

## 5-6 Years English (Year 1)

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## The er and ar Sounds

The **er** sound can be spelled **er**, **ir** or **ur**.

her girl nurse

Write the **er**, **ir** or **ur** word for each picture.

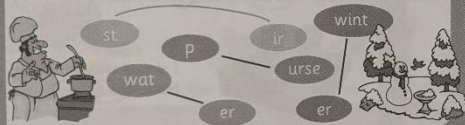
flower



bird



burger

Match up the letters to make words with an **er** sound.Colour the things that end with the **ar** sound.

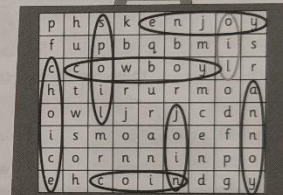
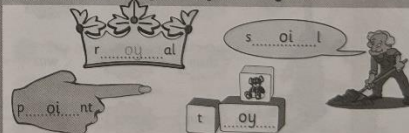
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## The oi Sound

The **oi** sound can be spelled **oi** or **oy**.

coin boy

Find the words in the word search with the **oi** sound.oil  
cowboy  
coin  
annoy  
spoil  
enjoy  
choice  
joinFinish the words by writing **oi** or **oy**.

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Children often find it hard to know when to use **oi** and when to use **oy**. Show your child that **oy** usually comes at the end of a word, and **oi** usually comes in the middle.

## 5-6 Years Maths (Year 1)

10

## Counting in Twos and Fives

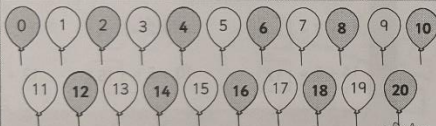
You can count on or back in twos. You can also count on or back in fives. Here's an example.

Counting on in twos 2 4 6 8 10 12 14

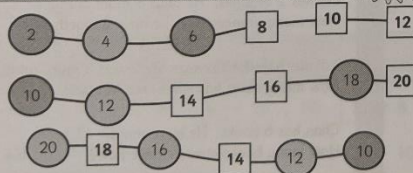
Counting back in twos 14 12 10 8 6 4 2

Count on in twos from 0.

Colour every balloon you land on.



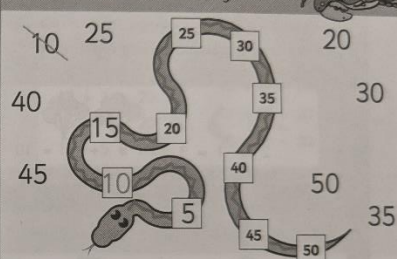
Write the missing numbers in the boxes.



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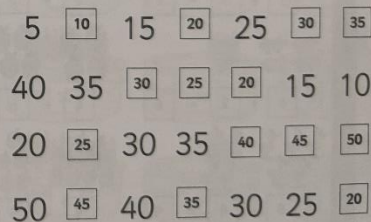
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Match the numbers to the right boxes.



Count on or back in fives.

Fill in the missing answers.



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## Subtraction

You can use partitioning to help you subtract. Here's an example.

Work out  $57 - 34$ .

Split both numbers into tens and ones.  $57 = 5 \text{ tens} + 7 \text{ ones}$   
 $34 = 3 \text{ tens} + 4 \text{ ones}$

Subtract the tens and ones separately.  $5 \text{ tens} - 3 \text{ tens} = 2 \text{ tens}$   
 $7 \text{ ones} - 4 \text{ ones} = 3 \text{ ones}$

Put the tens and ones back together.  $57 - 34 = 23$

Match each subtraction with the correct answer.

$36 - 4$	$64 - 30$	$77 - 6$	$49 - 7$	$86 - 40$
$42$	$34$	$46$	$32$	$71$

Work out the answers to these sums.

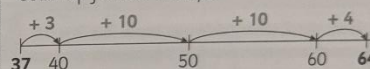
$56 - 25 =$ 5 tens - 2 tens = 3 tens 6 ones - 5 ones = 1 one	$43 - 21 =$ 4 tens - 2 tens = 2 tens 3 ones - 1 one = 2 ones
$57 - 34 =$ 5 tens - 3 tens = 2 tens 7 ones - 4 ones = 3 ones	$89 - 42 =$ 8 tens - 4 tens = 4 tens 9 ones - 2 ones = 7 ones

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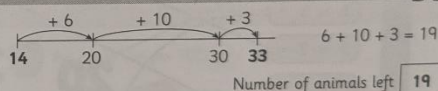
You can also count up in steps from the smaller number to the bigger number. Here's an example. Work out  $64 - 37$ .

