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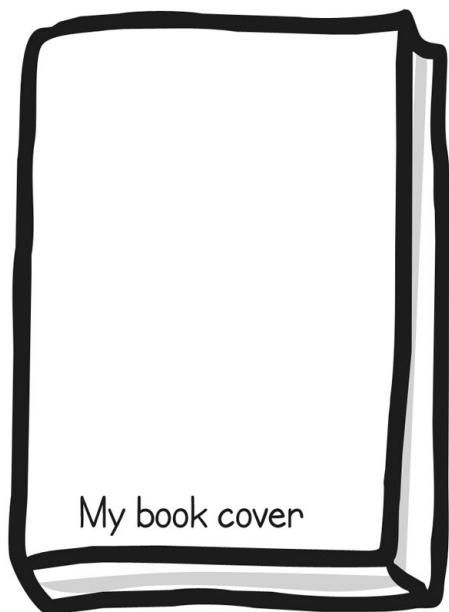
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Book Review

By _____



Book Title

Author _____

Genre (tick as many as apply to your book)

- | | | |
|--------------------------------------|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> fiction | <input type="checkbox"/> scary | <input type="checkbox"/> animal story |
| <input type="checkbox"/> non fiction | <input type="checkbox"/> fairy tale | <input type="checkbox"/> biography |
| <input type="checkbox"/> fantasy | <input type="checkbox"/> adventure | <input type="checkbox"/> historical |
| <input type="checkbox"/> humour | <input type="checkbox"/> sports | <input type="checkbox"/> mystery |
| <input type="checkbox"/> other _____ | | |

Plot

Setting

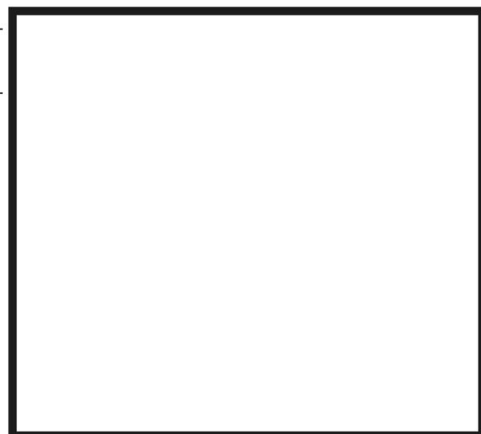
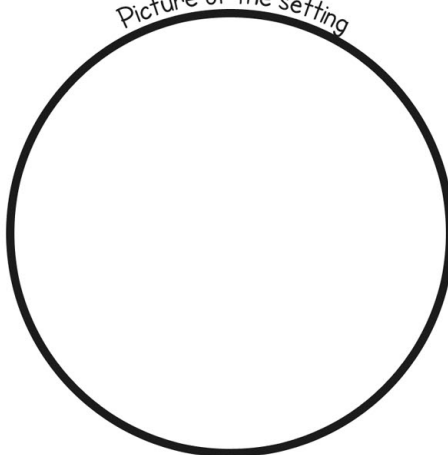
Character

Event 1 _____

Event 2 _____

Event 3 _____

Picture of the setting



Name _____

Personality _____

Physical Appearance _____

Cause and Effect of one of the events in the book

Cause



Effect

My Star Rating



Why I rated the book ____ stars

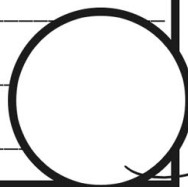
This book made me feel _____

because _____

How I feel about this character and

why _____

draw how you felt!



ROALD DAHL

Roald Dahl was born on 13th September 1916 in Llandaff, Wales. His parents were from Norway. He had an older sister called Astri, but in 1920, she died when she was only 7 years old. Roald's father was so sad that he fell ill from pneumonia. A few weeks later, he also died.



His mother was a great story teller and had a fabulous memory. Roald remembered many tales she told about trolls and other mythical Norwegian characters.

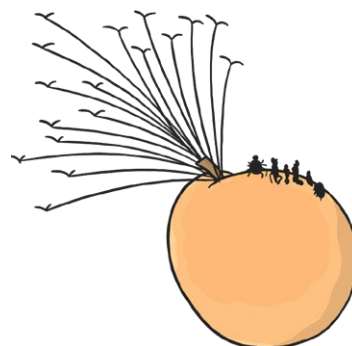
Although Roald had a happy home life, he had an unhappy time at his school in Wales, and was often 'caned' for bad behaviour. His mother sent him to boarding school in Weston-Super-Mare. He was just nine years old when he arrived at St. Peters School and met the all-powerful Matron who "disliked small boys very much indeed" and the cane-wielding Headmaster.



At the age of 13, Roald attended Repton Public School in Derbyshire. He was happier here. He was brilliant at sports and was very good at boxing. The boys at the school were sometimes asked to be chocolate testers for a famous chocolate company and this experience later inspired the book 'Charlie and the Chocolate Factory'.

Over the next few years, Roald Dahl worked in Africa for an oil company and then enlisted in the Royal Air Force during the Second World War.

In 1940, Roald Dahl was posted to Libya where he flew a Gloster Gladiator plane. He crashed in the Western Desert in North Africa, and suffered such severe injuries to his head and back that he had to stay in hospital in Egypt for six months. He returned to the RAF but, after a while, he began suffering terrible headaches from his accident. This meant he had to leave because he could not fly planes anymore.





In 1942, Roald was posted to Washington in the USA to work as an assistant air attaché. He met the author C.S. Forester, who suggested that Roald should write about his experiences flying planes in the desert. Roald started writing articles for newspapers.

He met and married actress Patricia Neal. They lived in Great Missenden in Buckinghamshire, England. He wrote many of his famous stories there. Roald Dahl and Patricia Neal had five children; Olivia, Tessa, Theo, Ophelia and Lucy. However, Olivia tragically died at the age of 7 from an illness.

Roald Dahl started telling his amazing stories to his children at bedtime. He realised how much his own children enjoyed his stories and decided to write them down for all children to enjoy. 'James and the Giant Peach' was his first published children's book.

Roald Dahl had a great talent for seeing the world through children's eyes. He said, "If you want to remember what it's like to live in a child's world, you've got to get down on your hands and knees and live like that for a week. You'll find you have to look up at all these giants around you who are always telling you what to do and what not to do."

He had a passion for encouraging children to read. He believed that children should be "comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."



Questions About Roald Dahl

1. How old was Roald's sister when she died?

2. What made Roald's mother a good storyteller?

3. Do you think Roald would have liked the Headmaster? Explain your reasons.

4. What sport was he good at?

5. What do you think the boys thought about being chocolate testers?

6. Explain why he had to leave the RAF.

7. How did Roald start writing children's stories?

8. What word did Roald Dahl use to describe how children saw adults around them?

9. What did Dahl believe books should be?

10. Why did Roald Dahl think learning to read was a good thing?

Questions About Roald Dahl

Answers

1. How old was Roald's sister when she died?

7 years old.

2. What made Roald's mother a good storyteller?

She had a good memory.

3. Do you think Roald would have liked the Headmaster? Explain your reasons.

No because it describes him as a 'cane wielding' Headmaster.

4. What sport was he good at?

Boxing

5. What do you think the boys thought about being chocolate testers?

I think they thought it was great.

6. Explain why he had to leave the RAF.

Because he had had an accident before and was having bad headaches. / He couldn't fly planes anymore.

7. How did Roald start writing children's stories?

He told his children bedtime stories and started writing some of them down.

8. What word did Roald Dahl use to describe how children saw adults around them?

He described them as 'giants.'

9. What did Dahl believe books should be?

He believed they should be funny, exciting and wonderful.

10. Why did Roald Dahl think learning to read was a good thing?

Because reading books gives people a 'terrific advantage'.

ROALD DAHL

Roald Dahl was born on 13th September 1916 in Llandaff, Wales. His parents were from Norway. He had an older sister called Astri, but she sadly died in 1920 when she was only 7 years old. Roald's father was so sad that he fell ill from pneumonia and a few weeks later he also died. His mother was a great story teller and had a fabulous memory. Roald remembered many tales she told about trolls and other mythical Norwegian characters.



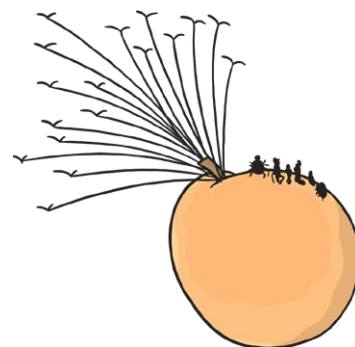
Although Roald had a happy home life, he had an unhappy time at his school in Wales, and was often 'caned' for bad behaviour. His mother sent him to boarding school in Weston-Super-Mare. He was just nine years old when he arrived at St. Peters School and met the 'twitching' Latin teacher Captain Hardcastle, the all-powerful Matron who "disliked small boys very much indeed" and the cane-wielding Headmaster.



At the age of 13, Roald attended Repton Public School in Derbyshire. He was happier here. He was brilliant at sports and was very good at boxing. The boys at the school were sometimes asked to be chocolate testers for a famous chocolate company, and this experience later inspired the book 'Charlie and the Chocolate Factory'.

After he left school, he wanted adventure so he worked for Shell Oil Company. He was sent to Africa for 3 years, but after only one year, the Second World War broke out, so he enlisted with the Royal Air Force (RAF) and became a pilot.

In 1940, Roald Dahl was posted to Libya where he flew a Gloster Gladiator plane. He crashed in the Western Desert in North Africa and suffered such severe injuries to his head and back that he had to stay in hospital in Egypt for six months. He returned to the RAF but after a while he began suffering such terrible headaches from his accident, he had to return to the UK and could not fly planes anymore.





In 1942, Roald was posted to Washington in the USA to work as an assistant air attaché. He met the author C.S. Forester, who suggested Roald should write about his experiences in the desert, flying planes. This led to Roald being paid for the first time for writing, which was in the Sunday Evening Post newspaper.

During this time, he met and married actress Patricia Neal. They lived in Great Missenden in Buckinghamshire, England. He wrote many of his famous stories there. Roald Dahl and Patricia Neal had five children: Olivia, Tessa, Theo, Ophelia and Lucy. Olivia tragically died at the age of 7 from measles encephalitis. Roald Dahl started telling his fantastical stories to his children at bedtime. He realised how much his own children enjoyed his stories and decided to write them down for all children to enjoy. 'James and the Giant Peach' was the first children's book that he had published.

Roald Dahl had a great talent for seeing the world through children's eyes. He said, "If you want to remember what it's like to live in a child's world, you've got to get down on your hands and knees and live like that for a week. You'll find you have to look up at all these giants around you who are always telling you what to do and what not to do."

He had a passion for encouraging children to read. He believed that children should be "comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."



Questions About Roald Dahl

1. Who started Roald's love of stories?

2. What tragedies did Roald have in his early life?

3. Describe what you think the Matron might have been like.

4. Why was he happier at Repton School?

5. How do you think the chocolate testing experience inspired 'Charlie and the Chocolate Factory'?

6. Explain why he had to leave the RAF.

7. How did Roald start writing children's stories?

8. Why did Dahl say that to live in a child's world you had to "get down on your hands and knees and live that for a week"?

9. What did Dahl have a passion for?

10. Why did Roald Dahl think learning to read was a good thing?

Questions About Roald Dahl

Answers

1. Who started Roald's love of stories?

His mother.

2. What tragedies did Roald have in his early life?

His father and sister died within a few weeks of each other.

3. Describe what you think the Matron might have been like.

Nasty, mean and powerful.

4. Why was he happier at Repton School?

He found he was good at sport.

5. How do you think the chocolate testing experience inspired 'Charlie and the Chocolate Factory'?

Because it made Roald wonder what being in a chocolate factory might have been like.

6. Explain why he had to leave the RAF.

He had suffered terrible injuries and was getting headaches so he couldn't fly planes any more.

7. How did Roald start writing children's stories?

He would tell his own children stories at bedtime and then started writing them down.

8. Why did Dahl say that to live in a child's world you had to "get down on your hands and knees and live that for a week"?

Because he knew that to understand what it was like for children you had to see everything in the same way that they did.

9. What did Dahl have a passion for?

Encouraging children to read.

10. Why did Roald Dahl think learning to read was a good thing?

Because reading books gives people a 'terrific advantage'.

ROALD DAHL

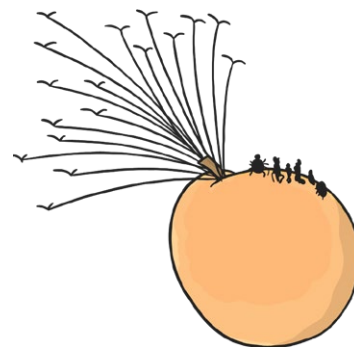
Roald Dahl was born on 13th September 1916 in Llandaff, Wales. His parents were from Norway. He had an older sister called Astri, but in 1920, she sadly died when she was only 7 years old. Roald's father was so distraught that he fell ill from pneumonia and a few weeks later, he also died. At this time, Roald's mother was pregnant with her third child, who was born in the autumn. She was called Asta. His mother was a great story teller and had a fabulous memory. Roald remembered many tales that she told about trolls and other mythical Norwegian characters. His father had been a wonderful woodcarver despite only having one arm. He had an interest in "lovely paintings and fine furniture". He was very intelligent and knew a lot about many different things.



Despite having a happy home life, Roald had an unhappy time at his school in Wales and was often 'caned' for bad behaviour. As a result, his mother sent him to boarding school in Weston-Super-Mare. He was just nine years old when he arrived at St. Peters School and met the 'twitching' Latin teacher Captain Hardcastle, the all-powerful Matron – certainly inspiration for Miss Trunchball in 'Matilda', who "disliked small boys very much indeed" - and the cane-wielding Headmaster.

At the age of 13, Roald attended Repton Public School in Derbyshire. He was happier here. He was brilliant at sports. However, his English master said Roald was "quite incapable of marshalling his thoughts on paper". The boys at the school were sometimes asked to be chocolate testers for a famous chocolate company, and this experience later inspired the book 'Charlie and the Chocolate Factory'.

After he left school, he wanted adventure so he got a job with Shell Oil Company. He was sent to Africa for three years, but after only one year, the Second World War broke out, so he enlisted with the Royal Air Force (RAF) and became a pilot.





In 1940, Roald Dahl was posted to Libya where he flew a Gloster Gladiator plane. He crashed in the Western Desert in North Africa and suffered such severe injuries to his head and back that he had to stay in hospital in Egypt for six months. He returned to the RAF, but after a while, he began suffering terrible headaches from his accident. This meant that he had to return to the UK and could not fly planes anymore.

In 1942, Roald was posted to Washington in the USA to work as an assistant air attaché. He met the author C.S. Forester, who suggested that Roald should write about his experiences flying planes in the desert. This led to Roald being paid for the first time for writing, which was in the Sunday Evening Post newspaper.

In 1951, Roald had a collection of stories published in a book called *Someone Like You*. During this year, he also married the actress Patricia Neal. They lived in Great Missenden in Buckinghamshire, England. He wrote many of his famous stories there.

Roald Dahl and Patricia Neal had five children: Olivia, Tessa, Theo, Ophelia and Lucy. Olivia tragically died at the age of 7 from measles encephalitis. A year before that, Theo was involved in an accident. His pram was hit by a New York cab and he suffered a brain injury. Roald became very involved with the care that Theo now needed, and he even helped invent a piece of equipment that people with Theo's injury would need. During this time, 'James and the Giant Peach' was published, which was Dahl's first book for children. Roald Dahl started telling his fantastical stories to his children at bedtime. He realised how much his own children enjoyed his stories and decided to write them down for all children to enjoy.

Roald Dahl had a great talent for seeing the world through children's eyes. He said, "If you want to remember what it's like to live in a child's world, you've got to get down on your hands and knees and live like that for a week. You'll find you have to look up at all these giants around you who are always telling you what to do and what not to do."

He had a passion for encouraging children to read. He believed that children should be "comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."



Questions About Roald Dahl

1. What do you think inspired Roald's love of stories?

2. What does 'all-powerful Matron' mean? What characteristics might she have had?

3. Use the text to explain how a young boy might have felt about the Headmaster at this school.

4. In your own words, explain what "quite incapable of marshalling his thoughts on paper" means.

5. How do you think the chocolate testing experience inspired 'Charlie and the Chocolate Factory'?

6. Explain why he had to leave the RAF.

7. How did Roald start writing children's stories?

8. In your own words, explain what Dahl thought a writer needed to do if they were going to write books for children.

9. What does "books shouldn't be daunting" mean?

10. Why do you think learning to be a reader could give someone a "terrific advantage"?

Questions About Roald Dahl

Answers

1. What do you think inspired Roald's love of stories?

His mother was a great storyteller.

