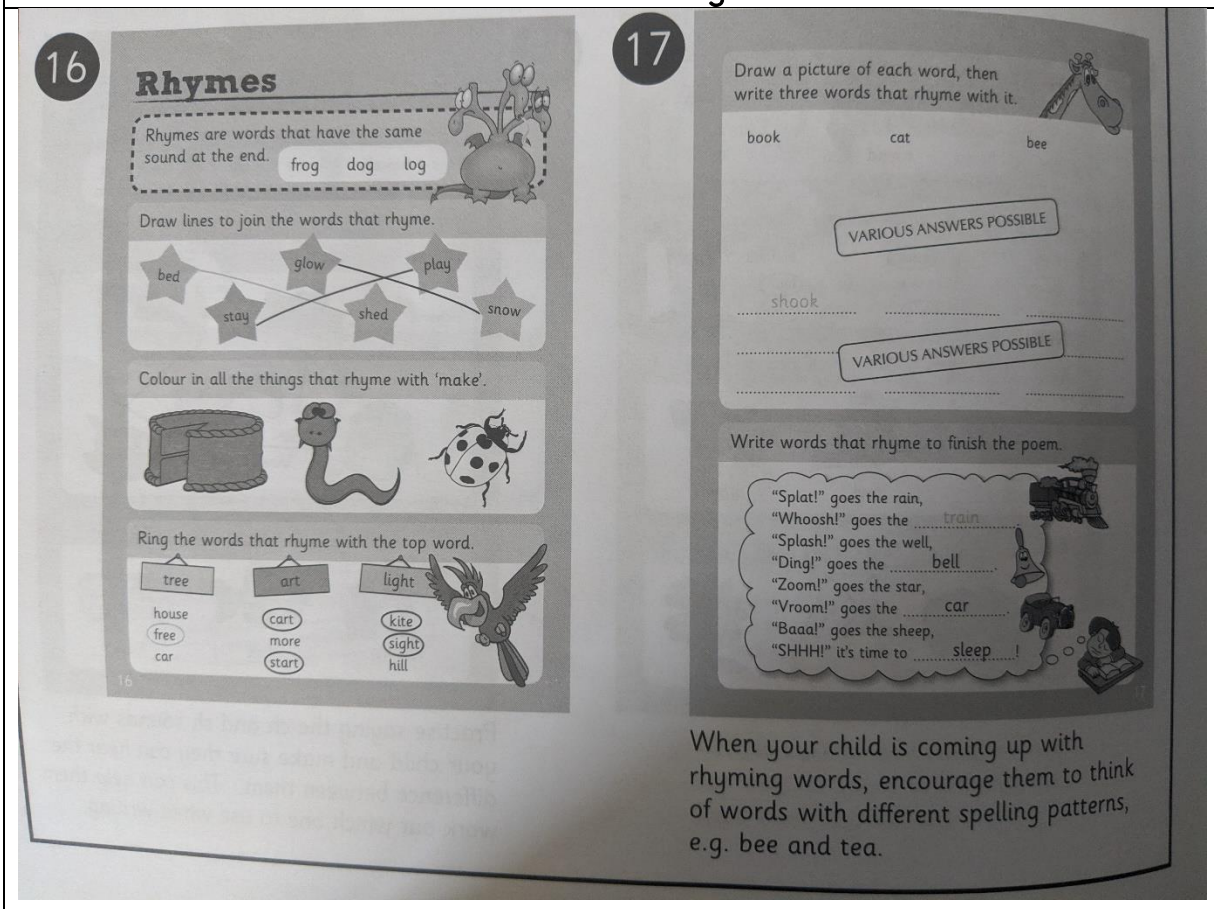
Date: 31/03/20 Tudor English and Maths answers

5-6 Years English (Year 1)



16

Rhymes

Rhymes are words that have the same sound at the end. frog dog log

Draw lines to join the words that rhyme.

bed glow play stay shed snow

Colour in all the things that rhyme with 'make'.

Ring the words that rhyme with the top word.

tree	art	light
house, (free), car	(cart), more, (start)	(kite), (sight), hill

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Draw a picture of each word, then write three words that rhyme with it.

book cat bee

VARIOUS ANSWERS POSSIBLE

shook .....