Count up from 37 in steps.



Add the steps together.  $3 + 10 + 10 + 4 = 27$

Sadiq has 33 toy animals. He gives 14 to Tilly. How many animals does Sadiq have left?



Work out these subtractions.

$76 - 58 = ?$	$58 \rightarrow 60 (+2) \rightarrow 70 (+10) \rightarrow 76 (+6)$	<b>18</b>
$52 - 26 = ?$	$26 \rightarrow 30 (+4) \rightarrow 40 (+10) \rightarrow 50 (+10) \rightarrow 52 (+2)$	<b>26</b>
$63 - 27 = ?$	$27 \rightarrow 30 (+3) \rightarrow 40 (+10) \rightarrow 50 (+10) \rightarrow 60 (+10) \rightarrow 63 (+3)$	<b>36</b>

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## Spelling Changes with Suffixes

Sometimes when you add -ing, -er, -ed, -est or -y to a word, the spelling changes.

Sometimes the last letter of the root word is doubled.

Sometimes the e at the end of the root word is taken off.

hop + ing  $\Rightarrow$  hopping

hope + ing  $\Rightarrow$  hoping

Add the endings to these words correctly.

come + ing $\Rightarrow$ coming	sun + y $\Rightarrow$ sunny
sip + ed $\Rightarrow$ sipped	hot + er $\Rightarrow$ hotter
sad + er $\Rightarrow$ sadder	tame + ed $\Rightarrow$ tamed

Fill the gaps in the words with single or double letters.

- My dog was bi t \_ ing the postman.
- The sun was shi n \_ ing.
- The bus sto pp \_ ed at the red light.
- It was the larg e \_ st marshmallow he had even seen.

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## Changing y to i

Sometimes the y at the end of a root word changes to an i when you add a suffix.

tidy  $\Rightarrow$  tidies tidier tidiest tidily

When the suffix is -ing, the y stays.

dry  $\Rightarrow$  drying

Add -er, -est and -ly to these adjectives.

funny	sleepy	happy
-er funnier	-er sleepier	-er happier
-est funniest	-est sleepest	-est happiest
-ly funnily	-ly sleepily	-ly happily

Add -es, -ed and -ing to these verbs.

cry	try	carry	study
-es cries	-es tries	-es carries	-es studies
-ed cried	-ed tried	-ed carried	-ed studied
-ing crying	-ing trying	-ing carrying	-ing studying

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# Articles

The words **an** and **a** are articles. They usually go before nouns.

⇒ a bear an eagle

**an** is used before words that start with a vowel sound.

The letters **a, e, i, o** and **u** usually make vowel sounds.

⇒ an apple an egg an octopus

**a** is used before words that start with a consonant sound.

a table a party a university

University starts with a vowel letter, but it has a y sound.

Circle the right article in each of these sentences.



- My dad found a / an baby robin in the garden.
- There was a / an elephant by the side of the road.
- It was a sunny day, so I went for a / an ice cream.
- I went to a / an funfair on Saturday morning.

Finish each sentence by adding the right article.

- Shane went to the party dressed as a wizard.
- They tried to board a flight to Germany.
- Her bedroom was in an absolute mess.
- Arizona saw an otter and a hippo at the zoo.

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# Speech Marks

Speech marks can also be called inverted commas. They look like this: " " " " " "

They show that someone is talking.

Speech marks go around the words that someone says. ← This is called direct speech.

"Hi Mum!"



Tick the sentences that use speech marks in the right way.

- ☒ "See you tomorrow!" Lauren shouted.
- ☐ Where are you going? "said Marjorie".
- ☒ "Please could I have a glass of water?"
- ☐ We're going for a walk "then we're going for dinner".



Write what each animal is saying using speech marks.

"Can I have a bun please?" said the elephant.

Can I have a bun please?



I was up all night!

"I was up all night!" said the owl.

"Happy birthday!" said the camel.

Happy birthday!



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# Written Addition

You can write numbers in columns to help you add them together. Here's an example:

Put the numbers in a column.

Make sure tens and ones line up.

Add the ones together...

... and the tens together...

... and then write out the hundreds.

Add them together to get the final answer.

$$\begin{array}{r} \text{HTO} \\ 567 \\ + 56 \\ \hline 7+6=13 \\ 60+50=110 \\ \hline 500 \\ \hline =623 \end{array}$$

Add the ones, tens and hundreds together to help you answer these calculations. Show your working in the boxes.

