -ent, -ence, -ency
- words ending in -able and -ible and words ending in -ably and -ibly

Year 6 SATs Spelling Quiz 5

- adding suffixes beginning with vowel letters to words ending in -fer
- words with the /i:/ sound spelt 'ei' after 'c'
- words containing the letter string 'ough'
- words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)
- homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)

Mathematical Analysis

The first part of the course deals with the theory of functions of a real variable. It covers the properties of continuous functions, the Riemann integral, and the differentiation of functions. The second part of the course deals with the theory of functions of a complex variable. It covers the properties of analytic functions, the Cauchy integral, and the residue theorem.

Chapter 1: Introduction

Chapter 2: Real Numbers

Chapter 3: Functions of a Real Variable

Chapter 4: Functions of a Complex Variable

Year 6 SATs Spelling Quiz 1

1. His bike was his greatest _____.
2. She had _____ to close the gate when leaving the garden.
3. The _____ at Giza are wonders of the ancient world.
4. Kate was very _____ when she first visited France.
5. The scientist looked through the _____.

Spelling Quiz 1 Answers

Spelling Objective	In a sentence	Word
Common exception words	His bike was his greatest possession.	possession
Adding suffixes beginning with vowel letters to words of more than one syllable	She had forgotten to close the gate when leaving the garden.	forgotten
The /i/ spelt 'y' other than at the end of words	The pyramids at Giza are wonders of the ancient world.	pyramids
The /v/ spelt 'ou'	Kate was very young when she first visited France.	young
Prefixes	The scientist looked through the microscope.	microscope

Common exception words

These are words that children are expected to be able to spell at different points in KS2. They are known as common exception words. They are lists of words that children often misspell, which may be due to exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare and unique way.

The following resources can be used to support your child with the KS2 common exception words:

www.twinkl.co.uk/resource/t2-e-2485-going-for-gold-year-3-and-4-spelling-booklet-checklist

www.twinkl.co.uk/resource/t2-e-2486-going-for-gold-year-5-and-6-spelling-booklet-checklist

Adding suffixes beginning with vowel letters to words of more than one syllable

A suffix is a group of letters added to the end of a root word to either change or add to the original word's meaning. Suffixes beginning with vowel sounds are: -er, -ed, -ing, -able, -al, -ary and -est. This could include words such as:

focused, gardening, accidental, gardener, acceptable, imaginary, happiest.

For these spellings, your child will need to know the conventions for changing the ending of root words based on the suffix added. For example:

happy + est = happiest

In this case the 'y' changes to 'i' when the suffix is added.

The /i/ spelt 'y' other than at the end of words

The letter 'y' often makes a vowel sound within a word. For example, in the middle it can be 'a' long /i/ as in thyme or it can be a short /i/ sound like gym. Your child will have learnt this spelling pattern at some point during KS2. The words could include:

myth, gym, Egypt, pyramid, mystery, hymn, system, symbol, lyric, typical.

The //v/ spelt 'ou'

The //v/ sound is pronounced 'u' as in but or up. However, this sound can be spelt 'ou' in some words such as in young. Your child will need to learn the words where //v/ is spelt 'ou'. Here is a list of some of those words:

young, touch, double, trouble, country, rough, enough, tough, courage.

Prefixes

Throughout KS2, your child will learn to spell and use a range of words with different prefixes which will be tested in the KS2 Spelling test. Prefixes are groups of letters added to the beginning of a word, changing its meaning. The following prefixes are taught throughout KS2:

Years 3 and 4

dis- (disappoint), mis- (misbehave), in- (inactive), il- (illegal),

im- (immature), irr- (irregular), re- (reappear), sub- (subheading),

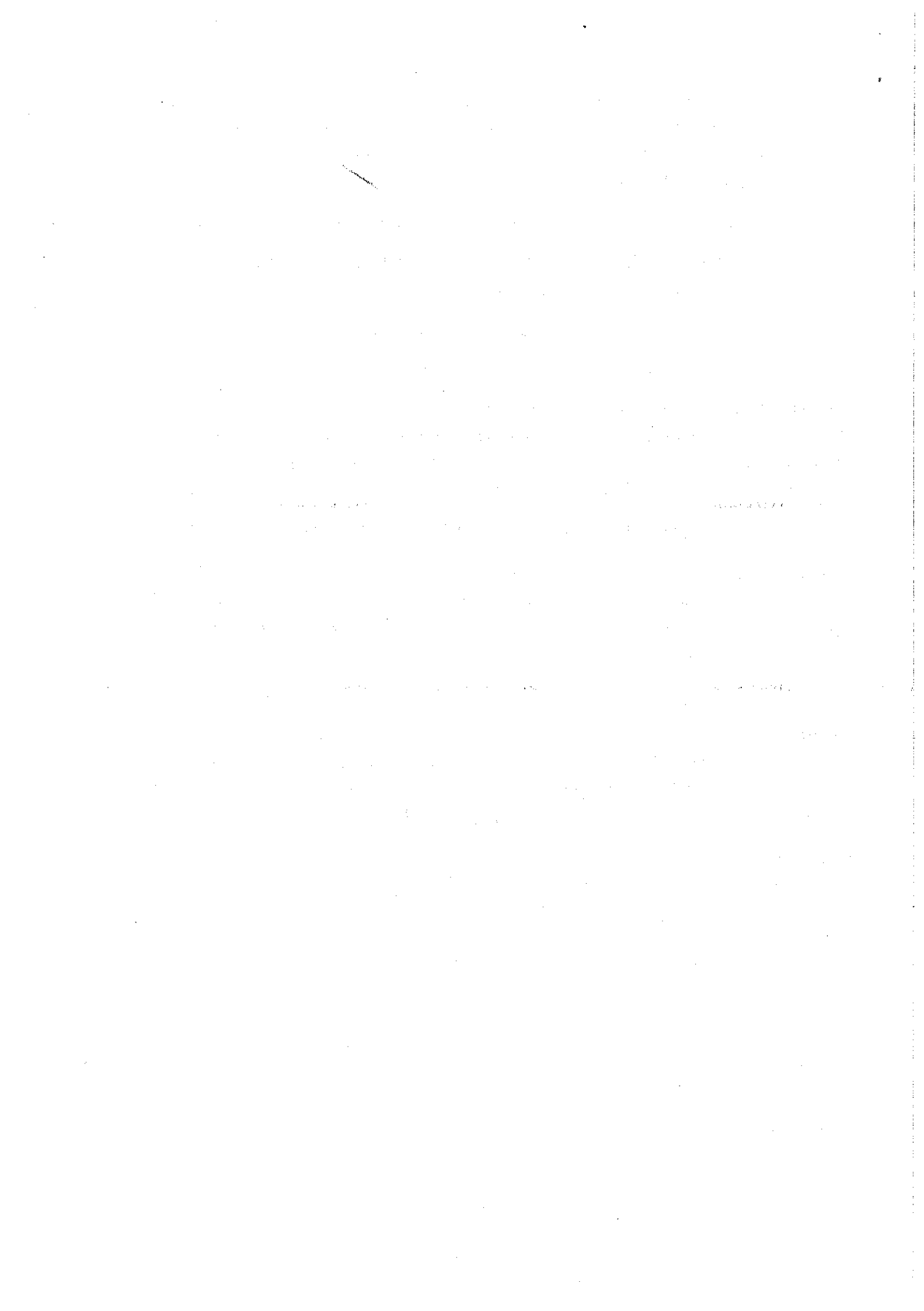
inter- (international), super- (supermarket), anti- (anticlockwise),

auto- (autobiography)

Years 5 and 6

bi- (bicycle), aqua- (aquarium), aero- (aeroplane), micro- (microscope), audi- (audible), trans- (transport), prim- (primary), auto- (automatic)

tele- (telephone), re- (replay), pre- (prehistoric)



Year 6 SATs Spelling Quiz 2

1. They decided to take a _____ during the summer holidays.
2. The little girl _____ ate all the sweets.
3. The pirates buried the _____ on a desert island.
4. The Roman _____ of Britain began in 55 BC.
5. Lions are _____ animals.

Spelling Quiz 2 Answers

Spelling Objective	In a sentence	Word
The suffix -ation	They decided to take a vacation during the summer holidays.	vacation
The suffix -ly	The little girl greedily ate all the sweets.	greedily
words with endings sounding like / ʒə/ or /tʃə/	The pirates buried the treasure on a desert island.	treasure
endings that sound like / ʒən/	The Roman invasion of Britain began in 55 BC.	invasion
the suffix -ous	Lions are carnivorous animals.	carnivorous

The suffix -ation

Words where the suffix -ation is added usually tell an action, process or result. -ation can sometimes be added directly to the root word, for example:

expect + ation = expectation

However, on other occasions, the root word may need to be changed, such as:

circulate + ation = circulation

Here, the final 'e' has been dropped to add the suffix -ation.

The suffix -ly

Here are a list of rules that your child will need to be secure in to be able to add -ly to root words.

a) -ly can often be added directed to the end of the word, such as:

quick + ly = quickly or brave + ly = bravely

b) For words ending in 'y' and with more than one syllable, you need to change the final 'y' to an 'i' before adding the suffix.

easy + ly = easily or angry + ly = angrily

c) If the root word ends in -le, you just replace the 'e' for a 'y'. For example:

simple + ly = simply or horrible + ly = horribly

d) If the root word ends in 'ic', you add 'ally' and if the root word ends in 'al', you add -ly to the end of the word. For example:

dramatic + ly = dramatically

comical + ly = comically

e) Some words are exceptions to the rules when adding the suffix -ly and just need to be learnt separately, such as:

daily, wholly, truly, duly, coyly, shyly, dryly, fully and slyly.

Words with endings sounding like / ʒə/ or /tʃə/

The sounds / ʒə/ or /tʃə/ are spelt 'sure' and 'ture'. Children are expected to be able to identify this sound and spell it correctly in words such as:

closure, erasure, leisure, measure, treasure, enclosure, fissure,
adventure, creature fixture, future, mixture, nature, picture.

Endings that sound like / ʒən/

The / ʒən/ sound is spelt 'sion'. It is found in the following words:

collision, confusion, conclusion, corrosion, decision, division, explosion, inclusion, invasion, occasion, transfusion

The suffix -ous

When adding the suffix -ous to words, there are several rules your child will need to know in order to spell these words correctly. These are:

a) Sometimes just add -ous to the root word:

hazard + ous = hazardous or glutton + ous = gluttonous

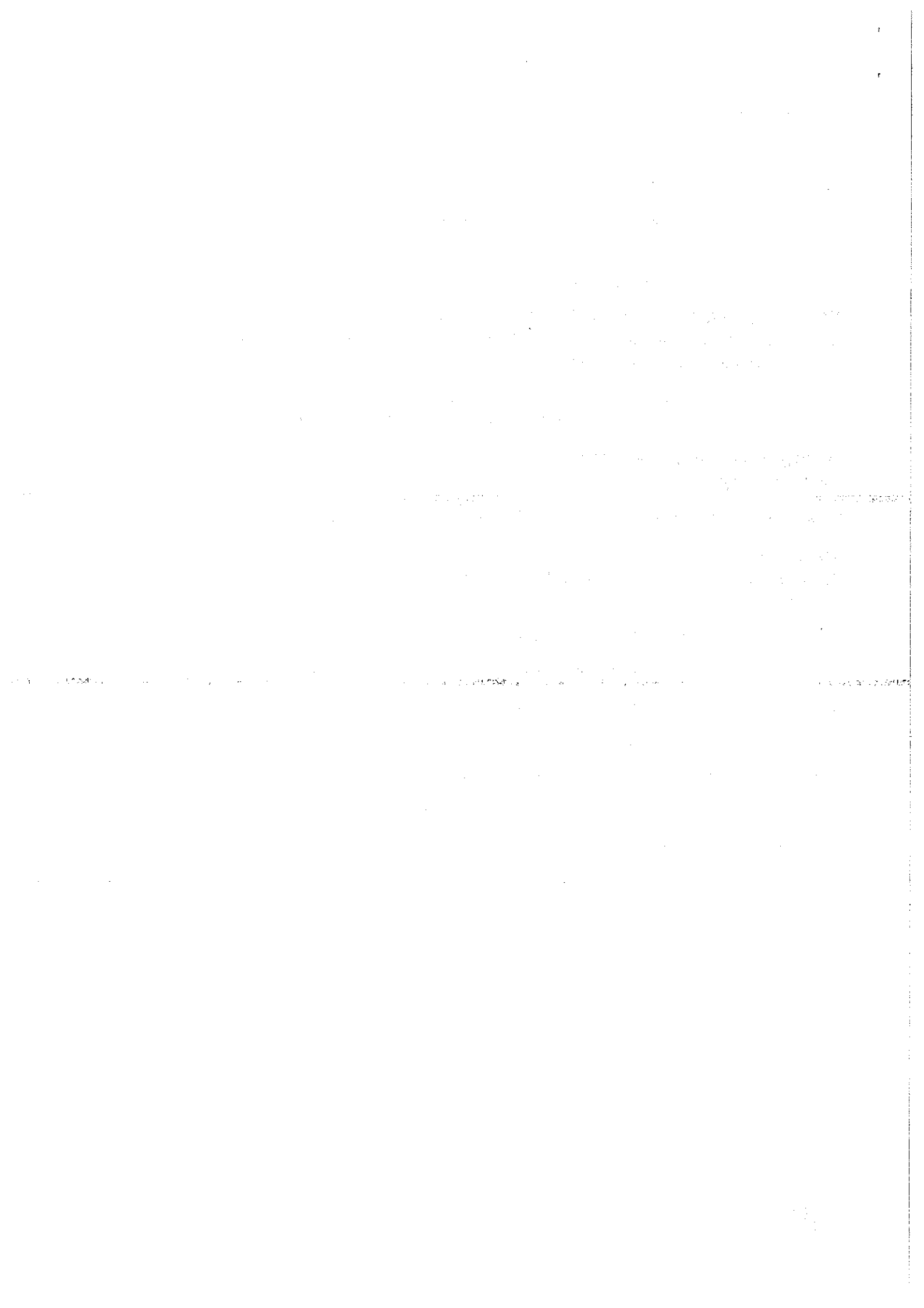
b) If the root word ends in 'y', it must be changed to an 'i'.

fury + ous = furious or mystery + ous = mysterious

c) If the root word ends in 'our', it changes to 'or' before the -ous.

glamour + ous = glamorous or vapour + ous = vaporous

There will be some words that don't follow these words which your child will have learnt individually at school.



Year 6 SATs Spelling Quiz 3

1. In Madrid, they hold a large _____ for Easter.
2. Unripe fruit can cause stomach _____.
3. The man placed the dirty clothes in the washing _____.
4. The children were learning to tell the time on an _____ clock.
5. _____ was Sarah's favourite subject.

Spelling Quiz 3 Answers

Spelling Objective	In a sentence	Word
endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian	In Madrid, they hold a large procession for Easter.	procession
words with the /k/ sound spelt 'ch'	Unripe fruit can cause stomach ache .	ache
words with the /ʃ/ sound spelt 'ch'	The man placed the dirty clothes in the washing machine .	machine
words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'	The children were learning to tell the time on an analogue clock.	analogue
words with the /s/ sound spelt 'sc'	Science was Sarah's favourite subject.	science

Endings that sound like /ʃən/, spelt -tion, -sion, -ssion, -cian

The /ʃən/ sound in English can be made in several ways (-tion, -sion, -ssion, -cian). Strictly speaking, the suffixes are -ion and -ian, the difficulty that children have is whether to place 't', 's', 'ss' or 'c' before the suffix. However, the last letter or letters of the root word can help them to decide.

tion: -tion is the most common and is used if the root word ends in 't' or 'te'. For example:

invention, injection, action, construction

sion: -sion is used if the root word ends in 'd' or 'se'. For example:

expansion, extension, comprehension

ssion: -ssion is used if the root word ends in 'ss'. For example:

discuss + sion = discussion or express + sion = expression

cian: -cian is used if the root word ends in 'c' or 'cs'. For example:

optic + ian = optician or electric + ian = electrician

Words with the /k/ sound spelt 'ch'

Words with this spelling pattern are Greek in origin. They include words such as:

scheme, chorus, chemist, chaos, character, chemistry, architect, echo, stomach, ache

Words with the /ʃ/ sound spelt 'ch'

Words where the /ʃ/ sound (as in the sh in wish) is spelt -ch are mostly French in origin. These include the following words:

chef, chalet, machine, brochure, parachute, chute

Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'

These words are again mostly French in origin. The /g/ sound is spelt 'gue' as in league. The /k/ sound is spelt 'que' as in cheque. Your child will practise these words throughout KS2.

analogue, league, colleague, catalogue, dialogue, antique, plaque, mosque, picturesque, physique, opaque

Words with the /s/ sound spelt 'sc'

The words are Latin in origin. However, the Romans would have pronounced these letters as two separate sounds rather than one. We pronounce the 'sc' in these words as /s/ (as in seat). These words include:

scenery, scene, science, scientists, scissors, ascend, fascinate

1. The first part of the document discusses the importance of maintaining accurate records of all transactions and activities. It emphasizes that this is crucial for ensuring transparency and accountability in the organization's operations.

2. The second part of the document outlines the various methods and tools used to collect and analyze data. It highlights the need for consistent and reliable data collection processes to support informed decision-making.

3. The third part of the document focuses on the role of technology in data management and analysis. It discusses how modern software solutions can streamline data collection, storage, and reporting, thereby improving efficiency and accuracy.

4. The fourth part of the document addresses the challenges associated with data management, such as data quality, security, and privacy. It provides strategies to mitigate these risks and ensure that data is used responsibly and ethically.

5. The fifth part of the document concludes by summarizing the key findings and recommendations. It stresses the importance of ongoing monitoring and evaluation to ensure that data management practices remain effective and aligned with the organization's goals.

6. The sixth part of the document provides a detailed overview of the data management framework, including the roles and responsibilities of various stakeholders involved in the process.

7. The seventh part of the document discusses the integration of data management with other organizational systems and processes, ensuring a cohesive and integrated approach to data handling.

8. The eighth part of the document explores the future trends in data management, including the impact of artificial intelligence and big data on organizational data strategies.

9. The ninth part of the document provides a comprehensive list of resources and references used throughout the document, allowing readers to further explore the topics discussed.

10. The tenth part of the document offers a final summary and a call to action, encouraging the organization to implement the recommended data management practices to achieve its strategic objectives.

11. The eleventh part of the document discusses the importance of data literacy and training for all employees, ensuring that everyone is equipped with the skills needed to effectively use data.

12. The twelfth part of the document provides a detailed analysis of the current data management landscape, highlighting key trends and challenges that organizations are facing.

13. The thirteenth part of the document offers a series of practical tips and best practices for implementing a successful data management strategy, based on the experiences of leading organizations.

14. The fourteenth part of the document concludes with a final thought on the importance of data in driving organizational success and growth in the digital age.

15. The fifteenth part of the document provides a list of contact information for the authors and a link to the full report, ensuring that interested parties can easily access the document.

Year 6 SATs Spelling Quiz 4

1. The birthday cake had _____ candles.
2. The food at the restaurant was _____.
3. Flour is an _____ ingredient when making bread.
4. The man spoke Spanish with great _____.
5. The wicked witch was not very _____.

Spelling Quiz 4 Answers

Spelling Objective	In a sentence	Word
words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey'	The birthday cake had eight candles	eight
endings which sound like /ʃəs/ spelt -cious or -tious	The food at the restaurant was delicious.	delicious
endings which sound like /ʃəl/	Flour is an essential ingredient when making bread.	essential
words ending in -ant, -ance, -ancy, -ent, -ence, -ency	The man spoke Spanish with great fluency.	fluency
words ending in -able and -ible	The wicked witch was not very likeable.	likeable

Words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey'

The /eɪ/ sound can be made several ways in English: 'ay' as in day, 'a_e' as in mane, 'ai' as in rain, 'ei' as in faint, 'eigh' as in eight and 'ey' as in they. Children begin to learn these sounds in KS1 when learning phonics. Children often get confused with which /eɪ/ spelling to use so this needs to be practised a lot. Words that could appear in the spelling test are:

vein, abseil, beige, reign, eight, sleigh, freight, they, obey

Endings which sound like /ʃəs/ spelt -cious or -tious

These words can be tricky! A tip to remember is if the root word ends in ce you use -cious to make this sound, such as:

space + ious = spacious

Many have to be learnt individually but the majority of words ending in /ʃəs/ are spelt -cious. Words using these spelling patterns include:

ambitious, cautious, infectious, superstitious, nutritious, spacious,
gracious, malicious, unconscious, tenacious

Endings which sound like /ʃəl/ spelt -cial or -tial

If you're wondering why we have two spellings for this sound, it's because one is French and the other is from Latin. As a rule of thumb, use -cial after the vowels 'o', 'e' and 'i' such as social, special and beneficial. Use -tial after a consonant, especially after 'n', such as substantial, essential, partial.

social, essential, confidential, special, partial potential, official

Words ending in -ant, -ance, -ancy, -ent, -ence, -ency

Here are some rules to help your child choose between -ance / -ence and -ancy / -ency. However, as always in English, there are exceptions to the rules which have to be learnt separately.

If the root word ends in -ant, -ure, -ear or -y use -ance. For example:

significant = significance, assure = assurance, clear = clearance, apply = appliance.

Use -ence when the root word ends in -ere and -ent. For example:

adhere = adherence and absent = absence

-ancy is used when the root word ends in -ant and -ency is used when the root word ends in -ent. For example:

accountant = accountancy or fluent = fluency

Words ending in -able and -ible and words ending in -ably and -ibly

-ible and -able are both common spelling patterns for adjectives and usually sound the same. They mean 'able to' and 'fit for'; however, knowing which one to use can be tricky. For these words it's a matter of practice and checking using a dictionary. Usually, a good speller can see which one 'looks right'. These words include:

enjoyable, probably, considerable, considerably, tolerable, tolerably, sensible, sensibly, horrible, horribly

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

...the ... of ...

Year 6 SATs Spelling Quiz 5

1. She _____ eating fruit to chocolate.
2. She was delighted to _____ flowers.
3. It was _____ money to last a lifetime.
4. There was no _____ he could do it.
5. The Queen was given great _____ by her mother.

Spelling Quiz 5 Answers

Spelling Objective	In a sentence	Word
adding suffixes beginning with vowel letters to words ending in -fer	She preferred eating fruit to chocolate.	preferred
words with the /i:/ sound spelt 'ei' after 'c'	She was delighted to receive flowers.	receive
words containing the letter string 'ough'	It was enough money to last a lifetime.	enough
words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	There was no doubt he could do it.	doubt
homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)	The Queen was given great advice by her mother.	advice

Adding suffixes beginning with vowel letters to words ending in -fer

When adding suffixes that start with a vowel (-ed, -ing, -ence) to words ending in -fer (such as differ and offer) there is sometimes a change in the spelling, for example:

prefer + ed = preferred (change in spelling)
differ + ing = differing (no change in spelling)

The spelling rule for this depends on the word stress. When we add a vowel suffix to a -fer word, the 'r' is doubled if -fer is stressed when the suffix is added. For example:

transfer + ing = transferring

But, if the -fer isn't the stressed part of the word after adding the suffix, we do not double the 'r'. For example:

prefer + ence = preference

Words with the /i:/ sound spelt ei after 'c'

This follows the old 'i before e except after c' rule. Example words with this spelling pattern are:

conceit, ceiling, deceive, perceive, receipt, deceit, conceive, receive

Words containing the letter string ough

This is a tricky spelling pattern as it can make several sounds which makes it difficult for children to master. The best way is to learn many of these words individually. -ough can be /ō/ as in snow (dough), /oo/ as in blue (through), /ow/ as in cow (bough), /uff/ as in cuff (rough) and /off/ as in blastoff (cough).