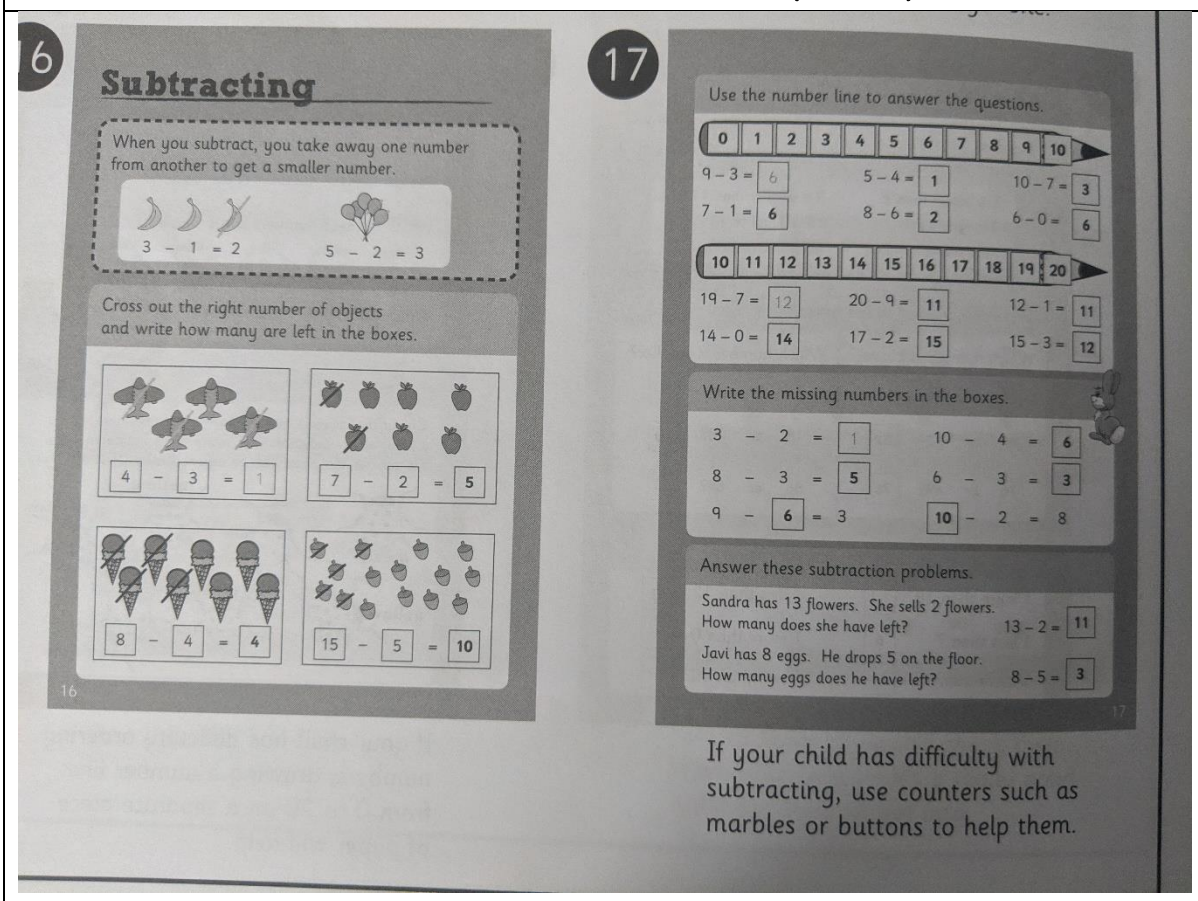
VARIOUS ANSWERS POSSIBLE

Write words that rhyme to finish the poem.

"Splat!" goes the rain,
"Whoosh!" goes the train.
"Splash!" goes the well,
"Ding!" goes the bell.
"Zoom!" goes the star,
"Vroom!" goes the car.
"Baaa!" goes the sheep,
"SHHH!" it's time to sleep!

When your child is coming up with rhyming words, encourage them to think of words with different spelling patterns, e.g. bee and tea.

5-6 Years Maths (Year 1)



16

Subtracting

When you subtract, you take away one number from another to get a smaller number.

3 - 1 = 2 5 - 2 = 3

Cross out the right number of objects and write how many are left in the boxes.

4 - 3 = 1 7 - 2 = 5

8 - 4 = 4 15 - 5 = 10

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Use the number line to answer the questions.

0 1 2 3 4 5 6 7 8 9 10

9 - 3 = 6 5 - 4 = 1 10 - 7 = 3

7 - 1 = 6 8 - 6 = 2 6 - 0 = 6

10 11 12 13 14 15 16 17 18 19 20

19 - 7 = 12 20 - 9 = 11 12 - 1 = 11

14 - 0 = 14 17 - 2 = 15 15 - 3 = 12

Write the missing numbers in the boxes.

3 - 2 = 1 10 - 4 = 6

8 - 3 = 5 6 - 3 = 3

9 - 6 = 3 10 - 2 = 8

Answer these subtraction problems.

Sandra has 13 flowers. She sells 2 flowers. How many does she have left? 13 - 2 = 11

Javi has 8 eggs. He drops 5 on the floor. How many eggs does he have left? 8 - 5 = 3

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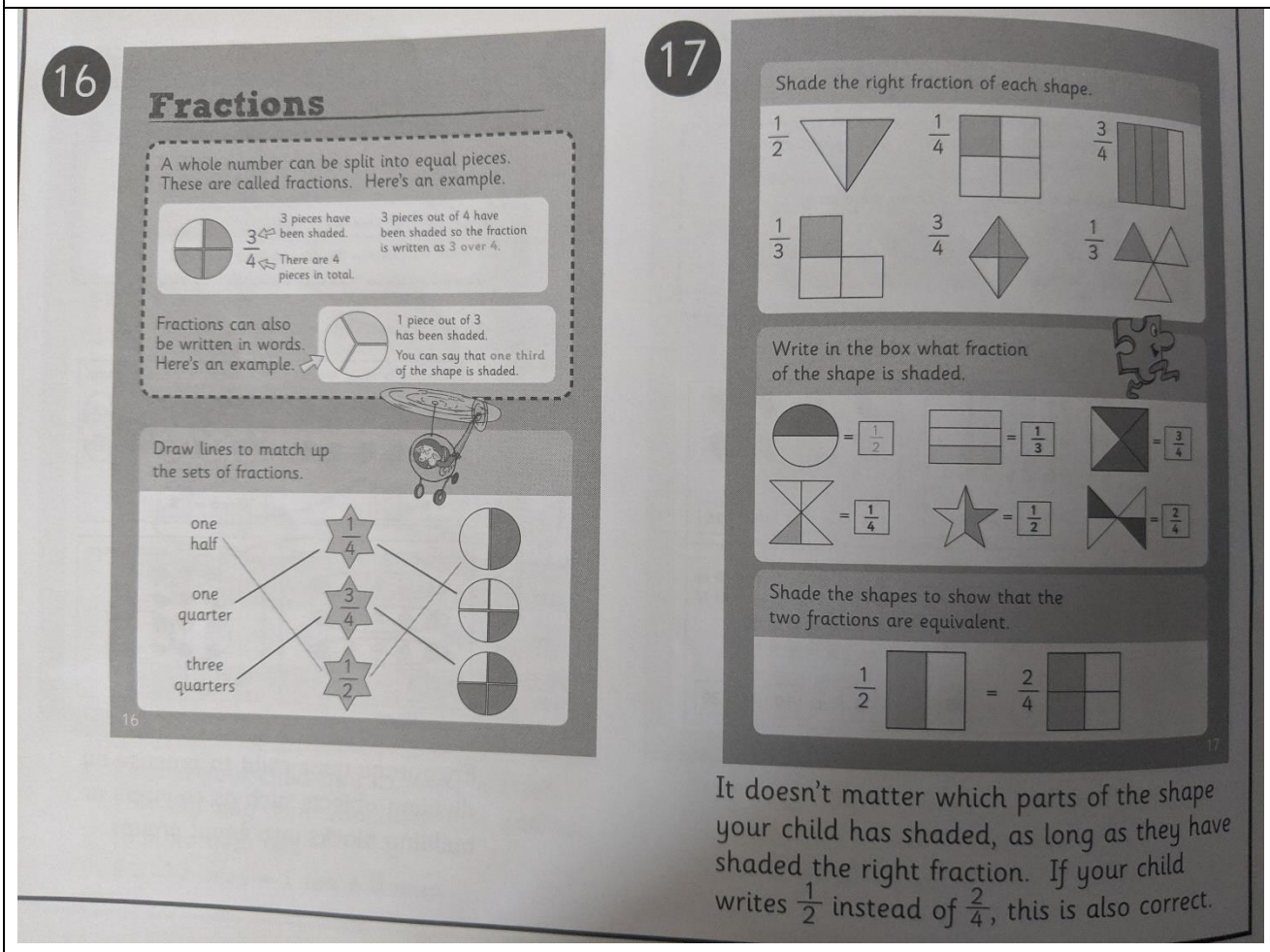
If your child has difficulty with subtracting, use counters such as marbles or buttons to help them.