2. What does 'all-powerful Matron' mean? What characteristics might she have had?

It means she had all the power and was not very nice. She might have been bossy, domineering, unkind, nasty and cruel.

3. Use the text to explain how a young boy might have felt about the Headmaster at this school.

It says "cane wielding Headmaster" so a young boy might have been afraid that he might get caned.

4. In your own words, explain what "quite incapable of marshalling his thoughts on paper" means.

Own explanation.

5. How do you think the chocolate testing experience inspired 'Charlie and the Chocolate Factory'?

It would have been such a fun thing to do, that it made Roald Dahl want to write about chocolate and seeing the secrets of how things were made in a factory.

6. Explain why he had to leave the RAF.

He had suffered such injuries, that he kept getting headaches and couldn't fly planes any more.

7. How did Roald start writing children's stories?

He would tell his children stories at bedtime and he started to write them down.

8. In your own words, explain what Dahl thought a writer needed to do if they were going to write books for children.

Own words relating to seeing the world through children's eyes.

9. What does "books shouldn't be daunting" mean?

Books shouldn't be something to be afraid of or dread reading because it might be too difficult or not interesting.

10. Why do you think learning to be a reader could give someone a "terrific advantage"?

You could learn about things you don't know about.

eve

ancient

bargain

deve

criticise

foreign

queue

levan

Spelling List
Activity Book

By _____

twinkl

www.twinkl.co.uk

Look and say	Look, say and write	Cover and write	Check and write again
accommodate			
accompany			
according			
achieve			
aggressive			

Fill in the missing word.

1. I am able to _____ 3 people in the car.
2. Would you _____ me to the theatre?
3. We always _____ our best at school.
4. _____ to my mum, I am good at making cups of tea.
5. My rash is very _____ .

Write your own sentences using:

1. accommodate 2. accompany 3. according 4. achieve 5. aggressive

Look and say	Look, say and write	Cover and write	Check and write again
amateur			
ancient			
apparent			
appreciate			
attached			

Fill in the missing word.

1. I _____ the string to the balloon.
2. I act in an _____ dramatic group.
3. I visited the _____ pyramids in Egypt.
4. It was _____ that I needed new glasses.
5. I _____ you helping me.

Write your own sentences using:

1. amateur 2. ancient 3. apparent 4. appreciate 5. attached

Look and say	Look, say and write	Cover and write	Check and write again
twelfth			
variety			
vegetable			
vehicle			
yacht			

Fill in the missing word.

1. I have got my own _____ patch in the garden.
2. The _____ survey showed most people drove cars to work.
3. Brian sailed his _____ on the Hudson River.
4. December is the _____ month of the year.
5. There is a _____ of things to choose from.

Write your own sentences using:

1. twelfth 2. variety 3. vegetable 4. vehicle 5. yacht

Look and say	Look, say and write	Cover and write	Check and write again
system			
temperature			
thorough			
suggest			
symbol			

Fill in the missing word.

1. I would _____ using this program for your computer.
2. The _____ is so hot today!
3. Which _____ do you have on your laptop?
4. I have made a _____ investigation of the events.
5. I chose this _____ for my logo design.

Write your own sentences using:

1. system 2. temperature 3. thorough 4. suggest 5. symbol

Look and say	Look, say and write	Cover and write	Check and write again
available			
average			
awkward			
bargain			
bruise			

Fill in the missing word.

1. I got a big _____ on my leg playing football.
2. These shoes were a _____ !
3. I felt _____ having to ask for my money back.
4. The next _____ train isn't till tomorrow.
5. The _____ age in the class is 10.

Write your own sentences using:

1. available 2. average 3. awkward 4. bargain 5. bruise

Look and say	Look, say and write	Cover and write	Check and write again
category			
cemetery			
committee			
communicate			
community			

Fill in the missing word.

1. Which _____ does this shape go into?
2. I walked through the _____ next to the church.
3. We had to check with the _____ to organise the raffle.
4. I try and _____ clearly and precisely.
5. I am proud of the _____ I live in.

Write your own sentences using:

1. category 2. cemetery 3. committee 4. communicate 5. community

Look and say	Look, say and write	Cover and write	Check and write again
signature			
sincere			
soldier			
stomach			
sufficient			

Fill in the missing word.

1. Please can I have your _____ in my book?
2. I send my _____ apologies for missing your birthday.
3. I hope I have given you _____ information.
4. The _____ marched bravely into battle.
5. My _____ is full after all that food!

Write your own sentences using:

1. signature 2. sincere 3. soldier 4. stomach 5. sufficient

Look and say	Look, say and write	Cover and write	Check and write again
rhyme			
rhythm			
sacrifice			
secretary			
shoulder			

Fill in the missing word.

1. My _____ aches where I was carrying my school bag.
2. The school _____ collects all the information.
3. I will _____ my playtime to help tidy up the classroom.
4. Can you match the _____ of the drum?
5. My favourite nursery _____ is Little Miss Muffet.

Write your own sentences using:

1. rhyme 2. rhythm 3. sacrifice 4. secretary 5. shoulder

Look and say	Look, say and write	Cover and write	Check and write again
competition			
conscience			
conscious			
controversy			
convenience			

Fill in the missing word.

1. The _____ to get to the final was tough.
2. I like the _____ of living next to a grocery store.
3. There was much _____ over that decision.
4. I have a clear _____.
5. I made a _____ decision to work harder this year.

Write your own sentences using:

1. competition 2. conscience 3. conscious 4. controversy 5. convenience

Look and say	Look, say and write	Cover and write	Check and write again
correspond			
criticise			
curiosity			
definite			
desperate			

Fill in the missing word.

1. I am _____ to see my new puppy.
2. It is _____ that we are leaving by 6.
3. Out of _____, where do you live?
4. Try not to _____ your friend's work.
5. I will _____ with you via email.

Write your own sentences using:

1. correspond 2. criticise 3. curiosity 4. definite 5. desperate

Look and say	Look, say and write	Cover and write	Check and write again
queue			
recognise			
recommend			
relevant			
restaurant			

Fill in the missing word.

1. I was stuck in a long _____ at the shop.
2. I don't _____ your sister.
3. I would _____ the pizza place in town.
4. Which _____ shall we eat at tonight?
5. That point isn't _____ to the argument.

Write your own sentences using:

1. queue 2. recognise 3. recommend 4. relevant 5. restaurant

Look and say	Look, say and write	Cover and write	Check and write again
occur			
opportunity			
parliament			
persuade			
physical			

Fill in the missing word.

1. It was a good _____ to take a break.
2. The _____ makes the laws in this country.
3. I will try and _____ mum to let you stay for tea.
4. I enjoy doing _____ exercise.
5. Everyone's birthday will _____ once a year.

Write your own sentences using:

1. occur 2. opportunity 3. parliament 4. persuade 5. physical

Look and say	Look, say and write	Cover and write	Check and write again
determined			
develop			
dictionary			
disastrous			
embarrass			

Fill in the missing word.

1. I am _____ to do my best work.
2. I don't want to _____ myself.
3. We can use the _____ to check the word.
4. My attempt to build a den was _____ !
5. I am trying to _____ my neat handwriting.

Write your own sentences using:

1. determined 2. develop 3. dictionary 4. disastrous 5. embarrass

Look and say	Look, say and write	Cover and write	Check and write again
environment			
equipment			
especially			
exaggerate			
excellent			

Fill in the missing word.

1. I am _____ good at running.
2. I am _____ at reading!
3. My _____ is ready for my experiment.
4. It is important to look after the _____.
5. I tend to _____ how long it took.

Write your own sentences using:

1. environment 2. equipment 3. especially 4. exaggerate 5. excellent

Look and say	Look, say and write	Cover and write	Check and write again
muscle			
necessary			
neighbour			
nuisance			
occupy			

Fill in the missing word.

1. My _____ lives next door.
2. My brother's pet gerbil is a _____.
3. We can _____ this row of seats in the theatre.
4. It is _____ to do the register every morning.
5. I have pulled a _____ in my leg playing football.

Write your own sentences using:

1. muscle 2. necessary 3. neighbour 4. nuisance 5. occupy

Look and say	Look, say and write	Cover and write	Check and write again
language			
leisure			
lightning			
marvellous			
mischievous			

Fill in the missing word.

1. I am learning to speak a new _____.
2. The thunder and _____ brought chaos to the town.
3. I go swimming at the local _____ centre.
4. What a _____ party!
5. My little sister is very _____.

Write your own sentences using:

1. language 2. leisure 3. lightning 4. marvellous 5. mischievous

Look and say	Look, say and write	Cover and write	Check and write again
existence			
explanation			
familiar			
foreign			
forty			

Fill in the missing word.

1. There are _____ children in the school choir.
2. Germany is a _____ country.
3. You look _____ to me.
4. There must be a simple _____.
5. Fossils prove the _____ of dinosaurs.

Write your own sentences using:

1. existence 2. explanation 3. familiar 4. foreign 5. forty

Look and say	Look, say and write	Cover and write	Check and write again
government			
guarantee			
harass			
hindrance			
frequently			

Fill in the missing word.

1. Our _____ runs the country.
2. I got a 12 month _____ on my new phone.
3. I find this more of a _____ than a help.
4. I _____ forget where I put my keys.
5. Please don't _____ me for the information.

Write your own sentences using:

1. government 2. guarantee 3. harass 4. hindrance 5. frequently

Look and say	Look, say and write	Cover and write	Check and write again
identity			
immediate			
individual			
interfere			
interrupt			

Fill in the missing word.

1. Don't _____ me when I am speaking.
2. Each _____ is responsible for their belongings.
3. I don't want to _____ with your situation.
4. Each person has their own _____ in the school.
5. We will do it this way for the _____ future.

Write your own sentences using:

1. identity 2. immediate 3. individual 4. interfere 5. interrupt

Ultimate Division and Times Table Challenge

Name:

Number Correct:

Time Taken:

Previous Score:

$1 \times 1 =$	$33 \div 11 =$	$10 \times 12 =$	$27 \div 3 =$	$1 \times 9 =$	$25 \div 5 =$
$28 \div 7 =$	$1 \times 2 =$	$121 \div 11 =$	$4 \times 1 =$	$63 \div 7 =$	$4 \times 5 =$
$3 \times 1 =$	$12 \div 6 =$	$9 \times 12 =$	$99 \div 9 =$	$6 \times 1 =$	$18 \div 2 =$
$56 \div 8 =$	$4 \times 3 =$	$44 \div 11 =$	$11 \times 7 =$	$54 \div 6 =$	$3 \times 9 =$
$5 \times 1 =$	$55 \div 5 =$	$5 \times 5 =$	$45 \div 5 =$	$2 \times 7 =$	$18 \div 6 =$
$32 \div 8 =$	$6 \times 3 =$	$70 \div 7 =$	$2 \times 11 =$	$9 \div 9 =$	$1 \times 7 =$
$5 \times 3 =$	$24 \div 8 =$	$7 \times 5 =$	$22 \div 2 =$	$7 \times 9 =$	$40 \div 5 =$
$8 \div 8 =$	$10 \times 1 =$	$20 \div 2 =$	$6 \times 5 =$	$40 \div 8 =$	$8 \times 11 =$
$9 \times 1 =$	$48 \div 8 =$	$3 \times 10 =$	$110 \div 11 =$	$4 \times 7 =$	$20 \div 5 =$
$24 \div 3 =$	$6 \times 8 =$	$8 \div 4 =$	$10 \times 7 =$	$30 \div 5 =$	$10 \times 11 =$
$11 \times 1 =$	$9 \div 1 =$	$11 \times 5 =$	$27 \div 3 =$	$4 \times 11 =$	$48 \div 8 =$
$84 \div 12 =$	$12 \times 12 =$	$12 \div 12 =$	$12 \times 7 =$	$49 \div 7 =$	$12 \times 11 =$
$2 \times 1 =$	$120 \div 12 =$	$6 \times 7 =$	$80 \div 10 =$	$1 \times 10 =$	$10 \div 2 =$
$48 \div 4 =$	$9 \times 11 =$	$88 \div 8 =$	$2 \times 8 =$	$54 \div 9 =$	$7 \times 6 =$
$11 \times 4 =$	$72 \div 12 =$	$5 \times 9 =$	$88 \div 8 =$	$2 \times 4 =$	$54 \div 6 =$
$40 \div 10 =$	$4 \times 4 =$	$45 \div 9 =$	$6 \times 9 =$	$48 \div 6 =$	$9 \times 5 =$
$5 \times 2 =$	$77 \div 11 =$	$12 \times 1 =$	$32 \div 8 =$	$3 \times 6 =$	$54 \div 9 =$
$36 \div 12 =$	$6 \times 4 =$	$56 \div 8 =$	$12 \times 3 =$	$88 \div 11 =$	$8 \times 4 =$
$7 \times 2 =$	$64 \div 8 =$	$2 \times 10 =$	$5 \div 1 =$	$1 \times 8 =$	$48 \div 12 =$
$3 \div 3 =$	$6 \times 10 =$	$12 \div 2 =$	$12 \times 4 =$	$77 \div 7 =$	$8 \times 2 =$
$10 \times 4 =$	$8 \div 8 =$	$3 \times 12 =$	$4 \div 2 =$	$12 \times 8 =$	$28 \div 7 =$
$24 \div 3 =$	$9 \times 6 =$	$30 \div 10 =$	$3 \times 2 =$	$8 \div 2 =$	$9 \times 10 =$
$11 \times 2 =$	$42 \div 7 =$	$5 \times 12 =$	$18 \div 6 =$	$11 \times 10 =$	$24 \div 8 =$
$66 \div 11 =$	$10 \times 10 =$	$24 \div 4 =$	$7 \times 10 =$	$9 \div 3 =$	$10 \times 8 =$

Ultimate Division and Times Table Challenge

Answers

$1 \times 1 = 1$	$33 \div 11 = 3$	$10 \times 12 = 120$	$27 \div 3 = 9$	$1 \times 9 = 9$	$25 \div 5 = 5$
$28 \div 7 = 4$	$1 \times 2 = 2$	$121 \div 11 = 11$	$4 \times 1 = 4$	$63 \div 7 = 9$	$4 \times 5 = 20$
$3 \times 1 = 3$	$12 \div 6 = 2$	$9 \times 12 = 108$	$99 \div 9 = 11$	$6 \times 1 = 6$	$18 \div 2 = 9$
$56 \div 8 = 7$	$4 \times 3 = 12$	$44 \div 11 = 4$	$11 \times 7 = 77$	$54 \div 6 = 9$	$3 \times 9 = 27$
$5 \times 1 = 5$	$55 \div 5 = 11$	$5 \times 5 = 25$	$45 \div 5 = 9$	$2 \times 7 = 14$	$18 \div 6 = 3$
$32 \div 8 = 4$	$6 \times 3 = 18$	$70 \div 7 = 10$	$2 \times 11 = 22$	$9 \div 9 = 1$	$1 \times 7 = 7$
$5 \times 3 = 15$	$24 \div 8 = 3$	$7 \times 5 = 35$	$22 \div 2 = 11$	$7 \times 9 = 63$	$40 \div 5 = 8$
$8 \div 8 = 1$	$10 \times 1 = 10$	$20 \div 2 = 10$	$6 \times 5 = 30$	$40 \div 8 = 5$	$8 \times 11 = 88$
$9 \times 1 = 9$	$48 \div 8 = 6$	$3 \times 10 = 30$	$110 \div 11 = 10$	$4 \times 7 = 28$	$20 \div 5 = 4$
$24 \div 3 = 8$	$6 \times 8 = 48$	$8 \div 4 = 2$	$10 \times 7 = 70$	$30 \div 5 = 6$	$10 \times 11 = 110$
$11 \times 1 = 11$	$9 \div 1 = 9$	$11 \times 5 = 55$	$27 \div 3 = 9$	$4 \times 11 = 44$	$48 \div 8 = 6$
$84 \div 12 = 7$	$12 \times 12 = 144$	$12 \div 12 = 1$	$12 \times 7 = 84$	$49 \div 7 = 7$	$12 \times 11 = 132$
$2 \times 1 = 2$	$120 \div 12 = 10$	$6 \times 7 = 42$	$80 \div 10 = 8$	$1 \times 10 = 10$	$10 \div 2 = 5$
$48 \div 4 = 12$	$9 \times 11 = 99$	$88 \div 8 = 11$	$2 \times 8 = 16$	$54 \div 9 = 6$	$7 \times 6 = 42$
$11 \times 4 = 44$	$72 \div 12 = 6$	$5 \times 9 = 45$	$88 \div 8 = 11$	$2 \times 4 = 8$	$54 \div 6 = 9$
$40 \div 10 = 4$	$4 \times 4 = 16$	$45 \div 9 = 5$	$6 \times 9 = 54$	$48 \div 6 = 8$	$9 \times 5 = 45$
$5 \times 2 = 10$	$77 \div 11 = 7$	$12 \times 1 = 12$	$32 \div 8 = 4$	$3 \times 6 = 18$	$54 \div 9 = 6$
$36 \div 12 = 3$	$6 \times 4 = 24$	$56 \div 8 = 7$	$12 \times 3 = 36$	$88 \div 11 = 8$	$8 \times 4 = 32$
$7 \times 2 = 14$	$64 \div 8 = 8$	$2 \times 10 = 20$	$5 \div 1 = 5$	$1 \times 8 = 8$	$48 \div 12 = 4$
$3 \div 3 = 1$	$6 \times 10 = 60$	$12 \div 2 = 6$	$12 \times 4 = 48$	$77 \div 7 = 11$	$8 \times 2 = 16$
$10 \times 4 = 40$	$8 \div 8 = 1$	$3 \times 12 = 36$	$4 \div 2 = 2$	$12 \times 8 = 96$	$28 \div 7 = 4$
$24 \div 3 = 8$	$9 \times 6 = 54$	$30 \div 10 = 3$	$3 \times 2 = 6$	$8 \div 2 = 4$	$9 \times 10 = 90$
$11 \times 2 = 22$	$42 \div 7 = 6$	$5 \times 12 = 60$	$18 \div 6 = 3$	$11 \times 10 = 110$	$24 \div 8 = 3$
$66 \div 11 = 6$	$10 \times 10 = 100$	$24 \div 4 = 6$	$7 \times 10 = 70$	$9 \div 3 = 3$	$10 \times 8 = 80$

