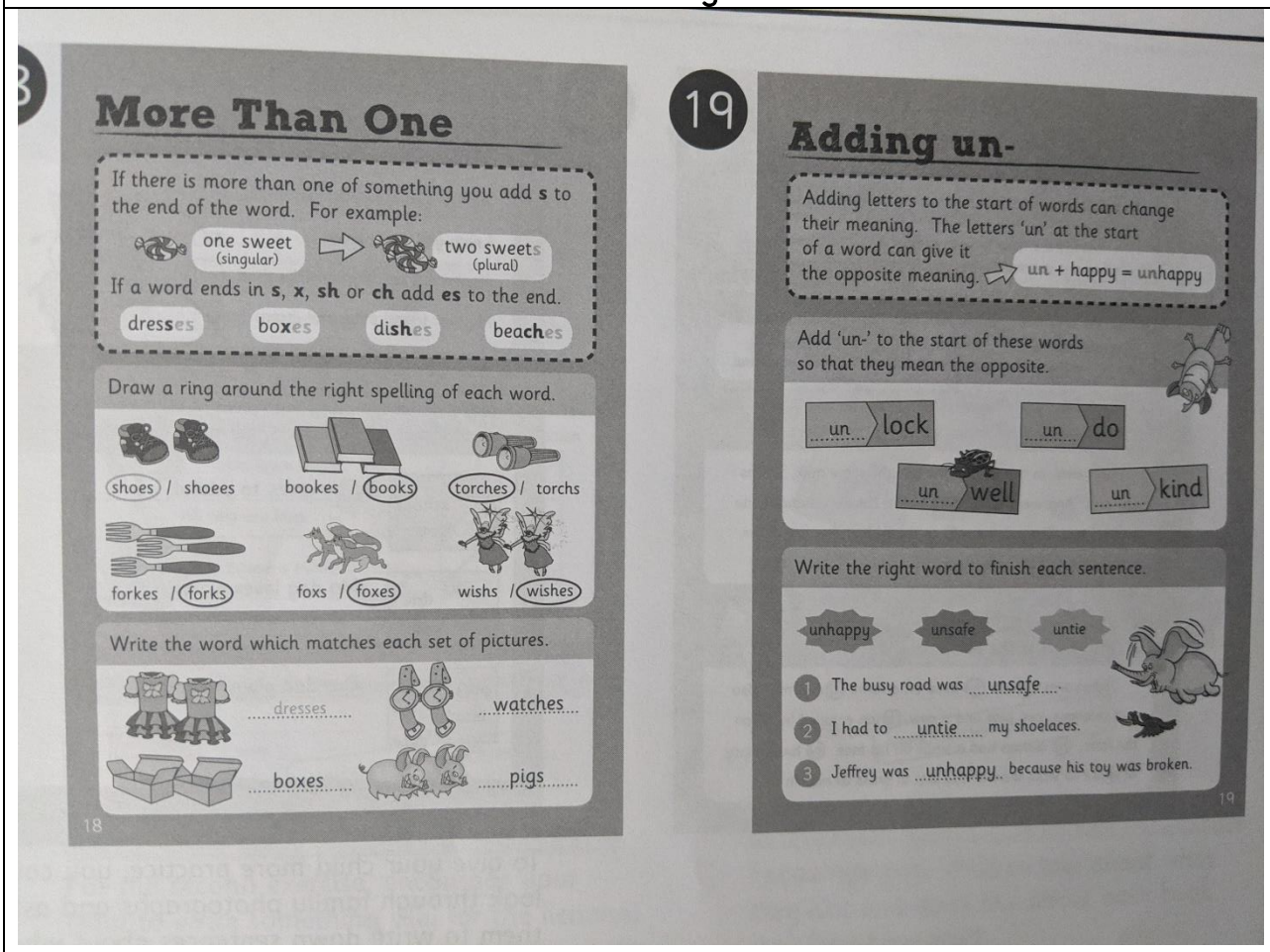
Date: 01/04/20 Tudor English and Maths answers

5-6 Years English (Year 1)



More Than One

If there is more than one of something you add **s** to the end of the word. For example:

one sweet (singular) → two sweets (plural)

If a word ends in **s**, **x**, **sh** or **ch** add **es** to the end.

dresses boxes dishes beaches

Draw a ring around the right spelling of each word.

shoes / shoees bookes / books torches / torchs

forkes / forks foxs / foxes wishs / wishes

Write the word which matches each set of pictures.

dresses watches

boxes pigs

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Adding un-

Adding letters to the start of words can change their meaning. The letters 'un' at the start of a word can give it the opposite meaning. un + happy = unhappy

Add 'un-' to the start of these words so that they mean the opposite.

un lock un do un well un kind

Write the right word to finish each sentence.

