St Denys Primary School

Year 5 and Year 6

Home Learning

Week beginning: 8th June 2020

Creativity, Choice, Challenge
Achievement for All

Year 5 and Year 6 - Home Learning

Whilst we are not expecting you to replicate school at home, it will be important that you all try to do some work each school day to keep your skills up.

And don't forget to stay active!

As you will already know, schools are not yet open for all children.

In this booklet you will find a range of different activities and tasks that you can choose to complete during the week.

All the answers are in the back of your booklet so you can check your own answers – just like you would in the classroom!

There is also a separate booklet for each class that will contain your new spelling words and your daily Times Table Rockstar challenge. These can be collected from the school office or downloaded online.

Each morning your teacher will still be saying 'Hello' on Class Dojo. You'll also be able to ask any questions or just them about what you have been up to! As your teachers will be in school, remember they might not be able to respond straight away. You will still be able to post things to your Class Dojo portfolio but it might not always be your teacher who approves and leaves comments for you.

Class 5, if you want to try some online lessons, check out BBC Bitesize.

Year 5/ P6 online lessons

Monday 8 June - Friday 12 June

Bitesize
Daily Lessons

Monday	Tuesday	Wednesday	Thursday	Friday
English Direct and indirect speech	**English** Fact and opinion	**English** Relative clauses	**English** Features and writing	**English** Reading lesson: The Wolves of Willoughby Chase by Joan Aiken
Maths Understand and represent decimals with up to 2 decimal places as fractions	**Maths** Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents	**Maths** Round decimals with two decimal places to the nearest whole number and to the nearest tenth	**Maths** Order and compare numbers with up to three decimal places	**Maths** Maths in football
History Anglo Saxon art and culture	**Geography** The Alps	**Science** Reversible and irreversible changes	**Spanish** Food, drink and hobbies	**Art and Design** Exciting paintings - reviewing classic paintings

Find all this content and more at: **bbc.co.uk/bitesize/dailylessons**

Lessons are available daily. Here is the schedule for this week.

Class 6, if you want to try some online lessons, check out BBC Bitesize.

Year 6/ P7 online lessons

Monday 8 June - Friday 12 June

Bitesize
Daily Lessons

Monday	Tuesday	Wednesday	Thursday	Friday
English Apostrophes	**English** Direct and indirect speech	**English** Commas for clarity	**English** Features and writing	**English** Reading Lesson: The Wolves of Willoughby Chase by Joan Aiken
Maths Finding a rule with one and two steps	**Maths** Forming expressions and understanding algebraic	**Maths** Substitute into simple expressions and formulae	**Maths** Forming and solving one step equations	**Maths** Maths in football
History Anglo Saxon art and culture	**Geography** The Alps	**Science** Reversible and irreversible changes	**Spanish** Food, drink and hobbies	**Art and Design** Exciting paintings - reviewing classic paintings

Find all this content and more at: **bbc.co.uk/bitesize/dailylessons**

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Year 5 and Year 6 Spelling Words

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

How many of these spelling words can you read and write?

Can you use any of these words in your own sentences?

Weekly Writing Challenge

This week, you are going to plan and write a short story. The idea for your story is **'The Mysterious Box'**.

- You could write a story about a giving a mysterious box to a friend, receiving a mysterious box as a present or finding a strange box somewhere.