Ultimate Times Table Challenge

Name:

Number Correct:

Time Table:

Previous Score:



$1 \times 1 =$	$11 \times 12 =$	$10 \times 12 =$	$3 \times 5 =$	$1 \times 9 =$	$7 \times 1 =$
$1 \times 5 =$	$1 \times 2 =$	$2 \times 5 =$	$4 \times 1 =$	$2 \times 9 =$	$4 \times 5 =$
$3 \times 1 =$	$3 \times 3 =$	$9 \times 12 =$	$3 \times 7 =$	$6 \times 1 =$	$3 \times 11 =$
$1 \times 4 =$	$4 \times 3 =$	$1 \times 3 =$	$11 \times 7 =$	$4 \times 9 =$	$3 \times 9 =$
$5 \times 1 =$	$8 \times 9 =$	$5 \times 5 =$	$8 \times 12 =$	$2 \times 7 =$	$5 \times 11 =$
$10 \times 3 =$	$6 \times 3 =$	$1 \times 11 =$	$2 \times 11 =$	$11 \times 11 =$	$1 \times 7 =$
$5 \times 3 =$	$9 \times 7 =$	$7 \times 5 =$	$7 \times 7 =$	$7 \times 9 =$	$10 \times 5 =$
$8 \times 1 =$	$10 \times 1 =$	$5 \times 7 =$	$6 \times 5 =$	$3 \times 8 =$	$8 \times 11 =$
$9 \times 1 =$	$9 \times 3 =$	$3 \times 10 =$	$9 \times 9 =$	$4 \times 7 =$	$8 \times 7 =$
$11 \times 9 =$	$6 \times 8 =$	$6 \times 11 =$	$10 \times 7 =$	$10 \times 9 =$	$10 \times 11 =$
$11 \times 1 =$	$11 \times 3 =$	$11 \times 5 =$	$2 \times 3 =$	$4 \times 11 =$	$8 \times 5 =$
$12 \times 5 =$	$12 \times 12 =$	$5 \times 4 =$	$12 \times 7 =$	$12 \times 9 =$	$12 \times 11 =$
$2 \times 1 =$	$8 \times 3 =$	$6 \times 7 =$	$1 \times 12 =$	$1 \times 10 =$	$7 \times 3 =$
$2 \times 2 =$	$9 \times 11 =$	$2 \times 6 =$	$2 \times 8 =$	$2 \times 12 =$	$7 \times 6 =$
$11 \times 4 =$	$3 \times 4 =$	$5 \times 9 =$	$12 \times 2 =$	$2 \times 4 =$	$1 \times 6 =$
$4 \times 2 =$	$4 \times 4 =$	$4 \times 6 =$	$6 \times 9 =$	$4 \times 10 =$	$9 \times 5 =$
$5 \times 2 =$	$10 \times 2 =$	$12 \times 1 =$	$5 \times 8 =$	$3 \times 6 =$	$7 \times 11 =$
$7 \times 4 =$	$6 \times 4 =$	$6 \times 6 =$	$12 \times 3 =$	$6 \times 2 =$	$8 \times 4 =$
$7 \times 2 =$	$9 \times 2 =$	$2 \times 10 =$	$5 \times 10 =$	$1 \times 8 =$	$5 \times 6 =$
$7 \times 8 =$	$6 \times 10 =$	$12 \times 10 =$	$12 \times 4 =$	$8 \times 10 =$	$8 \times 2 =$
$10 \times 4 =$	$9 \times 4 =$	$3 \times 12 =$	$9 \times 8 =$	$12 \times 8 =$	$8 \times 6 =$
$11 \times 6 =$	$9 \times 6 =$	$10 \times 6 =$	$3 \times 2 =$	$4 \times 12 =$	$9 \times 10 =$
$11 \times 2 =$	$6 \times 12 =$	$5 \times 12 =$	$11 \times 8 =$	$11 \times 10 =$	$8 \times 8 =$
$7 \times 12 =$	$10 \times 10 =$	$12 \times 6 =$	$7 \times 10 =$	$4 \times 8 =$	$10 \times 8 =$

Ultimate Times Table Challenge Answers

$1 \times 1 = 1$	$11 \times 12 = 132$	$10 \times 12 = 120$	$3 \times 5 = 15$	$1 \times 9 = 9$	$7 \times 1 = 7$
$1 \times 5 = 5$	$1 \times 2 = 2$	$2 \times 5 = 10$	$4 \times 1 = 4$	$2 \times 9 = 18$	$4 \times 5 = 20$
$3 \times 1 = 3$	$3 \times 3 = 9$	$9 \times 12 = 108$	$3 \times 7 = 21$	$6 \times 1 = 6$	$3 \times 11 = 33$
$1 \times 4 = 4$	$4 \times 3 = 12$	$1 \times 3 = 3$	$11 \times 7 = 77$	$4 \times 9 = 36$	$3 \times 9 = 27$
$5 \times 1 = 5$	$8 \times 9 = 72$	$5 \times 5 = 25$	$8 \times 12 = 96$	$2 \times 7 = 14$	$5 \times 11 = 55$
$10 \times 3 = 30$	$6 \times 3 = 18$	$1 \times 11 = 11$	$2 \times 11 = 22$	$11 \times 11 = 121$	$1 \times 7 = 7$
$5 \times 3 = 15$	$9 \times 7 = 63$	$7 \times 5 = 35$	$7 \times 7 = 49$	$7 \times 9 = 63$	$10 \times 5 = 50$
$8 \times 1 = 8$	$10 \times 1 = 10$	$5 \times 7 = 35$	$6 \times 5 = 30$	$3 \times 8 = 24$	$8 \times 11 = 88$
$9 \times 1 = 9$	$9 \times 3 = 27$	$3 \times 10 = 30$	$9 \times 9 = 81$	$4 \times 7 = 28$	$8 \times 7 = 56$
$11 \times 9 = 99$	$6 \times 8 = 48$	$6 \times 11 = 66$	$10 \times 7 = 70$	$10 \times 9 = 90$	$10 \times 11 = 110$
$11 \times 1 = 11$	$11 \times 3 = 33$	$11 \times 5 = 55$	$2 \times 3 = 6$	$4 \times 11 = 44$	$8 \times 5 = 40$
$12 \times 5 = 60$	$12 \times 12 = 144$	$5 \times 4 = 20$	$12 \times 7 = 84$	$12 \times 9 = 108$	$12 \times 11 = 132$
$2 \times 1 = 2$	$8 \times 3 = 24$	$6 \times 7 = 42$	$1 \times 12 = 12$	$1 \times 10 = 10$	$7 \times 3 = 21$
$2 \times 2 = 4$	$9 \times 11 = 99$	$2 \times 6 = 12$	$2 \times 8 = 16$	$2 \times 12 = 24$	$7 \times 6 = 42$
$11 \times 4 = 44$	$3 \times 4 = 12$	$5 \times 9 = 45$	$12 \times 2 = 24$	$2 \times 4 = 8$	$1 \times 6 = 6$
$4 \times 2 = 8$	$4 \times 4 = 16$	$4 \times 6 = 24$	$6 \times 9 = 54$	$4 \times 10 = 40$	$9 \times 5 = 45$
$5 \times 2 = 10$	$10 \times 2 = 20$	$12 \times 1 = 12$	$5 \times 8 = 40$	$3 \times 6 = 18$	$7 \times 11 = 77$
$7 \times 4 = 28$	$6 \times 4 = 24$	$6 \times 6 = 36$	$12 \times 3 = 36$	$6 \times 2 = 12$	$8 \times 4 = 32$
$7 \times 2 = 14$	$9 \times 2 = 18$	$2 \times 10 = 20$	$5 \times 10 = 50$	$1 \times 8 = 8$	$5 \times 6 = 30$
$7 \times 8 = 56$	$6 \times 10 = 60$	$12 \times 10 = 120$	$12 \times 4 = 48$	$8 \times 10 = 80$	$8 \times 2 = 16$
$10 \times 4 = 40$	$9 \times 4 = 36$	$3 \times 12 = 36$	$9 \times 8 = 72$	$12 \times 8 = 96$	$8 \times 6 = 48$
$11 \times 6 = 66$	$9 \times 6 = 54$	$10 \times 6 = 60$	$3 \times 2 = 6$	$4 \times 12 = 48$	$9 \times 10 = 90$
$11 \times 2 = 22$	$6 \times 12 = 72$	$5 \times 12 = 60$	$11 \times 8 = 88$	$11 \times 10 = 110$	$8 \times 8 = 64$
$7 \times 12 = 84$	$10 \times 10 = 100$	$12 \times 6 = 72$	$7 \times 10 = 70$	$4 \times 8 = 32$	$10 \times 8 = 80$



What Will My Child Learn in Year 6?

If your child is about to begin Year 6, or is currently working in that year, you might be wondering what they will be learning. This can depend on the school, your child and the time of year, however this document is meant as a general guide, covering the sorts of things that your child might be working on.

English

Reading Comprehension

- Children in Year 6 will be encouraged to read a wide range of, may listen to and discuss a variety of stories, non-fiction texts, poetry, plays and textbooks in order to understand that texts are structured in different ways and written for different purposes.
- Children may be more exposed to traditional stories, myths, legends and books from other cultures, becoming very clear on the structure and typical features of this style of text.
- They might be encouraged to complete book reviews, giving reasons for their opinions and making comparisons with other texts.
- Regarding poetry, they will, at some point in the next two years work on learning different poems off by heart, ready to perform, showing an understanding of how to perform by using the right tone, volume, timing and intonation so that it can be clearly understood by the audience.
- Children will be reminded to check their reading makes sense, discussing their understanding of the meaning of certain vocabulary as they read.
- They might also be encouraged to ask questions about the text to further develop their understanding of what is going on and draw inference about character actions, speech or motives, providing evidence. Inference involves using the clues in the story or picture to make a good guess. It involves figuring something out which isn't fully explained and draws on a child's existing knowledge of the world.
- Children might be encouraged to make predictions based on what they've already read, summarise key points to show good comprehension and look out for interesting phrases that authors use.
- In Year 6, children will practise distinguishing between fact and opinion, answer questions by referring back to the text and confidently challenge others in an appropriate manner about their opinions.

Handwriting

- By Year 6, your child may have developed their own handwriting style. They will be expected to write legibly and fluently, in accordance with the school's handwriting policy.
- They may possibly be writing in pen, rather than pencil by this stage and in most cases, should be expected to join all the time.
- They might still need reminding of certain rules such as – never join capital letters to the following letter!

Writing and Spelling

- Your child may specifically learn how to spell words with silent letters e.g. solemn and knowledge.
- They may also work on spelling a wider range of homophones (words which sound the same but have different meanings), ensuring they use the correct form based on the context of their writing, for example practise /practice, advice /advise.
- Your child may be encouraged to use dictionaries to check the spellings of words and a thesaurus to further develop the use of vocabulary.
- Children may be taught the differences between informal speech and formal speech, for example 'find out' – informal, 'discover' – formal.
- They might also work on the extension of vocabulary by listing synonyms (words with similar meanings such as small, tiny, miniscule) and antonyms (words with opposite meanings such as good and terrible).
- Regarding sentence writing, your child may be introduced to the passive tense this year. An example of the passive tense would be, 'The children are taught by their teacher' instead of 'The teacher teaches the children'.
- This tense is sometimes described as having its own 'voice'. To explain in further detail, the thing receiving the action (the children) is the subject, and the thing doing the action is left until last.
- The children may also be exposed to subjunctive forms which can make their writing appear very formal, such as 'It is important that the children be happy' as opposed to 'It is important that the children are happy' which we would be more likely to say in everyday English. It isn't used very much in day to day English but it is an important tool for children to have in their Literacy tool kit if writing for a specific audience or in a certain style. It requires the verb in its basic form, e.g. 'be' instead of 'are' in the earlier example.
- The class might also be introduced to colons (:), dashes (-) and semi-colons (;).



Writing - Composition

- Planning writing – Your child may be taught how to identify the audience and select the correct style and tone. They might be encouraged to note and develop their ideas and using their reading knowledge to plan interesting characters (if fiction) and settings.
- Drafting and writing – Year 6 children may practise selecting the correct grammar and vocabulary to match the reading audience and work on including dialogue and linking paragraphs together so that their writing flows nicely.
- Children may be taught to carefully select the correct structure for their text, including any necessary features such as bullet points, headings or captions.
- Evaluate and edit – children will be encouraged to regularly assess the effectiveness of their own writing and pieces written by others, focusing specifically on punctuation, grammar, vocabulary and spelling.
- Finally, children will be taught how to use intonation when reading their writing out loud and how they could vary the volume and include movement.

Writing - Vocabulary, Grammar and Punctuation

- In Year 6, your child may work on converting adjectives or nouns into verbs using suffixes such as -ify, -ise and -ate and practise adding prefixes for example de-, mis- and re-.
- Your child may also work on relative clauses, clauses beginning with relative pronouns such as where, which, whose, that and who, for example, 'The boy, who fell and grazed his knee, cried. Children may also be encouraged to include adverbs such as perhaps and surely as well as modal verbs such as will, must or might in order to indicate degrees of possibility.
- This year, children in this year group might work on making sure their writing flows nicely and ideas link cohesively, linking ideas across paragraphs using adverbials of time (later, after, before), number (secondly, thirdly) or place (in the distance).
- They may also learn how to use parenthesis (brackets).

Maths

Number - Number and Place Value

- Your child may learn to read, write, compare and order numbers up to 10 million, understanding the value of each digit.
- They might be taught how to round any number, use negative numbers and solve number problems involving the above.

Number - Number Addition, Subtraction, Multiplication and Division

- In Year 6, your child may be taught how to calculate a 4-digit number and two digit number multiplication sum using long multiplication.
- They may also be taught how to find the answer to a sum with similar numbers but using short and long division, interpreting the remainders and possibly rounding them if necessary.
- Children are likely to be taught to quickly recognise common factors, prime numbers and common multiples.
- Regarding mental maths, your child will probably practise mental maths involving different operations within one calculation, and large numbers.
- Finally, children might be faced with solving multi-step problems based on the above, making an initial estimation before starting.

Measurement

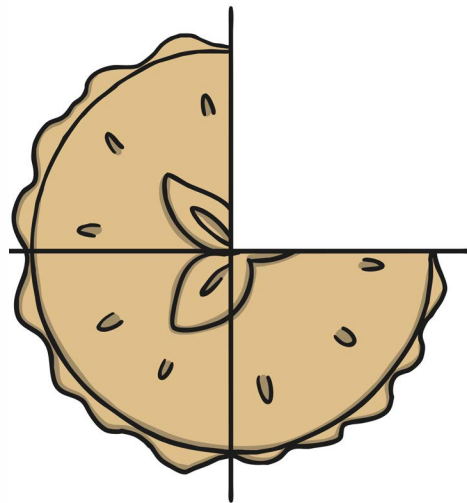
- This year, children may be faced with solving conversion problems.
- They may convert measurements of mass, volume, time and length from smaller units to a larger unit and the other way around, using decimal notation if necessary.
- Year 6 children may learn about how shapes can have the same areas but different perimeters (distance around the shape).
- They might be introduced to formulae to help calculate the area and volume of shapes and finally, estimate, calculate and compare volumes using cm^3 and m^3 .