unhappy unsafe untie

1. The busy road was unsafe.
2. I had to untie my shoelaces.
3. Jeffrey was unhappy because his toy was broken.

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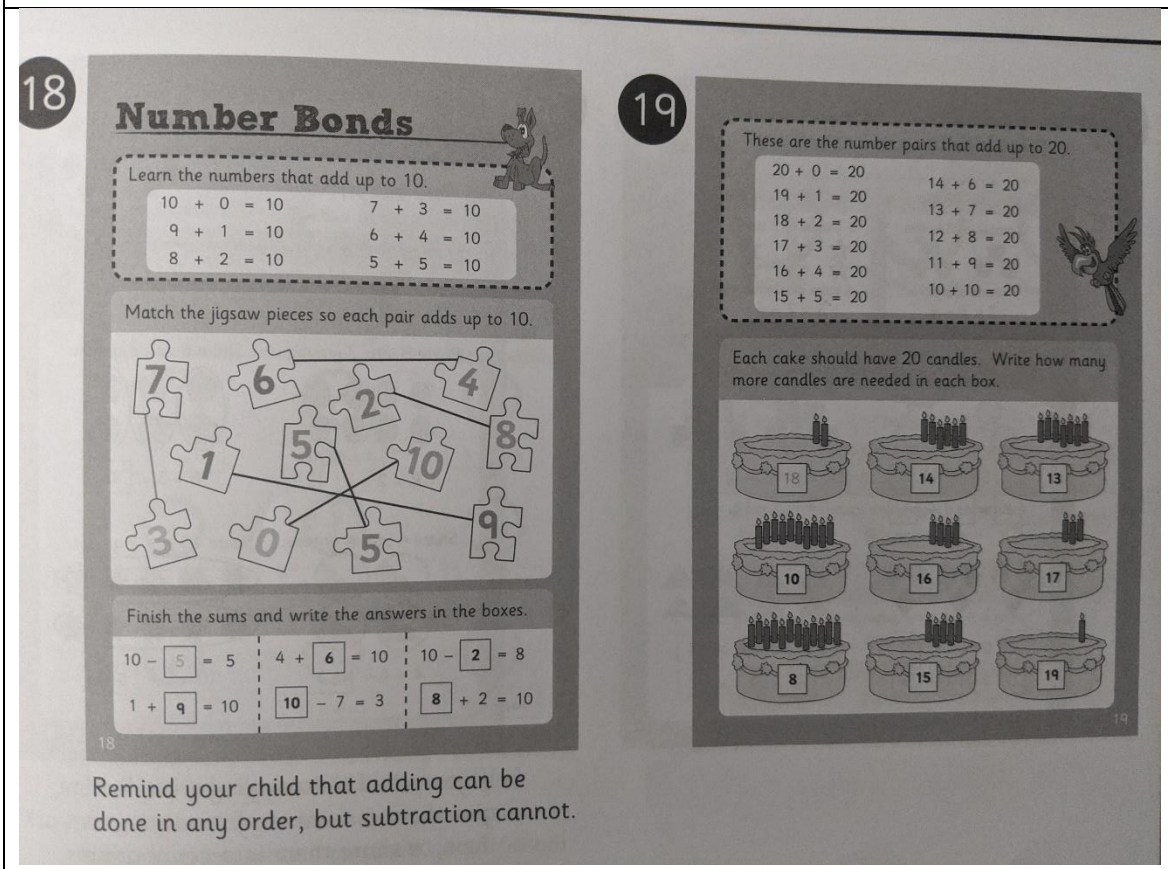
5-6 Years Maths (Year 1)



18

Number Bonds

Learn the numbers that add up to 10.

10 + 0 = 10 7 + 3 = 10
9 + 1 = 10 6 + 4 = 10
8 + 2 = 10 5 + 5 = 10

Match the jigsaw pieces so each pair adds up to 10.

7 6 2 4 1 5 10 8 3 0 5 9

Finish the sums and write the answers in the boxes.

10 − 5 = 5 4 + 6 = 10 10 − 2 = 8
1 + 9 = 10 10 − 7 = 3 8 + 2 = 10

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Remind your child that adding can be done in any order, but subtraction cannot.

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These are the number pairs that add up to 20.

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

Each cake should have 20 candles. Write how many more candles are needed in each box.