$\begin{array}{r} 207 \\ + 53 \\ \hline 7+3=10 \\ 0+50=50 \\ \hline 200 \\ \hline =260 \end{array}$	$\begin{array}{r} 851 \\ + 38 \\ \hline 1+8=9 \\ 50+30=80 \\ \hline 800 \\ \hline =889 \end{array}$	$\begin{array}{r} 792 \\ + 85 \\ \hline 2+5=7 \\ 90+80=170 \\ \hline 700 \\ \hline =877 \end{array}$
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Work out the total cost of each pair of items.

T-shirt £39	$\begin{array}{r} 39 \\ + 76 \\ \hline 15 \\ \hline 100 \\ \hline =£115 \end{array}$	Jeans £57	$\begin{array}{r} 57 \\ + 85 \\ \hline 12 \\ \hline 130 \\ \hline =£142 \end{array}$
Jumper £76	$\begin{array}{r} 100 \\ + 100 \\ \hline =£115 \end{array}$	Coat £85	$\begin{array}{r} 130 \\ + 100 \\ \hline =£142 \end{array}$

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Here's a shorter column method that you can use:

Put the numbers in a column.

Make sure hundreds, tens and ones line up.

Add the ones digits together:  $9 + 4 = 13$ .

Carry the 1 to the tens column.

Add the tens digits together:  $8 + 3 + 1 = 12$ .

Carry the 1 to the hundreds column.

Add the hundreds digits together:  $3 + 5 + 1 = 9$ .



Use the shorter column method to help you answer these calculations. Show your working in the boxes.

$\begin{array}{r} 727 \\ + 52 \\ \hline =779 \end{array}$	$\begin{array}{r} 306 \\ + 89 \\ \hline =395 \end{array}$	$\begin{array}{r} 128 \\ + 35 \\ \hline =163 \end{array}$	$\begin{array}{r} 282 \\ + 93 \\ \hline =375 \end{array}$	$\begin{array}{r} 678 \\ + 55 \\ \hline =733 \end{array}$
$\begin{array}{r} 433 \\ + 254 \\ \hline =687 \end{array}$	$\begin{array}{r} 533 \\ + 159 \\ \hline =692 \end{array}$	$\begin{array}{r} 349 \\ + 234 \\ \hline =583 \end{array}$	$\begin{array}{r} 427 \\ + 383 \\ \hline =810 \end{array}$	$\begin{array}{r} 785 \\ + 147 \\ \hline =932 \end{array}$

Work out Dave and Sarah's total scores in tenpin bowling.

Dave's scores:	$\begin{array}{r} 162 \\ + 198 \\ \hline 360 \end{array}$	Sarah's scores:	$\begin{array}{r} 268 \\ + 274 \\ \hline 542 \end{array}$
Game 1	162	Game 1	268
Game 2	198	Game 2	274

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The shorter column method can be tricky at first. Try talking your child through the example a few times until they're confident



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## Speech Marks

Speech marks (sometimes called inverted commas) show that someone is speaking.

"What time is it?"

Speech marks (" ") go around the words that are spoken.

The punctuation at the end of the speech (?, !, , or .), goes inside the speech marks.

Put speech marks around the spoken words in these sentences.

- 1 Charles asked, "Mum, please may I go and read?"
- 2 "How do I get home?" asked the alien in a quiet voice.
- 3 "I'm rather scared of baby hippos," Sandy whispered.
- 4 Sarah shouted, "Edward just makes me so angry!"
- 5 "Dad, what time are we leaving the house?" she called.

Tick the sentences that use punctuation correctly.

- ☒ "Where do you want to go after lunch?"
- ☐ "The ghost scared the life out of me!"
- ☒ "I'm going to practise playing the guitar."
- ☐ This chocolate cake is delicious, said Melinda
- ☐ I'm going to the shop "do you need anything?"
- ☐ "My mum can speak French, German and Spanish."

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If there are words before the speech marks, you need to use a comma before the speech starts.

Jenna screamed, "Don't press the button!"

Speech always starts with a capital letter, even if it comes in the middle of a sentence.

Add commas and full stops to these sentences.

- 1 "We should get chips for dinner," the girls said.
- 2 Aisha said, "I'm going to the cinema this afternoon."
- 3 "Giles is coming to the beach too," said Maria.
- 4 "I can't be bothered," moaned Jess.
- 5 "That's just ridiculous," said John.

Rewrite these sentences, adding speech marks, capital letters and commas where they are needed.