Geometry - Properties of Shape

- This year, children will probably practise drawing 2D shapes haven been given measurements and angles.
- They will build 3D nets, find unknown angles, label parts of a circle with words such as diameter (the distance from one side to the other), radius (the distance from the centre to the edge) and circumference (the distance all the way around the shape).

Geometry - Position and Direction

- This year children are likely to learn to give the co-ordinates of a position within any of the four quadrants.
- They might also be taught how to draw then translate simple shapes and reflect them in the axis.



Number - Fractions

- In Year 6, children may practise looking for common factors of a number, for example, 1, 2, 4 and 5 are common factors of 20, then apply this knowledge to simplifying fractions, e.g. $\frac{2}{8}$ becomes $\frac{1}{4}$ by dividing each number by 2.
- Children might also learn how to compare and order fractions less than 1 whole one.
- They may also learn how to add and subtract fractions with different denominators (lower numbers) and mixed numbers, e.g. $1\frac{3}{4}$, multiply proper fractions (fractions where the smaller number is on top and the bigger number at the bottom).
- Your child might also learn how to divide proper fractions by whole numbers, for example $\frac{2}{4}$ divided by 2 = $\frac{1}{4}$.
- Year 6 students may learn that $\frac{2}{9}$ is another way of saying 2 divided by 9 which is 0.222. Regarding decimals, it is likely that children are taught the value of digits in numbers given to three decimal places, also how to multiply and divide numbers by 10, 100 and 1000, giving answers up to 3 decimal places.
- Your child might also learn how to solve calculations such as 3.28×6 .
- Finally, your child is likely to be faced with solving word problems relating to the above, which may involve rounding the answer to some degree.
- Children will benefit from being able to recall their knowledge of equivalents between decimals, percentages and fractions, e.g. 0.5, 50% and $\frac{1}{2}$.

Ratio and Proportion

- This year, children may be taught how to solve ratio and proportion problems involving calculating percentages, such as 10% of 170 and working out the scale.

Algebra

- They might work on using simple formulae, describe linear number sequences (number patterns which increase or decrease by the same amount), solve missing number problems using algebra, work out numbers which satisfy equations, e.g. $c + d = d + c$, could be $2 + 4 = 4 + 2$.

Statistics

- Children might learn how to gather information and construct pie charts and line graphs, calculating the mean (the average – add up all the numbers then divide by however many there are).

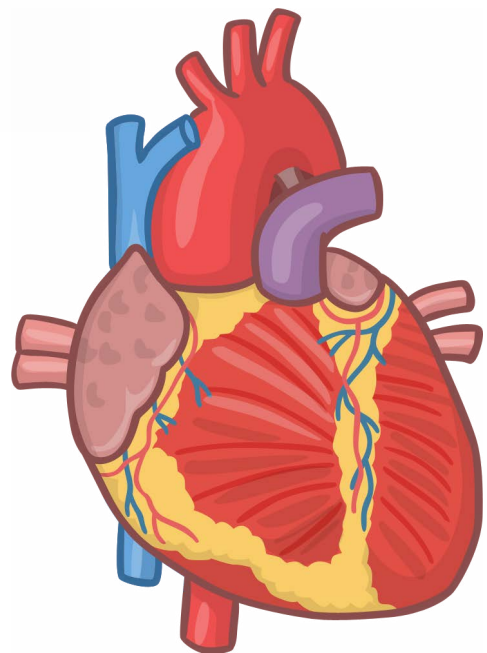
Science

Working Scientifically

- Science is a great way to find out about the world around us.
- Your child will be encouraged to raise questions, plan and set up fair tests, take accurate measurements, look out for any patterns and record their data in the best way such as tables, scatter graphs or bar graphs.
- They may then use these results to make predictions leading to further tests and finally, reaching conclusions about their original question whilst understanding the level of reliability of their results.

Animals, Including Humans

- Children may learn about how water and nutrients are transported around the body of a human and animal.
- They are also likely to learn about the human circulatory system, understanding the job of the heart, blood and blood vessels.
- Finally, Year 6 children may also be taught about how diet, drugs, exercise and lifestyle can impact on the way our bodies work.

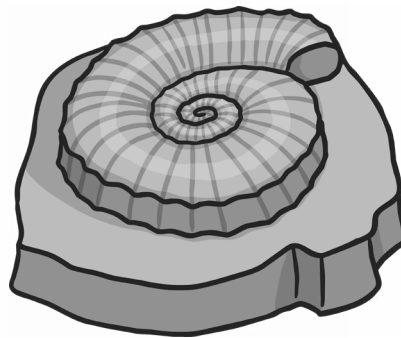


Living Things and Their Habitats

- In Year 6, your child may work in more detail on classification.
- Children might be taught that the broad groupings of animals, plants and microorganisms can be subdivided further.
- Children might learn about grouping creatures into those which are invertebrates – animal with no backbone (snails, worms, insects and spiders, and vertebrates - animal which has a backbone (birds, mammals, reptiles, fish and amphibians).

Evolution and Inheritance

- This year, children may be introduced to the idea that plants and animals adapt to suit their environment and that adaptation leads to evolution.
- Children may also be reminded that living things produce offspring but are not identical to their parents.
- Finally, children might investigate fossils, understanding that they can be the evidence we need to realise that living things on Earth have changed over time.



Electricity

- It is likely that children may investigate the link between the volume of a buzzer and brightness of a bulb with the voltage within the circuit.
- They might also investigate how the brightness of the bulb or position of switches can have an effect on a circuit.
- Children will learn to draw simple circuits, using the correct symbols to represent different components.

Light

- In Year 6, children may learn to realise that light travels in straight lines and they may also learn about how we see.
- This may be extended to thinking about shadows.

Art and Design

Working Process

- Children may be encouraged to use sketch books to record ideas. They might also have the opportunity to learn about a great designer, architect or artist from history.

Drawing

- In Art and Design in Year 6, children may learn how to produce detailed sketches and drawings. Children may be introduced to the concept of perspective, working on different scales. Your child may have the opportunity to work on a variety of textured surfaces and investigate the direction of light shining on an object.

Painting

- Children might also investigate different paint textures, selecting the best brush type /size and technique. They may also experiment with using colour to express feelings or moods.

Textiles

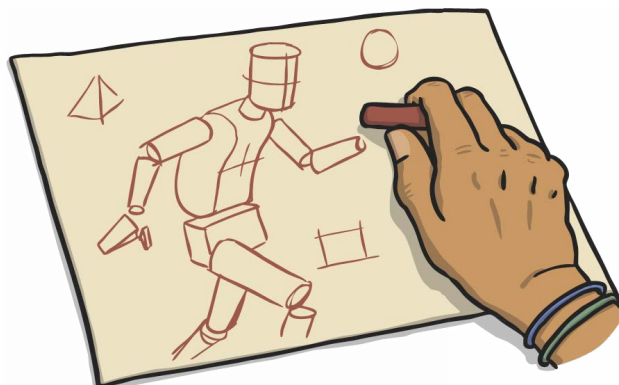
- Regarding textiles, children may learn about embellishing to add texture, such as applique (sewing fabric onto fabric).

Printing

- This year your child might design prints for a specific purpose, e.g. wallpaper or Christmas wrapping paper.

Evaluation

- Finally, children will be encouraged to say what they like and dislike about their own work and that of their classmates.



Computing

E-Safety

- E-Safety is a very important aspect of computing in which children learn how to keep themselves safe online as well as being respectful of others.
- Children in Year 6 may learn about the importance of protecting a password and other personal information, being taught about the dangers of sharing too much information online.
- They might be reminded to tell an adult if they ever have a worry.
- Your child might already be aware, but may be reminded that there should be a limit to the amount of time they spend on the internet.
- Children may also learn about how to protect laptops, tablets and other devices from viruses.

Working Online

- Children in Year 6 may be taught how information travels on the internet, how to communicate and share work safely online, how search engines work, how to check the reliability of a website, how advertising can be carefully targeted and about copyright and how we must always acknowledge sources of information we have used online.

Data

- Children will be given all the necessary skills in order to collect data independently, (selecting the best method), checking the data for accuracy, interpreting it and presenting it in the best possible way.

Word Processing

- In Year 6, children might be reminded to carefully consider their audience and the necessary structure before preparing and producing a piece of work.

Programming

- Regarding programming, Year 6 children may be taught how to break up a problem into smaller parts.
- Children might learn how to program each step of the algorithm (way of solving a problem), evaluating success.

Design and Technology

Children in Year 6 may be encouraged to design, make and evaluate a product which could be used in one of a few different contexts such as within the home or at school.

Design

- In this year group, children might be expected to research similar products to the one they are expected to design, make and evaluate.
- From this, they will develop a list of criteria which their product must meet, being mindful of the audience.
- Children may then be encouraged to generate ideas together, communicating ideas through annotated sketches or models.
- At some point with Key Stage 2, children will understand how key individuals and events in DT have helped to shape our world, e.g. the invention of the motor car, microwave and computer.

Make

- Children may learn how to use a range of tools and methods with accuracy, in order to create their product and produce a high quality finish.
- Children will select the right materials or ingredients for the purpose of what they want to achieve.

Evaluate

- Once completed, children will evaluate their finished product saying what they like, dislike and what could be improved in relation to the design criteria.
- Your child will also be encouraged to evaluate the products of others considering the original criteria, suggesting possible improvements.

Technical Knowledge

- Children will apply their knowledge of how to stiffen, strengthen and make structures more stable when making a product.
- They may also have the opportunity to use gears, pulleys, linkages, levers and cams.
- In addition to this, they might extend their science work on electricity to create products with electrical systems which may incorporate bulbs, switches, buzzers and/or motors.

Cooking and Nutrition

- The new curriculum has a renewed emphasis on cookery and healthy cooking will be covered in both Key Stages 1 and 2.
- This year, your child may be taught to understand the importance of a healthy, balanced diet and apply this to designing and making a dish or snack using a range of cooking techniques.
- Children might learn about seasonality, learning where and how different ingredients are grown, reared, caught and processed.



Geography

Location Knowledge

- Children may learn to locate countries within South America, including major cities and key human and physical (natural) features including tallest mountains and longest coast lines.
- They might also be taught about key geographical regions of South America, land use and how aspects of the country's geography may have changed over time.

Place Knowledge

- Children may focus on a specific region of South America, analysing its human and physical features in more detail, making comparisons with a region within Northern America or the UK.

Human and Physical Geography

- Children might learn about the economic activity of South America including trade links and distribution of natural resources including water, minerals, energy and food around the world.

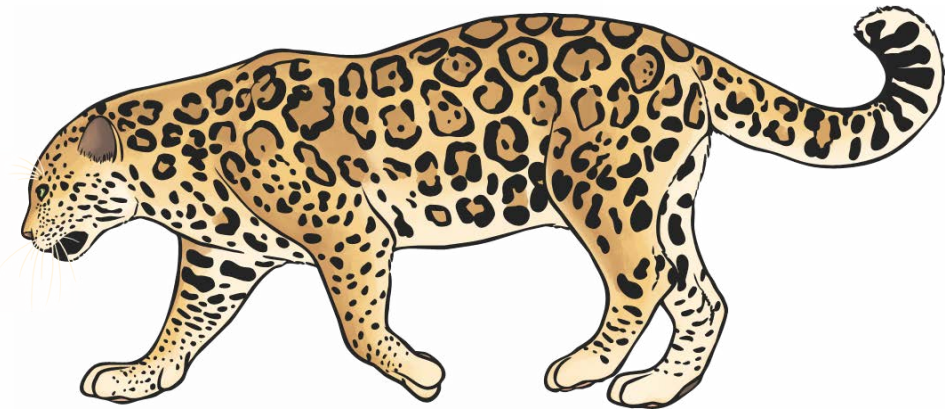


Geographical Skills and Fieldwork

- In Year 6, your child might be given the opportunity to use globes, maps, atlases and/or computer mapping in order to locate areas of South America, also looking for specific human and physical features.
- They may also learn to use the eight points of a compass, four and six figure grid references and map symbols (including using Ordnance Survey maps).

History

Children may learn about settlements by Anglo-Saxons and Vikings, the Mayans, the Indus Valley and take part in a study of an aspect of British History since 1066.



Music

- Your child might be encouraged to improvise melodies and rhythms, performing from notation or memory.
- They may also explore, analyse, compare and refer to musical devices such as dynamics (volume), pitch (high/low sounds), tempo (speed) and timbre (quality of the sound), listening to different music and considering how it can reflect place, time and culture.
- Either in groups or as individuals, they may have the opportunity to compose, taking into account some of the previously mentioned devices and beginning to form notations in order to record their work.
- Before the performance, children may be asked to consider how venue can affect the quality of the sound. As they work, they will be encouraged to make improvements.
- Over the course of Key Stage 2, children will research different styles and periods of music, including great composers.

Physical Education

Games

- Children are encouraged to take part in competitive game play, selecting, combining and performing skills with confidence and effectiveness.
- They may also develop their use of tactics within a specific activity.
- Children may be questioned on the impact that warming up and regular exercise has on our bodies and performance.
- They might also be encouraged to evaluate their own work and that of other teams or individuals, suggesting possible improvements.

Outdoor and Adventurous Activities

- Children love a treasure hunt and orienteering is a great activity to get children working together as a team, following instructions carefully and solving problems such as getting back on track if they take the wrong turn.

Dance

- This year, children may explore and improvise movements more confidently and fluently.
- Children might be expected to choreograph an entire dance using the things they have learned.
- Your child might be questioned on why dance is good exercise and how it can benefit our health.
- They may also be asked why it is so important to warm up and cool down.
- Again, as in the other areas of Physical Education, children will be asked to evaluate their own work throughout the activity, and the work of others.

Gymnastics

- Children in Year 6 may be taught how to successfully put together shapes, actions and balances.
- They might have the opportunity to create sequences in which they will carefully select the necessary skills that they have been taught.
- It is likely that your child will be questioned on the importance of warming up, regular exercise and how this should be done safely.

Athletics

- Improving the quality and consistency of skills across a number of events such as hurdling, sprinting, long jump or high jump may be the focus this year.
- They may be taught a number of new techniques in order to select the one which leads to their best performance.
- Children might be questioned on the principles of warming up and why exercise is good for us.
- Children may be encouraged to evaluate their own performances and those of others, suggesting possible improvements.



Active to Passive

I can change a sentence from active to passive.



Annotate this sentence to explain why it is passive.

The car was washed by Dad.

Now change the following active sentences to passive.

1. Cheryl Cowell glared at the Factor X contestant.

2. The year 6 children run a tuck shop.

3. Your cat took the last biscuit.

4. Mrs Tellman organised a theatre trip.

5. The tiger gnawed at the bone.

Challenge: Now write 3 of your own **passive** sentences.



Active to Passive

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1. Cheryl Cowell glared at the Factor X contestant.

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3. Your cat took the last biscuit.

4. Mrs Tellman organised a theatre trip.

5. The tiger gnawed at the bone.

6. John gave his old toys.

7. Freddie saw the Harry Potter film.

8. Mr Mitchell spoke about the playground incident.

9. The new vicar replaced Father Peter.

10. Sarah took the hamster to the vet.

Challenge: Now write 3 of your own **passive** sentences.



Active to Passive

I can change a sentence from active to passive.



Annotate this sentence to explain why it is passive.

The car was washed by Dad.

Now change the following active sentences to passive.

1. Cheryl Cowell glared at the quivering Factor X contestant.

2. The year 6 children run a tuck shop on Wednesday mornings.

3. Your cat took the last biscuit off the plate.

4. Mrs Tellman organised a theatre trip to watch Macbeth.

5. The handsome tiger gnawed aggressively at the bone.

6. John gave his old toys to the charity shop.

7. Freddie saw the latest Harry Potter film at the cinema.

8. Mr Mitchell spoke about the playground incident in assembly this morning.

9. The new vicar replaced Father Peter last year.

10. Sarah took the hamster to the vet.

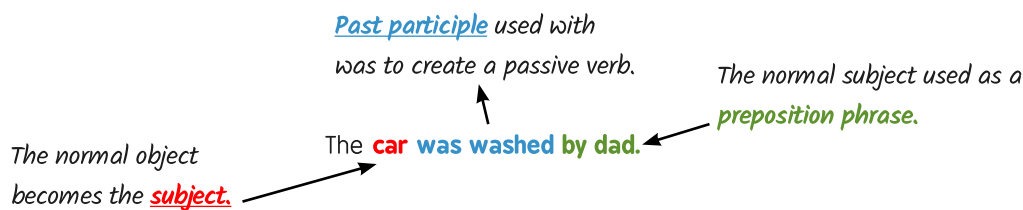
Challenge: Now write 3 of your own **passive** sentences.