6-7 Years Maths (Year 2)



16

Fractions

A whole number can be split into equal pieces. These are called fractions. Here's an example.

$\frac{3}{4}$ ⇦ 3 pieces have been shaded. ⇦ There are 4 pieces in total.

3 pieces out of 4 have been shaded so the fraction is written as 3 over 4.

Fractions can also be written in words. Here's an example.

1 piece out of 3 has been shaded.

You can say that one third of the shape is shaded.

Draw lines to match up the sets of fractions.

one half — $\frac{1}{2}$

one quarter — $\frac{1}{4}$

three quarters — $\frac{3}{4}$

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Shade the right fraction of each shape.

$\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ $\frac{1}{3}$ $\frac{3}{4}$ $\frac{1}{3}$

Write in the box what fraction of the shape is shaded.

$= \frac{1}{2}$ $= \frac{1}{3}$ $= \frac{3}{4}$ $= \frac{1}{4}$ $= \frac{1}{2}$ $= \frac{2}{4}$

Shade the shapes to show that the two fractions are equivalent.

$\frac{1}{2} = \frac{2}{4}$

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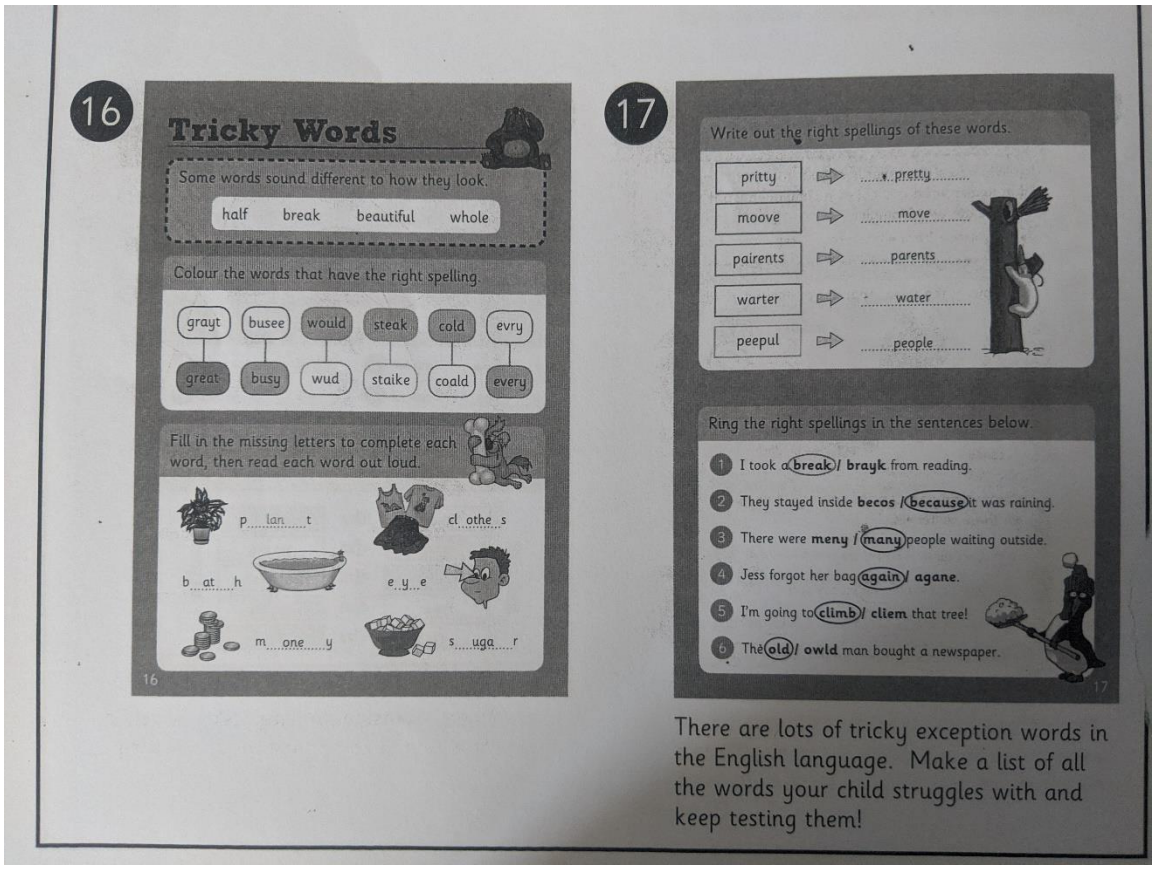
It doesn't matter which parts of the shape your child has shaded, as long as they have shaded the right fraction. If your child writes $\frac{1}{2}$ instead of $\frac{2}{4}$, this is also correct.

6-7 Years English (Year 2)



16

Tricky Words

Some words sound different to how they look.

half break beautiful whole

Colour the words that have the right spelling.

grayt	busee	would	steak	cold	evry
great	busy	wud	staike	coald	every

Fill in the missing letters to complete each word, then read each word out loud.

p lan t — cl othe s — b at h — e y e — m one y — s uga r

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Write out the right spellings of these words.

pritty	pretty
moove	move
pairents	parents
warter	water
peepul	people

Ring the right spellings in the sentences below.

1. I took a **break**/ **brayk** from reading.
2. They stayed inside **becos** / **because** it was raining.
3. There were **meny** / **many** people waiting outside.
4. Jess forgot her bag **again**/ **agane**.
5. I'm going to **climb**/ **cliem** that tree!
6. The **old**/ **owld** man bought a newspaper.

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There are lots of tricky exception words in the English language. Make a list of all the words your child struggles with and keep testing them!

7-8 Years English (Year 3)

16

Conjunctions

Conjunctions are words that join two parts of a sentence. These conjunctions can join two main clauses together:

For And Nor But Or Yet So

Use **FANBOYS** to remember them.

I want to go outside, but the weather is terrible.

main clause — conjunction — main clause

Underline the conjunction in each sentence.

1. My sister went to the lake, but she didn't see any fish.
2. We can eat the ice cream here, or we can take it to the beach.
3. He ran as fast as he could, yet he still missed the train.
4. Barry was hungry, so he made himself a snack.

Use these conjunctions to join each pair of main clauses.

and or but so

1. I could have a sandwich for lunch, ...or... I could have salad.
2. He wanted to go to the park, ...but... it was too cold outside.
3. We went to the beach, ...and... we swam in the sea.
4. I had a toothache, ...so... I went to the dentist.

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Conjunctions can also be used to join a main clause and a subordinate clause.

Sahil enjoys climbing trees **when** he is outside.

main clause — conjunction — subordinate clause

Draw lines to join the beginnings and endings of the sentences below using the correct conjunction.

