

5-6 Years English (Year 1)

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Writing Sentences

Words can be grouped together to form sentences.

You need to put a space between each word in the sentence.

We ate sausages for tea.

Sentences start with a capital letter...

... have a verb (a doing word) in them...

... and a full stop at the end.

Add the missing full stops in the text below.

Ana went to the shops. She bought some milk. It was very cold. Ana went home. She boiled the kettle and made a cup of tea. She put the milk in the fridge. Ana sat down on the sofa. It had been a very busy day.

Ring the letters that should be capital letters in the text below.

①rian was a goat. ②he lived on a farm. ③he farmer also had chickens, two pigs and a cow. ④rian enjoyed living on the farm. ⑤he always had a smile on his face. ⑥he had plenty of space to walk around and lots of grass to munch on.

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Tick the boxes next to the sentences that use capital letters and full stops in the right way.

We went to the beach yesterday ☐I play golf every week. ☒raspberries are my favourite fruit. ☐My best friend plays the drums. ☒

Write sentences using the words in each box. Don't forget capital letters, full stops and spaces.

she school
to goes

She goes to school.

walks dog
my loves

My dog loves walks.

plays dad
tennis our

Our dad plays tennis.

To give your child more practice, you could look through family photographs and ask them to write down sentences about what they see in each photo.

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5-6 Years Maths (Year 1)

Multiplying & Dividing

When you multiply, you count groups of a number.

2 groups of 3 hearts

6 hearts altogether.
 $2 \times 3 = 6$

3 groups of 2 stars

6 stars altogether.
 $3 \times 2 = 6$

Fill in the boxes to complete the multiplications.

2 groups of 3
 $2 \times 3 = 6$

2 groups of 5
 $2 \times 5 = 10$

3 groups of 3
 $3 \times 3 = 9$

4 groups of 2
 $4 \times 2 = 8$

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When you divide, you share things into equal groups.

Share 6 apples into 2 equal groups.

There are 3 apples in each group.

$$6 \div 2 = 3$$

3 apples 3 apples

Share the shapes into equal groups to do the divisions.

Share 8 into 2 groups.

$$8 \div 2 = 4$$

Share 6 into 3 groups.

$$6 \div 3 = 2$$

Share 4 into 4 groups.

$$4 \div 4 = 1$$

Share 10 into 2 groups.

$$10 \div 2 = 5$$

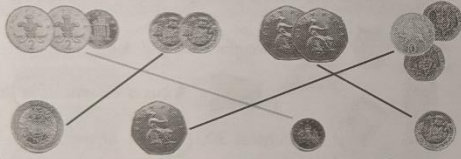
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If your child is struggling with division, give them a number of counters, then ask them to share them into equal groups.

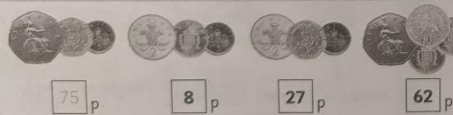
Money

- is worth 1 penny. is worth 2 pence.
 is worth 5 pence. is worth 10 pence.
 is worth 20 pence. is worth 50 pence.
 is worth 1 pound. is worth 2 pounds.
1 pound = 100 pence

Match the coins that are worth the same amount.



How much do the coins add up to?

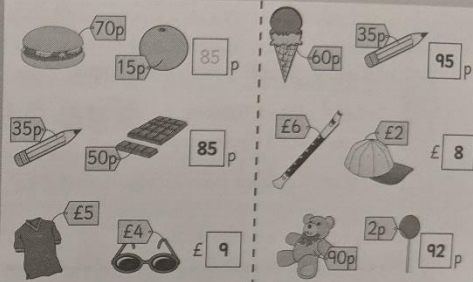


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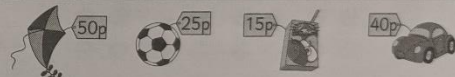
For extra practice, use real coins and ask your child to work out the value of different combinations of them.

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Add up the cost of the items and fill in the boxes.



Write the answers in the boxes.