18 14 13 10 16 17 8 15 19

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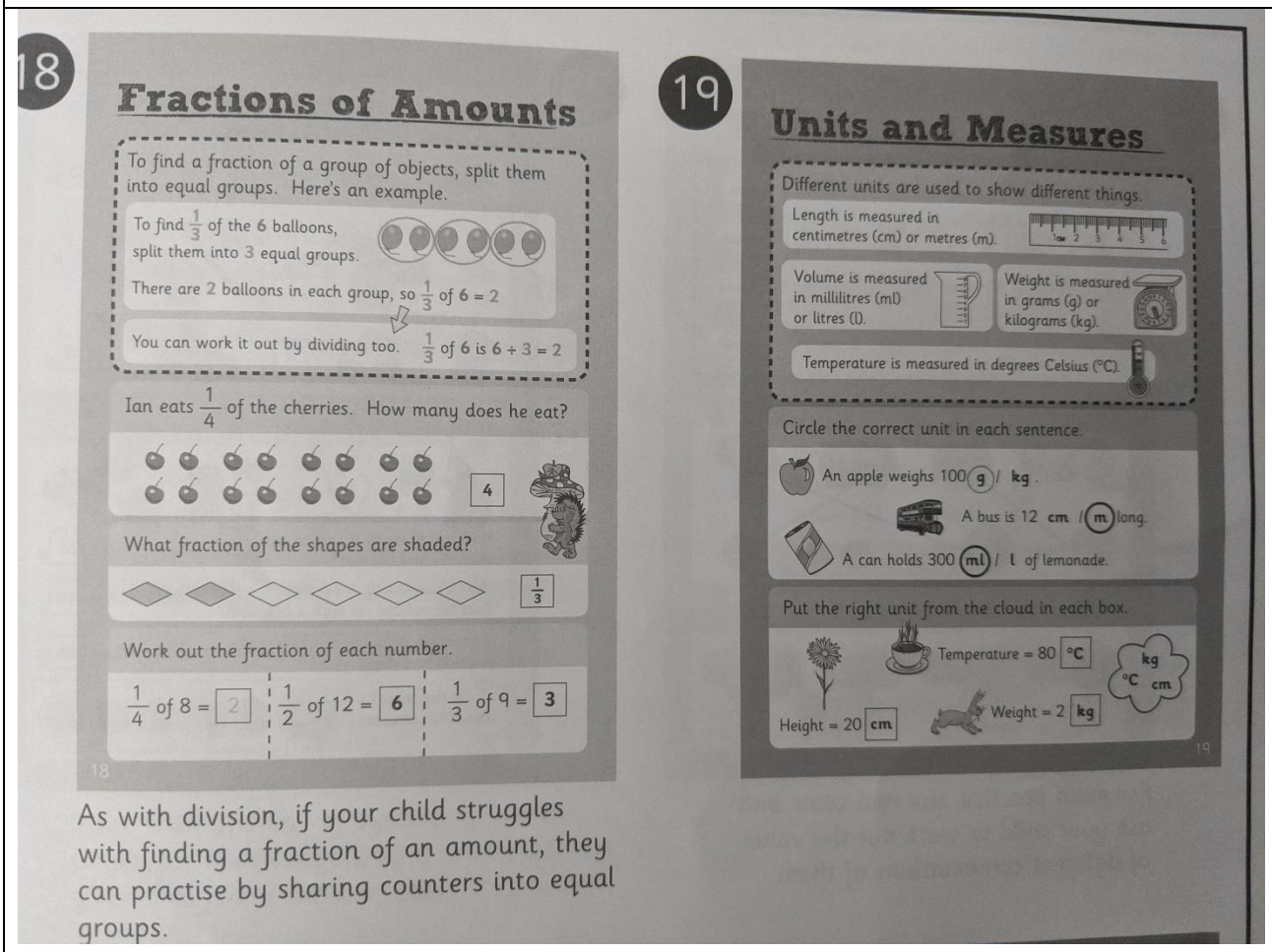
6-7 Years Maths (Year 2)



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Fractions of Amounts

To find a fraction of a group of objects, split them into equal groups. Here's an example.

To find $\frac{1}{3}$ of the 6 balloons, split them into 3 equal groups.

There are 2 balloons in each group, so $\frac{1}{3}$ of 6 = 2

You can work it out by dividing too. $\frac{1}{3}$ of 6 is 6 ÷ 3 = 2

Ian eats $\frac{1}{4}$ of the cherries. How many does he eat?

4

What fraction of the shapes are shaded?

$\frac{1}{3}$

Work out the fraction of each number.

$\frac{1}{4}$ of 8 = 2 | $\frac{1}{2}$ of 12 = 6 | $\frac{1}{3}$ of 9 = 3

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Units and Measures

Different units are used to show different things.

Length is measured in centimetres (cm) or metres (m).

Volume is measured in millilitres (ml) or litres (l).

Weight is measured in grams (g) or kilograms (kg).

Temperature is measured in degrees Celsius (°C).

Circle the correct unit in each sentence.

An apple weighs 100 (g) / kg.

A bus is 12 cm / (m) long.

A can holds 300 (ml) / l of lemonade.

Put the right unit from the cloud in each box.