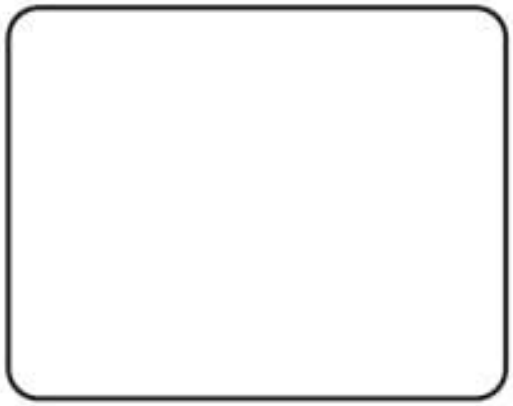
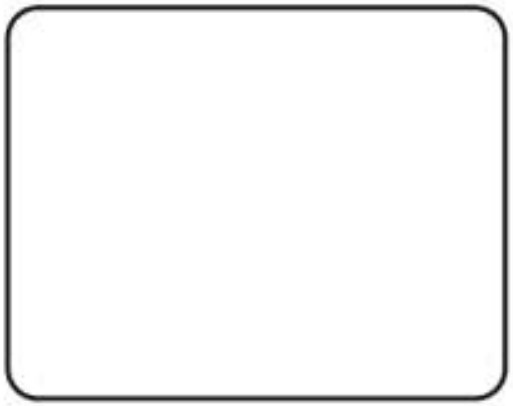
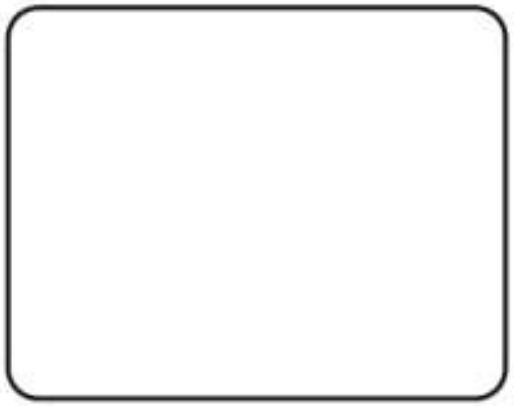
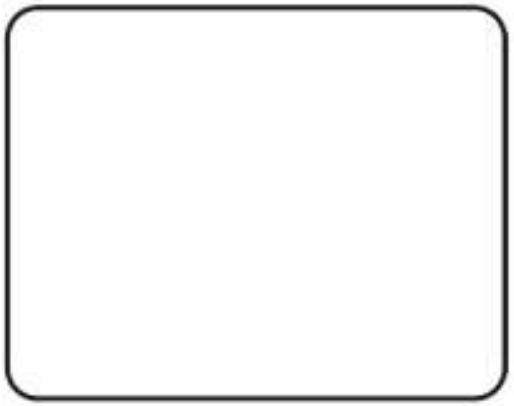
Think about the following:

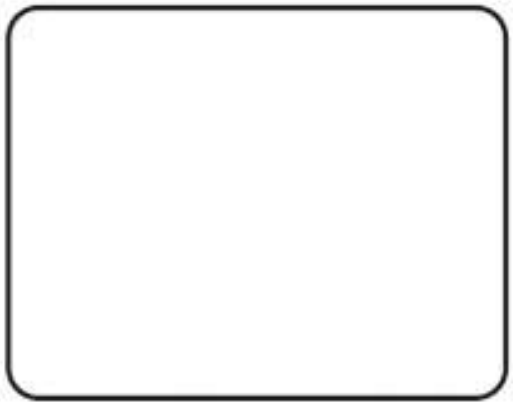
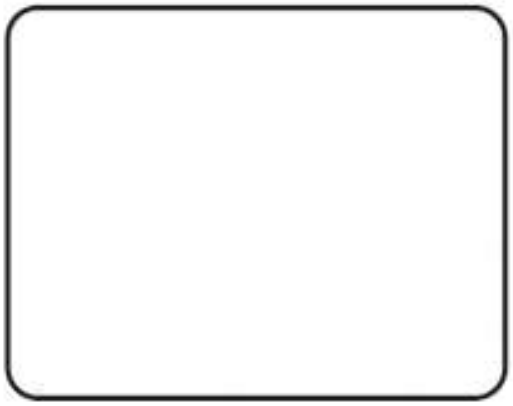
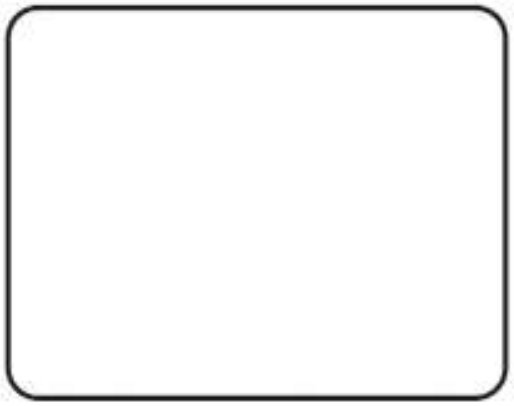
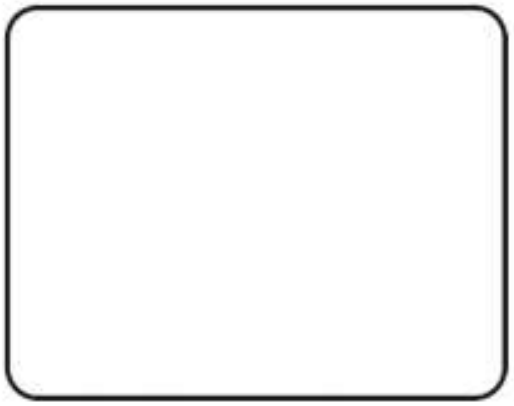
- Who are the characters in your story?
- What is inside the box?
- What happens when the box is opened?
- How will your story end?

