

Maths - Arithmetic

Q1.

$979 + 100 =$

1 mark

Q2.

$5.09 + 27.4 =$

1 mark

Q3.

$6.7 \div 100 =$

1 mark

Q4.

$4 - 1.15 =$

1 mark

Q5.

$873 + 64 - 102 =$

1 mark

Q6.

$+ 3,500 = 8,400$

1 mark

Q7.

$$87 \div 3 =$$

1 mark

Q8.

$$5,813 + 1,359 =$$

1 mark

Q9.

$$3^2 + 10 =$$

1 mark

Q10.

$$729 \times 4 =$$

1 mark

Q11.

$$100 \times 100 =$$

1 mark

Q12.

$$50 \times 70 =$$

1 mark

Q13.

$$2,045 - 812 =$$

1 mark

Q14.

$$34.8 \times 1,000 =$$

1 mark

Q15.

$$1,440 \div 12 =$$

1 mark

Q16.

$$1 \frac{1}{7} - \frac{3}{7} =$$

1 mark

Q17.

$$\begin{array}{r} 54 \\ \times 23 \\ \hline \end{array}$$

Show
your
method

2 marks

Q18.

$$1.52 \times 6 =$$

1 mark

Q19.

$$55.4 \div 4 =$$

1 mark

Q20.

$$20\% \text{ of } 1,500 =$$

1 mark

Q21.

$$\frac{3}{5} \div 3 =$$

1 mark

Q22.

$$120 - 15 \times 5 =$$

1 mark

Q23.

$$1\frac{4}{5} + \frac{3}{10} =$$

1 mark

Q24.

$$\frac{3}{5} = \frac{18}{\boxed{}}$$

1 mark

Maths - Reasoning

Q1.

Write the missing number.

One is done for you.

$$180 \xrightarrow{\text{is 20 more than}} 160$$

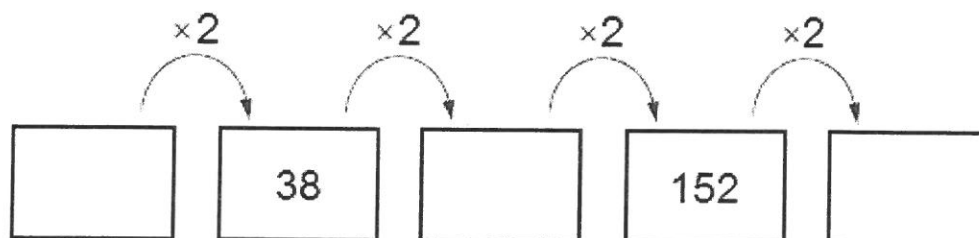
$$\boxed{} \xrightarrow{\text{is 20 more than}} 237$$

1 mark

Q2.

Here is a doubling sequence.

Write the three missing numbers.



2 marks

Q3.

Ali puts these five numbers in their correct places on a number line.

511 499 502 555 455

Write the number **closest** to 500

1 mark

Write the number **furthest** from 500

1 mark

Q4.

Write the two missing digits.

$$\boxed{} \boxed{1} - \boxed{2} \boxed{} = 34$$

1 mark

Q5.

The numbers in this sequence increase by 14 each time.

Write the missing numbers.

$$\boxed{} \quad 82 \quad 96 \quad \boxed{} \quad 124 \quad 138 \quad \boxed{}$$

2 marks

Q6.

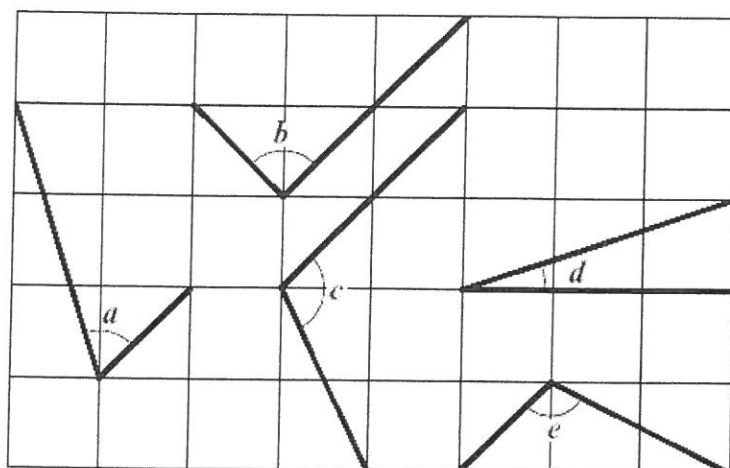
Write the three missing digits to make this **addition** correct.

$$\begin{array}{r} 1 5 \boxed{} \\ + 4 \boxed{} 4 \\ \hline \boxed{} 1 5 \end{array}$$

2 marks

Q7.

Here are five angles marked on a grid of squares.