Temperature = 80 °C

Height = 20 cm

Weight = 2 kg

kg °C cm

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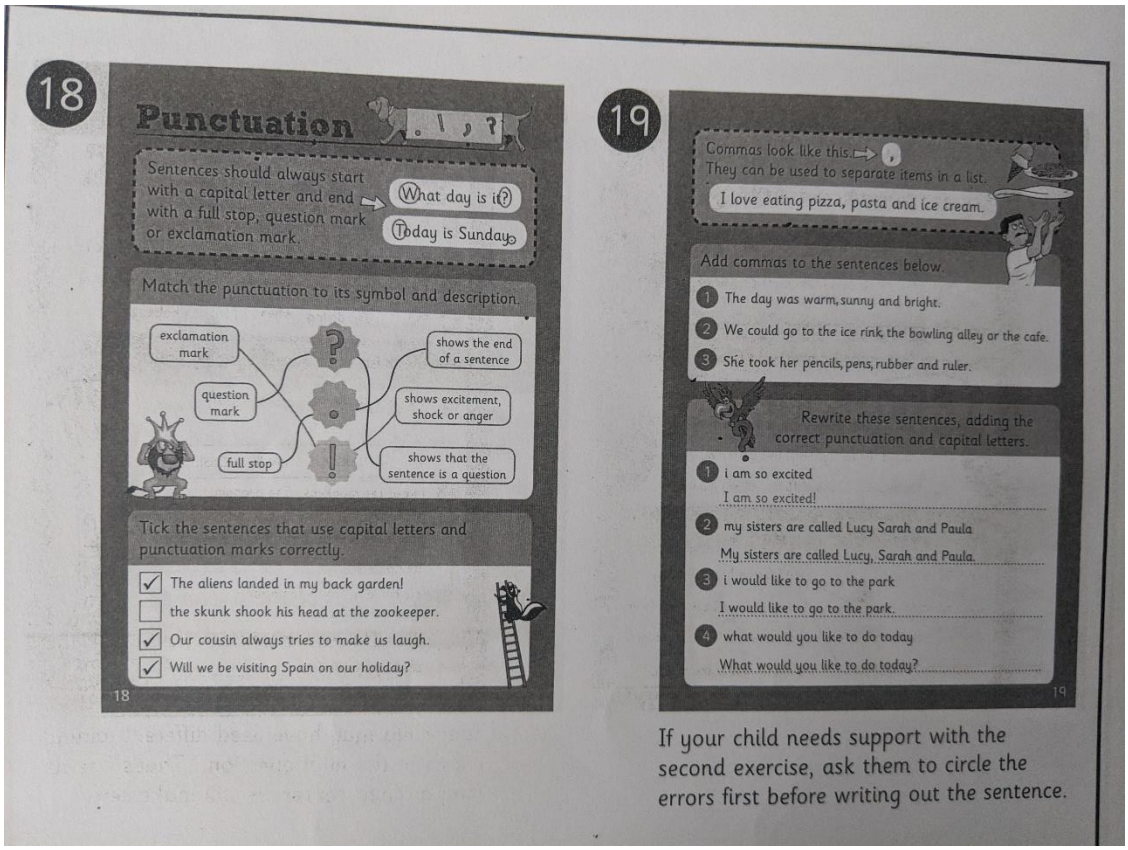
As with division, if your child struggles with finding a fraction of an amount, they can practise by sharing counters into equal groups.

6-7 Years English (Year 2)



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Punctuation

. ! , ?

Sentences should always start with a capital letter and end with a full stop, question mark or exclamation mark.

What day is it?

Today is Sunday.

Match the punctuation to its symbol and description.

exclamation mark

question mark

full stop

shows the end of a sentence

shows excitement, shock or anger

shows that the sentence is a question

Tick the sentences that use capital letters and punctuation marks correctly.

- [x] The aliens landed in my back garden!
- [ ] the skunk shook his head at the zookeeper.
- [x] Our cousin always tries to make us laugh.
- [x] Will we be visiting Spain on our holiday?

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Commas look like this → ,

They can be used to separate items in a list.

I love eating pizza, pasta and ice cream.

Add commas to the sentences below.

1. The day was warm, sunny and bright.
2. We could go to the ice rink, the bowling alley or the cafe.
3. She took her pencils, pens, rubber and ruler.

Rewrite these sentences, adding the correct punctuation and capital letters.

1. i am so excited
   I am so excited!
2. my sisters are called Lucy Sarah and Paula
   My sisters are called Lucy, Sarah and Paula.
3. i would like to go to the park
   I would like to go to the park.
4. what would you like to do today
   What would you like to do today?

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If your child needs support with the second exercise, ask them to circle the errors first before writing out the sentence.

7-8 Years English (Year 3)

Prepositions

Prepositions are words that tell you where, when or why something happened.
They're often followed by a noun or noun phrase.

They played basketball in the park.

The game was cancelled because of the weather.

Circle the preposition in each sentence.

1. The cat was hiding behind the sofa.
2. My little brother was scared because of the big dog.
3. The cartoons began after the news.
4. I dropped my ice cream in front of my house.
5. Adam left his keys inside his car.
6. The magpie landed on the chimney.
7. Her friend fell asleep during the film.

Write your own sentences using each of the prepositions below.

after
during
before
inside
under
because of

I went to the playground after school.

