

5-6 Years English (Year 1)

4

Tricky Words

Some words sound different to how they look.

the where ask said

Write the letters in the right order to spell the word.

h e t

the

t e h y

they

e o m

come

s a y

says

e h e

here

w e r

were

Colour in the right spelling of each word.



what

wot

once

wonce

thair

there

waz

was

summ

some

push

pushe

14

15

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

house

door

VARIOUS ANSWERS POSSIBLE



Ring the right spellings to finish the story.

Today/todai I went tou/to the park.

I played with my frend/friend.
Mark from school/skool.Mummy/said sed we cud/could
have/hav an ice cream.Then we wur/were tired
so we went home.

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The best way for your child to learn how to spell these tricky words is to practise them, so encourage them to use these words in their writing.

5-6 Years Maths (Year 1)

4

Adding

When you add two numbers together you get a bigger number.



$2 + 1 = 3$

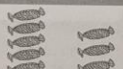


$5 + 5 = 10$

Count the objects and add them together.



$1 + 3 = 4$



$5 + 3 = 8$



$4 + 2 = 6$



$4 + 6 = 10$



$5 + 4 = 9$

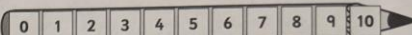


$9 + 5 = 14$

14

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Use the number lines to answer the questions.



$2 + 7 = 9$

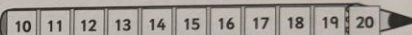
$5 + 0 = 5$

$6 + 2 = 8$

$9 + 1 = 10$

$1 + 8 = 9$

$4 + 3 = 7$



$11 + 7 = 18$

$17 + 2 = 19$

$0 + 18 = 18$

$14 + 3 = 17$

$10 + 5 = 15$

$12 + 8 = 20$

Answer these adding problems.

Les has 2 oranges. He buys 3 more oranges.
How many oranges does he have altogether?

$2 + 3 = 5$

Adi has baked 12 cakes. She bakes 8 more cakes.
How many cakes has Adi baked in total?

$12 + 8 = 20$

Chan has 6 books. He buys another 11 books.
How many books does he have now?

$6 + 11 = 17$

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If your child struggles with sums where the smaller number is first, they can swap the numbers around and add the smaller number to the larger one.

14

Using Times Tables

You can use facts from the times tables to multiply and divide. Here's an example. **Work out $14 \div 2$.**

From the 2 times table you know $7 \times 2 = 14$.

Dividing is the opposite of multiplying, so $14 \div 2 = 7$.

Match each calculation to the right answer.

$2 \times 10 =$	10	40
$3 \times 5 =$	20	22
$5 \times 2 =$	120	45
$7 \times 5 =$	24	15
$4 \times 10 =$	35	30
$12 \times 2 =$		
$6 \times 5 =$		
$11 \times 2 =$		
$12 \times 10 =$		
$9 \times 5 =$		

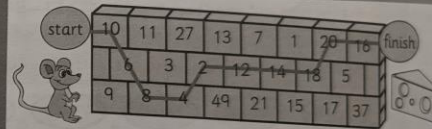
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A shop sells carrots in bags of 5. How many carrots are there in each number of bags?

2 bags	8 bags	11 bags
$2 \times 5 = 10$	$8 \times 5 = 40$	$11 \times 5 = 55$

Draw a line from the start of the grid to the finish. Only go through the numbers in the 2 times table.



Write the missing numbers in the boxes.

$50 \div 10 = 5$	$8 \div 2 = 4$	$25 \div 5 = 5$
$18 \div 2 = 9$	$60 \div 10 = 6$	$40 \div 8 = 5$
$16 \div 8 = 2$	$60 \div 5 = 12$	$110 \div 10 = 11$

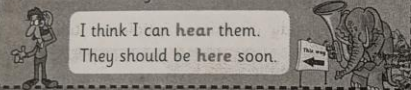
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Your child needs to know their 2, 5 and 10 times tables, so help them to practise those if they have difficulty with these pages.







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Homophones

Homophones are words that sound the same but mean different things.



Ring the correct homophone for each picture.

 be / <u>bee</u>	 <u>sun</u> / son	 which / <u>witch</u>
 <u>sea</u> / see	 blew / <u>blue</u>	 <u>knight</u> / night

Tick the sentences that use the right homophone.

