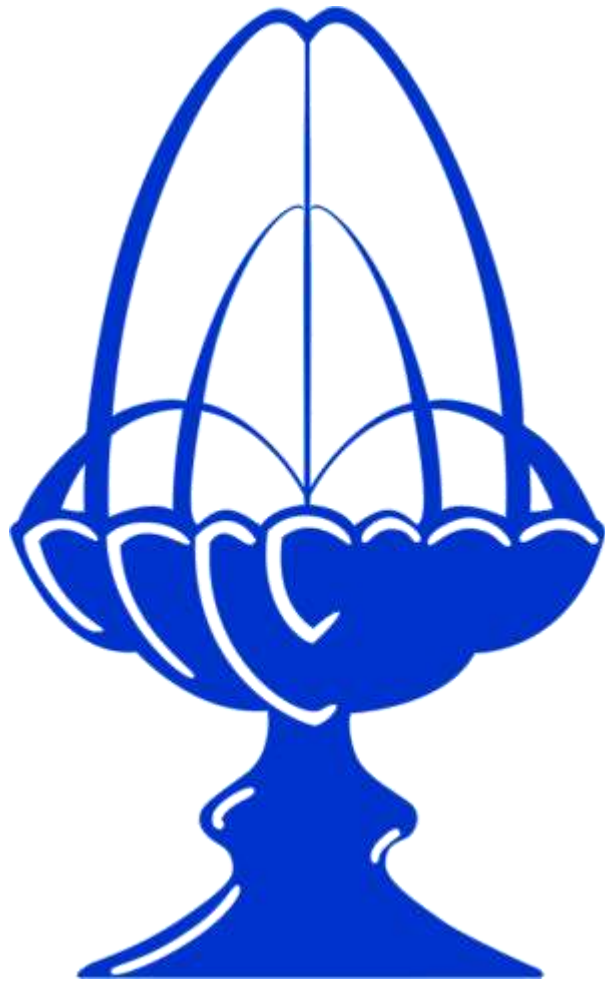


# **West Byfleet Junior School**



## **Year 6 Revision Booklet Maths, SPaG & Reading**

**Name:** \_\_\_\_\_

Dear Parents,

We have produced this resource to help you consolidate your understanding of some of the main maths and English concepts. Enclosed you will find a mix of maths, SPAG (spelling, punctuation and grammar) and reading activities.

Please try to spend 10 to 30 minutes each day working through the questions/revision activities enclosed. This resource is designed to be completed for a short amount of time each day (thirty minutes at the most).

Keep working hard!

Best wishes,

Mr Schofield, Miss Barrett and Miss Lonergan



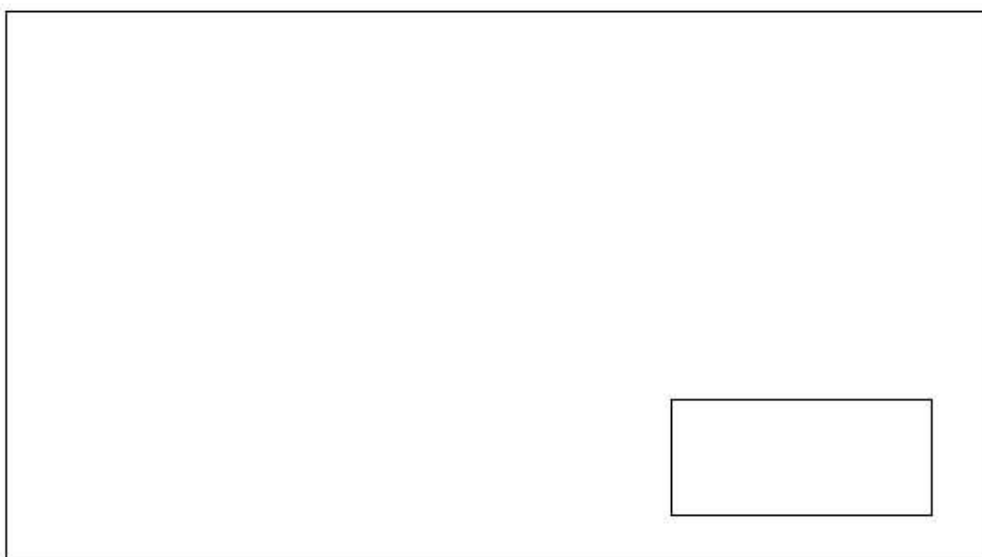
**Please ensure that you show all your working out**

1.	<p>The first two numbers in this sequence are 2.1 and 2.2.</p> <p>The sequence then follows the rule</p> <p><i>'to get the next number, add the two previous numbers'</i></p> <p>Write the next two numbers in the sequence.</p> <p>2.1   2.2   4.3   6.5   ____   ____</p>	<b>1 mark</b>						
2.	<p>Tick (✓) the numbers which have a total of 10</p> <table><tr><td><b>0.01</b></td><td><b>0.11</b></td><td><b>1.01</b></td></tr><tr><td><b>9.9</b></td><td><b>9.09</b></td><td><b>9.99</b></td></tr></table>	<b>0.01</b>	<b>0.11</b>	<b>1.01</b>	<b>9.9</b>	<b>9.09</b>	<b>9.99</b>	<b>1 mark</b>
<b>0.01</b>	<b>0.11</b>	<b>1.01</b>						
<b>9.9</b>	<b>9.09</b>	<b>9.99</b>						

**3.**

**Calculate  $31.6 \times 7$**

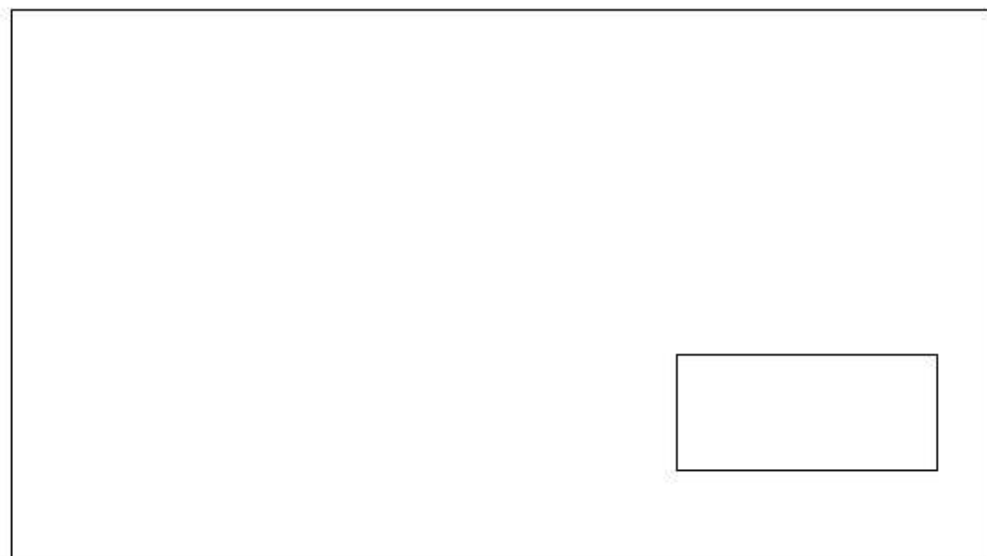
**1 mark**



**4.**

**Calculate  $15.05 - 14.84$**

**1 mark**



## Common and Proper Nouns

A **common noun** names a **general** person, place or thing.

Eg.            I went to the city.  
                The man was kind.

A **proper noun** names a **specific** person, place or thing. Always make sure the first letter of a proper noun is a capital.

Eg.            I went to London.  
                Mr. Brown was kind.  
                My new puppy, Benjy, is playful.

**Instructions:** Underline the common nouns and write **C** above them.  
Underline the proper nouns and put **P** above them.

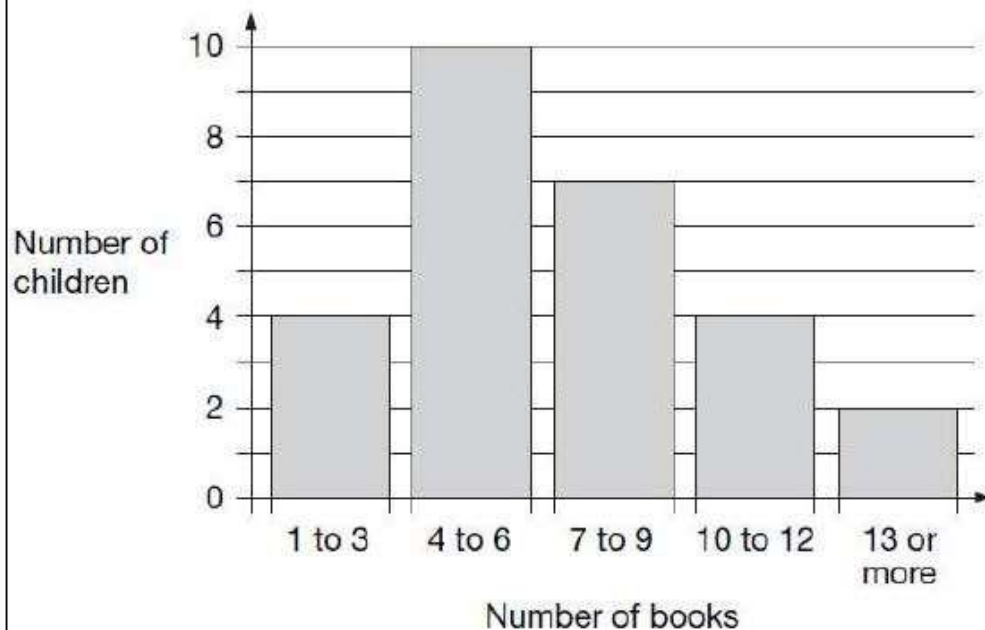
1. The house is on Wordsworth Crescent. (1 common, 1 proper)
2. Karen played with her sister. (1 common, 1 proper)
3. Fran went to friendly's pet shop. (2 proper)
4. The car stopped quickly. (1 common)
5. Chester Road is a busy street. (1 proper, 1 common)
6. Michael and his friend chased the kitten. (1 proper, 2 common)
7. Did you see Kevin at the party? (1 common, 1 proper)
8. Laura looked at the stars through her telescope. (1 proper, 2 common)
9. There were no yellow markers in the box. (2 common)

Please ensure that your child shows you all their working out.