VARIOUS ANSWERS POSSIBLE

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Adverbs

Adverbs are words that describe verbs. They can tell you how, where, when or why an action was done.

He walked quickly to the North Pole. ← Adverbs often end in -ly.

Adverbs can go before or after the verb they are describing. They can also go at the start of a sentence.

Soon, Sophie will start swimming. ← The adverb shows when Sophie will start swimming.
adverb

Underline the adverb in each sentence.

1. My little brother wailed loudly in his cot.
2. Buster ate his dinner messily.
3. Jasmine never goes to parties.

Complete the sentences below using an adverb from the box.

afterwards usually quietly backwards

1. Simone usually takes me to school on Fridays.
2. We talked quietly because everyone else was sleeping.
3. Louise ran a marathon — afterwards she was very tired.
4. The frog fell backwards into the pond.

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7-8 Years Maths (Year 3)

Problem Solving

Some questions won't tell you whether you need to add, subtract, multiply or divide. You need to decide what to do.

Nicole has 26 litres of sand. She has 6 buckets, and each bucket can hold 4 litres. If she fills all of the buckets, how much sand is left over?

First, multiply to find how much sand goes into the buckets.
6 × 4 = 24 litres.

Second, subtract to find what's left. 26 – 24 = 2 litres left over.

Write the answers to these questions in the boxes.

A restaurant has 25 customers a day. How many customers do they have in a week?
20 × 7 = 140
5 × 7 = 35
140 + 35 = 175

A magician has 17 rabbits left after 14 ran away. How many rabbits did he have at first?
17 + 14 = 31
31 rabbits

A bus has 25 passengers. Three people get on and then half of the passengers get off. How many passengers are left on the bus?
25 + 3 = 28
28 ÷ 2 = 14
14 people

Daniel has 96 sweets. 42 are red, 27 are yellow and the rest are green. How many are green?
96 – 42 = 54
54 – 27 = 27
27 are green

There are 67 people waiting to go into a zoo. The zoo has six enclosures and each one can hold 10 people. How many people won't get in?
6 × 10 = 60
67 – 60 = 7
7 people

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To solve money problems you'll need to be able to swap between pounds and pence:

Stu has these coins:

How much more money does he need to buy a top that costs £4?

First add up the coins:
£2 + £1 + 50p
= 200p + 100p + 50p
= 350p

400p – 350p = 50p
Stu needs 50p more.

Answer these questions. Show your working in the boxes.

Jennifer sells three toys and earns £1, 50p, and 75p. How much is this in total in pounds?
£1 + 50p + 75p
= 100p + 50p + 75p
= 225p
= £2.25

Sandra has these coins.
How much money is this in pounds?

Pardip has three coins that add up to 32p.
Which three coins does Pardip have?

Kim has these coins:
She spends £1.20. How much is left in pounds?

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For an extra challenge, play 'shopkeeper' with your child and encourage them to practise giving change.

8-9 Years English (Year 4)

Reading

Read the story below. Then answer the questions about it on the next page.

The Turnip — A Fairy Tale

There were once two brothers. One was a very wealthy soldier, but the other was just a poor, humble gardener. One spring, the gardener sowed some turnip seeds and when the plants grew, one turnip just kept getting bigger and bigger. It grew and grew until it was enormous — it must have been the biggest turnip in the world.

The gardener decided to give the turnip to the king as a present. The king was delighted. "What a valuable thing!" he said. "I've never seen such a big turnip. You must be an extremely lucky person to have grown this."

"I'm not really very lucky," said the gardener, "I'm actually very poor — it's my brother who's the rich, lucky one."

"Then you deserve a reward," said the king, and he gave the gardener heaps of gold, land and flocks of animals. The gardener became much richer than his brother.

When his brother, the soldier, found out that the gardener was so rich, and it was all because of a turnip, he was very jealous. He decided to give the king a gift of his own — a chest of silver and some expensive horses. He expected that the king would give him something very special in return. After all, he thought, his present was much better than a smelly old turnip.

The king was delighted with the soldier's presents, so he decided to give him the most valuable thing he owned — the turnip. So the poor soldier had to take the turnip all the way home with him in a cart.

Adapted from a story by the Brothers Grimm.

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Answer these questions about the story 'The Turnip'.

1. What jobs did the two brothers have?
   gardener soldier
2. One of the brothers is described as being "poor" and "humble". How does this make you feel about him?
   VARIOUS ANSWERS POSSIBLE
3. Why did the king think the turnip was so valuable?
   The king had never seen a turnip as big as it before.
4. Do you think the brothers got what they deserved in the end? Explain why you think this.
   VARIOUS ANSWERS POSSIBLE
5. How can you tell that this story is a fairy tale?
   E.g. It is fictional story with fantastical elements (a giant turnip) and a moral at the end.
6. Sum up the story in a few sentences.
   VARIOUS ANSWERS POSSIBLE

To help your child with their fiction

8-9 Years Maths (Year 4)

8

Fractions

You can add and subtract fractions if they have the same **denominator**. $\frac{6}{7} - \frac{2}{7} = \frac{4}{7}$

$\frac{3}{5} + \frac{4}{5} = \frac{7}{5}$ If the **numerator** is bigger than the **denominator**, the fraction is bigger than 1.

