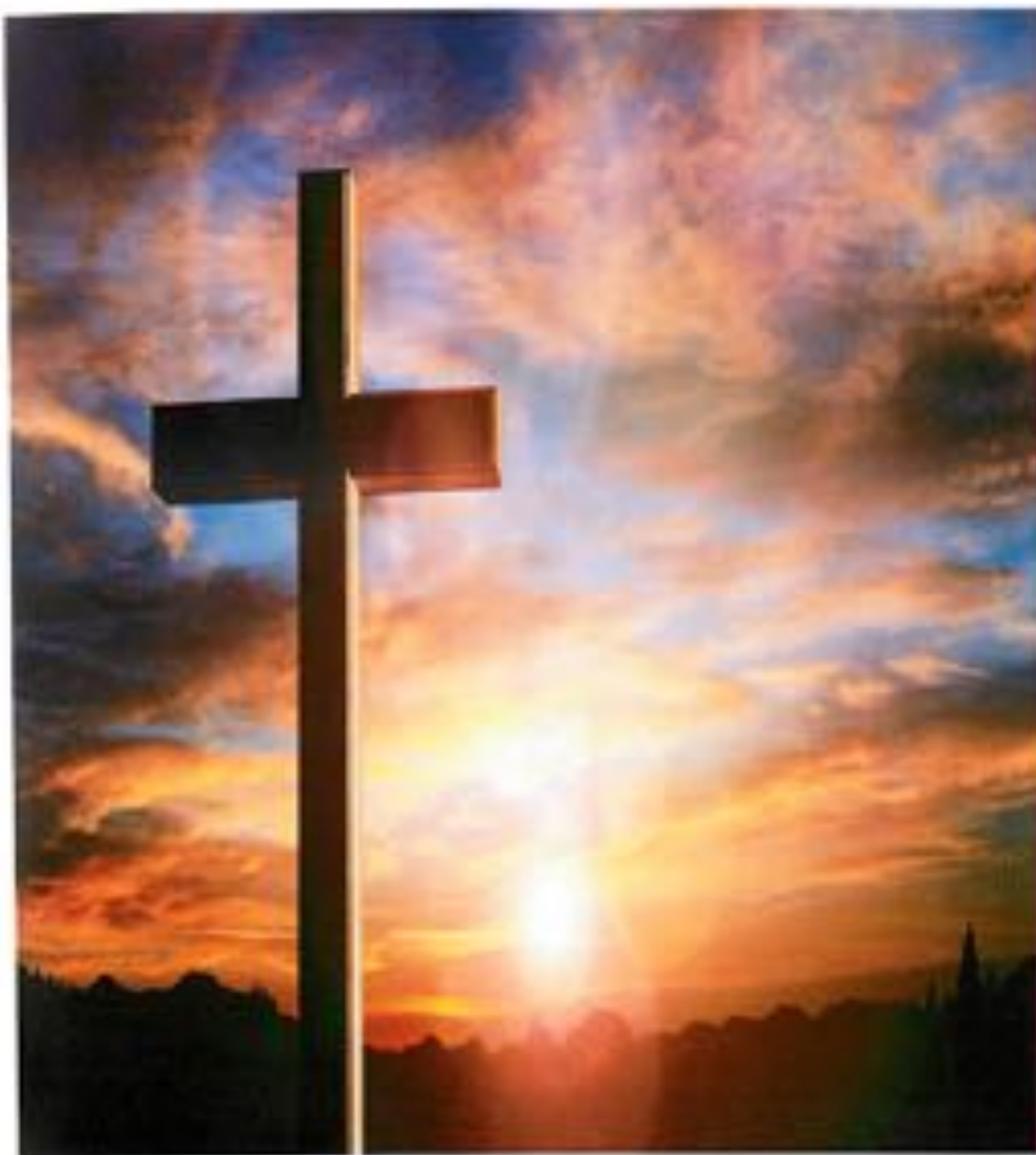


R.E.



## The Kingdom of God

Research someone who clearly demonstrates a value of the Kingdom of God. Include information about the person and the reason for their Sainthood/Blessed status.

How did the person show a value of the Kingdom of God?

Suggested people:

St. Therese of Lisieux

St. John Henry Newman

St. Bernadette Soubirous

Blessed Pier Giorgio Frassati

Blessed Chiara Luce Badano

What symbol is this?

Give three reasons why a fish a good symbol for followers of Christ

- 1.
- 2.
- 3.

Explain the bible quote Mark 1:17-18

<sup>17</sup> Jesus said to them, "Come with me, and I will teach you to catch people." <sup>18</sup> At once they left their nets and went with him.

Y5/6

ΙΧΘΥΣ



Greek	English	Translation
Ι	I	Jesus
Χ	CH	Christ
Θ	TH	God
Υ	U	Son
Σ	S	Saviour

Design your own ICHTHUS with added symbols associated with Christ



Identify three times when 'fish' or 'fishers of men' occurs in the gospels

- 1.
- 2.
- 3.

Matthew 13:47-48

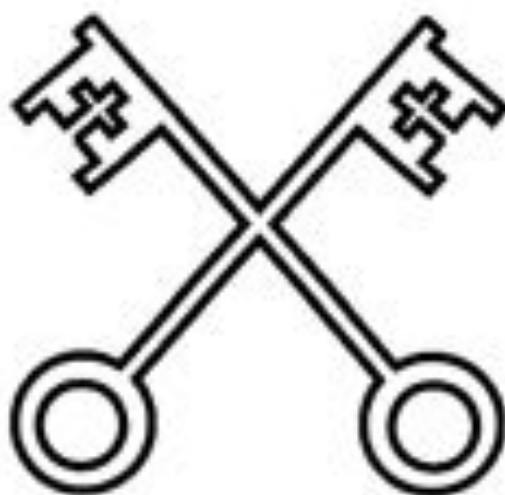
Explain the message Jesus was teaching with the Parable of the net

<sup>47</sup> "Also, the Kingdom of heaven is like this. Some fishermen throw their net out in the lake and catch all kinds of fish. <sup>48</sup> When the net is full, they pull it to shore and sit down to divide the fish: the good ones go into the buckets, the worthless ones are thrown away.

What symbol is this?

Matthew 19:18-19

<sup>18</sup> And so I tell you, Peter: you are a rock, and on this rock foundation I will build my church, and not even death will ever be able to overcome it. <sup>19</sup> I will give you the keys of the Kingdom of heaven; what you prohibit on earth will be prohibited in heaven, and what you permit on earth will be permitted in heaven."



Peter did not always get everything right, give an example of when you think Peter made a mistake and explain what this teaches Catholics about Peter and Jesus

Give three reasons why Peter was chosen by Christ to build the church

- 1.
- 2.
- 3.

Suggest three ways Peter tried to build the faith of Christianity around the world

- 1.
- 2.
- 3.

Create a symbol or crest for Peter

# Maths



## Written numbers

Write these numbers in words.

E.g. 263,442 = Two hundred and sixty-three thousand, four hundred and forty-three

516, 283

10,000,000

7,112,098

787,865

8,589,130

2,245,590

3,883,091

1,645,099

9,390,519

7,060,696

9,840,781

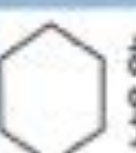
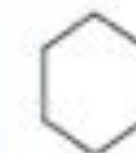


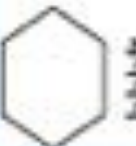
1,101,010

5,709,118

# Ordering Numbers


Order the numbers from smallest to highest.

 22 212   
  22 012   
  12 201   
  12 022   
  21 220

 48 849   
  49 848   
  48 489   
  49 994   
  49 999


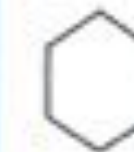


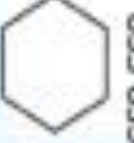
 72 720   
  27 770   
  7770   
  7720   
  27 707

 787 778   
  787 787   
  788 788   
  788 877   
  787 877

 76 767   
  67 767   
  67 677   
  77 677   
  77 776

 16 616   
  61 616   
  16 166   
  66 611   
  66 616

 965 695   
  966 596   
  965 599   
  966 659   
  966 569

 635 645   
  366 355   
  635 563   
  634 654   
  635 633





# Ordering Numbers

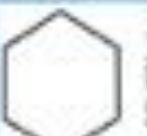
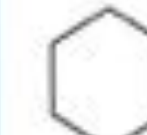


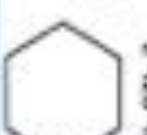
Order the numbers from smallest to highest.

 155 515    
  55 551    
  55 155    
  155 551    
  151 515

 200 091    
  29 001    
  202 901    
  200 912    
  92 210

 3 345 453    
  3 354 345    
  345 354    
  4 453 534    
  454 543

 707 700    
  7 707 007    
  7 777 707    
  7 770 007    
  777 700

 9 967 269    
  9 629 296    
  6 629 269    
  2 296 962    
  2 926 926

 7 715 500    
  7 537 700    
  777 500    
  555 300    
  7 735 700

 1 110 001    
  1 111 010    
  111 110    
  10 000 000    
  1 110 100



# Riddles

Solve the riddles to work out the number.

## What is the number? ★

- The number has three digits.
- The ones digit is double 4.
- The hundreds digit is an even number bigger than 5 but smaller than 7.
- The tens digit is half the ones digit.

## What is the number? ★

- The number has three digits.
- The tens digit is less than 1.
- The ones digit is the number of sides of a triangle.
- The hundreds digit is the same as  $10 - 3$ .

## What is the number? ★

- The number has three digits.
- The ones digit is an odd number bigger than 7.
- The tens digit is 5 less than 6.
- The hundreds digit is the same as the tens.

## What is the number? ★

- The number has four digits.
- The thousands digit is the number of days in a week.
- The ones digit is half of 12.
- The tens digit is the number of wheels on a bicycle.
- The hundreds digit is 2 less than the ones digit.

# Riddles

Solve the riddles to work out the number.

## What is the number?

★★

- The number has four digits.
- It is smaller than 6000 but bigger than 5000.
- The hundreds digit is smaller than 6 but bigger than 4.
- The tens digit is an odd number smaller than 7 but bigger than 3.
- The ones digit is in the 3 times table and is bigger than 6 but smaller than 10.

