Date: 24/03/20 Tudor English and Maths answers

5-6 Years English (Year 1)

6

The ee Sound

The **ee** sound can be spelled **ee** or **ea**.

feet mean

Read each word out loud. Draw a picture of it.

sweet leaf

VARIOUS ANSWERS POSSIBLE

Draw a ring round all the **ee** and **ea** words.

seen flower sheep
dream bean shed
apple treat frog

Write the **ee** or **ea** word for each picture.

bee peach teeth

6

7

The ie Sound

The **ie** sound can be spelled **ie**, **i_e**, **y** or **igh**.

tie mine cry sigh

Read each word out loud. Colour the picture.

pie tight dice

Ring the words with the **ie** sound.
Write them in the spaces to finish the story.

cow king high peach night fly spoon kite

Every night, Stan dreamed he could fly as high as a bird or a big red kite.

7

Give your child more practice at writing words with the ee sound by writing out the start and/or end of a word and asking them to fill in the gap with ee or ea.

5-6 Years Maths (Year 1)

6

Counting

Counting tells you how many of something there are. Here's an example.

There are 7 stars in this picture.

Write the answers to the questions in the boxes.

How many green balloons are there? 4

How many yellow balloons are there? 5

How many purple balloons are there? 6

How many balloons are there altogether? 20

How many spots are on the giraffe's back? 10

6

7

Write the answers to the questions in the boxes.

How many red apples are there? 4

How many green apples are there? 4

How many apples are there? 8

How many pieces of fruit are in the picture? 13

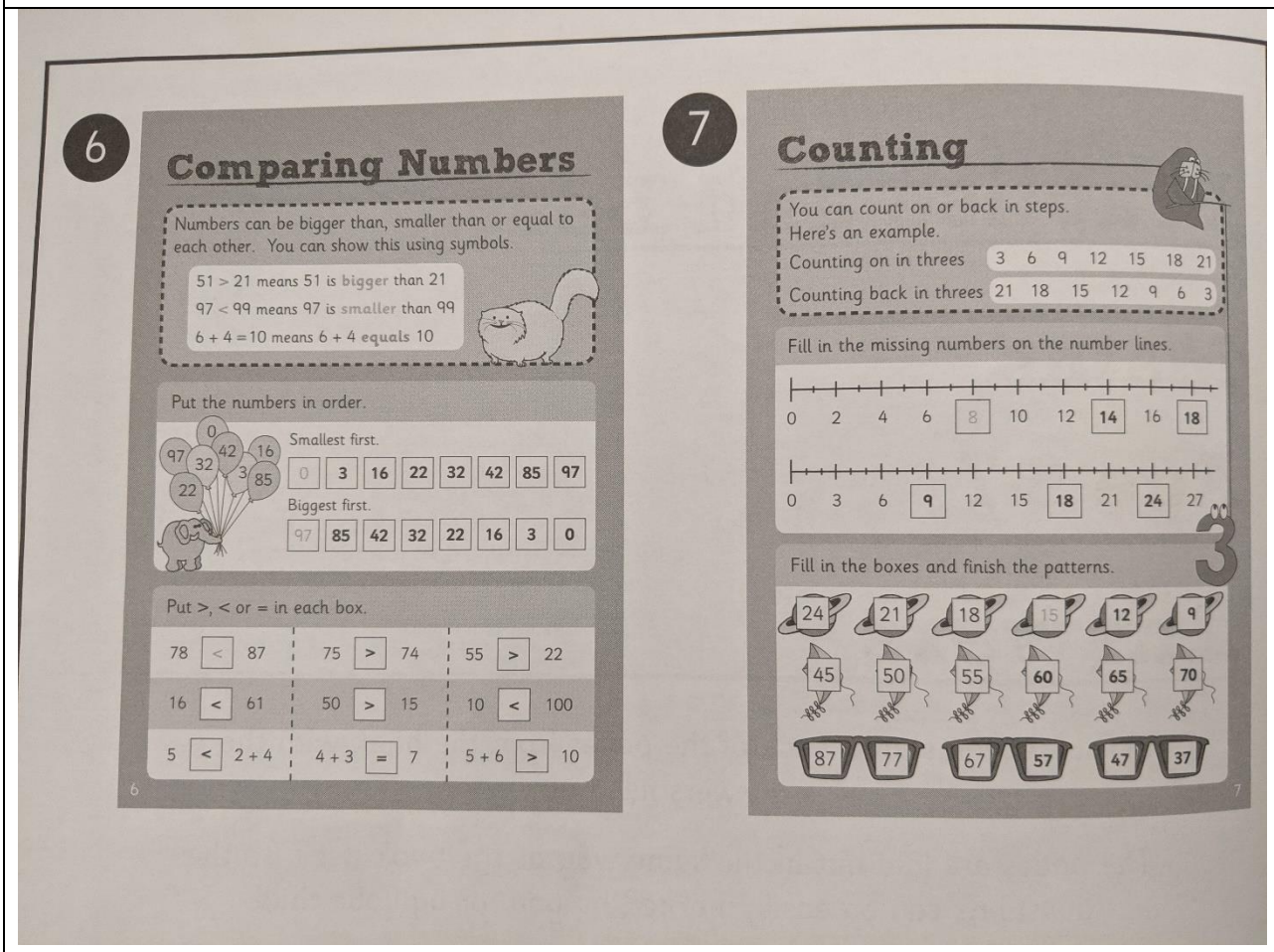
Colour in the right number of animals.

Colour in three elephants. Colour in two lions.

7

If your child struggles with counting, encourage them to write the numbers on the balloons as they count to help them keep track.

6-7 Years Maths (Year 2)



6 Comparing Numbers

Numbers can be bigger than, smaller than or equal to each other. You can show this using symbols.

51 > 21 means 51 is **bigger** than 21
97 < 99 means 97 is **smaller** than 99
6 + 4 = 10 means 6 + 4 **equals** 10

Put the numbers in order.

Smallest first.

0	3	16	22	32	42	85	97

Biggest first.

97	85	42	32	22	16	3	0

Put >, < or = in each box.

78 < 87	75 > 74	55 > 22
16 < 61	50 > 15	10 < 100
5 < 2 + 4	4 + 3 = 7	5 + 6 > 10

7 Counting

You can count on or back in steps.
Here's an example.

