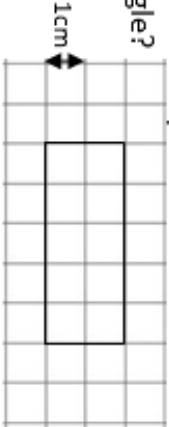


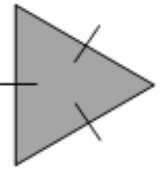


Maths

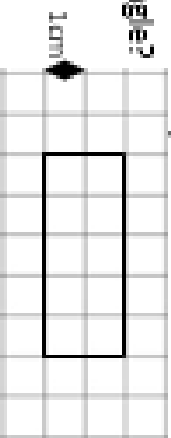

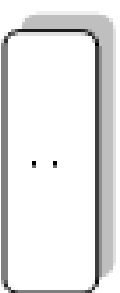
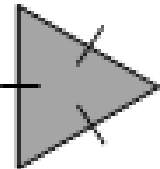

Name: _____

Date: _____

Class/Group: _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 18 27 36 <input type="text"/> 54	4:1	11. $66 \div 6 =$	4:9	21. There are 650 millilitres of liquid in a jug. How much more liquid needs to be added to make 1 litre?	4:19
2. What is the missing number? 49 <input type="text"/> 63 70 77	4:1	12. Two factors of 32 add up to 33. What are they?	4:10	22. What is the perimeter of this rectangle? 	4:20
3. What is 1,000 more than 2,350?	4:2	13. $314 \times 7 =$	4:11	23. At lunch, Kirsty has a starter and a main meal. She pays with a £20 note. How much change does she get? <div>All Starters £4.95 All Mains £9.90</div>	4:21
4. Round this number to the nearest 10: 3,275	4:2	14. In a class of 18 there are 2 girls for every 1 boy. How many are boys?	4:12	24. How would 6:15pm be shown on a 24 hour digital clock? 	4:22
5. What is $2 - 9$?	4:3	15. $\frac{?}{3} = \frac{5}{15}$ 	4:13	25. What is the special name for this type of triangle? 	4:23
6. What is the value of the 3 in this number? 3,296	4:4	16. What is the missing number? <input type="text"/> 2.00 2.01 2.02 2.03	4:14	Total (C)	
7. Write the number 67 in Roman numerals.	4:5	17. $\frac{5}{14} + \frac{8}{14}$	4:15	Total (A)	
8. $3,912 + 1,129 =$	4:6	18. Write 0.25 as a fraction.	4:16	Test Total (A+B+C)	
9. Write the sum to check $492 + 210 = 702$: $702 - \text{ } = \text{ }$	4:7	19. $45 \div 10 =$	4:17	Total (B)	
10. I have £2. I spend £1.15 then 65p. How much do I have left?	4:8	20. Round 5.6 to the nearest whole number.	4:18	R (0-9)	
				Y (10-19)	
				G (20-25)	


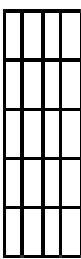
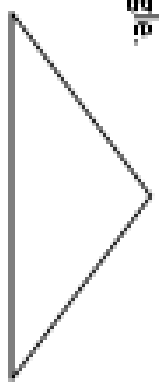
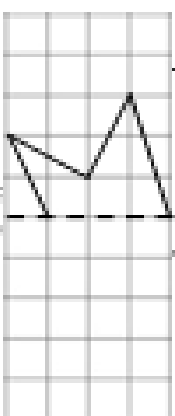
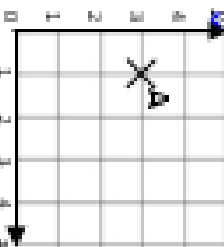
Name: _____ Date: _____ Class/Group: _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 18 27 36 <input type="text"/> 54	4.1 45	11. $66 \div 6 =$	4.9 11	21. There are 650 millilitres of liquid in a jug. How much more liquid needs to be added to make 1 litre?	4.19 350ml
2. What is the missing number? 49 <input type="text"/> 63 70 77	4.1 56	12. Two factors of 32 add up to 33. What are they?	4.10 1, 32	22. What is the perimeter of this rectangle? 	4.20 14cm
3. What is 1,000 more than 2,350?	4.2 3,350	13. $314 \times 7 =$	4.12 2,198		
4. Round this number to the nearest 10: 3,275	4.2 3,280	14. In a class of 18 there are 2 girls for every 1 boy. How many are boys?	4.12 6	23. At lunch, Kirsty has a starter and a main meal. She pays with a £20 note. How much change does she get? <div>All Starters £4.95 All Mains £9.90</div>	4.21 £5.15
5. What is $2 - 9$?	4.3 -7	15. $\frac{?}{3} = \frac{5}{15}$ 	4.13 1	24. How would 6:15pm be shown on a 24 hour digital clock? 	4.22 18:15
6. What is the value of the 3 in this number? 3,296	4.4 3000	16. What is the missing number? <input type="text"/> 2.00 2.01 2.02 2.03	4.14 1.99	25. What is the special name for this type of triangle? 	4.23 Equilateral
7. Write the number 67 in Roman numerals.	4.5 LXVII	17. $\frac{5}{14} + \frac{8}{14}$	4.15 $\frac{13}{14}$	Total (C)	
8. $3,912 + 1,129 =$	4.6 5,041	18. Write 0.25 as a fraction.	4.16 $\frac{1}{4}$	Total (B)	
9. Write the sum to check $492 + 210 = 702$: $702 - \text{ } = \text{ }$	4.7 492, 210 	19. $45 \div 10 =$	4.17 4.5	Total (A)	
10. I have £2. I spend £1.15 then 65p. How much do I have left?	4.8 20p	20. Round 5.6 to the nearest whole number.	4.18 6	Test Total (A+B+C)	
Total (A)		Total (B)		Test Total (A+B+C)	
R (0-9)		Y (10-19)		G (20-25)	

Name: _____

Date: _____

Class/Group: _____


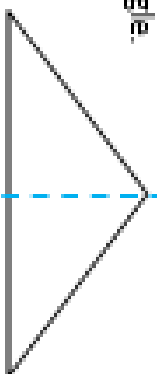
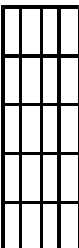
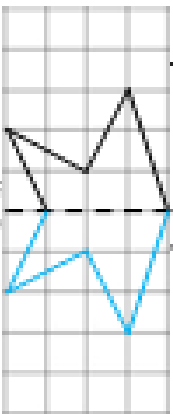
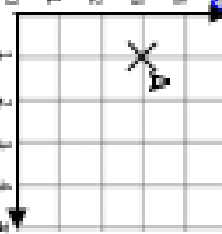
A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry	
1. What is the missing number? 14 21 28 <input type="text"/> 42	4:1	11. $9 \times 12 =$	4:3	21. On the back of a film box it says the length of the film is 97 minutes. How long is this in hours and minutes?	4:18
2. What is the missing number? 36 <input type="text"/> 48 54 60	4:1	12. Complete the sum that is equal to 36×7 : $3 \times$ <input type="text"/> $\times 7$	4:10	22. What name is given to this type of angle?	4:24
3. Round this number to the nearest 10: 5,731	4:2	13. $68 \times 4 =$	4:11		4:25
4. Round this number to the nearest 100: 3,275	4:2	14. One wooden block is 4cm tall. If 14 blocks are piled up, how tall are they?	4:12		
5. What is the next number in this sequence: 4, 2, 0, -2, <input type="text"/>	4:3	15. $\frac{2}{5} = \frac{4}{20}$ 	4:13	23. Draw all the lines of symmetry on this triangle. 	4:26
6. Write < or > to make this correct: 3,948 <input type="text"/> 2,817	4:4	16. When I divide an amount by 100, what fraction of the amount do I have?	4:14		
7. What number does this Roman Numeral represent? XC	4:5	17. $\frac{14}{13} - \frac{5}{13}$	4:15	24. Complete this shape: 	4:27
8. $2,725 - 834 =$	4:6	18. Write $\frac{7}{10}$ as a decimal number.	4:16		
9. Estimate the answer to: $6,504 + 4,478$	4:7	19. What is the value of the 9 in: 3.91	4:17	25. What are the co-ordinates of the point labelled A? 	4:27
10. Sarah had £65. She bought a £28 dress and a £17 bag. How much left?	4:8	20. A log is 6 metres long. It is cut into quarters. How long is each piece?	4:18		
Total (A)		Total (B)		Total (C)	
Test Total (A+B+C)		R (0-9)		Y (10-19)	G (20-25)

