

# Maths

Name: \_\_\_\_\_

Date: \_\_\_\_\_

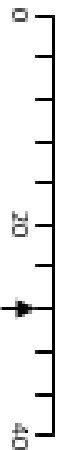


Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Problem Solving	
1. What is the missing number? 0 4 8 <input type="text"/> 16	1:1	11. $28 \div 4 =$	1:10	23. Alfie is 1m 12cm tall. Zac is 91cm tall. How much taller is Alfie than Zac?	1:15
2. What is the 6 worth in this number? 351	1:2	12. $8 \times 6 =$	1:10		
3. Write this number in numerals. four hundred and sixty two	1:3	13. Use $9 \times 6 = 54$ to solve: $9 \times 12 =$	1:11	22. What is the perimeter of this rectangle? <div><div></div><div>6cm</div><div>9cm</div></div>	1:20
4. What number is labelled? <div><div>0</div><div>10</div><div>20</div><div>30</div><div>40</div></div>	1:4	14. What is the missing number? $4 \times \text{ } = 50 - 22$	1:12		
5. Make the largest number possible using the digits 6 4 8.	1:5	15. What is the missing number? 0.7 0.8 0.9 1.0 <input type="text"/>	1:13	23. Cans of pop are 60p each. I have £2. How many cans of pop can I buy?	1:21
6. $603 - 10 =$	1:6	16. Circle $\frac{4}{10}$ Of the marbles. <div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	1:14	24. Draw the hands to show twenty five minutes past eight <div><div></div></div>	1:23
7. $723 - 312 =$	1:7	17. What is $\frac{1}{4}$ of 12?	1:15		
8. Circle the best estimate to $48 + 89$ : 110 120 130 140	1:8	18. $\frac{1}{3} = \frac{?}{6}$ <div><div></div><div></div><div></div><div></div><div></div><div></div></div>	1:16	25. How many minutes are equal to 180 seconds?	1:24
9. One orange costs twenty pence. How much will five oranges cost?	1:9	19. Add the fractions. $\frac{2}{9} + \frac{5}{9}$	1:17		
10. What is the missing number? <input type="text"/> - 23 = 9	1:9	20. Write the smallest fraction. $\frac{1}{5} \frac{1}{6} \frac{1}{4} \frac{1}{2}$	1:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)	

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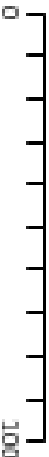
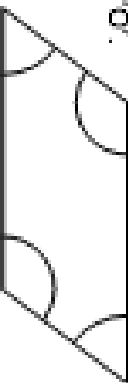


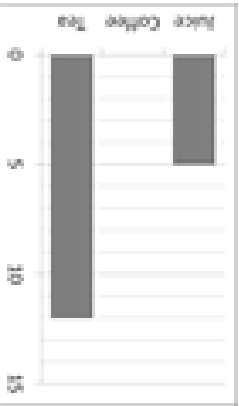
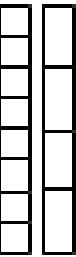
Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Problem Solving	
1. What is the missing number? 0 4 8 <input type="text"/> 16	<sup>2.1</sup>	11. 28 ÷ 4 =	<sup>2.10</sup>	23. Alfie is 1m 12cm tall. Zac is 91cm tall. How much taller is Alfie than Zac?	<sup>2.13</sup>  21cm
2. What is the 6 worth in this number? 361	<sup>2.2</sup> 60 (tens)	12. 8 x 6 =	<sup>2.100</sup>		
3. Write this number in numerals. four hundred and sixty two	<sup>2.3</sup> 462	13. Use 9 x 6 = 54 to solve: 9 x 12 =	<sup>2.11</sup> 108	22. What is the perimeter of this rectangle? <div><div></div><div>9cm</div><div>6cm</div></div>	<sup>2.20</sup>  30cm
4. What number is labelled? 	<sup>2.4</sup> 28	14. What is the missing number? 4 x <input type="text"/> = 50 - 22	<sup>2.12</sup> 7		
5. Make the largest number possible using the digits 6 4 8.	<sup>2.5</sup> 864	15. What is the missing number? 0.7 0.8 0.9 1.0 <input type="text"/>	<sup>2.13</sup> 1.1	23. Cans of pop are 60p each. I have £2. How many cans of pop can I buy?	<sup>2.21</sup>  3
6. 603 - 10 =	<sup>2.6</sup> 593	16. Circle $\frac{4}{10}$ of the marbles. 	<sup>2.14</sup> 4		
7. 723 - 312 =	<sup>2.7</sup> 411	17. What is $\frac{1}{4}$ of 12?	<sup>2.15</sup> 3	24. Draw the hands to show twenty five minutes past eight. 	<sup>2.22</sup>  Hands drawn
8. Circle the best estimate to 48 + 89: 110 120 130 <u>140</u>	<sup>2.8</sup> 140	18. $\frac{1}{3} = \frac{?}{6}$ <div><div></div><div></div></div>	<sup>2.16</sup> 2	25. How many minutes are equal to 180 seconds?	<sup>2.24</sup>  3
9. One orange costs twenty pence. How much will five oranges cost?	<sup>2.9</sup> £1 (100p)	19. Add the fractions. $\frac{2}{9} + \frac{5}{9}$	<sup>2.17</sup> $\frac{7}{9}$		
10. What is the missing number? <input type="text"/> - 23 = 9	<sup>2.9</sup> 32	20. Write the smallest fraction. $\frac{1}{5}$ $\frac{1}{6}$ $\frac{1}{4}$ $\frac{1}{2}$	<sup>2.18</sup> $\frac{1}{6}$		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19)	
				G (20-25)	

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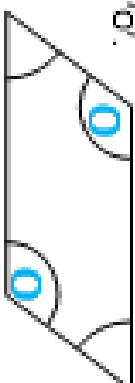

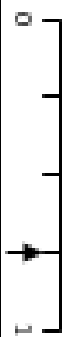
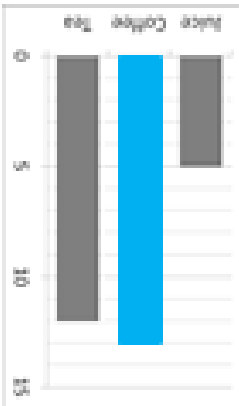
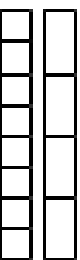
Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the missing number? 0 8 16 <input type="text"/> 32	1:1	11. 21 ÷ 3 =	1:10	23. About how long does it take to have a shower? a. 10 seconds b. 1 minute c. 10 minutes	1:23
2. What is the 5 worth in this number? 536	1:2	12. 7 × 4 =	1:10		
3. Put these in order, smallest first. 635 563 536 365	1:3	13. Use 9 × 5 = 45 to solve: 450 ÷ 9 =	1:12	22. Which of these is a description of a square based pyramid? a. I have 5 faces and 5 vertices. b. I have 8 edges and 6 vertices. c. I have 6 faces and 8 edges.	1:25
4. Draw an arrow to label 20. 	1:4	14. Eggs come in boxes of 6. I need 16 eggs. How many boxes should I buy?	1:12	23. Label two obtuse angles using the letter 'C'.	1:26
5. Circle all the multiples of 50. 25 100 75 125 150	1:5	15. If you split a shape into tenths, how many equal parts do you have?	1:13		
6. 139 - 100 =	1:6	16. Circle $\frac{2}{5}$ of the marbles. 	1:14		
7. 325 + 274 =	1:7	17. What fraction is labelled? 	1:15	24. Favourite drinks of teachers: 	1:28
8. Write the sum to check 68 - 29 = 39. Check: 29 + <input type="text"/> = <input type="text"/>	1:8	18. $\frac{6}{8} = \frac{?}{4}$ 	1:16	25. How many more people said 'Tea' than said 'Juice'?	1:30
9. To a no. I add 32 then subtract 17. I now have 40. What did I start with?	1:9	19. Subtract the $\frac{4}{5} - \frac{3}{5}$ fractions.	1:17		
10. What is the missing number? 178 + <input type="text"/> = 236	1:9	20. Write the $\frac{5}{9} \frac{1}{9} \frac{7}{9} \frac{3}{9}$ largest fraction.	1:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19)	G (20-25)

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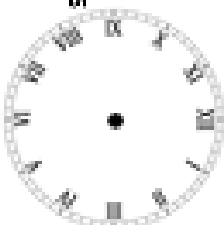
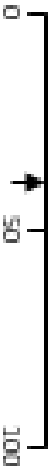