Counting on in threes: 3 6 9 12 15 18 21
Counting back in threes: 21 18 15 12 9 6 3

Fill in the missing numbers on the number lines.

0 2 4 6 **8** 10 12 **14** 16 **18**

0 3 6 **9** 12 15 **18** 21 **24** 27

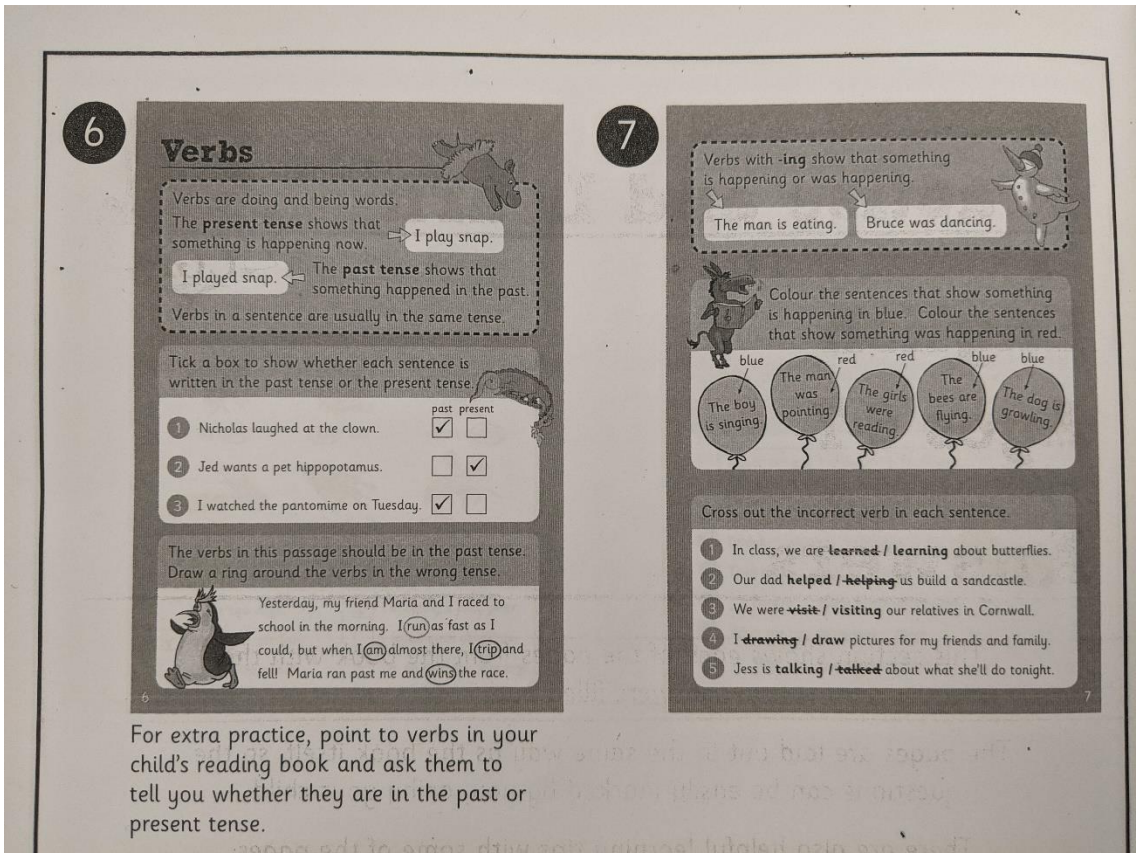
Fill in the boxes and finish the patterns.

24 21 18 15 12 9

45 50 55 60 65 70

87 77 67 57 47 37

6-7 Years English (Year 2)



6 Verbs

Verbs are doing and being words.
The **present tense** shows that something is happening now. → I play snap.
I played snap. ← The **past tense** shows that something happened in the past.
Verbs in a sentence are usually in the same tense.

Tick a box to show whether each sentence is written in the past tense or the present tense.

	past	present
1 Nicholas laughed at the clown.	✓	
2 Jed wants a pet hippopotamus.		✓
3 I watched the pantomime on Tuesday.	✓	

The verbs in this passage should be in the past tense. Draw a ring around the verbs in the wrong tense.

Yesterday, my friend Maria and I raced to school in the morning. I (run) as fast as I could, but when I (am) almost there, I (trip) and fell! Maria ran past me and (wins) the race.

7

Verbs with **-ing** show that something is happening or was happening.

The man is eating. Bruce was dancing.

Colour the sentences that show something is happening in blue. Colour the sentences that show something was happening in red.