- 1 The emu said the emu revolution has begun.  
The emu said, "The emu revolution has begun."
- 2 That sounds fine said George. Bye!  
"That sounds fine," said George. "Bye!"
- 3 Mike shouted sorry! I'm just so hungry!  
Mike shouted, "Sorry! I'm just so hungry!"
- 4 Don't forget the ketchup! Jo demanded.  
"Don't forget the ketchup!" Jo demanded.

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For extra practice with speech marks, try getting your child to put dialogue from a comic strip into direct speech.

## Written Subtraction

To make subtracting big numbers simpler by putting them into columns. Here's an example:  $3762 - 127 = ?$

Line up the numbers in place value columns.

$$\begin{array}{r} 3762 \\ - 127 \\ \hline 3635 \end{array}$$

Subtract the numbers in each column in turn, from right to left.

You'll need to exchange from the next place value column when subtracting a bigger number from a smaller number.

Answer these questions using written subtraction.

$$\begin{array}{r} 4578 \\ - 231 \\ \hline 4347 \end{array}$$

$$\begin{array}{r} 5895 \\ - 4621 \\ \hline 1274 \end{array}$$

$$\begin{array}{r} 7839 \\ - 919 \\ \hline 6920 \end{array}$$

$$\begin{array}{r} 6781 \\ - 566 \\ \hline 6215 \end{array}$$

$$\begin{array}{r} 9842 \\ - 281 \\ \hline 9261 \end{array}$$

$$\begin{array}{r} 4121 \\ - 107 \\ \hline 4024 \end{array}$$

$$\begin{array}{r} 2064 \\ - 2653 \\ \hline 411 \end{array}$$

$$\begin{array}{r} 8753 \\ - 4824 \\ \hline 939 \end{array}$$

Use written subtraction to answer these questions.

619 subtracted from 1983.

$$\begin{array}{r} 1983 \\ - 619 \\ \hline 1364 \end{array}$$

The difference between 6392 and 481.

$$\begin{array}{r} 6392 \\ - 481 \\ \hline 5911 \end{array}$$

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Use written subtraction to do these calculations.

$$98.3 - 61.9$$

$$\begin{array}{r} 98.3 \\ - 61.9 \\ \hline 36.4 \end{array}$$

$$26.8 - 2.1$$

$$\begin{array}{r} 26.8 \\ - 2.1 \\ \hline 24.7 \end{array}$$

$$36.5 - 5.2$$

$$\begin{array}{r} 36.5 \\ - 5.2 \\ \hline 31.3 \end{array}$$

$$27.97 - 13.88$$

$$\begin{array}{r} 27.97 \\ - 13.88 \\ \hline 14.09 \end{array}$$

$$51.32 - 34.40$$

$$\begin{array}{r} 51.32 \\ - 34.40 \\ \hline 16.92 \end{array}$$

$$4.33 - 1.56$$

$$\begin{array}{r} 4.33 \\ - 1.56 \\ \hline 2.77 \end{array}$$

Answer the questions below using written subtraction.

Holly and Murphy go strawberry-picking. They pick 621 strawberries, but only have 518 in their buckets at the end of the day. How many strawberries went missing?

Strawberries missing

$$\begin{array}{r} 621 \\ - 518 \\ \hline 103 \end{array}$$

Atis has 1.09 litres of lemonade in a bottle. He drinks 0.54 litres of it. How much lemonade does he have left?

Lemonade left

$$\begin{array}{r} 1.09 \\ - 0.54 \\ \hline 0.55 \text{ litres} \end{array}$$

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# Degrees of Possibility

Some adverbs show how possible or certain something is.

Dan will probably play basketball this afternoon.



Tick the sentence that is the **most certain**.

- Lucy is surely the best dancer in the group. ☒
- Lucy is possibly the best dancer in the group. ☐
- Lucy is probably the best dancer in the group. ☐

Rewrite the sentences, replacing the underlined adverbs with an adverb that's **less certain**. Use a different adverb in each sentence.

- There will definitely be something to eat at the party.  
There will probably be something to eat at the party.
- Surely Toshiko and Elliot are going to be late for school.  
Perhaps Toshiko and Elliot are going to be late for school.
- Clearly Meera is going to win the prize.  
Maybe Meera is going to win the prize.

OTHER ANSWERS POSSIBLE

Rewrite the sentences, replacing the underlined adverbs with an adverb that's **more certain**. Don't reuse the same adverb.

- Maybe we should teach Natalie how to play tennis.  
Obviously we should teach Natalie how to play tennis.
- We will possibly need to buy some bread in the morning.  
We will certainly need to buy some bread in the morning.