How much would it cost to buy the juice and the kite? $50p + 15p = 65p$

How much change would you get if you paid for the toy car with a 50p coin? $50p - 40p = 10p$

How much would it cost to buy the football and the toy car? $25p + 40p = 65p$

Circle the coins to show this amount.



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Joining Words

You can write short sentences like this:

We went to the fair. It was my birthday.

Or you can make your sentences sound much better by using joining words, like this:

We went to the fair because it was my birthday.

Draw a ring around the joining word in each sentence.

- I put on my gloves because it started snowing.
- I will go to sleep when it is dark outside.
- I found the teddy that I lost yesterday.
- I'm allowed pudding if I eat all my dinner.

Draw a line to complete each sentence.

- The sun came out _____ and Martha has a pet dog.
Jane has a pet rabbit _____ because I was tidying my room.
The bus driver said _____ that there was no more room.
I didn't go to the cinema _____ when we got to the beach.

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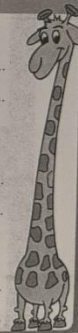
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Finish each sentence by adding a joining word.

- but or if when
- You'll be late for school _____ if _____ you miss the bus.
 - You can play in the garden _____ or _____ you can watch TV.
 - I would love to go to the park _____ but _____ I am too busy.
 - I went scuba diving _____ when _____ I was on holiday.

Rewrite these sentences using joining words.

- We went to the zoo. I saw a giraffe.
We went to the zoo and I saw a giraffe.
..... VARIOUS ANSWERS POSSIBLE
- I liked the monkeys. The penguins were my favourite.
I liked the monkeys but the penguins were my favourite.
- We could go again tomorrow.
We could go to the fair.
We could go again tomorrow or we could go to the fair.



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Your child may have used different joining words in the final question. That's fine as long as their sentences still make sense.

7-8 Years English (Year 3)

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Non-Fiction

Non-fiction is a true story or something based on fact. These are some types of non-fiction writing:

newspapers history books letters
instructions cookery books diaries

Read this non-fiction text and answer the questions below.

The Mini Messenger

TINY DOG DISCOVERED

The real surprise was the size of the dogs. The smallest of the litter was only as big as her thumb. Vets have never seen such a small dog.
by Sue Sunday

1 Is this text from a:

- cookery book? ☐
thank-you letter? ☐
newspaper? ☒

Explain your choice:

VARIOUS ANSWERS POSSIBLE

2 Who wrote the text? Sue Sunday

3 Where were the dogs discovered? Ely

4 What was so interesting about the dogs?

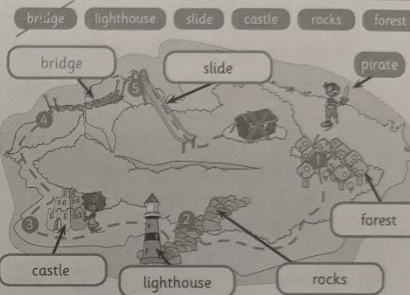
The dogs were tiny.

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For question 1, your child might have talked about the layout features of the text, such as the newspaper's title, the columns, or the use of a headline.

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Some non-fiction texts have diagrams and instructions. Label the map using the words below.



Write instructions to the pirate to tell him how to follow each bit of the red line so he can reach the treasure.

- 1 Walk through the forest to the beach.
- 2 Climb over the rocks by the lighthouse.
- 3 Walk round the outside of the castle.
- 4 Cross over the bridge.
- 5 Go down the slide to find the treasure.

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Your child might have written slightly different instructions. That's fine, as long as they explain clearly how to follow each bit of the red line.

7-8 Years Maths (Year 3)

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You can put fractions with the same denominator or the same numerator in size order. For example: Smallest $\frac{1}{7} \Rightarrow \frac{2}{7} \Rightarrow \frac{4}{7} \Rightarrow \frac{6}{7}$ Largest
Smallest $\frac{1}{9} \Rightarrow \frac{1}{6} \Rightarrow \frac{1}{4} \Rightarrow \frac{1}{2}$ Largest

To add or subtract fractions with the same denominator, just look at the numerators: $\frac{1}{6} + \frac{4}{6} = \frac{5}{6}$

Put these fractions in order from smallest to largest.