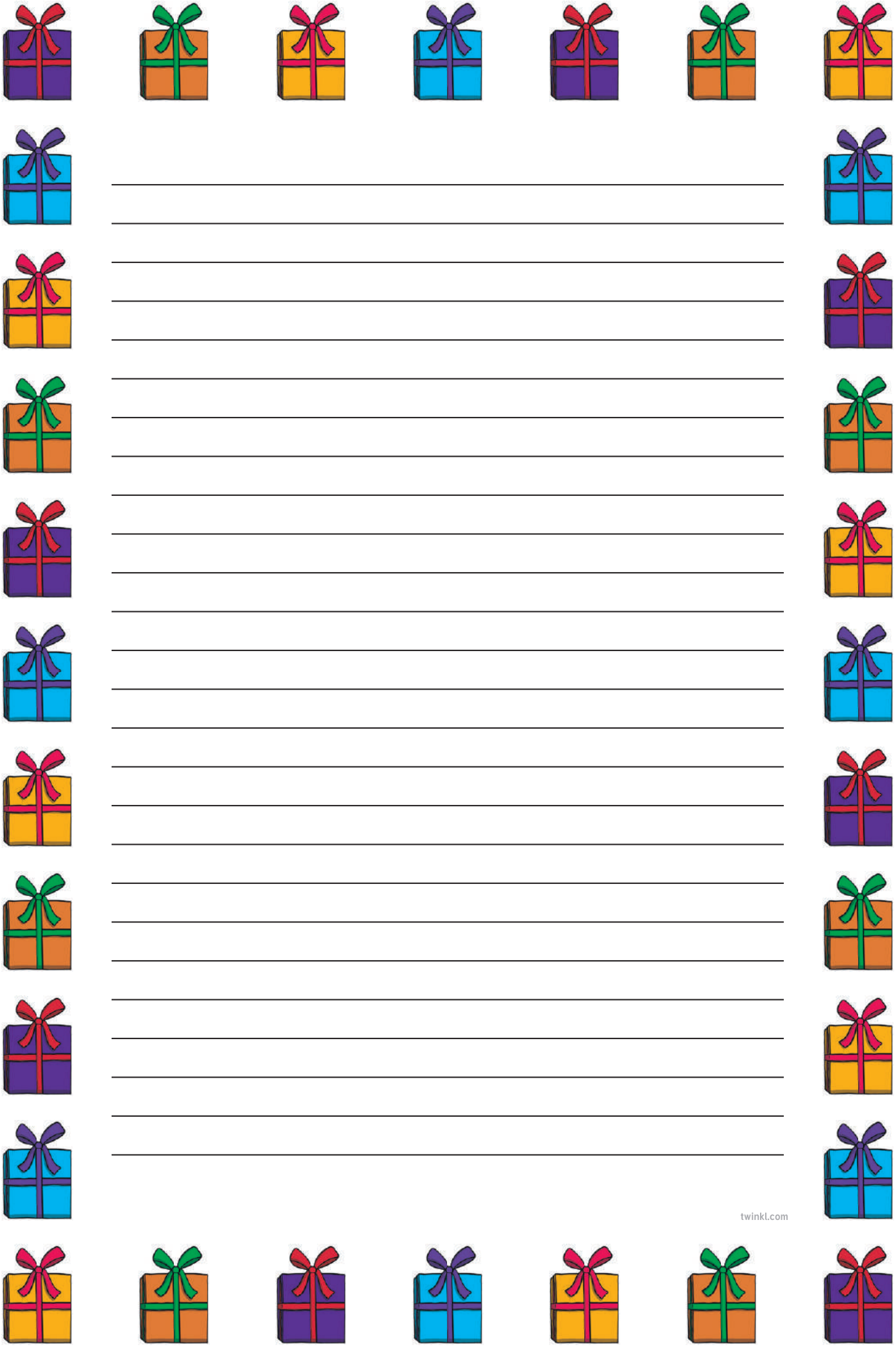
Remember to:

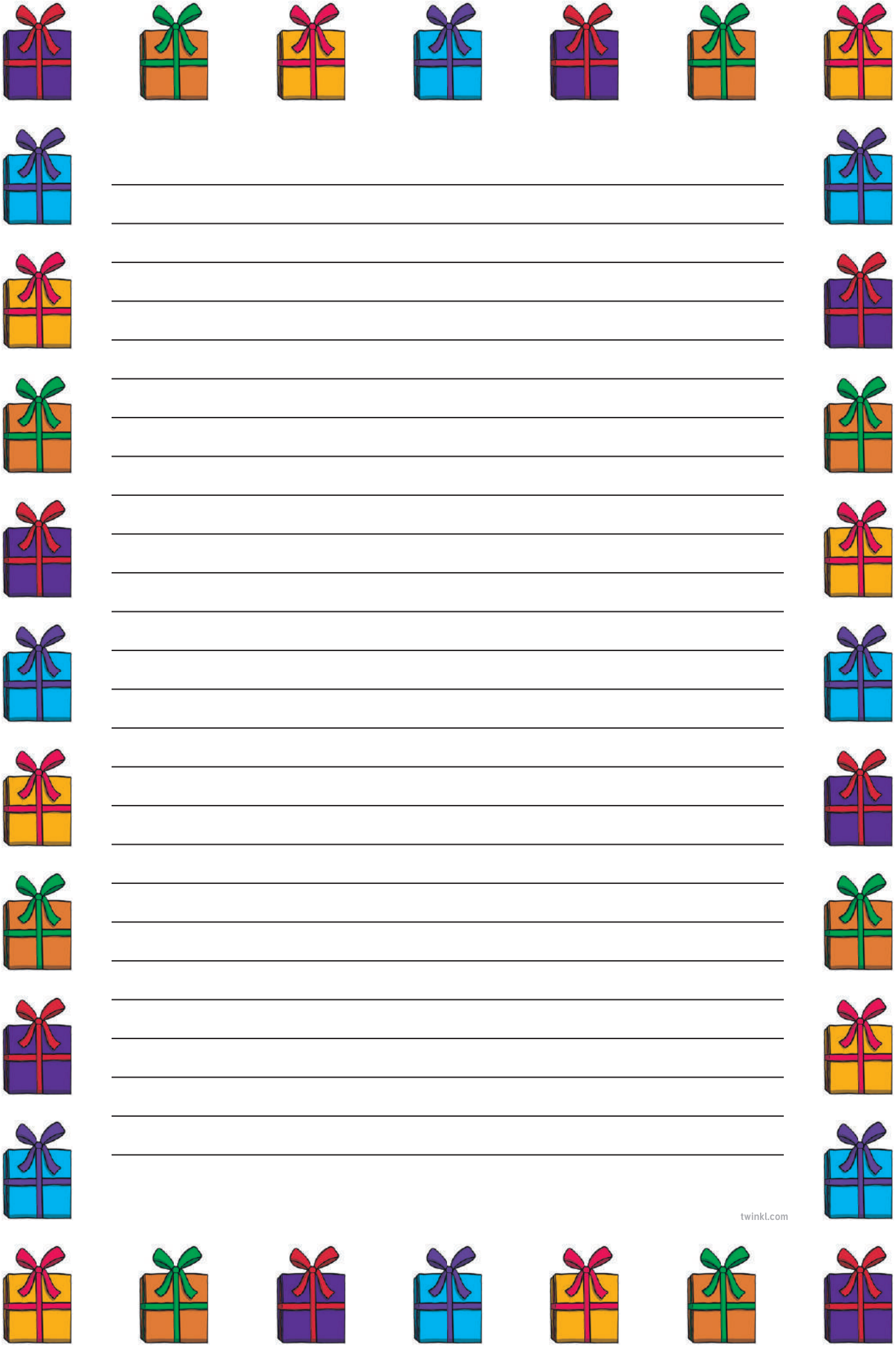
- Plan your story with a beginning, middle and end. How are you going to hook the reader at the start? Create a storyboard to tell your story.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences. Try to think of really good descriptive words to use.
- Pay attention to your spelling and punctuation.
- Read, check and edit your work carefully.
- Decide how you are going to publish your story: writing it out, typing it, making a book?