## What is the number?

★★

- The number has three digits.
- The ones digit is 82 less than 91.
- The hundreds digit is an odd number which is bigger than 1 but smaller than 4.
- The tens digit is the same as  $6 + 3$ .

## What is the number?

★★

- The number has five digits.
- The ten thousands digit is the same as the hundreds digit, and it is an odd number which can be divided by 3 to make 3.
- The thousands digit is bigger than 8.
- The ones digit is half the number of months in a year.
- The tens digit is smaller than 1.

## What is the number?

★★

- The number has five digits.
- The thousands digit is number of fingers on one hand.
- The tens digit is the number of days in a week.
- The ones digit is half of 14.
- The hundreds digit is the first number you dial when you need to call a fire engine, an ambulance or the police.
- The ten thousands digit is  $2 + 4 + 2 + 1$ .

# Riddles

Solve the riddles to work out the number.

## What is the number?

★ ★ ★

- The number has five digits.
- The ones digit is  $\frac{1}{2}$  of 32.
- The hundreds is the number of sides in a hexagon.
- The tens digit is an even number that is multiple of 2 and of 4 that is less than 6.
- The ten thousands digit is the smallest possible odd number.
- The thousands digit is the same as  $36 \div 12$ .

## What is the number?

★ ★ ★

- The number has five digits.
- The ten thousands digit is  $2^3$ .
- The hundreds digit is the number of sides in an octagon.
- The ones digit is 2 less than the tens digit.
- The thousands digit is the only even prime number.
- The tens digit is the same as the hundreds digit.

## What is the number?

★ ★ ★

- The number has six digits.
- The tens digit is  $3^2$ .
- The thousands digit is the number of people in a trio.
- The hundreds digit is the square root of 4.
- The ones digit is the number of wheels in a unicycle.
- The hundred thousands digit is  $\frac{2}{3}$  of 21. Please write this in fraction form.
- The ten thousands digit has no value.

## What is the number?

★ ★ ★

- The number has six digits.
- The ten thousands digit is  $\frac{1}{2}$  of the thousands digit.
- The ones digit is a multiple of both 3 and 9 but less than 18.
- The hundreds digit is the same as  $146 - 139$ .
- The thousands digit is 4 less than a dozen.
- The tens digit is the same as  $\frac{1}{3}$  of the number of months in a year.
- The hundred thousands is the cube root of 1.



# Crossnumber

Solve the place value questions to complete the crossnumber. One has been done for you.

a	b	c	d	e	f	g
	3					
	4					
i	6		j			
	7		k		l	
m	8		n			
		o		p		
q	r		s	t		
			u	v		w
x						
	th	cc				
dz			ee			

Across

Down

$$a \text{ 1 000 000} + 300 \text{ 000} + 40 \text{ 000} + 2000 + 700 + 50 + 6$$

$$h \text{ 20 000} + 4000 + 600 + 70 + 8$$

$$c \text{ 5000} + 100 + 80 + 4$$

$$c \text{ 2 000 000} + 400 \text{ 000} + 40 \text{ 000} + 9000 + 200 + 20 + 5$$

$$h \text{ 3000} + 600 + 80 + 7$$

$$d \text{ 60 000} + 3000 + 600 + 50 + 4$$

$$i \text{ 1 000 000} + 600 \text{ 000} + 50 \text{ 000} + 4000 + 800 + 20 + 6$$

$$e \text{ 50} + 8$$

$$k \text{ 800} + 50 + 7$$

$$j \text{ 100 000} + 70 \text{ 000} + 5000 + 600 + 8$$

$$l \text{ 600} + 6$$

$$g \text{ 400 000} + 50 \text{ 000} + 5000 + 600 + 10 + 1$$

$$m \text{ 80 000} + 8000 + 200 + 20 + 2$$

$$j \text{ 20} + 8$$

$$n \text{ 300} + 60 + 7$$

$$e \text{ 20} + 6$$

$$p \text{ 3000} + 900 + 20 + 1$$

$$p \text{ 1 000 000} + 100 \text{ 000} + 60 \text{ 000} + 5000 + 90 + 5$$

$$q \text{ 3000} + 40 + 5$$

$$q \text{ 300 000} + 9000 + 60 + 9$$

$$t \text{ 400} + 60 + 1$$

$$t \text{ 400 000} + 60 \text{ 000} + 7000 + 800 + 50 + 4$$

$$u \text{ 70 000} + 6000 + 500 + 30 + 9$$

$$t \text{ 60} + 7$$

$$v \text{ 900} + 50 + 7$$

$$a \text{ 60 000} + 7000 + 200 + 1$$

$$j \text{ 500} + 70 + 9$$

$$w \text{ 30 000} + 1000 + 200 + 20 + 5$$

$$a \text{ 1 000 000} + 500 \text{ 000} + 400 + 30 + 6$$

$$z \text{ 90} + 5$$

$$h \text{ 5000} + 300$$

$$cc \text{ 20} + 5$$

$$dz \text{ 9000} + 40 + 5$$

$$e \text{ 1 000 000} + 900 \text{ 000} + 70 \text{ 000} + 5000 + 50 + 3$$



## Negative Numbers

Look at the table below and the difference required between each number and the new number. Find the appropriate answer and join with a line. One has been done for you.

Start	+5	-17	+22	-31	+26
6	-5	-22	0	-15	22
17	11	-4	7	-24	-5
-10	22	-15	16	-13	11
8	2	5	27	-31	2
-3	13	-6	18	-4	13

# Negative Numbers and Temperature

1. Put these temperatures in order, the coldest first.

a.  $2^{\circ}\text{C}$ ,  $-8^{\circ}\text{C}$ ,  $-1^{\circ}\text{C}$ ,  $-6^{\circ}\text{C}$ ,  $-4^{\circ}\text{C}$

\_\_\_\_\_

b.  $6^{\circ}\text{C}$ ,  $10^{\circ}\text{C}$ ,  $-15^{\circ}\text{C}$ ,  $-11^{\circ}\text{C}$ ,  $14^{\circ}\text{C}$

\_\_\_\_\_

c.  $16^{\circ}\text{C}$ ,  $18^{\circ}\text{C}$ ,  $-23^{\circ}\text{C}$ ,  $-25^{\circ}\text{C}$ ,  $-13^{\circ}\text{C}$ ,  $12^{\circ}\text{C}$ ,  $20^{\circ}\text{C}$

\_\_\_\_\_

2. Which of these temperatures is lowest?

a.  $-4^{\circ}\text{C}$  or  $-2^{\circ}\text{C}$

\_\_\_\_\_

b.  $-8^{\circ}\text{C}$  or  $8^{\circ}\text{C}$

\_\_\_\_\_

c.  $-16^{\circ}\text{C}$  or  $-17^{\circ}\text{C}$

\_\_\_\_\_

d.  $-5^{\circ}\text{C}$  or  $-6^{\circ}\text{C}$

\_\_\_\_\_

# Negative Numbers and Temperature

3. Answer the questions below:

a. The temperature rises by 15 degrees from  $-4^{\circ}\text{C}$ . What is the new temperature?

\_\_\_\_\_

b. The temperature falls from  $11^{\circ}\text{C}$  to  $-2^{\circ}\text{C}$ . How many degrees does the temperature fall?

\_\_\_\_\_

c. The temperature is  $6^{\circ}\text{C}$ . It falls by 8 degrees. What is the temperature now?

\_\_\_\_\_

d. The temperature is  $-3^{\circ}\text{C}$ . How much must it rise to reach  $5^{\circ}\text{C}$ ?

\_\_\_\_\_

e. What is the difference in temperature between  $-6^{\circ}\text{C}$  and  $14^{\circ}\text{C}$ ?

\_\_\_\_\_

f. The temperature was  $-5^{\circ}\text{C}$ . It falls by 6 degrees. What is the temperature now?

\_\_\_\_\_

g. The temperature is  $-11^{\circ}\text{C}$ . It rises by 2 degrees. What is the temperature now?

\_\_\_\_\_

## Negative Numbers and Money

1. Hassan had £45 in the bank and then bought a football kit for £67. By how much was he overdrawn?
2. What would my overdraft be if I spent £267 on a holiday but I only had £135 in the bank?
3. Magda's mum said she could spend £90 for her birthday. She bought a pair of roller skates for £59 and a pair of shoes for £43. How much did she owe her mum?
4. Mr. and Mrs Dennis had £325 in their bank account. At the beginning of the month they had to pay their regular bills. Their telephone bill was £96, their gas bill was £146 and their electricity bill was £129. How much did they have to pay into their account to pay off their overdraft?



# Negative Number Problems

1) Complete these calculations.

- a) What is 7 less than -2?
- b)  $-5 + 11 =$
- c) What is 12 taken from 5 =
- d) Add 8 to -9 =
- e)  $-10 + 14 =$

2) Solve these money problems.

I have a -£17 balance in my bank account. I put £15 into my account. What is my new balance?

My bank account has £35 in it. I spend £49. What is my new bank account balance?

I spend £35 on a new bike. The balance in my bank account is now -£18. How much money did I have in my account before I bought the bike?

3) This table shows how the temperature changed on four different streets around the world. Complete the table to show how the temperatures changed over three months.