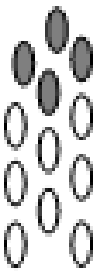

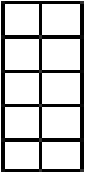
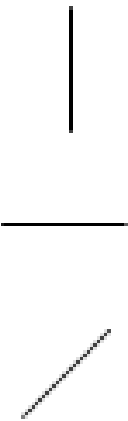
Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the missing number? 0 8 16 <input type="text"/> 32	2:1	11. $21 \div 3 =$	2:10	23. About how long does it take to have a shower? a. 10 seconds b. 1 minute c. 10 minutes	2:23
2. What is the 5 worth in this number? 536	2:2 (hundreds)	12. $7 \times 4 =$	2:10		c
3. Put these in order, smallest first. 635 563 536 365	2:3	13. Use $9 \times 5 = 45$ to solve: $450 \div 9 =$	2:13	22. Which of these is a description of a square based pyramid? a. I have 5 faces and 5 vertices. b. I have 8 edges and 6 vertices. c. I have 6 faces and 8 edges.	a
4. Draw an arrow to label 20. 	2:4 Arrow	14. Eggs come in boxes of 6. I need 16 eggs. How many boxes should I buy?	2:13		
5. Circle all the multiples of 50. 25 <input type="text"/> 100 75 125 <input type="text"/> 150	2:5 100, 150	15. If you split a shape into tenths, how many equal parts do you have?	2:13 10	23. Label two obtuse angles using the letter 'O'. 	Angles labelled
6. $139 - 100 =$	2:6 39	16. Circle $\frac{2}{5}$ of the marbles. 	2:14 4		
7. $325 + 274 =$	2:7 599	17. What fraction is labelled? 	2:15 $\frac{3}{4}$	24. Favourite drinks of teachers: 	2:25 Bar drawn
8. Write the sum to check $68 - 29 = 39$ . Check: $29 + \square = \square$	2:8 39, 68	18. $\frac{6}{8} = \frac{?}{4}$ 	2:16 3		
9. To a no. I add 32 then subtract 17. I now have 40. What did I start with?	2:9 25	19. Subtract the fractions. $\frac{4}{5} - \frac{3}{5}$	2:17 $\frac{1}{5}$	13 people said coffee. Show this.	
10. What is the missing number? $178 + \square = 236$	2:9 58	20. Write the largest fraction. $\frac{5}{9}$ $\frac{1}{9}$ $\frac{7}{9}$ $\frac{3}{9}$	2:18 $\frac{7}{9}$	25. How many more people said 'Tea' than said 'Juice'?	2:20 7
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19)	
				G (20-25)	

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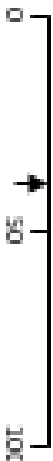

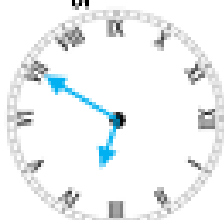


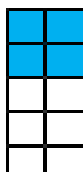
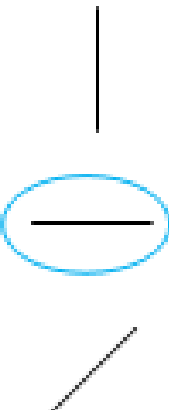
Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 0 50 <input type="text"/> 150 200 250	2.1.1	11. $72 \div 8 =$	2.1.6	23. One cup holds 330 millilitres of liquid. How much do 3 cups hold? 	2.1.8
2. What is the 3 worth in this number? 513	2.1.2	12. $12 \times 8 =$	2.1.6	22. Tom bought 4 cans of pop that were 60p each. How much did they cost in total? Give your answer in pounds and pence.	2.1.3
3. Write this number in words. 720	2.1.3	13. $34 \times 4 =$	2.1.3	23. Draw hands on the clock to show Twenty five minutes to four. 	2.1.2
4. Estimate the labelled number? 	2.1.4	14. I buy 6 packs of balloons. I have 30 balloons. How many are in each pack?	2.1.3		
5. Write a number that is smaller than 648 using the same three digits.	2.1.5	16. What fraction is circled? 	2.1.3		
6. $392 + 10 =$	2.1.5	16. What fraction is shaded? 	2.1.4		
7. $528 - 64 =$	2.1.7	17. What is $\frac{1}{3}$ of 18?	2.1.5	24. How many right angles make half a turn? 	2.1.7
8. Circle the best estimate to $79 + 101$ 170 180 190 200	2.1.8	18. This shape is in tenths. Shade in $\frac{2}{5}$ . 	2.1.6		
9. Use $18 + 34 = 52$ to help solve: $520 - 180 =$ <input type="text"/>	2.1.9	19. Add the $\frac{3}{9} + \frac{5}{9}$ fractions.	2.1.7	25. Circle the vertical line. 	2.1.8
10. What is the missing number? $148 - \text{ } = 89$	2.1.9	20. Write the smallest fraction. $\frac{1}{3}$ $\frac{1}{6}$ $\frac{1}{7}$ $\frac{1}{2}$	2.1.8		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19)	G (20-25)

Name: \_\_\_\_\_

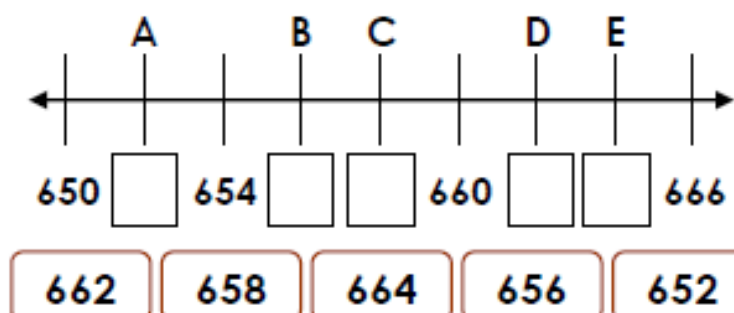
Date: \_\_\_\_\_

Class/Group: \_\_\_\_\_

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry		
1. What is the missing number? 0 50 <input type="text"/> 150 200 250	3.1	11. $72 \div 8 =$	2.10	23. One cup holds 330 millilitres of liquid. How much do 3 cups hold? 	3.15	
2. What is the 3 worth in this number? 513	2.2	12. $12 \times 8 =$	2.10	96	990ml	
3. Write this number in words. 720	2.3 Seven hundred and twenty	13. $34 \times 4 =$	2.13	136	£2 and 40p	
4. Estimate the labelled number? 	3.4 35-45	14. I buy 6 packs of balloons. I have 30 balloons. How many are in each pack?	3.13	5		
5. Write a number that is smaller than 648 using the same three digits.	3.5 486 or 468	16. What fraction is circled? 	2.13	$\frac{1}{10}$	23. Draw hands on the clock to show Twenty five minutes to four. 	3.22
6. $392 + 10 =$	3.6 402	16. What fraction is shaded? 	2.14	$\frac{4}{12}$ or $\frac{1}{3}$		Hands drawn
7. $528 - 64 =$	3.7 464	17. What is $\frac{1}{3}$ of 18?	3.15	6	24. How many right angles make half a turn? 	3.27
8. Circle the best estimate to $79 + 101$ 170 <input checked="" type="radio"/> 180 190 200	3.8 180	18. This shape is in tenths. Shade in $\frac{2}{5}$ . 	3.16	4		2
9. Use $18 \div 34 = 52$ to help solve: $520 - 180 =$ <input type="text"/>	3.9 340	19. Add the $\frac{3}{9} + \frac{5}{9}$ fractions.	3.17	$\frac{8}{9}$	25. Circle the vertical line. 	3.28
10. What is the missing number? $148 - \text{ } = 89$	3.9 59	20. Write the smallest fraction. $\frac{1}{3}$ $\frac{1}{6}$ $\frac{1}{7}$ $\frac{1}{2}$	3.18	$\frac{1}{7}$		Centre line
Total (A)		Total (B)		Total (C)		
Test Total (A+B+C)		R (0-9)		Y (10-19)		G (20-25)

## Ordering Numbers

5a. Fill the gaps in the number line using the numbers below.

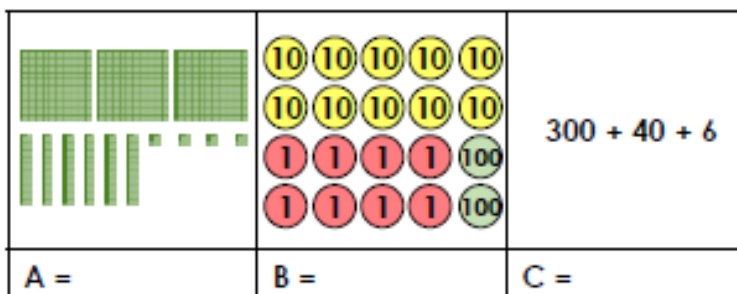


6a. Put these numbers in ascending order.

426	381	329	894	677
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7a. What is each representation worth?



List the numbers in descending order.



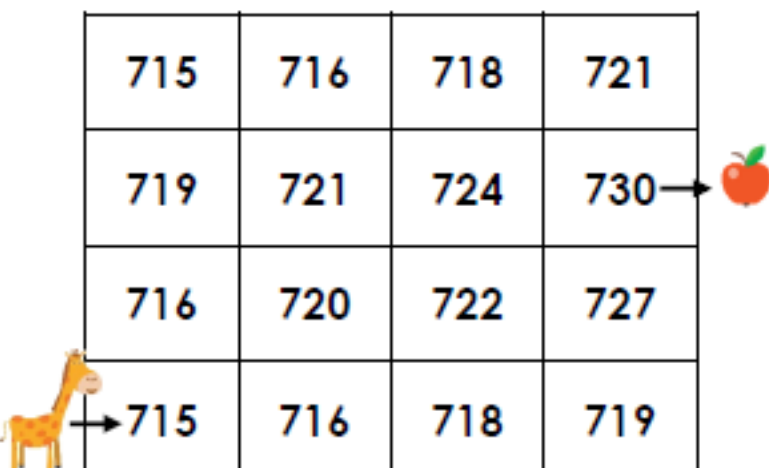
8a. True or false? Lucie has placed these five numbers in ascending order.