The Mysterious Box

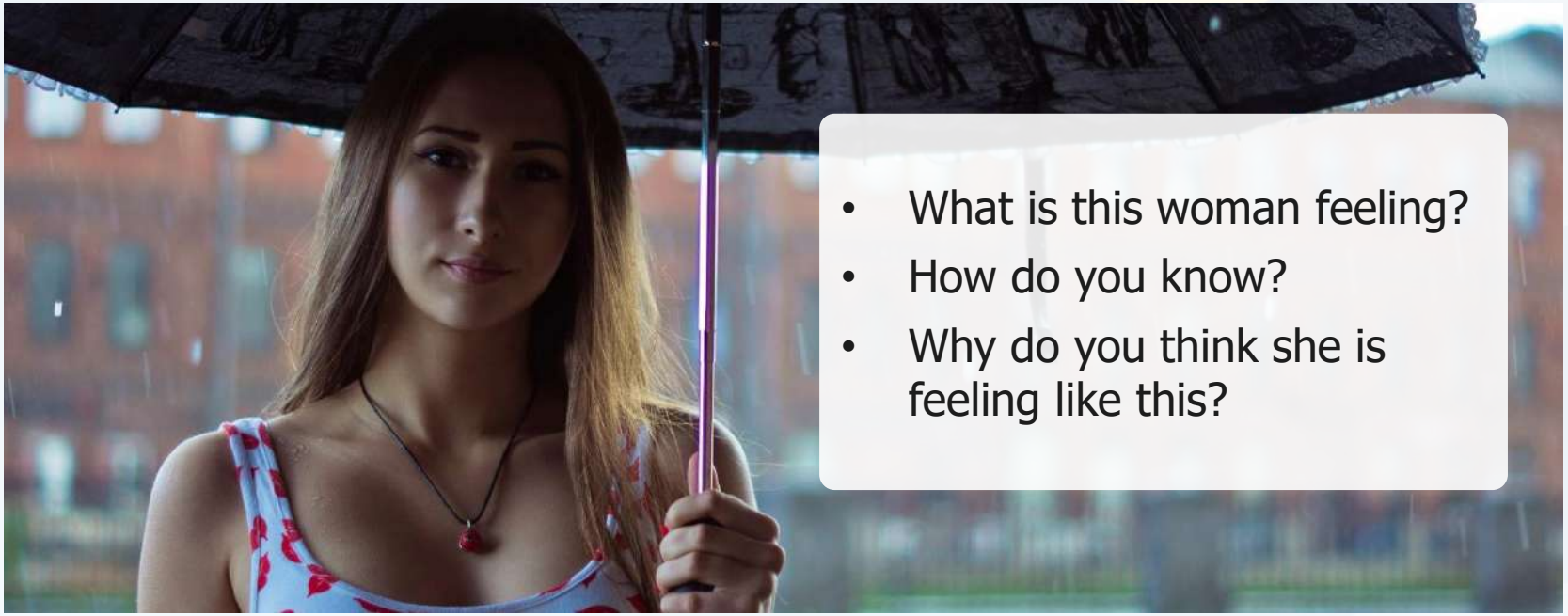









Character Development

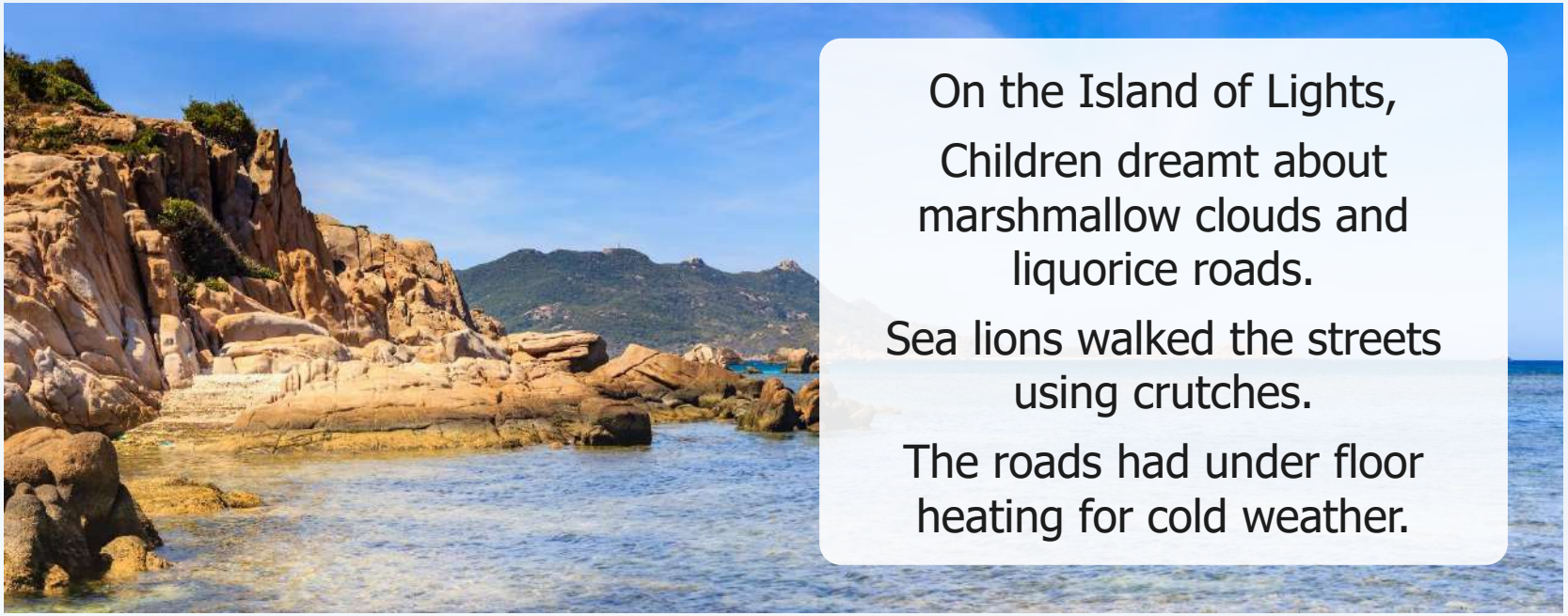


- What is this woman feeling?
- How do you know?
- Why do you think she is feeling like this?