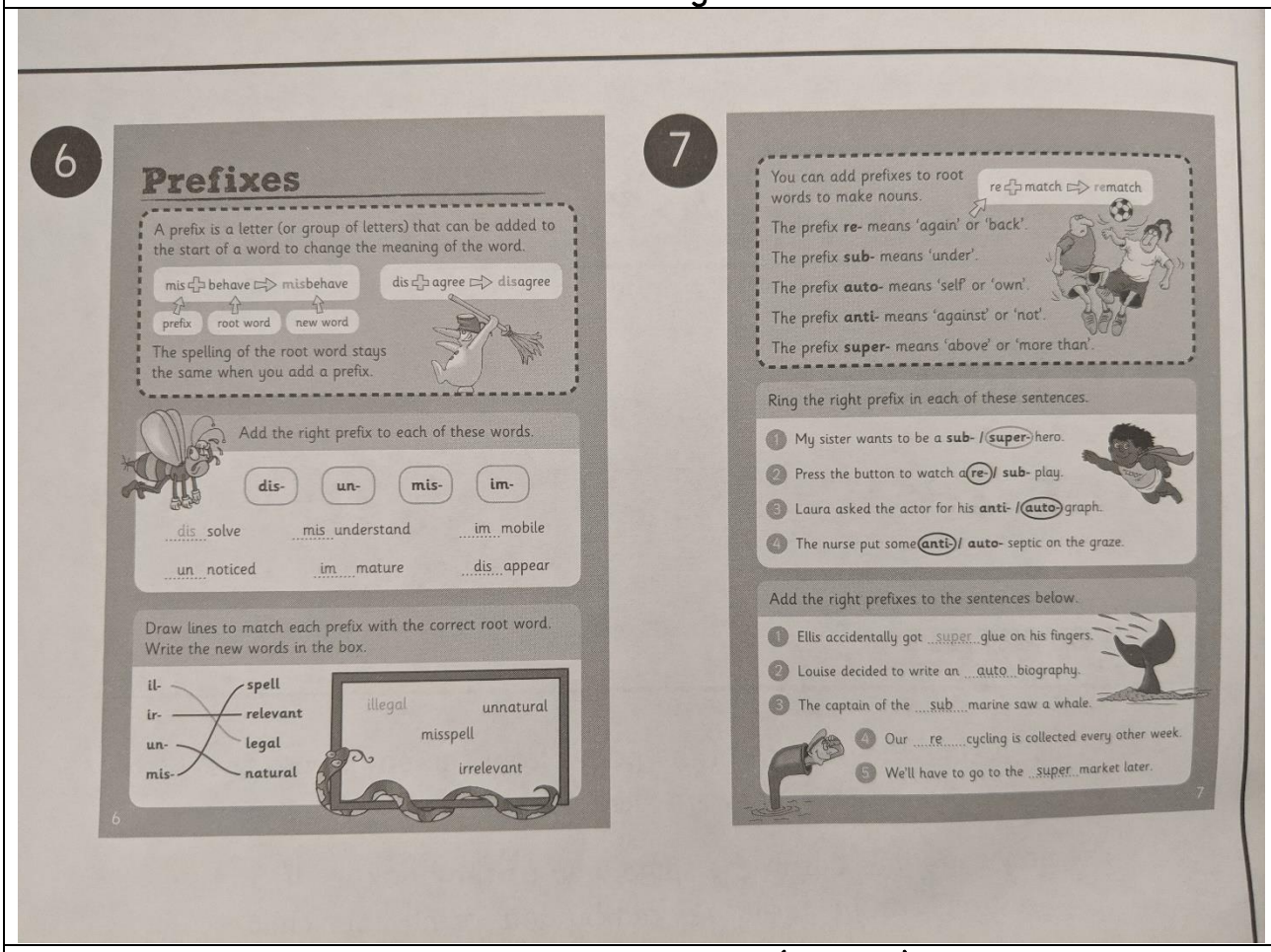
blue: The boy is singing. / red: The man was pointing. / red: The girls were reading. / blue: The bees are flying. / blue: The dog is growling.

Cross out the incorrect verb in each sentence.

1. In class, we are ~~learned~~ / **learning** about butterflies.
2. Our dad **helped** / ~~helping~~ us build a sandcastle.
3. We were ~~visit~~ / **visiting** our relatives in Cornwall.
4. I ~~drawing~~ / **draw** pictures for my friends and family.
5. Jess is **talking** / ~~talked~~ about what she'll do tonight.

For extra practice, point to verbs in your child's reading book and ask them to tell you whether they are in the past or present tense.

7-8 Years English (Year 3)



6 Prefixes

A prefix is a letter (or group of letters) that can be added to the start of a word to change the meaning of the word.

mis + behave ⇨ misbehave (prefix: mis; root word: behave; new word: misbehave)

dis + agree ⇨ disagree

The spelling of the root word stays the same when you add a prefix.

Add the right prefix to each of these words.

dis- un- mis- im-

dis solve — mis understand — im mobile

un noticed — im mature — dis appear

Draw lines to match each prefix with the correct root word. Write the new words in the box.

il- spell
ir- relevant
un- legal
mis- natural

illegal, unnatural, misspell, irrelevant

6

7

You can add prefixes to root words to make nouns.

re + match ⇨ rematch

The prefix **re-** means 'again' or 'back'.
The prefix **sub-** means 'under'.
The prefix **auto-** means 'self' or 'own'.
The prefix **anti-** means 'against' or 'not'.
The prefix **super-** means 'above' or 'more than'.

Ring the right prefix in each of these sentences.

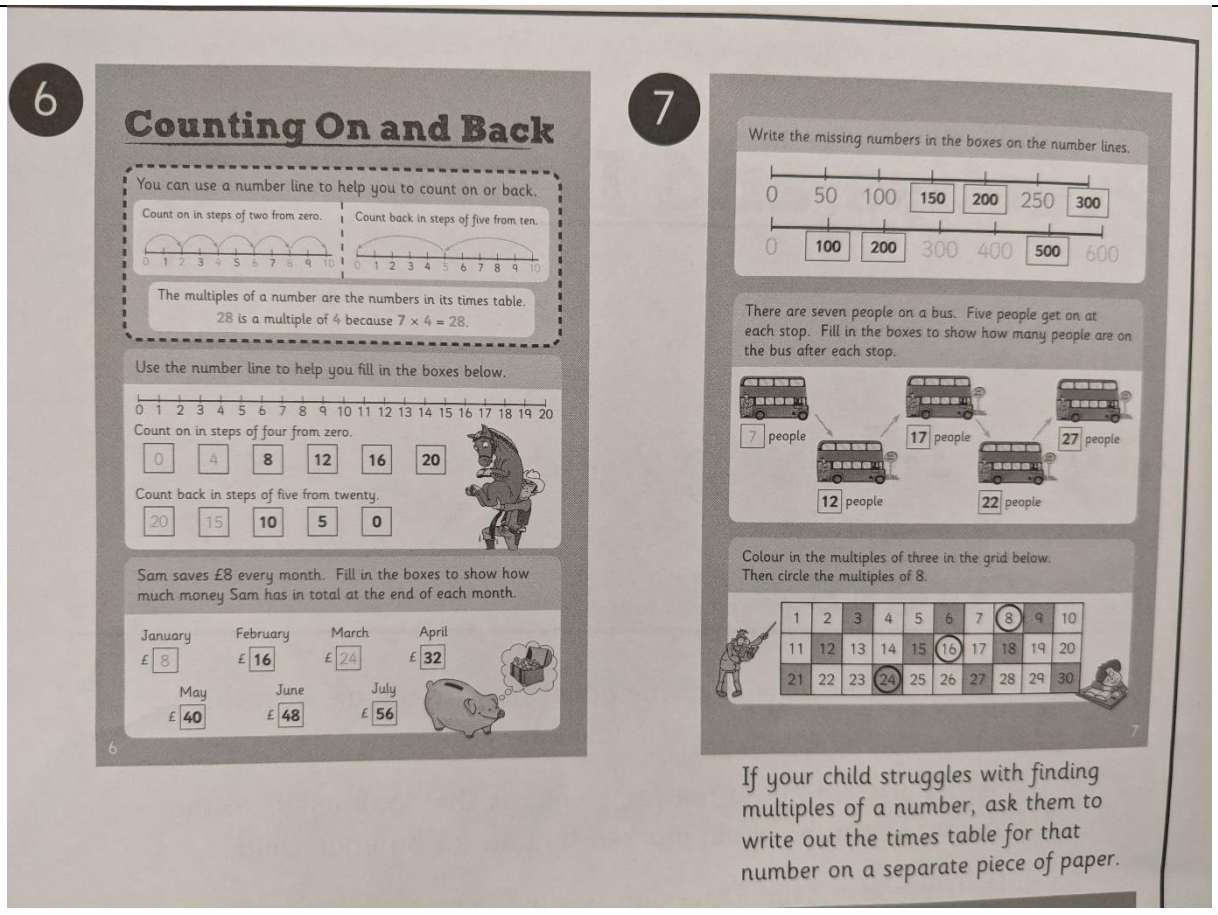
1. My sister wants to be a **sub-** / (**super-**) hero.
2. Press the button to watch a (**re-**) / **sub-** play.
3. Laura asked the actor for his **anti-** / (**auto-**) graph.
4. The nurse put some (**anti-**) / **auto-** septic on the graze.