Name: _____

Date: _____

Class/Group: _____



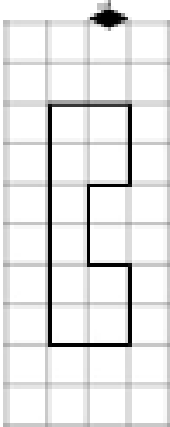
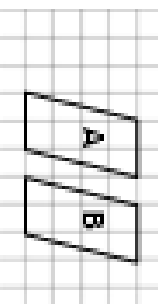
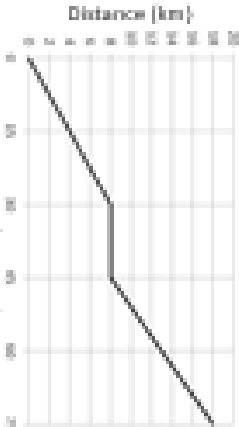

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure and Geometry		
1. What is the missing number? 14 21 28 <input type="text"/> 42	4:1 35	11. $9 \times 12 =$	4:9 108	21. On the back of a film box it says the length of the film is 97 minutes. How long is this in hours and minutes?	4:18 1 hour 37 minutes	
2. What is the missing number? 36 <input type="text"/> 48 54 60	4:1 42	12. Complete the sum that is equal to 36×7 : $3 \times$ <input type="text"/> $\times 7$	4:10 12	22. What name is given to this type of angle? 	4:24 Acute	
3. Round this number to the nearest 10: 5,731	4:2 5,730	13. $68 \times 4 =$	4:11 272	23. Draw all the lines of symmetry on this triangle. 	4:25 1 line drawn	
4. Round this number to the nearest 100: 3,275	4:2 3,300	14. One wooden block is 4cm tall. If 14 blocks are piled up, how tall are they?	4:13 56cm			
5. What is the next number in this sequence: 4, 2, 0, -2, <input type="text"/>	4:3 -4	15. $\frac{2}{5} = \frac{4}{20}$ 	4:13 1	24. Complete this shape: 	4:26 Shape drawn	
6. Write < or > to make this correct: 3,948 <input type="text"/> 2,817	4:4 >	16. When I divide an amount by 100, what fraction of the amount do I have?	4:14 $\frac{1}{100}$			
7. What number does this Roman Numeral represent? XC	4:5 90	17. $\frac{14}{13} - \frac{5}{13}$	4:15 $\frac{9}{13}$	25. What are the co-ordinates of the point of the point labelled A? 	4:27 (1, 3)	
8. $2,725 - 834 =$	4:6 1,891	18. Write $\frac{7}{10}$ as a decimal number.	4:16 0.7			
9. Estimate the answer to: $6,504 + 4,478$	4:7 11,000	19. What is the value of the 9 in: 3.91	4:17 $\frac{9}{10}$	Total (C)		
10. Sarah had £65. She bought a £28 dress and a £17 bag. How much left?	4:8 £20	20. A log is 6 metres long. It is cut into quarters. How long is each piece?	4:18 1.5m			
Total (A)		Total (B)				
Test Total (A+B+C)		R (0-9)	Y (10-19)	G (20-25)		



Name: _____

Date: _____

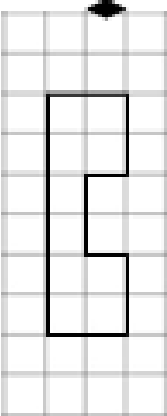
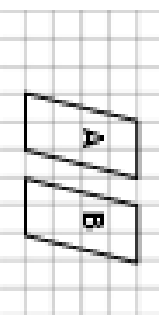
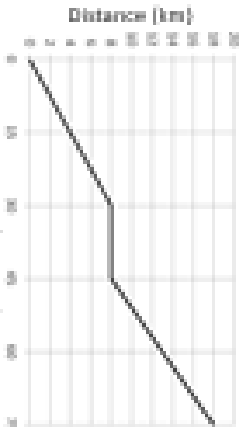
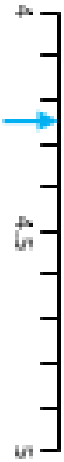
Class/Group: _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics			
1. What is the missing number? 18 24 30 <input type="text"/> 42	4:1	11. $7 \times 11 =$	4:3	21. What is the area of this shape? 	4:28		
2. What is the missing number? 7,000 8,000 9,000 <input type="text"/>	4:1	12. Circle the sum that is the same as 27 x 12: 3 x 4 x 9 3 x 9 x 12	4:10	22. Circle the name that describes the smallest angle. Right angle Obtuse angle Acute angle	4:24		
3. Round this number to the nearest 100: 5,731	4:2	13. $293 \times 7 =$	4:12				
4. What is 1,000 less than 3,293?	4:2	14. To work out 53 x 8 you could do: <input type="text"/> x 8 + 3 x <input type="text"/>	4:12	23. To transform shape A onto B: Translate A <input type="text"/> units to the <input type="text"/> . 	4:27		
5. What is 3 less than 1?	4:3	15. Circle the equivalent fraction to $\frac{1}{7}$. $\frac{3}{28}$ $\frac{5}{35}$ $\frac{7}{56}$	4:13				
6. What is the value of the 2 in this number? 3,296	4:4	16. Complete the sequence: $\frac{22}{100}$ $\frac{23}{100}$ $\frac{24}{100}$ <input type="text"/>	4:14	24. Tom rode to his friend's house.  Using the distance - time graph, how long did Tom rest for? 25. How much further was the 2nd part of Tom's journey than the first?	4:30		
7. Write the number 37 in Roman numerals.	4:5	17. $\frac{9}{5} + \frac{2}{5}$	4:15				
8. $1,235 + 824 =$	4:6	18. Write 0.5 as a fraction.	4:16				
9. Write the sum to check 1,930 + 383 = 2,313: 2,313 <input type="text"/> 1,930 <input type="text"/> 383	4:7	19. $8 \div 100 =$	4:17				
10. There are 213 people on a train. 28 get on & 49 get off. How many now?	4:8	20. Label 4.25cm on the ruler section: 	4:18				
Total (A)		Total (B)				Total (C)	
Test Total (A+B+C)		R (0-9)				Y (10-19) G (20-25)	