670
767
676
776
777



## Ordering Numbers

4a. Jerry the giraffe wants to reach the apple. He can only go through the maze by stepping on ascending numbers.



How many routes can he take?

PS

5a. Nuha and Pete are placing numbers in descending order.



Nuha

300	200	100	350	250	150
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Pete

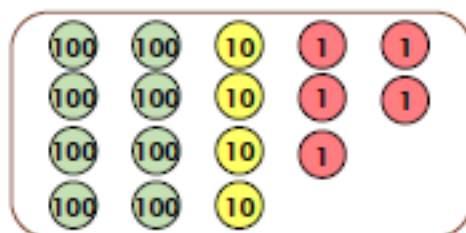
650	600	550	500	450	400
-----	-----	-----	-----	-----	-----

Who is correct? Prove it.



R

6a. Choose between 5 and 10 place value counters each time to create four 3-digit numbers.



Write the numbers that you have created below in ascending order.






PS



## Add and Subtract 100s

5a. Starting with the number below each time, complete the calculations.

100s	10s	1s
		

a. + 600

b. + 400

c. - 200



VF

6a. Find the number covered by the splat.

$$546 + \text{splat} = 946$$



VF

7a. Calculate the following:

a.  $355 + 200 =$

b.  $598 - 400 =$

c.  $709 + 200 =$

d.  $590 + 300 =$

e.  $957 - 600 =$



VF

8a. Add 200 each time to complete the sequence.

5				805
---	--	--	--	-----



VF

## Add and Subtract 100s

4a. Match the question to the correct answer. Which is the incorrect answer? Explain why.

a

Add  $\begin{matrix} 100 & 100 \\ 100 & 100 \end{matrix}$  to 465

388

b

Subtract  $\begin{matrix} 100 \\ 100 \end{matrix}$  from 298

865

c

Subtract 600 from 988

198



R

5a. Trevor is finding different calculations to make a number by adding or subtracting a multiple of 100.

My number is 526.



Give 3 possible calculations that would give this answer.



PS

6a. Solve the calculations, then add in the missing symbol using  $<$ ,  $>$  or  $=$ .

a.  $354 + \begin{matrix} 100 \\ 100 \\ 100 \end{matrix}$    $845 - \begin{matrix} 100 \\ 100 \end{matrix}$

b.  $295 + 500$    $895 - 100$

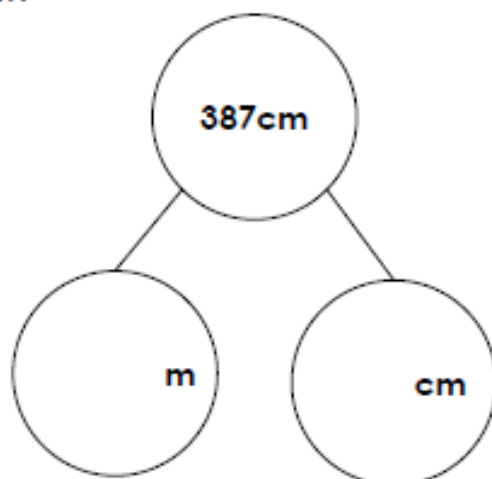
c.  $543 + \begin{matrix} 100 \\ 100 \\ 100 \end{matrix}$    $934 - 100$



R

## Equivalent Lengths – m and cm

5a. Complete the part-whole model below.



VF

6a. Circle the measurement that is the odd one out.

$1\frac{1}{2}$  m

150cm

1m and 21cm



VF

7a. Put these lengths in order from shortest to longest.

3m and 29cm

239cm

2m and 97cm

2m and 93cm

392cm

279cm



VF

8a. Complete the conversion table:

m and cm	cm
6m and 48cm	cm
	416cm
9m and 64cm	cm
	589cm
0m and 98cm	cm



VF

## Equivalent Lengths – m and cm

4a. Tom's hallway is 3m and 42cm long. Does he have enough carpet to cover it?



Tom

My piece of carpet is

$3\frac{1}{2}$  m long.

Convince me.



R

5a. True or false? Snake B is the longest.

Not drawn to scale

A.



4m and 21cm

B.



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

C.



412cm

Explain your answer.



R

6a. Felipe has used three digit cards to make three pairs of equivalent lengths.



When the digits are added together, the digit sum is 14.

m   cm =    cm

m   cm =    cm

m   cm =    cm

What could the digit cards' values be?



PS

## Ordering Decimals

### Expected

5a. A = 652, B = 656, C = 658, D = 662 and E = 664

6a. 329, 381, 426, 677 and 894

7a. 364 (A), 346 (C) and 308 (B)

8a. False because 767 is greater than 676. Lucie's sequence should read: 670, 676, 767, 776 and 777.

### Expected

4a. Various answers, for example:

715	716	718	721
719	721	724	730
716	720	722	727
715	716	718	719

5a. Pete is correct because his numbers are all in descending order. Nuha has counted backwards in hundreds first and then fifties.

6a. Various answers, for example: 134, 312, 425 and 641 or 241, 333, 522 and 714.

## Adding and subtracting

### Expected

4a. a = 865, c = 388, b is incorrect; the answer is 98.

5a. Various answers, for example:  $126 + 400 = 526$ ;  $226 + 300 = 526$ ;  $626 - 100 = 526$

6a. a.  $354 + 300 > 845 - 200$

b.  $295 + 500 = 895 - 100$

c.  $543 + 300 > 934 - 100$

### Expected

5a. a = 944; b = 744; c = 144

6a. 400

7a. a = 555; b = 198; c = 909; d = 890; e = 357

8a. 5; 205; 405; 605; 805

## Measurement

### Expected

5a. 3m, 87cm

6a. 1m and 21cm

7a. 239cm, 279cm, 2m and 93cm, 2m and 97cm, 3m and 29cm and 392cm

8a. The completed conversion table should look like this:

m and cm	cm
6m and 48cm	648cm
4m and 16cm	416cm
9m and 64cm	964cm
5m and 89cm	589cm
0 and 98cm	98cm

### Expected

4a. Yes he does because his hallway is 3m and 42cm long, which is equivalent to 342cm. His piece of carpet is  $3\frac{1}{2}$  m long which is equivalent to 350cm so the carpet is 8cm longer.

5a. True because Snake B is  $4\frac{1}{2}$  m long which is equivalent to 450cm. 450cm is longer than both 421cm (Snake A) and 412cm (Snake C).

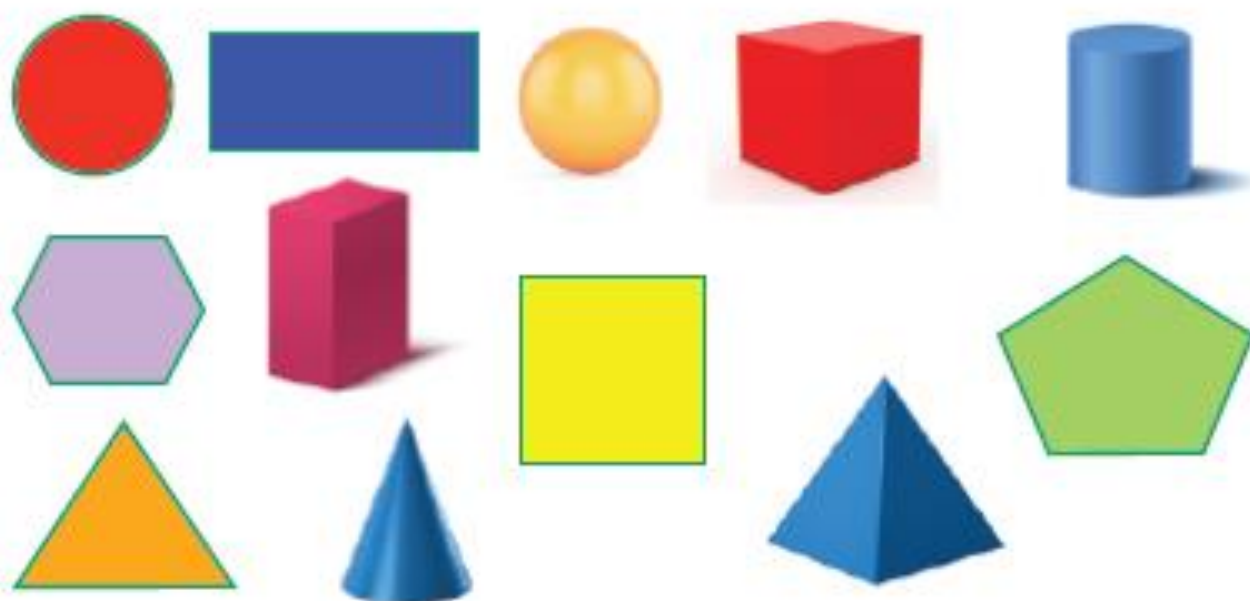
6a. Various answers, for example: Felipe could have used digit cards with the values 1, 6 and 7.  $7m$  and  $16cm = 716cm$ ;  $6m$  and  $71cm = 671cm$  and  $7m$  and  $61cm = 761cm$

# Shape Hunt!



Take a look at the 2D and 3D shapes below and discuss:

- What are the names of these shapes?
- Can you name the properties of each shape? (faces, vertices, edges)



## What can you find?

- Go on a shape hunt around your home.
- Draw or stick pictures of the shapes that you find.