Write the letters of the angles that are **obtuse**. _____

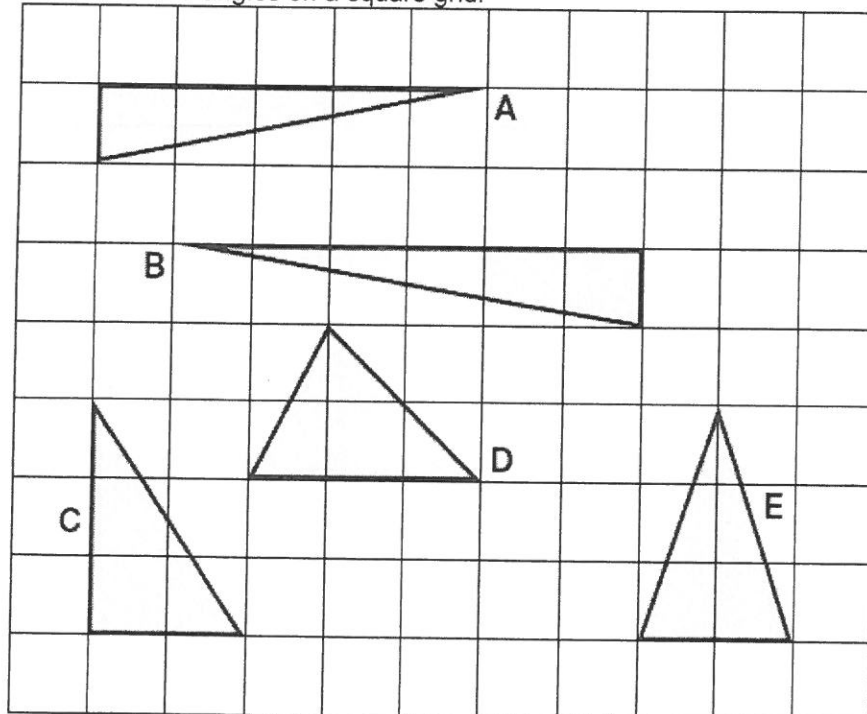
1 mark

Write the letters of the angles that are **acute**. _____

1 mark

Q8.

Here are five triangles on a square grid.



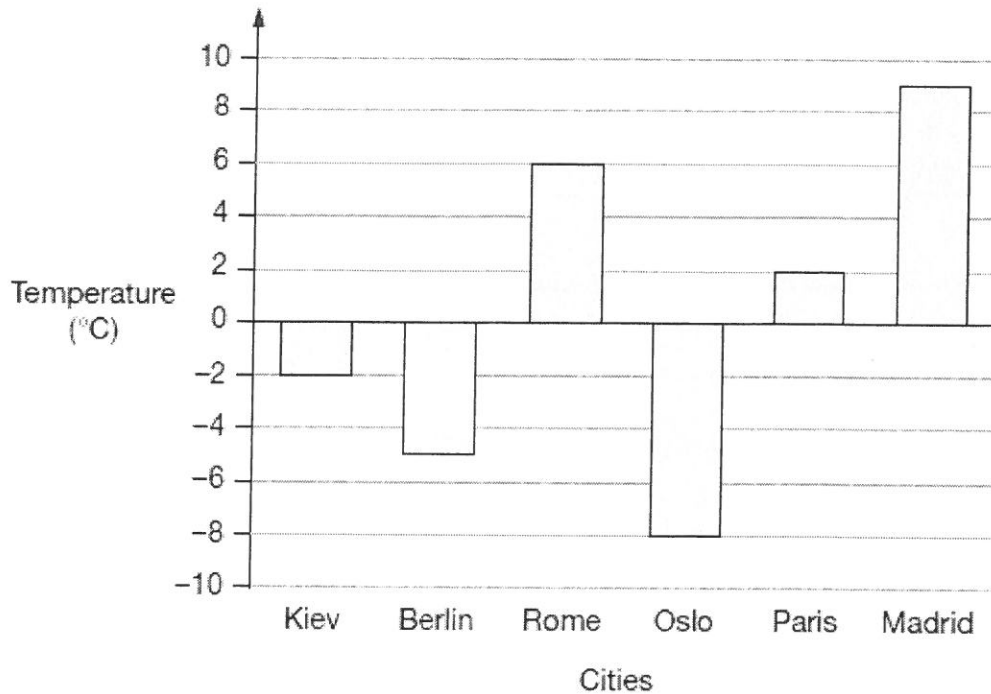
Four of the triangles have the same area.

Which triangle has a **different** area?

1 mark

Q9.

This graph shows the temperature in six cities on one day in January.



Which city was 4 degrees **warmer** than Kiev?

1 mark

What was the **difference** between the temperature in Oslo and the temperature in Berlin?

°C

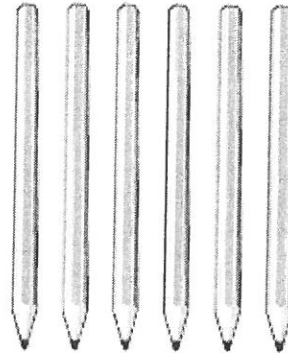
1 mark

Q10.