Name: _____

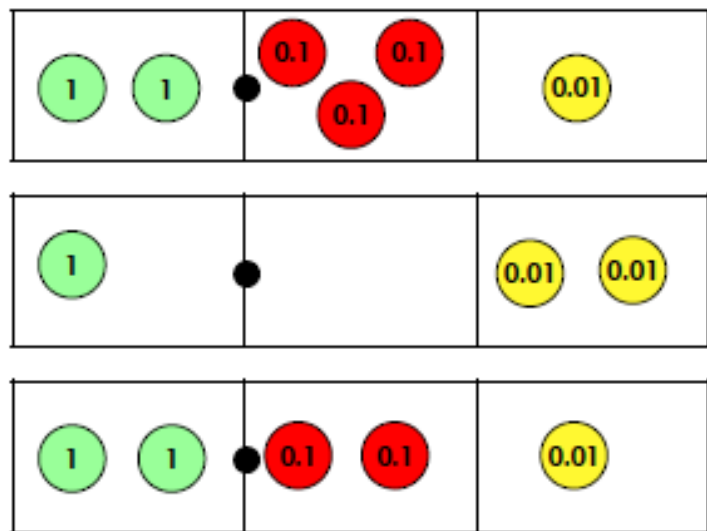
Date: _____

Class/Group: _____

A: Place Value, Add and Subtract		B: Multiply, Divide and Fractions		C: Measure, Geometry and Statistics	
1. What is the missing number? 18 24 30 <input type="text"/> 42	4.1	11. $7 \times 11 =$	4.9	21. What is the area of this shape? 	4.20
2. What is the missing number? 7,000 8,000 9,000 <input type="text"/>	4.1	12. Circle the sum that is the same as 27×12 : $3 \times 4 \times 9$ <u>$3 \times 9 \times 12$</u>	4.10	22. Circle the name that describes the smallest angle. Right angle Obtuse angle <u>Acute angle</u>	4.24
3. Round this number to the nearest 100: 5,731	4.2	13. $293 \times 7 =$	4.11	23. To transform shape A onto B: Translate A <input type="text"/> units to the <input type="text"/> . 	4.27
4. What is 1,000 less than 3,293?	4.3	14. To work out 53×8 you could do: <input type="text"/> $\times 8 + 3 \times$ <input type="text"/>	4.13	24. Tom rode to his friend's house. 	4.28
5. What is 3 less than 1?	4.3	15. Circle the equivalent fraction to $\frac{1}{7}$. $\frac{3}{28}$ <u>$\frac{5}{35}$</u> $\frac{7}{56}$	4.14	25. How much further was the 2nd part of Tom's journey than the first? 4km	4.30
6. What is the value of the 2 in this number? 3,296	4.4	16. Complete the sequence: $\frac{22}{100}$ $\frac{23}{100}$ $\frac{24}{100}$ <input type="text"/>	4.14	Total (C)	
7. Write the number 37 in Roman numerals.	4.5	17. $\frac{9}{5} + \frac{2}{5}$	4.15	Total (B)	
8. $1,235 + 824 =$	4.6	18. Write 0.5 as a fraction. $\frac{1}{2}$	4.16	Total (A)	
9. Write the sum to check $1,930 + 383$ $= 2,313$: 2,313 <input type="text"/> 1,930 <input type="text"/> 383	4.7	19. $8 \div 100 =$	4.17	Test Total (A+B+C)	
10. There are 213 people on a train. 28 get on & 49 get off. How many now?	4.8	20. Label 4.25cm on the ruler section: 	4.18	R (0-9)	

Order Decimals

5a. The place value counters below make three different decimals. Write them in ascending order.



VF

6a. The decimals below are in ascending order. Circle the decimal that completes the sequence.

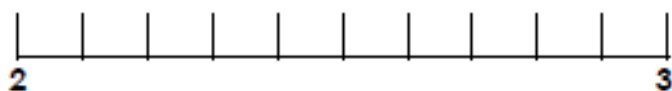
3.08	3.24		3.55
------	------	--	------

3.75 3.45 3.09 3.58



VF

7a. Draw arrows to show each decimal on the number line below.



2.55	2.18	2.42	2.91
------	------	------	------



VF

8a. Is each row of decimals in descending order?

Yes	No

3.14 3.12 3.04 2.98

4.89 5.01 5.65 5.77

4.67 4.46 4.34 4.44



VF

Order Decimals

4a. Look at the number sequence.

7.01	7.24		7.68
------	------	--	------

Use the number cards below to make all possible numbers with 2 decimal places that can fill the missing space in the sequence.

5	7	4	6
---	---	---	---



PS

5a.



Chelsey

I think that
 $3.24 > 3.41 < 3.32$

I think that
 $3.24 < 3.41 > 3.32$

Who is correct?
Explain your answer.



Marvin



6a. Susie is comparing the heights of towers she has built.

I have ordered
the heights
from tallest to
smallest.

Tower	Height
Red	7.89 cm
Yellow	7.98 cm
Orange	7.67 cm
Blue	7.55 cm
Purple	7.08 cm
Pink	7.14 cm



Do you agree with Susie?
Explain your answer.



R

Written Methods

5a. Circle the calculation to match the pictorial representation and solve it.

10	10	10	1	1	1	1	1	1
10	10	10	1	1	1	1	1	1
10	10	10	1	1	1	1	1	1

$35 \times 3 =$

$36 \times 3 =$

$36 \times 2 =$



V

6a. Finish the pictorial representation and complete the calculation.

10	10	10	10	1	1
10	10	10	10		
10	10	10	10		

$\square \times 4 = \square$



V

7a. Use place value counters to solve these calculations.

$57 \times 5 = \square$

$31 \times 6 = \square$

$69 \times 3 = \square$



V

8a. Compare these calculations using $<$, $>$ and $=$.

$18 \times 5 \quad \bigcirc \quad 25 \times 3$

$71 \times 3 \quad \bigcirc \quad 63 \times 4$



V

Written Methods

4a. True or false? All these calculations have been correctly multiplied by 7.

$26 \times \square = 182$

$18 \times \square = 126$

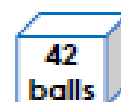
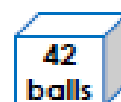
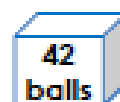
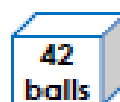
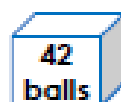
$35 \times \square = 245$



PS

5a. Which is the odd one out?

A.



B.

$$\begin{array}{r} 4 \quad 2 \\ \times \quad 6 \\ \hline 1 \quad 2 \\ 2 \quad 4 \quad 0 \\ \hline \end{array}$$

C.

10	10	10	10	1	1
10	10	10	10	1	1
10	10	10	10	1	1
10	10	10	10	1	1
10	10	10	10	1	1

Explain your answer.



R

6a. Julie is solving 42×6 .



$$\begin{array}{r} 4 \quad 2 \\ \times \quad 6 \\ \hline 1 \quad 2 \\ 2 \quad 4 \\ \hline 3 \quad 6 \\ \hline \end{array}$$

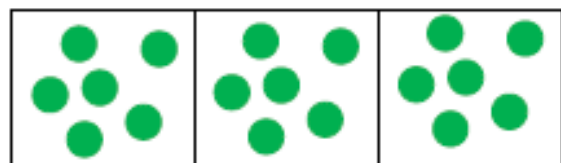
Is she correct? Convince me!



R

Fractions of a Quantity

5a. Circle the number that is $\frac{2}{3}$ of the whole number represented below.