Add the right prefixes to the sentences below.

1. Ellis accidentally got super glue on his fingers.
2. Louise decided to write an auto biography.
3. The captain of the sub marine saw a whale.
4. Our re cycling is collected every other week.
5. We'll have to go to the super market later.

7

7-8 Years Maths (Year 3)



6 Counting On and Back

You can use a number line to help you to count on or back.

Count on in steps of two from zero. 0 1 2 3 4 5 6 7 8 9 10

Count back in steps of five from ten. 0 1 2 3 4 5 6 7 8 9 10

The multiples of a number are the numbers in its times table.
28 is a multiple of 4 because 7 × 4 = 28.

Use the number line to help you fill in the boxes below.

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

Count on in steps of four from zero.

0 | 4 | 8 | 12 | 16 | 20

Count back in steps of five from twenty.

20 | 15 | 10 | 5 | 0

Sam saves £8 every month. Fill in the boxes to show how much money Sam has in total at the end of each month.

January £8 | February £16 | March £24 | April £32 | May £40 | June £48 | July £56

6

7

Write the missing numbers in the boxes on the number lines.

0 50 100 150 200 250 300

0 100 200 300 400 500 600

There are seven people on a bus. Five people get on at each stop. Fill in the boxes to show how many people are on the bus after each stop.

7 people → 12 people → 17 people → 22 people → 27 people

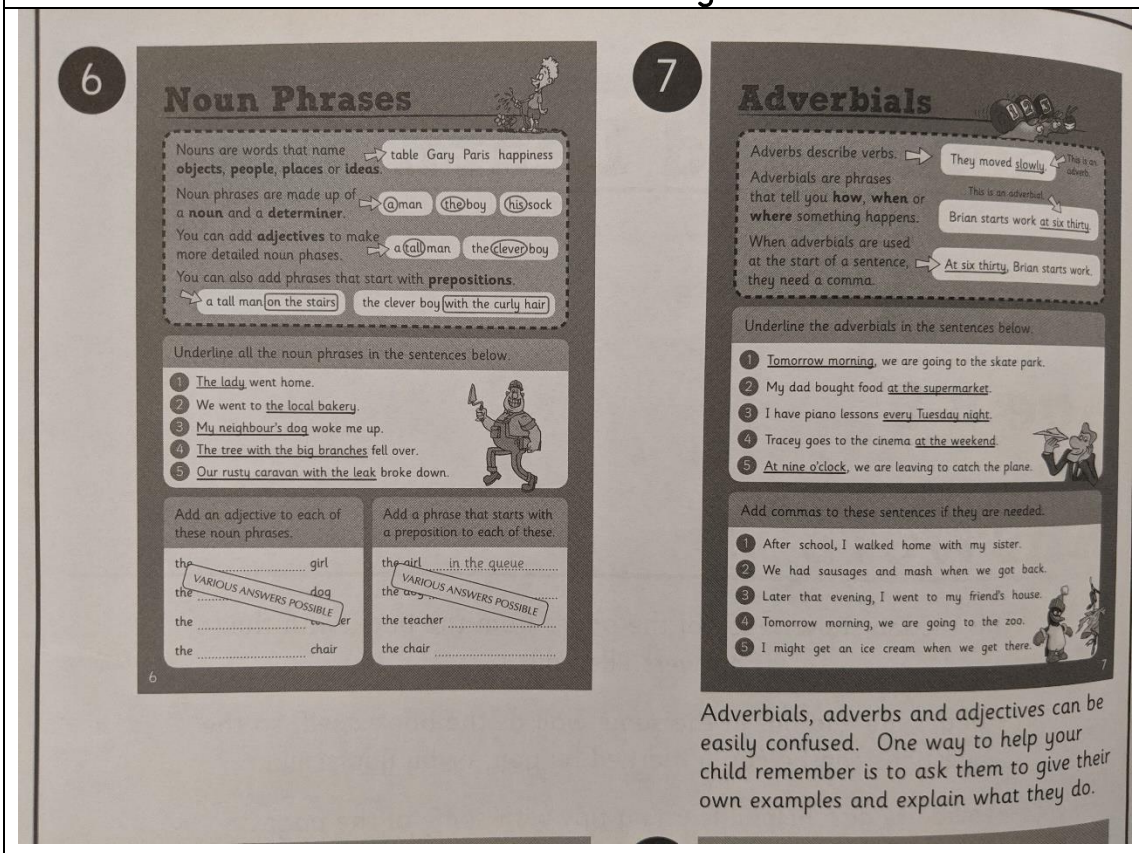
Colour in the multiples of three in the grid below. Then circle the multiples of 8.

1	2	3	4	5	6	7	(8)	9	10
11	12	13	14	15	(16)	17	18	19	20
21	22	23	(24)	25	26	27	28	29	30

7

If your child struggles with finding multiples of a number, ask them to write out the times table for that number on a separate piece of paper.

8-9 Years English (Year 4)



6 Noun Phrases

Nouns are words that name **objects**, **people**, **places** or **ideas**. → table Gary Paris happiness

Noun phrases are made up of a **noun** and a **determiner**. → a man the boy his sock

You can add **adjectives** to make more detailed noun phrases. → a tall man the clever boy

You can also add phrases that start with **prepositions**.

a tall man on the stairs | the clever boy with the curly hair

Underline all the noun phrases in the sentences below.