- | | |
|--|---|
| <input type="checkbox"/> I have too dogs. | <input checked="" type="checkbox"/> I'm eating a juicy pear . |
| <input checked="" type="checkbox"/> Who's that gift for ? | <input type="checkbox"/> I found sum chocolate. |
| <input type="checkbox"/> We one the match! | <input checked="" type="checkbox"/> I'm so tired this evening. |

14

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Cross out the wrong homophone in each sentence.

- Jack planted a magic **been** / **bean** in the garden.
- James walked **two** / **to** the beach.
- She went to **buy** / **bye** a new TV.
- The dog wagged its **tate** / **tail**.
- We **ate** / **eight** the whole pizza.
- I'm going to **right** / **write** a book.



Write **their**, **they're** or **there** in the gaps to complete the sentences.

Their means belonging to them.
They're is a short way of saying they are.
There is the opposite of here.

- I think **they're** leaving.
- They took **their** raincoats.
- They're** going to the theme park.
- What are you doing over **there**?
- Their** dog was very excited.



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7-8 Years English (Year 3)

14

Clauses

A clause is a part of a sentence that has a subject and a verb.
Main clauses make sense on their own.

Glenda drinks milk

This is the subject. This is the verb.

Some sentences have less important clauses called **subordinate clauses**. These don't make sense on their own.

Glenda drinks milk because she doesn't like water.

main clause

subordinate clause

Underline the main clause in each sentence.

- 1 The girl wrapped the presents before giving them to her sister.
- 2 We played in the garden until it got dark.
- 3 We went sightseeing while we were in Rome.
- 4 Though it was raining, Jacqui walked to the library.

Tick the sentences that contain subordinate clauses.

Ben was very hungry although he had just eaten his lunch. ☒

The children played a big game of football in the park. ☐

My dad watches the TV while he irons his clothes. ☒

After I have had a bath, I have to go to bed. ☒

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Draw lines to match each main clause to the correct subordinate clause.

- My sister climbed the tree — when Nura scored a goal.
The whole crowd cheered — because he missed his owner.
The dog was barking — while his brother bought petrol.
Tom waited in the car — even though she hates heights.

Underline the subordinate clause in each sentence.

- 1 Salma set off for school once she had eaten her breakfast.
- 2 She whistled a happy tune while she walked.
- 3 Before she reached the school gates, her grandad whizzed past her.
- 4 He was riding a bright green skateboard because his car had broken down.
- 5 He waved cheerily to Salma as he sped out of sight.

Use the words below to write a sentence.
Make sure it has a main clause and a subordinate clause.

teacher after contest

VARIOUS ANSWERS POSSIBLE

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"My teacher gave me a prize after I won the spelling contest." would be an acceptable answer for the final question.

7-8 Years Maths (Year 3)

Multiplication

Splitting numbers up makes them easier to multiply. For example:

Split the bigger number into tens and ones.

Multiply the ones together then multiply this answer by the tens to give you the final answer.

Split the bigger numbers into tens and ones to help you multiply them by the smaller numbers. Show your working.

8×20 $\begin{array}{r} 20 \\ 8 \times 20 \\ \hline 160 \end{array}$	9×40 $\begin{array}{r} 40 \\ 9 \times 40 \\ \hline 360 \end{array}$	6×30 $\begin{array}{r} 30 \\ 6 \times 30 \\ \hline 180 \end{array}$
---	---	---

Fill in the missing numbers in the multiplications below.

$2 \times 4 = 8$	$8 \times 4 = 32$
$3 \times 3 = 9$	$9 \times 3 = 27$
$5 \times 5 = 25$	$5 \times 8 = 40$
$10 \times 8 = 80$	$8 \times 2 = 16$
$6 \times 4 = 24$	$7 \times 5 = 35$

14

15

Multiplying a 2 digit number by a 1 digit number can be done using columns. Here's an example: $23 \times 5 = ?$

Split the big number into tens and ones.

Multiply the ones...

... and the tens.

Add them together for the answer.

$$\begin{array}{r} \text{HTO} \\ 23 \\ \times 5 \\ \hline 15 \\ 100 \\ \hline 115 \end{array}$$

Fill in the blanks in the multiplications below.