12

10

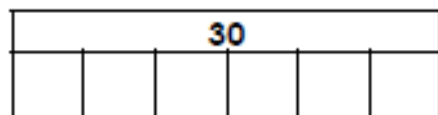
18



VF

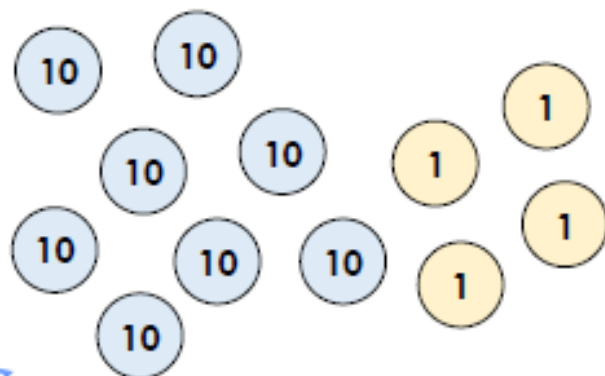
6a. True or false?

$$\frac{5}{6} \text{ of } 30 = 20$$



VF

7a. Find three quarters of the following amount.



VF

8a. Use counters to match the calculation to the correct amount.

A. $\frac{3}{5}$ of 35

63

B. $\frac{9}{10}$ of 70

21

C. $\frac{3}{7}$ of 56

45

D. $\frac{5}{8}$ of 72

24



VF

Fractions of a Quantity

4a. Below is the recipe for 24 cupcakes. Lucy only needs to make 18 cupcakes.

Cupcake Ingredients

4 eggs
160g self-raising flour
120g butter
80g sugar

How much of each ingredient will she need?



PS

5a. Steph is calculating the following fractions of amounts.

A. $\frac{3}{4}$ of 28

C. $\frac{2}{3}$ of 36

B. $\frac{1}{2}$ of 36

D. $\frac{4}{5}$ of 35

Solve the calculations.

Which two solutions add together to make $\frac{1}{2}$ of 90?



PS

6a. Hafsa and Gabriel are calculating $\frac{3}{4}$ of 48.



Hafsa

The answer is 36.



Gabriel

The answer is 12.

Who is correct? Explain how you know.



R

Ordering Decimals

Expected

5a. 1.02, 2.21, 2.31

6a. 3.55

7a.



8a. Yes, No, No

Expected

4a. There are 6 possible answers: 7.54, 7.56, 7.45, 7.46, 7.65, 7.64

5a. Marvin is correct. 3.41 has 3 ones and 41 hundredths, which is greater than 3.24, which only has 3 ones and 24 hundredths, and 3.32, which only has 3 ones and 32 hundredths.

6a. Susie begins incorrectly as the red tower has 7 ones and 89 hundredths whereas the yellow tower has 7 ones and 98 hundredths so is taller. Also, the purple tower should be at the bottom as it has the least amount of hundredths.

Written methods

Expected

5a. $36 \times 3 = 108$

6a. $42 \times 4 = 168$

7a. $57 \times 5 = 285$; $31 \times 6 = 186$; $69 \times 3 = 207$

8a. $18 \times 5 = 90 > 25 \times 3 = 75$

$71 \times 3 = 213 < 63 \times 4 = 252$

Expected

4a. True

5a. B. A & C show 42×5 and B shows 42×6 .

6a. Julie is incorrect. When multiplying $40 \times 6 = 240$ she has forgotten to record the zero in the ones column.

Fractions

Expected

5a. 12

6a. False, the correct answer is 25.

7a. 63

8a. A = 21, B = 63, C = 24; D = 45

Expected

4a. 3 eggs, 120g of self-raising flour, 90g of butter and 60g of sugar.

5a. A = 21, B = 18, C = 24, D = 28. A and C add together to make 45.

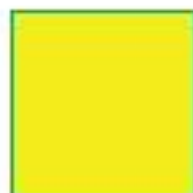
6a. Hafsa is correct. Gabriel has only calculated one quarter of 48.

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. $702 + 100 =$
2. $479 - 100 =$
3. $72 + 200 =$
4. $624 - 30 =$
5. $82 \times 3 =$
6. $64 \div 4 =$
7. $\frac{1}{10} + \frac{7}{10} =$
8. $\frac{8}{15} - \frac{4}{15} =$
9. $2267 + 1000 =$
10. $7003 - 1000 =$
11. $2788 + 3417 =$
12. $8291 - 713 =$
13. $9 \times 5 =$
14. $9 \times 2 \times 4 =$
15. $352 \times 3 =$
16. 641×9
17. $\frac{5}{6} + \frac{5}{6} =$
18. $\frac{7}{8} - \frac{1}{8} =$
19. $3.54 + 0.09$
20. $3.8 - 0.8 =$
21. $68 \div 100 =$
22. $92 \div 10 =$
23. $\frac{1}{3}$ of 24 =
24. $7.2 + 2.89 =$

Answer Sheet: Key Stage 2: Year 4: arithmetic test 3



Guidance: Children will have 30 minutes for this test.

question	answer	marks
1	802	1
2	379	1
3	272	1
4	594	1
5	246	1
6	16	1
7	$\frac{8}{10}$ or $\frac{4}{5}$	1
8	$\frac{4}{15}$	1
9	3267	1
10	6003	1
11	6205	1
12	7578	1
13	45	1
14	72	1
15	1056	1
16	5769	1
17	$1\frac{2}{3}$	1
18	$\frac{4}{8}$ or $\frac{3}{6}$	1
19	3.63	1
20	3	1
21	0.68	1

question	answer	marks
22	9.2	1
23	8	1
24	10.09	1
		Total 24

Arithmetic Paper 4

1. $387 + 100 =$
2. $153 - 100 =$
3. $759 + 80$
4. $588 - 500 =$
5. $92 \times 4 =$
6. $75 \div 3 =$
7. $\frac{5}{12} + \frac{5}{12} =$
8. $\frac{5}{6} - \frac{1}{6} =$
9. $8210 + 1000 =$
10. $9217 - 1000 =$
11. $5634 + 2388 =$
12. $8229 - 346 =$
13. $11 \times 10 =$
14. $34 \div 1 =$
15. $732 \times 4 =$
16. $479 \times 6 =$
17. $\frac{7}{10} + \frac{9}{10} =$
18. $\frac{17}{20} - \frac{11}{20} =$
19. $7.82 + 0.08 =$
20. $9.3 - 0.7 =$
21. $24 \div 10 =$
22. $51 \div 100 =$
23. $\frac{4}{5}$ of $20 =$
24. $5.87 - 3.6 =$

Guidance: Children will have 30 minutes for this test.

question	answer	marks
1	487	1
2	53	1
3	839	1
4	88	1
5	368	1
6	25	1
7	$\frac{10}{12}$ or $\frac{5}{6}$	1
8	$\frac{4}{6}$ or $\frac{2}{3}$	1
9	9210	1
10	8217	1
11	8022	1
12	7883	1
13	110	1
14	34	1
15	3168	1
16	2874	1
17	$1\frac{3}{5}$	1
18	$\frac{6}{20}$ or $\frac{3}{10}$	1
19	7.9	1
20	8.6	1
21	2.4	1

question	answer	marks
22	0.51	1
23	16	1
24	2.27	1
		Total 24

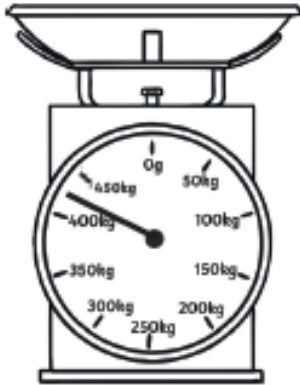
Measurement

1. a) Measure this line using a ruler. Write its length in cm and in mm.