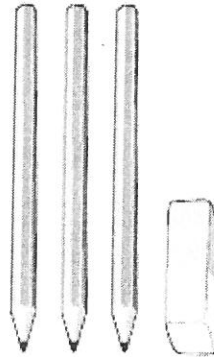
Write the two missing values to make these equivalent fractions correct.

$$\frac{\boxed{}}{3} = \frac{8}{12} = \frac{4}{\boxed{}}$$

6 pencils cost £1.68



3 pencils and 1 rubber cost £1.09



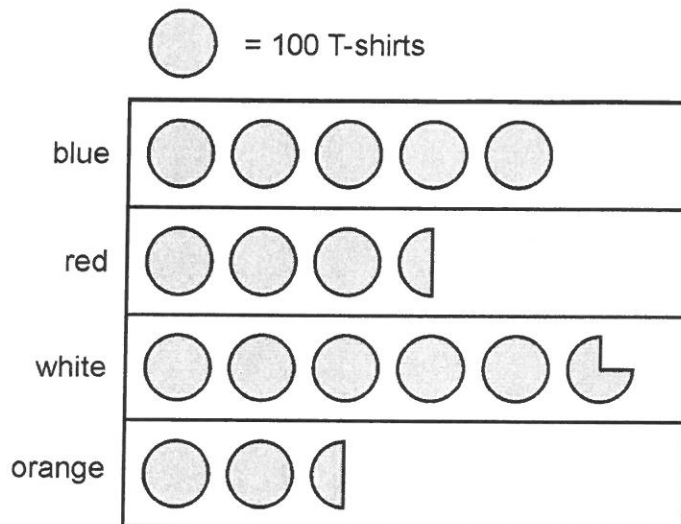
Show
your
method

2 marks

Q12.

A shop sells T-shirts.

This chart shows how many T-shirts were sold in a month.

Write the colours of the T-shirts that sold **more than 400** in the month.

1 mark

How many red T-shirts and orange T-shirts were sold **altogether**?

1 mark

How many **more** white than blue T-shirts were sold?

1 mark

Q13.

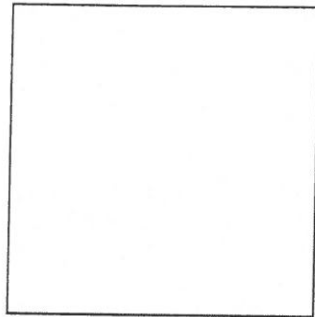
Circle two numbers that multiply together to equal **1 million**.

200 2,000 5,000 50,000

1 mark

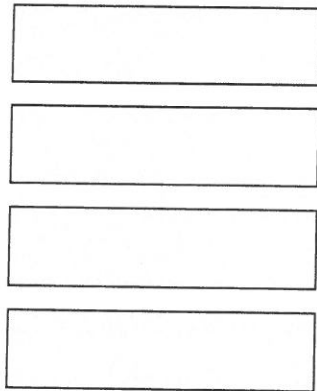
Q14.

The **area** of this square is 36 cm^2 .



Not actual size

The square is cut into quarters to create 4 identical rectangles.



What is the **perimeter** of **one** of the small rectangles?

Show
your
method

Q15.

Stefan's watch shows five minutes past nine.

The watch is twelve minutes fast



What is the correct time?

1 mark

Q16.

Write the number that is five less than **ten million**.

1 mark

Write the number that is one hundred thousand less than **six million**.

1 mark

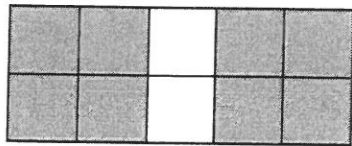
Q17.

Here are some shapes made of squares.

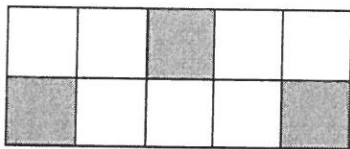
A fraction of each shape is shaded.

Match each shape to its equivalent fraction.

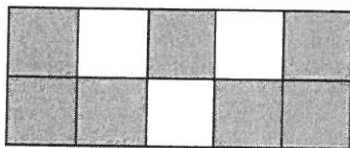
One has been done for you.



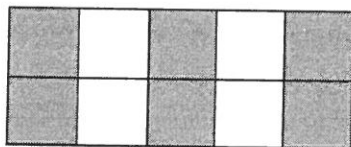
$$\frac{7}{10}$$



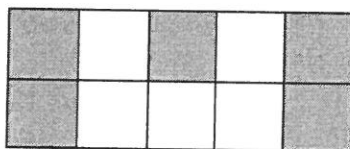
$$\frac{3}{5}$$



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



$$\frac{4}{5}$$



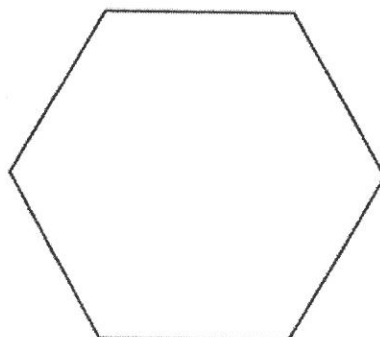
$$\frac{3}{10}$$

2 marks

Q18.

Here is a hexagon.