Words with this spelling pattern include:

dough, although, through, plough, tough, enough, cough, trough

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

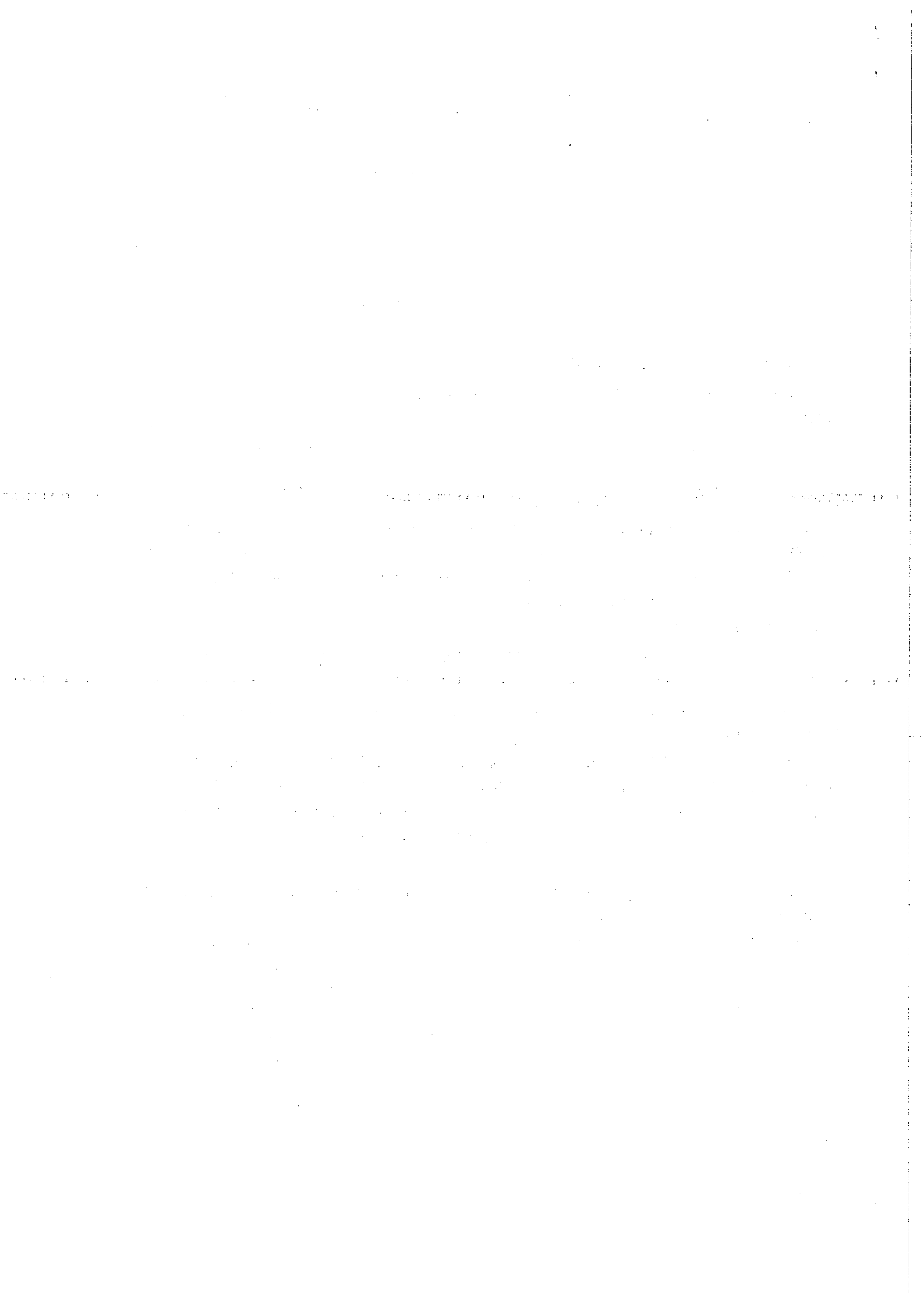
These words often have to be learned individually as they have silent letters. Use spelling games to practise these words with your child. Words in this category include:

doubt, island, lamb, climb, solemn, thistle, knight, bomb, knowledge, castles, designed, sword, wrinkles, honest, thumb, rhubarb

Homophones and near homophones (Years 3 and 4) homophones and other words that are often confused (Years 5 and 6)

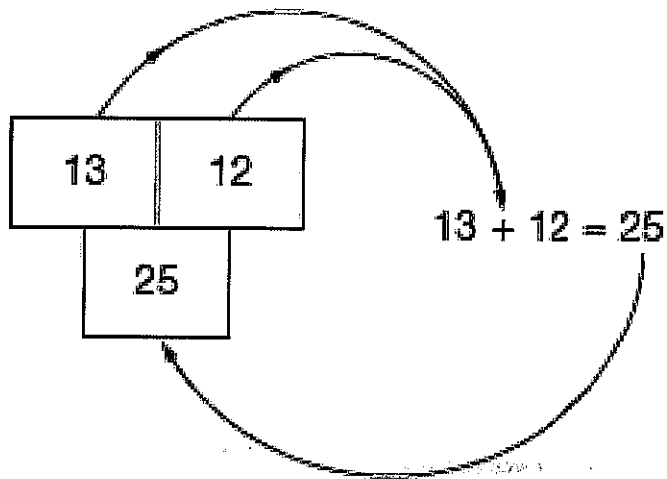
Homophones are words that have the same sound but are spelt differently. For example; knight and night. Near homophones are words that almost have the same sound but are spelt differently with different meanings such as where and were. Children have to learn these words individually by learning which spelling is used in which context. Throughout KS2, your child will have practised homophones and near homophones on many occasions. It is an area that children need lots of practise in. For further activities on homophones, use the following resource:

www.twinkl.co.uk/resource/t2-e-2487-year-4-spelling-homophones-and-near-homophones-activity-booklet

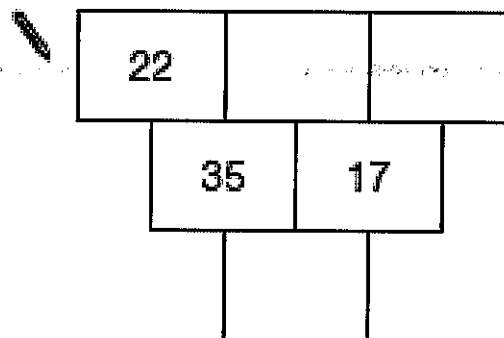


15. In these number grids, two numbers are added to give the number below.

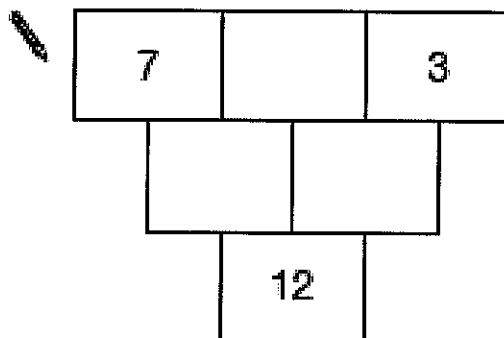
Example:



Write numbers in the number grids below to make them correct.



1 mark



1 mark

10. (a) Look at these fractions.

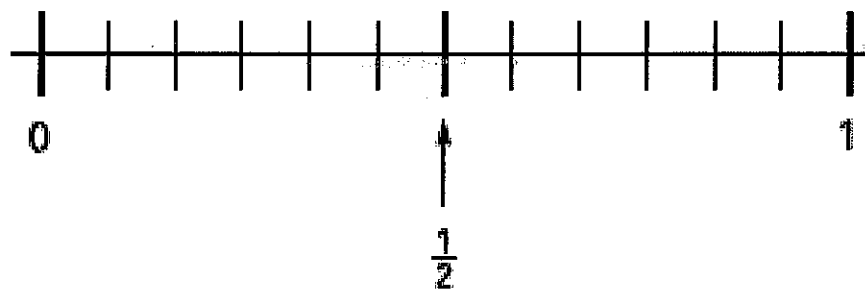
$$\frac{1}{2}$$

$$\frac{1}{3}$$

$$\frac{5}{6}$$

Mark each fraction on the number line.

The first one is done for you.



1 mark

(b) Fill in the missing numbers in the boxes.

$$\frac{2}{12} = \frac{\square}{6}$$

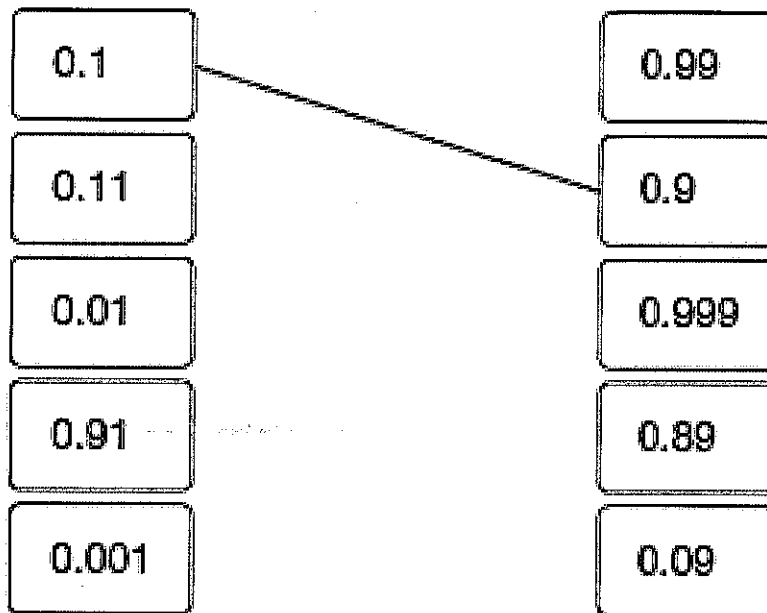
$$\frac{1}{2} = \frac{12}{\square}$$

$$\frac{1}{\square} = \frac{6}{24}$$

3 marks

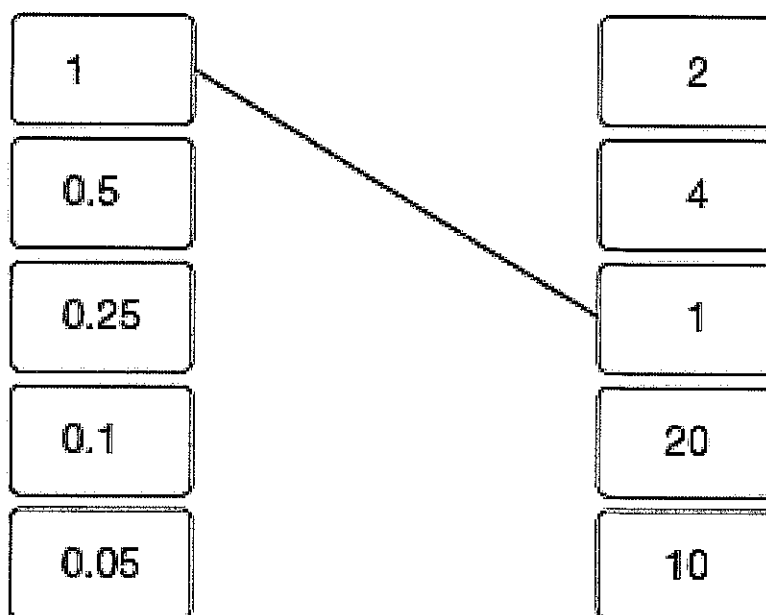
10. (a) Join all the pairs of numbers that **add** together to equal 1

The first one is done for you.

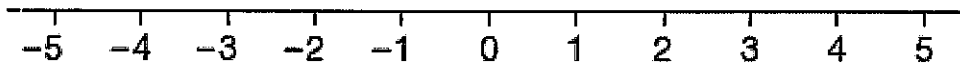


(b) Now join all the pairs of numbers that **multiply** to equal 1

The first one is done for you.




2. Here is a number line.




It can help you work out the answers to the calculations below.

The first one is done for you.


$$-3 + 1 = \underline{-2}$$


$$-4 + 1 = \underline{\hspace{2cm}}$$

1 mark


$$-2 + 5 = \underline{\hspace{2cm}}$$

1 mark



$$3 - 5 = \underline{\hspace{2cm}}$$

1 mark

10. Write two numbers that add to 10

One of the numbers must be **positive**.

The other number must be **negative**.


$$\boxed{\hspace{2cm}} + \boxed{\hspace{2cm}} = \boxed{10}$$

1 mark

14. Fill in the missing numbers in the boxes using only negative numbers.

 - = 5


'1 mark'


- = -5

'1 mark'



4. Write the missing numbers in the boxes.

Calculator not allowed

 $8 \times \boxed{} = 800$ _____
1 mark

 $0.8 \times \boxed{} = 8$ _____
1 mark

16. (a) Write the correct numbers in the gaps below.