- 1) *The Factor X contestant was glared at by Cheryl Cowell.*
- 2) *A tuck shop is run by the year 6 children.*
- 3) *The last biscuit was taken by your cat.*
- 4) *A theatre trip was organised by Mrs Tellman.*
- 5) *The bone was gnawed at by the tiger.*
- 6) *The old toys were given away by John.*
- 7) *The Harry Potter film was seen at the cinema by Freddie.*
- 8) *The playground incident was spoken about by Mr Mitchell.*
- 9) *Father Peter was replaced by the new vicar.*
- 10) *The hamster was taken to the vet by Sarah.*



Possible annotatons:



- 1) *The quivering Factor X contestant was glared at by Cheryl Cowell.*
- 2) *A tuck shop is run by the year 6 children on Wednesday mornings/ On Wednesday mornings, a tuckshop is run by the year 6 children.*
- 3) *The last biscuit was taken off the plate by your cat/was taken by your cat off the plate.*
- 4) *A theatre trip to watch Macbeth was organised by Mrs Tellman.*
- 5) *The bone was gnawed at aggressively by the handsome tiger.*
- 6) *The charity shop was given John's old toys/John's old toys were given to the charity shop.*
- 7) *The latest Harry Potter film was seen at the cinema by Freddie/was seen by Freddie at the cinema.*
- 8) *The playground incident was spoken about by Mr Mitchell in assembly this morning/This morning in assembly, the playground incident was spoken about by Mr Mitchell.*
- 9) *Last year, Father Peter was replaced by the new vicar/ Father Peter was replaced by the new vicar last year.*
- 10) *The hamster was taken to the vet by Sarah.*

Maths Mastery

Long Division Challenge Cards



Maths Mastery - Long Division

1. Explain the mistakes in this calculation.

$$\begin{array}{r} 1150 \\ 23 \overline{)4729} \\ \underline{2300} \\ 2429 \\ \underline{2300} \\ 129 \\ \underline{115} \\ 14 \end{array}$$

Maths Mastery - Long Division

2. Explain the mistakes in this calculation.

$$\begin{array}{r} 217 \\ 36 \overline{)7839} \\ \underline{7200} \\ 639 \\ \underline{360} \\ 269 \\ \underline{252} \\ 17 \end{array}$$

Maths Mastery - Long Division

3. Explain the mistakes in this calculation.

$$\begin{array}{r} 150.3 \\ 16 \overline{)2504.0} \\ \underline{16} \\ 80 \\ \underline{80} \\ 040 \\ \underline{0} \\ 0 \end{array}$$

Maths Mastery - Long Division

4. Find the missing numbers in these calculations.

$$\begin{array}{r} \square 88 \\ 26 \overline{) 7 \square 9 \square} \end{array}$$

$$\begin{array}{r} 5200 \\ \hline 2 \square 9 \square \end{array}$$

$$\begin{array}{r} 2080 \\ \hline \square 1 \square \end{array}$$

$$\begin{array}{r} 208 \\ \hline \square \end{array}$$

Answer: 288 r□

$$\begin{array}{r} 17 \square \\ \square 5 \overline{) 61 \square 2} \end{array}$$

$$\begin{array}{r} \square 500 \\ \hline \square 6 \square 2 \end{array}$$

$$\begin{array}{r} 2450 \\ \hline 192 \end{array}$$

$$\begin{array}{r} 1 \square 5 \\ \hline \square 7 \end{array}$$

Answer: 17□ r□7

$$\begin{array}{r} 39 \\ 7 \square \overline{) 2946} \end{array}$$

$$\begin{array}{r} 2 \square 20 \\ \hline \square 26 \end{array}$$

$$\begin{array}{r} 6 \square 6 \\ \hline \square 0 \end{array}$$

Answer: 3□ r 6□

Maths Mastery - Long Division

5. Find the missing numbers in these calculations.

$$\begin{array}{r} 2 \square 7 \\ 24 \overline{) 4 \square 86} \end{array}$$

$$\begin{array}{r} 4800 \\ \hline \square 86 \end{array}$$

$$\begin{array}{r} 16 \square \\ \hline \square 8 \end{array}$$

$$\frac{\square \square}{24} = \frac{3}{\square}$$

Answer: 2□7 $\frac{3}{\square}$

$$\begin{array}{r} 26 \square \\ 3 \square \overline{) 83 \square 0} \end{array}$$

$$\begin{array}{r} 6 \square 00 \\ \hline 1 \square 80 \end{array}$$

$$\begin{array}{r} 1 \square \square 0 \\ \hline 60 \end{array}$$

$$\frac{\square 8}{32} = \frac{\square}{8}$$

Answer: 26□ $\frac{7}{8}$

$$\begin{array}{r} \square 6 \\ \square 4 \overline{) 306 \square} \end{array}$$

$$\begin{array}{r} \square 520 \\ \hline 5 \square \square \end{array}$$

$$\begin{array}{r} 504 \\ \hline \square \square \end{array}$$

$$\frac{\square \square}{84} = \frac{1}{2}$$

Answer: □6 $\frac{1}{2}$

Maths Mastery - Long Division

6. Find the missing numbers in these calculations.

$$\begin{array}{r} 18 \square . 4 \\ 25 \overline{) 4 \square 35 . 0} \\ \underline{25} \\ 2 \square 3 \\ \underline{200} \\ \square 35 \\ \underline{2 \square \square} \\ 100 \\ \underline{100} \\ 0 \end{array}$$

Maths Mastery - Long Division

7. Find the missing numbers in these calculations.

$$\begin{array}{r} 104. \square 5 \\ 7 \square \overline{) 7923.00} \\ \underline{7 \square} \\ \square 23 \\ \underline{\square 04} \\ 190 \\ \underline{\square \square \square} \\ 380 \\ \underline{380} \\ 0 \end{array}$$

Maths Mastery - Long Division

8. Find the missing numbers in these calculations.

$$\begin{array}{r} \square 45.5 \\ \square 2 \overline{) 61\square 1.0} \\ \underline{\square 2} \\ 191 \\ \underline{\square\square 8} \\ 231 \\ \underline{\square 10} \\ 210 \\ \underline{\square 10} \\ 0 \end{array}$$

Maths Mastery Long Division

Answers

1. There should be no 1 in the thousands column. The 1 in the hundreds column should be a 2. The '50' should be '05'.

2. $639 - 360 = 279$ not 269

3. $25 - 16 = 9$ not 8, $40 \div 16 = 2r8$ not 3

4.

$\begin{array}{r} 288 \\ 26 \overline{)7491} \\ \underline{5200} \\ 2291 \\ \underline{2080} \\ 211 \\ \underline{208} \\ 3 \end{array}$	$\begin{array}{r} 175 \\ 35 \overline{)6142} \\ \underline{3500} \\ 2642 \\ \underline{2450} \\ 192 \\ \underline{175} \\ 17 \end{array}$	$\begin{array}{r} 39 \\ 74 \overline{)2946} \\ \underline{2220} \\ 726 \\ \underline{666} \\ 60 \end{array}$
--	---	--

Answer: 288 r3

Answer: 175 r 17

Answer: 39 r 60

5.

$\begin{array}{r} 207 \\ 24 \overline{)4986} \\ \underline{4800} \\ 186 \\ \underline{168} \\ 18 \\ \frac{18}{24} = \frac{3}{4} \end{array}$	$\begin{array}{r} 261 \\ 32 \overline{)8380} \\ \underline{6400} \\ 1980 \\ \underline{1920} \\ 60 \\ \underline{32} \\ 28 \\ \frac{18}{32} = \frac{7}{8} \end{array}$	$\begin{array}{r} 36 \\ 84 \overline{)3066} \\ \underline{2520} \\ 546 \\ \underline{504} \\ 42 \\ \frac{42}{84} = \frac{1}{2} \end{array}$
--	--	---

Answer: $207 \frac{3}{4}$ Answer: $261 \frac{7}{8}$ Answer: $36 \frac{1}{2}$

6.

$$\begin{array}{r} 189.4 \\ 25 \overline{)4735.0} \\ \underline{25} \\ 223 \\ \underline{200} \\ 235 \\ \underline{225} \\ 100 \\ \underline{100} \\ 0 \end{array}$$

7.

$$\begin{array}{r} 104.25 \\ 76 \overline{)7923.00} \\ \underline{76} \\ 323 \\ \underline{304} \\ 190 \\ \underline{152} \\ 380 \\ \underline{380} \\ 0 \end{array}$$

8.

$$\begin{array}{r} 145.5 \\ 42 \overline{)6111.0} \\ \underline{42} \\ 191 \\ \underline{168} \\ 231 \\ \underline{210} \\ 210 \\ \underline{210} \\ 0 \end{array}$$

Maths Mastery

Short Division

Challenge Cards



Short Division

1. Explain the mistakes in these calculations:

$$\begin{array}{r} 207 \\ 12 \overline{)324} \end{array}$$

$$\begin{array}{r} 16 \text{ r}8 \\ 14 \overline{)224} \end{array}$$

$$\begin{array}{r} 75 \\ 11 \overline{)715} \end{array}$$

Short Division

2. Find the missing numbers in these calculations:

$$\begin{array}{r} 2 \square \square \\ 12 \overline{)3 \square 80} \end{array}$$

$$\begin{array}{r} 30 \square \\ 1 \square \overline{)52 \square 3} \end{array}$$

$$\begin{array}{r} \square 16 \\ \square 3 \overline{)95 \square 8} \end{array}$$

$$\begin{array}{r} \square 1 \square \text{ r}7 \\ 13 \overline{)66 \square 9} \end{array}$$

$$\begin{array}{r} 2 \square 7 \text{ r}9 \\ \square 8 \overline{)\square 175} \end{array}$$

$$\begin{array}{r} 33 \square \text{ r}14 \\ 21 \overline{)7 \square \square 0} \end{array}$$

Short Division

3. Find the missing numbers in these calculations:

$$\begin{array}{r} 7 \square 8 \frac{\square}{11} \\ 11 \overline{)8 \square 58} \end{array}$$

$$\begin{array}{r} 492 \frac{1}{3} \\ 1 \square \overline{)7 \square 8 \square} \end{array}$$

$$\begin{array}{r} \square 40 \\ \square 1 \overline{)57 \square 0} \end{array}$$

$$\begin{array}{r} 5 \square 3. \square \\ 14 \overline{)\square 02 \square 0} \end{array}$$

$$\begin{array}{r} \square 12.2 \square \\ 1 \square \overline{)819 \square 00} \end{array}$$

$$\begin{array}{r} 309. \square \\ \square 5 \overline{)7 \square 4 \square 0} \end{array}$$

Maths Mastery Short Division

Answers

1.
$$\begin{array}{r} 27 \\ 12 \overline{)324} \end{array}$$
 $32 \div 12 = 2r8$. The 2 goes above the 2 in 324.
Answer = 27

$$\begin{array}{r} 16 \\ 14 \overline{)224} \end{array}$$
 $22 \div 14 = 1r8$, Replace r6 with r8
Answer = 16

$$\begin{array}{r} 65 \\ 11 \overline{)715} \end{array}$$
 $71 \div 11 = 6+5$
Answer = 65

2.

$$\begin{array}{r} 265 \\ 12 \overline{)3180} \end{array}$$

$$\begin{array}{r} 309 \\ 17 \overline{)5253} \end{array}$$

$$\begin{array}{r} 416 \\ 23 \overline{)9568} \end{array}$$

$$\begin{array}{r} 514 \text{ r}7 \\ 13 \overline{)6689} \end{array}$$

$$\begin{array}{r} 287 \text{ r}9 \\ 18 \overline{)5175} \end{array}$$

$$\begin{array}{r} 336 \text{ r}14 \\ 21 \overline{)7070} \end{array}$$

3.

$$\begin{array}{r} 768 \frac{10}{11} \\ 11 \overline{)8458} \end{array}$$

$$\begin{array}{r} 492 \frac{1}{3} \\ 15 \overline{)7385} \end{array}$$

$$\begin{array}{r} 240 \\ 21 \overline{)5760} \end{array}$$

$$\begin{array}{r} 573.5 \\ 14 \overline{)8029.0} \end{array}$$

$$\begin{array}{r} 512.25 \\ 16 \overline{)8196.00} \end{array}$$

$$\begin{array}{r} 309.6 \\ 25 \overline{)7740.0} \end{array}$$

Maths Mastery

Solve Problems

Challenge Cards



Maths Mastery - Solve Problems

1. Baked beans are sold individually (75p), in packs of 4 (£2.69) and packs of 6 (£3.85). What is the cheapest way to buy 12 tins of baked beans?

The 4-pack is on offer at £2. How much can be saved in buying 12 tins in packs of 4?

With the offer price, how much is saved per tin buying a 4-pack rather than 4 individual tins?



Maths Mastery - Solve Problems

2. A large box of pencils costs £360. In each box there are 100 packets of pencils, each with 12 pencils.

How much does each pencil cost?

What cost would be found by calculating $£360 \div 12$?



Maths Mastery - Solve Problems

3. Write the missing numbers.

$$90 \div \square = 4.5$$

$$\square \times 30 = 1050$$

$$\square + 630 = 1600$$

$$243 - \square = 160$$

$$\square \div 40 = 40$$

$$\square \times 100 = 2800$$

$$19\,800 + \square = 23\,200$$

$$17 - \square = -18$$

4. A teaching assistant makes some biscuits to sell at a school bake sale. The recipe uses 300g flour, 125g butter, 200ml milk to make 12 biscuits.

1.5kg flour costs 80p, 250g butter costs 85p, 2 litres of milk costs £1.90.

What is the cost of ingredients to make 120 biscuits?



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Maths Mastery - Solve Problems Answers

1. Two packs of 6 (£7.70). 4 packs £8.07 or individually £9.
£2.07
25p
2. 30p, The cost of 1 pencil from each packet. (If the pencils were different colours, it could be the cost of all the red pencils in the large box.)

3. $90 \div 20 = 4.5$

$$35 \times 30 = 1050$$

$$970 + 630 = 1600$$

$$243 - 83 = 160$$

$$1600 \div 40 = 40$$

$$28 \times 100 = 2800$$

$$19\,800 + 3400 = 23\,200$$

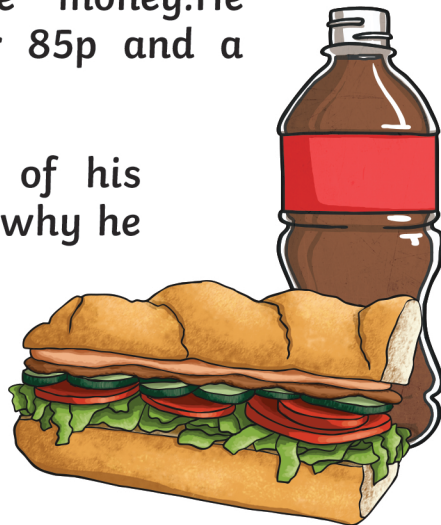
$$17 - 35 = -18$$

4. £7.75

5. He spent £2.25. If 2 thirds is left he spent 1 third. He started with $£2.25 \times 3 = £6.75$.

5. Janek had some money. He bought a drink for 85p and a sandwich for £1.40.

He has two-thirds of his money left. Explain why he started with £6.75.



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Maths Mastery

Place Value Number Problems Challenge Cards



Place Value Number Problems

1. Match the statements to the numbers, explaining your choices:

My number has 3 hundreds.

28 672

My number is thirty one thousand to the nearest ten.

29 301

My number is thirty thousand to the nearest ten thousand.

30 092

My number is twenty eight and a half thousand to the nearest five hundred.

31 004

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Place Value Number Problems

2. Order these sets of numbers from smallest to largest:

9.9

9.09

9.099

9.99

6.56×10

665

1 tenth of 6556

-5.5

-5.05

-5.55

-5.055

0.12

$13 \div 100$

0.011

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Place Value Number Problems

3. Calculate $6231 + 2787$ by rounding each number to the nearest:

1000

100

50

10

Which gives the most accurate and least accurate answer?