Town	January	Temperature change	February	Temperature change	March
Twinkl Town	-5°C	+8°C	___°C	+3°C	___°C
Education Avenue	-1°C	___°C	-4°C	___°C	1°C
Learning Lane	-11.3°C	___°C	-17.3°C	___°C	-5°C

# Rounding to 100

Round these 3 digit numbers to the nearest 100



280 to the nearest 100 = 300



1. 362 to the nearest 100 = \_\_\_\_\_



2. 565 to the nearest 100 = \_\_\_\_\_



3. 849 to the nearest 100 = \_\_\_\_\_



4. 623 to the nearest 100 = \_\_\_\_\_



5. 715 to the nearest 100 = \_\_\_\_\_



6. 890 to the nearest 100 = \_\_\_\_\_



7. 321 to the nearest 100 = \_\_\_\_\_



8. 245 to the nearest 100 = \_\_\_\_\_



9. 550 to the nearest 100 = \_\_\_\_\_

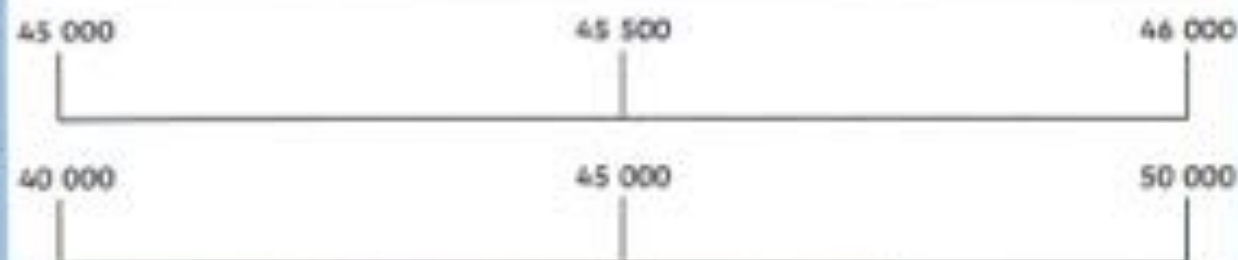


10. 376 to the nearest 100 = \_\_\_\_\_

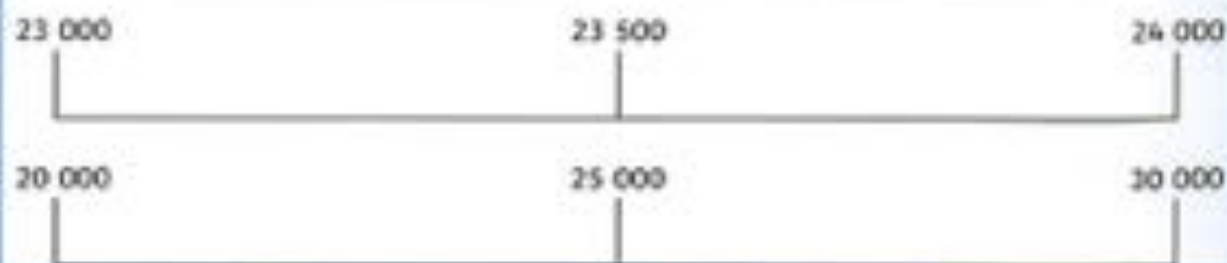
## Rounding to 1000, 10,000 and 100,000

1. Round each of these numbers to the nearest 1000 and 10 000. Use the number lines below to help you.

Number	Rounded to the nearest 1000	Rounded to the nearest 10 000
45 789		



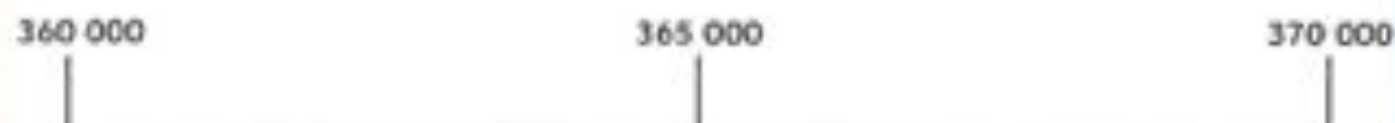
Number	Rounded to the nearest 1000	Rounded to the nearest 10 000
23 189		



## Rounding to 1000, 10,000 and 100,000

2. Round each of these numbers to the nearest 1000, 10 000 and 100 000. Use the number lines below to help you.

Number	Rounded to the nearest 1000	Rounded to the nearest 10 000	Rounded to the nearest 100 000
361 902			





## Rounding to 1000, 10,000 and 100,000

Number	Rounded to the nearest 1000	Rounded to the nearest 10 000	Rounded to the nearest 100 000
759 876			



# Rounding to 1000, 10,000, 100,000 and 1,000,000

1. Round the following numbers to the nearest 1000, 10 000 and 100 000.

Number	Rounded to the nearest 1000	Rounded to the nearest 10 000	Rounded to the nearest 100 000
235 784			
537 182			
137 872			
872 538			

2. Round the following numbers to the nearest 1000, 10 000, 100 000 and 1 000 000.

Number	Rounded to the nearest 1000	Rounded to the nearest 10 000	Rounded to the nearest 100 000	Rounded to the nearest 1 000 000
3 476 389				
7 307 381				
5 937 037				
4 502 378				

## Rounding to 1000, 10,000, 100,000 and 1,000,000

3. Circle the numbers that would make 570 000 when rounded to the nearest 10 000.

562 893	568 291	566 873	565 032
562 278	567 519	565 499	561 499

4. Circle the numbers that would make 4 700 000 when rounded to the nearest 100 000.

4 738 347	4 742 873	4 782 674	4 755 278
4 735 278	4 779 378	4 796 278	4 735 295

## Identifying Decimal Digits

0.14	0.4	0.56	0.63	0.41	0.42	0.36	0.87
0.24	0.08	0.13	0.51	0.96	0.73	0.59	0.86
0.77	0.1	0.12	0.6	0.17	0.74	0.29	0.34
0.67	0.01	0.22	0.69	0.55	0.61	0.26	0.33
0.28	0.79	0.03	0.54	0.61	0.09	0.66	0.5
0.07	0.52	0.19	0.72	0.56	0.42	0.78	0.05

1. Find all the numbers above that have the following:

7 in the tenths place	
4 in the hundredths place	
1 in the tenths place	
3 in the hundredths place	
5 in the tenths place	
9 in the hundredths place	
2 in the tenths place and 6 in the hundredths place	



## Identifying Decimal Digits

2. Complete this Venn Diagram with these numbers.

0.47

0.37

0.12

0.53

0.87

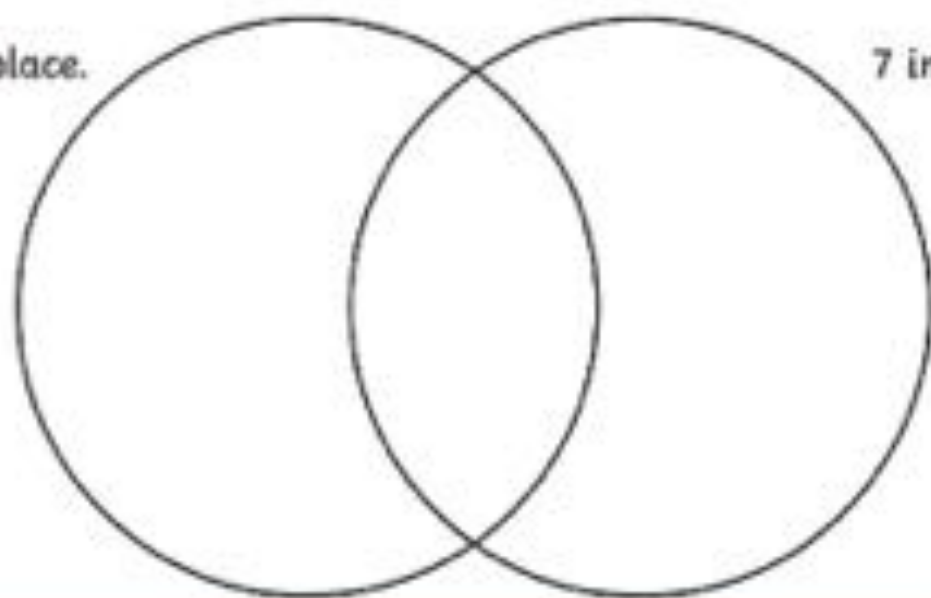
0.41

0.79

0.19

0.42

4 in the tenths place.



7 in the hundredths place.

# Identifying the Value of Decimal Digits

Complete this Carroll Diagram from these numbers.

0.43	0.33	0.98	0.99	0.69	0.89	0.07	0.97
0.81	0.96	0.91	0.93	0.19	0.36	0.16	0.56
0.22	0.52	0.31	0.24	0.15	0.85	0.25	0.62

	9 in the hundredths place	not 9 in the hundredths place
8 in the tenths place		
not 8 in the tenths place		

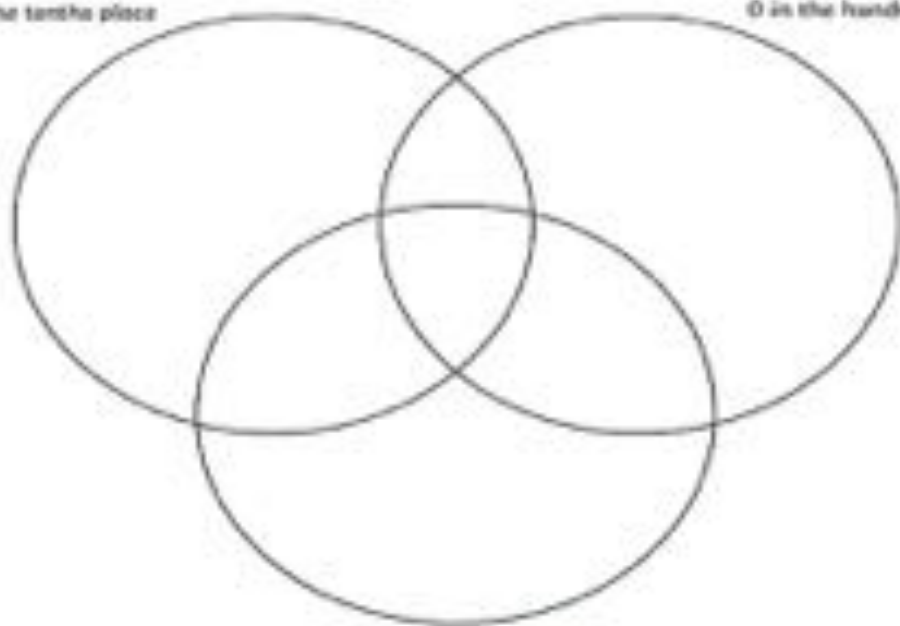
# Identifying the Value of Decimal Digits

Place the following digits in the Venn Diagram.