$\frac{3}{10}$ $\frac{1}{10}$ $\frac{8}{10}$ $\frac{4}{10}$ $\frac{1}{5}$ $\frac{1}{3}$ $\frac{1}{8}$ $\frac{1}{6}$
 $\frac{1}{10}$ $\frac{3}{10}$ $\frac{4}{10}$ $\frac{8}{10}$ $\frac{1}{8}$ $\frac{1}{6}$ $\frac{1}{5}$ $\frac{1}{3}$
Smallest Largest Smallest Largest

Answer the fraction calculations below and fill in the boxes.

$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$ $\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$ $\frac{2}{4} + \frac{1}{4} = \frac{3}{4}$
 $\frac{7}{8} - \frac{3}{8} = \frac{4}{8}$ $\frac{6}{10} - \frac{5}{10} = \frac{1}{10}$ $\frac{3}{5} - \frac{1}{5} = \frac{2}{5}$

Answer the questions below and fill in the boxes.

Three people share a cake. Andrea has $\frac{1}{8}$, Premek has $\frac{4}{8}$, and Dylan has $\frac{3}{8}$.
Who has the most cake? Premek $\frac{7}{8}$
What fraction do Premek and Dylan have in total?

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You may need to remind your child of the meaning of numerator (top number in fraction) and denominator (bottom number in fraction).

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You can find fractions of numbers or groups of things:

$\frac{2}{3}$ of 12 Divide the number by the denominator. Multiply by the numerator if it isn't 1.
 $12 \div 3 = 4 \Rightarrow 4 \times 2 = 8 \Rightarrow$ so $\frac{2}{3}$ of 12 is 8.

Fill in the boxes to help you find the fractions of the following numbers.

$\frac{1}{2}$ of 6 $\frac{1}{2}$ of 12 $\frac{1}{4}$ of 8
 $6 \div 2 = 3$ $12 \div 2 = 6$ $8 \div 4 = 2$
 $\frac{3}{4}$ of 16 $\frac{2}{3}$ of 9 $\frac{4}{5}$ of 10
 $16 \div 4 = 4$ $9 \div 3 = 3$ $10 \div 5 = 2$
 $4 \times 3 = 12$ $3 \times 2 = 6$ $2 \times 4 = 8$

Answer the questions below. Fill in the boxes.

Graham has 9 cakes. He eats $\frac{1}{3}$ of them.
How many cakes does Graham eat? 3

Rashida has 12 skirts. $\frac{1}{4}$ of them are yellow.
How many are yellow? 3

40 people start a running race. Half of them finish.
How many finish the race? 20

Mr and Mrs Rogers have 15 grandchildren. $\frac{3}{5}$ are boys.
How many grandsons do Mr and Mrs Rogers have? 9

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Reading Non-Fiction

Read the non-fiction factsheet below and then answer the questions on the next page.

Turnip History

Turnips have been popular root vegetables for thousands of years. They were grown by the ancient Greeks and Romans, but were mostly eaten by poorer people. They were eaten widely in Britain until the discovery of the potato changed British eating habits forever.

Turnips

Growing and Eating Turnips

Turnips are members of the brassica, or cabbage family, along with cauliflower and broccoli. Their leaves can be eaten in salads and their roots can be boiled and put in stews. Turnips are highly nutritious, and are a good source of vitamin C and fibre. They are quite cheap and they last for a long time once picked.

Facts about Turnips

- At Halloween, Irish people traditionally carved faces into turnips instead of pumpkins and lit them up with candles.
- Ancient Persians believed that turnips could cure colds, but there is no scientific evidence to back up this theory.

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Answer these questions.

- Which three ancient peoples ate turnips?
Greeks Romans Persians
- List three advantages of eating turnips.
1
2
3
- Why do you think turnips weren't popular with rich Romans?

VARIOUS ANSWERS POSSIBLE

Write your own factsheet about your favourite meal.