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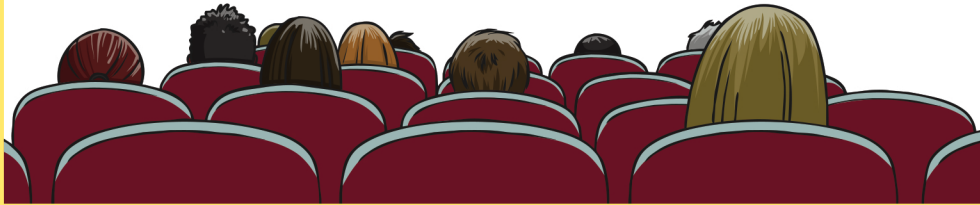
Place Value Number Problems

4. 2700 people visit a cinema in one day. About one third of the visitors are children. The rest are adults. The cost of the tickets are:

Adults £9.80

Children £5.40

Use rounding to estimate how much money the cinema took on that day.



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Place Value and Number Problems

1. My number has exactly 300 hundreds in it. 29 301

My number is thirty one thousand to the nearest ten. 31 004

My number is thirty thousand to the nearest ten thousand. 30 092

My number is twenty eight and a half thousand to the nearest five hundred. 28 672

2. 9.09, 9.099, 9.9, 9.99

6.56×10 , 1 tenth of 6556, 665

-5.55, -5.5, -5.055, -5.05

0.011, 0.12, $13 \div 100$

3. $6000 + 3000 = 9000$

$6200 + 2800 = 9000$

$6250 + 2800 = 9050$

$6230 + 2790 = 9020$

Rounding to 10 gives the most accurate answer. Rounding 1000 and 100 gives the least accurate answer.

4. Adults $1800 \times £10 = £18\ 000$, Children $900 \times £5 = £4\ 500$,
Total = £22 500, Other similar answers are possible.

5. The diver from the 10m board (1.18m from bottom).

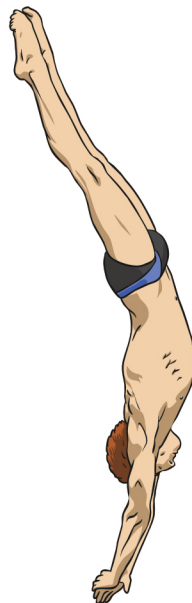
Place Value Number Problems

5. Sheffield's Ponds Forge has the deepest diving pool in Europe. The pool is 5.85m deep.

A diver jumps from the 10m board and falls 14.67 m in total.

A diver jumps from the 3m springboard and comes within 1.56m of the bottom of the pool.

Which diver comes closer to the bottom of the pool?



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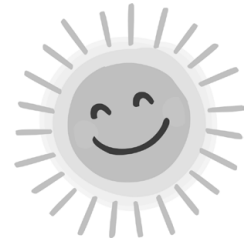
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Date: _____ Name: _____

Negative Numbers in Context

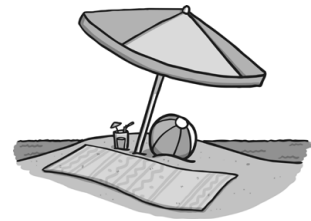
Aim : Use negative numbers in context

1. The highest temperature recorded on Earth is 56°C . The coldest temperature recorded on Earth is -89°C . What is the difference between these temperatures?



Answer:

2. George has $\pounds 1346$ in his bank account. He buys a holiday, which costs $\pounds 1750$. How much will he be overdrawn?



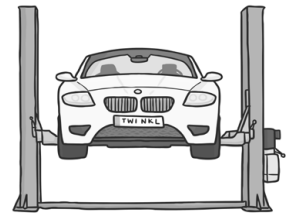
Answer:

3. The temperature in the freezer is -28°C . A loaf of bread is taken out of the freezer and allowed to thaw overnight in the kitchen, where the temperature is 18°C . By how much will the temperature of the bread rise?



Answer:

4. Ellie is £25 overdrawn. She needs to spend £134 repairing her car. How much will she be overdrawn now?



Answer:

5. The temperature outside at 3pm is -12°C . Overnight the temperature drops to -31°C . By how much does the temperature fall?



Answer:

6. Mr and Mrs Jones have £456.75 in their bank account. They have to pay the following bills.

Electricity	£234.97
Gas	£132.17
Council Tax	£108.34

What will their account balance be after paying the bills?

Answer:

Negative Numbers in Context

Answer sheet

Question	Answer
1	$56 - (-89) = 145$. The answer is 145°C
2	$\pounds 1750 - \pounds 1346 = \pounds 404$
3	$18 - (-28) = 46$. The temperature is 46°C .
4	$-\pounds 25 - \pounds 134 = -\pounds 159$. $\pounds 159$ overdrawn.
5	$-31 - (-12) = -19$. The temperature falls by 19°C .
6	Total bills: $\pounds 234.97 + \pounds 132.17 + \pounds 108.34 = \pounds 475.48$ Balance: $\pounds 456.75 - \pounds 475.48 = -\pounds 18.73$. The balance is $\pounds 18.73$ overdrawn.

Tyger Tyger By William Blake

Answer in full sentences.

1. What do you think the poem is about?

(a) Different animals which live in forests.

(b) An artist painting a picture of a tiger.

(c) The poet asking who has created an animal as beautiful and fearsome as a tiger.

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

3. When and where might this animal be found?

4. Write down 2 examples of alliteration from the poem.

5. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

(a) a sculptor

(b) a painter

(c) a blacksmith

(d) a carpenter

Tick one option.

6. Is this a modern poem? Explain your answer.

Tyger Tyger By William Blake **Answers**

1. What do you think the poem is about?

Option c – The poet is asking who has created an animal as beautiful and fearsome as a tiger.

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

Pupil's own answers. This could be a reference to the colour of the animal's fur or its ferocity.

3. When and where might this animal be found?

The poet writes that the animal can be located 'in the forests of the night'.

4. Write down 2 examples of alliteration from the poem.

Examples given may include: 'Tyger, Tyger', 'burning bright', '...frame thy fearful...', 'distant deeps', 'On what wings...', '...began to beat', '...what dread grasp/Dare its deadly terrors clasp!'

5. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

Option C – a blacksmith

6. Is this a modern poem? Explain your answer.

Pupil's own answers that should suggest that this poem isn't a modern poem as there are words within the poem that aren't used today, such as thee, thy and thine.

Tyger Tyger By William Blake

Answer in full sentences.

1. What do you think the poem is about?

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

3. When and where might this animal be found?

4. Write down 4 examples of alliteration from the poem.

5. What might 'sinews' be? Explain your reasoning.

6. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

(a) a sculptor

(b) a painter

(c) a blacksmith

(d) a carpenter

Tick one and explain your reasoning.

Tyger Tyger By William Blake

7. Who is 'he' in verse 5?

8. Is this a modern poem? Explain your answer.

Tyger Tyger By William Blake **Answers**

1. What do you think the poem is about?

The poem is about a tiger. The poet is questioning who could have created such a beautiful but fearsome creature.

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

Pupil's own answers. This could be a reference to the colour of the animal's fur or its ferocity.

3. When and where might this animal be found?

The poet writes that the animal can be located 'in the forests of the night'.

4. Write down 4 examples of alliteration from the poem.

Examples given may include: 'Tyger, Tyger', 'burning bright', '...frame thy fearful...', 'distant deeps', 'On what wings...', '...began to beat', '...what dread grasp/Dare its deadly terrors clasp!'

5. What might 'sinews' be? Explain your reasoning.

Pupil's own answers that may include words such as tendons, veins or arteries in relation to the heart.

6. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

Option C - a blacksmith

Explain your reasoning.

An example of reasoning could be - 'I think this because the poet uses words such as hammer, furnace and anvil within verse 4, which are all tools used by a blacksmith.'

7. Who is 'he' in verse 5?

Pupil's own answers. This could be a reference to God. Blake may be questioning whether 'he' who created the lamb, could have also created the 'tyger'.

8. Is this a modern poem? Explain your answer.

Pupil's own answers that should suggest that this poem isn't a modern poem as there are words within the poem that aren't used today, such as thee, thy and thine.

Tyger Tyger By William Blake

Answer in full sentences.

1. What do you think the poem is about?

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

3. When and where might this animal be found?

4. Write down 5 examples of alliteration from the poem.

5. Write down your favourite rhyming couplet from the poem and explain your reason for this choice.

6. What might 'sinews' be? Explain your reasoning.

Tyger Tyger By William Blake

7. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

(a) a sculptor

(b) a painter

(c) a blacksmith

(d) a carpenter

Tick one and explain your reasoning.

8. Who is 'he' in verse 5?

9. Why do you think the word 'tyger' is spelt with a 'y' instead of an 'i'?

10. Is this a modern poem? Explain your answer.

Tyger Tyger By William Blake **Answers**

1. What do you think the poem is about?

The poem is about a tiger. The poet is questioning who could have created such a beautiful but fearsome creature.

2. Explain what you think the poet meant when he described the animal as 'burning bright'.

Pupil's own answers. This could be a reference to the colour of the animal's fur or its ferocity.

3. When and where might this animal be found?

The poet writes that the animal can be located 'in the forests of the night'.

4. Write down 5 examples of alliteration from the poem.

Examples given may include: 'Tyger, Tyger', 'burning bright', '...frame thy fearful...', 'distant deeps', 'On what wings...', '...began to beat', '...what dread grasp/Dare its deadly terrors clasp!'

5. Write down your favourite rhyming couplet from the poem and explain your reason for this choice.

Pupil's own answers.

6. What might 'sinews' be? Explain your reasoning.

Pupil's own answers that may include words such as tendons, veins or arteries in relation to the heart.

7. In verse 4, Blake is suggesting that such a powerful animal must have been created by...

Option C - a blacksmith

Explain your reasoning.

An example of reasoning could be- 'I think this because the poet uses words such as hammer, furnace and anvil within verse 4, which are all tools used by a blacksmith.'

8. Who is 'he' in verse 5?

Pupil's own answers. This could be a reference to God. Blake may be questioning whether 'he' who created the lamb, could have also created the 'tyger'.

9. Why do you think the word 'tyger' is spelt with a 'y' instead of an 'i'?

Pupil's own answers, which could relate to it being an old spelling of the word.

10. Is this a modern poem? Explain your answer.

Pupil's own answers that should suggest that this poem isn't a modern poem as there are words within the poem that aren't used today, such as thee, thy and thine.

The Tyger

By William Blake

Tyger Tyger, burning bright,
In the forests of the night;
What immortal hand or eye,
Could frame thy fearful symmetry?

In what distant deeps or skies.
Burnt the fire of thine eyes?
On what wings dare he aspire?
What the hand, dare seize the fire?

And what shoulder, & what art,
Could twist the sinews of thy heart?
And when thy heart began to beat,
What dread hand? & what dread feet?

What the hammer? what the chain,
In what furnace was thy brain?
What the anvil? what dread grasp,
Dare its deadly terrors clasp!

When the stars threw down their spears
And water'd heaven with their tears:
Did he smile his work to see?
Did he who made the Lamb make thee?

Tyger Tyger burning bright,
In the forests of the night:
What immortal hand or eye,
Dare frame thy fearful symmetry?



The Railway Children

They were not railway children to begin with. I don't suppose they had ever thought about railways except as a means of getting to places. They were just ordinary suburban children, and they lived with their Father and Mother in an ordinary red-brick-fronted villa, with coloured glass in the front door, a tiled passage that was called a hall, a bath-room with hot and cold water, electric bells, French windows, and a good deal of white paint, and 'every modern convenience', as the house-agents say.



There were three of them. Roberta was the eldest. Of course, Mothers never have favourites, but if their Mother had had a favourite, it might have been Roberta. Next came Peter, who wished to be an Engineer when he grew up; and the youngest was Phyllis, who meant extremely well. Mother was almost always there, ready to play with the children, and read to them, and help them to do their home-lessons. Besides this she used to write stories for them while they were at school, and read them aloud after tea, and she always made up funny pieces of poetry for their birthdays and for other great occasions, such as the christening of the new kittens, or the refurnishing of the doll's house, or the time when they were getting over the mumps.

These three lucky children always had everything they needed: pretty clothes, good fires, a lovely nursery with heaps of toys, and a Mother Goose wall-paper. They had a kind and merry nursemaid, and a dog who was called James, and who was their very own.



1. What do you think a 'house-agent' is?



2. From these introductory paragraphs, what impression do you get of the children's lives? Give **two** reasons to justify your opinion.



3. Write down **three** things that you are told about the children's home.

- ---
- ---
- ---



4. Based on what you have read, what do you think might happen to the children later on in the story?

The Railway Children Answers

1. What do you think a 'house-agent' is?

A 'house-agent' is a Victorian equivalent of today's estate agent: a person who sells houses.

2. From these introductory paragraphs, what impression do you get of the children's lives? Give **two** reasons to justify your opinion.

Award a mark (up to a maximum of two) for any reference to the children having fortunate/privileged lives because:

- **they have a comfortable house 'with every modern convenience'.**
- **they have a Mother who obviously loves them very much and spends a lot of time with them.**
- **they celebrate birthdays and other 'great occasions'.**
- **they have pretty clothes, good fires, a lovely nursery with heaps of toys, and a Mother Goose wall-paper.**
- **they have a kind and merry nursemaid (nanny).**
- **they have a dog of their very own.**

3. Write down three things that you are told about the children's home.

Award marks for any three of the following:

- **it was an ordinary red-brick-fronted villa;**
- **it had coloured glass in the front door;**
- **it had a tiled passage that was called a hall;**
- **it had a bath-room with hot and cold water;**
- **it had electric bells;**
- **it had French windows;**
- **it had a good deal of white paint;**
- **it had 'every modern convenience'.**

4. Based on what you have read, what do you think might happen to the children later on in the story?

- **You get the impression that the children are somehow going to become more familiar with railways.**
- **You get the impression that the children's privileged lifestyle is about to change.**

THE HOBBITON HERALD

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BAGGINS IS BACK!

SURPRISE RETURN OF HOBBIT THOUGHT DEAD

By Andwise 'Andy' Roper

The quiet village of Hobbiton-on-the-Water was yesterday in uproar due to the unexpected re-appearance of Mr Bilbo Baggins, who left the Shire months ago, accompanied by the wizard Gandalf. Where has he been all this time?



Bilbo Baggins



1. '...in uproar'. What does this tell you about how the people of the village were feeling?



2. **Copy** an example of a rhetorical question from the text. Why has the author used this?



3. **Tick** true or false in the following table:

	True	False
The article was written by Bilbo Baggins.		
Bilbo Baggins left the Shire with a wizard.		
The people of Hobbiton-on-the-Water always knew that the Hobbit would return one day.		



4. Find and copy two synonyms for 'unanticipated' that are used in the extract.

Baggins Is Back Answers

1. '...in uproar'. What does this tell you about how the people of the village were feeling?
If the people are 'in uproar', it means there is a huge sense of angry confusion surrounding the whole incident.
2. **Copy** an example of a rhetorical question from the text. Why has the author used this?
'Where has he been all the time?'
The author has used the rhetorical question so that people read on further into the article to see if the question is answered.
3. **Tick** true or false in the following table:

	True	False
The article was written by Bilbo Baggins.		✓
Bilbo Baggins left the Shire with a wizard.	✓	
The people of Hobbiton-on-the-Water always knew that the Hobbit would return one day.		✓

4. Find and copy two synonyms for 'unanticipated' that are used in the extract.
 - **surprise**
 - **unexpected**

The Listeners

'Is there anybody there?' said the Traveller,
Knocking on the moonlit door;
And his horse in the silence champed the grasses
Of the forest's ferny floor:
And a bird flew up out of the turret,
Above the Traveller's head:
And he smote upon the door again a second time;
'Is there anybody there?' he said.
But no one descended to the Traveller;
No head from the leaf-fringed sill
Leaned over and looked into his grey eyes,
Where he stood perplexed and still.

by Walter De La Mare



1. Which **two** things are true about the Traveller? Tick **two**.

He knocked on the door twice.

He leaned over from the sill.

He has grey eyes.

He descended from the turret.



2. What do you think the word 'champed' means?



3. **Find** and **copy** an example of alliteration from the verse.



4. ...he stood perplexed and still.

Explain what this description suggests about the Traveller.

The Listeners Answers

1. Which **two** things are true about the Traveller? Tick **two**.

He knocked on the door twice.

He leaned over from the sill.

He has grey eyes.

He descended from the turret.

2. What do you think the word 'champed' means?

'Champed' means the horse was chewing noisily.

3. **Find** and **copy** an example of alliteration from the verse.

forest's ferny floor

4. ...he stood perplexed and still.