0.529	0.651	0.8	0.646	0.099	0.062	0.549	0.898
0.983	0.32	0.019	0.306	0.804	0.301	0.377	0.388
0.643	0.207	0.797	0.532	0.24	0.596	0.332	0.376
0.018	0.868	0.08	0.686	0.106	0.764	0.117	0.162
0.605	0.27	0.788	0.527	0.838	0.447	0.027	0.144
0.609	0.628	0.833	0.765	0.874	0.374	0.69	0.132

8 in the tenths place

0 in the hundredths place



6 in the thousandths place

# Ordering Decimals

Order the decimals from smallest to largest (ascending order)

1.	0.61	0.58	0.42	0.2	0.81
2.	0.57	0.29	0.14	0.48	0.26
3.	0.67	0.09	0.7	0.28	0.81
4.	0.03	0.86	0.49	0.71	0.94
5.	0.37	0.59	0.53	0.15	0.05

6.	0.82	0.53	0.06	0.44	0.16
7.	0.14	0.27	0.4	0.9	0.35
8.	0.06	0.51	0.05	0.77	0.54
9.	0.75	0.03	0.45	0.56	0.77
10.	0.96	0.05	0.36	0.1	0.93



# Arithmetic Paper 1

<b>1</b>	$9 \times 1 =$ <input type="text"/>	<input type="text"/>
<b>2</b>	<input type="text"/> $\div 5 = 3$	<input type="text"/>
<b>3</b>	<input type="text"/> $= 6 \times 0$	<input type="text"/>
<b>4</b>	<input type="text"/> $= 30 \times 10$	<input type="text"/>
<b>5</b>	$84 \div 12 =$ <input type="text"/>	<input type="text"/>
<b>6</b>	<input type="text"/> $^2 = 81$	<input type="text"/>
<b>7</b>	$\frac{1}{2} - \frac{1}{10} =$ <input type="text"/>	<input type="text"/>
<b>8</b>	$0.4 +$ <input type="text"/> $= 1$	<input type="text"/>
<b>9</b>	$4^3 =$ <input type="text"/>	<input type="text"/>
<b>10</b>	<input type="text"/> $= \frac{3}{8}$ of 40	<input type="text"/>
<b>11</b>	$1 = 0.7 +$ <input type="text"/>	<input type="text"/>
<b>12</b>	$\begin{array}{r} 7149 \\ \times \quad 4 \\ \hline \end{array}$	<input type="text"/>
<b>13</b>	$63 +$ <input type="text"/> $= 421$	<input type="text"/>
<b>14</b>	$7 \overline{) 815}$	<input type="text"/>
<b>15</b>	$1 -$ <input type="text"/> $= 0.2$	<input type="text"/>
<b>16</b>	$902 - 459 =$ <input type="text"/>	<input type="text"/>

# Arithmetic Paper 1

17

$$26 + 3829 =$$

☐

18

$$= 64.3 + 8.2$$

☐

23

$$\frac{1}{9} + \frac{4}{90} =$$

☐

24

$$= 9134 - 56$$

☐

19

$$1.72 + 160 =$$

☐

20

$$5 \overline{) 6315}$$

☐

25

$$8 \times 14 \times 5 =$$

☐

26

$$289 + 35.1 =$$

☐

21

$$= \frac{7}{10} \text{ of } 400$$

☐

22

$$\begin{array}{r} 35 \\ \times 23 \\ \hline \end{array}$$

☐

27

$$3252 = 6 \times$$

☐

28

$$\begin{array}{r} 197 \\ \times 58 \\ \hline \end{array}$$

☐

# Arithmetic Paper 2

<b>1</b>	$0 \times 14 =$ <input type="text"/>	<input type="checkbox"/>	<b>2</b>	<input type="text"/> $= 21 \div 1$	<input type="checkbox"/>	<b>9</b>	$2 + 7 = 5 +$ <input type="text"/>	<input type="checkbox"/>	<b>10</b>	$\frac{1}{3} + \frac{2}{9} =$ <input type="text"/>	<input type="checkbox"/>
<b>3</b>	$\frac{1}{8} \text{ of } 32 =$ <input type="text"/>	<input type="checkbox"/>	<b>4</b>	$1 = 0.3 +$ <input type="text"/>	<input type="checkbox"/>	<b>11</b>	$731 - 536 =$ <input type="text"/>	<input type="checkbox"/>	<b>12</b>	<input type="text"/> $= 132 \div 11$	<input type="checkbox"/>
<b>5</b>	$6400 \div 10 =$ <input type="text"/>	<input type="checkbox"/>	<b>6</b>	$12 \times 9 =$ <input type="text"/>	<input type="checkbox"/>	<b>13</b>	$438 = 6 \times$ <input type="text"/>	<input type="checkbox"/>	<b>14</b>	$639 - 62 =$ <input type="text"/>	<input type="checkbox"/>
<b>7</b>	<input type="text"/> $+ 0.8 = 1$	<input type="checkbox"/>	<b>8</b>	$6^2 =$ <input type="text"/>	<input type="checkbox"/>	<b>15</b>	$4 \times 5 = 25 -$ <input type="text"/>	<input type="checkbox"/>	<b>16</b>	$\begin{array}{r} 2843 \\ \times \quad 8 \\ \hline \end{array}$	<input type="checkbox"/>

# Arithmetic Paper 2

<b>17</b>	$\boxed{\phantom{000}} = 29.2 - 3.44$	<input type="checkbox"/>	<b>18</b>	$6 \overline{) 3912}$	<input type="checkbox"/>	<b>23</b>	$\begin{array}{r} 72 \\ \times 33 \\ \hline \end{array}$	<input type="checkbox"/>	<b>24</b>	$\boxed{\phantom{000}}^3 = 125$	<input type="checkbox"/>
<b>19</b>	$\frac{4}{5}$ of 60 = $\boxed{\phantom{000}}$	<input type="checkbox"/>	<b>20</b>	$423.8 \times 1000 = \boxed{\phantom{000}}$	<input type="checkbox"/>	<b>25</b>	$73 + 84.72 = \boxed{\phantom{000}}$	<input type="checkbox"/>	<b>26</b>	$735 - \boxed{\phantom{000}} = 444$	<input type="checkbox"/>
<b>21</b>	$\frac{1}{4} - \frac{5}{16} = \boxed{\phantom{000}}$	<input type="checkbox"/>	<b>22</b>	$\boxed{\phantom{000}} - 2 = 6 \times 3$	<input type="checkbox"/>	<b>27</b>	$\boxed{\phantom{000}} = 5000 - 2432$	<input type="checkbox"/>	<b>28</b>	$\begin{array}{r} 289 \\ \times 46 \\ \hline \end{array}$	<input type="checkbox"/>



# Arithmetic Paper 3

1

$$\boxed{\phantom{000}} = 18 \times 1$$

☐

2

$$12 \div 6 = \boxed{\phantom{000}}$$

☐

9

$$42 = 16 + \boxed{\phantom{000}}$$

☐

10

$$\boxed{\phantom{000}}^2 = 144$$

☐

3

$$11 \times 0 = \boxed{\phantom{000}}$$

☐

4

$$200 \times 100 = \boxed{\phantom{000}}$$

☐

11

$$\frac{3}{4} + \frac{1}{8} = \boxed{\phantom{000}}$$

☐

12

$$628 + \boxed{\phantom{000}} = 851$$

☐

5

$$3^3 = \boxed{\phantom{000}}$$

☐

6

$$6145 \times 2 = \boxed{\phantom{000}}$$

☐

13

$$4 \overline{) 925}$$

☐

14

$$800 - 543 = \boxed{\phantom{000}}$$

☐

7

$$1 = \boxed{\phantom{000}} + 0.1$$

☐

8

$$\boxed{\phantom{000}} \times 9 = 54$$

☐

15

$$85 \div \boxed{\phantom{000}} = 5$$

☐

16

$$\boxed{\phantom{000}} = 40 \times 45 \times 5$$

☐

# Arithmetic Paper 3

<b>17</b>	$7408 - 29 =$ <input type="text"/>	<input type="checkbox"/>
<b>18</b>	$3295 =$ <input type="text"/> $\times 8$	<input type="checkbox"/>
<b>23</b>	$\frac{3}{10} - \frac{3}{40} =$ <input type="text"/>	<input type="checkbox"/>
<b>24</b>	$7 \overline{) 8078}$	<input type="checkbox"/>
<b>19</b>	$27 + 13 =$ <input type="text"/> $\times 4$	<input type="checkbox"/>
<b>20</b>	$\frac{5}{12}$ of 84 = <input type="text"/>	<input type="checkbox"/>
<b>25</b>	$\frac{3}{4} \times \frac{4}{21} =$ <input type="text"/>	<input type="checkbox"/>
<b>26</b>	<input type="text"/> $= 41 \div 100$	<input type="checkbox"/>
<b>21</b>	<input type="text"/> $= 364 + 8 + 2977$	<input type="checkbox"/>
<b>22</b>	$40 \times 70 =$ <input type="text"/>	<input type="checkbox"/>
<b>27</b>	$83 - 6.92 =$ <input type="text"/>	<input type="checkbox"/>
<b>28</b>	$\begin{array}{r} 718 \\ \times 29 \\ \hline \end{array}$	<input type="checkbox"/>

English

# SPaG Mat

## Year 6 Autumn Term 1 SPaG Mat

1

### Section 1

Place the correct punctuation into this sentence to show the relative clause.

Kirsty who was a very talented dancer performed in the school musical.



### Section 3

Look at the sentence below and add two modal verbs:

I \_\_\_\_\_ go to Paris next year and I \_\_\_\_\_ make sure that I visit the Eiffel Tower while I'm there.



### Section 2

Can you think of more formal synonyms to replace these past tense verbs? (Use a thesaurus if you need to!)

found \_\_\_\_\_

asked \_\_\_\_\_

### Section 4

Mr Whoops has accidentally jumbled up two adverbs that show frequency. Can you help him to unjumble them?