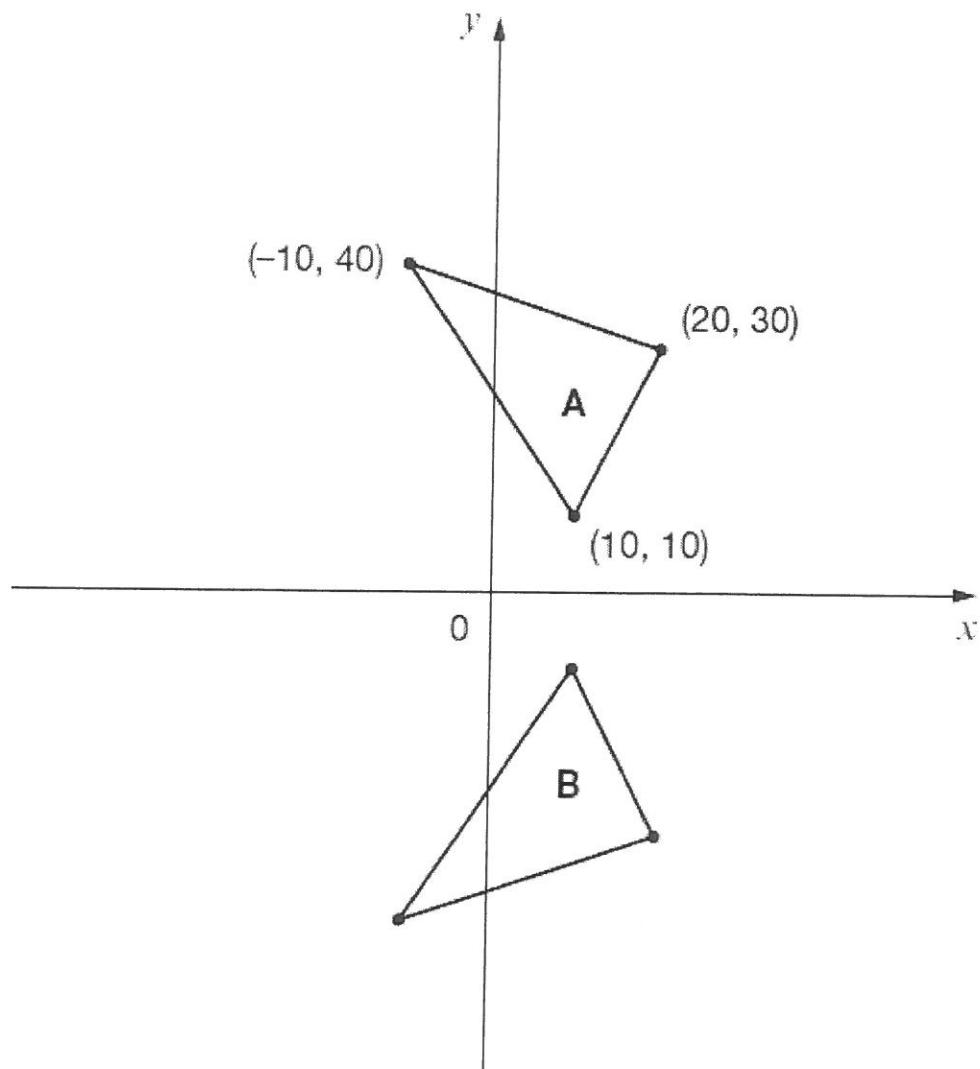
Draw **two** straight lines across the hexagon to make two triangles and two quadrilaterals.



1 mark

Q19.

Here are two triangles drawn on coordinate axes.

Triangle B is a reflection of triangle A in the x -axis.Two of the new vertices of triangle B are $(10, -10)$ and $(20, -30)$.What are the coordinates of the **third** vertex of triangle B?

(,)

1 mark

Q20.

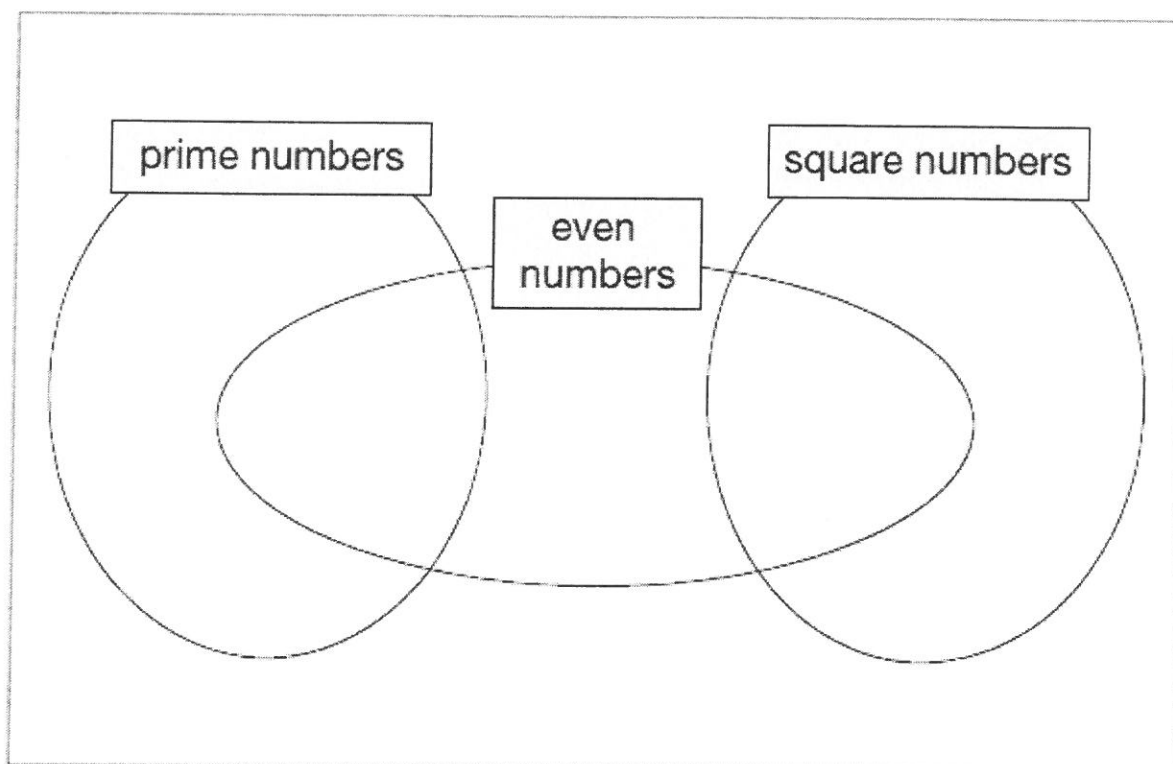
Write **all** the common multiples of 3 and 8 that are **less than 50**