1. The lady went home.
2. We went to the local bakery.
3. My neighbour's dog woke me up.
4. The tree with the big branches fell over.
5. Our rusty caravan with the leak broke down.

Add an adjective to each of these noun phrases.

the ..... girl
the ..... dog
the ..... er
the ..... chair

VARIOUS ANSWERS POSSIBLE

Add a phrase that starts with a preposition to each of these.

the girl in the queue
the [illegible]
the teacher .....
the chair .....

VARIOUS ANSWERS POSSIBLE

6

7 Adverbials

Adverbs describe verbs. → They moved slowly. (This is an adverb.)

Adverbials are phrases that tell you **how**, **when** or **where** something happens. → Brian starts work at six thirty. (This is an adverbial.)

When adverbials are used at the start of a sentence, they need a comma. → At six thirty, Brian starts work.

Underline the adverbials in the sentences below.

1. Tomorrow morning, we are going to the skate park.
2. My dad bought food at the supermarket.
3. I have piano lessons every Tuesday night.
4. Tracey goes to the cinema at the weekend.
5. At nine o'clock, we are leaving to catch the plane.

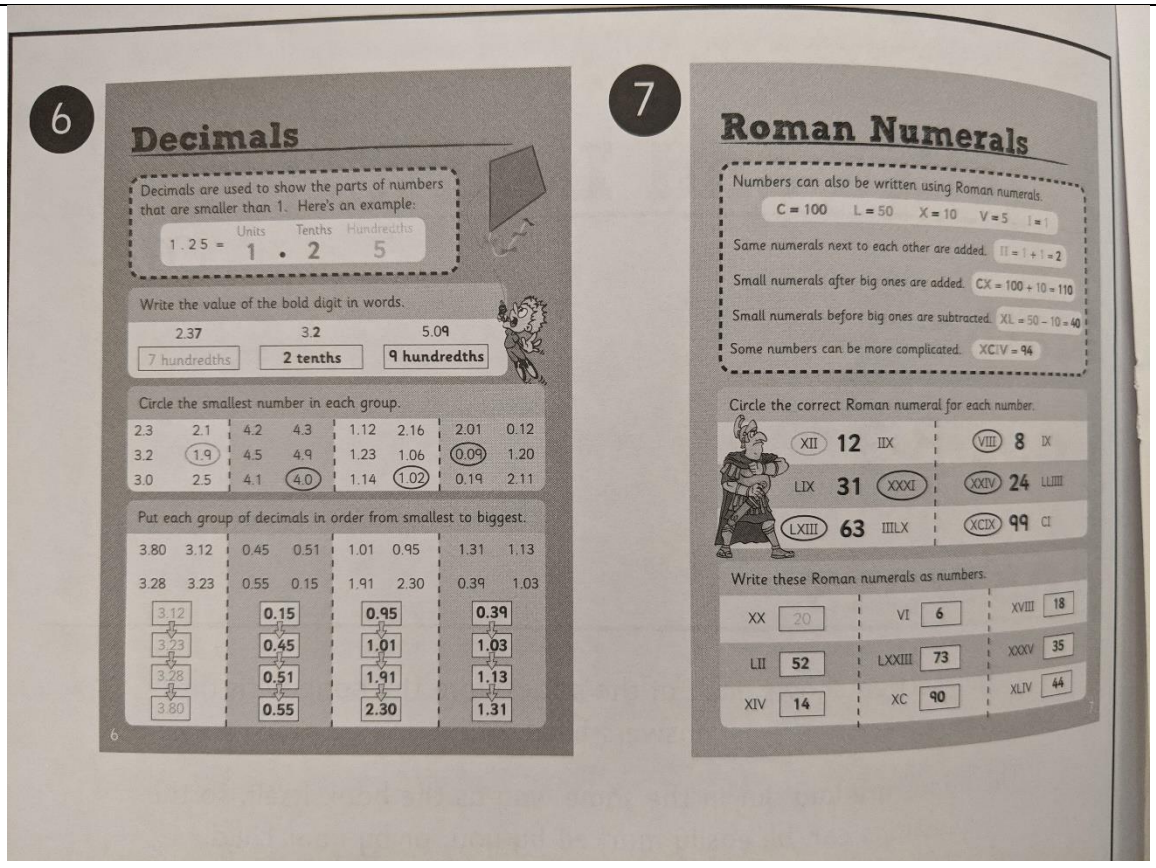
Add commas to these sentences if they are needed.

1. After school, I walked home with my sister.
2. We had sausages and mash when we got back.
3. Later that evening, I went to my friend's house.
4. Tomorrow morning, we are going to the zoo.
5. I might get an ice cream when we get there.

7

Adverbials, adverbs and adjectives can be easily confused. One way to help your child remember is to ask them to give their own examples and explain what they do.

8-9 Years Maths (Year 4)



6 Decimals

Decimals are used to show the parts of numbers that are smaller than 1. Here's an example:

1.25 = Units 1 • Tenths 2 Hundredths 5

Write the value of the bold digit in words.

2.37	3.2	5.09
7 hundredths	2 tenths	9 hundredths

Circle the smallest number in each group.

2.3	2.1	4.2	4.3	1.12	2.16	2.01	0.12
3.2	1.9	4.5	4.9	1.23	1.06	0.09	1.20
3.0	2.5	4.1	4.0	1.14	1.02	0.19	2.11

Put each group of decimals in order from smallest to biggest.

3.80	3.12	0.45	0.51	1.01	0.95	1.31	1.13
3.28	3.23	0.55	0.15	1.91	2.30	0.39	1.03
3.12		0.15		0.95		0.39	
3.23		0.45		1.01		1.03	
3.28		0.51		1.91		1.13	
3.80		0.55		2.30		1.31	

6

7 Roman Numerals

Numbers can also be written using Roman numerals.

C = 100 L = 50 X = 10 V = 5 I = 1

Same numerals next to each other are added. II = 1 + 1 = 2

Small numerals after big ones are added. CX = 100 + 10 = 110

Small numerals before big ones are subtracted. XL = 50 − 10 = 40

Some numbers can be more complicated. XCIV = 94

Circle the correct Roman numeral for each number.