Mo loves skateboarding	if	I reached the shore.
I got to the station	until	Phillip prefers chess.
The vase will break	before	he was ill.
He missed school today	while	it falls over.
I kept swimming	because	the train arrived.

Complete each sentence by adding a conjunction and a subordinate clause. You could choose your conjunctions from the ones written in red above.

1. The marching band played outside ...VARIOUS ANSWERS POSSIBLE...
2. The lion ran away ...VARIOUS ANSWERS POSSIBLE...

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An acceptable answer to the first sentence would be "until it got dark." A suitable answer to the second sentence would be "because it was scared of the hippo."

7-8 Years Maths (Year 3)

16

Division

Dividing is the opposite of multiplying. If you know the multiplication, you can work out the division.

Here's an example: 45 ÷ 5 = ? 45 is divided by 5 so you need to use the 5 times table. 5 × 9 = 45 so 45 ÷ 5 = 9

Fill in the blanks below using the times tables.

2 × [6] = 12 so 12 ÷ 2 = [6]	4 × [5] = 20 so 20 ÷ 4 = [5]
4 × [8] = 32 so 32 ÷ 4 = [8]	9 × [2] = 18 so 18 ÷ 9 = [2]

Use the times tables to complete these calculations.

25 ÷ 5 = [5]	36 ÷ 4 = [9]
27 ÷ 3 = [9]	64 ÷ 8 = [8]
14 ÷ 2 = [7]	70 ÷ 10 = [7]

Divide 12 flowers between the number of people below. Work out how many flowers each person will get.

12 people	4 people	6 people
1 × 12 = 12 so 12 ÷ 12 = 1	4 × 3 = 12 so 12 ÷ 4 = 3	6 × 2 = 12 so 12 ÷ 6 = 2
[1] flower	[3] flowers	[2] flowers

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Answer the questions below. Show your working.

1. Divide 24 bits of cheese between 3 blind mice.
   3 × 8 = 24 so each mouse has 8 bits of cheese. [8] each
2. Divide 35 penguins between 5 zoos.
   5 × 7 = 35 so each zoo has 7 penguins. [7] each
3. Share 16 cans of cola between 4 people.
   4 × 4 = 16 so each person has 4 cans. [4] each
4. Share 48 pencils between 6 pupils.
   6 × 8 = 48 so each pupil has 8 pencils [8] each

Join up the numbers described below with a single line.

Numbers that can be divided by 4.	Numbers that can be divided by 3.	Numbers that can be divided by 8.
30, 8, 32, 12, 15, 18, 24	24, 27, 30, 5, 14, 19, 15	35, 48, 16, 38, 73, 4, 24

Work out the answer to these divisions.

240 ÷ 8 = [30]	60 ÷ 3 = [20]
240 = 8 × 30 so 240 ÷ 8 = 30	60 = 3 × 20 so 60 ÷ 3 = 20

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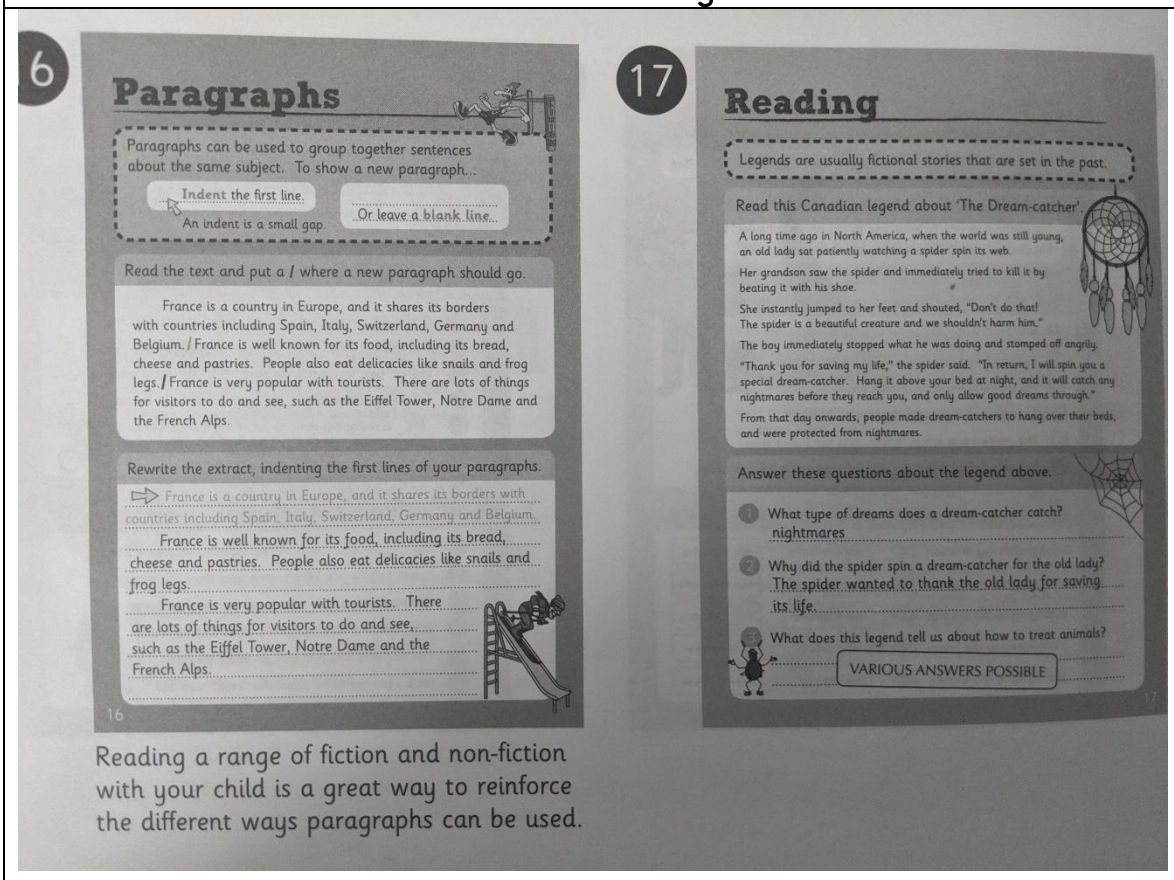
You could use counters or marbles to show how division works. E.g. Divide 27 marbles into 3 groups of 9 to show 27 ÷ 3 = 9 or 9 groups of 3 to show 27 ÷ 9 = 3.

8-9 Years English (Year 4)



16

Paragraphs

Paragraphs can be used to group together sentences about the same subject. To show a new paragraph...

Indent the first line.

An indent is a small gap.

Or leave a blank line.

Read the text and put a / where a new paragraph should go.