Challenge:

- Pretend you are writing as this woman. She opens her diary and writes. What will she write?

The Island of Lights



On the Island of Lights,

Children dreamt about marshmallow clouds and liquorice roads.

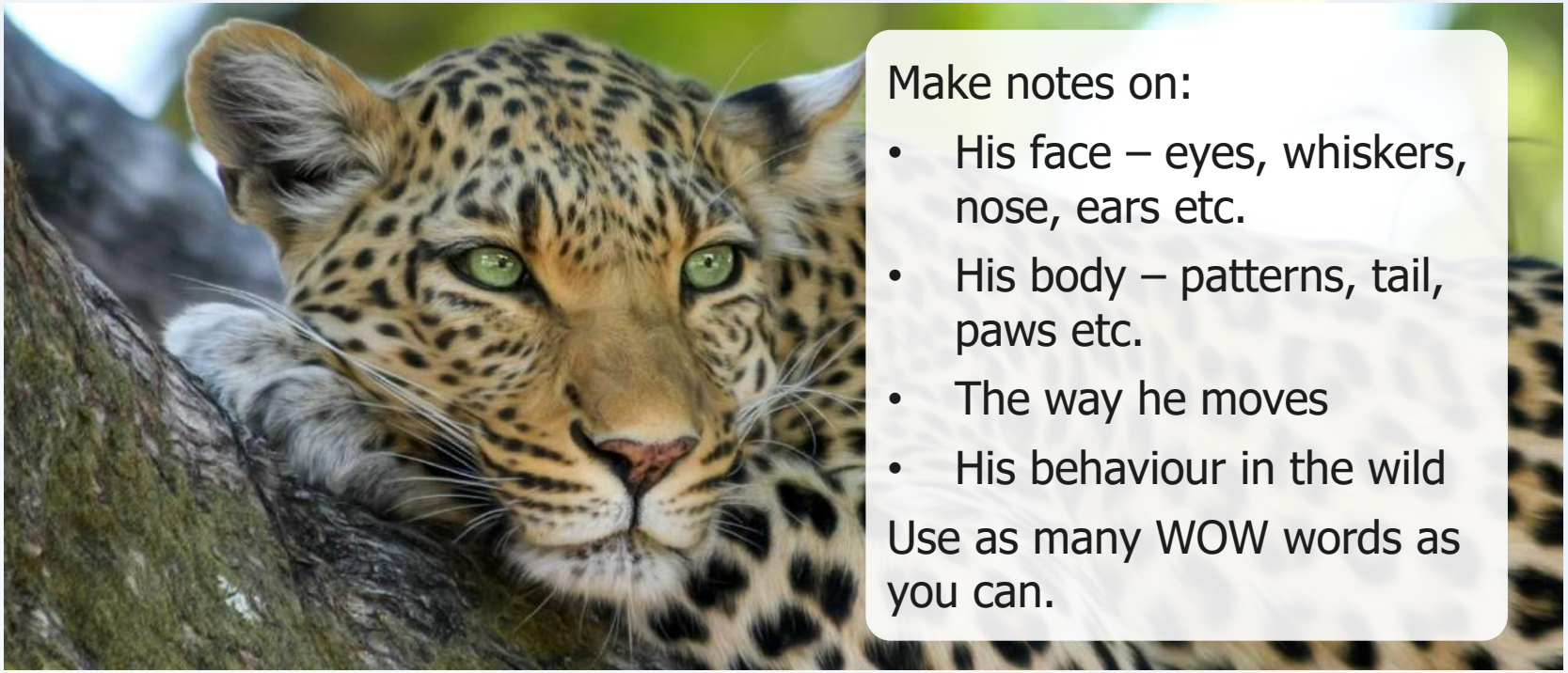
Sea lions walked the streets using crutches.

The roads had under floor heating for cold weather.

Challenge:

- Describe what you can see in the photograph.
- How could you continue the description of the Island of Lights?
  Think about: the skies, the lighthouse, the seas, the snow, the food…

Descriptive Writing



Make notes on:

- His face – eyes, whiskers, nose, ears etc.
- His body – patterns, tail, paws etc.
- The way he moves
- His behaviour in the wild

Use as many WOW words as you can.

Challenge:

- Using the descriptive words and phrases you have collected, write a paragraph about the snow leopard.
- Use metaphors, personification and similes.

Predict What Happens Next

Challenge:

- What happens next? How is it resolved (fixed)?
- Invent your own ending to the story.

If you could be the character in any book, who would you be?

Greg Heffley?

Harry Potter?

Matilda Wormwood?

Violet Beauregarde?

Bradley Chalkers?

Katniss Everdeen?

Who else can you think of?