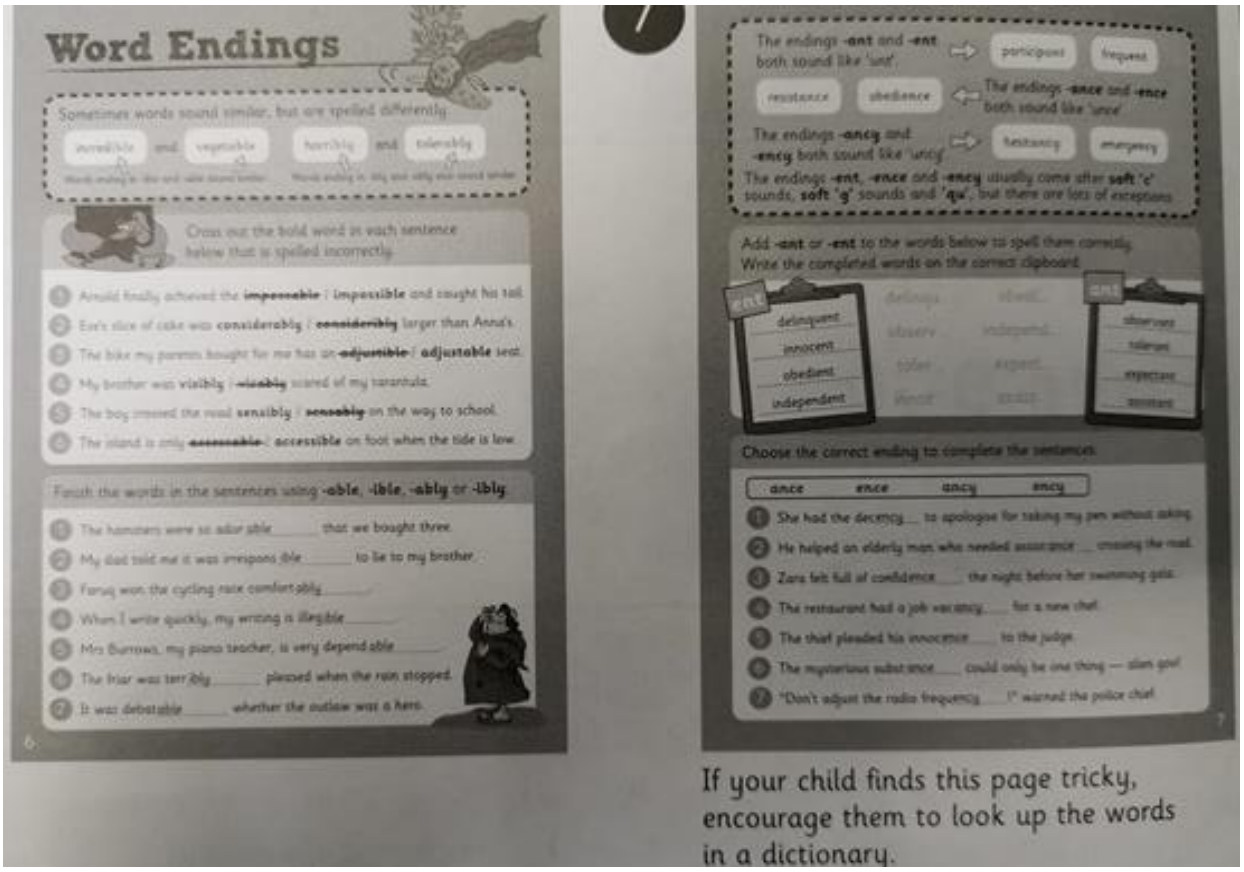
XII	12	IIX	VIII	8	IX
LIX	31	XXXI	XXIV	24	LIIII
LXIII	63	IIILX	XCIX	99	CI

Write these Roman numerals as numbers.

XX	20	VI	6	XVIII	18
LII	52	LXXIII	73	XXXV	35
XIV	14	XC	90	XLIV	44

7

9-10 Years English (Year 5)



Word Endings

Sometimes words sound similar, but are spelled differently.

Cross out the bold word in each sentence below that is spelled incorrectly.

1. Arnold finally achieved the **impossible** / **impossible** and caught his tail.
2. Eve's slice of cake was **considerably** / **considerebly** larger than Anna's.
3. The bike my parents bought for me has an **adjustible** / **adjustable** seat.
4. My brother was **visibly** / **visably** scared of my tarantula.
5. The boy crossed the road **sensibly** / **sensably** on the way to school.
6. The island is only **accessable** / **accessible** on foot when the tide is low.

Finish the words in the sentences using **-able**, **-ible**, **-ably** or **-ibly**.

1. The hamsters were so adorable that we bought three.
2. My dad told me it was irresponsible to lie to my brother.
3. Faruq won the cycling race comfortably.
4. When I write quickly, my writing is illegible.
5. Mrs Burrows, my piano teacher, is very dependable.
6. The friar was terribly pleased when the rain stopped.
7. It was debatable whether the outlaw was a hero.

The endings **-ant** and **-ent** both sound like 'unt'.

participant · frequent · resistance · obedience

The endings **-ance** and **-ence** both sound like 'unce'

The endings **-ancy** and **-ency** both sound like 'unsy'

hesitancy · emergency

The endings **-ent**, **-ence** and **-ency** usually come after **soft 'c'** sounds, **soft 'g'** sounds and **'qu'**, but there are lots of exceptions.

Add **-ant** or **-ent** to the words below to spell them correctly. Write the completed words on the correct clipboard.