### Arithmetic Paper 3

1.  $208 + 100 =$

2.  $792 - 100 =$

3.  $62 + 70 =$

4.  $217 - 20 =$

5.  $607 + 200 =$

6.  $984 - 700 =$

7.  $482 + 276 =$

8.  $372 - 268 =$

9.  $8 \times 9 =$

10.  $48 \div 4 =$

11.  $32 \times 3 =$

12.  $94 \times 8 =$

13.  $66 \div 3 =$

14.  $\frac{7}{12} + \frac{1}{12} =$

15.  $\frac{4}{5} - \frac{2}{5} =$

question	answer	marks
1	308	1
2	692	1
3	132	1
4	197	1
5	807	1
6	284	1
7	758	1
8	104	1
9	72	1
10	12	1
11	96	1
12	752	1
13	22	1
14	$\frac{8}{12}$ or $\frac{2}{3}$	1
15	$\frac{2}{5}$	1
		Total 15

## **Arithmetic Paper 4**

1.  $823 + 100 =$
2.  $537 - 100 =$
3.  $248 + 30 =$
4.  $92 - 70 =$
5.  $471 + 500 =$
6.  $569 - 300 =$
7.  $628 + 291 =$
8.  $734 - 474 =$
9.  $3 \times 12 =$
10.  $72 \div 8 =$
11.  $37 \times 3 =$
12.  $79 \times 4 =$
13.  $56 \div 4 =$
14.  $\frac{3}{10} + \frac{1}{10} =$
15.  $\frac{2}{3} - \frac{1}{3} =$

question	answer	marks
1	923	1
2	437	1
3	278	1
4	22	1
5	971	1
6	269	1
7	919	1
8	260	1
9	36	1
10	9	1
11	111	1
12	316	1
13	14	1
14	$\frac{4}{10}$ or $\frac{2}{5}$	1
15	$\frac{1}{8}$	1
		Total 15



## Word Search 4 Times table

Answer the calculations below and find the answers in the word search:

$4 \times 3 =$

$4 \times 4 =$

$4 \times 11 =$

$4 \times 8 =$

$4 \times 10 =$

$4 \times 2 =$

f	t	h	i	r	t	y	t	w	o
t	o	h	f	o	r	t	y	w	o
w	t	r	s	i	x	e	e	t	e
e	w	r	t	e	s	e	s	h	i
l	s	e	l	y	n	l	h	i	g
v	k	i	e	t	f	e	e	r	h
e	a	e	y	e	a	o	t	t	t
f	o	r	t	e	o	o	u	y	e
o	n	n	e	e	t	h	g	r	e
s	i	x	t	e	e	n	b	n	n

## Word Search 3 Times table

Answer the calculations below and find the answers in the word search:

$3 \times 3 =$

$3 \times 4 =$

$3 \times 10 =$

$3 \times 6 =$

$3 \times 2 =$

$3 \times 7 =$

e	t	h	i	r	t	y	n	e	l
t	n	h	x	t	t	e	r	t	o
w	i	u	e	d	b	i	w	n	e
e	n	r	w	e	s	e	e	o	s
l	e	e	l	p	n	e	h	u	i
v	k	e	e	t	t	i	e	r	x
e	a	e	y	h	a	u	t	n	e
m	q	o	g	e	o	o	k	i	e
o	n	i	e	e	t	h	g	n	e
e	e	d	j	p	z	o	b	n	n

SPaG

Mr Whoops has made THREE

**a**

clumsy spelling mistakes in his sentence. Can you underline them and correct them?

Yesterday during my grammar lesson, I learned how to discribe nouns using expanded noun phrases. Then in my history session, I read a very interesting book.

---

---

---

---

Write 'a' or 'an' correctly before the items on the recipe:

**b**

\_\_\_\_\_ egg

\_\_\_\_\_ cupful of flour

\_\_\_\_\_ teaspoon of vanilla extract

\_\_\_\_\_ icing bag

Can you add an appropriate

**c**

preposition to complete the sentence?

After preparing her diving equipment, Polly investigated the coral \_\_\_\_\_ the Red Sea.

Now, underline the subordinate clause.

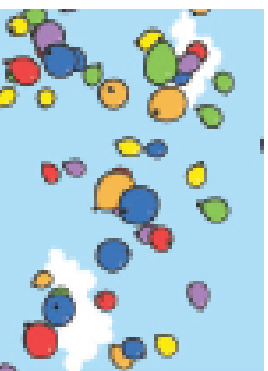
Underline the conjunction in each

**d**

sentence:

After the celebrations had finished, the balloons drifted off into the distance.

Some of them popped because they blew into the trees.



Tick the sentence that is

**e**

a command.

Get in the bath

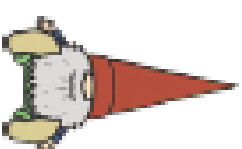
Would you like to wash your hands

How amazing that would be

Underline the imperative verb used with the command.

Can you think of silent letter words to match the pictures?

**f**



\_\_\_\_\_



\_\_\_\_\_

**a**

Mr Whoops has made **THREE** clumsy spelling mistakes in his sentence. Can you underline them and correct them?

Yesterday during my grammar lesson, I learned how to discribe nouns using expanded noun phrases. Then in my hisstory session, I read a very interesting book.

grammar

describe

history

**b**

Write 'a' or 'an' correctly before the items on the recipe:

~~an~~ egg

~~a~~ cupful of flour

~~a~~ teaspoon of vanilla extract

~~an~~ icing bag

**c**

Can you add an appropriate preposition to complete the sentence?

After preparing her diving

equipment, Polly investigated the coral \_\_\_\_\_ the Red Sea.

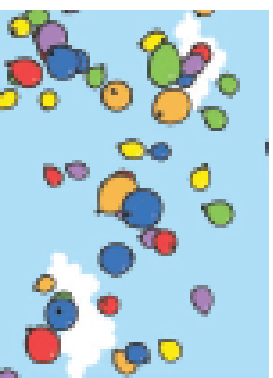
Accept any suitable preposition, e.g. under, within, below.

**d**

Underline the conjunction in each sentence:

After the celebrations had finished, the balloons drifted off into the distance.

Some of them popped because they blew into the trees.

**e**

Tick the sentence that is a command.

Get in the bath ✓

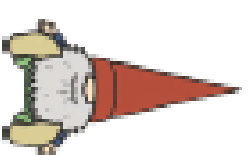
Would you like to wash your hands

How amazing that would be

Underline the imperative verb used with the command.

**f**

Can you think of silent letter words to match the pictures?



\_\_\_\_\_ gnome



\_\_\_\_\_ knight

**a**

Match each word class label to the correct word in the sentence. Complete the missing label.

Zarah's team played in the football match but they didn't win.

preposition

apostrophe

word used for possession

apostrophe  
word used for contraction

**b**

Circle the correct homophone word to fit in the sentence:

The photographer took a picture of the breath-taking (seen / scene).

The teacher told the interfering pupil not to (meddle / medal) in other people's business.

**c**

Mr Whoops has accidentally jumbled up TWO conjunctions.

Can you help him to unjumble them?

ECAUSBE

\_\_\_\_\_

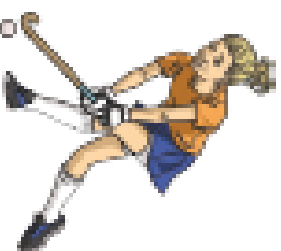
FORBEE

\_\_\_\_\_

**d**

Look at the picture. Can you fill in the missing verbs to create a present progressive sentence?

Candice \_\_\_\_\_ hockey for the school team.

**e**

Add the suffixes -less or -ful to turn these root words into adjectives.

beauty \_\_\_\_\_

friend \_\_\_\_\_

**f**

Can you improve this sentence by adding an expanded noun phrase, a conjunction and extra detail?

The emperor strolled through town.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**a** Match each word class label to the correct word in the sentence. Complete the missing label.

Zarah's team played in the football match but they didn't win.

preposition

apostrophe  
word used for  
possession

apostrophe  
word used for  
contraction

conjunction

**b** Circle the correct homophone word to fit in the sentence:

The photographer took a picture of the breath-taking (seen / scene).

The teacher told the interfering pupil not to (meddle / medal) in other people's business.

**c** Mr Whoops has accidentally jumbled up TWO conjunctions. Can you help him to unjumble them?

ECAUSBE

BECAUSE

FORBEE

BEFORE

**d** Look at the picture. Can you fill in the missing verbs to create a present progressive sentence?

Candice is playing hockey for the school team.

**e** Add the suffixes -less or -ful to turn these root words into adjectives.

beautiful

friendless

**f** Can you improve this sentence by adding an expanded noun phrase, a conjunction and extra detail?

The emperor strolled through town.

Any appropriate sentence with an expanded noun phrase to describe the emperor or the town, e.g.

The confident emperor with the spotty pants strolled through town because he thought his suit was invisible.

Can you place suitable prepositions into the spaces in these sentences?

The stuntman ran \_\_\_\_\_ the burning car as the helicopter circled \_\_\_\_\_ him. His next task was to run \_\_\_\_\_ a massive fire.

a

**Oops!** Mr Whoops has accidentally replaced some of the words within his sentence with his favourite foods! Can you suggest a sensible word to replace each one?