QUFRENYLET    NETFO

\_\_\_\_\_

\_\_\_\_\_



### Section 5

Add a suffix to the word 'beauty' to create a verb:



### Section 6

Can you add appropriate punctuation around the parenthesis in this sentence?

Prince William the Duke of Cambridge is second in line to the throne.





# SPaG Mat

## Year 6 Autumn Term 1 SPaG Mat

2

### Section 1

Rewrite this sentence with the adverbial phrase at the beginning. Add in any extra punctuation that is needed.

The children found the gravitational pull of different objects using a newton meter during the science experiment.



---

---

---

### Section 2

Circle the TWO words that are synonyms of each other in the following sentence:

Vik was disgusted at the decision to knock down the local library and he knew that other community members would be outraged too.

### Section 3

Can you invent the other debate speaker's next sentence and turn it into a direct speech sentence that uses inverted commas?

Your opinions are ridiculous!



---

---

### Section 4

Rewrite the sentence below with an embedded relative clause about Mrs Conner. Don't forget to mark it with commas!

Mrs Conner cried during the assembly to celebrate her retirement.

---

---

---

### Section 5

Match the prefix to the correct root word:

dis

look

mis

judge

over

loyal

Which of the words you have made is a synonym of supervise? \_\_\_\_\_

### Section 6

Mr Whoops has been juggling with the letters from one of his Y6 spelling words - can you spot what it is?

a \_\_\_\_\_



# SPaG Mat

## Year 6 Autumn Term 1 SPaG Mat

3

### Section 1

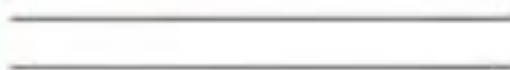
Write a sentence about the picture that contains a modal verb and a fronted adverbial. Underline them.



### Section 3

Rewrite these sentences in the past progressive (continuous) tense.  
Hamid is coming to my party at the weekend.

In the restaurant kitchen, the chefs prepared the three-course meal.



### Section 5

Mr Whoops has made THREE clumsy spelling mistakes in his diary entry. Can you underline them and correct them? Use a dictionary if you need to.

Today, I went down to the local community centre to see what night courses they had available that might interest me. I immediately signed myself up for a French course.



### Section 2

Can you underline the all of the possessive pronouns in this passage of dialogue?

"Once you have moved your left leg, I will move mine," instructed Tasha.

"This race is ours to lose," giggled Courtney. "We are miles in the lead!"



### Section 4

Add a prepositional phrase to the following sentence.

Using a hosepipe and sponge, Penny cleaned her new car.



### Section 6

Read the sentence below and add in a word or words to turn it into a question.

You won't tell anyone, \_\_\_\_\_



2

# SPaG Mat

## Year 6 Autumn Term 1 SPaG Mat

4

### Section 1

Rewrite this sentence in Standard English.

I didn't see nothing.

---

---

### Section 3

Clumsy Mr Whoops has lost the antonyms to these words. Can you help him to add 'in', 'un' or 'il' prefixes?



literate

---

mobile

---

### Section 2

Change these nouns/adjectives into verbs by adding the suffixes -ise, -ify or -en.

apology \_\_\_\_\_

false \_\_\_\_\_

### Section 4

In the spaces, write the word class of each of the underlined words. Use the words from the list given. The first one has been done for you!

The owl and the pussycat went (verb) to sea in a beautiful (\_\_\_\_), pea-green boat. They (\_\_\_\_) took some (\_\_\_\_) honey and (\_\_\_\_) plenty of money wrapped up in (\_\_\_\_) a five-pound note.

preposition verb pronoun adjective  
determiner conjunction



### Section 5

Can you place the commas in the correct place in these sentences:

The mischievous cat was stuck up the highest tree in the street which meant Mrs Brown had to phone the fire brigade.

Isabelle was learning to play the drums the recorder the piano and the ukulele.

### Section 6

Can you add the correct form of the verb to make this a subjunctive mood sentence.

If I \_\_\_\_\_ a NASA astronaut, I would be brave enough to go on an expedition to Mars.





# SPaG Mat

## Year 6 Autumn Term 1 SPaG Mat

5

### Section 1

Correct these sentences that are written in non-standard English:

You done good in your work.

I seen you yesterday.

### Section 2

The car was stuck in the snow \_\_\_\_\_

Add a subordinating conjunction and continue the complex sentence.

### Section 3

Can you think of the correct 'e' words to match the definitions?

A person that lives next door \_\_\_\_\_

The proof of a purchase \_\_\_\_\_

### Section 4

Mr Whoops has got in a terrible muddle turning these root words into new words using the prefixes 'ir' or 'anti'. Can you help him?

relevant \_\_\_\_\_

social \_\_\_\_\_



### Section 5

Look at the sentences below. Tick all the sentences that are commands.

Where did Benji run off to?

My new trainers are cool.

Take your dishes into the kitchen.

Come back here.

### Section 6

Can you mark the parenthesis in this sentence with dashes?

The evil witch a jealous and bitter woman wanted to cast her spells.





# SPaG Mat

## Year 6 Autumn Term 1 SPaG Mat

6

### Section 1

Circle all the modal verbs in this passage:

Jake might not go to school tomorrow because he has a terrible cold. If he goes to bed early, he could feel better in the morning.



### Section 3

Mr Whoops has accidentally jumbled up TWO adverbs that show frequency. Can you help him to unjumble them?

IMESOMSTE VRENE



### Section 4

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

determiner

plural noun

Most of the children had forgotten their kit but Mia had remembered hers.

coordinating  
conjunction

possessive  
pronoun

### Section 2

Write a main clause to go with these subordinate clauses. Add in commas where necessary.

When she arrived at the hotel \_\_\_\_\_

\_\_\_\_\_

even though it was freezing.

### Section 5

Rewrite this informal sentence in a more formal way.

When the alarm rings, it'd be cool if you got out of bed fairly sharpish.

\_\_\_\_\_

\_\_\_\_\_

### Section 6

'Change' can be used as a verb and a noun. Write a sentence where 'change' is used as a noun.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Match the Correct Word Type

Match the word type to the definition

**adverb**

**verb**

**proper noun**

**adjective**

**preposition**

**pronoun**

**noun**

**clause**

**conjunction**

a doing or action word

a word that modifies a verb,  
adverb or adjective

a word that stands in for nouns

the name of specific objects, people and places

part of a sentence

a word that tells you where or when  
something is in relation to another

a word that describes nouns

the name of objects, people and places

a word that joins two clauses

# Word Class

Read the text and make a list of words that are:

Common nouns, verbs, adjectives, adverbs, prepositions and proper nouns

Ever since Mr Rivers told me that I'd got the lead part in our school play, Robin Hood: *Superstar!*, I'd dreamed about opening night. Whenever I was stuck on a tricky maths question or drifting off in assembly, my mind would wander to the moment when I would step out on stage in front of a hundred wide-eyed, gaping-mouthed kids and parents, and belt out my first solo number:

*I'm Robin Hood - superstar!  
I steal from the rich to give to the poor.*

But now that the moment had arrived, I had the jitters. This made it very hard to put my costume on.

"Ash?"

I pulled on my green leggings, only to realise that one leg was inside out and twisted round and very uncomfortable.

"Ash..."

I tried to tie my laces, but they ended up looking like balls of spaghetti.

"Ash!"

I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.

"Earth to Ash." A grubby hand waved in front of my face. "Are you ready? Everyone's waiting to go on."

That's when I realised that the classroom was empty.



# Reading Comprehension – Miss Fox, Our Teacher

## Miss Fox, Our Teacher

*This short story introduces an intriguing character, Miss Fox, who might be more than she seems.*

Miss Fox, our teacher, has red hair.

So red, you can see it from one end of the school to the other. Miss Fox also has a very loud voice.

One morning, she barked, "We are going to make a dark room, children."

Her voice was so loud that when she spoke, she made us all jump.

"We'll make the dark room out of cardboard boxes," Miss Fox went on, "and we'll paint it black."

So that's what we did.

We stuck the boxes together and made the walls.

Next we made a cardboard ceiling.

Miss Fox helped us to paint the ceiling and the walls black.

But afterwards, she snapped, "Stars, children! We need stars." So we made stars.

Big silver stars and little silver stars and we stuck the stars on the cardboard ceiling.

"Hmmm!" growled Miss Fox. "Planets! We need planets." We made three planets.

A red, a green and a blue, and we hung them up on strings.

There was Planet Mars.

Planet Saturn.

And Planet Pluto.

Miss Fox said, "Who will make a big white moon?"

"I will," I said.

I cut the moon out of a sheet of snow-white paper.

Then we stuck the moon on the ceiling together with all the stars and the planets.

When Miss Fox shone her torch on the moon, it glowed white. "Wild animals," Miss Fox yelled, "would love this room. They would feel safe in this room because there's no light, only the moon and the stars."

And it was very quiet.

That night, when we had all gone home and the school was empty, I lay in bed and hoped a real fox would jump in through a window, pad into our dark room and fall asleep, curling his tail around his nose and dreaming that he was safe.

So the first thing I did the next morning was to check and see if the fox was there.

But he was long gone.

Except I found a hair, as red as any of the hairs curling around Miss Fox's head. And I wondered if Miss Fox had such a loud voice because every night she went out and barked at the moon.



# Reading Comprehension – Miss Fox, Our Teacher

- 1 Tick two things we are told Miss Fox has at the start of the story

☐ a large nose    ☐ red hair    ☐ prominent teeth    ☐ a loud voice

- 2 What do the children use to construct their dark room?

.....

- 3 What do they use to make the room dark inside?

.....

- 4 List the items that the children put inside the room.

.....

- 5 What overall effect does Miss Fox want to create?

.....

- 6 Why does Miss Fox say that wild animals would love the room that the children have made?

.....

- 7 How does the author let us know that Miss Fox's words make a big impression on:  
a) the children?

.....  
b) the narrator?

- 8 What evidence does the narrator find in the dark room the following morning?

.....  
9 What conclusion does the narrator draw from that?

- 10 There are hints that Miss Fox may be more than just an ordinary teacher. Can you identify the clues the author uses to link Miss Fox to the animal that bears her name?