1.

This chart shows the number of books some children read last month.

2 marks



How many children altogether read **more than 9 books**?

**7** children read 4 books.

**1** child read 5 books.

Lin says,

**'That means that 2 children read 6 books.'**

**Explain how she can work this out from the chart.**

2.

Rosie collects data about birds visiting a bird table.

2 marks

Here are her results.

Blackbird	
Sparrow	
Robin	
Blue tit	
Other	

Draw **two** more

lines to complete the



Rosie saw **20 birds** altogether.

What **fraction** of the birds were blackbirds?

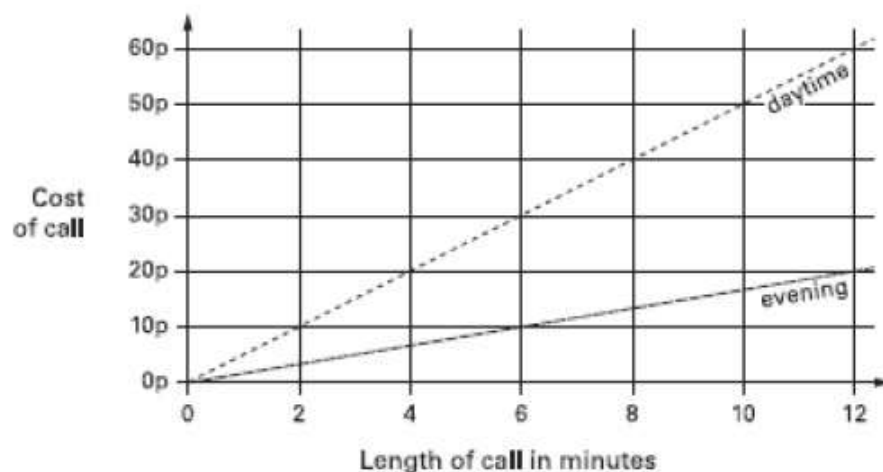
100%



3.

This graph shows the cost of phone calls in the daytime and in the evening.

2 marks



How much does it cost to make a **9 minute** call in the daytime?

How much **more** does it cost to make a **6 minute** call in the **daytime** than in the **evening**?



## Pronouns

**Remember!** A pronoun can replace either a **proper noun** or a **common noun**.

**Instructions:** Can you fill in the missing pronoun?

1. Robert sat on \_\_\_\_\_ chair. \_\_\_\_\_ was a small chair.
2. Mary picked up the pen and passed \_\_\_\_\_ to her friend.
3. James fell over. \_\_\_\_\_ scratched \_\_\_\_\_ knee.
4. Sarah and Michelle don't like Manchester United, \_\_\_\_\_ support Liverpool.
5. I picked up the pencils and gave \_\_\_\_\_ to Christopher.

## Verbs

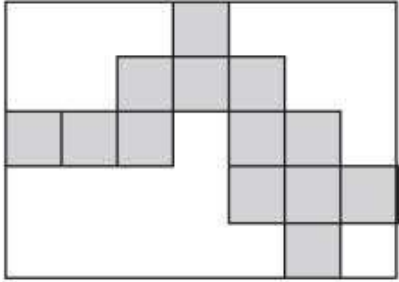


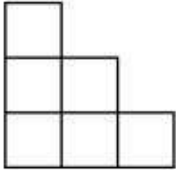
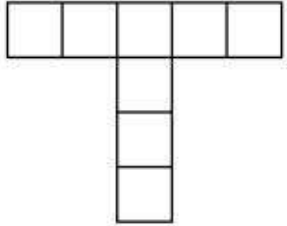
A verb tells us what someone is doing or what is happening e.g. Emma is **digging** in the garden. Verbs bring nouns to life. Verbs are the key part of any sentence. A group of words **cannot** make a sentence unless it has at least one verb.

- \* **Doing words** describe actions e.g. The boy **kicked** the ball.
- \* **Being words** are also verbs e.g. The boy **is** muddy.
- \* **Present tense** verbs are happening now e.g. Now I am **swimming** in the pool.
- \* **Past tense** verbs happened in the past e.g. Yesterday I **swam** in the sea.
- \* **Future tense** verbs tell us what will happen in the future e.g. Tomorrow I will **swim** in the river.
- \* **Subject and verb agreement** means that the subject (the main person or thing) and the verb in each sentence must agree e.g. The children **is** singing should be: The children **are** singing.
- \* **Auxillary** verbs are sometimes used to help a verb make sense e.g. Spike **was** washing the car.
- \* **Active** verbs are when the subject of the sentence does the action e.g. The thief **stole** the jewels.
- \* **Passive** verbs are when the subject of the sentence has the action done to it e.g. The jewels **were stolen** by the thief.

Underline the words in the sentences below that are **verbs** (doing or action words):

1. The warm sun shone in the blue sky.
2. Bright butterflies floated through the tall trees.
3. Ants scuttled round an old jam-pot before they ran away.
4. Busy bees flew among the sweet scented roses.
5. A bird perched on the low branch until it saw a black cat.
6. The pansies made a yellow carpet as they turned towards the bright sun.
7. Wasps swarmed among the ripe strawberries.
8. The old gardener leant on the gate and smoked his pipe.

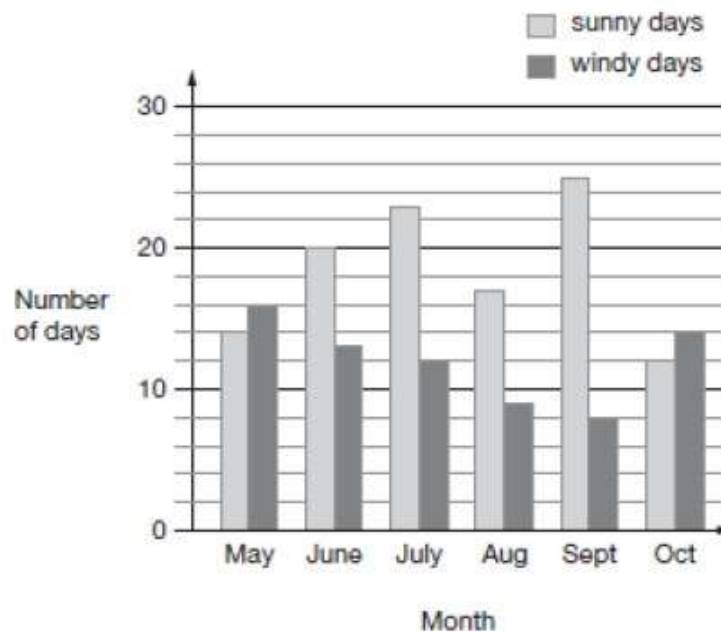
Please ensure that your child shows you all their working out.

<p><b>1.</b></p>	<p>Here is a rectangle with 13 identical shaded squares inside it.</p>  <p>What fraction of the rectangle is shaded?</p> <div style="text-align: right;">  <div style="border: 1px solid black; width: 160px; height: 50px; margin-left: 10px;"></div> </div>	<p><b>1 mark</b></p>
<p><b>2.</b></p>	<p>Calculate <math>\frac{5}{12}</math> of 378?</p> <div style="text-align: right;">  <div style="border: 1px solid black; width: 160px; height: 50px; margin-left: 10px;"></div> </div>	<p><b>1 mark</b></p>
<p><b>3.</b></p>	<p>Shade <b>one third</b> of this shape.</p>  <p>Shade <b>one quarter</b> of this shape.</p> 	<p><b>2 marks</b></p>

4.

The chart shows the number of sunny days and the number of windy days in six months.

3 marks



Which months had more windy days than sunny days?

How many months had more than 15 sunny days?

How many more sunny days than windy days were there in **June**?



## Adjectives and Adverbs

An adjective is a describing word. It tells us more about a noun e.g. a **loud** noise, a **rough** sea.

Sometimes **adjectives** can be used as other parts of speech. Zoo and jelly, for instance, are better known as **nouns**, but occasionally we can use nouns as adjectives. Also, we can make certain **verbs** into adjectives: cats that lie down and watch out can become **lying** and **watchful** cats.