OTHER ANSWERS POSSIBLE

Modal verbs also show how certain or possible something is. They're used to give more information about the main verb in a sentence.

I will go to the beach.  
modal verb    main verb

I might go to the beach.  
might shows that going to the beach is possible, but not certain.



Circle the modal verb in each of the sentences below.

- We may go to the park.
- You could try the library.
- He can meet you tomorrow.
- I might be late.
- Peter will help you find the bag.
- After my swim, I shall eat lunch.
- Sue should be here by now.
- You must not run in the classroom.

Tick the sentence that is the **most certain**.



- Anya might take the shoes back to the shop tomorrow. ☐
- Anya shall take the shoes back to the shop tomorrow. ☒
- Anya may take the shoes back to the shop tomorrow. ☐
- Anya should take the shoes back to the shop tomorrow. ☐

Circle the modal verb in each sentence which is **less certain**.

- Josiah might / must ride his bike tomorrow.
- We will / could go and visit our grandma.
- I can / may take the dog for a walk.
- I should / must tidy my room tonight.
- The brave princess says she shall / could fight the terrible dragon.



# Written Division



Using a written method can make it easier to divide a bigger number by a one digit number. For example:  $521 \div 3 = ?$

Divide each number by 3. Start with the hundreds...

$$\begin{array}{r} 1 \\ 3 \overline{) 521} \\ \underline{3} \phantom{00} \\ 2 \phantom{00} \end{array}$$

If you have a remainder, add it to the next column.

... then divide the tens by 3...

$$\begin{array}{r} 17 \\ 3 \overline{) 521} \\ \underline{3} \phantom{00} \\ 2 \phantom{00} \end{array}$$

If there is a remainder after you've divided the ones, mark it on like this.

... then divide the ones by 3.

$$\begin{array}{r} 173 \text{ r } 2 \\ 3 \overline{) 521} \\ \underline{3} \phantom{00} \\ 2 \phantom{00} \end{array}$$

Solve the division problems below. Write your answers in the boxes.

$92 \div 4$ $\begin{array}{r} 23 \\ 4 \overline{) 92} \\ \underline{8} \phantom{0} \\ 12 \phantom{0} \\ \underline{12} \phantom{0} \\ 0 \end{array}$ <b>23</b>	$78 \div 2$ $\begin{array}{r} 39 \\ 2 \overline{) 78} \\ \underline{6} \phantom{0} \\ 18 \phantom{0} \\ \underline{18} \phantom{0} \\ 0 \end{array}$ <b>39</b>	$72 \div 6$ $\begin{array}{r} 12 \\ 6 \overline{) 72} \\ \underline{6} \phantom{0} \\ 12 \phantom{0} \\ \underline{12} \phantom{0} \\ 0 \end{array}$ <b>12</b>	$38 \div 2$ $\begin{array}{r} 19 \\ 2 \overline{) 38} \\ \underline{2} \phantom{0} \\ 18 \phantom{0} \\ \underline{18} \phantom{0} \\ 0 \end{array}$ <b>19</b>	$81 \div 3$ $\begin{array}{r} 27 \\ 3 \overline{) 81} \\ \underline{6} \phantom{0} \\ 21 \phantom{0} \\ \underline{21} \phantom{0} \\ 0 \end{array}$ <b>27</b>
$64 \div 4$ $\begin{array}{r} 16 \\ 4 \overline{) 64} \\ \underline{4} \phantom{0} \\ 24 \phantom{0} \\ \underline{24} \phantom{0} \\ 0 \end{array}$ <b>16</b>	$75 \div 5$ $\begin{array}{r} 15 \\ 5 \overline{) 75} \\ \underline{5} \phantom{0} \\ 25 \phantom{0} \\ \underline{25} \phantom{0} \\ 0 \end{array}$ <b>15</b>	$59 \div 3$ $\begin{array}{r} 19 \text{ r } 2 \\ 3 \overline{) 59} \\ \underline{3} \phantom{0} \\ 29 \phantom{0} \\ \underline{27} \phantom{0} \\ 2 \phantom{0} \end{array}$ <b>19 r 2</b>	$98 \div 8$ $\begin{array}{r} 12 \text{ r } 2 \\ 8 \overline{) 98} \\ \underline{8} \phantom{0} \\ 18 \phantom{0} \\ \underline{16} \phantom{0} \\ 2 \phantom{0} \end{array}$ <b>12 r 2</b>	$79 \div 4$ $\begin{array}{r} 19 \text{ r } 3 \\ 4 \overline{) 79} \\ \underline{4} \phantom{0} \\ 39 \phantom{0} \\ \underline{36} \phantom{0} \\ 3 \phantom{0} \end{array}$ <b>19 r 3</b>

90 bones are shared between some dogs. Work out the number of bones each dog will get.