At the beginning of the story, the author tells us that ...

The author uses the following speech verbs to describe how Miss Fox speaks:

At the end of the story, ...

## Reading Comprehension – My Mother Saw a Dancing Bear

### My Mother Saw a Dancing Bear

My mother saw a dancing bear  
By the schoolyard, a day in June.  
The keeper stood with chain and bar  
And whistle-pipe, and played a tune.

And bruin lifted up its head  
And lifted up its dusty feet,  
And all the children laughed to see  
It caper in the summer heat.

They watched as for the Queen it died.  
They watched it march. They watched it halt.  
They heard the keeper as he cried,  
"Now, roly-poly!" "Somersault!"

And then, my mother said, there came  
The keeper with a begging-cup,  
The bear with burning coat of fur,  
Shaming the laughter to a stop.

They paid a penny for the dance,  
But what they saw was not the show;  
Only, in bruin's aching eyes,  
Far-distant forests, and the snow.



## Reading Comprehension – My Mother Saw a Dancing Bear

1 Who has told this story to the poet?

.....

2 Where did they see the dancing bear and its keeper?

.....

3 Which season did the event take place in? Tick one.

☐ spring☐ summer☐ autumn☐ winter

4 Complete the sentence.

The keeper controls the bear with .....

5 Write down three things that the keeper makes the bear do, apart from dance.

.....

6 What other word for bear does the poet sometimes use?

.....

7 In verse 2, the poet uses the word "caper" instead of "dance". Which of the following best describes the kind of dance the bear performs? Tick one.

☐ comical☐ serious☐ slow☐ fast

8 Look at verse 4.

a) What does the keeper use the begging-cup for?

.....

b) Why do you think the bear's fur is described as "burning"?

.....

.....

9 Look at the last verse.

a) Why do you think the bear's eyes are described as "aching"?

.....

b) Why can "[f]ar-distant forests, and the snow" be seen in the bear's eyes?

.....

10 Does the poet approve of how the bear is treated? Explain your answer with reference to the poem.

.....



## Reading Comprehension – Johnny Swanson

### Johnny Swanson: The Secret of Instant Height

*Johnny Swanson sees an advertisement in the local newspaper that seems to offer a solution to his problem. All he needs to do is to find the money (two shillings and sixpence) to apply. His mother keeps a jar containing her Christmas savings on a shelf in the kitchen. Should he take it?*

#### TOO SHORT?

Do you wish you were taller?

For the

#### SECRET OF INSTANT HEIGHT

SEND A POSTAL ORDER FOR 2s 6d  
AND 1 STAMPED ADDRESSED ENVELOPE  
TO BOX 23, THE STAMBLETON ECHO,  
6 CANAL STREET, STAMBLETON, WARWICKSHIRE

He knew he shouldn't even think of taking the money, but for the rest of the evening he planned what he would do when his mother was asleep. So in the middle of the night he crept downstairs in the chilly dark, and tipped the money out of the mug and onto the table. Although it was cold, his hands were slippery with sweat. He dropped a penny. The coin rolled and then spun on the stone floor. It seemed ages before it came to a stop. Johnny froze, certain that his mother must have heard it; worried that she might even be able to hear his breathing, which sounded appallingly loud to him. He had no idea how he would explain what he was doing if she came in, but he wanted the Secret of Instant Height so much that he had to take the risk. There was no sound from her room. He counted the money. It came to nine shillings and sevenpence. He only needed two-and-six, with a few pence more for the envelopes and stamps.

He gathered up three shillings, and carefully put the rest back in the mug. The level of money had obviously dropped. Never mind: tomorrow he would get some stones to put under the cash, so that the theft didn't show. But surely it wasn't theft! It was borrowing. He promised himself that he would replace the coins, little by little, with the money Hutch paid him for delivering the papers. He wouldn't spend it on sweets or comics. By Christmas there would be nine shillings and seven pence in the mug again. His mother would never know that any had been missing. And in the meantime, Johnny would have the Secret of Instant Height. That was all he cared about now.



# Reading Comprehension – Johnny Swanson

1 Johnny "cries diamonds". What does the word *cries* tell us about how Johnny is feeling?

.....

2 "Although it was cold, his hands were sipping with sweat."  
Explain what makes this an effective description.

.....

3 What two noises does Johnny worry are going to give him away?

.....

4 What makes Johnny finally decide to take the money?

.....

5 How does he plan to hide the fact that he has taken it?

.....

6 a) What word does Johnny use instead of theft or stealing to describe what he is doing?

.....

b) Why does this make it seem better to him?

.....

7 How does he plan to make up the money by Christmas?

.....

8 Looking at the start, do you think it is genuine? Explain your answer.

.....

9 What does it tell you about Johnny that he would run the risks he is taking to apply?

.....

10 What do you think will happen?

.....

## Reading Comprehension – Girl With a Worksheet in a Castle

### Girl with a Worksheet in a Castle

There's a castle we visit where Mr Barret  
talks battlements, baileys and barbicans.

But when I've done my worksheet and my sketches,  
down unsafe stairs I find this lonely place,

this earth-floored larder. I breathe deeply in  
the stink of centuries. An ancient chef

sweats. Humps sacks of onions, spuds,  
turnips and garlic. Thinks of wine and oil

he'll baste over mutton, pork or fish. I hear  
soft Saxon shouts. Alone, I'm history

and history is me. But still ... be still ...

Then

Mr Barret's calling Eleanor Smith!

He asks me about battlements and baileys,  
and, not this lonely place, this worksheet.



## Reading Comprehension – Girl With a Worksheet in a Castle

- 1 What is the name of the girl in the poem?  
.....
- 2 What do you think Mr Barret's job is?  
.....
- 3 What is the reason for the visit to the castle?  
.....
- 4 What is the girl expected to do while she is there?  
.....
- 5 Once the girl has finished, she goes off on her own. What does she find?  
.....
- 6 What seems to happen to her there?  
.....
- 7 Which word in the second stanza of the poem indicates that she has taken a risk?  
.....
- 8 We are told she "breathes deeply in the stink of centuries". Explain why you think the poet uses the word stink here.  
.....
- 9 Give the poem a new title and explain why you have chosen it.  
.....
- 10 Which of the following sentences best sums up the point of the poem? Tick one.  
☐ Learning about castles can be interesting.  
☐ Worksheets are a good way of teaching young people about history.  
☐ Castles can be dangerous places, if children are allowed to go off on their own.  
☐ Education visits should help develop the imagination.



# Reading Comprehension – Eye of the Wolf

## Eye of the Wolf

*This is the first chapter of a story called Eye of the Wolf by French writer Daniel Pennac. The setting is a zoo, and the wolf has noticed a boy standing in front of his enclosure, watching him.*

The boy standing in front of the wolf's cage doesn't move a muscle. The wolf paces backwards and forwards. He walks the length of the enclosure and back again without stopping.

He's starting to get on my nerves, the wolf thinks to himself. For the last two hours the boy has been standing in front of the wire fencing, as still as a frozen tree, watching the wolf walking.

What does he want from me? the wolf wonders. The boy makes him feel curious. He's not worried (because wolves aren't afraid of anything), just curious. What does he want?

The other children jump and run about, shout and burst into tears, stick their tongues out at the wolf and hide their heads in their mums' skirts. Then they make silly faces in front of the gorilla's cage, or roar at the lion as he whips the air with his tail. But this boy is different. He stands there silently, without moving a muscle. Only his eyes shift. They follow the wolf as he paces the length of his wire fencing.

What's your problem? Haven't you ever seen a wolf before?

The wolf only sees the boy every other time he passes him. That's because the wolf only has one eye. He lost the other one ten years ago in a fight against humans, the day he was captured. So on his outward journey (if you can call it a journey) the wolf sees the zoo with all its cages, the children making faces and, standing in the middle of it all, the boy who doesn't move a muscle. On the return journey (if you can call it a journey) the wolf sees the inside of his enclosure. It's an empty enclosure, because the she-wolf died last week. It's a sad enclosure with a solitary rock and a dead tree. When the wolf turns round, there's the boy again, breathing steadily, his white breath hanging in the cold air.

He'll give up before I do, thinks the wolf, and he carries on walking. I'm more patient than he is, he adds. I'm the wolf.



# Reading Comprehension – Eye of the Wolf

- 1 What does the wolf think is so unusual about the boy's behaviour?  
.....
- 2 What do children normally do in the zoo, according to the wolf? Name two things.  
.....
- 3 In the second paragraph, the wolf describes the boy as "still as a frozen tree". Why is this a particularly appropriate simile for the wolf to use?  
.....
- 4 Which word in the third paragraph tells us how the wolf feels? Tick one.  
☐ worried    ☐ afraid    ☐ curious
- 5 Explain why it is that the wolf only sees the boy for half of the time that he is pacing backwards and forwards within his cage.  
.....
- 6 Why might the wolf have good reason to dislike humans, such as the boy?  
.....
- 7 Why does the enclosure feel to be a particularly sad place for the wolf?  
.....
- 8 At the end of the chapter, the wolf feels he is in competition with the boy. What does the wolf feel gives him an advantage?  
.....
- 9 We see events through the wolf's eye as he looks out from the cage. Describe carefully what the boy would see, from his position.  
.....  
.....
- 10 This is the first chapter of the book. If you were the writer, what would you do next, and why?  
.....  
.....

## Story Starters

Over the next few slides there will be a variety of pictures that will be a stimuli for your piece of writing.

Your task is to carry on from the author left off.

## Story Starters



The wind howled menacingly like a wolf at the full moon. Lightning licked across the evil sky: a serpent's tongue tormenting the clouds. The Earth began to shatter...

Can you continue the story using similes and metaphors to paint a vivid picture in the readers mind of The Greatest Storm?



## Story Starters

It had been a time of great change. The humans were to blame.

Their world was disappearing inch by precious inch: a lush, sun-drenched land full of colour and life becoming a barren, ruinous, grey wasteland.

What would become of them all? Was there even a future?