1 mark

Q21.

Write each number in its correct place on the diagram.

16 17 18 19



2 marks

Q22.

A packet contains 1.5 kg of oats.



Every day Maria uses 50 g of oats to make porridge.

How many days does the packet of oats last?

Show
your
method

days

2 marks

Q23.

Lara had some money.

She spent £1.25 on a drink.

She spent £1.60 on a sandwich.

She has **three-quarters** of her money left.

How much money did Lara have to **start with**?

Show
your
method

£

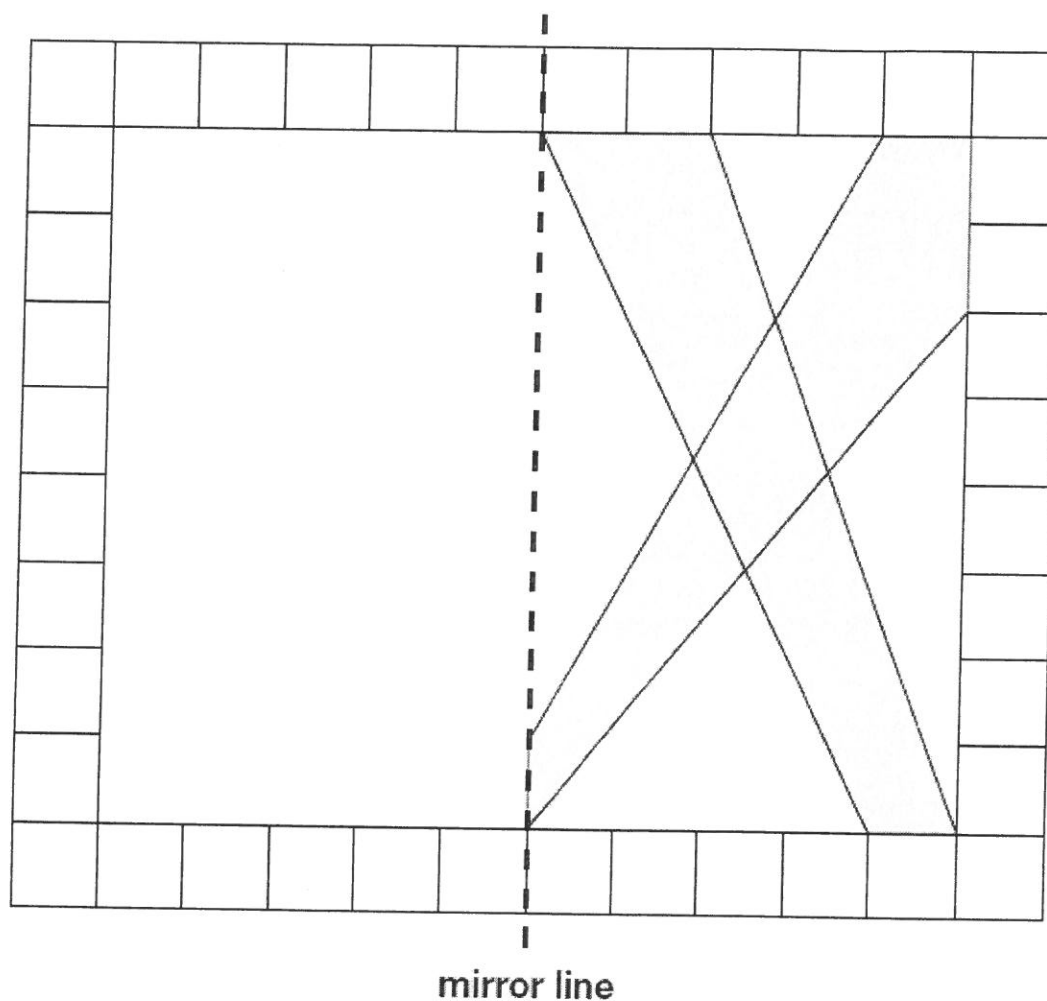
2 marks

Q24.