_____ = _____

- b) Use a ruler to draw a line that measures 53mm.

2. Write the amount shown on each scale.



_____ kg



_____ °C



_____ ml

3. Convert these units.

a) 1500g = _____ kg

d) 12.5cm = _____ mm

b) 2450g = _____ kg

e) 1.2km = _____ m

c) 1.75m = _____ cm

f) 2300ml = _____ l

4. Anna says five 750ml bottles will hold more than three 1l bottles. Is she right? Explain how you know.

SPaG

Section 1

Write a sentence about this scene that contains a preposition. Underline the preposition.



Section 4

Mr Whoops has accidentally jumbled up two Y3/ Y4 spelling words. Can you help him to unjumble them? (Clue: they're both nouns!)

brrrgiltfuia

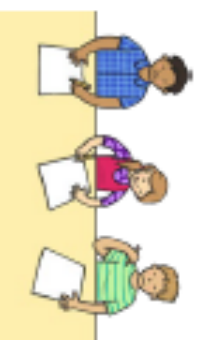


Section 2

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

"(Quiet/Quite) class 12!" yelled Mrs Green. "This spelling test is (quiet/quite) important."

The children in Class 12 got out (there/their) pencils and waited to (hear/here) the first spelling word.



Section 5

Change these adjectives into adverbs.

terrible _____

sensible _____

noble _____

Section 3

Circle the three conjunctions in these sentences.

The man jogged down the road before stopping for a drink. After catching his breath, he set off again and sprinted up the hill.

Section 6

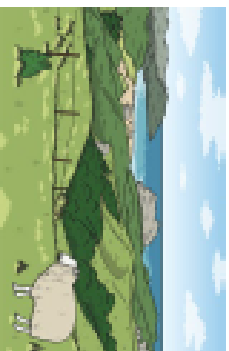
Rewrite this sentence and add a subordinate clause.



The family stood safely behind the barriers to watch the fireworks.

Section 1

Write a sentence about this scene that contains a preposition.



Underline it.

Accept any sentence with an underlined preposition, e.g. The fields are beside the coast. The clouds are above the feeding sheep.

Section 4

Mr Whoops has accidentally jumbled up two Y3/ Y4 spelling words. Can you help him to unjumble them? (Clue: they're both nouns!)

brrrrgultfuia
library fruit

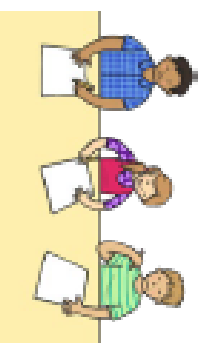


Section 2

Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

"Quiet/Quite) class 12!" yelled Mrs Green. "This spelling test is (quiet/quite) important."

The children in Class 12 got out (there/their) pencils and waited to (hear/here) the first spelling word.



Section 5

Change these adjectives into adverbs.

terrible - terribly
sensible - sensibly
noble - nobly

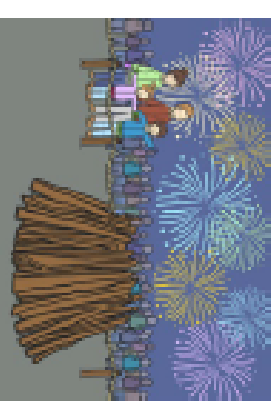
Section 3

Circle the three conjunctions in these sentences.

The man jogged down the road before stopping for a drink. After catching his breath, he set off again and sprinted up the hill.

Section 6

Rewrite this sentence and add a subordinate clause.



The family stood safely behind the barriers to watch the fireworks.

Accept any sensible sentence with a subordinate clause headed with a subordinating conjunction, e.g.

The family stood safely behind the barriers to watch the fireworks because they can be dangerous.

Section 1

I don't have nothing to wear! Can I lend a dress?

Rewrite this text message using

Standard English.

Section 4

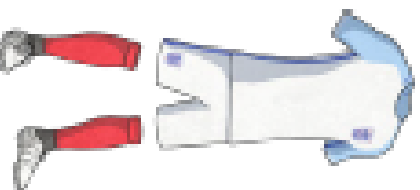
Use the correct form of the verb to complete these present perfect tense sentences correctly:

The children _____ got a

PE lesson today.

Joe _____ brought his

new football kit.



Section 2

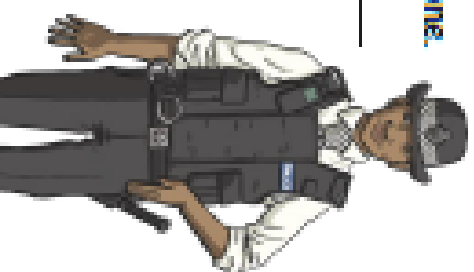
Can you think of the root words which, when added to these prefixes, will match the definitions?

A task that can't be done.

im_____

Against the law.

il_____



Section 5

These words have prepositions hiding within them. Can you spot them? The first one is done for you.

router - r(out)er - out

linear - _____ - _____

kilobyte - _____

Section 3

Write this sentence as a line of accurately-punctuated direct speech.

What would you like in your sandwich?



Section 6

Mr Whoops has been juggling with the letters from one of his Y4 spelling words. Can you spot what it is?

t

a

g

r

s

h

i

t

i _____



Section 1

I don't have nothing to wear! Can I lend a dress?

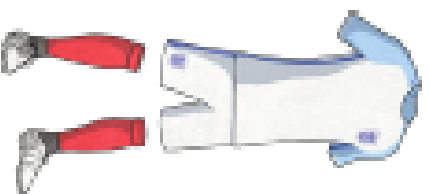
Rewrite this text message using

Standard English.

I don't have anything to wear! or I have nothing to wear! / Can I borrow a dress?

Section 4

Use the correct form of the verb to complete these present perfect tense sentences correctly:



The children have got a PE lesson today.

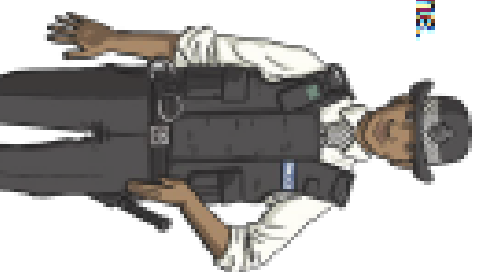
Joe has brought his new football kit.

Section 2

Can you think of the root words which, when added to these prefixes, will match the definitions?

A task that can't be done.
impossible

Against the law.
illegal



Section 5

These words have prepositions hiding within them. Can you spot them? The first one is done for you.

router - r(out)er - out

linear - l(in)ear or li(near)

kilobyte - kilo(b)yte

Section 3

Write this sentence as a line of accurately-punctuated direct speech.

"What would you like in your sandwich?" asked the man in the apron.

What would you like in your sandwich?



Section 6

Mr Whoops has been juggling with the letters from one of his V4 spelling words. Can you spot what it is?



Section 1

Write a sentence about this monkey that contains a conjunction, an adverb and an adjective. Underline them.



Section 2

Replace the underlined words with a possessive pronoun:

Molly and Milly were having a joint birthday party. The birthday party was Molly and Milly's.