$1 \times 3\frac{1}{2} = 3\frac{1}{2}$	
$2 \times 3\frac{1}{2} = 7$	
$3 \times 3\frac{1}{2} = 10\frac{1}{2}$	
 $4 \times 3\frac{1}{2} = \underline{\hspace{2cm}}$	_____
 $5 \times 3\frac{1}{2} = \underline{\hspace{2cm}}$	_____
$6 \times 3\frac{1}{2} = 21$	

Use the table to help you work out this calculation.

 $60 \times 3\frac{1}{2} = \underline{\hspace{2cm}}$ _____
1 mark

(b) Is the answer to $11 \times 3\frac{1}{2}$ a whole number?



Yes

No

Explain your answer.



1 mark

20. Work out



$$\frac{1}{4} + \frac{1}{5} =$$

1 mark

$$\frac{3}{5} - \frac{1}{15} =$$


1 mark

1 mark

5. Look at the calculation below.

Write the correct digits in the boxes.

Calculator not allowed



4	3	
---	---	--

 +

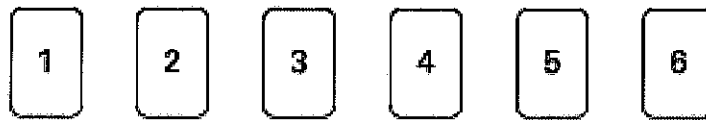
2		8
---	--	---

 =

	7	5
--	---	---

20. Here are six number cards.

2 marks



(a) Arrange these six cards to make the calculations below.

The first one is done for you.

939 =

4	2	3
---	---	---

 +

5	1	6
---	---	---

 **1164** =

--	--	--

 +

--	--	--

1 mark

750 =


--	--	--

 +

--	--	--

1 mark

(b) Now arrange the six cards to make a **difference** of 115

 **115** =

--	--	--

 -

--	--	--

1 mark

6. Write the missing digits in each calculation below.

The first one is done for you.

$$\begin{array}{|c|c|} \hline 1 & 9 \\ \hline \end{array} \times 3 = \begin{array}{|c|c|} \hline 5 & 7 \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline & \\ \hline \end{array} \times 3 = \begin{array}{|c|c|} \hline 5 & 1 \\ \hline \end{array}$$

1 mark

$$\begin{array}{|c|c|} \hline & \\ \hline \end{array} \times 3 = \begin{array}{|c|c|} \hline 4 & \\ \hline \end{array}$$

1 mark

7. (a) Henry thinks of a number between 1 and 20
He thinks of the number 12

For each question below, tick (✓) Yes or No for Henry's number.

	Yes	No
Is it an even number?		
Is it a multiple of 3?		
Is it a factor of 18?		

- (b) Ashraf also thinks of a number between 1 and 20

The table shows information about his number.

	Yes	No
Is it an even number?		✓
Is it a multiple of 3?	✓	
Is it a factor of 18?		✓

What is Ashraf's number?

11. Work out the following.

$$1.2 \times 6$$



1 mark

$$1.2 \div 6$$



1 mark

10. Lisa uses a grid to multiply 23 by 15

x	20	3
10	200	30
5	100	15

$$200 + 100 + 30 + 15 = 345$$

Answer: 345

Now Lisa multiplies two different numbers.

Complete the grid, then give the answer below.

x	_____	40	3
30	_____	_____	_____
_____	600	_____	18

Answer: _____

 3 marks

8

Work out the missing numbers below.

The first one is done for you.

The first multiples of add to 60

(because $4 + 8 + 12 + 16 + 20 = 60$)



The first multiples of add to 60

(1 mark)

Now use **different** numbers to complete the sentence below.



The first multiples of add to 60

(1 mark)

26. For each sequence below, tick (✓) the correct box to show if it is **increasing**, **decreasing** or **neither**.



					increasing	decreasing	neither
	$\frac{1}{2}$	$\frac{1}{3}$	$\frac{1}{4}$	$\frac{1}{5}$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	$\frac{6}{13}$	$\frac{7}{12}$	$\frac{8}{11}$	$\frac{9}{10}$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	$\frac{1}{2}$	$\frac{2}{4}$	$\frac{3}{6}$	$\frac{4}{8}$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	$\frac{3}{2}$	$\frac{4}{3}$	$\frac{5}{4}$	$\frac{6}{5}$	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 marks

25. Look at this information.

$$\frac{27}{40} = 0.675$$

$$\frac{29}{40} = 0.725$$

Use this information to write the missing decimals below.

$$\frac{31}{40} = \underline{\hspace{2cm}}$$

1 mark

$$\frac{23}{40} = \underline{\hspace{2cm}}$$

1 mark

11. Fill in the missing numbers.

$$\frac{1}{2} \text{ of } 20 = \frac{1}{4} \text{ of } \dots\dots\dots$$

1 mark

$$\frac{3}{4} \text{ of } 100 = \frac{1}{2} \text{ of } \dots\dots\dots$$

1 mark

$$\frac{1}{3} \text{ of } 60 = \frac{2}{3} \text{ of } \dots\dots\dots$$

1 mark

15. (a) Put these values in order of size with the smallest first.

5^2

3^2

3^3

2^4

smallest

largest

marks

(b) Look at this information.

5^5 is 3125

What is 5^7 ?

marks

28. Show that the difference between 3^2 and 3^2 is 18

1 mark

12. (a) Two numbers **multiply** together to make **-15**
They **add** together to make **2**

What are the two numbers?



..... and

1 mark

- (b) Two numbers **multiply** together to make **-15**,
but **add** together to make **-2**

What are the two numbers?



..... and

1 mark

- (c) Two numbers **multiply** together to make **8**,
but **add** together to make **-6**

What are the two numbers?



..... and

1 mark

- (d) The square of 5 is 25
The square of **another** number is also 25

What is that other number?

18. Here are three number cards.
The numbers are hidden.



The mode of the three numbers is 5

The mean of the three numbers is 8

What are the three numbers?

Show your working.

2 marks

19. On a farm 80 sheep gave birth.

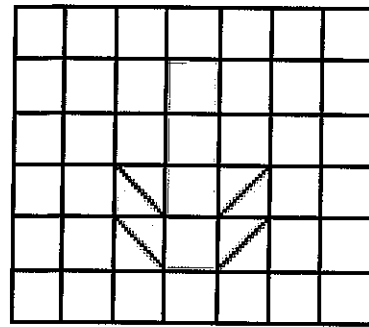
30% of the sheep gave birth to two lambs.

The rest of the sheep gave birth to just one lamb.

In total, how many lambs were born?

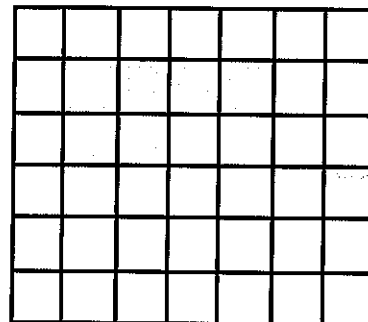
Show your working.

13. (a) What fraction of this shape is shaded?
Write your fraction as simply as possible.



1 mark

- (b) What percentage of this shape is shaded?



%

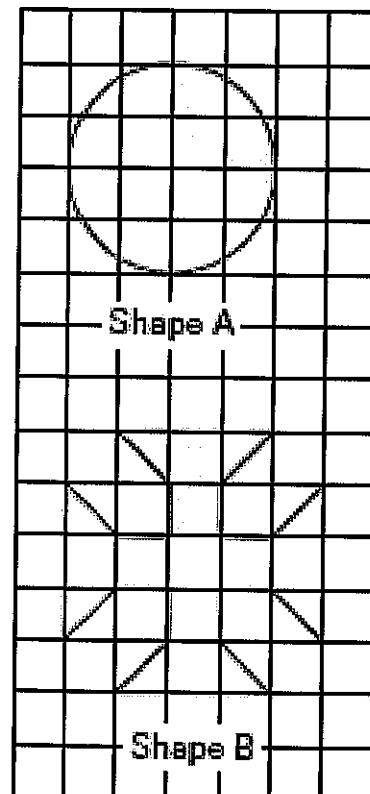
1 mark

- (c) Which shape has the greater percentage shaded?

Tick (✓) the correct box.


- Shape A
 Shape B
 Both the same

Explain how you know.



1 mark

14. (a) Write the missing numbers.

 50% of 80 = _____

5% of 80 = _____

1% of 80 = _____

3 marks

(b) Work out 56% of 80

You can use part (a) to help you.

 _____

1 mark

14. (a) Work out 5% of 360



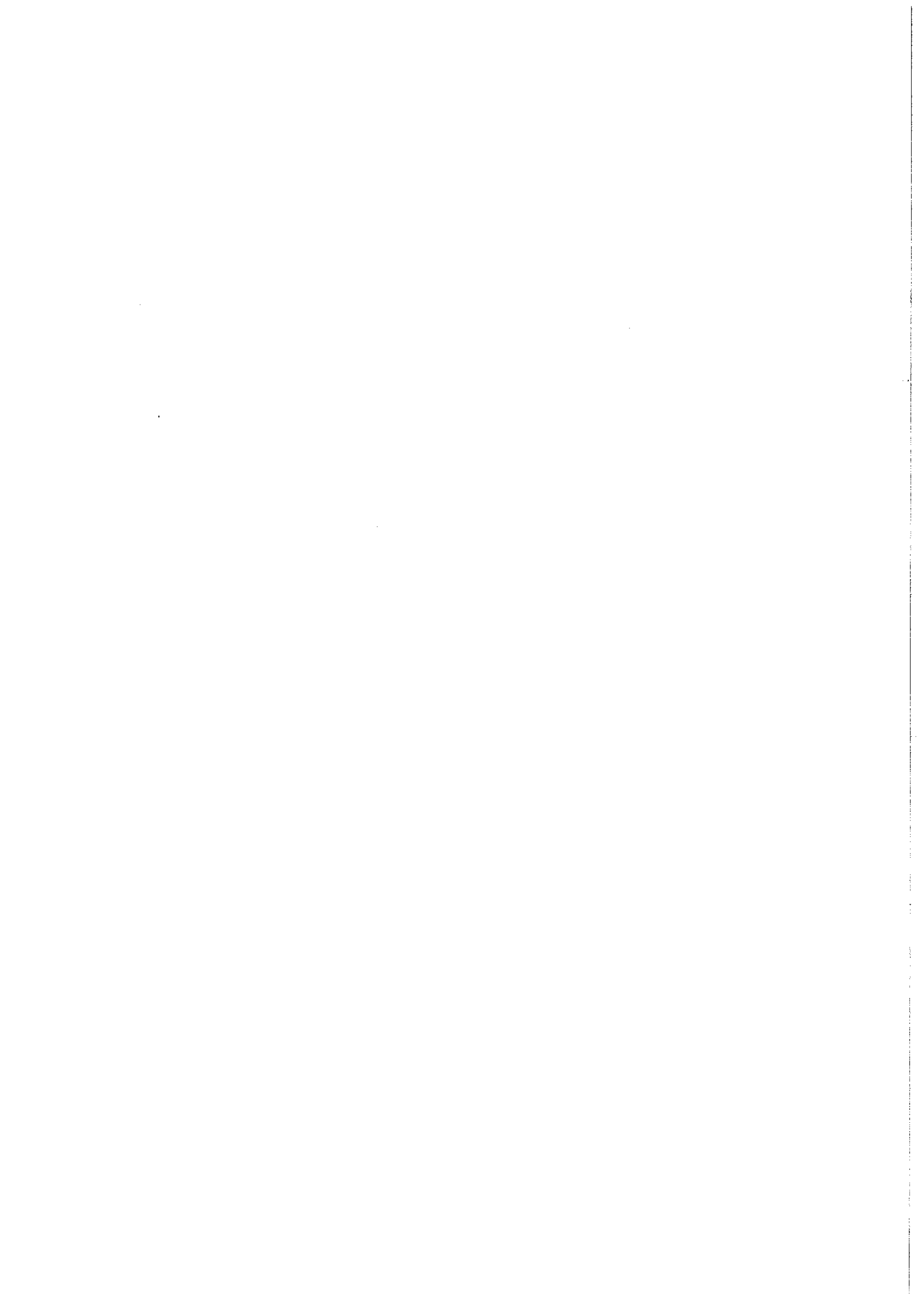
1 mark

(b) Work out 15% of 360

You can use part (a) to help you.