This diagram shows a shaded shape inside a border of squares.

Draw the reflection of the shape in the mirror line.

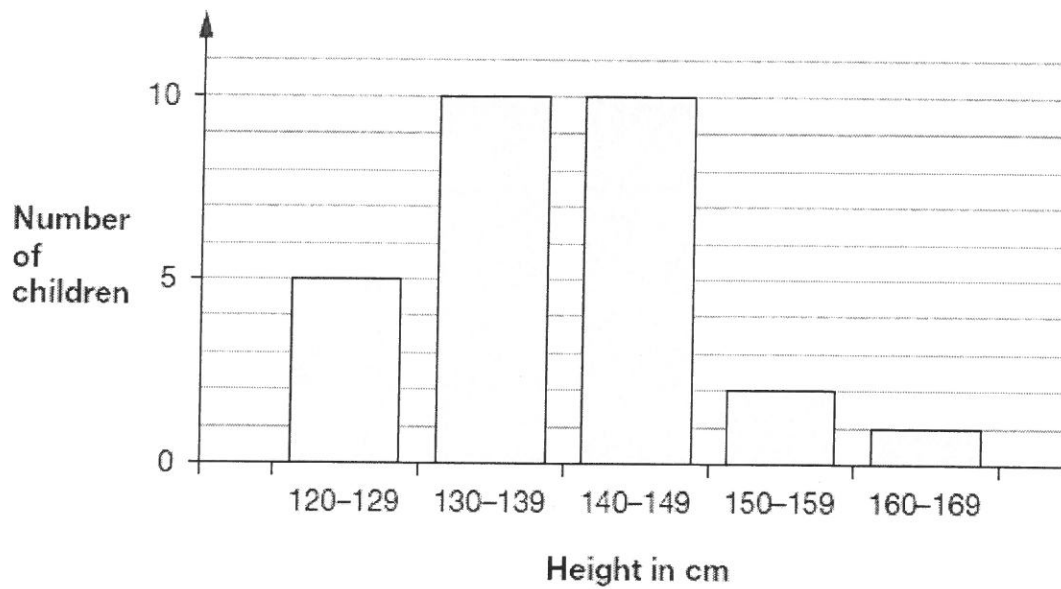
Use a ruler.



1 mark

Q25.

The graph shows the heights of 28 children in Alfie's class, to the nearest centimetre.



Alfie is 153 cm tall.

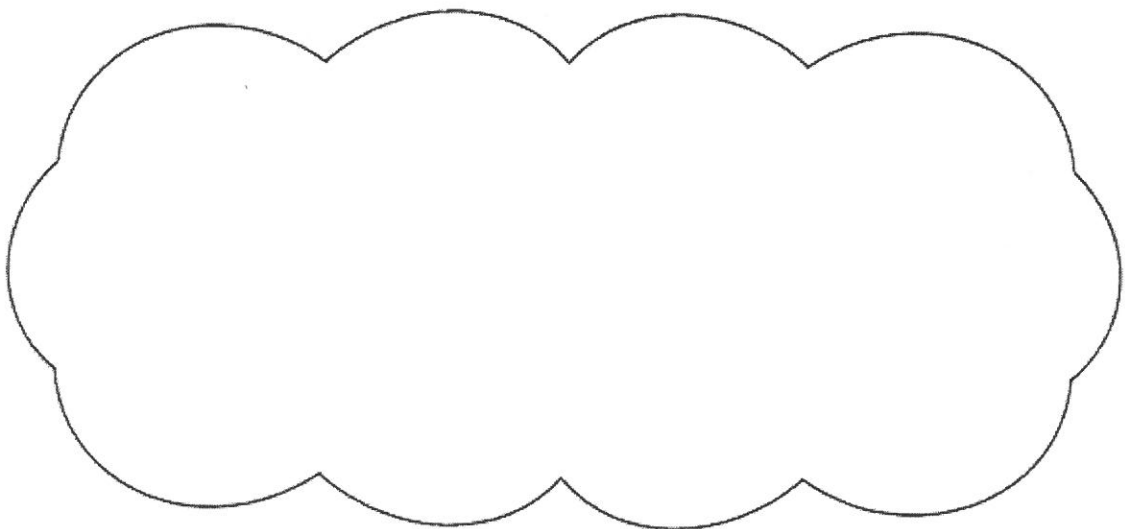
He says,

'Only one person in my class is taller than I am.'

Emma says,

'You can't tell this from the graph.'

Explain why Emma is correct.



1 mark

Grammar and Punctuation

Q1.

Tick the option that must end with a **question mark**.

What we ate for dinner was very unusual

Can you guess what we ate for dinner

Ask me what we ate for dinner

I will tell you what we ate for dinner

Tick **one**.☐☐☐☐

1 mark

Q2.

Complete the sentence with an appropriate **adverb**.