Fill in the boxes to answer the additions and subtractions.

$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$	$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$	$\frac{6}{8} - \frac{1}{8} = \frac{5}{8}$
$\frac{4}{10} + \frac{3}{10} = \frac{7}{10}$	$\frac{5}{9} - \frac{3}{9} = \frac{2}{9}$	$\frac{8}{11} - \frac{7}{11} = \frac{1}{11}$
$\frac{3}{8} + \frac{6}{8} = \frac{9}{8}$	$\frac{7}{10} + \frac{4}{10} = \frac{11}{10}$	$\frac{6}{4} - \frac{3}{4} = \frac{3}{4}$
$\frac{11}{5} + \frac{6}{5} = \frac{17}{5}$	$\frac{13}{8} - \frac{4}{8} = \frac{9}{8}$	$\frac{25}{10} - \frac{12}{10} = \frac{13}{10}$

Circle the fractions that are bigger than 1.

$\frac{1}{3}$ $\frac{2}{5}$ $\frac{11}{12}$ $\frac{2}{8}$ $\frac{6}{4}$ $\frac{3}{7}$ $\frac{8}{5}$ $\frac{9}{3}$ $\frac{4}{6}$ $\frac{10}{7}$ $\frac{19}{14}$

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Equivalent fractions are different ways of writing the same amount.

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

Colour in the shapes to show the fractions are equivalent

$\frac{1}{4} = \frac{4}{16}$ $\frac{2}{4} = \frac{4}{8}$ $\frac{1}{3} = \frac{2}{6}$ $\frac{3}{4} = \frac{6}{8}$

Complete the colouring and fill in the fractions so that the shapes in each group are equivalent.

$\frac{2}{8}$ $\frac{4}{16}$ $\frac{1}{4}$ $\frac{8}{10}$ $\frac{16}{20}$ $\frac{4}{5}$ $\frac{4}{6}$ $\frac{2}{3}$ $\frac{8}{12}$

9-10 Years English (Year 5)

Reread the story and answer these questions in full sentences.

1. Why did Merlin and King Uther raise Arthur in secret?
   Merlin and King Uther raised Arthur in secret to keep him safe because the monarchy had many enemies. OTHER ANSWERS POSSIBLE
2. What did Merlin use to put the sword into the stone?
   Merlin used his wizardry to put the sword into the stone.
3. How do you think the knights felt when Arthur pulled out the sword?
   I think the knights felt surprised because they didn't believe Arthur was strong enough to pull out the sword. OTHER ANSWERS POSSIBLE
4. What is the hidden lesson in this story?
   The hidden lesson is that you shouldn't make judgements about other people which are based on their appearance. OTHER ANSWERS POSSIBLE
5. In another version of the story, King Arthur gets his sword from a lady in a lake. Why do you think there are different versions of how King Arthur got Excalibur?
   I think there are different versions of this story because it has been retold for hundreds of years by lots of different people. OTHER ANSWERS POSSIBLE

Use a dictionary or the internet to help you answer these questions.

1. What is an 'anvil'?
   a heavy iron block OTHER ANSWERS POSSIBLE
2. What is a 'monarchy'?
   a government ruled by a king or queen
3. Write down a more modern word which ... ne as 'rightful'
   lawful OTHER ANSWERS POSSIBLE

19

9-10 Years Maths (Year 5)

More Fractions

When fractions have the same denominator, add or subtract just by adding or subtracting the numerators. For example:

$\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$ ⇐ The denominators are the same, so just add the numerators.

Write them both with the same denominator first. ⇨ $\frac{2}{3} - \frac{1}{6} = ?$ $\frac{2}{3} = \frac{4}{6}$, so $\frac{4}{6} - \frac{1}{6} = \frac{3}{6}$

Answer the following additions and subtractions.

$\frac{7}{9} + \frac{1}{9} = \boxed{\frac{8}{9}}$ $\frac{3}{5} - \frac{2}{5} = \boxed{\frac{1}{5}}$ $\frac{35}{40} - \frac{10}{40} = \boxed{\frac{25}{40}}$

Find equivalent fractions so that you can answer the additions and subtractions.