1 mark



15. Boxes of tins are delivered to a shop.

There are 37 boxes.

Each box contains 25 tins.

How many tins are there?



10.



(a) 240 people paid the entrance fee on Monday.

How much money is that altogether?

Show your working.



£

.....

2 marks

(b) The museum took £600 in entrance fees on Friday.

How many people paid to visit the museum on Friday?

Show your working.



21. I am thinking of a number.

My number is a multiple of 6

What **three other** numbers must my number be a multiple of?



_____, _____ and _____

3 marks

[top](#)

14. (a) A football club is planning a trip.

The club hires 234 coaches. Each coach holds 52 passengers.

How many passengers is that altogether?

Show your working.



passengers

2 marks

(b) The club wants to put one first aid kit into each of the 234 coaches.

These first aid kits are sold in boxes of 18

How many boxes does the club need?



15. (a) I pay **£16.20** to travel to work each week.

I work for **45 weeks** each year.

How much do I pay to travel to work each year?

Show your working.



Answer: £

Answer: £

.....
2 marks

(b) I could buy one season ticket that would let me travel for **all 45 weeks**.

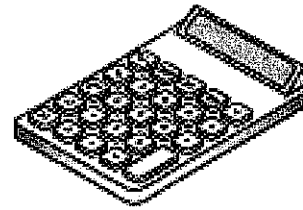
It would cost **£630**

How much is that per week?



.....
1 mark

11. You can buy a new calculator for £1.25



In 1979 the same type of calculator cost 22 times as much as it costs now.

How much did the same type of calculator cost in 1979?

Show your working.



£

.....
3 marks

10. I am thinking of a number.



My number multiplied by 15 is 315
My number multiplied by 17 is 357

What is my number?



.....
.....
3 marks

10. (a) Work out the missing values.

10% of 84 = _____
5% of 84 = _____
$2\frac{1}{2}$ % of 84 = _____

2 marks

(b) The cost of a CD player is £84 plus $17\frac{1}{2}$ % tax.

What is the total cost of the CD player?

You can use part (a) to help you.

£

2 marks

Price money

22. Gary took part in a quiz show and won a million pounds.

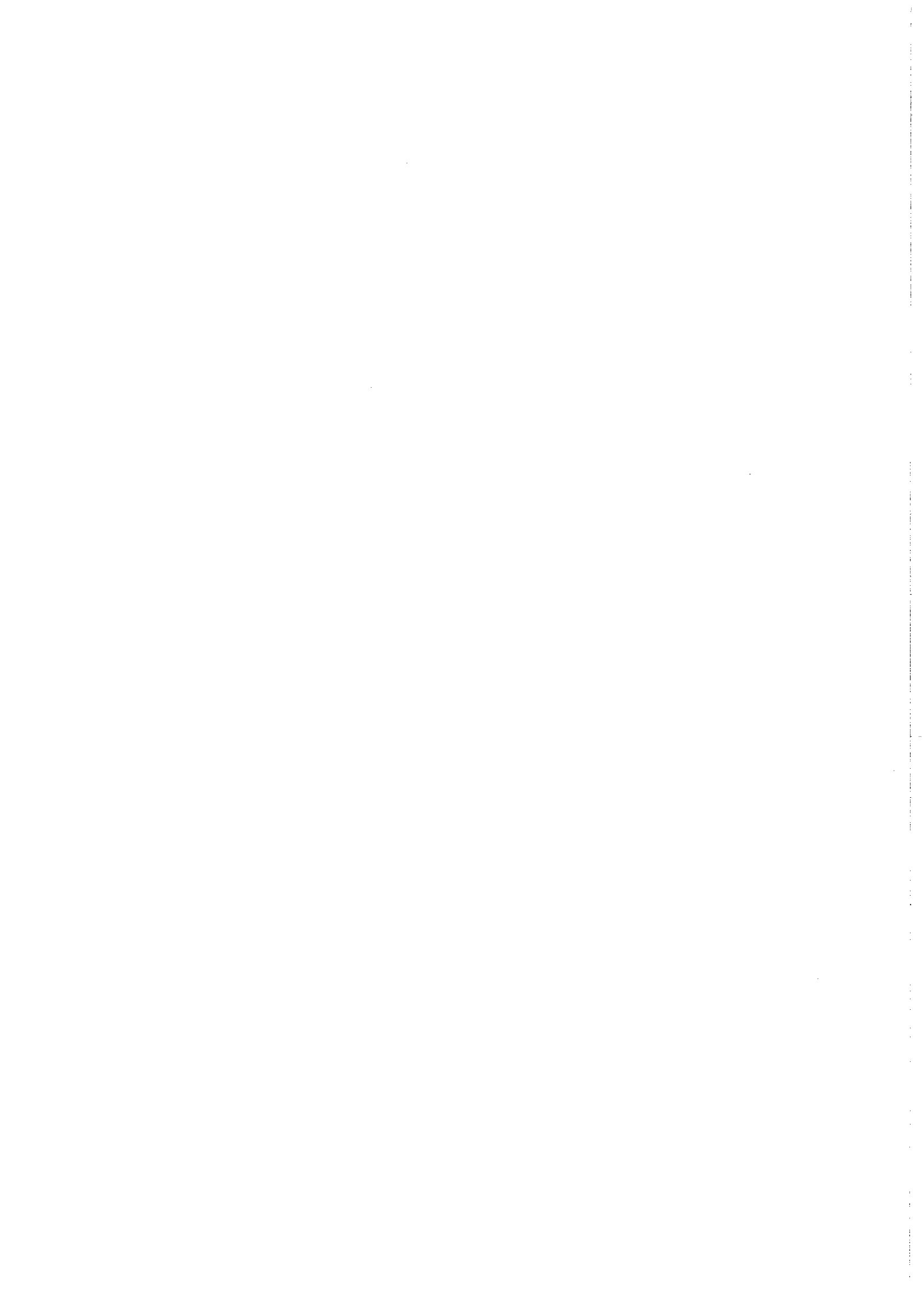
He spent £20 000 on a holiday.

Then he spent **half** of the **money left** on a house.

How much did Gary's house cost?

£

2 marks



22. There are 25 pupils in a class.

The table shows information about their test results in maths and English.

		English		
		Level 5	Level 6	Level 7
maths	Level 5	0	1	1
	Level 6	2	7	0
	Level 7	2	1	4
	Level 8	0	1	6

(a) How many pupils had the same level in both maths and English?



1 mark

(b) How many pupils had a higher level in maths than in English?

24. The table shows whether pupils in a class walk to school.

	Walk to school	Do not walk to school
Boys	2	8
Girls	5	10

- (a) What percentage of the boys walk to school?

 _____ %

1 mark

- (b) What percentage of the pupils in this class walk to school?

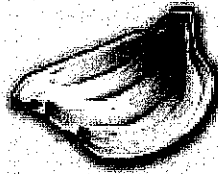


9

Here are three questions and answers about bananas.

On average, how much does each person pay for bananas in supermarkets?

Answer: 56p per kg

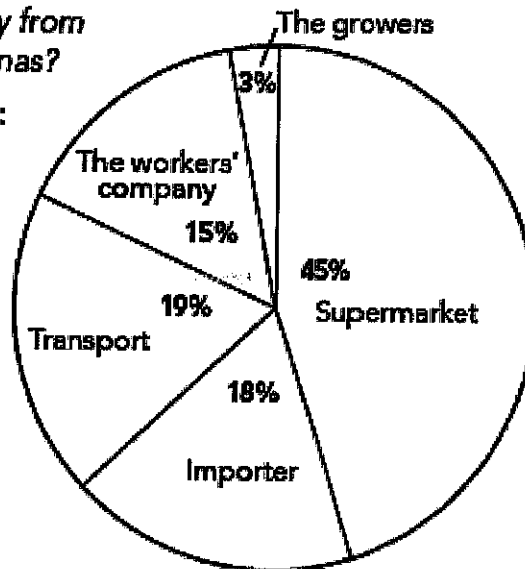


On average, what quantity of bananas does each person eat in one year?

Answer: 10kg

Who gets money from the sale of bananas?

Answer:



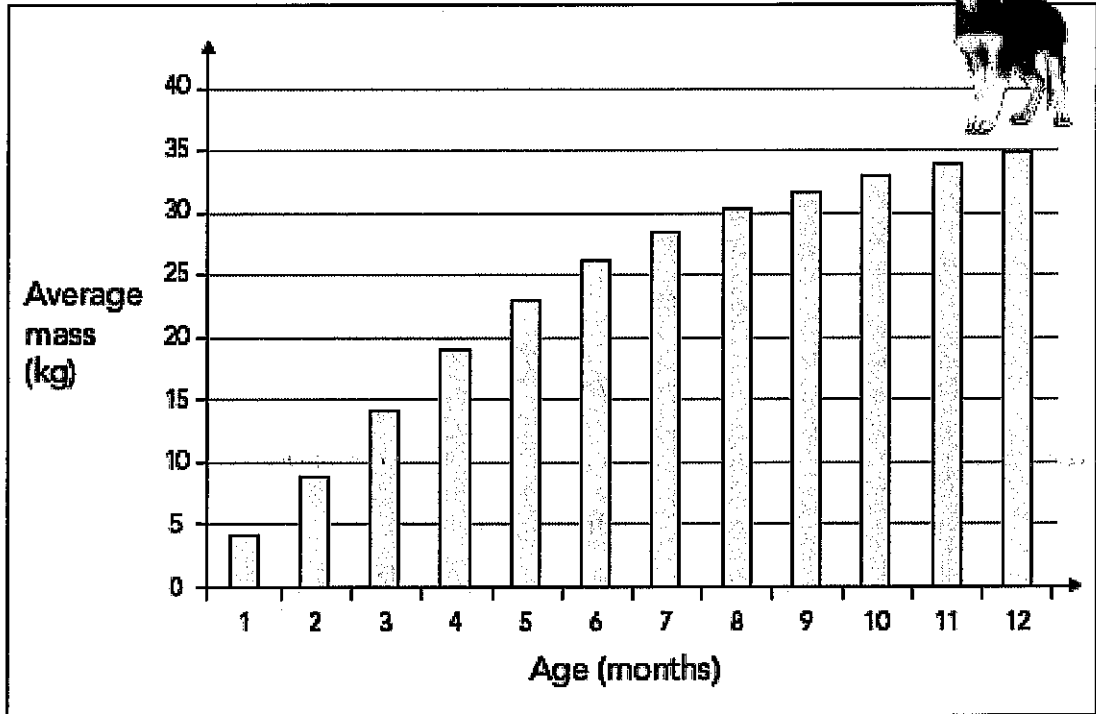
How much of the money each person pays for bananas in one year goes to the growers?

Show your method

p

(2 marks)

Here are two pieces of information about dogs called German Shepherds.



The average mass of an adult German Shepherd is about 35kg.

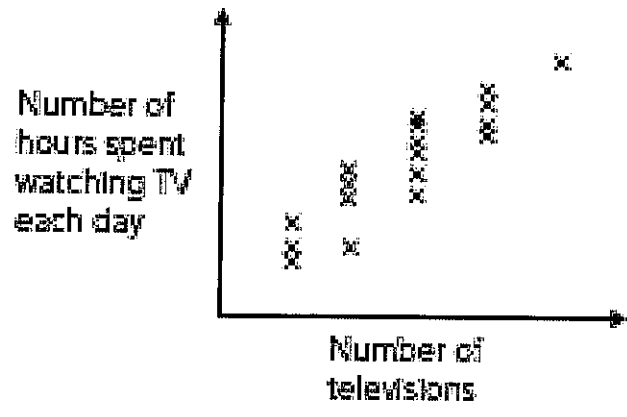
Use both pieces of information to summarise how German Shepherd dogs grow.



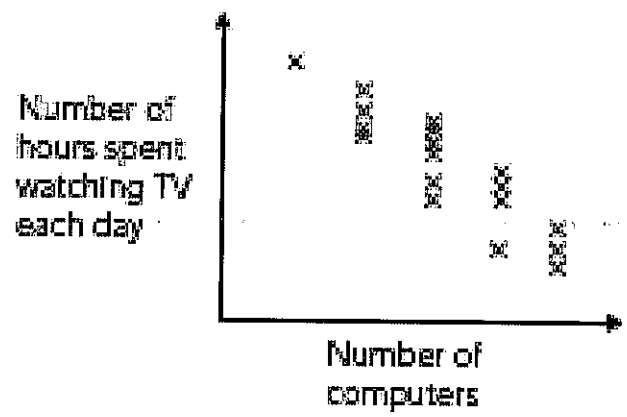
(2 marks)

Here are three scatter diagrams, labelled A, B and C.