## Story Starters



In the sweltering depths of the misty marsh, it lay there. Waiting. The eye was as green as the grass in a garden on a summer day, but much more deadly. It was speckled with gold, like the brightest stars shimmering in the sky at night, but much more deadly.

As if in a peaceful slumber, the creature stretched itself out, scales covering its body from snout to tail. It lay there, waiting...



## Story Starters

Dad's home science experiment had gone horribly wrong! He had zapped the kids in the garden with his new ELECTROZORBTASTICLASERJETBRAIN-GUN, which was supposed to make his three children the smartest children in the entire world. Instead, the zap had back-fired, making Dad even more brainy, but the children...Extremely tiny! Stood in the middle of the garden path, they suddenly found themselves running as fast as they could away from a rolling pebble (which was actually tiny, but now seemed as big as a house).



## Story Starters



His heart was pounding as they flew over the crest of the hill. He could taste the gritty dirt that had blown underneath his helmet, and the trickle of sweat that poured down in his neck. The roar of the engines filled his ears, and he fixed his eyes on the next jump; this was his chance to shine...



## Story Starters

Faster and faster they spun, until it felt like they would soar off into the sky at any moment.

The park around her became a blur of green, a smudge of green paint covering Daisy's eyes. She gripped onto the seat with every muscle in her body, gritting her teeth as she concentrated on retaining her balance.

Little did Daisy know that this ride was unlike any other in the playground. When the ride reached top speed, something magical happened...





## Story Starters



Dan had been digging all morning. Along with his team of fellow archaeologists, countless tons of dirt and sand had been removed. At first the mechanical diggers had done their bit, to be followed by spades and shovels. Now, as the team neared their prize, their tools became trowels and delicate brushes.

Hours of sweat and toil in the blistering heat had brought little reward as yet, but things were about to change. Dan stood in front of what he hoped would be the most significant discovery of his career so far, and gently began to untie the knot that had sealed the door for thousands of years...



## Story Starters

Bella had always been different from the other children at school. They looked at her strangely, and she would often hear them whispering about her when they thought she wasn't there. Sometimes they whispered about her even when they knew she was listening.

Every evening when Bella returned home, her real life began. The everyday worries of school and other children were banished from her mind. Bella had another life. A life that was secret. A life that was magical.

As she clambered over the rooftops, with her trusted and faithful companion, she could feel the magic coursing through her body. It warmed her, like the glowing embers of a comforting fire. All of a sudden she felt alive. Tonight was going to be a night to remember...



# Spellings

Over the next slides you will have some spelling tasks based on the Year 5 and 6 words. The list of these are below to help

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition

conscience  
conscious  
controversy  
convenience  
correspond  
criticise  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equip  
equipped  
equipment  
especially  
exaggerate  
excellent

existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass  
hindrance  
identity  
immediate  
immediately  
individual  
interfere  
interrupt  
language  
leisure  
lightning  
marvellous  
mischievous

muscle  
necessary  
neighbour  
nuisance  
occupy  
occur  
opportunity  
parliament  
persuade  
physical  
prejudice  
privilege  
profession  
programme  
pronunciation  
queue  
recognise  
recommend  
relevant  
restaurant  
rhyme

rhythm  
sacrifice  
secretary  
shoulder  
signature  
sincere  
sincerely  
soldier  
stomach  
sufficient  
suggest  
symbol  
system  
temperature  
thorough  
twelfth  
variety  
vegetable  
vehicle  
yacht



# Correct the Spelling

Read the sentences and identify the incorrect spelling and then correct it

- |   |   |
|---|---|
| 1. How could Sarah perswad her mum to stay out later? | 1. Four adults needed to acompony the children on the trip. |
| 2. The school trip was to an anshient temple.         | 2. He was conshus of the time.                              |
| 3. Mohammad really wanted to win the compitishion.    | 3. Next year, Jane is turning fourty.                       |
| 4. Loki, the dog, hated thunder and litening.         | 4. "My stomak is hurting," the ill child moaned.            |
| 5. There was a worrying sound coming from the vehcle. | 5. He needed to change his identety quickly.                |
| 6. It won't be nesenary.                              | 6. The secratery answered the phone politely.               |
| 7. The tempracher in the classroom was increasing     | 7. The quee was getting shorter.                            |
| 8. The lady next door was being a newsance.           | 8. Jack was determaned to get the job.                      |



# Correct the Spelling

Read the sentences and identify the incorrect spelling and then correct it

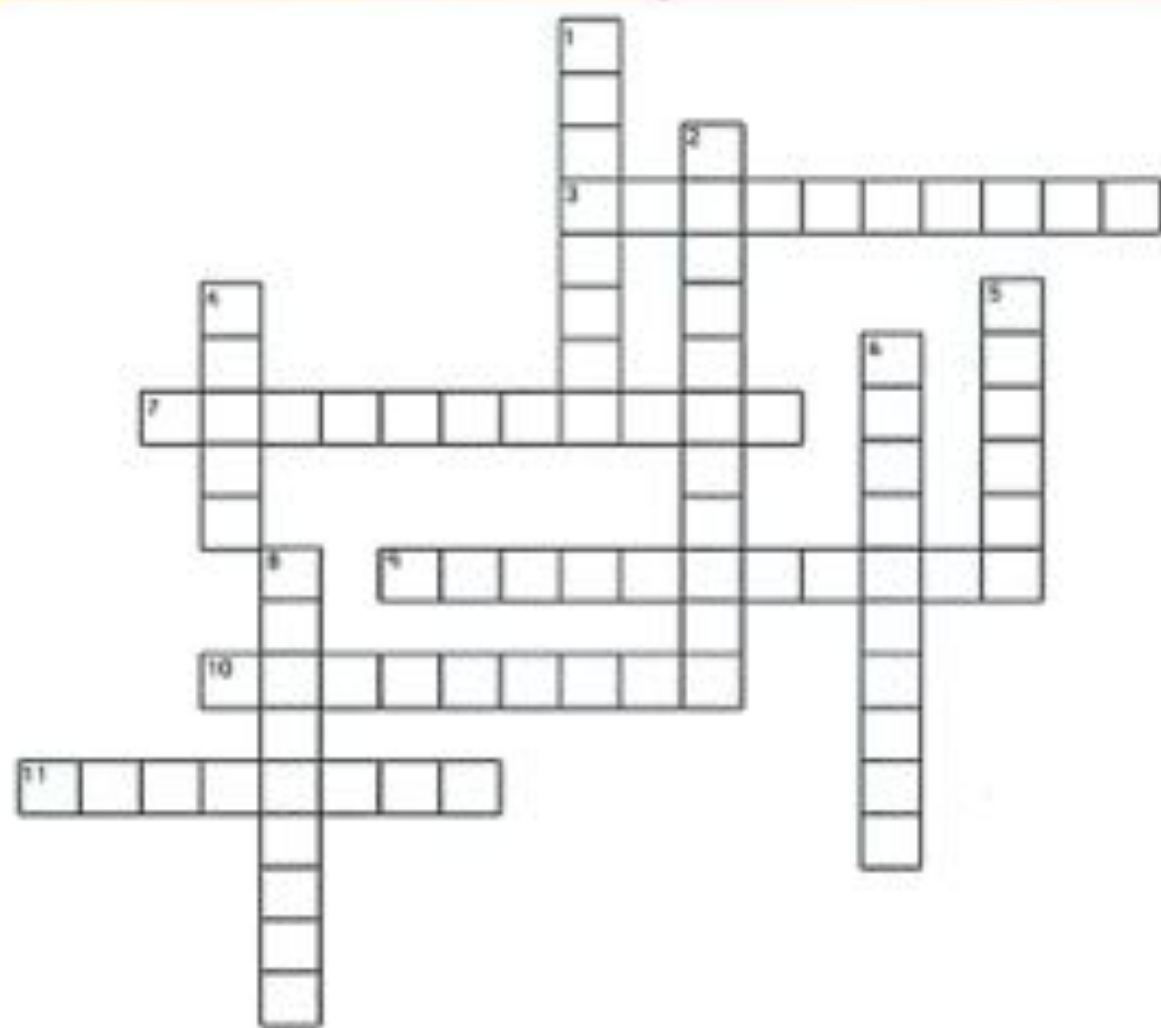
- |   |  |
|---|--|
| 1. The teachers loved their profeshon.                  | 1. Michael really apreshiated the kind gesture.    |
| 2. Adam produced an eggcelent piece of art work.        | 2. It was a disaostrus event.                      |
| 3. Gran let them choose a varibey of sweets.            | 3. Mum always tried to embaris them.               |
| 4. They walked quietly through the cemetry.             | 4. They could comunikate using sign language.      |
| 5. Cycling is better for the enviromant than driving.   | 5. It was the perfect opertunity.                  |
| 6. The teacher was extremely thorough when marking.     | 6. The school had great PE equipmant.              |
| 7. The boxer looked very agresive.                      | 7. Peter practised his pronuncaitiun.              |
| 8. "My next door neybour is so noisy!" complained John. | 8. There were sufishient funds in Sarah's account. |

# Correct the Spelling

Read the sentences and identify the incorrect spelling and then correct it

- |   |   |
|---|---|
| 1. Tim was not sure that he would achieve his goal.       | 1. Which comitee are you on?                                  |
| 2. The whole show was completely disasterous.             | 2. Next year, my Mum will be fourty five.                     |
| 3. My identittee has been stolen!                         | 3. Prenunshiashion is very important when speaking publicly.  |
| 4. Is it really neccessarry to shout as loud as that?     | 4. Her kind words were thoughtful and sinsear.                |
| 5. Which veacul is your favourite?                        | 5. It is important to be able to comunicate well with people. |
| 6. Lightening struck the house next door last night.      | 6. Litter is ruining our enviroment.                          |
| 7. "Your work has been exsellent today," said Mrs Holden. | 7. "Which dish would you recomend?"                           |
| 8. Which catergory will you choose?                       | 8. There is a lezure centre over there.                       |