"Don't take that PE bag by mistake. That PE bag is my PE bag."

Section 3

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



The tour guide showed us all the main attractions on the ireland and helped us turn some of their language.

Section 6

Put the homophones in the correct place in the sentences:

The _____ (main/mane) (missed/mist) is to protect its neck when fighting.

While he was driving in the _____, Harry _____ the turning because he couldn't see.



Section 4

Do these sentences need the determiner 'a' or 'an'?

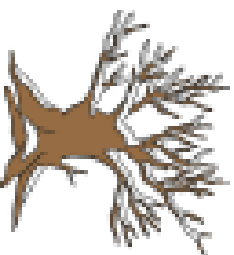
The zookeeper fed _____ elephant.

The children chose _____ pizza for lunch from the menu.

I have _____ hour for dinner.

Section 5

Write a sentence about this tree that contains a possessive apostrophe and a preposition.



Section 1

Write a sentence about this monkey that contains a conjunction, an adverb and an adjective. Underline them.

Accept any accurately-punctuated sentence with an underlined adjective, adverb and conjunction.



Section 2

Replace the underlined words with a possessive pronoun:

Molly and Milly were having a joint birthday party. The birthday party was Molly and Milly's.

"Don't take that PE bag by mistake. That PE bag is my PE bag."

theirs mine

Section 4

Do these sentences need the determiner 'a' or 'an'?

The zookeeper fed an elephant.

The children chose a pizza for lunch from the menu.

I have an hour for dinner.

Section 5

Write a sentence about this tree that contains a possessive apostrophe and a preposition.

Accept any correctly punctuated sentence with a singular possessive apostrophe and a preposition, e.g. The tree's branches had snow on top of them.'



Section 3

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

The tour guyde showed us all the main attractions on the ireland and helped us lurn some of their language.

guide island learn



Section 6

Put the homophones in the correct place in the sentences:

The main purpose of a lion's mane is to protect its neck when fighting.

While he was driving in the mist, Harry missed the turning because he couldn't see.



Direct Speech

1b. Underline the spoken words in the sentence below:

I would like lemonade, replied the girl.



VF

2b. Tick the sentence that uses inverted commas correctly.

A. "We have missed the bus, cried" Suzie.

☐

B. "Is this the correct way? enquired the child."

☐

C. Julian shouted, "Sit down!"

☐

VF

3b. Circle any inverted commas that are incorrect.

"It's raining," but it's going to brighten up later," reported Faye."



VF

4b. Rewrite the sentence below using the correct punctuation.

The receptionist bellowed next please



VF

Direct Speech

1b. Change the indirect speech in the sentence below into direct speech.

Samuel whispered to Florence that she was his best friend.



A

2b. Joe and Laurel are running. Joe boasts that he is the fastest runner.



Use direct speech to write what Joe might say to Laurel.



A

3b. Fiona has punctuated the direct speech in the sentence below.

"Are we nearly there yet?" Emma moaned impatiently in the back seat of the car.

Is she correct? Explain your answer.



R

Using Fronted Adverbials

1b. Match the adverbials to the most suitable main clause.

A.

Deep under the murky sea,

1.

the submarine headed for its target.

B.

On the other side of the street,

2.

the man thought about the adventure ahead.

C.

Leaning out of the window,

3.

the new supermarket was being built.



VF

2b. Fill in the gaps with a fronted adverbial that shows how the main clause happened.

_____, the magician cast his clever spell.

_____, the intercity train sped through the station.



VF

3b. Choose the most appropriate fronted adverbial to complete the sentence below.

...we opened the golden treasure chest.

A. Wherever we went,

B. With our hearts beating like drums,

C. As we dug deeper and deeper,



VF

4b. Write a main clause that could follow each of the fronted adverbials.

Trembling with fear and confusion, _____

On the edge of the cliff, _____



VF

Using Fronted Adverbials

1b. Change the sentences below so that each adverbial becomes a fronted adverbial.

A. Bob cycled to school as quickly as he possibly could but he was still late.

B. She accepted her gold medal for the 100m swim and was glowing with pride.



A

2b. Using the word bank below, write a sentence with a fronted adverbial.

crept	when	they	nobody
was	all	looking	forwards

Remember to use the correct punctuation.



A

3b. Which fronted adverbial has been used correctly? Explain your answer.

A. Sometime next week, the children knew they were in trouble.

B. Standing in the head teacher's office, the children knew they were in trouble.

C. Somewhere near here the children knew they were in trouble.



R

Statutory Spelling Word Activity Mat: arrive

1

Use a dictionary to define the word arrive.

Which word class does the word

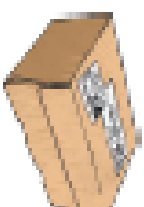
arrive belong to?

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

Which of these words means the same as breathe?

consume inhale reduce virus

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.



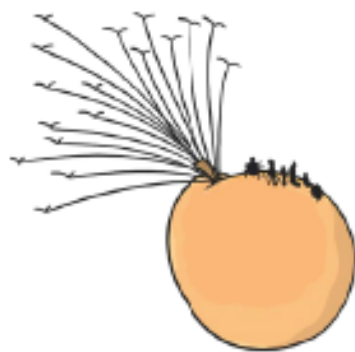
Although Roald had a happy home life, he had an unhappy time at his school in Wales, and was often 'caned' for bad behaviour. His mother sent him to boarding school in Weston-Super-Mare. He was just nine years old when he arrived at St. Peters School and met the 'twitching' Latin teacher Captain Hardcastle,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

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'.

BACK TO EARTH WITH A BUMP!

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?

2. Write down **two** jobs Tim had to do on the mission.

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

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

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

6. Why do you think Tim dedicated his special honour to the entire team?

7. Give **two** reasons why space travel is important.

8. Why has a picture and caption been added to the report?

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 **two** jobs Tim had to do on the mission.
Any two 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. Why do you think Tim dedicated his special honour to the entire team?
Own answers, which may include reference to his space travel mission being a team effort.
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.
8. Why has a picture and caption been added to the report?
It has been added to make the report more eye-catching and interesting to the reader.

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. In your own words, explain where the term 'marathon' comes from.

2. What is the London Marathon?

3. Why might people be keen to take part in the London Marathon?

4. When was the first London Marathon?

5. Which event inspired John Disley and Chris Brasher to create the London Marathon?

6. Why did they want to create a London Marathon?

7. How do you know the London Marathon was a hit?

8. What is the largest group of runners at the London Marathon?

9. Why do you think people choose to raise money for a good cause?

10. Why was it unusual for Major Tim Peake to run the London Marathon?

1. In your own words, explain where the term 'marathon' comes from.
Answers should include reference to the Greek legend of a soldier running from Marathon to Athens with news of a great victory.
2. What is the London Marathon?
The London Marathon is a long-distance running race.
3. Why might people be keen to take part in the London Marathon?
People are keen to take part in the London Marathon because of its historic route, carnival atmosphere and famous sites.
4. When was the first London Marathon?
The first London Marathon was held on 29th March, 1981.
5. Which event inspired John Disley and Chris Brasher to create the London Marathon?
The event that had inspired John and Chris was the New York Marathon.
6. Why did they want to create a London Marathon?
They wanted to create a London Marathon in order to show off the sites of the city and to prove that Britain was the best when it came to organising major events.
7. How do you know the London Marathon was a hit?
We know that the marathon was a hit because 20,000 people entered the race and 7,747 actually took part, while thousands more lined the streets.
8. What is the largest group of runners at the London Marathon?
The largest group of runners in the London Marathon are charity runners who make up more than three quarters of the field.
9. Why do you think people choose to raise money for a good cause?
Answers may vary but could include reference to the challenge of the race, the community spirit or the fun.
10. Why was it unusual for Major Tim Peake to run 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?