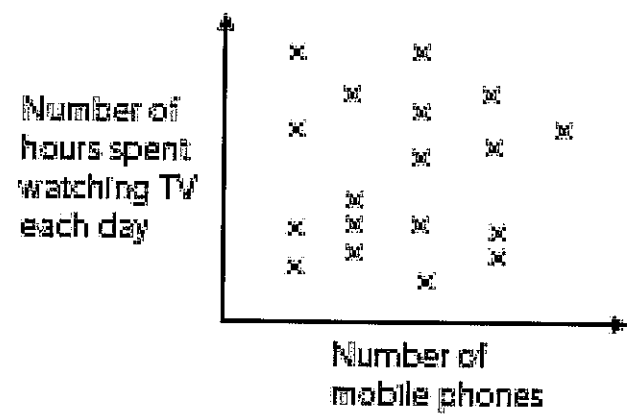
Scatter diagram A



Scatter diagram B



Scatter diagram C



The questions are on the next page.

Kemi writes:

Scatter diagram A shows that the more televisions a person has in
their home the more hours they spend watching television.

Now complete the sentences below.



Scatter diagram B shows that _____

(1 mark)



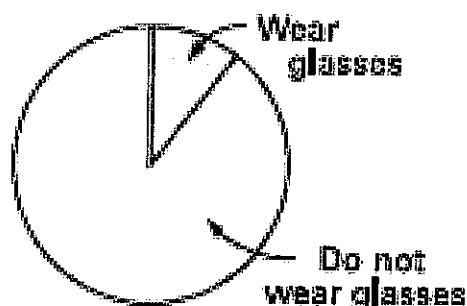
Scatter diagram C shows that _____

(1 mark)

15. There are 60 pupils in a school.
6 of these pupils wear glasses.

(a) The pie chart is not drawn accurately.

What should the angles be?
Show your working.



and

2 marks

(b) Exactly half of the 60 pupils in the school are boys.

From this information, what percentage of boys in this school wear glasses?

Tick (✓) the correct box below.

5%

6%

10%

20%

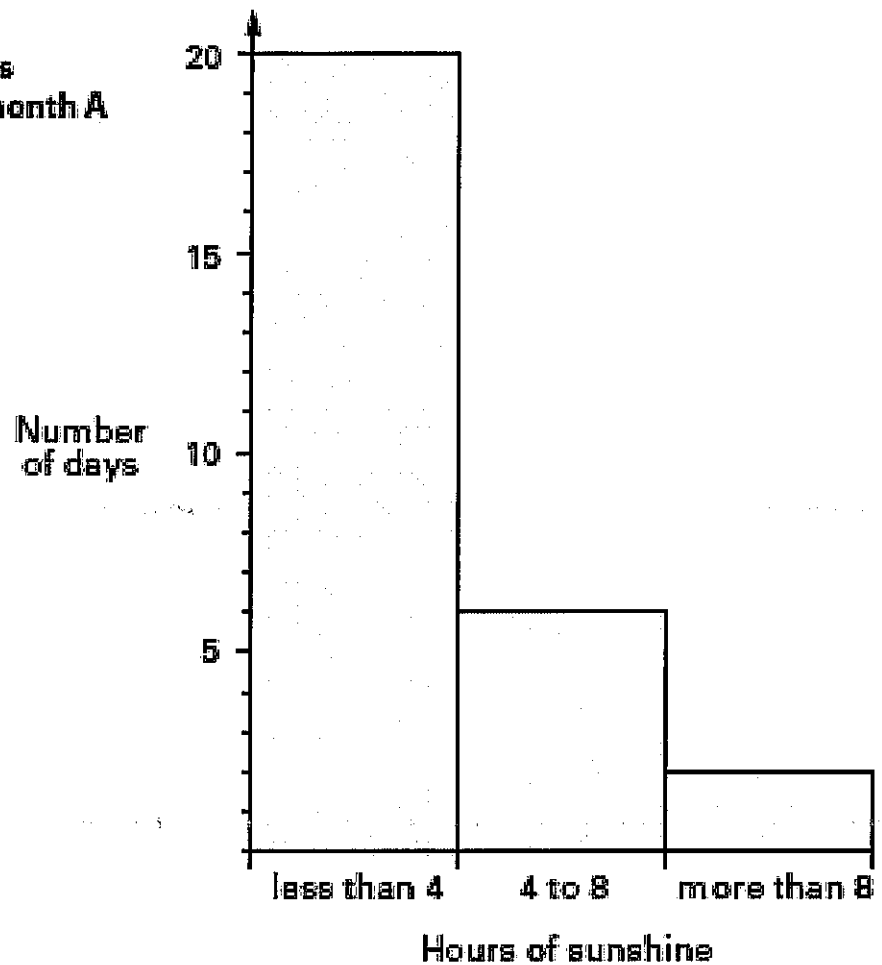
50%

not possible to tell

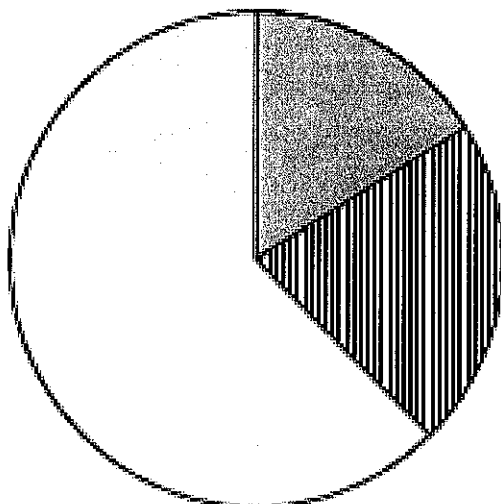
1 mark

12. The diagrams show the number of hours of sunshine in two different months.

Number of hours of sunshine in month A



Number of hours of sunshine in month B



Key:



number of days with less than 4 hours




number of days with 4 to 8 hours



number of days with more than 8 hours

(a) How many days are there in month A?


Tick (✓) the correct box.

 28 29 30 31 not possible to tell

1 mark

(b) How many days are there in month B?

Tick (✓) the correct box.

 28 29 30 31 not possible to tell

1 mark

(c) Which month had more hours of sunshine?

Tick (✓) the correct box.




 month A month B

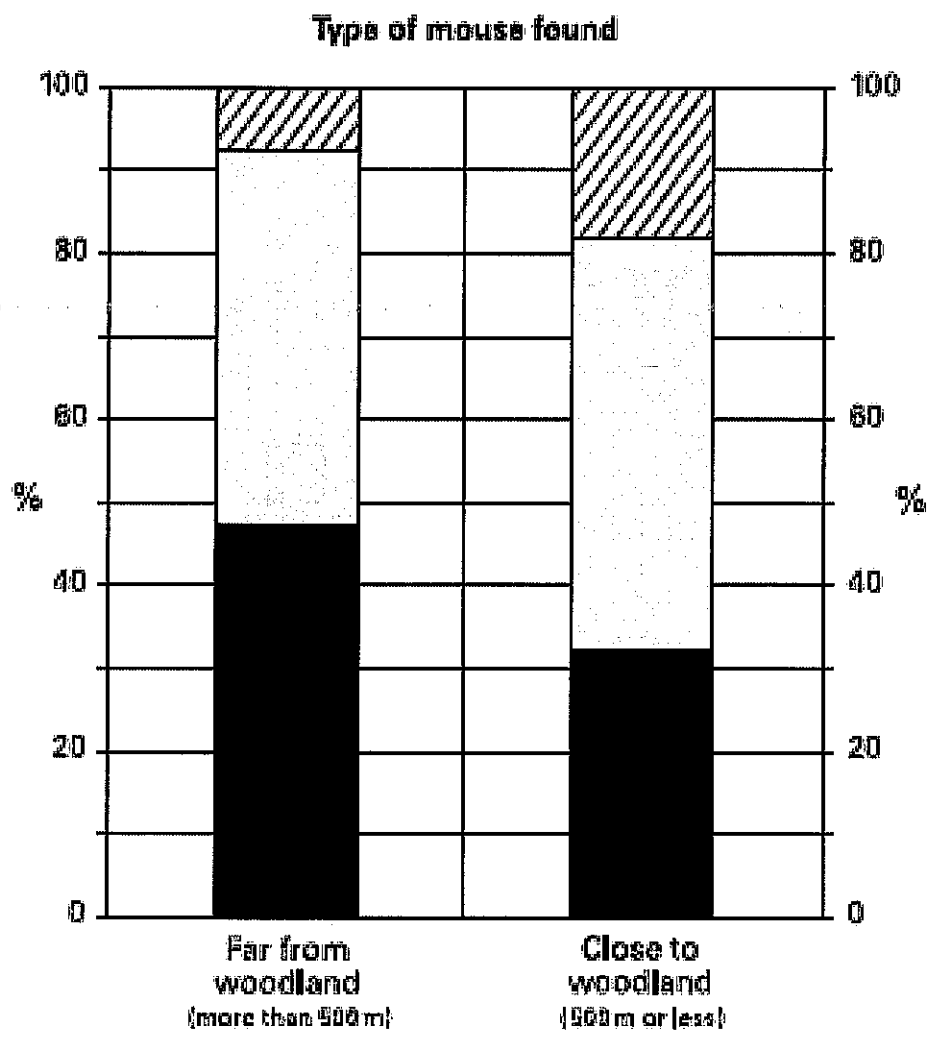
Explain how you know.



1 mark

17. Three types of mice might come into our homes.
 Some mice are more likely to be found in homes far from woodland.
 Others are more likely to be found in homes close to woodland.
 The bar charts show the percentages of mice that are of each type.

- Key**
-  Yellow-necked mice
 -  Wood mice
 -  House mice



Use the bar charts to answer these questions.

- (a) About what percentage of mice in homes close to woodland are wood mice?



%

1 mark

- (b) About what percentage of mice in homes far from woodland are not wood mice?




%

1 mark

- (c) The black bars show the percentages for house mice. One of the black bars is taller than the other.

Does that mean there must be more house mice in homes far from woodland than in homes close to woodland?

Tick (✓) Yes or No.

 Yes

No

 Explain your answer.

12. Hakan asked 30 pupils which subject they liked best.

Subject	Number of boys	Number of girls
Maths	4	7
English	2	4
Science	3	3
History	0	1
French	1	5
	total 10	total 20

(a) Which subject did 20% of boys choose?



.....

1 mark

(b) Which subject did 35% of girls choose?



.....

1 mark

(c) Hakan said:

'In my survey, Science was equally popular with boys and girls'.

Explain why Hakan was wrong.



1 mark

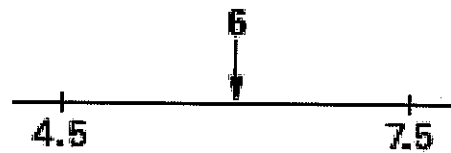
(d) Which subject was equally popular with boys and girls?



.....

1 mark

11. (a) The number 6 is halfway between 4.5 and 7.5



Fill in the missing numbers below.



The number 6 is halfway between 2.8 and

1 mark

The number 6 is halfway between -12 and

1 mark

(b) Work out the number that is halfway between 27×38 and 33×38
Show your working.