Doorstep Wildlife

Even if you live in a busy town or city, wildlife will be all around you as it manages to survive pretty much everywhere; you just have to look to find it! If you search hard enough, you will probably find signs of urban creatures in your street, on your school playing field, through your window, at the park and all around our town and city centres. However, many challenges face birds and animals that live in these places – can you think what they might be? Let's take a closer look at just some of the species that manage to successfully inhabit urban environments...

Pigeons

Pigeons are one of the most common birds within the UK. Their cooing calls are a very familiar sound within most busy built-up areas, where they have adapted to life by scavenging food in city and town centres as well as eating insects, seeds and food from bird feeders in urban gardens. Pigeons are often considered to be vermin with many people believing that they carry disease, damage property and pollute urban areas with their droppings. Some cities have even tried to reduce their pigeon population by reducing nesting sites, removing pigeon eggs from nests and introducing more efficient litter collections to limit their food supplies.

Foxes

They are the most common wild carnivore (an animal that eats other creatures) found in our towns and cities and they have adapted brilliantly to life in busy surroundings. They thrive because of their wide and varied diet: eating scavenged food from dustbins, bird tables and compost heaps whilst also regularly consuming wild mammals, birds, earthworms, beetles and fruit. Foxes are mostly nocturnal animals, which means that they are usually only active at night, but they are often seen in urban areas during the day. Unfortunately, many foxes are sadly killed on the busy roads of the UK each year.

Hedgehogs

Hedgehogs can be found in almost all urban areas of the UK, except some areas of Scotland. They prefer moist habitats in farmlands, gardens or even parks. The spiky mammals live in nests under hedges, where ground-dwelling insects and other invertebrates (animals with no backbone) are in large quantity. In contrast to the urban fox and pigeon, the hedgehog has a more-respected reputation with it being considered the 'gardener's friend', as it loves eating so many 'pests'. Some of their favourite foods are small creatures such as caterpillars, slugs and snails, which can often be very damaging to garden plants. Hedgehogs have sharp quills on their back. When they feel threatened, they contract two large muscles in their back. This causes these quills to straighten out. At the same time, the hedgehog also curls up into a ball, tucking its face and legs into its belly. This protects it from potential danger. Despite having their own in-built defence mechanisms, hedgehogs are in serious decline. It is estimated that just one million hedgehogs are left in the UK, which shows a 97% decrease since the 1950s when there was a population of 30 million.

Trying to be helpful, people often leave bread and milk out in their gardens and outdoor spaces for urban hedgehogs to snack on. However, you should never feed hedgehogs milk as it can cause them terrible stomach problems. Instead, try and provide them with plain, fresh water in a shallow bowl along with tinned dog or cat food.

How Can We Help Urban Wildlife to Survive?

Over the last few decades, many urban animal species have declined, which is due mainly to the reduced numbers of gardens, parks and open green spaces. The loss of connected wild and grassy areas makes it more hazardous for urban animals to find food and move from place to place... but you can help them!

If you live in a built-up neighbourhood, try to turn any outdoor space or garden that you have into a wildlife-friendly area. You can do this by making and hanging a simple bird feeder, making holes in fences to help hedgehogs and other small mammals travel between spaces or planting flowers to encourage insect life.

Questions

1. Which animal is the most common wild carnivore found in the UK? Tick one.

   - ○ hedgehog
   - ○ pigeon
   - ○ fox
   - ○ badger

2. Draw **three** lines to match the urban animal to the correct fact.

hedgehogs	are considered to be vermin
pigeons	are usually only seen at night
foxes	have vastly declined in numbers in recent years in the UK

3. Find and copy a word or phrase from the text that tells you that **hedgehogs are valued**.

   _____

4. Find and copy a word from the **Foxes** section of the text that means **to do well or succeed**.

   _____

5. Fill in the missing words in this sentence.

   Foxes are mostly _____ animals, which means that they are usually only _____ at night.

6. The author uses the word **vermin** to describe pigeons. What impression does this give us about how many people feel about the birds?

   _____

7. **Despite having their own in-built defence mechanisms**
   Explain what is meant by this phrase.

   _____

   _____

8. Why do you think that hedgehogs should only be provided with water in a shallow bowl?

9. What could you do to help urban wildlife?

10. Look at the section entitled **How Can We Help Urban Wildlife to Survive?**. Why has this been included in the text?

Name: Date:

20 total marks

Maths Assessment Year 5: Addition and Subtraction

1. Add and subtract numbers mentally with increasingly large numbers.

Answer the questions your teacher reads out loud, just write the answer.