3 dogs $\begin{array}{r} 30 \\ 3 \overline{) 90} \\ \underline{9} \phantom{0} \\ 0 \end{array}$ <b>30 bones</b>	5 dogs $\begin{array}{r} 18 \\ 5 \overline{) 90} \\ \underline{5} \phantom{0} \\ 40 \phantom{0} \\ \underline{40} \phantom{0} \\ 0 \end{array}$ <b>18 bones</b>	6 dogs $\begin{array}{r} 15 \\ 6 \overline{) 90} \\ \underline{6} \phantom{0} \\ 30 \phantom{0} \\ \underline{30} \phantom{0} \\ 0 \end{array}$ <b>15 bones</b>
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Solve the division problems below. Write your answers in the boxes.

$104 \div 4$ $\begin{array}{r} 26 \\ 4 \overline{) 104} \\ \underline{8} \phantom{0} \\ 24 \phantom{0} \\ \underline{24} \phantom{0} \\ 0 \end{array}$ <b>26</b>	$134 \div 2$ $\begin{array}{r} 67 \\ 2 \overline{) 134} \\ \underline{12} \phantom{0} \\ 14 \phantom{0} \\ \underline{14} \phantom{0} \\ 0 \end{array}$ <b>67</b>	$240 \div 4$ $\begin{array}{r} 60 \\ 4 \overline{) 240} \\ \underline{8} \phantom{0} \\ 16 \phantom{0} \\ \underline{16} \phantom{0} \\ 0 \end{array}$ <b>60</b>	$165 \div 5$ $\begin{array}{r} 33 \\ 5 \overline{) 165} \\ \underline{15} \phantom{0} \\ 15 \phantom{0} \\ \underline{15} \phantom{0} \\ 0 \end{array}$ <b>33</b>
$336 \div 6$ $\begin{array}{r} 56 \\ 6 \overline{) 336} \\ \underline{18} \phantom{0} \\ 156 \phantom{0} \\ \underline{156} \phantom{0} \\ 0 \end{array}$ <b>56</b>	$472 \div 8$ $\begin{array}{r} 59 \\ 8 \overline{) 472} \\ \underline{40} \phantom{0} \\ 72 \phantom{0} \\ \underline{72} \phantom{0} \\ 0 \end{array}$ <b>59</b>	$942 \div 6$ $\begin{array}{r} 157 \\ 6 \overline{) 942} \\ \underline{12} \phantom{0} \\ 142 \phantom{0} \\ \underline{138} \phantom{0} \\ 4 \phantom{0} \end{array}$ <b>157</b>	$747 \div 3$ $\begin{array}{r} 249 \\ 3 \overline{) 747} \\ \underline{6} \phantom{0} \\ 147 \phantom{0} \\ \underline{147} \phantom{0} \\ 0 \end{array}$ <b>249</b>
$4544 \div 4$ $\begin{array}{r} 1136 \\ 4 \overline{) 4544} \\ \underline{4} \phantom{000} \\ 14 \phantom{00} \\ \underline{12} \phantom{00} \\ 24 \phantom{0} \\ \underline{24} \phantom{0} \\ 0 \end{array}$ <b>1136</b>	$6863 \div 2$ $\begin{array}{r} 3431 \text{ r } 1 \\ 2 \overline{) 6863} \\ \underline{6} \phantom{000} \\ 8 \phantom{00} \\ \underline{8} \phantom{00} \\ 6 \phantom{0} \\ \underline{6} \phantom{0} \\ 3 \end{array}$ <b>3431 r 1</b>	$2445 \div 8$ $\begin{array}{r} 305 \text{ r } 5 \\ 8 \overline{) 2445} \\ \underline{24} \phantom{00} \\ 4 \phantom{00} \\ \underline{4} \phantom{00} \\ 5 \end{array}$ <b>305 r 5</b>	$5510 \div 9$ $\begin{array}{r} 612 \text{ r } 2 \\ 9 \overline{) 5510} \\ \underline{54} \phantom{00} \\ 11 \phantom{00} \\ \underline{9} \phantom{00} \\ 20 \phantom{0} \\ \underline{18} \phantom{0} \\ 2 \end{array}$ <b>612 r 2</b>

Solve these real life division problems. You'll need to decide whether to round up or down.