delinquent · innocent · obedient · independent

observant · tolerant · expectant · assistant

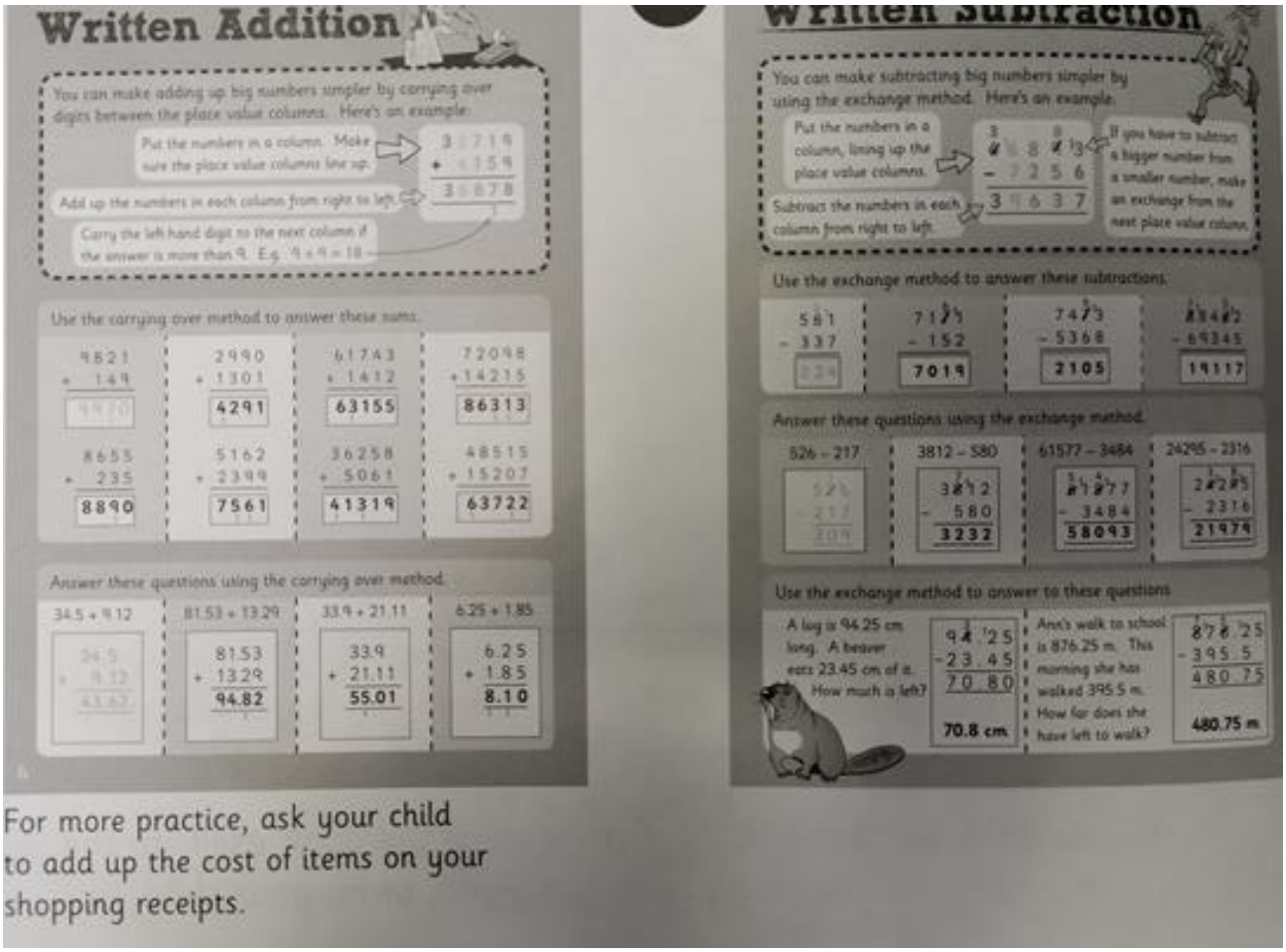
Choose the correct ending to complete the sentences.

ance · ence · ancy · ency

1. She had the decency to apologise for taking my pen without asking.
2. He helped an elderly man who needed assistance crossing the road.
3. Zara felt full of confidence the night before her swimming gala.
4. The restaurant had a job vacancy for a new chef.
5. The thief pleaded his innocence to the judge.
6. The mysterious substance could only be one thing — alien goo!
7. "Don't adjust the radio frequency!" warned the police chief.

If your child finds this page tricky, encourage them to look up the words in a dictionary.

9-10 Years Maths (Year 5)



Written Addition

You can make adding up big numbers simpler by carrying over digits between the place value columns. Here's an example:

Put the numbers in a column. Make sure the place value columns line up.

Add up the numbers in each column from right to left.

Carry the left hand digit to the next column if the answer is more than 9. E.g. 9 + 9 = 18

Use the carrying over method to answer these sums.

9821 + 149 = 9970	2990 + 1301 = 4291	61743 + 1412 = 63155	72098 + 14215 = 86313
8655 + 235 = 8890	5162 + 2399 = 7561	36258 + 5061 = 41319	48515 + 15207 = 63722

Answer these questions using the carrying over method.

34.5 + 9.12 = 43.62	81.53 + 13.29 = 94.82	33.9 + 21.11 = 55.01	6.25 + 1.85 = 8.10

Written Subtraction

You can make subtracting big numbers simpler by using the exchange method. Here's an example.

Put the numbers in a column, lining up the place value columns.

Subtract the numbers in each column from right to left.

If you have to subtract a bigger number from a smaller number, make an exchange from the next place value column.

Use the exchange method to answer these subtractions.

561 − 337 = 224	7173 − 152 = 7019	7473 − 5368 = 2105	83482 − 69345 = 19117

Answer these questions using the exchange method.

526 − 217 = 309	3812 − 580 = 3232	61577 − 3484 = 58093	24295 − 2316 = 21979

Use the exchange method to answer to these questions.

A log is 94.25 cm long. A beaver eats 23.45 cm of it. How much is left?

94.25 − 23.45 = 70.80 cm

Ann's walk to school is 876.25 m. This morning she has walked 395.5 m. How far does she have left to walk?

876.25 − 395.5 = 480.75 m

For more practice, ask your child to add up the cost of items on your shopping receipts.

10-11 Years English (Year 6)

Formal Structure

You can use different **sentence structures** to make your writing more formal or informal. **Passive sentences** are sometimes used instead of **active sentences** in formal writing.

In active sentences, the subject **does something** to the object.

Will broke the violin.
The subject — The object

In passive sentences, something is **done to** the subject.

The subject → The violin was broken (by Will). ← Sometimes the bit in brackets can be left out of passive sentences.

Passive sentences often use the word **by**.

Put a tick next to the **passive sentences** below.

1. The man was captured by the giant bird. ☑
2. The cat stole the dog's dinner. ☐
3. Alan enjoyed the trip to France. ☐
4. We were taken to town by a taxi driver. ☑
5. The photos were taken by Dave. ☑
6. Ben scored a goal during the match. ☐

Rewrite the active sentences above as passive sentences.

1. The dog's dinner was stolen by the cat.
2. The trip to France was enjoyed by Alan.
3. A goal was scored by Ben during the match.