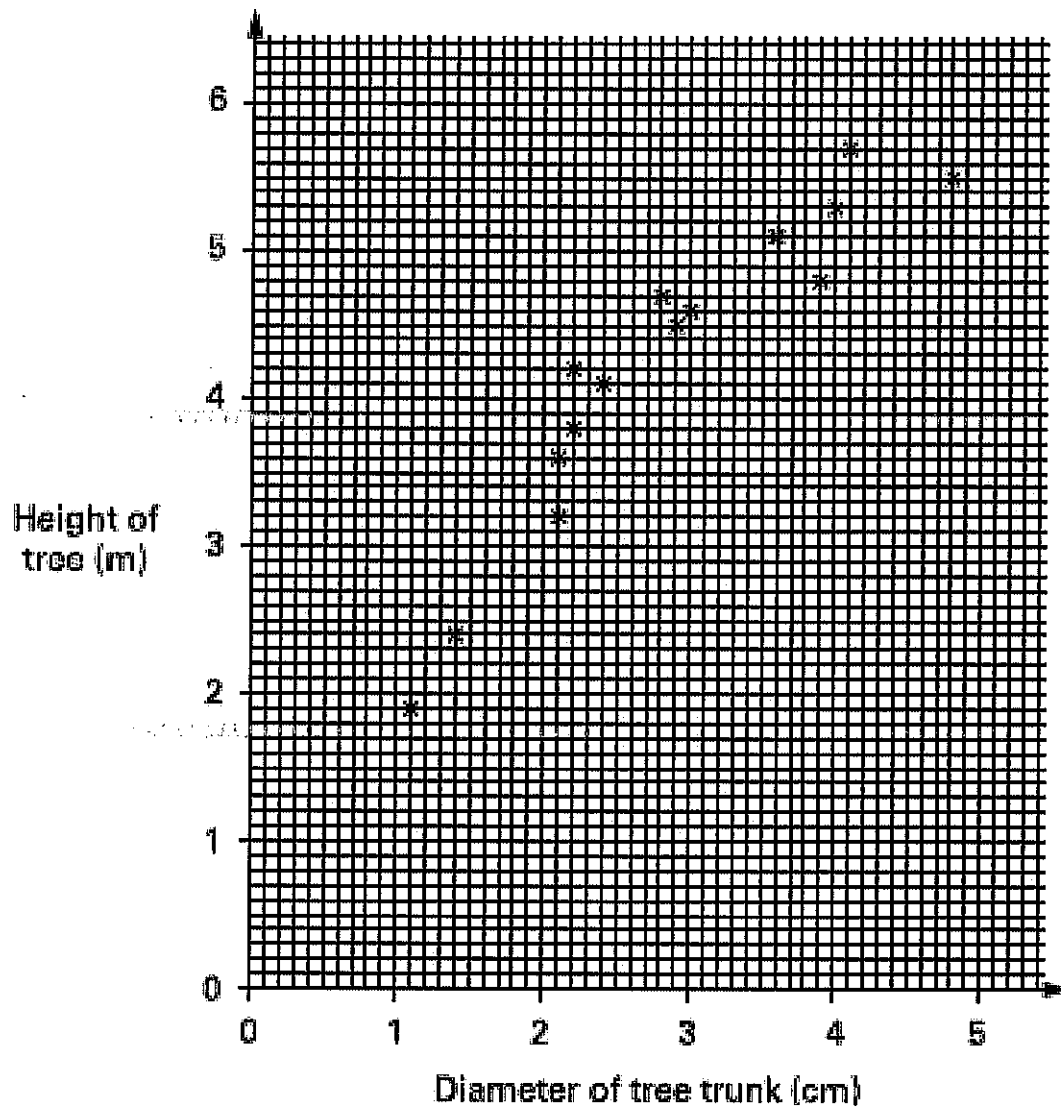


.....

.....

2 marks

22. The scatter graph shows information about trees called poplars.



- (a) What does the scatter graph show about the relationship between the diameter of the tree trunk and the height of the tree?

-
- (b) The height of a different tree is 3m. The diameter of its trunk is 5cm.
Use the graph to explain why this tree is not likely to be a poplar.



1 mark

- (c) Another tree is a poplar. The diameter of its trunk is 3.2 cm.
Estimate the height of this tree.



1 mark

13. (a) There are four people in Sita's family.
Their shoe sizes are 4, 5, 7 and 10

What is the median shoe size in Sita's family?



.....

1 mark

(b) There are three people in John's family.
The range of their shoe sizes is 4

Two people in the family wear shoe size 6
John's shoe size is not 6 and it is not 10

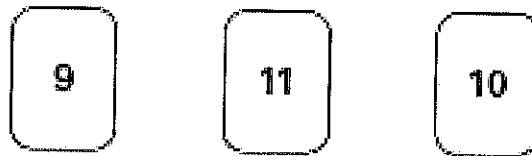
What is John's shoe size?



.....

1 mark

12. (a) Look at these three numbers.



Show that the mean of the three numbers is 10



1 mark

Explain why the median of the three numbers is 10



1 mark

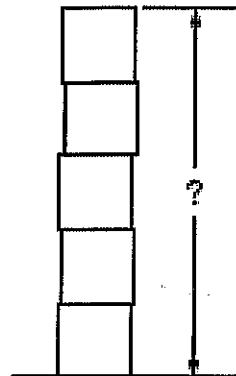
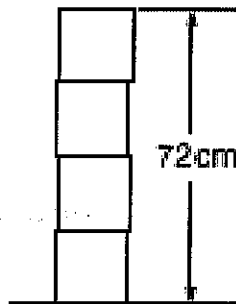
(b) Four numbers have a mean of 10 and a median of 10, but none of the numbers is 10

What could the four numbers be?

Give an example.

1 mark

13. Lisa has some boxes that are all cubes of the same size.
She uses four of the boxes to make a pile with a height of 72 cm.
She puts one more box on top of the pile.

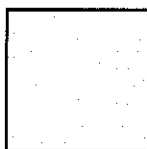


Work out the height of the pile of five boxes.

_____ cm

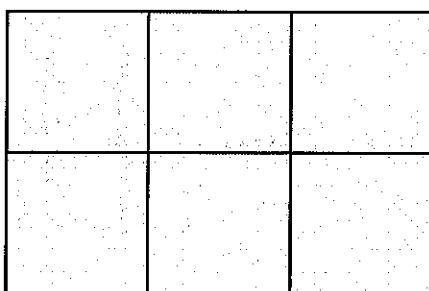
Marks

23. The diagram shows a square with a perimeter of 12 cm.



Not drawn
accurately

Six of these squares fit together to make a rectangle.



Not drawn
accurately

What is the area of the rectangle?

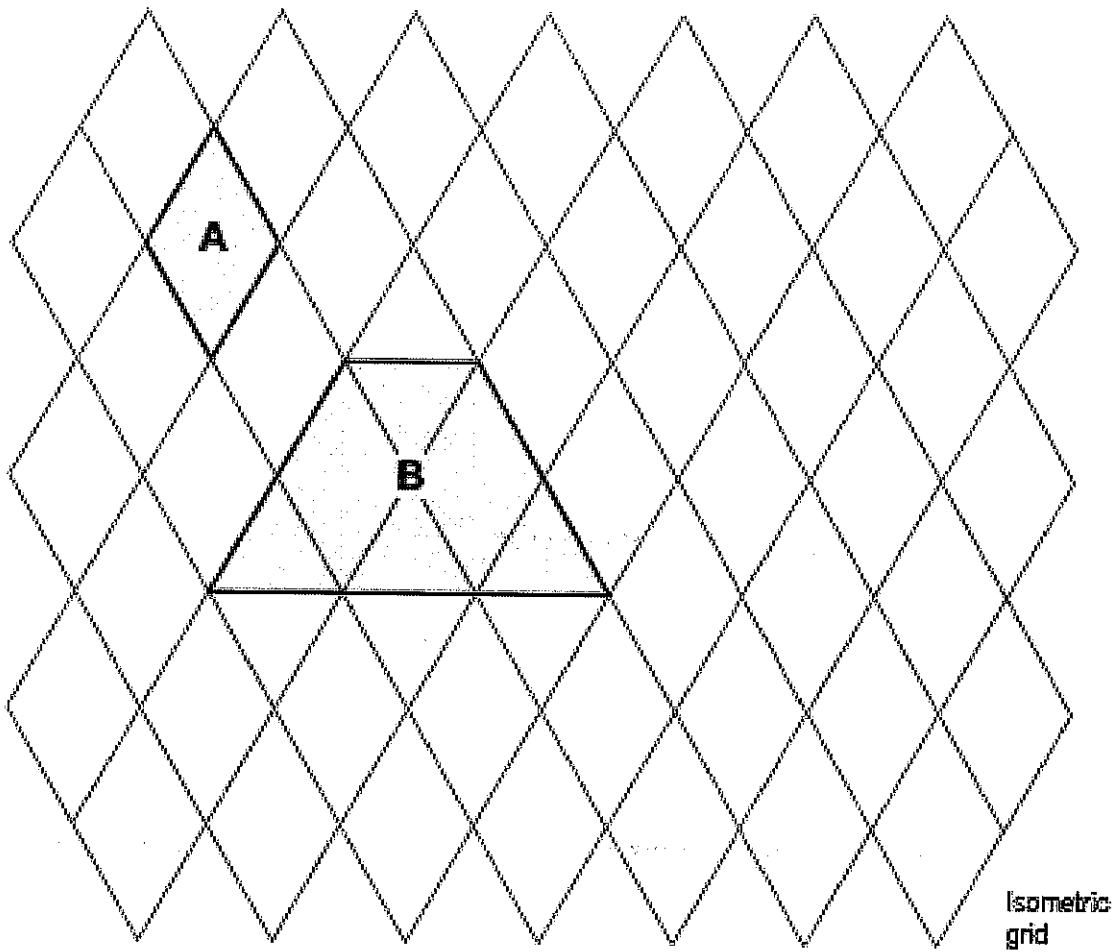
You must give the correct unit with your answer.



1 mark

1 mark

5. Look at the shaded shapes.



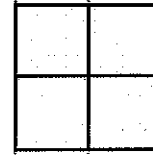
- (a) The area of shape A is 3cm^2
 What is the area of shape B?

 _____ cm^2 _____
 1 cm²

- (b) On the grid, draw a triangle that has an area of 6cm^2

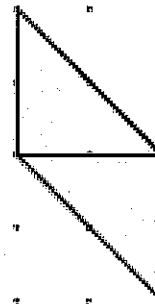
 1 cm²

10. Four squares join together to make a bigger square.



- (a) Four congruent triangles join together to make a bigger triangle.

Draw two more triangles to complete the drawing of the bigger triangle.



1 mark

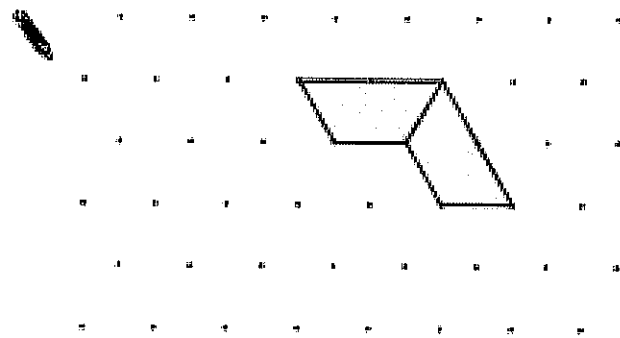
- (b) Four congruent trapeziums join to make a bigger trapezium.

Draw two more trapeziums to complete the drawing of the bigger trapezium.



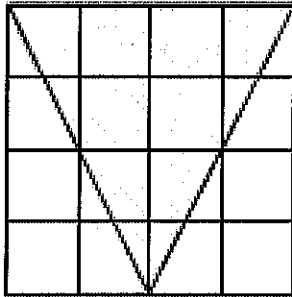
1 mark

-
- (c) Four congruent trapeziums join together to make a **parallelogram**.
Draw two more trapeziums to complete the drawing of the parallelogram.

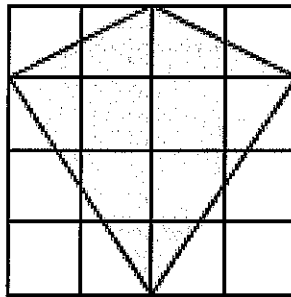


1 mark

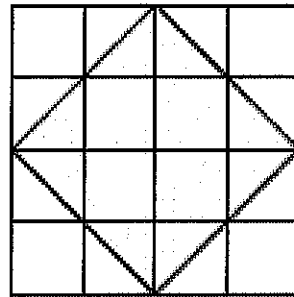
17. The shapes below are drawn on square grids.



shape A



shape B

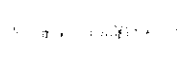


shape C

(a) Is shape A an equilateral triangle? Tick (✓) Yes or No.



Yes No



Explain your answer.



7 mark

(b) Is shape B a kite?



Yes No

Explain your answer.



7 mark

(c) Is shape C a square?