$\frac{9}{10} - \frac{1}{2} = ?$ $\frac{1}{2} = \frac{5}{10}$, so $\frac{9}{10} - \frac{5}{10} = \boxed{\frac{4}{10}}$

$\frac{1}{4} + \frac{3}{8} = ?$ $\frac{1}{4} = \frac{2}{8}$, so $\frac{2}{8} + \frac{3}{8} = \boxed{\frac{5}{8}}$

$\frac{5}{6} - \frac{1}{3} = ?$ $\frac{1}{3} = \frac{2}{6}$, so $\frac{5}{6} - \frac{2}{6} = \boxed{\frac{3}{6}}$

$\frac{4}{10} + \frac{26}{100} = ?$ $\frac{4}{10} = \frac{40}{100}$, so $\frac{40}{100} + \frac{26}{100} = \boxed{\frac{66}{100}}$

$\frac{5}{12} + \frac{1}{3} = ?$ $\frac{1}{3} = \frac{4}{12}$, so $\frac{5}{12} + \frac{4}{12} = \boxed{\frac{9}{12}}$

$\frac{3}{10} - \frac{7}{1000} = ?$ $\frac{3}{10} = \frac{300}{1000}$, so $\frac{300}{1000} - \frac{7}{1000} = \boxed{\frac{293}{1000}}$

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You can use improper fractions and mixed numbers to write fractions bigger than 1.

$\frac{7}{4}$ ...is the same as... $1\frac{3}{4}$

Four quarters makes one whole and there are three quarters left over.

Improper fraction (numerator bigger than denominator)

Mixed number

Write these improper fractions as mixed numbers.

$\frac{9}{4} \rightarrow 2\frac{1}{4}$	$\frac{10}{9} \rightarrow 1\frac{1}{9}$	$\frac{7}{2} \rightarrow 3\frac{1}{2}$
$\frac{11}{4} \rightarrow 2\frac{3}{4}$	$\frac{8}{5} \rightarrow 1\frac{3}{5}$	$\frac{18}{8} \rightarrow 2\frac{2}{8}$
$\frac{43}{10} \rightarrow 4\frac{3}{10}$	$\frac{22}{7} \rightarrow 3\frac{1}{7}$	$\frac{16}{3} \rightarrow 5\frac{1}{3}$

Write these mixed numbers as improper fractions.

$2\frac{1}{3} \rightarrow \frac{7}{3}$	$1\frac{4}{8} \rightarrow \frac{12}{8}$	$8\frac{1}{10} \rightarrow \frac{81}{10}$
$4\frac{2}{3} \rightarrow \frac{14}{3}$	$2\frac{1}{6} \rightarrow \frac{13}{6}$	$5\frac{1}{5} \rightarrow \frac{26}{5}$
$3\frac{3}{9} \rightarrow \frac{30}{9}$	$2\frac{5}{7} \rightarrow \frac{19}{7}$	$6\frac{3}{4} \rightarrow \frac{27}{4}$

Answer the questions below. Write your answers as mixed numbers.

17 balls of wool are shared between 4 people. How many balls of wool does each person get? $\frac{17}{4} = 4\frac{1}{4}$ $\boxed{4\frac{1}{4}}$

32 milkshakes are shared between 5 people. How many milkshakes does each person get? $\frac{32}{5} = 6\frac{2}{5}$ $\boxed{6\frac{2}{5}}$

36 pizzas are shared between 11 people. How much pizza does each person get? $\frac{36}{11} = 3\frac{3}{11}$ $\boxed{3\frac{3}{11}}$

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10-11 Years English (Year 6)

Layout Devices

Layout devices can help you organise your writing or make a text look more interesting.

Headings are used to give a text a title. **Subheadings** are used to split text into smaller chunks and to help the reader find information quickly.

Menu ← heading
Starters ← subheading
- Bread and olives
- Soup of the day
- Cheese selection

← Bullet points list information clearly

Label the layout devices in the text below.

heading ⇨ **Ullerton Leisure Centre**
Adult swimming lessons ← subheading
bullet points ⇨
- Monday: 6pm - 7pm
- Wednesday: 8pm - 9pm
- Friday: 6pm - 7pm

Read the text below. Complete the text by adding your own **heading** and **subheadings**.

The Newbury Hotel

Grand Opening

Saturday 12th November is the grand opening of our new establishment — the Newbury Hotel in Grasmoor.

Our Rooms

Our hotel offe… ws of the surrounding co… d unwind.

VARIOUS ANSWERS POSSIBLE

Our Food

Our highly-skilled chefs will amaze you with their creative and delicious dishes. You'll never want to eat anywhere else!

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Tick the reasons subheadings are used.

- ☑ to split information into smaller sections
- ☐ to make a text look more formal
- ☐ to make a text more confusing
- ☑ to help the reader find information quickly

Columns are often used in newspaper articles. They can make a long text easier to read.

The fireworks at Hawksmead were a huge success last night. Crowds of people filled the park to see the bonfire and watch the beautiful fireworks light up the night sky.

Tables can make it quicker to read some types of information.

Food	Cooking time
Chicken	75 minutes
Potatoes	40 minutes
Carrots	25 minutes
Broccoli	10 minutes

Put the information in the text below into the table.