I spaghetti tripped over a marble \_\_\_\_\_ popcorn fell down the custard stairs.

b

Draw lines to join up the root words with the correct prefixes:

in	legal
il	perfect
im	accurate
ir	relevant

c

Can you unjumble this word ending in 'sion' that sounds like /shuhn/?

vasiinon \_\_\_\_\_  
fsuonconi \_\_\_\_\_

d

Place a tick in each row to show the type of adverb:

	adverb of time	adverb of place	adverb of manner
inside			
yesterday			
secretly			

e

Can you think of an adjective and adverb beginning with...

	adjective	adverb	preposition
a			
consonant?			
a vowel?			

f

a

Can you place suitable prepositions into the spaces in these sentences?

Accept suitable prepositions, e.g. from/above/through

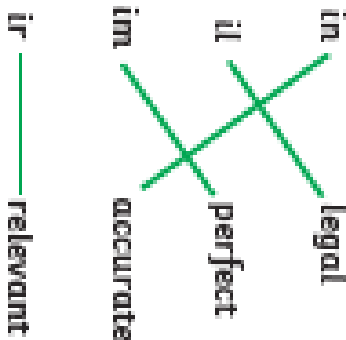
b

Ooops! Mr Whoops has accidentally replaced some of the words within his sentence with his favourite foods! Can you suggest a sensible word to replace each one?

Accept any sensible adverb, conjunction and adjective.

c

Draw lines to join up the root words with the correct prefixes:



d

Can you unjumble this word ending in 'sion' that sounds like /shuhny/?

- vasitiion
- invasion
- fusunconi
- confusion

e

Place a tick in each row to show the type of adverb:

	adverb of time	adverb of place	adverb of manner
inside		✓	
yesterday	✓		
secretly			✓

f

Can you think of an adjective and adverb beginning with...

Accept any adjectives, adverbs and prepositions starting with consonants and vowels, e.g. scaly, timidly and below; ugly, eagerly and above.



## What is a Clause?

1b. Underline the verbs and circle the nouns in the sentence below.

The light outside switched on in the middle of the night because a fox ran by.



VF

2b. Punctuate the sentence below.

i can't believe that my teapot made twelve large cups of tea



VF

3b. Tick the main clause below that makes sense on its own.

A. those clear river ran through

☐

B. that winding river slowly

☐

C. the wide river ran down the hill

☐

VF

4b. True or false? The main clause in the sentence below is underlined.

After the tree was cut down, nobody wanted to go to the park.



VF

## What is a Clause?

1b. Underline the nouns and verbs in the main clause below. Then, replace them with different nouns and verbs.

Dean crashed his brand new car when it snowed heavily.



A

2b. Use the words in the word bank to complete the main clauses below.

car	room
dinosaur	hole
sprayed	coin

A. I found a shiny \_\_\_\_\_ in my trouser pocket and I was surprised.

B. I \_\_\_\_\_ the \_\_\_\_\_ to make it smell fresh before the guests came round.

C. My \_\_\_\_\_ was very shiny and new so I kept it in the garage.



A

3b. Which main clause doesn't agree with the rest of the sentence? Explain why.

A. Her hat was far too small for her head so it kept falling off.

B. We slowly walked to school so we wouldn't be late again.

C. The train was extremely crowded.

D. My mum's car would not start today because it had run out of petrol.



R

## Using Conjunctions to Express Time, Place and Cause

1b. Sort the conjunctions under the correct headings.

Time	Place	Cause

where      before      wherever  
in case      yet      when

VF

2b. Tick the sentence with a place conjunction.

- A. Dad hid the presents where the children wouldn't find them. ☐
- B. I always take my umbrella with me in case it rains. ☐
- C. My mum likes to iron while listening to music on the radio. ☐

VF

3b. Rewrite this sentence using a different conjunction from the word bank.

I love going to my bedroom to change into my comfy clothes when I get home from school.

after

before

while

VF

4b. Create two sentences by matching clauses with the correct conjunction.

I had some ice cream

after

I continued to play football.

My feet were sore

yet

I finished my dinner.

VF

## Using Conjunctions to Express Time, Place and Cause

1b. Complete each sentence with a conjunction.

A. My loyal dog waits patiently for me \_\_\_\_\_ I leave him alone in the house.

B. My dad was cutting my fringe with sharp scissors \_\_\_\_\_ I kept very still.



A

2b. Write a sentence with two expanded clauses and a time conjunction to describe the picture below.



A

3b. Theo has been asked to write a sentence using a time conjunction.

My dad left the soft teddy where  
my baby brother could reach it.

Is he correct? Explain your answer.



R

# Statutory Spelling Word Activity Mat: arrive

1

Use a dictionary to define the word arrive.

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---

Which word class does the word

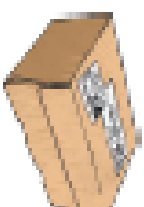
arrive belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word arrive to these sentences.



We watched the train \_\_\_\_\_.



"Did your package \_\_\_\_\_?" asked Jo.

What time will they \_\_\_\_\_?

\_\_\_\_\_ no later than 10 o'clock.

Which of these words means the same as arrive?

reject   reach   forget   bounty

Write the syllables of the word

arrive inside the hands.



Finish off the word arrive.

arr _____	_____ive
_____ve	ar _____

Now write the full word.

Trace the word arrive.

arrive

arrive

arrive

Write your own sentence containing the word arrive.

---



---



---

Edit and improve these words so that they correctly spell the word arrive.

arive    arrivee    arrighv

# Statutory Spelling Word Activity Mat: believe

②

Use a dictionary to define the word believe.

---



---



---

Which word class does the word believe belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word believe to these sentences.

Will did not \_\_\_\_\_ Chetna.

"I simply don't \_\_\_\_\_ it!"



Who do you \_\_\_\_\_? \_\_\_\_\_ it or not, it is a true story.

Which of these words means the same as believe?

trust   explode   divine   prayer

Write the syllables of the word believe inside the hands.



Finish off the word believe.

bel _____	_____ eve
_____ ve	be _____

Now write the full word.

---



---



---

Trace the word believe.

believe

believe

believe

Write your own sentence containing the word believe.

---



---



---

Edit and improve these words so that they correctly spell the word believe.

beleive   bilieve   beleave

# Statutory Spelling Word Activity Mat: bicycle

③

Use a dictionary to define the word **bicycle**.

---



---



---

Which word class does the word **bicycle** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **bicycle**.

bicycle

bicycle

bicycle

Add the word **bicycle** to these sentences.



Jerome rode on his \_\_\_\_\_.

"Is this your \_\_\_\_\_?" asked Karl.

My \_\_\_\_\_ has a flat tyre.

I had to oil the chain on my \_\_\_\_\_.



Which of these words means the same as **bicycle**?

pedal cycle    steamboat    blade car

Write the syllables of the word **bicycle** inside the hands.



Finish off the word **bicycle**.

bicy \_\_\_\_\_ cle

\_\_\_\_\_ le bi \_\_\_\_\_

Now write the full word.

---



---



---

Write your own sentence containing the word **bicycle**.

---



---



---

Edit and improve these words so that they correctly spell the word **bicycle**.

bycicle    bicickle    bysicle

# Statutory Spelling Word Activity Mat: **breath**

4

Use a dictionary to define the word **breath**.

Add the word **breath** to these sentences.

Do not hold your \_\_\_\_\_.

"I'm out of \_\_\_\_\_," called Jim.

Take a deep \_\_\_\_\_.

I gasped for \_\_\_\_\_.



Write the syllable of the word **breath** inside the hands.



Finish off the word **breath**.

bre _____	_____ath
_____th	br _____

Now write the full word.

\_\_\_\_\_

Which word class does the word **breath** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **breath**.

**breath**

**breath**

**breath**

Write your own sentence containing the word **breath**.

\_\_\_\_\_

Edit and improve these words so that they correctly spell the word **breath**.

breth      breathe      breaff

# Statutory Spelling Word Activity Mat: breathe

5

Use a dictionary to define the word breathe.

---

---

---

Which word class does the word breathe belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word breathe to these sentences.

They would never \_\_\_\_\_ a word.

"\_\_\_\_\_!" demanded the paramedic.

I felt her \_\_\_\_\_ down my neck.

\_\_\_\_\_ in and hold it for five seconds.

Write the syllable of the word breath inside the hands.



Finish off the word breathe.

brea _____	_____ the
_____ he	br _____

Now write the full word.

\_\_\_\_\_

Trace the word breathe.

breathe

breathe

breathe

Write your own sentence containing the word breathe.

---

---

Edit and improve these words so that they correctly spell the word breathe.

breathe    breath    breave

# Writing

Write a story using the pictures and story starters.





## Story starter!

---

Despite being an incredibly brave, strong, life-saving phenomenon, even Superman had problems. He still loved his job; he still loved saving lives. Today he had already prevented many catastrophes, flying after a jumbo jet full of passengers that had been plummeting towards the earth at tremendous speed. Just before lunch, Superman had swooped in front of a moving truck to save a lost kitten. However, now...Superman needed help. He picked up his phone and began to dial...

Can you continue the story about Superman's dilemma? What could his problem be? Who might he be calling for help?



## Story starter!

---

Lawrence was injured, afraid, lost and completely alone. He had been thrown viciously from the aircraft after the flock of birds had attacked the propellers.

As he laid there, listening to his racing heart, he wondered what would happen to him.

How would he make it out alive?