Factsheet	
Write the title of your factsheet here.	Draw a picture of your favourite meal here. Label the different foods.
Write a subheading for the first section of your factsheet here e.g. Why this is my favourite meal.	
VARIOUS ANSWERS POSSIBLE	
Write a subheading for the second section of your factsheet here e.g. How to prepare the meal.	

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Your child will probably need to use the internet or reference books to fill in this factsheet. Encourage them to put things in their own words rather than copying directly.

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Draw a line to join each fraction to its equivalent decimal.

$\frac{17}{100}$	$\frac{1}{4}$	$\frac{9}{10}$	$\frac{3}{4}$	$\frac{49}{100}$
0.9	0.75	0.17	0.49	0.25

$\frac{2}{10}$	$\frac{1}{10}$	$\frac{31}{100}$	$\frac{1}{2}$	$\frac{6}{10}$
0.31	0.5	0.2	0.6	0.1

Describe the shaded area of each shape twice. First with a fraction and then with a decimal.

$\frac{1}{2} = 0.5$	$\frac{3}{4} = 0.75$	$\frac{1}{4} = 0.25$

$\frac{3}{10} = 0.3$	$\frac{4}{10} = 0.4$	$\frac{29}{100} = 0.29$

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Rounding

You can round a number using a number line. On a number line, look at what it is closest to. For example:

Round 8.7 to the nearest whole number

8 8.7 9 → 9

Round 64 to the nearest 10

60 64 70 → 60

Circle the numbers that round to 330 to the nearest ten.

329 337 328.2 327 32.6

331.1 308 3310 340

Round each of these decimals to the nearest whole number.

1.2 → 1 5.3 → 5 8.7 → 9

0.8 → 1 9.1 → 9 12.6 → 13

Round each number to the nearest 10, 100 and 1000.

731	1069	328	2893
nearest 10: 730	nearest 10: 1070	nearest 10: 330	nearest 10: 2890
nearest 100: 700	nearest 100: 1100	nearest 100: 300	nearest 100: 2900
nearest 1000: 1000	nearest 1000: 1000	nearest 1000: 0	nearest 1000: 3000

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9-10 Years English (Year 5)

Reread the poem and answer these questions.

1 How is the giant feeling in the poem? Tick the right box.
ashamed ☒ angry ☐ cheerful ☐

2 Write down two reasons why the giant stopped eating little boys.
The giant stopped eating little boys because his jaws became too weak and because he realised they didn't like being eaten. OTHER ANSWERS POSSIBLE

3 What do you think the giant does at the end of the poem?
At the end of the poem the giant goes to sleep.

4 Write down a phrase from the poem that you like and say why you like it.
Phrase:
Why I like it: VARIOUS ANSWERS POSSIBLE

Answer these questions about the language of the poem.

1 Why does the poet repeat the phrase 'I've eaten them' three times?
The poet repeats the phrase 'I've eaten them' three times to show that the giant used to eat lots of little boys. OTHER ANSWERS POSSIBLE

2 Write down four sets of rhyming words from the poem in the boxes below.

two	and	chew	suits	and	boots
regret	and	met	rice	and	nice

OTHER ANSWERS POSSIBLE

Use clues from the poem to match these words to their meanings.

voraciously	fare	greedily	food
contentedly	exceedingly	sleep	happily
slumber	very		

Using clues in a text to work out the meaning of a word is a useful skill, so encourage your child to try the third exercise without a dictionary.

9-10 Years Maths (Year 5)

Problem Solving

Some questions don't tell you which calculations to use. You have to choose a good way to work out the answer. Here's an example:

Amir builds one wooden model that is 9.26 cm tall and another that is 23.7 cm tall. How much wood does Amir have left over if he had 67.55 cm to begin with?

Add the first two numbers: $9.26 + 23.7 = 32.96$

Then subtract the result from the third number: $67.55 - 32.96 = 34.59$ cm.

Use the boxes to work out the problems and then write the answer.

It took Nic two days to knit a 156.32 cm scarf. On the first day he knitted 61.25 cm. How much did he knit on the second day?