Adjectives help to put **sparkle** into writing. Choose them carefully, to make them vary and to make sure that you say exactly what you mean. Certain adjectives, such as **nice**, **great**, **lovely** or **cute** can be used too often, and so make writing rather dull and vague.

Adjectives can often be made into adverbs.

Adverbs tell us more about verbs. Many adverbs tell us **how** something happened but some tell us **when** or **where** something is happening. It adds to a verb. Many adverbs end in -ly e.g. The children are laughing **happily**.

Adverbs can answer the questions When? Where? How? How often? and so on.

Adverbs may also add to adjectives or other adverbs:

**very** beautiful, **amazingly** handsome or **unspeakably**, **revoltingly** ugly.

\* **Comparative** adjectives and adverbs are used when we compare two or more nouns. They are in a form which expresses **more** e.g. Emma is **strong** but Amy is **stronger**. Shorter adjectives and adverbs usually make comparatives by adding **-er**. Longer adjectives and adverbs more often make comparisons using **more**.

\* **Superlative** adjectives and adverbs are used when we compare three or more nouns. They are in a form which expresses **most** e.g. Shireen is the **strongest**. Shorter adjectives and adverbs usually make superlatives by adding **-est**. Longer adjectives and adverbs more often make superlatives by using **most**.

## Adjectives

**Instructions:** Choose one of these words to describe each of the things below.

bright	fresh	chubby	wooden
china	juicy	heavy	sharp

1. a \_\_\_\_\_ parcel.

5. a \_\_\_\_\_ knife.

2. a \_\_\_\_\_ egg.

6. a \_\_\_\_\_ baby.

3. a \_\_\_\_\_ star.

7. a \_\_\_\_\_ orange.

4. a \_\_\_\_\_ teapot.

8. a \_\_\_\_\_ stool.

**Instructions:** Now choose a word for each of these phrases.

fine	rich	clean	stale
new	ripe	tidy	quiet

1. A boy who has just had a bath is \_\_\_\_\_ .

2. A pear which is just ready for eating is \_\_\_\_\_ .

3. A man who has a lot of money is \_\_\_\_\_ .

4. A child who makes no noise is \_\_\_\_\_ .

5. A day when there is no rain is \_\_\_\_\_ .

6. A dress which has never been worn is \_\_\_\_\_ .

7. A bun which was baked a week ago is \_\_\_\_\_ .

8. A room in which nothing is out of place is \_\_\_\_\_ .



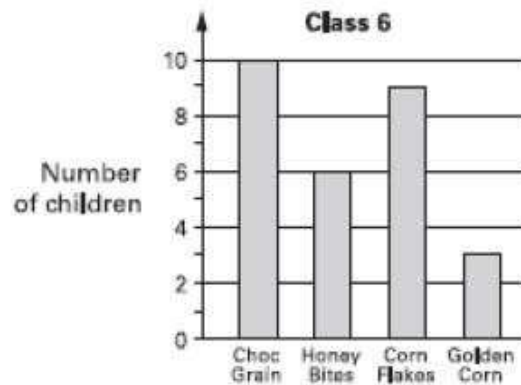
Please ensure that your child shows you all their working out.

1.

Tom does a survey of children's favourite breakfast cereals.

2 marks

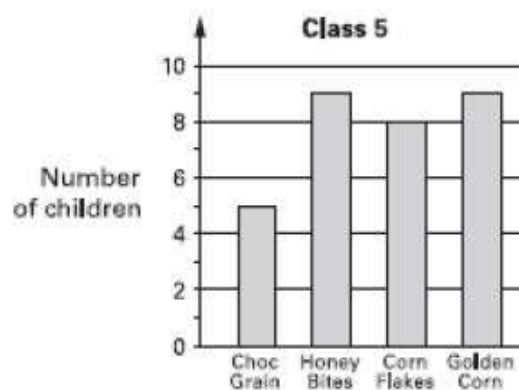
These are the results for Class 6.



How many **more** children in Class 6 prefer **Choc Grain** than **Golden Corn**?

→

These are the results for Class 5.



How many children are in **both** classes like **Honey Bites** best?

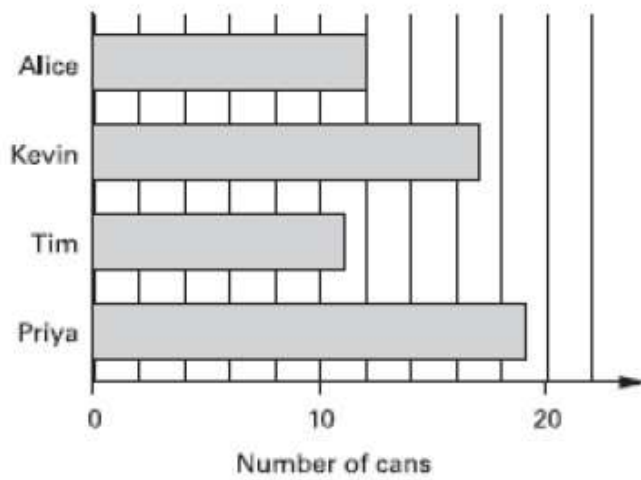
→

2.

Some children collect cans for recycling.

2 marks

Here is a chart of how many cans they collect in the first week.



How many cans has Kevin collected?

✎

Alice's **target** is to collect **30** cans.

How many **more** cans does Alice need to reach her target?

✎

3.

A shop sells different kinds of greeting cards.

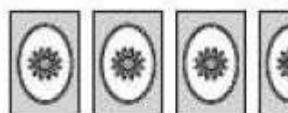
2 marks

This pictogram shows how many they sold in a week.

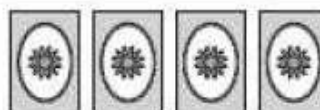
This pictogram shows how many they sold in a week.



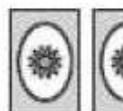
Birthday  
cards



Thank You  
cards



Get Well  
cards



Estimate how many Birthday cards were sold.

42.0

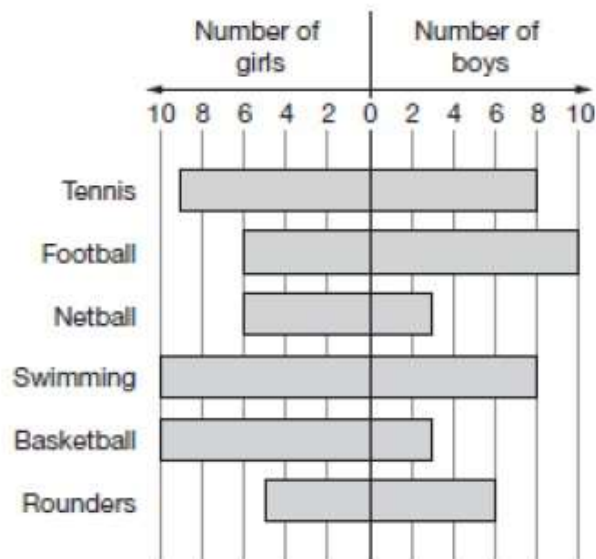
Estimate how many more Thank You cards than Get Well cards were sold.

42.0

4. Some children each chose their favourite sport.

3 marks

This chart shows the results.



Which sport was chosen by the most children?

How many **more** girls than boys chose basketball?



Write **all** the sports that were chosen by more boys than girls.



## Adverbs

An adverb adds to the verb. It usually tells us how a verb takes place.

**Instructions:** Underline the adverb in these sentences. Remember to look for what is being done (the verb) and then look for **how** it is being done.

1. The red car travelled speedily along the narrow road.

2. Julie walked slowly to school along the path.

3. The player shot quickly into the empty goal.

4. The crowd laughed loudly at the comic's jokes.

5. The princess cried quietly when she was lost.

6. "Will you be quiet!" shouted the teacher angrily.

7. The homework was finished quickly by the wise pupil.

8. Because it was raining heavily, they had to stay in.

Sometimes adverbs tell us where or when a verb takes place.

Eg. I will be coming out tomorrow. - when

Please put the cars there. - where

**Instructions:** Underline the adverb in these sentences.

1. "Can you put your homework here?" asked the teacher.

2. The homework must be handed in by tomorrow.

3. You might be able to play out later if you are lucky.

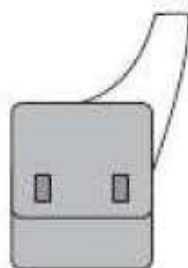
Please ensure that your child shows you all their working out.

1.

Here  
bags

are three  
in a shop.

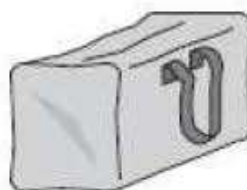
2 marks



A  
£11.50



B  
£14.65



C  
£16.50

How much does bag **B** cost to the nearest pound?



£

Jamie buys bag **A** and bag **C**.

How much change does he get from £40?



£

2. Here is a CD rack. 2 marks



One rack holds **25** CDs.

David has **83** CDs.

How many racks does he need to hold **all** of his CDs?



Lin has **6** racks **full** of CDs.

How many CDs does Lin have altogether?







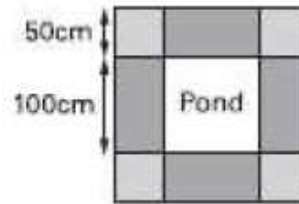
3.