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

3. What sort of rock are fossils found in?

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

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

6. What does the Latin word 'fossilis' mean?

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

8. Why did the author use an exclamation mark at the end of the Fossil Facts section?

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

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

Hindu Gods

Religions around the world usually fall into two categories:

- monotheism – a belief in one god/goddess
- polytheism – a belief in many gods/goddesses

Hindus believe that there are three great gods (Māhadevas). These are considered the Trimurti - the three aspects of the universal supreme God known as Brahman.

Trimurti - Lord Brahma is the creator of the universe and all knowledge. He is the first god in the Hindu Trimurti - three gods who are responsible for the creation, preservation and destruction of the world. Brahma has 4 heads.

Lord Vishnu is the Hindu god who looks after the universe and its people. He is the second god in the Trimurti. Vishnu has four arms to represent the four corners of the world.

Lord Shiva is the destroyer of the universe; this means that new life can come again. Shiva is the third god in the Trimurti.

Tridevi - The Tridevi are goddesses who are just as important.

Lakshmi is the wife of Vishnu and travels on a lotus flower; she is the goddess of wealth and good fortune. Saraswathi is the wife of Brahma and the goddess of learning and wisdom. She also plays the lute. Finally, Shakti is the mother goddess who represents nature and can be nurturing as well as dangerous.



Other Important Hindu Gods

There are many more Hindu gods and goddesses. Ganesh has an elephant's head and a human body. His tusks – one broken and the other unbroken – represent the good and bad things in the world. Hindus believe that he grants good fortune. They often pray to him when they are starting something new in their lives, such as getting married. Ganesh is very wise.

Surya is the Sun god. He is a warrior on a chariot pulled by seven white horses. Surya is thought to be able to heal those who are ill. Hindus believe that putting the sign of the Sun over main doors in the home will bring them good luck.

Krishna is often seen with blue skin, playing the flute and wearing peacock feathers on his head. He is the god of love and the most worshipped of all. Krishna is strong and handsome.

Hanuman is the Hindu monkey god. It is believed that as a child, Hanuman was mischievous and liked to play tricks. In the story of the festival of Diwali, he went with his army to help Rama fight against the demon Ravana, in order to rescue Sita.

Hindu Gods Questions

1. What does monotheism mean?

2. What does polytheism mean?

3. What is Lord Vishnu's job?

4. Which Hindu god is the destroyer of the universe so that new life can come again?

5. Which flower is associated with Lakshmi?

6. Which goddess is the wife of Lord Brahma?

7. A Hindu man is about to start a new job. Which god might he pray to? Why?

8. Which is your favourite Hindu god? Why?

Hindu Gods Answers

1. What does monotheism mean?

Monotheism is the belief in one god or goddess.

2. What does polytheism mean?

Polytheism is the belief in many gods or goddesses.

3. What is Lord Vishnu's job?

Lord Vishnu's job is to look after the universe and its people.

4. Which Hindu god is the destroyer of the universe so that new life can come again?

Lord Shiva is the destroyer of the universe so that new life can come again.

5. Which flower is associated with Lakshmi?

Lakshmi is associated with the lotus flower.

6. Which goddess is the wife of Lord Brahma?

Saraswathi is the wife of Lord Brahma.

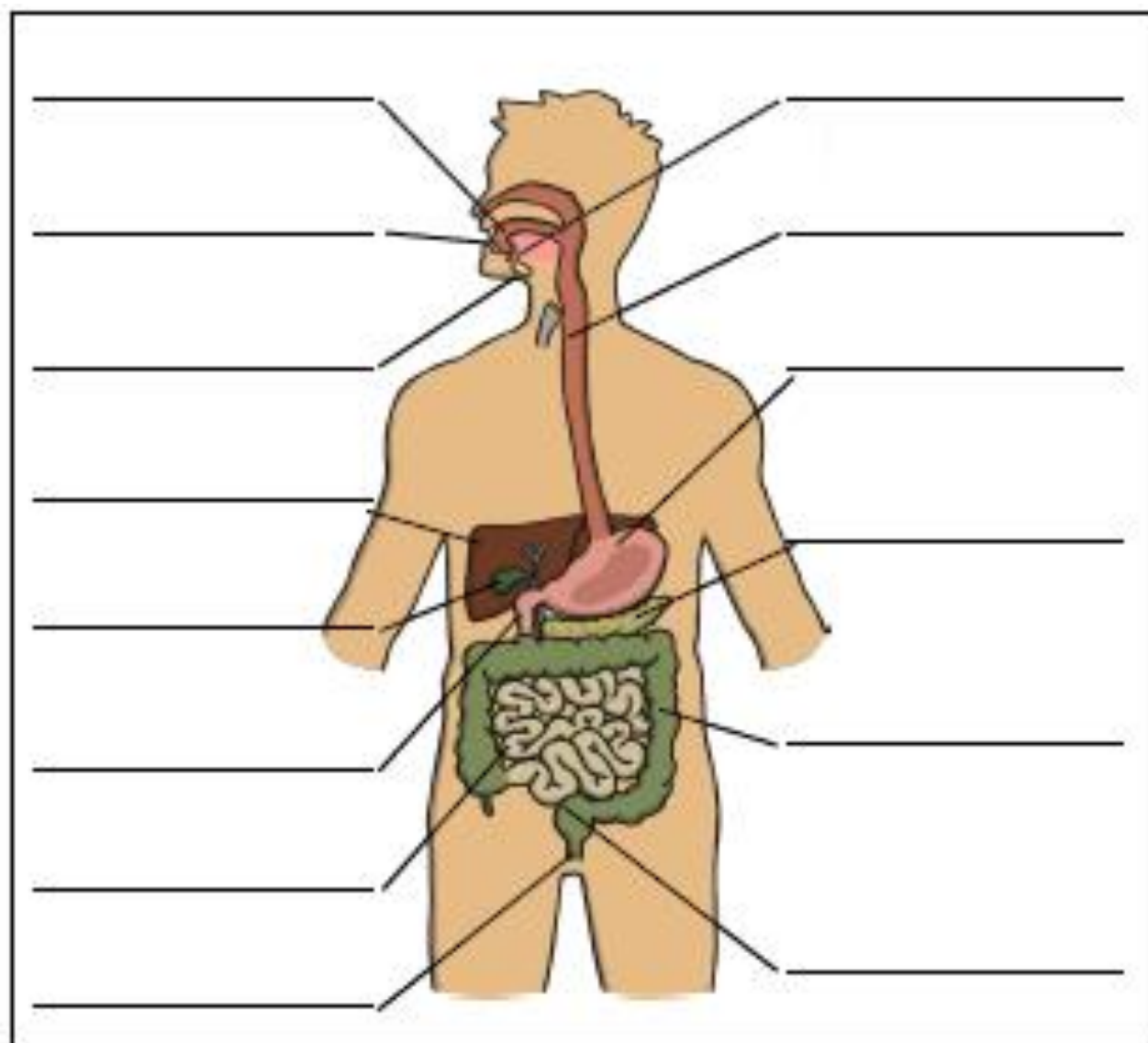
7. A Hindu man is about to start a new job. Which god might he pray to? Why?