France is a country in Europe, and it shares its borders with countries including Spain, Italy, Switzerland, Germany and Belgium. / France is well known for its food, including its bread, cheese and pastries. People also eat delicacies like snails and frog legs. / France is very popular with tourists. There are lots of things for visitors to do and see, such as the Eiffel Tower, Notre Dame and the French Alps.

Rewrite the extract, indenting the first lines of your paragraphs.

France is a country in Europe, and it shares its borders with countries including Spain, Italy, Switzerland, Germany and Belgium.

France is well known for its food, including its bread, cheese and pastries. People also eat delicacies like snails and frog legs.

France is very popular with tourists. There are lots of things for visitors to do and see, such as the Eiffel Tower, Notre Dame and the French Alps.

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Reading

Legends are usually fictional stories that are set in the past.

Read this Canadian legend about 'The Dream-catcher'.

A long time ago in North America, when the world was still young, an old lady sat patiently watching a spider spin its web.

Her grandson saw the spider and immediately tried to kill it by beating it with his shoe.

She instantly jumped to her feet and shouted, "Don't do that! The spider is a beautiful creature and we shouldn't harm him."

The boy immediately stopped what he was doing and stomped off angrily.

"Thank you for saving my life," the spider said. "In return, I will spin you a special dream-catcher. Hang it above your bed at night, and it will catch any nightmares before they reach you, and only allow good dreams through."

From that day onwards, people made dream-catchers to hang over their beds, and were protected from nightmares.

Answer these questions about the legend above.

1. What type of dreams does a dream-catcher catch?
   nightmares
2. Why did the spider spin a dream-catcher for the old lady?
   The spider wanted to thank the old lady for saving its life.
3. What does this legend tell us about how to treat animals?
   VARIOUS ANSWERS POSSIBLE

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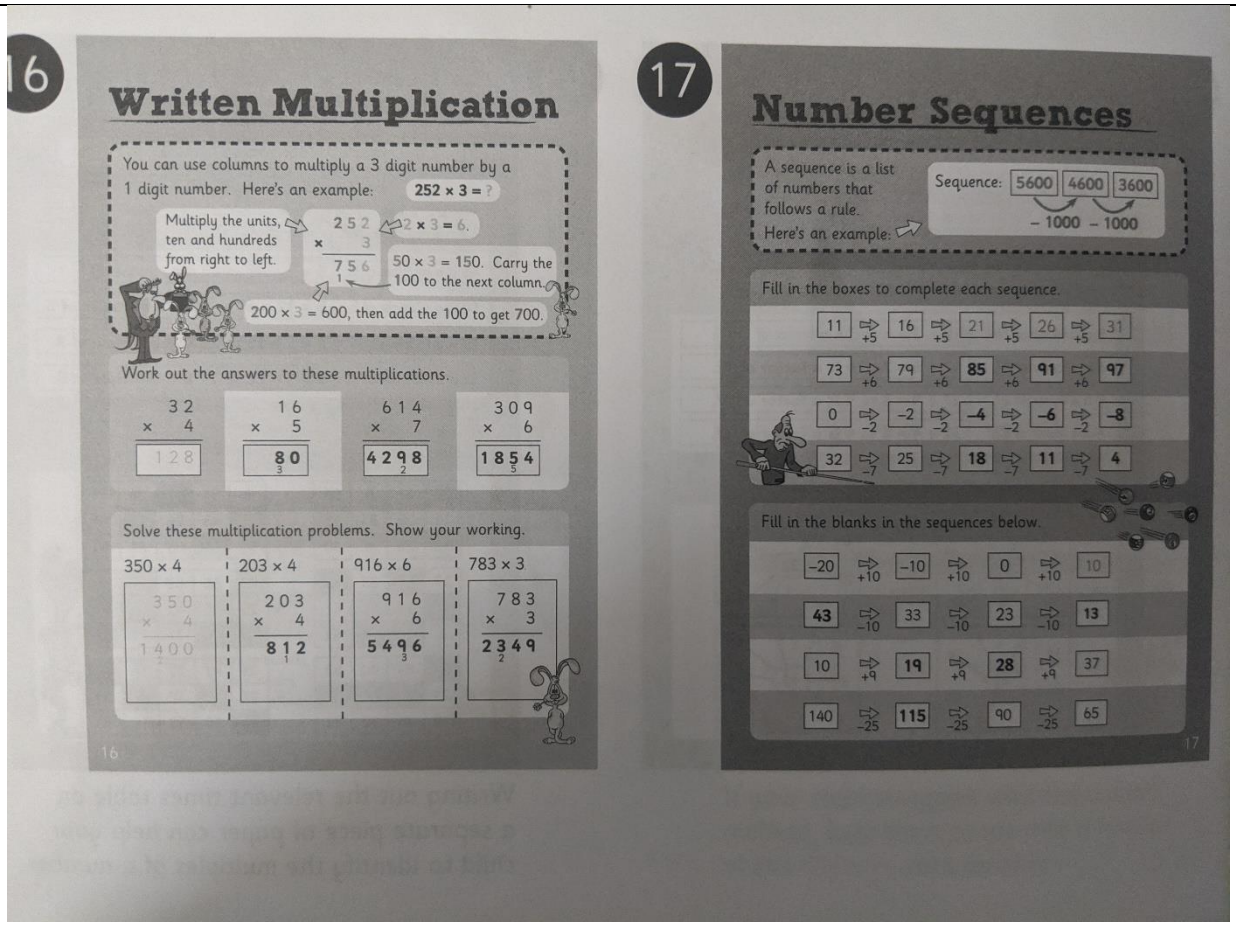
Reading a range of fiction and non-fiction with your child is a great way to reinforce the different ways paragraphs can be used.

8-9 Years Maths (Year 4)



16

Written Multiplication

You can use columns to multiply a 3 digit number by a 1 digit number. Here's an example: 252 × 3 = ?

Multiply the units, ten and hundreds from right to left.

252 × 3 = 6.

50 × 3 = 150. Carry the 100 to the next column.

200 × 3 = 600, then add the 100 to get 700.

Work out the answers to these multiplications.

32 × 4	16 × 5	614 × 7	309 × 6
128	80	4298	1854

Solve these multiplication problems. Show your working.

350 × 4	203 × 4	916 × 6	783 × 3
1400	812	5496	2349

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Number Sequences

A sequence is a list of numbers that follows a rule. Here's an example:

Sequence: 5600, 4600, 3600 (−1000, −1000)

Fill in the boxes to complete each sequence.

11	+5	16	+5	21	+5	26	+5	31
73	+6	79	+6	85	+6	91	+6	97
0	−2	−2	−2	−4	−2	−6	−2	−8
32	−7	25	−7	18	−7	11	−7	4

Fill in the blanks in the sequences below.