## Crossword – Initial Sound Followed by Double Consonant



### Across

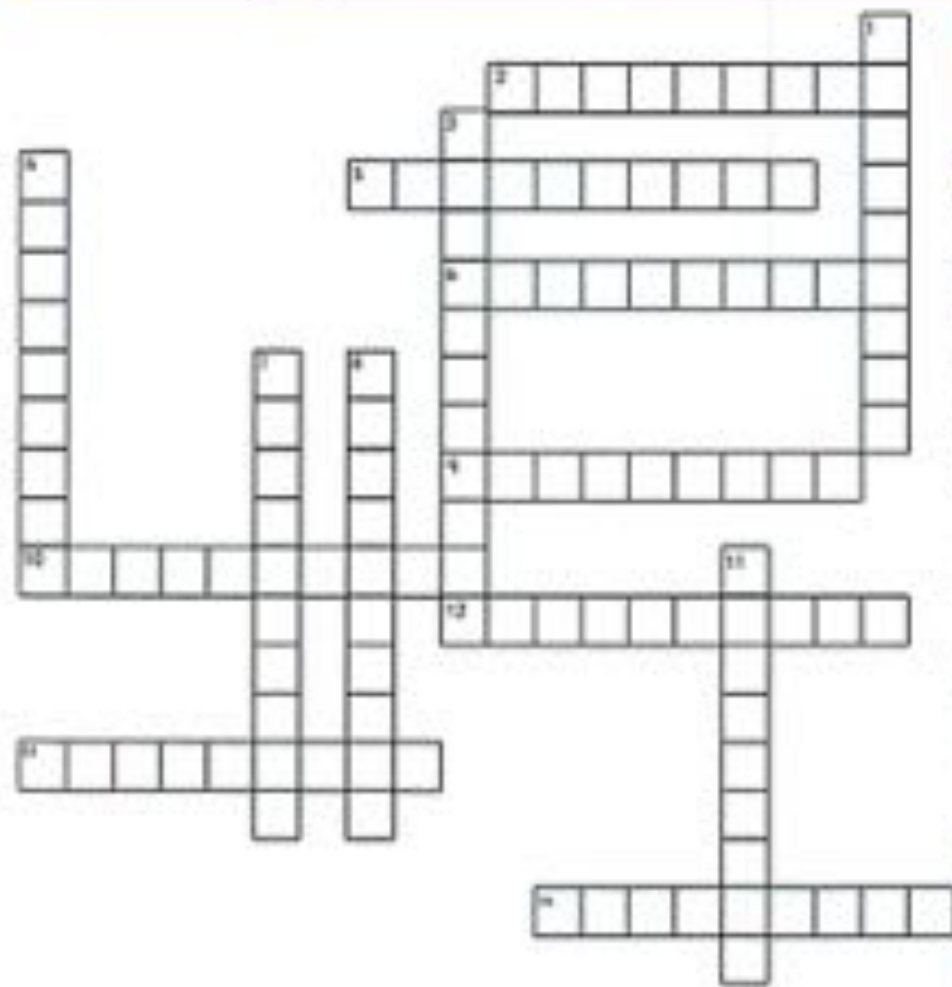
- 3. I a\_\_\_\_\_ any help I get.
- 7. The house can a\_\_\_\_\_ 5 people.
- 9. I called i\_\_\_\_\_ for help.
- 10. Will you a\_\_\_\_\_ me to the shops?
- 11. For no a\_\_\_\_\_ reason he smiled.

### Down

- 1. She a\_\_\_\_\_ it with string.
- 2. I wish I had the o\_\_\_\_\_ to visit another country.
- 4. What time did it o\_\_\_\_\_?
- 5. I o\_\_\_\_\_ my free time by reading.
- 6. The cat was a\_\_\_\_\_ towards the dog.
- 8. Bake the cake a\_\_\_\_\_ to the instructions in the book.



# Crossword – Double Consonant



## Across

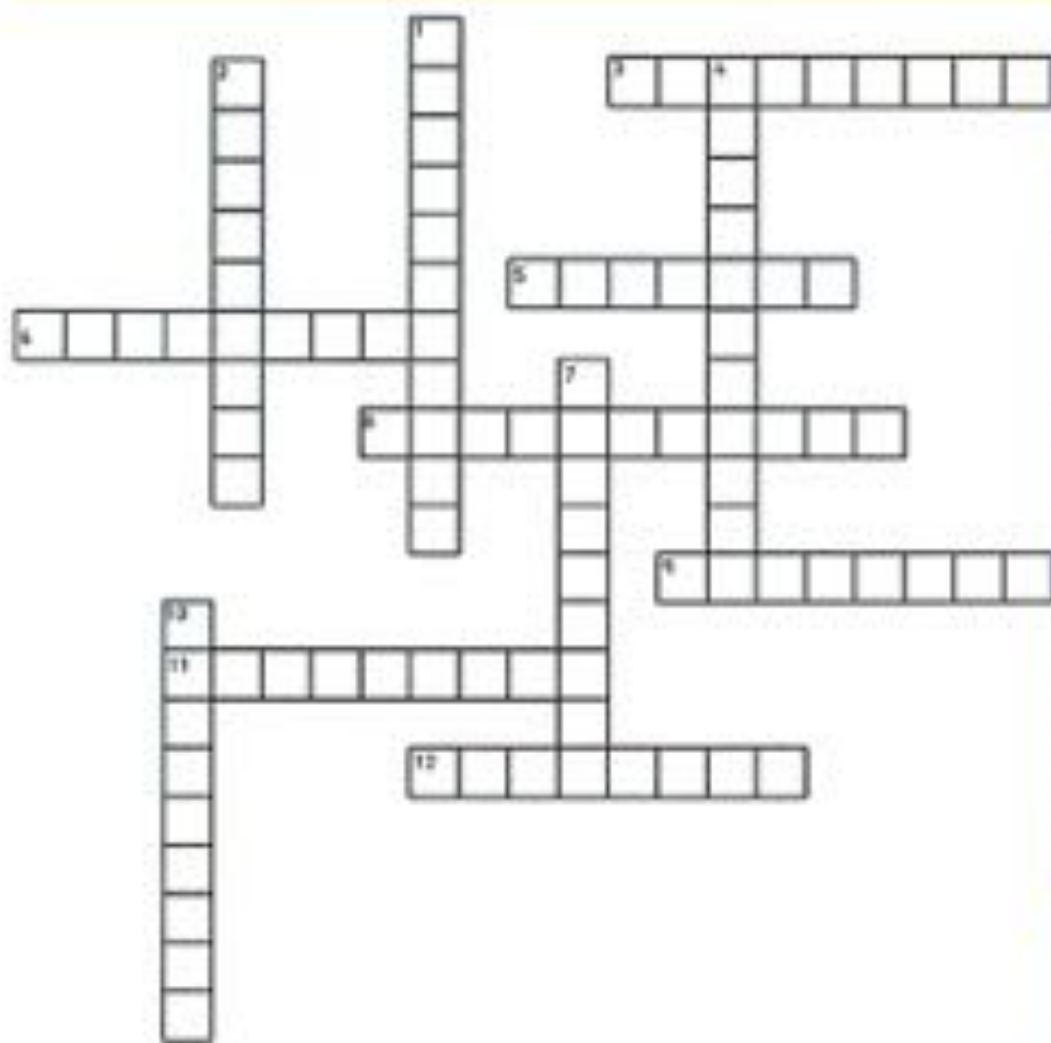
2. He has a c\_\_ meeting after school.  
5. Being a teacher is her chosen p\_\_.  
6. You have done a m\_\_ job.  
9. I volunteer in my local c\_\_.  
10. They didn't have s\_\_ resources to do their job.  
12. She liked to e\_\_ when telling stories.  
13. His work was e\_\_.  
14. Which restaurant can you r\_\_?

## Down

1. It wasn't n\_\_ for me to be there any longer.  
3. Many deaf people c\_\_ by using sign language.  
4. She didn't mean to e\_\_ him in front of the whole class.  
7. Tom didn't like exercise. He e\_\_ didn't enjoy dancing.  
8. The findings c\_\_ to the results.  
11. What is your favourite TV p\_\_?



# Crossword – Tricky Ending



## Across

3. Giving up chocolate was a big s\_\_\_\_\_ for her.

5. The production was very a\_\_\_\_\_ and needed to be more professional.

6. There was no g\_\_\_\_\_ that he would get his money back.

8. Her opinion caused c\_\_\_\_\_ with her peers.

9. Since his father died he has visited the c\_\_\_\_\_ every week.

11. People debate the e\_\_\_\_\_ of God.

12. All the books were put into a specific c\_\_\_\_\_.

## Down

1. The puppy was very m\_\_\_\_\_.

2. Toby's chatting in class is a h\_\_\_\_\_ to everyone's learning.

4. The c\_\_\_\_\_ foods we eat are often bad for us.

7. It was a p\_\_\_\_\_ to meet you.

10. My n\_\_\_\_\_ kindly puts my rubbish bin out in the morning.

# Science

## Health and Wellbeing

Make a PowerPoint presentation or a poster about the importance of keeping healthy.

You will need to include sections about: diet, exercise, hydration, sleep and hygiene.

Make sure you include lots of detailed information about each topic!





# History

## Interview about Stevenage

Interview someone about how Stevenage has changed in the time that they have lived there.

Some key questions:

- Were you born in Stevenage?
- When did you move to Stevenage?
- Have you always lived in the same place in Stevenage?
- What changes have you seen in Stevenage?
- What would you like to see in the future?

Think of any other questions you would want to know about!



PSHE



## What will you do when you grow up?

Think about the career you would like to have and the skills you will need.

Why have you chosen this career?

What are your current interests?

How will your current interests help to give you the skills you need for your chosen career?

What are you going to do in future to develop those skills?

Create a poster showing all this information.

When I grow up I want to be...





## Emotions

Use images and text to show the meaning of these positive emotion words:

Confident, ecstatic, elated, fascinated, joyful, optimistic, relaxed, sympathetic, thrilled.

Think of some more positive words and created images for these too!



## Friends

Describe, in detail, the appearance and personality of one of your friends.

Create a recipe for what makes the perfect friendship.

E.g.

A pinch of laughter

Two tablespoons of trust