A Hindu, who was about to start a new job, might pray to Ganesh. This is because Hindus believe Ganesh grants good fortune and he is thought to be very wise. He is often prayed to when his followers are beginning something new in their lives.

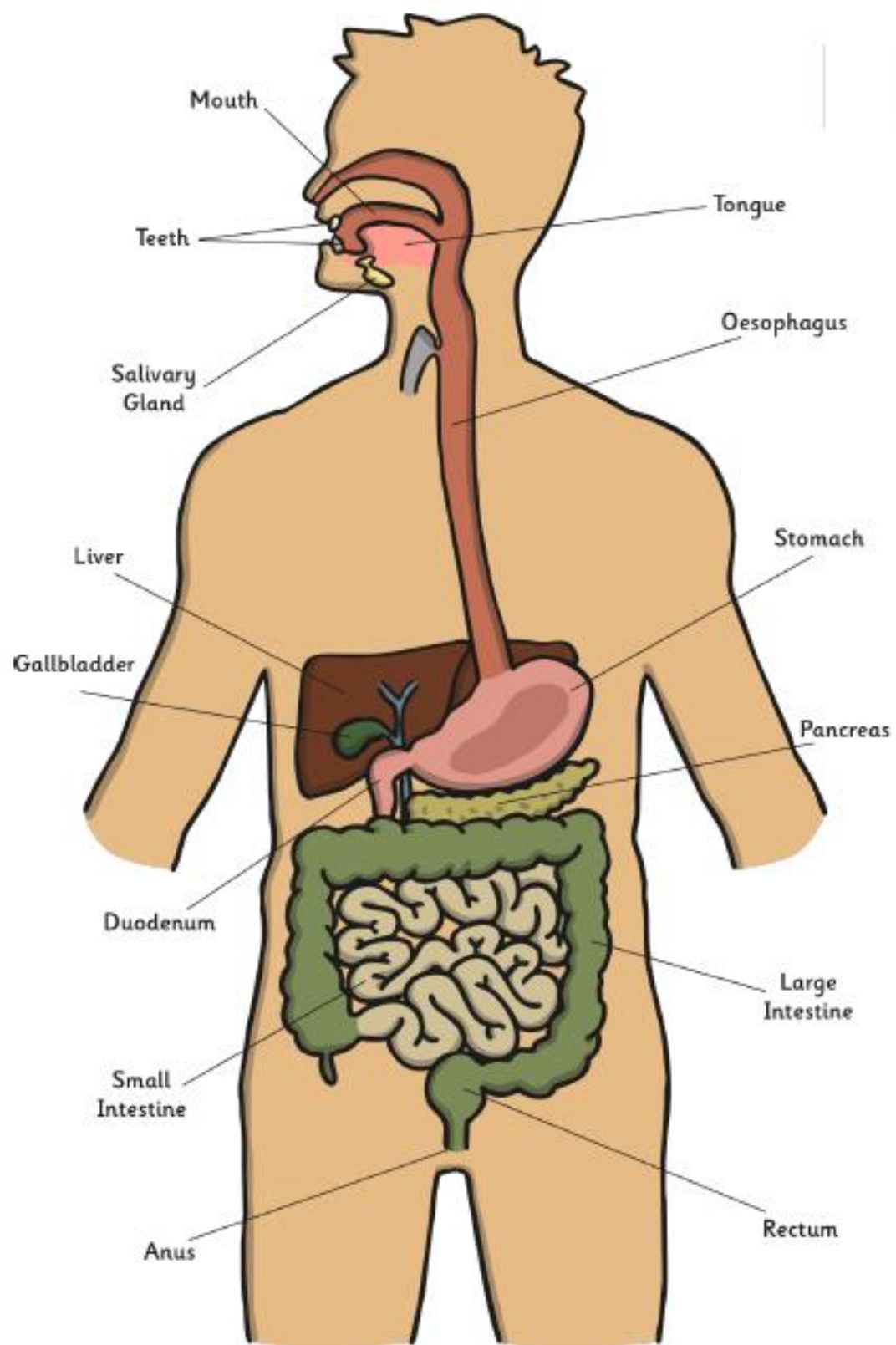
8. Which is your favourite Hindu god? Why?

Various answers.

Science



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



Digestive System 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.

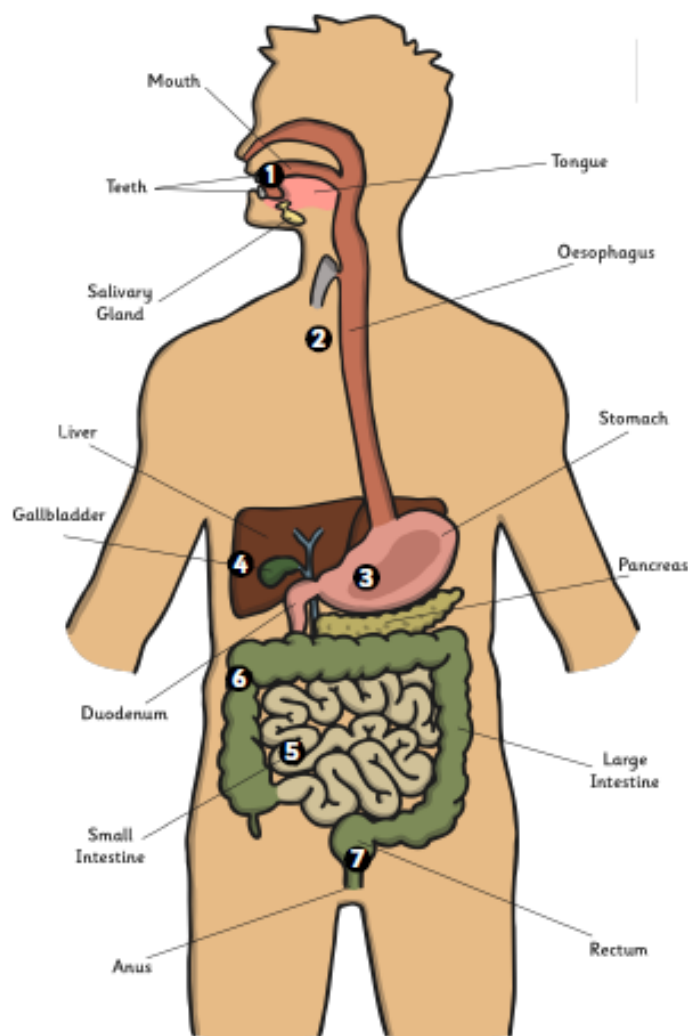
The soft palate is the name of the top of the mouth, this part of the mouth moves the food through the mouth and towards the oesophagus.

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

Digestive System Explanation Text Questions



Read each question carefully and answer questions in **sentences**. Re-read the Digestive System Explanation Text if you are unsure of an answer.

1. How many different parts of the digestive system are involved in breaking down food in the mouth?

2. Where is 'bile' produced?

3. Is the whole of the small intestine used in the digestive process?

4. Explain how the stomach helps to digest food.

5. In which part of the digestive system does peristalsis occur?

6. Which part of the digestive system sends signals to your brain? Why does it send them?

7. Why would it be a problem if you did not have a pancreas?

8. Which part of the digestive system is the most important? Why? Explain your answer with at least two reasons.

Name of digestive system part:
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