## Story starter!

"You shall go to the ball!" proclaimed the fairy godmother. With a click of her fingers and a swish of her wand, the magic happened, and Cinderella disappeared off into the night on the adventure of a lifetime...

Can you continue the story?

Now share your writing on Pobble!



## Story starter!

She gritted her teeth and began the climb.

With her vulnerable young perched precariously on her back as she ascended the branch, the extra weight caused her paws to tremble, and her sensitive whiskers to twitch at the strain.

Now that their nest had gone, and storm clouds gathering overhead, she was desperate to find a new location to begin building again. It was their only chance...

Can you continue the story of the possums as they strive to find a new home?

Alternatively, you could do further research on possums and produce a non-chronological report about them?

# Handwriting

# Words with /aw/ spelt 'augh' and 'au'

Practise your weekly spelling words using cursive handwriting.

caught

naughty

taught

daughter

autumn

clause

cause

astronaut

applaud

author

# Words with the Prefix in-

Practise your weekly spelling words using cursive handwriting.

inactive

incorrect

inaccurate

insecure

indefinite

incomplete

infinite

inedible

inability

indecisive



# Words with the Prefix 'im-' before a Root Word Starting with 'm' or 'p'

Practise your weekly spelling words using cursive handwriting.

immature

immeasurable

impossible

immortal

imperfect

impatient

immovable

impolite

important

improper

**Words with the Prefix 'il-' before a Root Word Starting with 'l'  
and**

**Words with the Prefix 'ir-' before a Root Word Starting with 'r'**

Practise your weekly spelling words using cursive handwriting.

illegal

illegible

illogical

illiterate

illicit

irregular

irrelevant

irresponsible

irrational

irresistible

# Homophones and Near Homophones

Practise your weekly spelling words using cursive handwriting.

medal

meddle

missed

mist

scene

seen

board

bored

which

witch



# Reading

# 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.



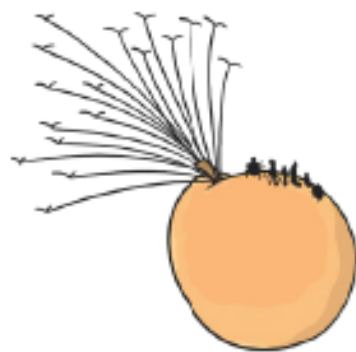
Although Roald had a happy home life, he had an unhappy time at his school in Wales, and was often 'caned' for bad behaviour. His mother sent him to boarding school in Weston-Super-Mare. He was just nine years old when he arrived at St. Peters School and met the 'twitching' Latin teacher Captain Hardcastle,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



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

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

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

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**4. What sport was he good at?**

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

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**6. Explain why he had to leave the RAF.**

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

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

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**9. What did Dahl believe books should be?**

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

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## 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'.

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# BACK TO EARTH WITH A BUMP!

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Reported by Amanda Kelper, Media Correspondent, London

Last week, British astronaut Tim Peake returned home from an incredible six month stay aboard the International Space Station (ISS), alongside his crewmates Yuri Malenchenko and Timothy Kopra. He is the first British astronaut to have lived on the ISS.

The men were launched into space on 15th December 2015 and in the months before take-off, they trained intensively for their trip. The mission involved conducting experiments, testing out new technology and inspiring the next generation of space travellers. Peake told reporters that the highlight of his mission was a spacewalk where he had to make a repair on the space station. Whilst away from home, Tim also ran the equivalent of the London Marathon on his treadmill.

Having circled the planet nearly 3,000 times in 186 days, the crew returned home to Earth via a Soyuz capsule, which reached speeds of up to 28,000 kilometres per hour (25 times the speed of sound). The touchdown was bumpy due to high winds, however the astronauts landed safely in Kazakhstan. They all returned in good health. Having arrived back on solid ground, the astronauts were pulled out of the capsule and carried as their leg muscles were too weak to walk. Whilst sitting in their space suits, the men were checked over by medical staff. During these checks, Peake was asked how it felt to be home, 'The smells of Earth are so strong and it's wonderful to be back in the fresh air.'

Tim later flew from Kazakhstan to the headquarters of the European Space Agency in Cologne, Germany where he is recovering and adjusting to life back on Earth. Scientists are carrying out tests to see how his body has been affected by his time in space.



*Landing with a bump! Tim Peake lands safely in Kazakhstan.*

In a recent press conference, Peake commented on how he'd missed family and friends, and even the rain. Tim expressed how much he was now looking forward to spending some quality time with his family. When asked if he'd return to space in the future, he replied, '...in a heartbeat.'

His service to science has earned him an honour from the Queen. Peake was made a CMG, or companion of the order of St Michael and St George. In response, Tim said, 'I am only one privileged person in a complex team of technicians, scientists, engineers, educators, trainers and flight directors, all working in pursuit of one of the greatest scientific and technical challenges of our time – exploring our solar system for the benefit of people on Earth. This award is for them.'

1. How long had Peake been living on the ISS?

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2. Write down one job that Tim had to do on the mission.

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3. Why were the astronauts carried out of the capsule?

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4. What did Peake notice once he'd left the capsule?

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5. What was hard about being on the ISS for so long?

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6. Who wrote the article?

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7. Give a reason why space travel is important.

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# Back To Earth With A Bump! Answers

1. How long had Peake been living on the ISS?  
Tim Peake had been living on the ISS for six months.
2. Write down one job that Tim had to do on the mission.  
Any one of; he conducted experiments, tested out new technology and did necessary repairs on the ISS.
3. Why were the astronauts carried out of the capsule?  
They were carried as their leg muscles were too weak to walk.
4. What did Peake notice once he'd left the capsule?  
He noticed the smells of Earth and the fresh air.
5. What was hard about being on the ISS for so long?  
Tim said that being away from his family and friends for such a long time wasn't easy.
6. Who wrote the article?  
The article was written by Amanda Kelper.
7. Give a reason why space travel is important.  
Own answer, which may include to make new discoveries, to find out if there's life in other parts of the Solar System, to conduct important experiments in space, etc.



# The London Marathon

## What Is a 'Marathon'?

The marathon race comes from a Greek legend that tells of a soldier who was sent from the battlefield of Marathon to Athens with news that Greece had beaten the Persian army. It is said that the soldier ran the entire distance without stopping, bursting into the assembly with his good news before collapsing and dying.

## What Is the London Marathon?

The London Marathon is a long-distance running race. Runners from around the world come to take part in the race, which is well known for the historic route around London and the carnival atmosphere of the thousands of spectators. The London Marathon course is 26 miles and 385 yards long and takes runners past many famous sites in London, for example, the Cutty Sark.



## When Was the First London Marathon?

The first London Marathon took place on 29th March, 1981. It was the idea of John Disley and Chris Brasher, who had recently taken part in the New York Marathon. They were keen to create a London Marathon that would show off the famous sites in the city and prove that Britain was best when it came to organising major events. The first London Marathon was a huge hit! 20,000 people entered and 7,747 runners took to the start line with thousands more filling the streets of London to cheer them on.



### Who Can Take Part in the London Marathon?

- Elite runners (the best, fastest runners in the world)
- Club and fun runners
- Wheelchair and Paralympic runners

Many people choose to run for a charity and raise money for a good cause. More than three quarters of the competitors now run for a charity. Sometimes, they run the course in fancy dress.

### The London Marathon: Facts and Figures

- Major Tim Peake ran the London Marathon on board the International Space Station!
- The fastest man to run the London Marathon was Eliud Kipchoge from Kenya in a time of 2:03.05.
- The fastest woman was Paula Radcliffe of Great Britain in a time of 2:15.25.
- The fastest marathon runner dressed as a plant was Lee Goodwin with a time of 3:02.43.
- The slowest London marathon was run by Lloyd Scott, who wore a deep-sea diving suit and finished the marathon in five days, eight hours, twenty-nine minutes and forty-six seconds! (The organisers have since set a 24-hour time limit in which to complete the London Marathon.)



1. What is the London Marathon?

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2. Why do you think it is important for the crowds of spectators to cheer?

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3. When was the first London Marathon?

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4. Why did John Disley and Chris Brasher have the idea for the London Marathon.

Give two reasons.

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5. How many people entered the first London Marathon?

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6. Why do some runners choose to raise money for charity?

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7. Where did the name 'marathon' come from?

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8. Why was it unusual that Major Tim Peake ran the London Marathon?

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1. What is the London Marathon?  
**The London Marathon is a long-distance running race.**
2. Why do you think it is important for the crowds of spectators to cheer?  
**Answers may vary but should include ideas about supporting the runners and creating an exciting atmosphere.**
3. When was the first London Marathon?  
**The first London Marathon was on 29th March, 1981.**
4. Why did John Disley and Chris Brasher have the idea for the London Marathon?  
Give two reasons.  
**Answers should include two ideas from the text. For example, John and Chris had recently taken part in the New York Marathon; there were cheering crowds and a carnival atmosphere; they wondered if London could be better.**
5. How many people entered the first London Marathon?  
**20,000 people entered the first London Marathon.**
6. Why do some runners choose to raise money for charity?  
**Some runners choose to raise money because the marathon is such a big challenge.**
7. Where did the name 'marathon' come from?  
**The name 'marathon' comes from a Greek legend where a soldier ran from Marathon to Athens to share news of a battle victory.**
8. Why was it unusual that Major Tim Peake ran the London Marathon?  
**It was unusual for Major Tim Peake to run the London Marathon because he was in space at the time.**



# Fossils

Fossils are shapes of dead animals and plants that lived millions of years ago made in rock. Usually when something dies it is eaten or decays and disappears. However, when an animal or plant dies and gets covered over, it can stay there and over time, become a fossil.