VARIOUS ANSWERS POSSIBLE

6

Question tags can be used to turn statements into questions. They're only used in informal writing.

It isn't broken, is it? ← question tag — Is it broken? ← formal

Formal writing might use the **subjunctive form**. The subjunctive is usually used after requests or in imaginary situations.

They asked that he bring an umbrella. ← You'd normally use 'brings' after 'he', but the subjunctive uses 'bring'.

The subjunctive form uses 'were' instead of 'was' → If Sam were famous, he might live in Hollywood.

Label these sentences with **F** for **formal** or **I** for **informal**.

1. You have chopped the onions, haven't you? I
2. If I were to get a bike, it would be a red one. F
3. Did they arrive at the hotel in time? F
4. Anna is Charlotte's friend, isn't she? I
5. If I was you, I would get a new jumper. I

Circle the correct verb so that each sentence is in the subjunctive.

1. If he **was** / (**were**) to invite me, I would be grateful.
2. The company demanded that she (**pay**) / **pays** a large fee.
3. Louise requested that he **eats** / (**eat**) all his vegetables.
4. The teacher insisted that he (**read**) / **reads** the book carefully.
5. The librarian ordered that they (**be**) / **are** less noisy.

7

The easiest way to spot the subjunctive is if the verb doesn't agree with the subject in the normal way, e.g. 'he eat' rather

10-11 Years Maths (Year 6)

Short Division

Short division is useful for dealing with tricky divisions you can't do in your head. For example: **542 ÷ 12 = ?**

12 into 5 doesn't go, so carry the 5 over to the tens column.

12 goes into 54 4 times with remainder 6.

12 goes into 62 5 times with remainder 2.

$12\overline{)5^{5}4^{6}2}$ → 045 r 2

Complete the divisions below. Write your answers in the boxes.

124 ÷ 4	782 ÷ 6	4235 ÷ 5	639 ÷ 11
$4\overline{)1^{1}2^{0}4}$ → 031	$6\overline{)7^{1}8^{2}}$ → 130 r 2	$5\overline{)4^{4}2^{2}3^{3}5}$ → 0847	$11\overline{)6^{6}3^{8}9}$ → 058 r 1
31	**130 r 2**	**847**	**58 r 1**

7866 ÷ 8	6898 ÷ 7	3924 ÷ 12	5144 ÷ 11
$8\overline{)7^{7}8^{6}6^{2}6}$ → 0983 r 2	$7\overline{)6^{6}8^{5}9^{3}8}$ → 0985 r 3	$12\overline{)3^{3}9^{3}2^{8}4}$ → 0327	$11\overline{)5^{5}1^{7}4^{8}4}$ → 0467 r
983 r 2	**985 r 3**	**327**	**467 r 7**

Each minibus can carry 12 passengers. Work out how many minibuses will be needed to carry the following number of passengers

152 passengers	174 passengers	263 passengers
$12\overline{)1^{1}5^{3}2}$ → 012 r8	$12\overline{)1^{1}7^{5}4}$ → 014 r6	$12\overline{)2^{2}6^{2}3}$ → 021 r11
13 minibuses	**15** minibuses	**22** minibuses

You can also use short division to divide decimals by a whole number. Here's an example: **45.2 ÷ 4 = ?**

Ignore the decimal point — do a whole-number division.

452 = 10 × 45.2, so this answer is 10 times too big... → $4\overline{)4^{0}5^{1}2}$ → 113

...so divide by 10 to get the final answer. → **113 ÷ 10 = 11.3**

Work out the answer to each division below.

34.2 ÷ 3	89.4 ÷ 6	86.32 ÷ 4	97.47 ÷ 9
$3\overline{)3^{3}4^{1}2}$ → 114	$6\overline{)8^{2}9^{5}4}$ → 149	$4\overline{)8^{4}6^{2}3^{3}2}$ → 2158	$9\overline{)9^{9}7^{7}4^{4}2^{2}7}$ → 1083
114 ÷ 10 = 11.4	149 ÷ 10 = **14.9**	2158 ÷ 100 = **21.58**	1083 ÷ 100 = **10.83**

Short division can be used to convert fractions to decimals.

Convert $\frac{5}{8}$ to a decimal. $\frac{5}{8}$ means 5 ÷ 8, but that's a tricky division.

$8\overline{)5^{5}0^{2}0^{4}0}$ → 0625

5000 ÷ 8 is easier, so try that instead.

5000 = 5 × 1000, so this answer is 1000 times too big...

... so divide by 1000 to get the final answer. → **625 ÷ 1000 = 0.625**

Use division to convert each fraction to a decimal.

$\frac{1}{4}$	$\frac{3}{8}$	$\frac{7}{8}$
$4\overline{)1^{1}0^{2}0}$ → 025	$8\overline{)3^{3}0^{6}0^{4}0}$ → 0375	$8\overline{)7^{7}0^{6}0^{4}0}$ → 0875
25 ÷ 100 = 0.25	375 ÷ 1000 = **0.375**	875 ÷ 1000 = **0.875**

7

10-11 Years Reading (Year 6)

Pages 8-9 — Inference Questions

1) a) E.g. She felt happy. (**1 mark**)
   b) E.g. Because she didn't have to go to school. (**1 mark**)

2) The rain caused a loud banging against the glass.
   Several slates fell from the roof of Louise's house.
   A garden chair skidded across the lawn.
   (**1 mark for any of the above answers, 2 marks in total**)

3) To catch drips from the leaks. (**1 mark**)

4) nothing short of a tragedy (**1 mark**)

5) E.g. She felt disappointed. (**1 mark**)
   OR
   E.g. Her "heart sank", which suggests she felt disappointed. (**2 marks**)

6) made all the difference (**1 mark**)

7) E.g. She was nervous because the party might make no difference to the playground. (**1 mark**)
   OR
   E.g. She was nervous because Suman Patel might not write about the party, and if there was no article then the council might not change their minds about the playground. (**2 marks**)

8) It says that interest in the party far exceeded their expectations.
   The noise and chatter of everyone attending was deafening.
   (**1 mark for any of the above answers**)

9) E.g. She felt happy to see the article. (**1 mark**)
   OR
   E.g. She felt happy to see the article because she thought that it might mean the playground would soon be fixed. (**2 marks**)

10) E.g. She didn't give up when the council refused to fix the playground. (**1 mark**)