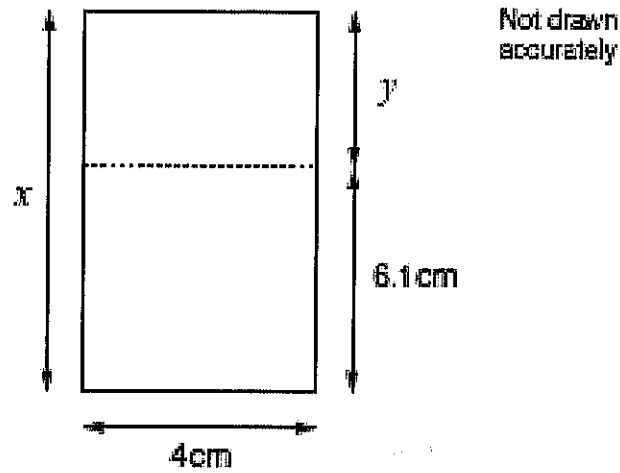
Yes No

Explain your answer.



8 mark

20. Look at the rectangle.



The total area of the rectangle is 40 cm^2

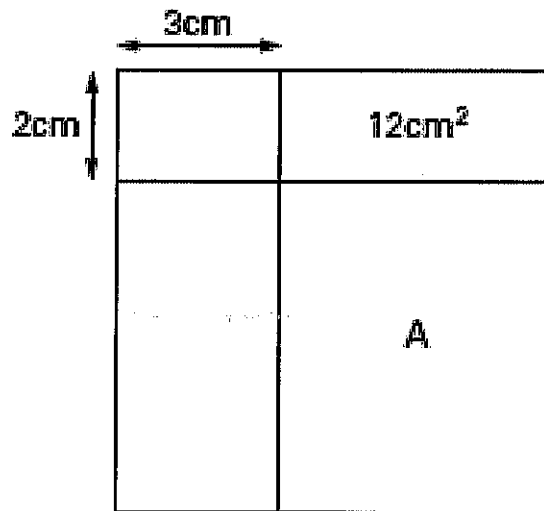
Work out lengths x and y .



$x =$ _____ cm $y =$ _____ cm

Points

17. The diagram shows a square.
Two straight lines cut the square into four rectangles.
The area of one of the rectangles is shown.



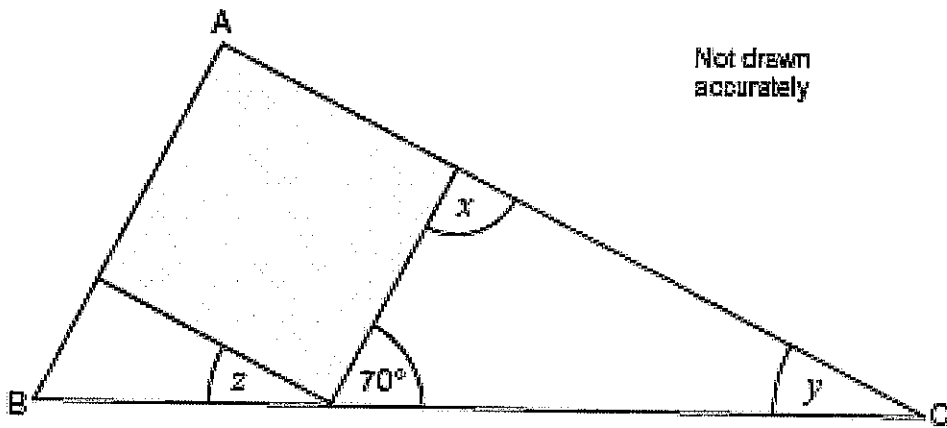
Not drawn
accurately

Work out the area of the rectangle marked A.

..... cm²

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

16. Look at the right-angled triangle ABC.



The square fits exactly inside the triangle.

Work out the sizes of angles x , y and z

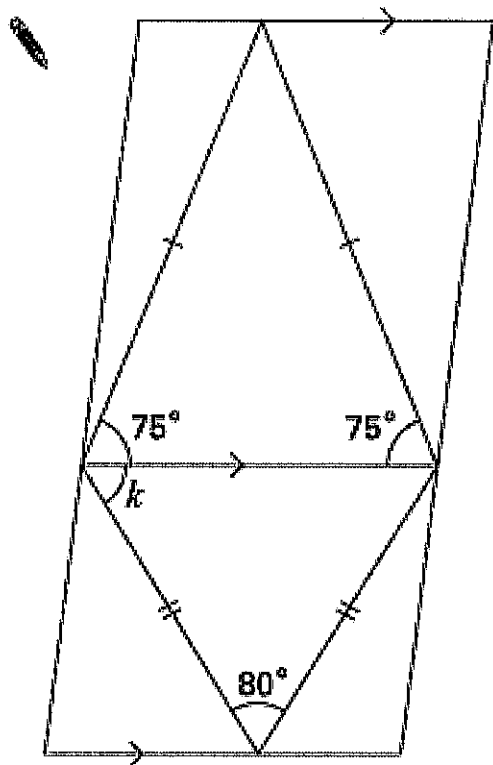
$$x = \underline{\hspace{2cm}}^\circ$$

$$y = \underline{\hspace{2cm}}^\circ$$

$$z = \underline{\hspace{2cm}}^\circ$$

5 marks

17. The diagram shows two isosceles triangles inside a parallelogram.



Not drawn accurately

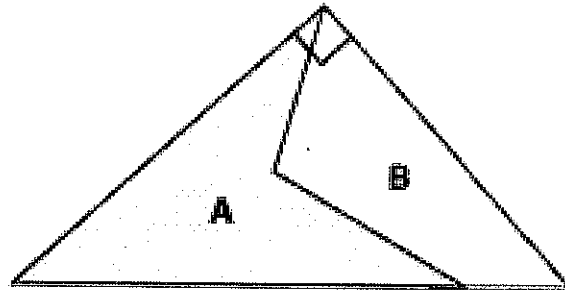
- (a) On the diagram, mark another angle that is 75°
Label it 75°

1 mark

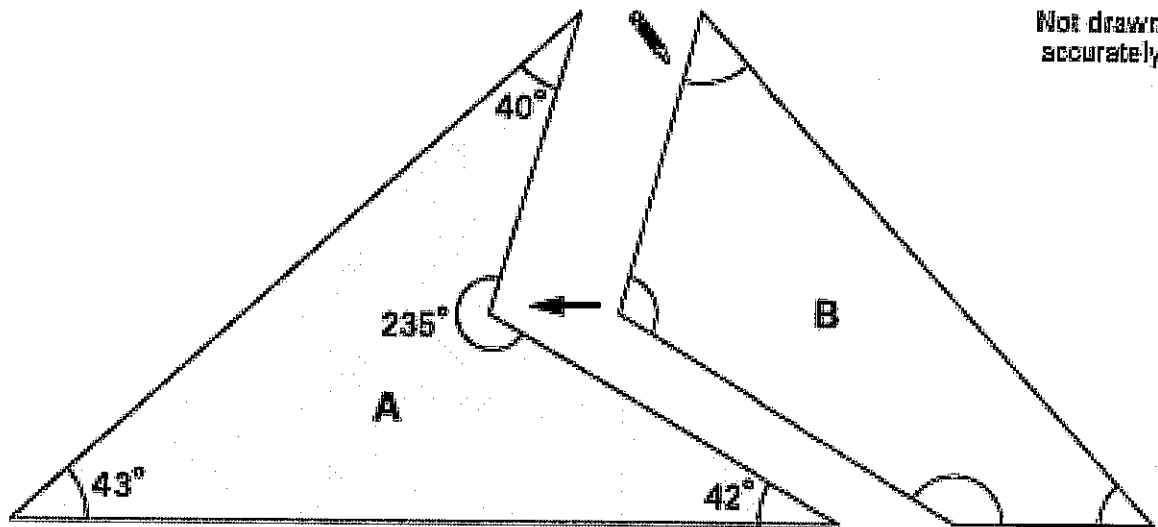
- (b) Calculate the size of the angle marked k
Show your working.



17. The drawing shows how shapes A and B fit together to make a right-angled triangle.

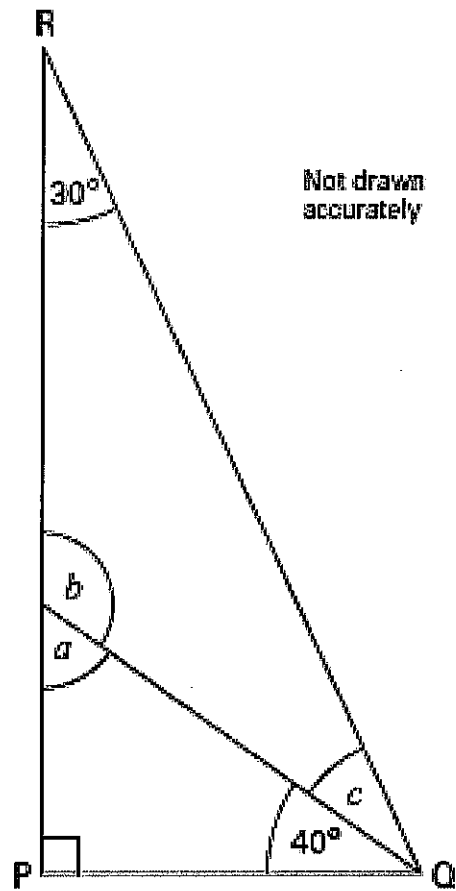


Work out the size of each of the angles in shape B.
Write them in the correct place in shape B below.



.....
.....
.....
3 marks

13. The diagram shows triangle PQR.



Work out the sizes of angles a , b and c

1 mark

1 mark

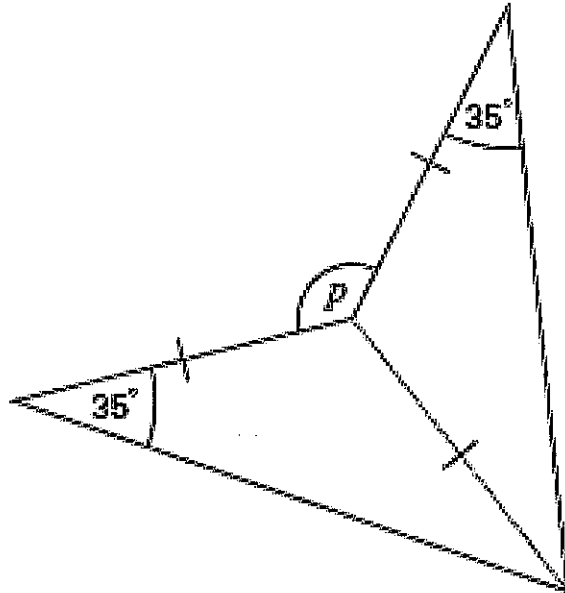
$a = \dots\dots\dots^\circ$

$b = \dots\dots\dots^\circ$

$c = \dots\dots\dots^\circ$

1 mark

22. This shape has been made from two congruent isosceles triangles.



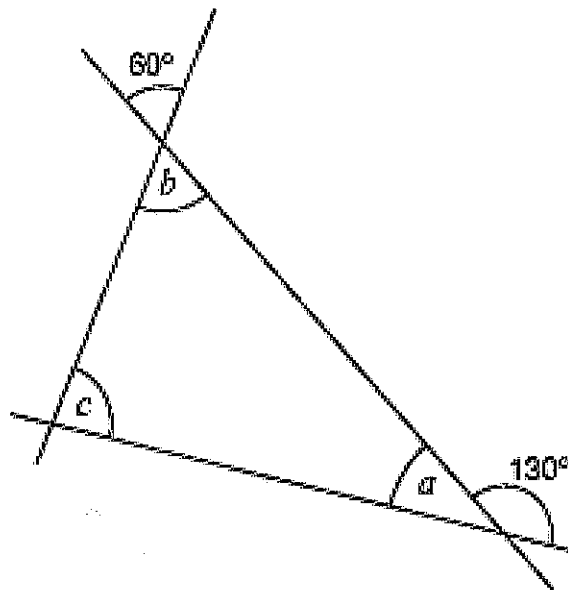
Not drawn accurately

What is the size of angle p ?

$p = \dots\dots\dots^\circ$

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

20. The diagram shows three straight lines.



Not drawn
accurately

Work out the sizes of angles a , b and c

Give reasons for your answers.

$a =$ _____ $^\circ$ because

8 marks

$b =$ _____ $^\circ$ because

8 marks

$c =$ _____ $^\circ$ because

8 marks