## Dinosaurs

Fossils are really important in understanding what has happened a long time ago. Without them we would not even know that dinosaurs existed! People who study fossils are called palaeontologists and these are the people who have found out what we now know about dinosaurs. However, this only started 200 years ago, so we've only known about dinosaurs for 200 years!



### Did you know?

- 'Sue' is the nickname given to the most complete and best preserved Tyrannosaurus Rex specimen ever found.
- The word 'fossil' comes from an old word 'fossilis', meaning 'dug up'.
- Fossils are only found in sedimentary rock.
- The fossils in the pictures are called ammonites. It is the town symbol for Whitby in North Yorkshire. Whitby is good for fossil hunting and long ago, people thought that the ammonites were snakes turned to stone by St. Hilda!

## How a Fossil is Made

When some plants or animals die, their body sinks into mud or is buried by sand. This often happens at the bottom of the sea and stops it from rotting or being eaten by other animals. Whilst it is underground, water and minerals seep into the bones and where the bones and body used to be, to make a hard shape. This is squashed under more layers of sand, mud and eventually rock over many, many millions of years.

1. What does a palaeontologist study?

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2. What is the nickname of the best preserved Tyrannosaurus Rex skeleton?

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3. What sort of rock are fossils found in?

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4. Which town has an ammonite fossil as their symbol?

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5. Why have we only got fossils to find out about dinosaurs?

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6. What is sedimentary rock?

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7. How come the fossilised animals or plants haven't been eaten by other animals?

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8. The author used an exclamation mark at the end of the Fossil Facts section to make it sound surprising. Why is that sentence surprising?

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9. Why aren't there any fossils of cats that lived twenty years ago?

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10. Do you think the ammonites in the pictures look like snakes? Why?

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# Hindu Gods

Hindus believe in many different gods and goddesses.

The three most important gods are called the Trimurti - three forms of the supreme God known as Brahman.

## Trimurti



**Lord Brahma:**

- creator of the universe
- has 4 heads



**Lord Vishnu:**

- looks after the universe and its people
- has four arms



**Lord Shiva:**

- the destroyer of the universe so that new life can come again

**Tridevi** - The Tridevi are goddesses who are also very important.



**Lakshmi:**

- wife of Vishnu
- travels on a lotus flower
- goddess of good fortune



**Saraswati:**

- the wife of Brahma
- the goddess of learning and wisdom



**Shakti:**

- mother goddess who represents nature

## Other Important Hindu Gods

Here is some information about a few more Hindu gods.



**Ganesh:**

- has an elephant's head and human body
- Hindus pray to him when they are about to start something new, such as starting a new job



**Krishna:**

- blue skin
- plays the flute
- wears peacock feathers on his head
- the god of love and the most worshipped



**Hanuman:**

- the Hindu monkey god
- He went with his army to help Rama's fight against the demon Ravana, in order to rescue Sita

# Hindu Gods Questions

1. What is the difference between monotheism and polytheism?  

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2. How many heads does Lord Brahma have?  

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3. Why do you think many Hindu gods have more than two arms and more than one head? Explain your reasoning.  

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4. Which goddess is the wife of Vishnu?  

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5. A Hindu who was just about to start a new school might pray to which god? Why?  

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6. What is the name of the Hindu god of war?  

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7. Why do many Hindus believe that placing the sign of the Sun over a main door in their home will bring them good luck?  

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8. Which other names is Vayu known by?  

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9. 'His tusks – one broken and the other unbroken – represent imperfection and perfection in the world'. Explain your understanding of this sentence in your own words.  

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10. Which is your favourite Hindu god? Why?  

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# Hindu Gods Answers

1. What is the difference between monotheism and polytheism?

The difference between monotheism and polytheism is that monotheism is the belief in one god/goddess whereas polytheism is the belief in many gods and goddesses.

2. How many heads does Lord Brahma have?

Lord Brahma has 4 heads.

3. Why do you think many Hindu gods have more than two arms and more than one head? Explain your reasoning.

Various answers.

Answers may suggest that the more arms/heads the god has, the more powerful they are as they have the ability to do several things at once. Or the answer may refer to the idea that each head represents a different aspect of the god's personality.

4. Which goddess is the wife of Vishnu?

Lakshmi is the wife of Vishnu.

5. A Hindu who was just about to start a new school might pray to which god? Why?

A Hindu, who was just about to start a new school, might pray to Ganesh. This is because Hindus believe Ganesh bestows good fortune and wisdom upon those starting something new in their lives.

6. What is the name of the Hindu god of war?

The Hindu god of war is known as Indra.

7. Why do many Hindus believe that placing the sign of the Sun over a main door in their home will bring them good luck?

Hindus believe that placing the sign of the Sun over a main door in their home will bring them good luck as the symbol represents Surya, the Sun god. Surya is thought to be capable of healing the sick and dispelling darkness by illuminating the world.

8. Which other names is Vayu known by?

Vayu is also known by the names Pavana, Vata and Prana.

9. 'His tusks - one broken and the other unbroken - represent imperfection and perfection in the world'. Explain your understanding of this sentence in your own words.

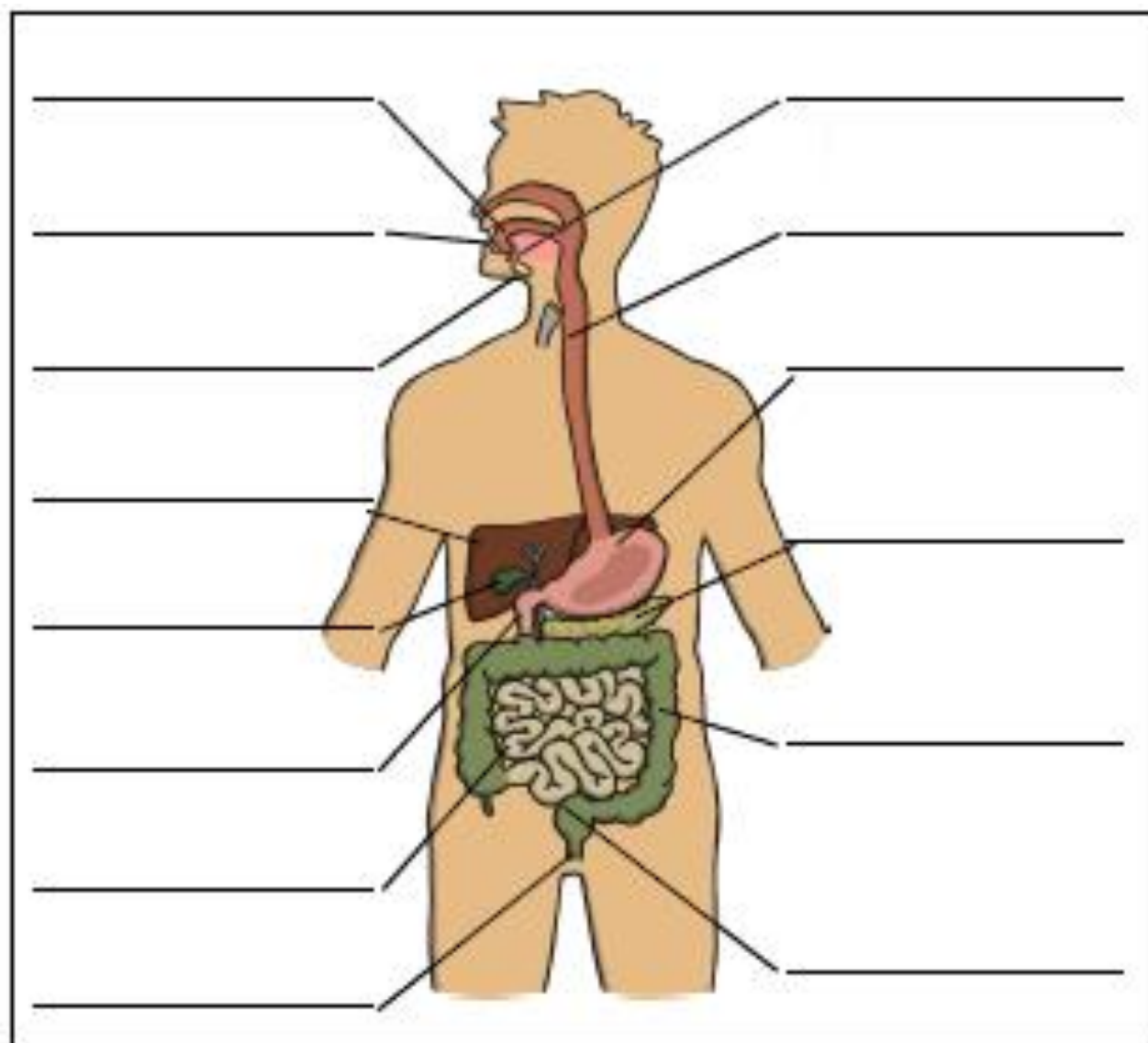
Various answers.

I think that his tusks represent the good and bad things in the world.