Mr. Singh buys paving slabs to go around his pond.

2 marks

**PAVING SLABS**

<p>£1.95 each</p> 	<p>Square slabs 50cm by 50cm</p>
<p>£3.50 each</p> 	<p>Rectangular slabs 100cm by 50cm</p>



He buys 4 rectangular slabs and 4 square slabs.

What is the total cost of the slabs he buys?

← 1.00

£

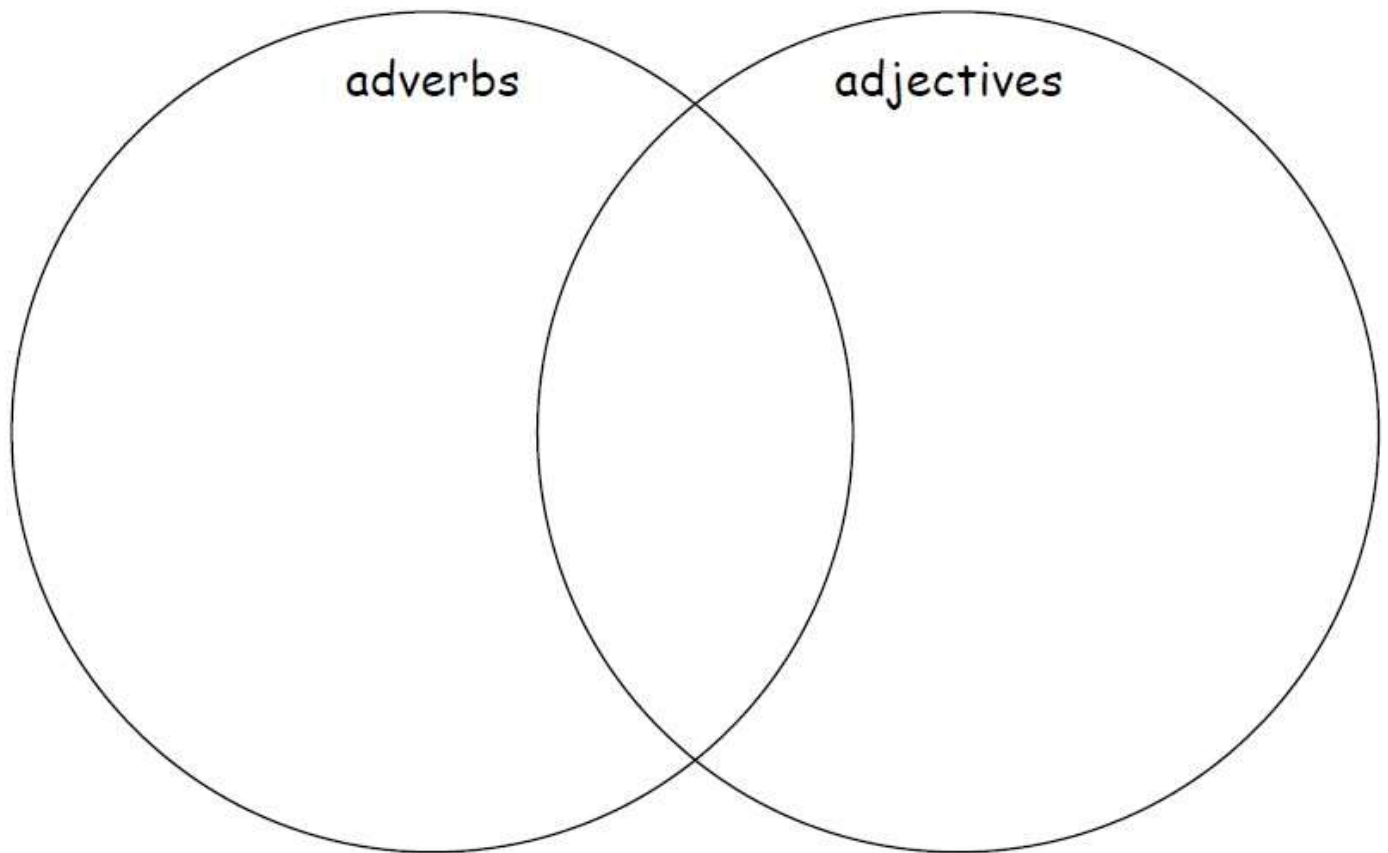
Mr. Singh says,

**'It would cost more to use square slabs all the way round.'**

Explain why he is correct.

## Adverbs and Adjectives

**Instructions:** Sort the words below into the Venn Diagram.



**Remember!** Adjectives describe things (nouns). Adverbs describe how something is being done (verbs).

Happy

Good

Slowly

Quickly

Happily

Badly

Better

Faster

Faintly

Fast

Light

New

Well

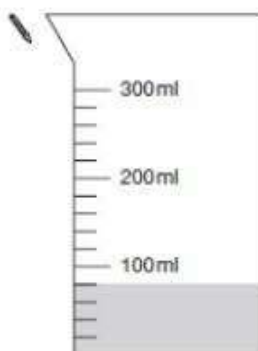
Sometimes

Dark

Please ensure that your child shows you all their working out.

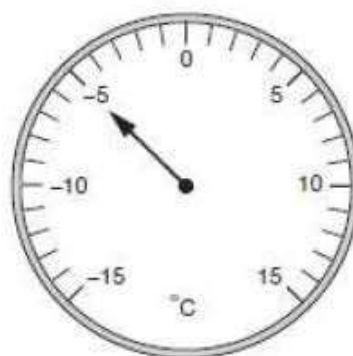
1. Hassan has a jug with some water in it.  
He adds another 140 millilitres of water.  
Draw a line to show the new level of water.

1 mark



2. Here are two thermometers.  
They show two different temperatures.

2 marks

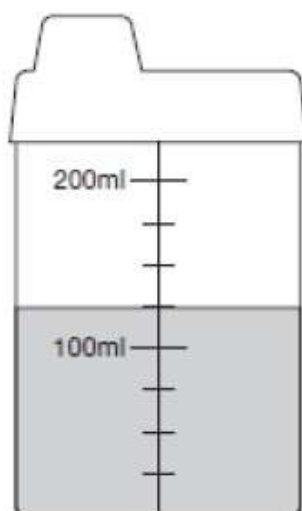


What is the **difference** between the two temperatures?

degrees

3. Here is a baby's drinking cup.

1 mark

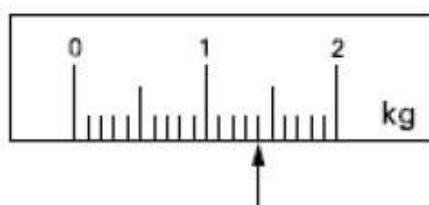


How many millilitres of water are in the cup?



4. On this scale, the arrow (↑) shows the weight of this pineapple.

1 mark

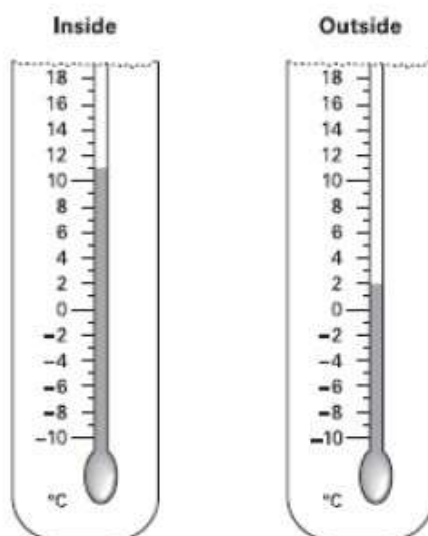


Here is a **different** scale.

Mark with an arrow (↑) the weight of the **same** pineapple.



5. Two thermometers show the temperature inside and outside a greenhouse on a day in January. 2 marks



How many degrees **warmer** was it inside the greenhouse than outside?

°C

Later the temperatures were

Inside	outside
-1°C	-8°C

What is the difference between the two temperatures?

°C

## Connectives and Conjunctions

Connectives and conjunctions are joining words. They may be used to join two sentences e.g. I went home. I had my tea becomes: I went home **and** had my tea.

\* Connectives are used to join two clauses together e.g. I like the weekend **because** I can stay up late.

\* Conjunctions are joiners - words that join parts of sentences together e.g. and, or, but, if, when, before, either..., or, since, because, until, although, unless, while, after.

## Prepositions

A preposition tells us the **position** of one thing in relation to another e.g. Sam hid **behind** the tree.

Prepositions tell us where something is in relation to something else.

Where is the missing pencil?

Is it **in** the living room, **on** the floor, **by** the television, **over** there, **under** the newspaper, **with** the other pencils, **in front** of you, **behind** you, **up on** the shelf, **out of** reach, **down** there, **through** the hall or is it **right beside** you?



## Prepositions

Prepositions show us the relation of one thing (noun) to another.

**Instructions:** Can you put the correct preposition into these sentences.  
Be careful, some of them could go in more than one place!