−20	+10	−10	+10	0	+10	10
43	−10	33	−10	23	−10	13
10	+9	19	+9	28	+9	37
140	−25	115	−25	90	−25	65

17

9-10 Years English (Year 5)

Linking Ideas

Adverbs and adverbial phrases tell you how, when, where or how often something happens. They also help to link ideas together.

Firstly, I'm going to the cinema. I'm having tea after that.

These adverbials help the two sentences to flow together by telling you how the events are linked.

This is called cohesion.

Fill in the gaps below with the correct adverbial phrase.

in the kitchen ~~on the first day~~ at the lake
on Wednesday on the following day

Monday	Tuesday	Wednesday	Thursday	Friday
snorkelling	climbing	fun park	sailing	baking

When I went to summer camp, I went snorkelling on the first day. The activity on the following day was just as fun — I climbed a giant tree. We all went to a fun park on Wednesday. Thursday's activity was a boat race at the lake. Finally, we baked cookies in the kitchen.

Rewrite the passage using the adverbials in the box.

then later in the dining room firstly

Today, I started a new job. My boss showed me around. He took me to my desk and gave me some work. I went to have lunch and found that my boss had started a disco!

Today, I started a new job. Firstly, my boss showed me around. Then he took me to my desk and gave me some work. Later, I went to have lunch in the dining room and found that my boss had started a disco!

16

You can also use adverbial phrases to show how paragraphs are related — this helps to link them together smoothly. Adverbials can show place, time or number.

The first paragraph is introduced by an adverbial of time that shows when the holiday happened.

Last week, my family went on holiday in Cornwall. We stayed in a caravan next to the beach.

At the beach, there was a surfing school where my brother and I had lessons each morning.

An adverbial of place is used to show the second paragraph is linked to the beach that was mentioned in the first paragraph.

Put each adverbial below into the correct box to show whether it could link paragraphs by place, time or number.

~~in the station~~ at 9 am before lunch beside her finally after band practice secondly at the park for the fifth time

place	time	number
in the station	at 9 am	finally
beside her	before lunch	secondly
at the park	after band practice	for the fifth time

Write a suitable adverbial in each gap to link the paragraphs.

OTHER ANSWERS POSSIBLE

In the morning, the was getting ready the moon. It took Finally, she was ready to board the rocket, which would soon be launched into space.

Last night, we set off on holiday. We were in the car when we realised that our dog was missing. Back home, the dog was hiding so that he didn't have to come with us — he doesn't like the car.

17

9-10 Years Maths (Year 5)

Fractions

Multiply or divide the numerator and denominator by the same number to get an equivalent fraction. For example:

$\frac{1}{2} \xrightarrow{\times 50} \frac{50}{100} \xrightarrow{\times 10} \frac{500}{1000}$ (also $\times 50$, $\times 10$)

Fill in the boxes to complete the equivalent fractions and show how you calculated them.

$\frac{2}{4} \xrightarrow{\div 2} \frac{1}{2}$ $\frac{5}{15} \xrightarrow{\div 5} \frac{1}{3}$ $\frac{2}{3} \xrightarrow{\times 3} \frac{6}{9}$ $\frac{1}{5} \xrightarrow{\times 200} \frac{200}{1000}$

Circle the fractions that are equivalent to the **bold** fraction.

$\frac{1}{3}$: $\frac{3}{9}$ $\frac{4}{12}$ $\frac{3}{8}$ $\frac{7}{23}$ $\frac{4}{16}$ $\frac{6}{15}$ $\frac{5}{15}$ $\frac{6}{18}$

$\frac{800}{1000}$: $\frac{8}{100}$ $\frac{80}{100}$ $\frac{8000}{100}$ $\frac{4}{5}$ $\frac{4}{13}$ $\frac{8}{10}$ $\frac{10}{20}$ $\frac{9}{20}$ $\frac{19}{18}$

Fill in the blanks below to make some equivalent fractions.

$\frac{3}{4} = \frac{9}{12}$ $\frac{17}{100} = \frac{170}{1000}$ $\frac{24}{36} = \frac{4}{6}$ $\frac{940}{1000} = \frac{94}{100}$

You can compare and order fractions by finding equivalent fractions. For example:

$\frac{4}{6}$ is bigger than $\frac{7}{12}$ because:

Fractions need the same denominator to be compared.

$\frac{4}{6} = \frac{8}{12}$ is bigger than $\frac{7}{12}$.

Put these fractions in order from smallest to largest.

$\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$ $\frac{3}{8}$

$\frac{1}{2} = \frac{4}{8}$ $\frac{1}{4} = \frac{2}{8}$ $\frac{3}{4} = \frac{6}{8}$ $\frac{3}{8}$

Smallest $\frac{1}{4}$ ⇨ $\frac{3}{8}$ ⇨ $\frac{1}{2}$ ⇨ $\frac{3}{4}$ Largest

$\frac{11}{20}$ $\frac{2}{5}$ $\frac{5}{10}$ $\frac{7}{10}$

$\frac{11}{20}$ $\frac{2}{5} = \frac{8}{20}$ $\frac{5}{10} = \frac{10}{20}$ $\frac{7}{10} = \frac{14}{20}$

Smallest $\frac{2}{5}$ ⇨ $\frac{5}{10}$ ⇨ $\frac{11}{20}$ ⇨ $\frac{7}{10}$ Largest

The different colours of birds in a flock of flamingos are shown below. Put them in order from most to least common.