32×4 $\begin{array}{r} \text{HTO} \\ 32 \\ \times 4 \\ \hline 128 \end{array}$	45×8 $\begin{array}{r} \text{HTO} \\ 45 \\ \times 8 \\ \hline 360 \end{array}$	26×3 $\begin{array}{r} \text{HTO} \\ 26 \\ \times 3 \\ \hline 78 \end{array}$	58×8 $\begin{array}{r} \text{HTO} \\ 58 \\ \times 8 \\ \hline 464 \end{array}$
--	--	---	--

Solve each of the problems below.

Katie has 3 times as many roses as Amy.
Amy has 9 roses. How many roses does Katie have? **27**

Jonny has two trees. His cherry tree is 4 times as tall as his apple tree. The apple tree is 6 metres tall. How tall is the cherry tree? **24 m**

In a pet shop there are 8 times as many fish as there are ducks. There are 12 ducks. How many fish are there? **96**

15

15

Standard English

Standard English is the type of English you should use in your written work. It helps make your writing clearer.

I seen what the bandit done.
non-Standard English

I saw what the bandit did.
Standard English

Tick the sentences that are written in Standard English.

- ☒ Chloe's mum cooked a vegetable curry for dinner.
☐ Milo done his homework every night after school.
☐ We was planning a surprise party for my sister.
☒ We saw a group of giraffes on our safari trip.

Fill in the blanks using 'done' or 'did' to complete these sentences in Standard English.

Only my best friend knew what I had done.

Gary did the washing up.

Mick did everything he could to fix the boat.

"What have you done to my wall?"

"Who did the vacuuming yesterday?"

Cross out the incorrect words so that each sentence is written in Standard English.

- 1 I ~~seen~~ / saw a film at the cinema.
- 2 Isaac ~~ain't~~ / isn't a member of the chess club.
- 3 The train should ~~have~~ / ~~of~~ been on time.
- 4 It ~~were~~ / was a beautiful day to go for a picnic.
- 5 We ~~ain't~~ / haven't been to Australia.
- 6 I ~~did~~ / ~~done~~ all my homework.

Rewrite these sentences in Standard English.

1 I seen my first shooting star last night.
I saw my first shooting star last night.

2 They was waiting for the next bus.
They were waiting for the next bus.

3 We done the housework together.
We did (have done) the housework together.

4 It ain't nice to call people names.
It isn't (is not) nice to call people names.

5 We could of taken the shortcut.
We could have taken the shortcut.

14

Multiplying in your Head

You can do some multiplications just by knowing your times tables. For example:

6 plates each have 4 cakes on. How many cakes are there in total? This is the same as asking: $6 \times 4 = ?$ You know that $6 \times 4 = 24$, so there are 24 cakes in total.

Use your times tables to finish these calculations.

$3 \times 9 =$ <u>27</u>	$2 \times 12 =$ <u>24</u>	$3 \times 1 =$ <u>3</u>
$8 \times 2 =$ <u>16</u>	$10 \times 4 =$ <u>40</u>	$7 \times 3 =$ <u>21</u>
$6 \times 8 =$ <u>48</u>	$6 \times 0 =$ <u>0</u>	$5 \times 6 =$ <u>30</u>
$12 \times 7 =$ <u>84</u>	$3 \times 4 \times 5 =$ <u>60</u>	$2 \times 6 \times 3 =$ <u>36</u>

Answer the questions below using your times tables.

- Tim has 8 cats. Each cat has 7 kittens. How many kittens are there in total? 56
- Lyn wants to put 3 plants in every window. She has 5 windows. How many plants should she buy? 15
- Fred finds 12 bags, each with 6 sweets in. How many sweets has he found in total? 72
- 4 pandas live at the zoo. Each panda eats 8 bamboo canes. How many bamboo canes are eaten in total? 32

15

Dividing in your Head

You can do some divisions just by knowing your times tables. Here's an example:

$72 \div 9 = ?$
Using the 9 times table, you know that $9 \times 8 = 72$. This means that $72 \div 9 = 8$

Use your times tables to finish these calculations.

$81 \div 9 =$ <u>9</u>	$28 \div 7 =$ <u>4</u>	$12 \div 1 =$ <u>12</u>
$20 \div 5 =$ <u>4</u>	$10 \div 2 =$ <u>5</u>	$48 \div 6 =$ <u>8</u>
$72 \div 12 =$ <u>6</u>	$36 \div 4 =$ <u>9</u>	$9 \div 3 =$ <u>3</u>
$50 \div 10 =$ <u>5</u>	$144 \div 12 =$ <u>12</u>	$35 \div 7 =$ <u>5</u>

Answer the questions below by using your times tables.