1. The mouse crept \_\_\_\_\_ the cheese.



2. The girl read the book \_\_\_\_\_ her mother.



3. The man rode his bike \_\_\_\_\_ the hill.



4. The man ran \_\_\_\_\_ the stairs.



5. The boy walked \_\_\_\_\_ the tree.



6. The boy ran \_\_\_\_\_ the bus stop.



7. The car drove \_\_\_\_\_ the roundabout.



8. The train travelled \_\_\_\_\_ the track.





9. The plane flew \_\_\_\_\_ the clouds.



with	past	up	down	around
towards	above	to	along	



Please ensure that your child shows you all their working out.

<b>1.</b>	<p>Jemma thinks of a number.</p> <p>She says,</p> <p><b>'Add 3 to my number and then multiply the result by 5. The answer is 35.'</b></p> <p>What is Jemma's number?</p> <div data-bbox="710 918 742 952"></div> <div data-bbox="798 884 1173 985" data-label="Form"><input type="text"/></div> <p>Riaz thinks of a number.</p> <p>He says,</p> <p><b>'Halve my number and then add 17. The answer is 23.'</b></p> <p>What is Riaz's number?</p> <div data-bbox="734 1892 766 1926"></div> <div data-bbox="821 1904 1173 2004" data-label="Form"><input type="text"/></div>	<b>2 marks</b>

2.

Here is a sorting diagram with four sections, **A**, **B**, **C** and **D**.

1 mark

	multiple of 10	not a multiple of 10
multiple of 20	<b>A</b>	<b>B</b>
not a multiple of 20	<b>C</b>	<b>D</b>

Write a number that could go in section **C**.Section **B** can never have any number in it.

Explain why.

3.

230 children need to travel by bus.

1 mark

Each bus holds 50 children.

How many buses are needed?

Explain your reasons.

4.	Here is a number sentence.  <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">?</div> + 27 > 85  Circle <b>all</b> the numbers below that make the number sentence correct.  <div style="display: flex; justify-content: space-around; font-weight: bold; font-size: 1.2em;"> <span>30</span> <span>40</span> <span>50</span> <span>60</span> <span>70</span> </div>	1 mark
----	--	--------

### Connectives

Connectives are joining words. They link phrases and clauses together.

**Instructions:** Use these connectives to write a short story with a partner. Write a line of the story each and end on a connective so your partner can carry it on.

But      however      nevertheless      on the other hand      instead  
 in contrast      looking at it another way      although      for instance  
 the main reasons against      some people do not believe      disagree  
 the evidence for this suggests      whereas      as long as

And      besides      anyway      after all      many people believe that  
 this is an important issue because      one reason is      furthermore  
 also      moreover      in addition      a further point      claim that...

So      for example      in other words      for instance      first of all  
 finally      in conclusion      after much thought      I believe that  
 the main reason for this      in the end we decided

Because      therefore      so      consequently      as a result      thanks to this  
 because of this      this causes      when      the reason that      this results in

## Complex Sentences

Many **complex sentences** are made up of a **main clause** and a **subordinate clause** (a less important clause). Sometimes these are called the **independent** and **dependent** clauses. The subordinate or dependent clause may not make sense on its own.

- \* In: Alice found a key which opened the door, **Alice found a key** would be the main clause because it makes sense on its own and **which opened the door** would be the subordinate clause because it depends on the other clause to make sense.

## Clauses and Phrases

- \* A **clause** is a **group of words** which can be used as a **whole sentence** or as **part of a sentence**. A clause must contain a **verb** and have a **subject** e.g. in **Edward fought** a scary dragon, Edward is the subject and fought is the verb.
- \* A **phrase** does **not** contain a **verb**. A phrase **does not make sense** on its own. So in the sentence: Shireen slipped over in a muddy puddle: **Shireen slipped over** is the clause and **in a muddy puddle** is the phrase.

## Embedded Clauses

We use something called the 'two comma trick' to drop information into an embedded clause.

- \* In: Jo, crying bitterly, ran down the stairs, crying bitterly is the embedded clause. It is the subordinate or dependent part of the sentence and does not make sense on its own. We know it is the embedded part of the sentence because it has two commas around it to show what has been dropped in.



## Embedded Clauses

Try embedding a clause to drop in further information. Use the words **who**, **which** and **that**.

Put commas around the embedded clause to keep it separate from the rest of the sentence.

E.g.                    The cat, **that had never been wanted**, prowled.

                          The man, **who was delighted**, sat down.

                          The girls, **who dreamed of greatness**, began to move.

We use the 'two comma trick' to drop in this information. The commas show us what information has been added.

The information in the drop in clause is the dependent or subordinate part of the sentence. It needs the rest of the sentence to make sense.

Does it make sense on its own?
---

The cat prowled.

Yes - Independent

That had never been wanted.

No - Dependent

**Instructions:** Underline the embedded clauses and complete the two comma trick in these sentences.

a) Stacey who was almost 10 was excited about her birthday.

b) The cat which had been lying in the sun jumped up when it saw the mouse.

c) The ladder that was leaning against the house was broken.

Can you write 4 of your own using **who**, **which**, **that** and an 'ing' verb?

Please ensure that your child shows you all their working out.

1. The table shows the cost of coach tickets to different cities.

2 marks

		Hull	York	Leeds
Adult	single	£12.50	£15.60	£10.25
	return	£23.75	£28.50	£19.30
Child	single	£8.50	£10.80	£8.25
	return	£14.90	£17.90	£14.75

What is the total cost for a **return** journey to York for one adult and two children?

£

How much **more** does it cost for two adults to make a **single** journey to Hull than to Leeds?

£

2.	<p>Write these numbers in order of size, starting with the smallest.</p> <p><b>3.01      13.0      0.31      1.30      3.1</b></p> <hr/> <p><b>Smallest</b></p>	<b>1 mark</b>
3.	<p>The signs are missing from these number sentences.</p> <p>Write in the missing signs, + - × or ÷</p> <p>The first one has been done for you.</p> $6 \times 5 = 40 - 10$ $20 \bigcirc 8 = 4 \bigcirc 7$ $21 \bigcirc 3 = 15 \bigcirc 8$	<b>2 marks</b>
4.	<p>In this sequence each number is double the previous number.</p> <p>Write in the missing numbers.</p> <p><b>□      □      3      6      12      24      48      □</b></p>	<b>1 mark</b>



5.

Here are the **start** and **finish** times of some children doing a sponsored walk.

1 mark

	Start time	Finish time
Claire	9:30	10:55
Ruth	9:35	11:05
Dan	9:40	11:08
Tim	9:45	11:05

How much longer did Claire take than Tim?

minutes

1

Circle the most suitable **connective** to complete the sentence below.

Amir went to the doctor \_\_\_\_\_ he was feeling ill.

however

because

despite

yet

1 mark

2

Tick **one** word to complete the sentence below so that it is grammatically correct.

The window was \_\_\_\_\_ by a ball.

Tick **one**.

broked

☐

broke

☐

broken

☐

breaked

☐

1 mark

3

Complete the sentences below using either **I** or **me**.

I wanted my mum to watch \_\_\_\_ in the school play.

After we went cycling, Emma and \_\_\_\_ were very tired.

The teacher asked Tim and \_\_\_\_ to collect the books.

1 mark

4

max is coming here in december to learn english.

- a) Circle the three words in the sentence above that should start with a capital letter.
- b) For one of the words you identified above, explain why it needs a capital letter.

Word chosen \_\_\_\_\_

---

---

2 marks

## Forming Equations

5a. Use the equation below to fill in the gaps in the information.

$$6r = 48$$

I think of a number. I multiply it by \_\_\_\_ and my answer is \_\_\_\_.



VF

## Forming Equations

5b. Use the equation below to fill in the gaps in the information.

$$k \div 4 = 2.5$$

I think of a number. I divide it by \_\_\_\_ and my answer is \_\_\_\_.



VF

6a. Circle the equation that matches the information below.

Sunia thinks of a number. She multiplies it by 5 and then adds 3. Her answer is 2.5.

A.  $5n + 3 = 2.5$

B.  $3n + 5 = 2.5$

C.  $5n + 3n = 2.5$

D.  $5 + 3n = 2.5$



VF

6b. Circle the equation that matches the word problem below.

Will thinks of a number. He divides it by 4 and then subtracts 2. His answer is 2.

A.  $4n - 2 = 2$

B.  $n \div 2 - 4 = 2$

C.  $n \div 4 - 2 = 2$

D.  $n \div 2 - 2 = 4$



VF

7a. I think of a number. I multiply it by a half. My answer is 6.

The equation below is incorrect. It does not match this information. Circle the error.

$$\frac{1}{4}n = 6$$



VF

7b. I think of a number. I add 7 and a half. My answer is 18.

The equation below is incorrect. It does not match this information. Circle the error.

$$n - 7\frac{1}{2} = 18$$



VF

8a. Complete the equation below to match the information.

$$e \div \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

Farmer Jones divides his eggs equally between 6 boxes. There are 5 eggs in each box.



VF

8b. Complete the equation below to match the information.

$$4r - \boxed{\phantom{00}} = \boxed{\phantom{00}}$$

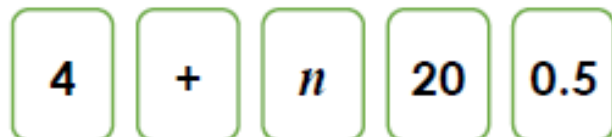
Marley buys 4 rubbers. The shopkeeper gives her a 5p discount. She pays 15p.