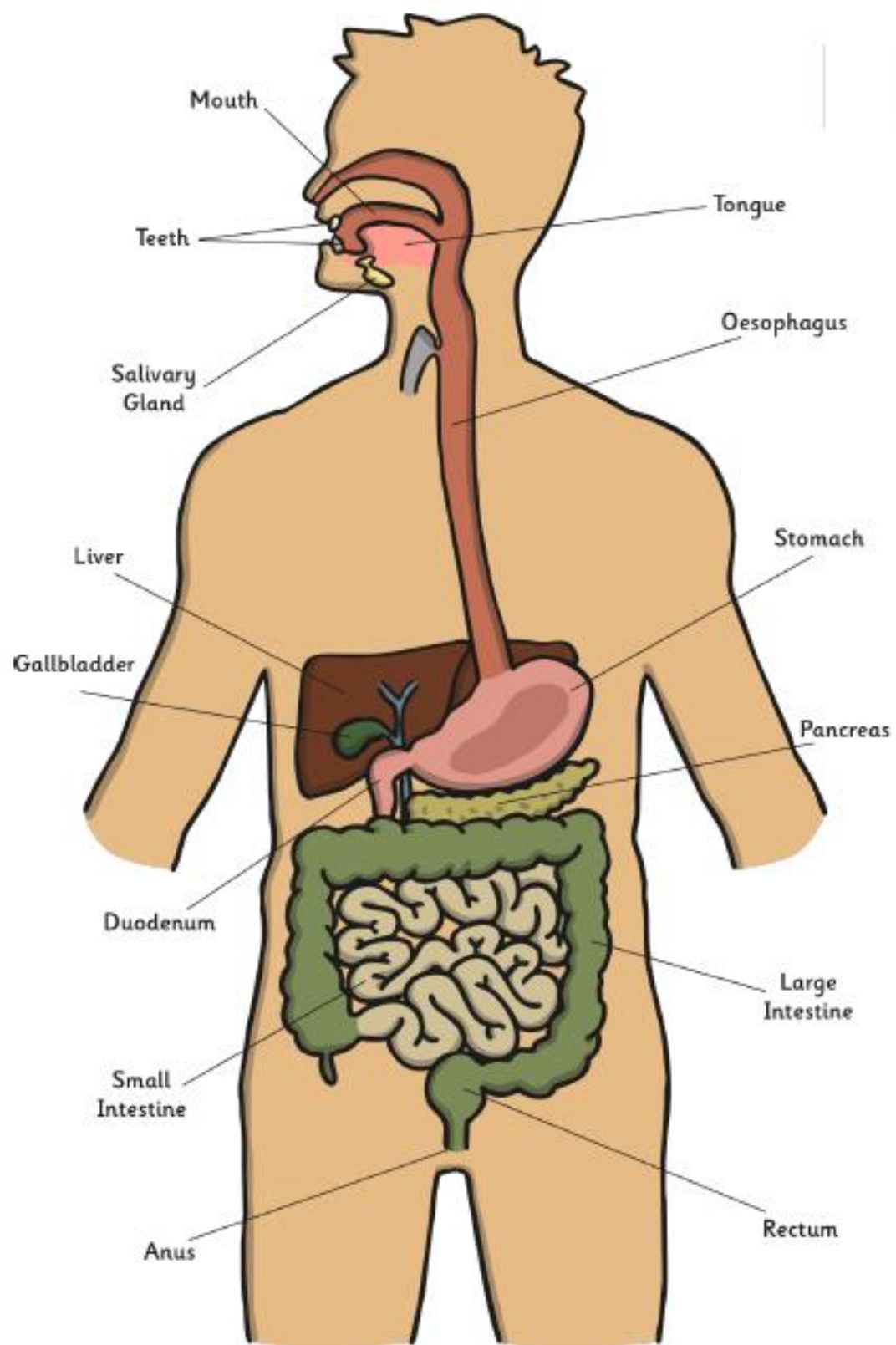
10. Which is your favourite Hindu god? Why?

Various answers.

# Science



**Key words:** mouth, tongue, teeth, salivary glands, oesophagus, stomach, duodenum, small intestine, large intestine, gallbladder, pancreas, liver, rectum, anus.



# Digestive System

t w o g s f q w m u n e d o u d  
o t h c a m o t s w t o e l e p  
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s n e c o a l t g l o t n o v d  
o i c s i k e b e p a y o g u i  
p u t r h a n d l s o n f f u g  
h m u s y f r i u a i t d p a e  
a s m e t i v l l e d s y s o s  
g u d m a e m n d i r d t t y t  
u a p y r e c a n p e o e p l i  
s e s z t o p e a s t i e r n o  
g i h n n t h e u o f f t i c n  
i n t e s t i n e e w h h o l i  
k e u s c p a n c r e a s o c o  
n u o t o i l s f b n j u t e d  
v c m w d g q a e t d i g e s t

digestion

digest

mouth

tongue

teeth

oesophagus

stomach

gallbladder

intestine

rectum

anus

pancreas

liver

duodenum

glands

enzymes

# Digestive System Explanation Text

**1**

The mouth is where food enters the digestive system but the process of digestion starts even before that happens!! The salivary glands produce saliva when food is smelt. You may have come across the phrase 'mouth-watering', which indicates food that smells so good that your mouth is full of saliva.

Saliva contains an enzyme called amylase (pronounced am- uh - leys). This breaks down starch which is a type of carbohydrate. The tongue is important as it mixes the food with the saliva.

Teeth tear, cut and grind food in the mouth so that it can be transported through the body more easily.

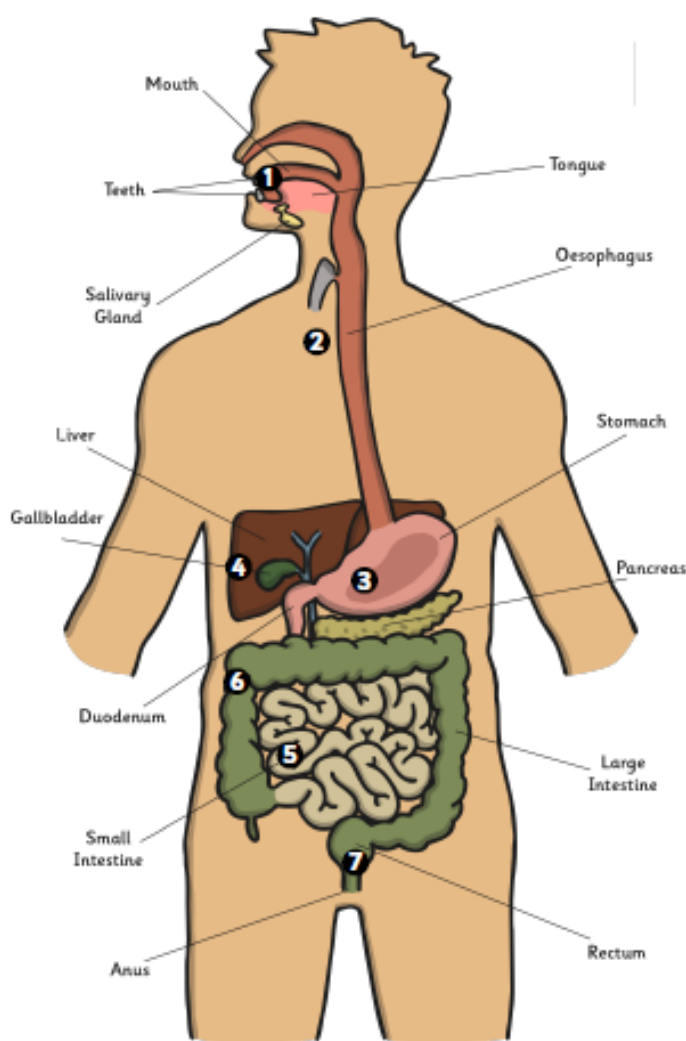
The soft palate is the name of the top of the mouth, this part of the mouth moves the food through the mouth and towards the oesophagus.

**2**

The next part of the digestive process takes part in the oesophagus. This is a long muscular tube that leads to the stomach. Here the food is moved down by the muscles in synchronised waves (pairs of muscles contracting and relaxing at the same time). This movement is called peristalsis. Muscles in your intestine also work like this.

**3**

Enzymes and acids are produced in the stomach lining to break food down. The stomach contains powerful muscles that churn and mix food into smaller and smaller pieces.



**4**

The liver, pancreas and gallbladder are vital to the digestive process even though food does not pass through them.

The pancreas produces enzymes to break down fats, carbohydrates and proteins which are released in the duodenum.

The liver produces bile – this is an important fluid which breaks down fats in our diets. It sends the bile to the gallbladder to store, which releases it into the duodenum when it is needed.

**6**

After the other two parts of the small intestine absorb the nutrients they need, any part of the food that is not needed travels to the large intestine. The large intestine absorbs water from the remaining food and the rest forms into stools.

**5**

The small intestine is split into three parts. The duodenum is the first part of the small intestine and it is here that the food is broken down by enzymes and bile.

**7**

The large intestine moves the stools to the rectum. The rectum has two functions: firstly it stores the stools until they are ready to be released. Secondly, it sends signals to the brain that there are stools that need releasing. The final process in the digestive process is when stools move from the rectum are released from the anus.

In order to be healthy the body needs to both take nutrients from the food and also get rid of the parts of the food it does not



Name of digestive system part:
Function:

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