She completed her homework _____.

1 mark

Q3.

Complete the sentence below by writing the **conjunctions** from the box in the correct places. Use each conjunction only **once**.

or	but	and
----	-----	-----

You may bring sandwiches _____ juice _____ water

for the trip, _____ glass bottles are not allowed.

1 mark

Q4.

Which sentence uses the **colon** correctly?Tick **one**.

I bought several beach toys a bucket: a spade a ball and a kite.

☐

I bought several beach toys a: bucket, a spade, a ball and a kite.

☐

I bought several beach toys: a bucket, a spade, a ball and a kite.

☐

I bought several: beach toys, a bucket, a spade, a ball and a kite.

☐

1 mark

Q5.

Tick one box in each row to show whether the underlined clause is a **main clause** or a **subordinate clause**.

Sentence	Main clause	Subordinate clause
The school, <u>which has three playing fields</u> , opened in 1967.		
Although I had cycled to school, <u>I still had the energy for my lessons</u> .		
<u>We will be proud</u> if we try our best.		

1 mark

Q6.

Insert **one** comma in the correct place in the sentence below.

Limping slightly the old man walked to the end of the road.

1 mark

Q7.

Replace the underlined word or words in each sentence with the correct **pronoun**.When Sara came to the end of the road, Sara turned right.

↓

The pavement had a large hole and Sara fell into the hole.

↓

1 mark

Q8.

Draw a line to match each sentence to the correct **determiner**.
Use each determiner only **once**.

Sentence	Determiner
At the zoo we saw _____ owl.	a
There was also _____ cute baby penguin.	the
I thought it was _____ best day ever.	an

1 mark

Q9.

Complete the passage with **adjectives** derived from the nouns in brackets. One has been done for you.

Tia hopes to become a famous [fame] sportswoman.

Her _____ [athlete] achievements already

include winning races in her home town. She hopes to win

_____ [nation] competitions one day.

1 mark

Q10.

Which sentence shows that you are **most likely** to be away next week?

Tick **one**.

I could be away next week.

☐

I might be away next week.

☐

I shall be away next week.

☐

I may be away next week.

☐

1 mark

Q11.

- (a) What is the **name** of the punctuation marks on either side of the words which was a spaniel in the sentence below?

Jay's dog (which was a spaniel) loved to play with its squeaky bone.

1 mark

- (b) What is the name of a **different** punctuation mark that could be used correctly in the same places?

1 mark

Q12.

Draw a line to match each word to the correct **suffix** to make an **adjective**.

Word	Suffix
manage	ish
harm	able
self	ful

1 mark

Q13.

Circle the **conjunction** in each sentence below.

The children had not read the book, yet they knew the story off by heart.

Keep your hat on until the rain has stopped.

1 mark

Q14.

Circle the two words that show the **tense** in the sentence below.

They went to the theme park - the car journey home was difficult.

1 mark

Q15.

Circle all the **prepositions** in the sentence below.

He walked through the doorway and sat behind the desk.

1 mark

Q16.

Circle the word in the passage that contains an **apostrophe** for **possession**.

It's five o'clock. Let's leave early and we'll be able to go
to Emma's house first.

1 mark

Q17.

Circle the **object** in the sentence below.

My friend bought a cake from the bakery.

1 mark

Q18.

Which sentence uses **capital letters** correctly?

Tick one.

The athlete won four gold medals at the olympic games in London.

☐

The athlete won four Gold Medals at the Olympic Games in London.

☐

The athlete won four Gold medals at the Olympic games in London.

☐

The athlete won four gold medals at the Olympic Games in London.

☐

1 mark

Q19.

Insert a **semi-colon** in the correct place in the sentence below.

There are Roman ruins near our village they are
being excavated next week.

1 mark

Q20.

Which sentence is written in Standard English?

Tick one.

I went to the library and done my homework.

☐

They seen their friends at the cinema.

☐

I been to the circus with my aunt and uncle.

☐

I sang with the school choir in the concert.

☐

1 mark

Q21.

Tick one box in each row to show if the sentence is in the **present progressive** or the **past progressive**.

Sentence	Present progressive	Past progressive
Joey was playing football in the park after school.		
Joey's football skills are improving all the time.		
Joey is hoping to be a professional footballer.		

1 mark

Q22.

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

1 mark

Q23.

Rewrite the sentence below so that it is in the active voice.
Remember to punctuate your sentence correctly.

The results were announced by the judges.

1 mark

This is what is sometimes called free verse.
Free verse need not rhyme, although from time to time it may.
It's not the same as weary prose
Which flutters through your letterbox each day
In advert after advert or in the daily news.
You may catch a steady pulse in every line,
Or you may not.

Some lines may, like the last, be short and to the point,
Others, like this, may wander on and on as the poet thinks most fit.
Free verse is not, as some might think,
A lazy way to write. To do it well takes care.
Words and thoughts must match,
Must be well carved.
But it seems to me sometimes
That, without the tidy shape of rhythms, lines and rhymes,
Free verse, though it may have wise things to say,
Is harder than other verse
To hold forever in the head.

Perhaps that's why older folk
Prefer rhymed verse instead?