Explain what this description suggests about the Traveller.

Award marks for responses that explain the Traveller's confusion, e.g.

- **he stood still because he didn't know what else to do because no one was coming to the door.**
- **he was confused that no one was answering.**

Reading Revision Mat Guidance

To complete each reading revision mat, you will need to read a short passage of writing; these will be taken from either a fiction text, a non-fiction text or a poem. Once you have read and understood the passage, you will have to answer seven different types of question based on what you have read.

Each of the seven areas has an accompanying canine character to hopefully remind you of the skills you need to answer that particular type of question:

Vocabulary Questions

Vocabulary Victor is there to help you work out the meaning of unknown words and phrases using context clues.

2a: Give / explain the meaning of words in context.



Retrieval Questions

Rex Retriever is there to help you to go into a text and just simply retrieve the facts and key details.

2b: Retrieve and record information / identify key details from fiction and non-fiction.



Summary Questions

Summarising Sheba is there to remind you to summarise the main point(s) or main event(s) of a paragraph or text.

2c: Summarise main ideas from more than one paragraph.



Inference Questions

Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

2d: Make inferences from the text / explain and justify inferences with evidence from the text.



Prediction Questions

Predicting Pip tries to see the future and she will help you to work out what might happen next from clues in the text.

2e: Predict what might happen from details stated and implied.



Compare, Contrast & Comment Questions

Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?



2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.

2h: Make comparisons within the text.

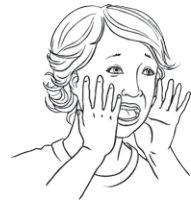
Author Choice Questions

Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how these words/phrases add to the meaning of the text.



2g: Identify/explain how meaning is enhanced through choice of words and phrases.

Subordinating Conjunction Jigsaws



I SAW A
WABUB!



Use your super sentence writing skills to create a complex (multi-clause) sentence using different subordinating conjunctions. Read the main clause on the puzzle pieces, add an appropriate subordinating conjunction and then add your own subordinate clause. The first one is done for you as an example.

1.	The cold wind blew violently	_____ after _____	the tornado hit the village. _____ _____
2.	The relaxed man snored on his sofa	_____ _____	_____ _____
3.	Florence jumped high into the air	_____ _____	_____ _____
4.	I hate Sundays	_____ _____	_____ _____

5. Mollie was inspired by her favourite dancer

6. The sky suddenly turned black


7. The arrogant man sneered


8. The forgetful wizard stirred his potion


9. I'd prefer to go tomorrow night

10. It is very important to exercise

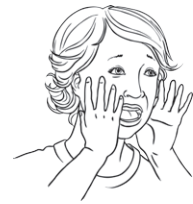
Challenge: Now write three complete complex sentences of your own that follow the same pattern (main clause + subordinate clause).

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Subordinating Conjunction Jigsaws















I SAW A
WABUB!









Use your super sentence writing skills to create a complex (multi-clause) sentence using different subordinating conjunctions. Read the main clause on the puzzle pieces, add an appropriate subordinating conjunction and then add your own subordinate clause. The first one is done for you as an example.

1.	<p>Because</p>	<p>his mum had packed him up soggy sprout sandwiches,</p>	<p>the unhappy boy left his lunch.</p>
2.			<p>the whoopee cushion made a very loud noise.</p>
3.			<p>the valuable painting was stolen.</p>
4.			<p>I was eager to get to school today.</p>

Subordinating Conjunction Jigsaws

5.  _____  David won the top prize.
6.  _____  Roald Dahl is one of the world's most popular children's authors.
7.  _____  the boy felt terribly embarrassed.
8.  _____  dolphins communicate using sonar clicks.
9.  _____  I greedily ate all of the cake.
10.  _____  the children played hide-and-seek.

Challenge: Now write three complete complex sentences of your own that follow the same pattern (subordinate clause + main clause).

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Teacher Guidance

These fill in the blanks activities are based solely on the list of Y5/Y6 statutory spelling words from the DfE English Appendix 1: Spelling. They give pupils the chance to practise these spellings in context and are aligned with the National Curriculum 2014 requirement for Writing: Transcription (Spelling) where children are expected to 'write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far'.

Year5/6 Statutory Spelling List

This fill in the blanks activity pack will cover the following statutory spelling list:

accommodate	criticise	identity	queue
accompany	curiosity	immediate	recognise
according	definite	immediately	recommend
achieve	desperate	individual	relevant
aggressive	determined	interfere	restaurant
amateur	develop	interrupt	rhyme
ancient	dictionary	language	rhythm
apparent	disastrous	leisure	sacrifice
appreciate	embarrass	lightning	secretary
attached	environment	marvellous	shoulder
available	equip	mischievous	signature
average	equipped	muscle	sincere
awkward	equipment	necessary	sincerely
bargain	especially	neighbour	soldier
bruise	exaggerate	nuisance	stomach
category	excellent	occupy	sufficient
cemetery	existence	occur	suggest
committee	explanation	opportunity	symbol
communicate	familiar	parliament	system
community	foreign	persuade	temperature
competition	forty	physical	thorough
conscience	frequently	prejudice	twelfth
conscious	government	privilege	variety
controversy	guarantee	profession	vegetable
convenience	harass	programme	vehicle
correspond	hindrance	pronunciation	yacht

Year 5/6 Fill in the Blanks Activity

Activity 1

Leon is an **amateur** boxer, who is **desperate** to make it to the 2020 Olympic Games. With his **determined** attitude, he goes to the gym for a **thorough** training session every day. **According** to his trainers, he has the **physical** presence and **necessary** commitment to hopefully **achieve** his dream. Almost every **individual** in Leon's family supports his choice of **profession** except his Gran, who often tries to **persuade** him to give up boxing. She thinks the sport is too **aggressive** and **frequently** gets upset at his matches.

Activity 2

The **Twelfth** Night is a **marvellous** comedy written by William Shakespeare. The play begins when twins, Sebastian and Viola, set off on a **disastrous** journey to sea. During a terrible **lightning** storm, their **yacht** is destroyed and they both **Immediately** think that the other has drowned. Viola is washed up in a strange **community** so to feel safe, she conceals her real **identity** and pretends to be a young man. Meanwhile, on another part of the island, Sebastian is found safe and well. From then on, many **awkward** incidents **occur** when a **variety** of the other characters confuse Viola and her brother- people don't **recognise** them and think they are both the same person! The play ends in **controversy** when Viola reveals herself as a woman!

Activity 3

Amy would have always described herself as **mischievous** but this time it was quickly becoming **apparent** to her that she had gone too far. This time, she was finding it hard to live with her guilty **conscience**. When she had tinkered with the **equipment** before the school sports day **competition**, she didn't **bargain** on causing such chaos! Now there was a **queue** of angry children, parents and teachers wanting an **explanation** as to why there were banana skins on the running track, holes cut in the bottom of the sack race sacks and glue **attached** to the head teacher's chair. Amy hadn't meant to be a **nuisance** or to **embarrass** anyone, **especially** not her friends. But now the head teacher had pulled a **muscle** trying to get unstuck, she was surely going to have detention for years to come!

Activity 4

As a cold wind swept over the eerie **cemetery** and **ancient** gravestones, Ben looked over his **shoulder** in fear. Was he in any **immediate** danger? The **temperature** seemed to suddenly drop along with Ben's **stomach**. The **rhythm** of his heart quickened and began to **interfere** with his breathing. He was suddenly very **conscious** that he was alone, still at least a mile from home and that he wasn't **equipped** to fight a ghost or ghoul on his own. His friends would always **exaggerate** their stories about Lost Souls Graveyard. Now tonight, Ben's **curiosity** had got the better of him and he'd risk taking the shortcut straight through. Right now though, he **sincerely** wished he hadn't!

Activity 5

The EU is a group of almost **forty foreign** countries, who have formed a special **committee** to make important decisions. There are 751 Members of the European **Parliament** (or MEPs) from all over Europe, who meet in the main EU building in Brussels. It is an MEPs job to **correspond** with people from their own country and **communicate** their views in important meetings. They are also able to **suggest** ideas that will benefit their home country. Sometimes members of the UK **government** will **accompany** the MEPs to Brussels to give them an **opportunity** to discuss important decisions about the **environment** or **prejudice** issues. Currently, the UK **occupy** 73 seats in the EU meetings.

Activity 6

I would definitely **recommend** the new French **restaurant** in town and it was a great **privilege** to go there last night to celebrate my birthday. We were very lucky that they could **accommodate** us as they were very busy, and we were given the last **available** table. We soon realised that the menu was written in a different **language** but luckily the waiter helped us with the tricky **pronunciation** of the French dishes. I ordered a bowl of **vegetable** stew which I could not **criticise** in anyway- it was far from **average** (in fact I would have described it as delicious!) If you are a fan of French food, I would visit at your earliest **convenience**. The staff there really **appreciate** your custom and I am **definite** that you won't be disappointed!

Activity 7

My little sister Lily is an absolute pain! Her whole **existence** is based on the need to **harass** me and be a **hindrance** in my life. Mum always utters the same **familiar** phrase, 'Leave her-she's only three.' But she gets away with everything! How would Mum like it if Lily were to always **interrupt** her favourite TV **programme**, pinch her last toast **soldier** when she was eating her breakfast, or deliberately repeat the same annoying nursery **rhyme** over and over while she tried to play on her computer. Just last week, she kicked me so hard that I had a massive **bruise** on my leg AND scribbled in a **dictionary** that I'd borrowed from school. But still she didn't get in trouble! I think I have **sufficient** grounds to leave home. I might even move in with our **neighbour** then I might get some **leisure** time without her annoying me. I'd only miss her a little bit!

Activity 8

I want to make a formal complaint about my new **vehicle** and the less than **excellent** service I have received from your company. I have a five-year **guarantee** certificate with a **signature** on from your **secretary** that isn't worth the paper it is written on. I had to **sacrifice** a lot of luxuries to be able to afford a car from your most expensive **category**, but as soon as I drove off from the showroom a **symbol** appeared on my dashboard to say there was a fault with my engine management **system**. A fault that now keeps happening again and again. Although your service staff have offered me their **sincere** apologies, they have not got the **relevant** skills to fix it. You really need to **develop** their expertise to better **equip** them in dealing with these kind of issues.

Y5/Y6 Statutory Spelling Fill in the Blanks Activity

Activity 1

Leon is an _____ boxer, who is _____ to make it to the 2020 Olympic Games. With his _____ attitude, he goes to the gym for a _____ training session every day. _____ to his trainers, he has the _____ presence and _____ commitment to hopefully _____ his dream. Almost every _____ in Leon's family supports his choice of _____ except his Gran, who often tries to _____ him to give up boxing. She thinks the sport is too _____ and _____ gets upset at his matches.

Y5/Y6 Statutory Spelling Fill in the Blanks Activity

Activity 2

The _____ Night is a _____ comedy written by William Shakespeare. The play begins when twins, Sebastian and Viola, set off on a _____ journey to sea. During a terrible _____ storm, their _____ is destroyed and they both _____ think that the other has drowned. Viola is washed up in a strange _____ so to feel safe, she conceals her real _____ and pretends to be a young man. Meanwhile, on another part of the island, Sebastian is found safe and well. From then on, many _____ incidents _____ when a _____ of the other characters confuse Viola and her brother- people don't _____ them and think they are both the same person! The play ends in _____ when Viola reveals herself as a woman!

Y5/Y6 Statutory Spelling Fill in the Blanks Activity

Activity 3

Amy would have always described herself as _____ but this time it was quickly becoming _____ to her that she had gone too far. This time, she was finding it hard to live with her guilty _____. When she had tinkered with the _____ before the school sports day _____ she didn't _____ on causing such chaos! Now there was a _____ of angry children, parents and teachers wanting an _____ as to why there were banana skins on the running track, holes cut in the bottom of the sack race sacks and glue _____ to the head teacher's chair. Amy hadn't meant be a _____ or to _____ anyone, _____ not her friends. But now the head teacher had pulled a _____ trying to get unstuck, she was surely going to have detention for years to come!



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Y5/Y6 Statutory Spelling Fill in the Blanks Activity

Activity 4

As a cold wind swept over the eerie _____ and _____ gravestones, Ben looked over his _____ in fear. Was he in any _____ danger? The _____ seemed to suddenly drop along with Ben's _____. The _____ of his heart quickened and began to _____ with his breathing. He was suddenly very _____ that he was alone, still at least a mile from home and that he wasn't _____ to fight a ghost or ghoul on his own. His friends would always _____ their stories about Lost Souls Graveyard. Now tonight, Ben's _____ had got the better of him and he'd risk taking the shortcut straight through. Right now though, he _____ wished he hadn't!



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Y5/Y6 Statutory Spelling Fill in the Blanks Activity

Activity 5

The EU is a group of almost _____ countries, who have formed a special _____ to make important decisions. There are 751 Members of the European _____ (or MEPs) from all over Europe, who meet in the main EU building in Brussels. It is an MEPs job to _____ with people from their own country and _____ their views in important meetings. They are also able to _____ ideas that will benefit their home country. Sometimes members of the UK _____ will _____ the MEPs to Brussels to give them an _____ to discuss important decisions about the _____ or _____ issues. Currently, the UK _____ 73 seats in the EU meetings.



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Y5/Y6 Statutory Spelling Fill in the Blanks Activity

Activity 6

I would definitely _____ the new French _____ in town and it was a great _____ to go there last night to celebrate my birthday. We were very lucky that they could _____ us as they were very busy, and we were given the last _____ table. We soon realised that the menu was written in a different _____ but luckily the waiter helped us with the tricky _____ of the French dishes. I ordered a bowl of _____ stew which I could not _____ in anyway- it was far from _____ (in fact I would have described it as delicious!) If you are a fan of French food, I would visit at your earliest _____. The staff there really _____ your custom and I am _____ that you won't be disappointed!



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Y5/Y6 Statutory Spelling Fill in the Blanks Activity

Activity 7

My little sister Lily is an absolute pain! Her whole _____ is based on the need to _____ me and be a _____ in my life. Mum always utters the same _____ phrase, 'Leave her-she's only three.' But she gets away with everything! How would Mum like it if Lily were to always _____ her favourite TV _____, pinch her last toast _____ when she was eating her breakfast, or deliberately repeat the same annoying nursery _____ over and over while she tried to play on her computer. Just last week, she kicked me so hard that I had a massive _____ on my leg AND scribbled in a _____ that I'd borrowed from school. But still she didn't get in trouble! I think I have _____ grounds to leave home. I might even move in with our _____ then I might get some _____ time without her annoying me. I'd only miss her a little bit!

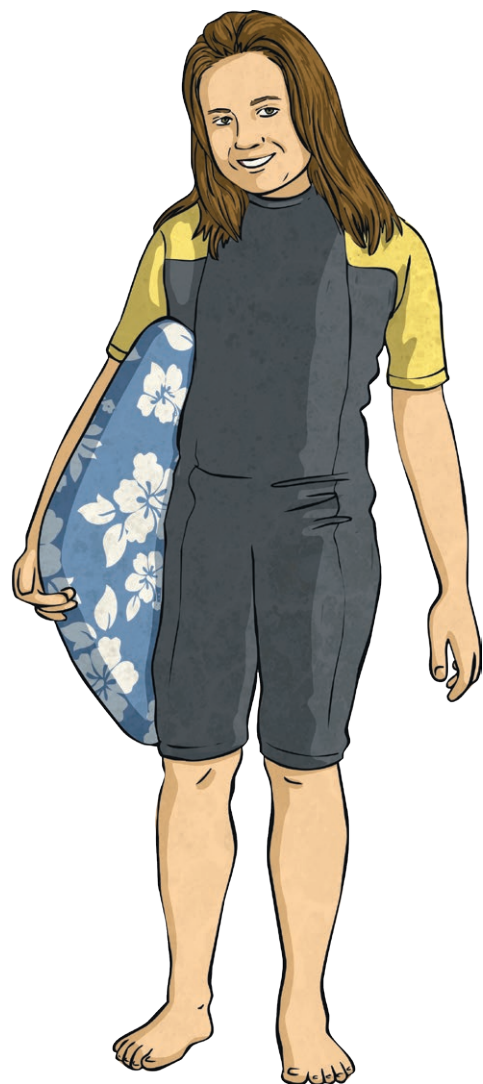
Y5/Y6 Statutory Spelling Fill in the Blanks Activity

Activity 8

I want to make a formal complaint about my new _____ and the less than _____ service I have received from your company. I have a five-year _____ certificate with a _____ on from your _____ that isn't worth the paper it is written on. I had to _____ a lot of luxuries to be able to afford a car from your most expensive _____, but as soon as I drove off from the showroom a _____ appeared on my dashboard to say there was a fault with my engine management _____. A fault that now keeps happening again and again. Although your service staff have offered me their _____ apologies, they have not got the _____ skills to fix it. You really need to _____ their expertise to better _____ them in dealing with these kind of issues.