Pam buys 1529 potato seeds, 43226 carrot seeds and 21031 tomato seeds. How many seeds does she buy in total?

Liam has £2.75. He buys a chocolate bar for £0.68 and a sandwich for £1.50. How much money does he have left?

Use the boxes to work out the problems and then write the answer.

Lily earned £1099 by selling 100 top hats. How much did each top hat cost?

To divide by 100 move the digits two places to the right along the place value columns.

A group of 9 friends visit the aquarium. The total cost is £108. How much does each person pay?

Each packet of sugar weighs 45 grams. Dan buys 32 packets. How many kilograms of sugar does he have in total?

Rob and Sally share a bottle of water. Rob drinks $\frac{1}{4}$ of the bottle, and Sally drinks 20% of the bottle. How much water do they drink in total, as a fraction?

Egg boxes can hold 6 eggs. Helen has 226 eggs. She fills boxes with eggs until she can't fill any more. How many eggs aren't in boxes?

Ant and Dave each buy the same size pizza. Ant cuts his into 12 slices and eats 4 slices. Dave cuts his into 6 slices and eats an equivalent amount to Ant. Write how many slices Dave has eaten.

10-11 Years English (Year 6)

23

Write down what you think these nonsense words might mean.

vorgal →

bureggers →

uffish →

VARIOUS ANSWERS POSSIBLE

Some nonsense words are made from two other words. Write what you think the two words could be, then make up your own word.

frabjous → →

slithy → →

frumious → →

manxome → →

VARIOUS ANSWERS POSSIBLE

Answer these questions about the poem.

1 Write a one-sentence summary of what happens in the poem.

2 Tick the best word to describe the atmosphere of the poem.

peaceful ☐ tense ☐

Explain

VARIOUS ANSWERS POSSIBLE

3 Why do you think the first verse is repeated at the end of the poem?

To challenge your child further, ask them to pick out specific examples from the poem to explain why they did or didn't enjoy it.

10-11 Years Maths (Year 6)

22

Scale Factors

To enlarge a shape by a scale factor, multiply the length of each side of the shape by the scale factor.

Rectangle A is enlarged by a scale factor of 2 to get rectangle B.

3 cm × 2 = 6 cm

5 cm × 2 = 10 cm

Enlarge each shape by the given scale factor and draw it on the grid.

Scale factor 3

Scale factor 2

For each pair of shapes below, shape Q is an enlargement of shape P. Find the scale factor for each enlargement.

Shape P: 2 cm, Shape Q: 8 cm, not to scale

Scale factor = $8 \div 2 = 4$

Shape P: 3 cm, Shape Q: 9 cm, not to scale

Scale factor = $9 \div 3 = 3$

To find the scale factor, you just divide the side length of the enlarged shape by the side length of the original shape.

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Conversion Graphs

You can use conversion graphs to convert between units. Here's a graph for converting between miles and kilometres (km).

For km → miles, go across from the km axis. When you hit the line, go down to the miles axis. So 40 km = 25 miles.

For miles → km, go up from the miles axis, then across to the km axis. So 45 miles is about 72 km.

Use the graphs below to fill in the boxes.

£40 = €

€80 = £

€100 = £

€65 = £

80 km = miles

20 miles = km

35 miles = km

120 km = miles

If your child gets within ± 2 of each of the answers given above, mark them correct.

10-11 Years Reading (Year 6)

Section 4 – Flight

Pages 36-37 — Fact Retrieval Questions

- 1) rode her bike around the local park
watched television
(1 mark for any of the above answers)
- 2) She felt a tugging in her back. (1 mark)
- 3) b) (1 mark)
- 4) her mum (1 mark)
- 5) She knocked over a lamp. (1 mark)
- 6) She was going to get a glass of water. (1 mark)
- 7) the top of a hill (1 mark)
- 3) the farmland (1 mark)
-) sheep — in the fields
otters — in the river
hawk — in the sky OR in the clouds
(1 mark for any of the above answers, 3 marks in total)

- 10) She chose a soft patch of grass. (1 mark)
AND
She pulled her wings in slowly. (1 mark)