$\frac{5}{12}$ are white. $\frac{5}{12} = \frac{10}{24}$

$\frac{6}{24}$ are pink. $\frac{6}{24}$

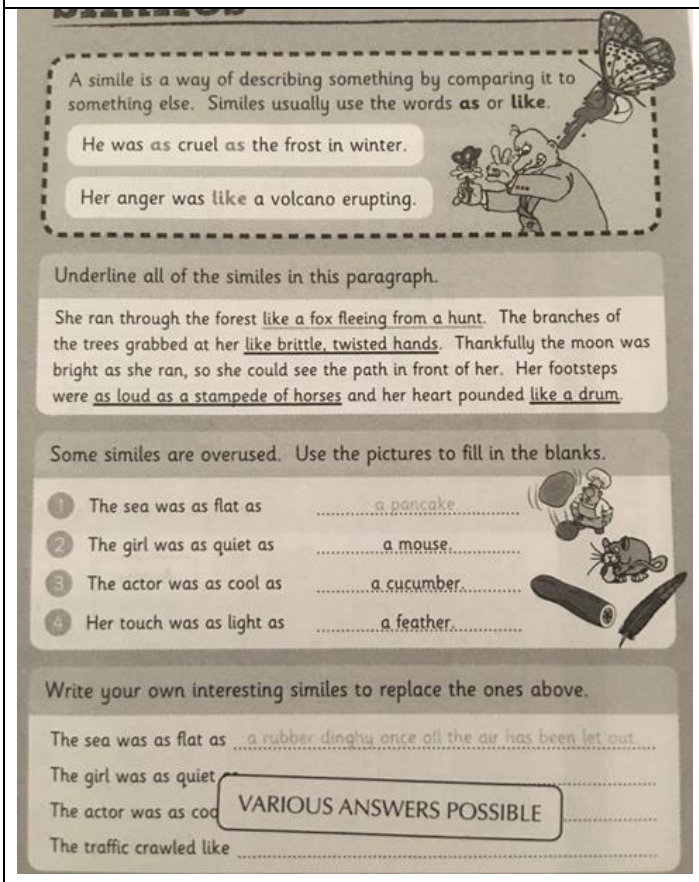
$\frac{1}{3}$ are green. $\frac{1}{3} = \frac{8}{24}$

Most common: white — green — Least common: pink

Fill in each box with <, > or =.

$\frac{4}{8}$ > $\frac{1}{4}$ $\frac{5}{9}$ < $\frac{2}{3}$ $\frac{6}{8}$ = $\frac{18}{24}$ $\frac{190}{1000}$ < $\frac{2}{10}$

10-11 Years English (Year 6)



A simile is a way of describing something by comparing it to something else. Similes usually use the words **as** or **like**.

He was as cruel as the frost in winter.

Her anger was like a volcano erupting.

Underline all of the similes in this paragraph.

She ran through the forest like a fox fleeing from a hunt. The branches of the trees grabbed at her like brittle, twisted hands. Thankfully the moon was bright as she ran, so she could see the path in front of her. Her footsteps were as loud as a stampede of horses and her heart pounded like a drum.

Some similes are overused. Use the pictures to fill in the blanks.

1. The sea was as flat as ..a pancake..
2. The girl was as quiet as ..a mouse..
3. The actor was as cool as ..a cucumber..
4. Her touch was as light as ..a feather..

Write your own interesting similes to replace the ones above.

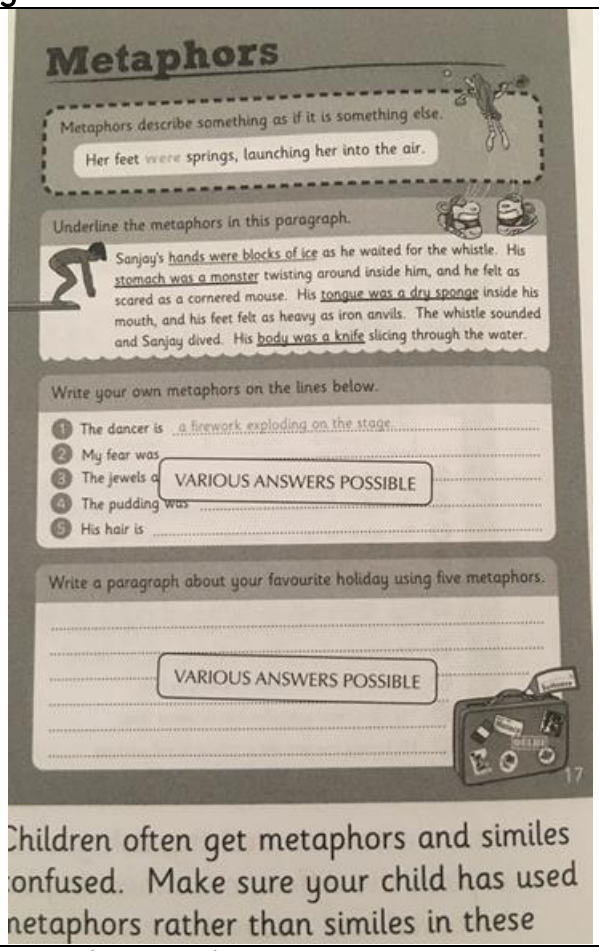
The sea was as flat as ..a rubber dinghy once all the air has been let out..

The girl was as quiet ..

The actor was as coo ..

The traffic crawled like ..

VARIOUS ANSWERS POSSIBLE



Metaphors

Metaphors describe something as if it is something else.

Her feet were springs, launching her into the air.

Underline the metaphors in this paragraph.

Sanjay's hands were blocks of ice as he waited for the whistle. His stomach was a monster twisting around inside him, and he felt as scared as a cornered mouse. His tongue was a dry sponge inside his mouth, and his feet felt as heavy as iron anvils. The whistle sounded and Sanjay dived. His body was a knife slicing through the water.

Write your own metaphors on the lines below.

1. The dancer is ..a firework exploding on the stage..
2. My fear was ..
3. The jewels a ..
4. The pudding was ..
5. His hair is ..

VARIOUS ANSWERS POSSIBLE

Write a paragraph about your favourite holiday using five metaphors.

VARIOUS ANSWERS POSSIBLE

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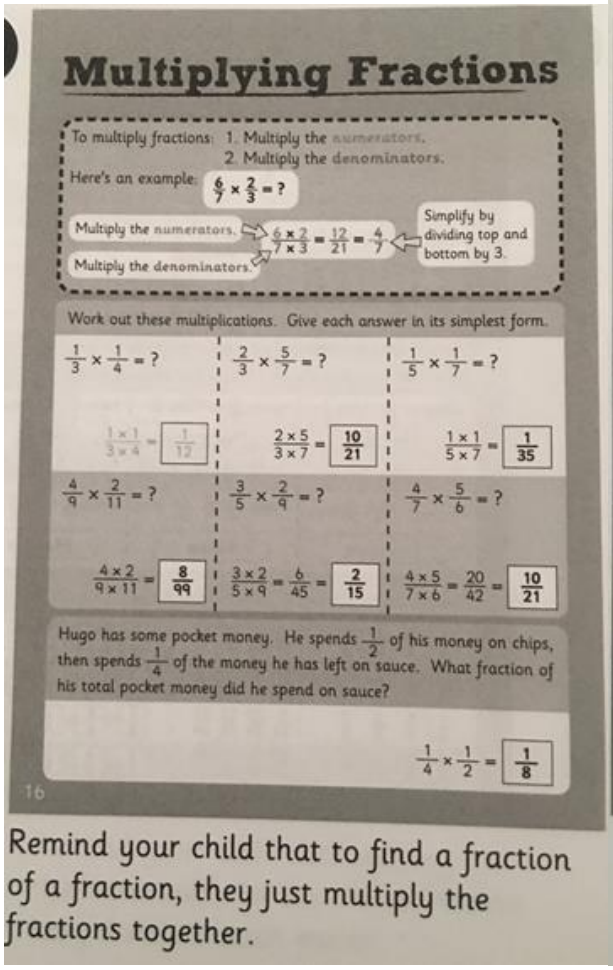
Children often get metaphors and similes confused. Make sure your child has used metaphors rather than similes in these

10-11 Years Maths (Year 6)



Multiplying Fractions

To multiply fractions: 1. Multiply the numerators.
2. Multiply the denominators.