Danik needs 615 books. Books are packed in boxes of 4. How many boxes should he get?

$$\begin{array}{r} 153 \text{ r } 3 \\ 4 \overline{) 615} \\ \underline{612} \phantom{0} \\ 3 \end{array}$$

Round up: **154 boxes**

221 people want to go sailing. Each boat can fit 8 people. How many boats are needed?

$$\begin{array}{r} 27 \text{ r } 5 \\ 8 \overline{) 221} \\ \underline{16} \phantom{0} \\ 61 \phantom{0} \\ \underline{56} \phantom{0} \\ 5 \end{array}$$

Round up: **28 boats**

Umbrellas cost £6. Rob has £308. How many umbrellas can he buy?

$$\begin{array}{r} 51 \text{ r } 2 \\ 6 \overline{) 308} \\ \underline{30} \phantom{0} \\ 8 \end{array}$$

Round down: **51 umbrellas**



A shop sells t-shirts for £9 each. Jess has £1286. How many t-shirts can she afford?

$$\begin{array}{r} 142 \text{ r } 8 \\ 9 \overline{) 1286} \\ \underline{9} \phantom{000} \\ 38 \phantom{00} \\ \underline{36} \phantom{00} \\ 26 \phantom{0} \\ \underline{27} \phantom{0} \\ 8 \end{array}$$

Round down: **142 t-shirts**

## 10-11 Years English (Year 6)

### Dashes

A **dash** can be used to join two related main clauses together.

The car was broken — Mike tried to fix it.

You can use **two** dashes to add **extra information** to the middle of a sentence.

The car — the one Mike tried to fix — was broken.

Cross out any dashes that aren't needed in these sentences.

- 1 Carol needed some ~~×~~ peas — she went to the shop to get some.
- 2 I learnt how to ski today — I'm not very good ~~×~~ at it.
- 3 It's Emily's birthday — I need to get her ~~×~~ a present.
- 4 I missed the ~~×~~ train — I had to wait an hour for the next one.

Add a pair of dashes to each of these sentences.

- 1 Aisha—my brother's best friend—lives on our street.
- 2 The dog—a Chihuahua—didn't like Father Christmas.
- 3 Italy—a country in Europe—is famous for its pizza.
- 4 My grandma—a lovely lady—is coming to visit.
- 5 The restaurant—the one with the new chef—is closed tonight.

### Bullet Points

You can use **bullet points** to write things in a list. Make sure you punctuate the list **consistently**.

In my bag, I have:

- Three shirts,
- My purse,
- A chocolate bar,
- A pair of socks.

These can also be in lower case.

You can use commas, semi-colons or no punctuation at all. If you use commas or semi-colons, the last item should have a full stop.

Circle the four errors in the list of bullet points below on the left. Then rewrite the list correctly next to it.

When I go to New York, I want to:

- Ride in a yellow taxi,
- Buy some souvenirs,
- Visit the Statue of Liberty,
- Eat a donut,
- Go to Central Park

When I go to New York, I want to:

- Ride in a yellow taxi,
- Buy some souvenirs,
- Visit the Statue of Liberty,
- Eat a donut,
- Go to Central Park.

Write all the ingredients that Sally uses to make flapjacks in three lists. Match the punctuation used in the first item on each list.

To make flapjacks, Sally uses butter, porridge oats, soft brown sugar and golden syrup.

- |                     |                     |                    |
|---------------------|---------------------|--------------------|
| • Butter,           | • butter,           | • Butter           |
| • Porridge oats,    | • porridge oats,    | • Porridge oats    |
| • Soft brown sugar, | • soft brown sugar, | • Soft brown sugar |
| • Golden syrup,     | • golden syrup,     | • Golden syrup     |

For extra practice, dictate your shopping list to your child and ask them to write it out using bullet points. Make sure they punctuate the list consistently.

## 10-11 Years Maths (Year 6)

### Problem Solving

Sometimes you have to decide which is the best way to answer a question. Here's an example:

Mark buys 378.6 g of cereal. He eats 42.1 g every day. How much will he have left after six days?

First, use multiplication to work out how much he eats in six days:

$$\begin{array}{r} 42.1 \\ \times 6 \\ \hline 252.6 \end{array}$$

Then subtract this from the amount that he buys.

$$\begin{array}{r} 378.6 \\ - 252.6 \\ \hline 126.0 \text{ g} \end{array}$$

Write your answers to the questions below in the boxes.