VF

## Forming Equations

4a. Use some of the cards to create an algebraic equation.



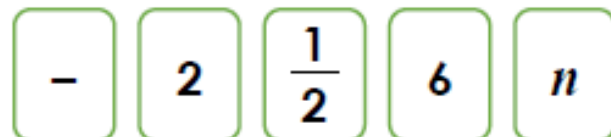
Write a word problem to match the equation created.



PS

## Forming Equations

4b. Use some of the cards to create an algebraic equation.



Write a word problem to match the equation created.



PS

5a. Which is the odd one out?

A. I think of a number. I multiply my number by  $\frac{1}{2}$ . My answer is 6.



C.  $3n = 6$

Explain your answer.



R

5b. Which is the odd one out?

A. I think of a number. I multiply it by 6. My answer is 12.



C.  $6n = 12$

Explain your answer.



R

6a. Eva and Jackson are creating word problems based on the equation below.

$$4r \div 2 = 8$$



Eva

I think of a number. I multiply it by 4 and divide by 2. My answer is 8.

I think of a number. I divide it by 4 and divide it again by 2. My answer is 8.



Jackson

Who is correct? Explain your answer.



R

6b. Vansh and Lisa are creating word problems based on the equation below.

$$a - 3.5 = 15.5$$



Vansh

15.5m of ribbon has been cut off  
There is 3.5m of ribbon left.

3.5m is cut off a piece of ribbon.  
There is 15.5m of ribbon left.





Lisa



Who is correct? Explain your answer.



R

Please ensure that your child shows you all their working out.

1.	Calculate $417 \times 20$	1 mark															
	 <input data-bbox="1021 560 1284 683" type="text"/>																
2.	<p>This table shows the weight of some fruits and vegetables.</p> <p>Complete the table.</p>  <table><thead><tr><th></th><th>grams</th><th>kilograms</th></tr></thead><tbody><tr><td>potatoes</td><td>3500</td><td>3.5</td></tr><tr><td>apples</td><td></td><td>1.2</td></tr><tr><td>grapes</td><td>250</td><td></td></tr><tr><td>ginger</td><td></td><td>0.03</td></tr></tbody></table>		grams	kilograms	potatoes	3500	3.5	apples		1.2	grapes	250		ginger		0.03	1 mark
	grams	kilograms															
potatoes	3500	3.5															
apples		1.2															
grapes	250																
ginger		0.03															
3.	<p>Circle <b>all</b> the numbers that are <b>greater than</b> 0.6.</p> <p><b>0.5      0.8      0.23      0.09      0.67</b></p>	1 mark															
4.	<p>Write in the missing number.</p> <p><math>12 \times \underline{\hspace{2cm}} = 36</math></p>	1 mark															

5.	<p>There are 440 drinking straws in a packet. There are 4 colours of straws.</p> <p>There is the same number of each colour.</p> <p>How many of each colour is in the packet?</p> <div data-bbox="877 627 925 694"></div> <div data-bbox="992 609 1257 728"></div>	1 mark
6.	<p>Eggs are put in trays of 12. The trays are packed in boxes. Each box contains 180 eggs.</p> <p>How many trays are in each box?</p> <div data-bbox="901 1299 949 1366"></div> <div data-bbox="992 1258 1257 1377"></div>	1 mark



1.

Each of the sentences below is missing a verb.

Draw a line to match each sentence with the correct verb.

One has been done for you.

Sentence	Verb
Liam and Dan _____ gone outside.	are
The children _____ listening to a story.	is
Kyle _____ forgotten his lunch.	has
The teacher _____ writing on the board.	have

1 mark

2.

Tick one box to show where the missing **question mark** should go.

Sam asked, "Have I time to get popcorn" after he had bought his ticket.

☐ ↑    
 ☐ ↑    
 ☐ ↑    
 ☐ ↑

1 mark

3.




Change the question in the table below into a command.

Write the command in the box.

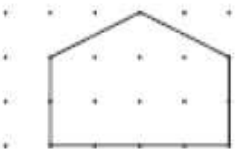
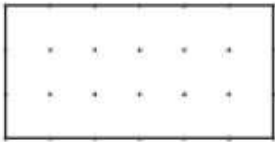
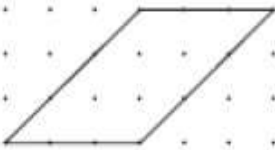

Question	Command
Could you get my coat?	

1 mark

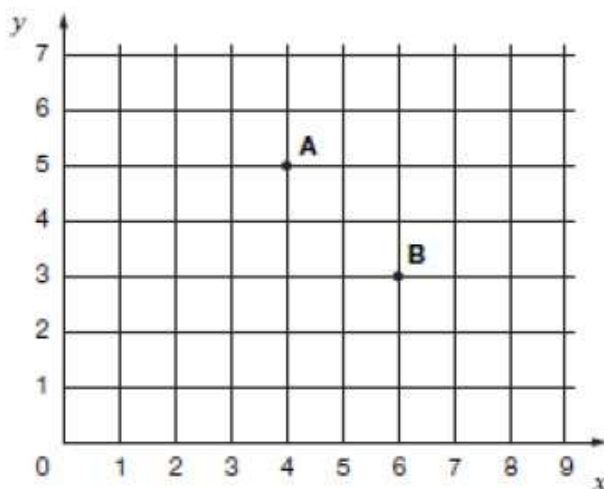
Please ensure that your child shows you all their working out.

1.	<p>Each missing digit in this sum is a <b>9</b> or a <b>1</b>.</p> <p>Write in the missing digits.</p> <div><table border="1" data-bbox="440 434 590 512"><tr><td></td><td></td></tr></table> + <table border="1" data-bbox="655 434 805 512"><tr><td></td><td></td></tr></table> + <table border="1" data-bbox="869 434 1019 512"><tr><td></td><td></td></tr></table> = 201</div>							1 mark
2.	<p>Write in the missing number.</p> <p>32.45 x _____ = 253.11</p> <div><table border="1" data-bbox="995 1162 1259 1279"><tr><td></td></tr></table></div>		1 mark					
3.	<p>Programmes for a school concert cost 15p each. Selling programmes raises £12.30.</p> <p>How many programmes are sold?</p> <div><table border="1" data-bbox="995 1935 1259 2051"><tr><td></td></tr></table></div>		1 mark					

4. Put ticks (✓) and crosses (✗) on the chart to complete it correctly.  
One has been done for you.
- 2 marks

Shape	It is a quadrilateral	It has one or more right angles
	✗	✓
		
		
		

5. **A**, **B**, **C** and **D** are the vertices of a rectangle.  
**A** and **B** are shown on the grid.
- 1 mark



**D** is the point (3, 4)

Write the coordinates of point **C**.

(      ,      )

Draw lines to match the words with their most likely final punctuation.

Use each punctuation mark **once**.

Sentence	Punctuation	
Wow	.	
What did you eat last night	!	
Tina looked around the classroom	?	1 mark

2.

Write a **connective** from the boxes in each space to complete the sentences.

Use each word once.

as	however	and
----	---------	-----

Sarah \_\_\_\_\_ Ashley said the science test was easy. Paul,  
\_\_\_\_\_, complained to the teacher \_\_\_\_\_ it was too hard  
for him.

1 mark

3.

I thought the football match was exciting but Tom said he was bored by the end.

Put a tick in each row to show whether each underlined word is a noun or an adjective.

Word from the sentence	Noun	Adjective
match		
exciting		
bored		

1 mark

4.

Which pair of pronouns is best to complete the sentence below?

The teacher split \_\_\_\_\_ into teams. \_\_\_\_\_ were  
batting; the other team was fielding.

Tick **one**.

they      Them      ☐

us      We      ☐

her      She      ☐

them      I      ☐

1 mark

5.

Which sentence contains **two** verbs?

Tick **one**.

Katy put on her shoes and hurried to the party. ☐

Mum usually bakes on Fridays. ☐

Anita collected her books from the shelf. ☐

Kevin and James ate their packed lunches together. ☐

1 mark

6.

Which of the sentences below uses **commas** correctly?

Tick **one**.

We'll, need a board, counters, and a pair of dice. ☐

We'll need a board, counters, and a pair, of dice. ☐

We'll need a board, counters, and, a pair of dice. ☐

We'll need a board, counters and a pair of dice. ☐

1 mark



## Calculating Ratio

4a. Use the image below to complete the ratio statements.



For every \_\_\_\_ apples, there are \_\_\_\_ bananas.

:

If there are 12 apples, how many bananas will there be?



VF

## Calculating Ratio

4b. Use the image below to complete the ratio statements.



For every \_\_\_\_ pairs of scissors, there are \_\_\_\_ glue pots.

:

If there are 18 pairs of scissors, how many glue pots will there be?

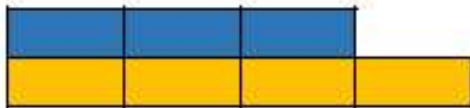


VF

5a. There are 28 pieces of fruit on a plate. For every 4 strawberries, there are 3 raspberries. Use the bar model to help you calculate:

How many strawberries altogether?

How many raspberries altogether?



VF

5b. There are 30 vehicles in a traffic jam. For every 3 cars, there are 2 vans. Use the bar model to help you calculate:

How many cars altogether?