Here's an example: $\frac{6}{7} \times \frac{2}{3} = ?$

Multiply the numerators. Multiply the denominators. $\frac{6 \times 2}{7 \times 3} = \frac{12}{21} = \frac{4}{7}$ Simplify by dividing top and bottom by 3.

Work out these multiplications. Give each answer in its simplest form.

$\frac{1}{3} \times \frac{1}{4} = ?$ $\frac{1 \times 1}{3 \times 4} = \frac{1}{12}$

$\frac{2}{3} \times \frac{5}{7} = ?$ $\frac{2 \times 5}{3 \times 7} = \frac{10}{21}$

$\frac{1}{5} \times \frac{1}{7} = ?$ $\frac{1 \times 1}{5 \times 7} = \frac{1}{35}$

$\frac{4}{9} \times \frac{2}{11} = ?$ $\frac{4 \times 2}{9 \times 11} = \frac{8}{99}$

$\frac{3}{5} \times \frac{2}{9} = ?$ $\frac{3 \times 2}{5 \times 9} = \frac{6}{45} = \frac{2}{15}$

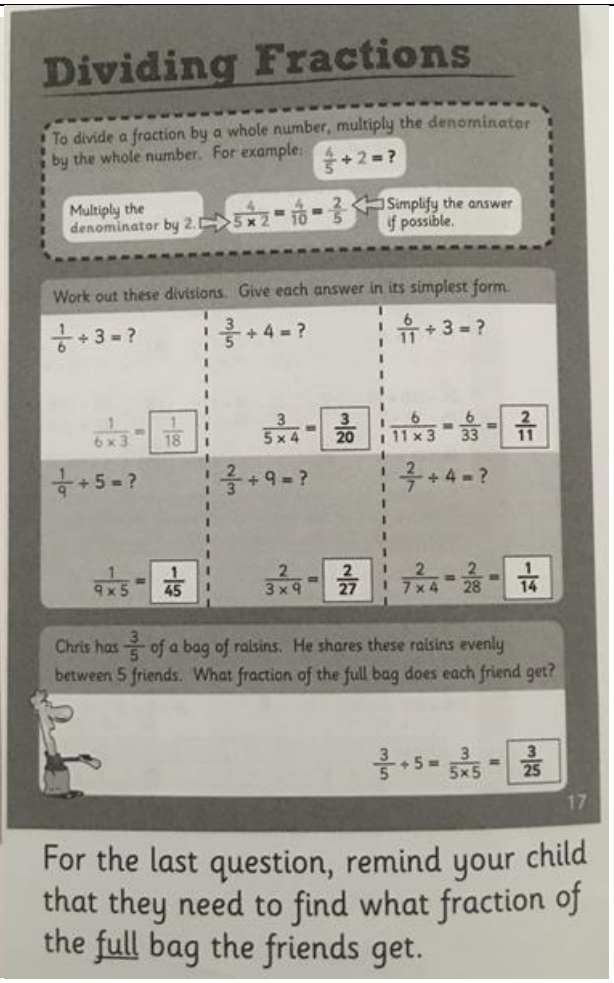
$\frac{4}{7} \times \frac{5}{6} = ?$ $\frac{4 \times 5}{7 \times 6} = \frac{20}{42} = \frac{10}{21}$

Hugo has some pocket money. He spends $\frac{1}{2}$ of his money on chips, then spends $\frac{1}{4}$ of the money he has left on sauce. What fraction of his total pocket money did he spend on sauce?

$\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$

16

Remind your child that to find a fraction of a fraction, they just multiply the fractions together.



Dividing Fractions

To divide a fraction by a whole number, multiply the denominator by the whole number. For example: $\frac{4}{5} \div 2 = ?$

Multiply the denominator by 2. $\frac{4}{5 \times 2} = \frac{4}{10} = \frac{2}{5}$ Simplify the answer if possible.

Work out these divisions. Give each answer in its simplest form.

$\frac{1}{6} \div 3 = ?$ $\frac{1}{6 \times 3} = \frac{1}{18}$

$\frac{3}{5} \div 4 = ?$ $\frac{3}{5 \times 4} = \frac{3}{20}$

$\frac{6}{11} \div 3 = ?$ $\frac{6}{11 \times 3} = \frac{6}{33} = \frac{2}{11}$

$\frac{1}{9} \div 5 = ?$ $\frac{1}{9 \times 5} = \frac{1}{45}$

$\frac{2}{3} \div 9 = ?$ $\frac{2}{3 \times 9} = \frac{2}{27}$

$\frac{2}{7} \div 4 = ?$ $\frac{2}{7 \times 4} = \frac{2}{28} = \frac{1}{14}$

Chris has $\frac{3}{5}$ of a bag of raisins. He shares these raisins evenly between 5 friends. What fraction of the full bag does each friend get?

$\frac{3}{5} \div 5 = \frac{3}{5 \times 5} = \frac{3}{25}$

17

For the last question, remind your child that they need to find what fraction of the full bag the friends get.

Section 3 – Theseus and the Minotaur

Pages 26-27 — Fact Retrieval Questions

1) every nine years (**1 mark**)
2) fourteen (**1 mark**)
3) two (**1 mark**)
4) sandy beaches (**1 mark**)
   AND
   distant mountains (**1 mark**)
5) attend a feast (**1 mark**)
6) Daedalus (**1 mark**)
7) She could return to Athens with him. (**1 mark**)
   AND
   She could become his wife. (**1 mark**)
8) a) snores (**1 mark**)
   b) eyes (**1 mark**)
9) E.g. He threw himself between the Minotaur's legs. (**1 mark**)
   OR
   E.g. Theseus dived forwards and slid between the Minotaur's legs. He then killed the Minotaur from behind. (**2 marks**)
   OR
   E.g. He was inspired to dive forwards and slide between the Minotaur's legs. This confused the Minotaur, so Theseus could jump up behind it and kill it. (**3 marks**)
10) E.g. He followed the thread back to the entrance. (**1 mark**)
    OR
    E.g. He had unravelled the thread as he was walking through the maze. This meant he could follow the thread back to the entrance. (**2 marks**)