Tara has £19.66. She buys a cinema ticket that costs £6.50 and a bag of sweets that costs £1.28. How much money does she have left?

$$\begin{array}{r} 19.66 \\ - 6.50 \\ \hline 13.16 \end{array}$$

$$\begin{array}{r} 13.16 \\ - 1.28 \\ \hline 11.88 \end{array}$$

£ **11.88**

A builder needs 113.28 m of wood to build a fence. He has 25.67 m in his van and 51.22 m in his garage. How much more wood does he need?

$$\begin{array}{r} 113.28 \\ - 25.67 \\ \hline 87.61 \end{array}$$

$$\begin{array}{r} 87.61 \\ - 51.22 \\ \hline 36.39 \end{array}$$

**36.39** m

Leanne spends £3.32 on a cake and £1.96 on a drink. She has £7.18 left. How much money did she have at the start?

$$\begin{array}{r} 3.32 \\ + 1.96 \\ \hline 5.28 \end{array}$$

$$\begin{array}{r} 5.28 \\ + 7.18 \\ \hline 12.46 \end{array}$$

£ **12.46**

Carly goes for a 17.3 mile walk. She walks at 3.8 miles per hour. How far will she have left to walk after 4 hours?

$$\begin{array}{r} 17.3 \\ - 15.2 \\ \hline 2.1 \end{array}$$

**2.1** miles

Harriet has 2 brothers and one sister. She spends £9.42 on presents for each brother and £11.85 on a present for her sister. How much does she spend in total, to the nearest pound?

$$\begin{array}{r} 9.42 \\ \times 2 \\ \hline 18.84 \end{array}$$

$$\begin{array}{r} 18.84 \\ + 11.85 \\ \hline 30.69 \end{array}$$

1884 + 100 = 18.84

£ **31**

Mohammed spends £7.08 on 6 cans of lemonade. How much does each can of lemonade cost?

$$\begin{array}{r} 7.08 \\ \div 6 \\ \hline 1.18 \end{array}$$

118 + 100 = 1.18

£ **1.18**

Andy drives for six hours at 38.2 miles per hour. Neil drives for four hours at 50.6 miles per hour. Who drives further?

$$\begin{array}{r} 38.2 \\ \times 6 \\ \hline 229.2 \end{array}$$

$$\begin{array}{r} 50.6 \\ \times 4 \\ \hline 202.4 \end{array}$$

2292 + 10 = 229.2

2024 + 10 = 202.4

**Andy**

Gary is given £10.60. He keeps £1.12 and then divides the rest between his four brothers. How much does each brother get?

$$\begin{array}{r} 10.60 \\ - 1.12 \\ \hline 9.48 \end{array}$$

$$\begin{array}{r} 9.48 \\ \div 4 \\ \hline 2.37 \end{array}$$

237 + 100 = 2.37

£ **2.37**

Nicole is 125.7 cm tall. She grows 6.5 cm taller per year for three years. How tall is Nicole after three years? Give your answer to the nearest cm.

$$\begin{array}{r} 125.7 \\ + 19.5 \\ \hline 145.2 \end{array}$$

145 + 10 = 14.5

**145** cm

Your child could solve some of these questions using slightly different methods to the ones shown above. That's fine as long as their final answer is still correct.



## 10-11 Years Reading (Year 6)

### **Section 2 – Holiday on Hill Farm**

#### Pages 16-17 — Fact Retrieval Questions

- 1) play video games with his friends  
go to the park  
(1 mark for any of the above answers)
- 2) a) singing a song (1 mark)  
b) He stared at his dad's headrest. (1 mark)
- 3) fifteen years (1 mark)
- 4) He almost stepped in a cowpat. (1 mark)
- 5) It has a wooden door.  
It is directly opposite the farmhouse.  
There is a television in the corner.  
(1 mark for any of the above answers, 2 marks in total)
- 6) He couldn't get back to sleep. (1 mark)
- 7) E.g. Because her mother had rejected her. (1 mark)
- 8) He showed Tobi how to hold the bottle correctly. (1 mark)
- 9) He made sure she was fed.  
He made sure she was clean.  
He made sure she had enough love and attention.  
(1 mark for any of the above answers, 2 marks in total)
- 10) Tobi had travelled from Birmingham. — True  
Tobi had never been to the farm before. — False  
The lamb was in the nearest stall to Tobi. — False  
Tobi's family stayed on the farm for one week. — True  
(1 mark for all correct)