Year 6 Summer

English Activity Booklet



Summer Synonym Scramble

Oh no! It's the family trip to the seaside and everyone's swimsuits are muddled up. Can you find the matching synonyms so that everyone has matching swimsuits?

The image displays 20 swimsuits arranged in four rows of five. The first two rows consist of white t-shirts with green sleeves, and the last two rows consist of green patterned shorts. Each swimsuit has a word written on it in a white, outlined font. The words are: Row 1: sprinted, ambled, chilly, elated, screeched; Row 2: immense, tranquil, scorching, deafening, despondent; Row 3: searing, ear-piercing, raced, gargantuan, ecstatic; Row 4: dejected, peaceful, frozen, strolled, squealed.

Summer Synonym Scramble

Have a go at using some of these words in summer sentences:

The Way Through the Woods

by Rudyard Kipling

Read this poem 'The Way through the Woods' and then answer the following questions:

They shut the road through the woods
Seventy years ago.
Weather and rain have undone it again,
And now you would never know
There was once a road through the woods
Before they planted the trees.
It is underneath the coppice and heath,
And the thin anemones.
Only the keeper sees
That, where the ring-dove broods,
And the badgers roll at ease,
There was once a road through the woods.

Yet, if you enter the woods
Of a summer evening late,
When the night-air cools on the trout-ringed pools
Where the otter whistles his mate,
(They fear not men in the woods,
Because they see so few.)
You will hear the beat of a horse's feet,
And the swish of a skirt in the dew,
Steadily cantering through
The misty solitudes,
As though they perfectly knew
The old lost road through the woods.
But there is no road through the woods.



The Way Through the Woods

1. Which season is this poem set in? Circle one.

spring

summer

autumn

winter

2. Why are you no longer able to see the road through the woods?

'Steadily cantering through'

Tick the word closest in meaning to 'steadily'.

annually

gradually

quickly

noisily

3. 'You will hear the beat of a horses feet

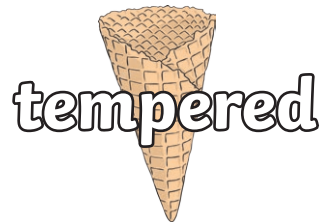
And the swish of a skirt in the dew.....

.....But there is no road through the woods.'

What do you think that the poet is describing in the last part of the second verse?

Ice-cream Match-Up!

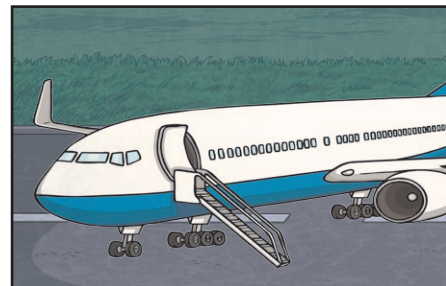
Can you draw lines to match each part of the compound adjectives? Remember that they need a hyphen to avoid ambiguity.



Could you use some of the words in summer themed sentences?

Summer Sentence Challenge

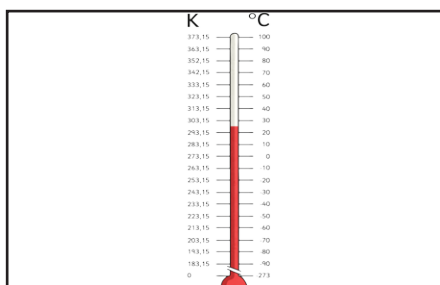
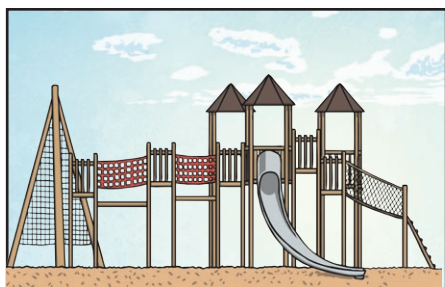
Use your super sentence writing skills to create **passive** sentences. Look at the picture for inspiration. The first one is done for you as an example.



The sandy beach was visited by the Ball family last week.



Now use your super sentence writing skills to create **active** sentences. Look at the picture for inspiration. The first one is done for you as an example.











We visited the most amazing adventure playground this summer.



Fairtrade Challenge

Read this non-fiction extract about chocolate and then answer the following questions:

Product	Appearance	Top Producing Countries	Special Conditions Required
bananas		India/Uganda/ China	Steady warmth without extremes of temperature. Steady moisture in the air and in the ground.
coffee		Brazil/Vietnam/ Colombia/ Indonesia	Rainy season and a dry season. Warmth. High altitude.
tea		China/India/ Kenya	Can grow in lots of conditions. Prefers distinct seasons with rainfall during growing season but does not like long winters.
pineapples		Phillipines/Brazil/ Thailand	High percentage of sunny warm days with cooler nights.
cocoa		Ivory Coast/Indo- nesia/Ghana	Warm countries close to the Equator, reliable year round rainfall.
honey		China/Turkey/ India	Honey bees have adapted to conditions all over the world.
sugar		Brazil/India/ China	Tropical and subtropical climates. Lengthy rainy seasons.
mangoes		India/China/ Thailand	Tropical lowlands near the Equator. Long dry season, short wet season.

The People

Meet some of the farmers who produce the cocoa that makes your chocolate. They belong to a cooperative, which means they pool or gather their resources and work together.

Many cocoa farmers are from Ghana in West Africa.

Around 65,000 farmers belong to the Kuapa Kokoo cooperative. Together, they grow, farm and harvest cocoa before selling to the Fairtrade organisation for a guaranteed fair price. They even own shares in Fairtrade chocolate companies, giving them greater control over their own futures. They are proud of their work. The motto of Kuapa Kokoo is 'Pa Pa Paa', which means 'best of the best'.

Chocolate ice-cream is the second most favourite ice-cream in the world at 9% (after vanilla 29%)

Fairtrade Brownies

Ingredients

185g unsalted butter

185g best dark Fairtrade chocolate

85g plain flour

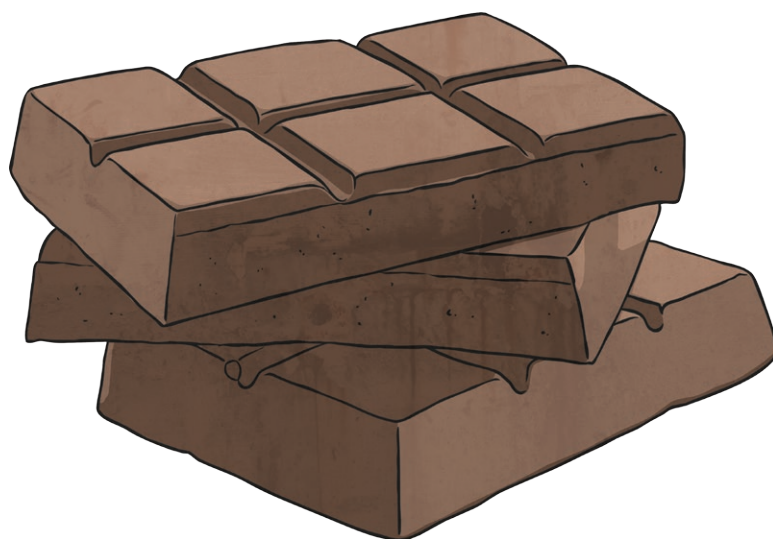
40g Fairtrade cocoa powder

50g Fairtrade white chocolate

50g Fairtrade milk chocolate

3 large eggs

275g Fairtrade golden caster sugar



Method

1. Turn the oven on to fan 160C/conventional 180C/gas.
2. Cut the butter into small cubes, tip into a medium heatproof bowl and add the dark chocolate broken into chunks. Place the bowl over a saucepan of simmering water (making sure the bowl doesn't touch the water) until the butter and chocolate have melted, stirring occasionally to mix them. Remove the bowl from the pan and leave the melted mixture to cool to room temperature.
3. Using a shallow 20cm square tin, cut out a square of non-stick baking parchment to line the base.
4. Sieve the flour and cocoa powder into another medium bowl.
5. Chop or bash the white chocolate and the milk chocolate into rough squares- these will form chunks in your finished brownies.
6. Break the eggs into a large bowl and add the golden caster sugar. Whisk the eggs and sugar together until they look thick and creamy, like a milk shake. This can take as long as 10 minutes even with a powerful whisk so be patient. It is ready when the mixture becomes really pale and there is about twice as much of it as there was to start with.
7. Pour the cooled chocolate mixture over the eggy mousse, then gently fold together with a rubber spatula. You are trying to combine the mixtures here without knocking out the air so be really gentle and slow.

Fairtrade Brownies

8. Gently tap out your sieved cocoa and flour on to the top of the egg and chocolate mix and fold it in with the spatula working from bottom to top. Although the mixture will seem dry at first, as you patiently continue to fold, it will become more moist and fudgy. Continue until all the powder has gone then stir in the white and milk chocolate chunks until they're evenly spread throughout the mix.
9. Pour the mixture into the prepared tin and use your spatula to scrape out every last drop. Spread evenly into the corners. Bake in the oven for 25 minutes. After 25 minutes, take the tray out and wobble it. If the brownies wobble too, they may need another 5 minutes.
10. Wait until the brownies are completely cool to slice in whichever way you like.
11. Serve and enjoy the taste of Fairtrade!

1. What does 'Fairtrade' mean?

2. Circle the conditions that cocoa needs to grow.

warm and wet warm and dry cold and wet cold and dry

3. Is chocolate the favourite flavour of ice-cream in the world? Yes / No

Explain how you know.

4. What punctuation is used in the chocolate brownies recipe? How does this help the reader?

Think and Write: Kermit's travels

Use this picture as inspiration to carefully think and write a short paragraph about Kermit and his travels.



1. Include a passive sentence.

2. Use a colon to introduce a list.

3. Use brackets for parenthesis.

4. Include a relative clause.

5. Include a plural possessive apostrophe.

Punctuation Mix-Up

What are the circled punctuation marks? Use the anagrams to help you.

1. The tired-looking teacher was looking forward to having a break.
2. Sam jumped into the cold sea and ...
3. You will need:
 - Shorts
 - Swimming suits
 - Sun-cream
 - Sun hat
 - Sandals
4. It's raining today; I'm feeling fed up.
5. The sun was shining brightly - I needed my sunglasses.

1. nphyhe _____
2. silpelsi _____
3. colno _____
4. liltspoutebn _____
5. coolimnes _____
6. hads _____

Summer Spelling Challenge

Ask a helper to cut off the sentences on the bottom of this sheet and then read them out to you one by one. Can you spell the words that fill the gaps in these sentences?

1. My _____ increased the more I went on the huge waterslide.
2. The sunset was _____ is due to be in the thirties!
3. When we go to Spain, the _____ is due to be in the thirties!
4. There was a huge storm last night; the _____ was amazing.
5. I am _____ excited about going snorkelling on holiday.
6. On holiday, I entered the talent _____ and won!
7. This summer we have had a lot of _____ rain storms.
8. I must remember to _____ some ice lollies ready for the hot day tomorrow.
9. I am _____ to be visiting the Eiffel Tower this summer.
10. We have had lots of _____ days in Portugal.



Read each sentence out twice:

1. My **confidence** increased the more I went on the huge waterslide.
2. The **sunset** was spectacular last night.
3. When we go to Spain, the **temperature** is due to be in the thirties!
4. There was a huge storm last night; the **lightning** was amazing.
5. I am **especially** excited about going snorkelling on holiday.
6. On holiday, I entered the talent **competition** and won!
7. This summer we have had a lot of **torrential** rain storms.
8. I must remember to **freeze** some ice lollies ready for the hot day tomorrow.
9. I am **delighted** to be visiting the Eiffel Tower this summer.
10. We have had lots of **sweltering** days in Portugal.

Year 6 Summer English Activity

Booklet Answers

Summer Party Invitation

Dear friend,

You are cordially invited to a social gathering to celebrate my birthday on Sunday 10th at 12pm. Delicious cuisine will be served in the large marquee situated on our grounds. We will participate in several outdoor leisure activities including croquet.

If you were able to attend, I would be thrilled.

Please RSVP.

I hope to see you soon, your friend.

RSVP

I would be delighted to attend your birthday gathering.

Unfortunately I will not be available to attend.

Summer Synonym Scramble

sprinted - raced

tranquil - peaceful

chilly - frozen

despondent - dejected

immense - gargantuan

screeched - squealed

scorching - searing

ecstatic - elated

deafening - ear-piercing

ambled - strolled

Summer Synonym Scramble

Example sentences:

I was so **ecstatic** to be on holiday that I **sprinted** down to the **immense** pool and **squealed** with delight when I saw the water slides.

We **ambled** along the **tranquil** beach until my little sister let out an **ear-piercing** scream as a **chilly** wave washed over her feet.

The Way Through the Woods by Rudyard Kipling

1. Which season is this poem set in? Circle one.

spring

summer

autumn

winter

2. Why are you no longer able to see the road through the woods?

They shut the road seventy years ago and now all of the trees and plants have grown where it used to be.

3. 'Steadily cantering through'

Tick the word closest in meaning to 'steadily'.

annually

gradually

quickly

noisily

4. 'You will hear the beat of a horses feet

And the swish of a skirt in the dew.....

.....But there is no road through the woods.'

What do you think that the poet is describing in the last part of the second verse?

You are still able to hear the sounds of the ghosts that used to use the road years ago despite the fact that there is no longer a road.

Ice-cream Match-Up!

accident-prone

sugar-free

open-mouthed

man-eating

wide-eyed

good-looking

quick-thinking

bad-tempered

fair-haired

Ice-cream Match-Up

Example sentences:

I stared **open-mouthed** as the man-eating shark came closer to our boat.

The **sugar-free** lolly tasted really good.

My sister is so **fair-haired** that the sun seems to make her hair go white.

Summer Sentence Challenge

Passive sentences

1. Example sentences: Example sentence: The sandy beach was visited by the Ball family last week.
2. **The street was visited by the ice cream van.**
3. **The aeroplane was boarded by a large group of excited holiday makers.**
4. **The sun cream was applied by the young girl.**
5. **The cool boat trip was really appreciated by Samir on the sweltering hot day.**

Active sentences

1. Example sentence: We visited the most amazing adventure playground this summer.
2. **The thermometer measured a whopping 25 degrees.**
3. **Monika enjoyed flying her kite at the top of a hill.**
4. **It was my first time riding a donkey on the beach and I loved it!**
5. **Yesterday, we had the biggest water fight ever.**

Fairtrade Challenge

1. What does 'Fairtrade' mean?

Fairtrade means that farmers are guaranteed a fair price for their crops.

2. Circle the conditions that cocoa needs to grow.

warm and wet

warm and dry

cold and wet

cold and dry

3. Is chocolate the favourite flavour of ice-cream in the world? Yes / No

Explain how you know.

Chocolate ice-cream is the second favourite flavour of ice-cream (9%), whereas 29% of people prefer vanilla, making it the favourite flavour.

4. What punctuation is used in the chocolate brownies recipe? How does this help the reader?
Bullet points are used to make the information more clear for the reader, so in this case the reader knows the ingredients they need to make the brownies.

Think and Write: Kermit's travels

1. Include a passive sentence.

The globe was studied by Kermit who was trying to decide where to go on holiday.

2. Use a colon to introduce a list.

He had narrowed his choices down to: Frog City in Florida, Toad Hole in Cheshire, Frog Combe in Somerset or Gumly Gumly in Australia.

3. Use brackets for parenthesis.

Kermit chose Gumly Gumly (which means 'Place of Many Frogs' in Australian Aboriginal language) because he hoped to find a friend there.

4. Include a relative clause.

After a long flight, Kermit arrived and met some of the locals, who were a lot slimier and uglier than he had expected!

5. Include a plural possessive apostrophe.

All of the frogs' homes were on huge lily pads.

Punctuation Mix-Up

1. nphyhe **hyphen**
2. silpelsi **ellipsis**
3. colno **colon**
4. liltspoutebn **bullet points**
5. coolimnes **semi-colon**
6. hads **dash**

Summer Spelling Challenge

1. My **confidence** increased the more I went on the huge waterslide.
2. The **sunset** was spectacular last night.
3. When we go to Spain, the **temperature** is due to be in the thirties!
4. There was a huge storm last night; the **lightning** was amazing.
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