I am going to be very busy every evening after school this week. On Monday, I am going to judo class at 6:30 pm. On Tuesday, my nan has invited me to her house for tea at 5 pm. I will have my guitar lesson at 4 pm on Wednesday. Football training is on Thursday at 5:30 pm. At 7 pm on Friday, I am going to a sleepover at my friend Frances's house.

Day	Event	Time
Monday	Judo class	6:30 pm
Tuesday	Tea at Nan's	5 pm
Wednesday	Guitar lesson	4 pm
Thursday	Football training	5:30 pm
Friday	Sleepover	7 pm

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For extra practice, ask your child to write out their extra-curricular activities (or the days and times of their favourite TV programmes) out in a table.

10-11 Years Maths (Year 6)

Decimals & Place Value

Decimal numbers can be partitioned into ones, tenths, hundredths and thousandths. For example:

4.368 can be partitioned into:
$4 + 0.3 + 0.06 + 0.008$
or
$4 + \frac{3}{10} + \frac{6}{100} + \frac{8}{1000}$
ones tenths hundredths thousandths

Partition the numbers below into decimals and fractions.

1.841 =	1 + 0.8 + 0.04 + 0.001	or $1 + \frac{8}{10} + \frac{4}{100} + \frac{1}{1000}$
5.653 =	5 + 0.6 + 0.05 + 0.003	or $5 + \frac{6}{10} + \frac{5}{100} + \frac{3}{1000}$
7.742 =	7 + 0.7 + 0.04 + 0.002	or $7 + \frac{7}{10} + \frac{4}{100} + \frac{2}{1000}$
3.955 =	3 + 0.9 + 0.05 + 0.005	or $3 + \frac{9}{10} + \frac{5}{100} + \frac{5}{1000}$
0.996 =	0.9 + 0.09 + 0.006	or $\frac{9}{10} + \frac{9}{100} + \frac{6}{1000}$

Add these numbers together. Write your answers in the boxes.

0.6	0.003	8	0.05	8.653
0.09	7	0.008	0.4	7.498
0.005	0.01	0.6	3	3.615
0.1	2	0.02	0.008	2.128
9	0.02	0.6	0.006	9.626

8

Percentages

To find a percentage of an amount, it's usually easiest to start by finding 10% — you can work out any other percentages from that.
For example: **Find 35% of 60.**

First, divide by 10 to find 10% ⇨ 10% of 60 = 60 ÷ 10 = 6
30% = 3 × 10% ⇨ 30% of 60 = 3 × 6 = 18
5% = 10% ÷ 2 ⇨ 5% of 60 = 6 ÷ 2 = 3
35% = 30% + 5% ⇨ 35% of 60 = 18 + 3 = 21

Work out each of these percentages.

21% of 300 = ?
10% = 300 ÷ 10 = 30
20% = 30 × 2 = 60
1% = 30 ÷ 10 = 3
21% = 60 + 3 = 63

65% of 80 = ?
10% = 80 ÷ 10 = 8
60% = 8 × 6 = 48
5% = 8 ÷ 2 = 4
65% = 48 + 4 = 52

55% of 40 = ?
50% = 40 ÷ 2 = 20
10% = 40 ÷ 10 = 4
5% = 4 ÷ 2 = 2
55% = 20 + 2 = 22

14% of 700 = ?
10% = 700 ÷ 10 = 70
1% = 70 ÷ 10 = 7
4% = 7 × 4 = 28
14% = 70 + 28 = 98

There are 20 ice lollies in a box. 45% are lemon-flavoured. How many lemon-flavoured lollies are there?

10% = 20 ÷ 10 = 2
40% = 2 × 4 = 8
5% = 2 ÷ 2 = 1
45% = 8 + 1 = 9

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Your child might use some slightly different methods to those shown, e.g. they might divide by 5 to find 20%. As long as they get the correct answer that's completely fine.

10-11 Years Reading (Year 6)

Pages 28-29 — Inference Questions

1) In a time long before any living person can remember (**1 mark**)

2) It tells you they were feeling nervous. (**1 mark**)

3) They were stripped of their weapons.
The entrance was sealed shut.
They were plunged into darkness.
(**1 mark for any of the above answers**)

4) He had the ball of thread.
He had hidden a sword under his tunic.
(**1 mark for any of the above answers**)

5) E.g. The Minotaur has "sharp, pointed horns". (**1 mark**)
OR
E.g. The Minotaur is described as being a "formidable size" and having "sharp, pointed horns" (**2 marks**).

6) heavy (**1 mark**)

7) E.g. So no-one in the town would see them and report their escape. (**1 mark**)

8) E.g. Theseus wants to stop the Minotaur from harming his people. (**1 mark**)
OR
E.g. Theseus puts his own life in danger to kill the Minotaur, because he wants to stop it from harming other people. (**2 marks**)
OR
E.g. Theseus volunteers to stop the Minotaur to help his people, even though it is dangerous. He helps Ariadne by letting her leave with him, so that her father won't punish her. (**3 marks**)