John Kitching



Name: _____ Date: _____

Date:

Questions: I'm Free

- 1 Write out the three pairs of rhyming words that the poet uses.
- 2 What two examples of 'weary prose' does the author give?
- 3 Find and write down the phrase that describes the rhythm to be found in some lines.
- 4 In your own words, explain what the poet means when he says 'Words and thoughts must match, Must be well carved.'
- 5 Suggest two reasons why 'free verse' is so named.
- 6 Why does the poet think some older people prefer rhymed verse?
- 7 Has the poet convinced you that free verse is really poetry? Give two reasons for your answer and support your opinion by reference to the text.

The most common accusation levelled against zoos is one of cruelty. Is it cruel to keep animals in a zoo?

The RSPCA, guardian of Britain's conscience in these matters, claims to support good zoos and to oppose bad ones. Most zoo visitors are similarly even-minded about the issue. And yet the question is valid. Is it possible that we have somehow become as used to the concept of animal captivity, as two centuries ago, perhaps, we might have accepted the concept of slavery? Will future generations regard us as barbaric because of our treatment of zoo animals?

A lot depends upon your assessment of the extremes. Who, for example, would take offence at the sight of a well-fed native pony grazing in an acre field? Few people would see cruelty there. Yet who would not feel sorry for a tiger in a circus trailer, endlessly pacing before the bars? We all have a threshold beyond which we will point the finger and say 'that is cruel'. Of course, there will be those who will condemn even the captive moorland pony and no zoo will ever meet with their satisfaction. There is nothing wrong with this attitude. It is a perfectly rational point of view, and those that hold it are genuine animal lovers with a real concern for animal welfare.

But most zookeepers are genuine animal lovers too. They believe that animals in their charge are contented and as 'happy' as their wild relations. Certainly zoo animals do tend to live longer lives, to feed better and to suffer from fewer parasites or diseases. They live without the fear of predator; they live without famine. And the freedom, that they also live without, is seen as a purely human idea, largely irrelevant to the day-to-day lives of animals.

So how should we determine whether a zoo enclosure is cruel or not? Zoologists can try to assess how similar the behaviour of a captive animal is to a wild animal of the same species – but it does not necessarily follow that, for example, a wolf that sleeps all day in a zoo cage is less happy than a hungry wild wolf whose time is spent searching for food. Similarly it may be unreasonable to assume that animals are happiest in an environment that mimics their own wild habitat. The scimitar-horned oryx, which normally pick out a meagre existence in semi-scrubland, do so not because they choose this harsh environment, but because they have been forced to it by species that are better equipped. According to this theory, the scimitar-horned oryx should be in heaven among lush meadows – as indeed they seem to be.

For the visitor, trying to assess cruelty is made all the more difficult because we do not always know, and cannot always see, what becomes of the animals at night. Very often this is when the real process of confinement takes place. Many zoo enclosures are designed primarily for daytime occupation. The main purpose of the sleeping quarters is to separate animals and keep them from physical harm until the keepers return in the morning.

For years zoos have responded to accusations of cruelty by adopting a defensive attitude. They have used a 'we know best' approach. However, public attitudes have changed faster than zoo cages. Visitors now see cages that were hailed as liberating and progressive ten years ago as unacceptable. This is undoubtedly frustrating for the zoos, but if they are to survive they will have to understand that the customer is always right. They will have to bow to public opinion. And, in the end, zoos ought to be prepared to accept that there may be species (like the dolphin perhaps, or the polar bear) for which they cannot realistically recreate the fundamentals of life. If they wish to avoid accusations of cruelty then they will need to put their money where it can best be used, to help species that can benefit most in captivity.



Name: _____ Date: _____

Questions: Are Zoos Cruel?

- 1 Explain, in your own words, 'guardian of Britain's conscience'.
- 2 What examples of the two extremes of captivity does the author provide?
- 3 What arguments could zookeepers use to justify keeping animals in captivity?
- 4 Why is comparing the behaviour and environment of wild and captive animals, to see if they are content, not necessarily valid?
- 5 What makes it hard for a visitor to know that zoo animals are well-provided for all the time?
- 6 This text is a 'balanced argument'. Briefly write down at least three arguments, given in the text, for each side of the question.

Total marks

Using The Spelling Lists

Here are some useful tips for how to use the spelling lists effectively (for best results, spelling practice should happen for a few minutes every day):

- Highlight unfamiliar words or words which are often spelt incorrectly – write each one in a sentence about something funny or exciting.
- Divide the difficult words into smaller lists, stick these up in several places (e.g. bedroom, kitchen, in the car etc.). Give your child quick tests on these every day.
- For specific words, try writing them in huge colourful lettering or make a mnemonic to help remember the letter order.
- Write a paragraph about anything fun or inspiring – use every difficult word in it.
- Amberside Primary have a look, cover, write, check Key Stage 2 word bank resource which may also help: <http://www.amblesideprimary.com/ambleweb/lookcover/lookcover.html>

Word list – years 3 and 4

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

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly if the rules and guidance for adding prefixes and suffixes are also known. Many of the words in the list above can be used for practice in adding suffixes.