How many vans altogether?



VF

6a. What is the ratio of horses to giraffes?



:

Use the ratio to calculate how many animals there will be altogether if there are 20 horses.

horses

giraffes

animals altogether



VF

6b. What is the ratio of golf balls to golf clubs?



:

Use the ratio to calculate how many items there will be altogether if there are 24 golf balls.

golf balls

golf clubs

items altogether



VF



## Calculating Ratio

4a. Fred is catering for a large party.

For every 2 cheese pizzas, he makes 3 ham pizzas.

There are 60 people in the party,  $\frac{1}{3}$  of the people want a cheese pizza.

How many pizzas does Fred need to make altogether?

How many ham pizzas will he make?



PS

## Calculating Ratio

4b. Will is providing drinks for a school disco.

For every 4 bottles of pop, he takes 1 bottle of water.

There are 45 people going to the disco,  $\frac{1}{3}$  of them want water.

How many bottles does Will take altogether?

How many bottles of water does he take?



PS

5a. A florist is arranging flowers. She wants to arrange the flowers using the ratio 3 yellow flowers to every 1 red flower.

Have the flowers been arranged correctly?



Explain your answer.



R

5b. Caleb is sorting jam flavours. He wants to arrange the flavours using the ratio 2 marmalade to every 3 strawberry jam.

Have the flavours been arranged correctly?



Explain your answer.



R

6a. For every 4 boys in the class, there are 3 girls. There are 16 boys altogether.

Half of the boys are out of the classroom one afternoon.

What is the new ratio of boys to girls?

What is the new total number of pupils?



PS

6b. For every 2 cats in the kennel, there are 6 dogs. There are 24 dogs altogether.

One third of the dogs are out on their walk.

What is the new ratio of cats to dogs?

What is the new total number of animals?



PS

# Bloom's Taxonomy Questions for Reading

## Remembering

When and where did the story take place?  
Who are the main characters?  
What does the main character look like?  
How does the book begin?  
Where in the book would you find...?

## Understanding

What is the book about?  
From whose point of view is the story told?  
What is happening?  
What might this mean?  
Which part do you like best? Why?

## Applying

Can you think of another story with a similar theme?  
Can you think of another story character similar to a character in this book?  
Have you had any similar experiences?  
Which stories have openings like this?  
Can you think of another author who writes in a similar style?

## Analysis

How has the author used description to show how this character is feeling?  
How does the layout help ...?  
Can you explain why ...?  
Why did the author choose these words?  
What evidence can you use to support your view?

## Evaluating

Which text/story is better? Why?  
Which parts of the text could be improved?  
Which text is more persuasive? Why?  
Did it have an effective ending?  
Who would you recommend this to?

## Creating

Using the evidence in the text, what do you think about ...?  
If you were the main character, how would you have reacted to this?  
What would this character think?  
Are there any other reasons why this might have happened?  
Have the views in this text affected your opinion? Why? How?



# Victorious Vikings

The Vikings came from the area of the modern Scandinavian countries (Denmark, Norway and Sweden). They set out in boats called longships to 'go Viking' (which meant to go travelling around looking for resources and land). The Vikings first arrived in Britain around AD 787 and in AD 793 they raided the monastery at Lindisfarne in Northumbria and stole many items from it.

The Vikings came to Britain looking for new items to steal and trade. In addition to this they wanted land that they could take and use for themselves. The Vikings particularly liked to raid monasteries, like the one at Lindisfarne. The monasteries were not very well protected and contained important goods like gold, jewels and food. The Vikings also stole manuscripts (handwritten books) and bibles, which they later sold back to the monasteries!

When the Vikings first came to Britain they raided, took what they could and then went home again. However, in AD 850 some Vikings stayed in Britain over winter for the first time on the island of Thanet. They enjoyed the milder climate and made use of the rich natural resources.

Later the Vikings started to look for places they could take for their own and settle in for good. By AD 866 they had captured the city of York that eventually became a successful and important Viking city.

The Anglo-Saxon king of Wessex, Alfred the Great, fought against the Vikings in AD 878 and forced them out of the South of England, but this did not last long. Later that year the Vikings took over Wessex and forced King Alfred into hiding. They then went on to capture more places and many Vikings decided to live in Britain forever.

## Viking Warriors

The Vikings are probably best known for their fierce warriors. They were expert fighters, very organised and brave in battle.

Viking warriors are often shown in pictures wearing helmets with horns but they did not really wear horned helmets in battle. Instead, the Vikings' helmets, which were made of leather or metal, would have been smooth and close fitting to the head. It is thought that horned helmets were worn only in religious ceremonies.

The Viking warriors carried large shields (about 80-90cm in diameter), which were made of wood and covered in leather. Sometimes the shields would be made with metal as well. They were held using a single hand grip on the back as this made them easier to move around.

The axe was a Viking warrior's main weapon but they also used spears and swords. Swords were very special weapons as they were often given to brave warriors who had done well in many battles. Swords were often double edged with a ridge running down the full length of the centre of the blade.

The Vikings believed that brave warriors who died in battle would go to Valhalla. This was like a heaven for warriors and the place where their chief god, Odin, lived.



twinkl

# Victorious Vikings

**Read the text carefully and then answer the following questions in as much detail as you can.**

1. When did the Vikings first arrive in Britain?
2. Why did the Vikings choose to come to Britain?
3. Why monastery did the Vikings first raid? What happened?
4. Why did the Vikings begin to settle permanently in Britain? Find two reasons.
5. Which city did the Vikings take over in AD 866?
6. Who was King Alfred the Great and what did he do?
7. Give a reason why the Vikings made good warriors.
8. Draw and label a Viking helmet, shield or sword.
9. If you were a Viking warrior, which weapon would you choose? Why?
10. Where did Viking warriors believe they went if they died in battle?

## **Challenge:**

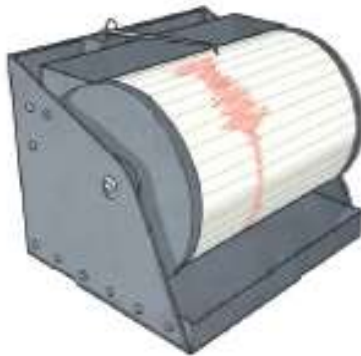
Can you draw and label what you think a Viking warrior might have looked like?



# Earthquakes

## The Earth's Crust

The Earth's crust and the top of the mantle have about twenty tectonic plates, which are like jigsaw puzzle pieces covering the Earth. These plates are always moving and bumping into each other. We call the edges of the plates 'plate boundaries', which are made up of faults. These faults are where most of the world's earthquakes occur. As the plates move, the edges get stuck because they are not smooth, but the rest of the plate keeps moving. When the force is too much, it slips and bumps and that causes an earthquake.



## Seismograph

A seismograph (say: size-mo-graf) is a special piece of equipment that records earthquakes. Seismometers are securely fastened to the Earth, so when the ground starts to shake, the instrument's case moves too. What doesn't move is a weight that hangs on a string inside the case. When there is an earthquake, the case shakes with the ground but the weight does not, and it draws a line to show how much the ground shook. Scientists use seismograms (graphs produced by the seismograph) to measure how big each earthquake is.

## Interesting Fact

Six Italian scientists were convicted of manslaughter (killing someone without planning or being hateful) and sent to prison for not predicting (knowing it was coming and warning people) the 2009 L'Aquila earthquake in which 309 people died. They argued against their cases and won, so were eventually not sent to prison.

## You could try to find out:

- 1 How earthquakes are measured.
- 2 How easy they are to predict.
- 3 About other cases where prison sentences have been handed out in unusual circumstances.
- 4 How you go about arguing a decision made by a court.

# Questions About Earthquakes

1. Which layer of the Earth do the tectonic plates make up and how many are there?

They make up...

---

---

2. What are plate boundaries?

Plate boundaries are...

---

---

3. Where in the world do earthquakes take place?

Earthquakes take place...

---

---

4. Describe what causes earthquakes.

Earthquakes are caused by...

---

---

5. Which part of the seismograph moves? The case or the weight on a string?

The part of the seismograph that moves is...

---

---



# LUCKY LOTTERY WINNERS... WIN AGAIN!

Reported by Susan Sharp, Media Correspondent, Ports Bay

Mr and Mrs Mills of Smith Lane, Ports Bay, could quite possibly be the luckiest couple in the country. William and Betty, who buy a lottery ticket once every month, have been celebrating for the second time in four years.

The couple scooped a huge £275 000 back in February 2012, having bought their ticket at the very last minute. Once they'd recovered from the initial shock, they donated a large amount to several different charities, as well as making improvements to their home and treating their family and friends to a few special holidays.

On the night of their most recent win, Mr and Mrs Mills had their granddaughter staying with them. Betty told us how it happened, 'The lottery draw was on television and Alisha happened to be watching it. My husband and I were busy doing the dishes in the kitchen so she asked if she could check the numbers for us. The next thing we know, she's screaming and shouting the house down! I thought she was joking.' The couple had five matching numbers, winning them a life-changing amount of £800 000. Mr Mills added, 'We were all jumping around and dancing in the living room. We never believed it could happen again.' Alisha commented on the experience, 'I



William and Betty Mills - are they the luckiest couple in the country?

never knew my grandad could move like that!'