- 56 crisps are shared between party guests. Each guest gets 7 crisps. How many guests are there? 8
- 30 friends are going on a car journey. If you can fit 5 people in a car, how many cars do they need? 6
- 48 children are split into 4 equal teams. How many children will be on each team? 12
- Matt has 12 birds but only 4 cages. How many birds will live in each cage? 3

If your child is struggling with these questions try practising times tables with them.

9-10 Years English (Year 5)

Relative Clauses

A relative clause is a type of subordinate clause. It gives extra information about a noun.

The mouse who was at war with the cat waited for battle.

Relative clauses can be introduced by **relative pronouns**, such as **that**, **which**, **who** and **whose**. The words **where** and **when** can also introduce a relative clause.

Sometimes, the relative pronoun can be left out, and the sentence will still make sense.

The stone I found at the beach looked like an egg.

Match each main clause with the correct relative clause.

I gave a night light to my sister Annie where we saw the crocodile.
The class was intrigued by the box who doesn't like the dark.
We went down to the river which hissed at him.
Tom remembered to feed the cat the teacher brought in.

Circle the relative clause in each of the sentences below.

- The monster who lives in the loft likes to sing loudly.
- We felt sorry for Max whose team was losing.
- The sundae I bought with my pocket money was lovely.
- We bought chips at the beach which had a rock pool.
- We found Ben, who had been hiding, so we went home.

14

Write a suitable word in the gaps below, then circle the relative clause in each sentence.

- My brother, who is very good at ballet goes to a dancing class.
- The man whose dog had a sweet tooth had to buy another dog.
- I didn't want to cross the field where the cows were grazing.
- Joyce had chicken and chips which is her favourite meal.
- I didn't enjoy watching the film that my brother had chosen.
- My friends met up at the park which is close to my house.

OTHER ANSWERS POSSIBLE

Add your own relative clause to each sentence below.

OTHER ANSWERS POSSIBLE

- The sandcastle which had turrets and a moat has been buried.
- I went on holiday with my stepsister Lily who has long red hair.
- My aunty, whose dog is called Bernie, is going to Greece.
- After lunch, we walked to the shop which sells ice cream.
- The scary house that had been abandoned for years has burned down.

Underline all the relative clauses in the passage.

Sven, who liked to go ice-fishing, set off for the frozen lakes which were in the mountains near his village. When he got to the lake where he normally fished, there were lots of people skating on it, so Sven decided to go to another lake which was quieter. He reached the lake, and as he fished, he heard a tapping sound. A few seconds later, a cow whose horns were purple popped out of the ice next to Sven.



9-10 Years Maths (Year 5)

Multiples

A common multiple of two numbers is a number that's a multiple of both numbers. Here's an example:

20 is a common multiple of 5 and 10 because $5 \times 4 = 20$ and $10 \times 2 = 20$.

Answer the questions below.

The first ten multiples of 4 are: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40

The first ten multiples of 6 are: 6, 12, 18, 24, 30, 36, 42, 48, 54, 60

Three common multiples of 4 and 6 are: 12, 24, 36

Find two common multiples for each pair of numbers given below.

2 and 4
Two times table: 2, 4, 6, 8
Four times table: 4, 8

3 and 5
Three times table: 3, 6, 9, 12, 15, 18, 21, 24, 27, 30
Five times table: 5, 10, 15, 20, 25, 30

6 and 10
Six times table: 6, 12, 18, 24, 30, 36, 42, 48, 54, 60
Ten times table: 10, 20, 30, 40, 50, 60

6 and 8
Six times table: 6, 12, 18, 24, 30, 36, 42, 48
Eight times table: 8, 16, 24, 32, 40, 48

4 and 7
Four times table: 4, 8, 12, 16, 20, 24, 28, 32, 36, 40, 44, 48, 52, 56
Seven times table: 7, 14, 21, 28, 35, 42, 49, 56

14

Finding common multiples of two numbers is a good way for your child to practise their times tables. Try asking them to pick other pairs of numbers and see how many common multiples they can find.

Prime Numbers

A prime number will only divide by 1 and itself. Here are the prime numbers up to 20:

2, 3, 5, 7, 11, 13, 17, 19
If it divides by anything that isn't 1 or itself, it isn't prime.

You can split whole numbers into prime factors. These are just factors that are prime numbers.

Write 6 as a product of prime factors. $6 = 2 \times 3$

Write 18 as a product of prime factors. $18 = 2 \times 3 \times 3$

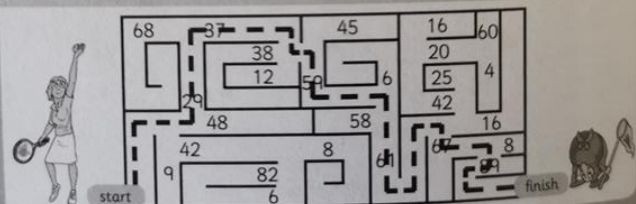
Circle the prime number in each box below

15, 33, 38, 24, 50, 19

27, 16, 42, 18, 31

4, 18, 82, 30, 56, 43

Draw a line from the start of the maze to the finish. You can only pass through prime numbers.



Write each number below as a product of prime factors.

$$15 = 3 \times 5$$

$$28 = 2 \times 2 \times 7$$

Cohesive Devices

Cohesive devices link the meaning of sentences together. This is known as creating **cohesion**.

You can create cohesion by **repeating** a word or phrase.

Michael bought a car and a house last week.
The house is on the same street as my school.

Referring to the house twice helps to link these sentences together.

Adverbs and **adverbial phrases** tell you how, when, where, why or how often something happens. They can help to create cohesion.

Padma has watched that film ten times.
As a consequence, she knows every line.

The adverbial phrase 'as a consequence' shows why something has happened.

Use the groups of words in the box to fill the gaps below.

on the other hand as a result in addition

- My pet toad hates flies. On the other hand, my pet frog loves them.
- I missed my bus and, as a result, I was late to school.
- The house has big kitchen. In addition, it has a huge garden.

Underline the **adverbs** and **adverbial phrases** that help to create cohesion in the paragraph below.

There are many benefits to owning a dog. First of all, walking your dog every day may improve your health. Furthermore, dogs are very affectionate pets. On the other hand, dog food can be very expensive. Additionally, you must pay someone to care for your dog if you go on holiday. However, many people believe the advantages of owning a dog far outweigh these disadvantages.

Ellipsis is used to create cohesion. This is when you remove a word or phrase from a sentence which you'd normally expect to be there.

I painted the kitchen and the study.

I painted the kitchen and the study. (The word 'I' has been removed from the second sentence.)

Cross out any words that aren't needed in the following sentences.

- I ate the sprouts because Mum told me to ~~eat the sprouts~~.
- I made Sue a cup of tea because she asked me to ~~make her a cup of tea~~.
- Cheryl walked to the shop and ~~Cheryl~~ bought some milk.
- Ross had a dessert after the meal, but Chloe didn't ~~have a dessert~~.
- Nabila walked into the house and ~~she~~ went upstairs for a nap.

Cross out words and add words on the dotted lines to **create cohesion** in the paragraph below. Use the box or use your own.

OTHER
ANSWERS
POSSIBLE

however Eventually Instead Afterwards

On Wednesday, Michael wanted to go to the zoo, but ~~Michael~~ couldn't go to the zoo because it was shut. Instead, he went to the cinema to see a film ~~at the cinema~~. However, he didn't really like the film and was disappointed ~~with the film~~. Afterwards, he felt hungry so he decided to go to a bakery to have lunch. The bakery had a wide selection of cakes. There were so many ~~cakes~~ that he couldn't decide which ~~cake~~ to have! Eventually, Michael decided to have the lemon drizzle cake.

10-11 Years Maths (Year 6)

Adding & Subtracting Fractions

To add or subtract fractions with different denominators, you need to put them over a common denominator.

For example: $\frac{2}{3} + \frac{1}{6} - \frac{1}{9} = ?$

18 is a multiple of 3, 6 and 9, so make it the **common denominator**.

$$\frac{2}{3} = \frac{12}{18} \quad \frac{1}{6} = \frac{3}{18} \quad \frac{1}{9} = \frac{2}{18}$$

Then just add and subtract the **numerators**.

$$\frac{12}{18} + \frac{3}{18} - \frac{2}{18} = \frac{12+3-2}{18} = \frac{13}{18}$$

Answer the following additions and subtractions.