When asked about their secret for choosing winning numbers, Mr Mills explained, 'We've always chosen numbers which mean something to us, like family birthdays or house numbers. My lucky number is 13.'

The two winners have revealed that they'll be donating £600 000 of their win to local, national and international charities. 'They need the money more than we do,' stated Mrs Mills. 'We'll treat ourselves to a nice meal out somewhere and give the rest to the family. We have our health and happiness so what more could we ask for?'

# Lottery Comprehension Questions

1. How often do William and Betty play the lottery?  
\_\_\_\_\_
2. When did they win £275 000?  
\_\_\_\_\_
3. Why do you think they donated some of their prize to charities?  
\_\_\_\_\_  
\_\_\_\_\_
4. How do the couple choose their numbers?  
\_\_\_\_\_
5. Write down 2 adjectives to describe William and Betty. Give reasons for your choices.  
\_\_\_\_\_  
\_\_\_\_\_
6. How was their second win celebrated?  
\_\_\_\_\_
7. What would you do with £800 000? Explain your reasons.  
\_\_\_\_\_  
\_\_\_\_\_
8. William's lucky number is 13. Research on the Internet why some people believe that 13 is unlucky.  
\_\_\_\_\_  
\_\_\_\_\_

# Tour de France

The Tour de France is the world's most famous (and arguably the hardest) cycling race. It takes place every year and lasts for three weeks, covering more than 3,500km.

## History of the Race

During the late 19th century, cycling became a very popular hobby for many people. As time went on, organised bike racing was introduced and professional cycling became very big in France. Sports newspapers such as 'Le Vélo' reported on cycling stories, which helped to promote races.

It was the journalist Géo Lefèvre that had the idea of organising a big bike race through France. On 6th July 1903, 60 cyclists set off from the Au Reveil Matin Café in the suburbs of Paris. They covered 2,428km in a circular route, through six stages. Eighteen days later, 21 of the original 60 cyclists made it back to the finish line in Paris. The winner was Maurice Garin and Le Tour de France was born. The race has taken place every year since then, except during war time. As the tour became more and more popular, the course lengthened and more challenging mountain climbs were introduced.



## Did you know?

- Over 150 countries broadcast the race all over the world.
- The youngest ever winner was Henri Comet - he was 19 years old.
- Bradley Wiggins became the first British rider to win the Tour de France in 2012, which was followed by a second British winner, Chris Froome, in 2013.

## The Route and Race Today

Each year, the tour begins in a different country. The route of the race also changes every year, but usually finishes at the Champs-Élysées in Paris. Every day is a new stage of the race and winners of each stage are awarded with different coloured jerseys. The white jersey is given to the best rider under 26 years of age, the red polka dot jersey is for the best climber and is referred to as 'King of the Mountains', the green jersey is awarded to the best sprinter and the yellow jersey is for the leader of the race. The overall winner of the Tour de France is the cyclist that has ridden the full route in the quickest time. During the race the riders are only given two rest days.



# Questions About Tour de France

Answer questions in full sentences.

1. When was the first ever Tour de France?

---

---

2. How many cyclists made it to the finish line of the first race?

---

---

3. What was the name of the first ever winner of the Tour de France?

---

---

4. What happens to the starting point of the race every year?

---

---

5. What is the nickname given to the winner of the red polka dot jersey?

---

---

6. Compare the significance of the green jersey with the white jersey.

---

---

7. Why do you think different coloured jerseys are given to the winners of each stage?

---

---

# BACK TO EARTH WITH A BUMP!

Reported by Amanda Kelper, Media Correspondent, London

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the International Space Station (ISS), alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.

The men were launched into space on 15th December 2015 and in the months before take-off, they trained intensively for their trip. The mission involved conducting experiments, testing out new technology and inspiring the next generation of space travellers. Peake told reporters that the highlight of his mission was a spacewalk where he had to make a repair on the space station. Whilst away from home, Tim also ran the equivalent of the London Marathon on his treadmill.

Having circled the planet nearly 3,000 times in 186 days, the crew returned home to Earth via a Soyuz capsule, which reached speeds of up to 28,000 kilometres per hour (25 times the speed of sound). The touchdown was bumpy due to high winds, however the astronauts landed safely in Kazakhstan. They all returned in good health. Having arrived back on solid ground, the astronauts were pulled out of the capsule and carried as their leg muscles were too weak to walk. Whilst sitting in their space suits, the men were checked over by medical staff. During these checks, Peake was asked how it felt to be home, 'The smells of Earth are so strong and it's wonderful to be back in the fresh air.'

Tim later flew from Kazakhstan to the headquarters of the European Space Agency in Cologne, Germany where he is recovering and adjusting to life back on Earth. Scientists are carrying out tests to see how his body has been affected by his time in space.



*Landing with a bump! Tim Peake lands safely in Kazakhstan.*

In a recent press conference, Peake commented on how he'd missed family and friends, and even the rain. Tim expressed how much he was now looking forward to spending some quality time with his family. When asked if he'd return to space in the future, he replied, '...in a heartbeat.'

His service to science has earned him an honour from the Queen. Peake was made a CMG, or companion of the order of St Michael and St George. In response, Tim said, 'I am only one privileged person in a complex team of technicians, scientists, engineers, educators, trainers and flight directors, all working in pursuit of one of the greatest scientific and technical challenges of our time – exploring our solar system for the benefit of people on Earth. This award is for them.'

Photo courtesy of NASA HQ PHOTO LIBRARY.com - granted under creative commons license - attribution

## Comprehension Questions

Answer questions in full sentences.

1. How long had Peake been living on the ISS?

---

2. Write down **two** jobs Tim had to do on the mission.

---

---

3. Why were the astronauts carried out of the capsule?

---

---

4. What did Peake notice once he'd left the capsule?

---

---

5. What was hard about being on the ISS for so long?

---

---

6. Why do you think Tim dedicated his special honour to the entire team?

---

---

7. Give **two** reasons why space travel is important.

---

---

8. Why has a picture and caption been added to the report?

---

---



# Mo Farah Fact Sheet

**Name:** Mohamed Muktar Jama Farah

**Born:** 23 March 1983 in Mogadishu, Somalia

## Childhood

Although Mo was born in Somalia, he grew up in West London from the age of 8. He began running at school when his talent was spotted by his PE teacher. He didn't always want a big career in athletics. Instead, Mo's main dreams were actually to become either a car mechanic or to play for Arsenal football club. In his teens, he joined the Borough of Hounslow Athletics Club. He became a very successful junior athlete and won the European Junior 5000m title in 2001.

## Olympic Games and Medals

### 2012 London Games:

2 gold medals (10,000 metres and 5000 metres)

## Achievements

In 2008, Mo travelled to the Beijing Olympic Games but much to his disappointment, he did not make it to an Olympic final. For the next four years, this made Mo train even harder so he could have another go at achieving his ambition of becoming an Olympic champion. On the 4th August 2012, Mo's dream came true at the London Olympic Games. In front of his home fans in the Olympic Stadium, he easily made the finals for both his events - the 5000 and 10,000 metres. In his first final, Mo won the 10,000 metre gold. On the same night, which people went on to call 'Super Saturday', two other gold medals were won for Great Britain by Jessica Ennis and Greg Rutherford. Just a week later on the 11th August 2012, Mo also won the 5000 metres event. This meant Mo made Olympic history as the only athlete to ever win the 5000/10,000m double in their own country. Mo famously celebrated his wins with his own dance pose called the 'Mobot'.

## Life after the Olympics

Following his 2012 successes, Mo was given a CBE in The Queen's 2013 New Year Honours List. In Teddington, West London (Mo's hometown), a post box was painted gold to commemorate his Olympic victories.

Despite his advancing age, Mo is still a major competitor in international athletics and, as recently as 2015, he repeated his long-distance gold medal double at the Athletics World Championships. He also does a lot of charity work for The Mo Farah Foundation, which helps provide life-saving aid to millions of starving and diseased people in Mo's birthplace of Somalia. Very generously, every time anyone posts a YouTube video copying his 'Mobot' pose, Mo donates £2 to his charity!

## Amazing Fact!

Mo's secret training weapon is his underwater treadmill which he runs on while wearing scuba-diving equipment. He uses this machine three or four times a week when he's in competition training!



# Mo Farah Comprehension

Answer the following questions using full sentences that give as much detail as possible.

1. Did Mo dream of athletics success from a young age?

---

---

2. What was the name of the athletics club that Mo joined as a junior?

---

---

3. Why did Mo have a major disappointment in 2008?

---

---

4. Name the three GB athletes that won gold medals on 'Super Saturday'.

---

---

5. Why was Mo's double Olympic win so special? How did he celebrate?

---

---

---

6. Choose an adjective to describe Mo Farah's character. Explain your choice.

I think Mo is \_\_\_\_\_ because...

---

---

7. Give TWO reasons why you think Mo's charity raises money for Somalia.

---

---

8. Explain what Mo Farah has promised to do that proves he is very generous.

---

---

---

## **Want more?**

For practise maths questions (including answers) on specific aspects for maths, go to:

<http://primarytools.co.uk/pages/pastpapers.html>

<http://www.bbc.co.uk/bitesize/ks2/> – Super resource to support home learning.