Give your answers as mixed numbers where appropriate.

$$\frac{3}{4} + \frac{7}{10} = ?$$

$$\frac{15}{20} + \frac{14}{20} = \frac{29}{20} = 1\frac{9}{20}$$

$$\frac{5}{6} + \frac{1}{8} - \frac{3}{4} = ?$$

$$\frac{20}{24} + \frac{3}{24} - \frac{18}{24} = \frac{5}{24}$$

$$\frac{4}{5} - \frac{2}{3} = ?$$

$$\frac{12}{15} - \frac{10}{15} = \frac{2}{15}$$

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

$$\frac{3}{30} + \frac{10}{30} + \frac{24}{30} = \frac{37}{30} = 1\frac{7}{30}$$

$$\frac{1}{3} + \frac{5}{7} = ?$$

$$\frac{7}{21} + \frac{15}{21} = \frac{22}{21} = 1\frac{1}{21}$$

$$\frac{13}{18} - \frac{5}{12} + \frac{2}{3} = ?$$

$$\frac{26}{36} - \frac{15}{36} + \frac{24}{36} = \frac{35}{36}$$

$$\frac{5}{6} - \frac{1}{4} + \frac{1}{3} = ?$$

$$\frac{10}{12} - \frac{3}{12} + \frac{4}{12} = \frac{11}{12}$$

$$\frac{3}{4} + \frac{5}{7} - \frac{1}{14} = ?$$

$$\frac{21}{28} + \frac{20}{28} - \frac{2}{28} = \frac{39}{28} = 1\frac{11}{28}$$

To add or subtract mixed numbers, turn them into improper fractions. If the denominators are different, find a common denominator. Then just add or subtract the numerators. For example:



$$3\frac{2}{5} + 2\frac{4}{5} = ?$$

$$3\frac{2}{5} = \frac{(3 \times 5) + 2}{5} = \frac{17}{5}$$

$$2\frac{4}{5} = \frac{(2 \times 5) + 4}{5} = \frac{14}{5}$$

These improper fractions have the same denominator, so just add the numerators.

$$\frac{17}{5} + \frac{14}{5} = \frac{31}{5} = 6\frac{1}{5}$$

Work out the following additions and subtractions.

Give your answers as mixed numbers where appropriate.

$$2\frac{2}{3} + \frac{7}{9} = ?$$

$$\frac{8}{3} + \frac{7}{9} = \frac{24}{9} + \frac{7}{9} = \frac{31}{9} = 3\frac{4}{9}$$

$$2\frac{1}{13} - 1\frac{5}{13} = ?$$

$$\frac{27}{13} - \frac{18}{13} = \frac{9}{13}$$

$$4\frac{2}{3} + 6\frac{2}{3} = ?$$

$$\frac{14}{3} + \frac{20}{3} = \frac{34}{3} = 11\frac{1}{3}$$

$$3\frac{2}{3} - 1\frac{2}{5} = ?$$

$$\frac{11}{3} - \frac{7}{5} = \frac{55}{15} - \frac{21}{15} = \frac{34}{15} = 2\frac{4}{15}$$

$$\frac{11}{10} + 2\frac{2}{15} = ?$$

$$\frac{11}{10} + \frac{32}{15} = \frac{33}{30} + \frac{64}{30} = \frac{97}{30} = 3\frac{7}{30}$$

$$2\frac{1}{6} + 2\frac{3}{4} = ?$$

$$\frac{13}{6} + \frac{11}{4} = \frac{26}{12} + \frac{33}{12} = \frac{59}{12} = 4\frac{11}{12}$$

If your child struggles with adding or subtracting mixed numbers, get them to practise converting between mixed numbers and improper fractions.

10-11 Years Reading (Year 6)

Page 20 — Word Meaning Questions

- 1) beautiful (1 mark)
- 2) It was loud.
It was high-pitched.
It was irritating.
(1 mark for any of the above answers, 2 marks in total)
- 3) cheer you up (1 mark)
- 4) E.g. happily (1 mark)

Page 21 — Summary Questions

- 1) Tobi feeds a lamb for the first time. — 5
Tobi arrives at the farm and remembers the past. — 2
Tobi enters the barn and meets the lamb. — 4
Tobi's reaction to being given an important responsibility. — 6
Tobi's first impressions of the cottage. — 3
(1 mark for all correct)
- 2) things can be better than you expect (1 mark)

Page 21 — Comparison Question

- 1) E.g. At first he doesn't like the farm and is unhappy about having to stay there, but later he enjoys his stay. (1 mark)