1		7	
2		8	
3		9	
4		10	
5		11	
6		12	

6 marks

2. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).

a) Add the following, using a column method; set your addition and answer in the box below:

21 353 + 2622	42 649 + 35 792	52 342 + 3028 + 678

3 marks

b) Subtract the following, using a column method; set your subtraction and answer in the box below:

35 892 – 12 421	26 158 – 3641	68 403– 2536

3 marks

Total for this page

3. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.

Approximate the answer to the problem below and draw a ring around the most sensible answer:

Problem	My approximation	Circle the most sensible answer
a) Here are the numbers of people who attended a local football club over 3 weeks: week 1: 12 735 week 2: 11 926 week 3: 15 434  How many people attended in total over the 3 weeks?		60 095 40 095 30 095
b) A shop records sales of £15 987 on Monday and on Saturday it records £20 650. How much more was taken on Saturday than Monday? 		4663 14 663 2663

2 marks

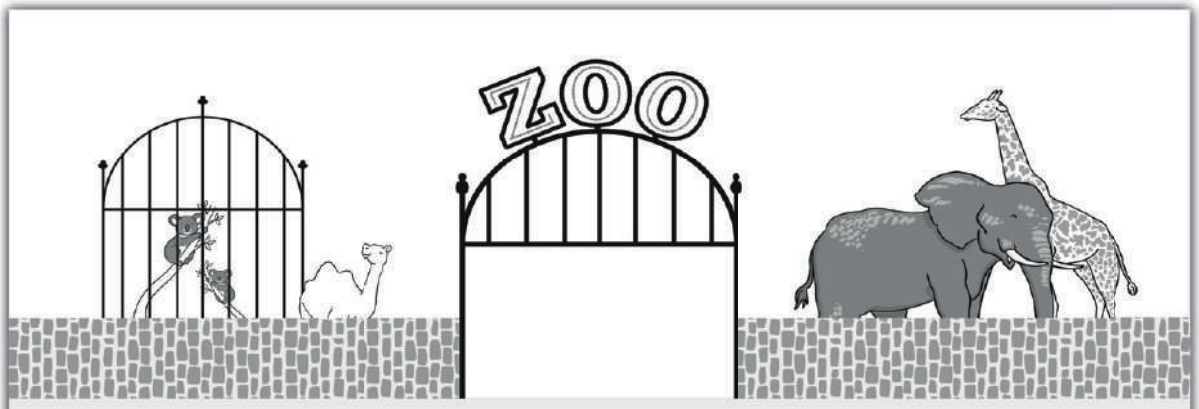
2 marks

Total for this page

4. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

Solve these problems and show your working out. Even if you get the wrong answer, you may get a mark for your working out.

a) Here are the admission costs for a zoo:



Adults	Monday – Friday : £10.50	Saturday and Sunday £ 12.00
Children (4 years to 16)	Monday – Friday: £7.50	Saturday and Sunday £10.00
Family (2 adults and 2 children)	Monday – Friday: £32.50	Saturday and Sunday £42.50

Mr Jones wants to take himself and his 2 children, Billy aged 5 and Jasmine aged 11, to the zoo. He is going on a Thursday. He gives the ticket seller two £20 notes. How much change does he receive?

2 marks

b) Ajay wants a bicycle for his birthday. He has looked in 3 different shops and these are the prices:

Bikes '2' Go

£121.99

Racers rule

£99.50

On Yer Bike

£135

Ajay has been given £150 for his birthday. He buys the bike from Bikes '2' Go then spends £14.99 on a helmet. How much money will he have left?

2 marks

Total for this page

Name: Date:

50 total marks

Maths Assessment Year 6: Addition and Subtraction

1. Perform mental calculations, including with mixed operations and large numbers.

Answer the questions your teacher reads out loud. Just write the answer:

a) km	b) cars
c)	d) £
e)	f)
g)	h) cm
i)	j)

10 marks

2. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

a) Sophie buys two sandwiches which are the same price. She pays £3.00 and receives 80p change. What is the cost of <u>one</u> sandwich?

Show your working out:

2 marks

b) The children in Year 6 were picking which activities to take part in on a school trip. There are 60 children in Year 6.

Half the class chose canoeing.

18 children chose abseiling.

The rest of the children chose rock-climbing.

How many children chose rock-climbing?

Show your working out:

2 marks

Total for this page

c) A school cook needs to work out which hot dinners are served at lunchtime.

Use the information below to fill in the missing information:

meal	number of portions served
jacket potatoes	16
spaghetti bolognese	
chilli and rice	
chicken curry	
total	**70**

The number of spaghetti bolognese portions served is half the number of jacket potatoes.

The number of chilli and rice portions served is 19 more than the number of spaghetti bolognese portions.

2 marks

d) Ryan has been saving money from washing cars. He has £14 in his wallet and £27 in his money box.

He wants to buy an action figure which costs £25 and a computer game which costs £19.

How much more money does he need to save?

Show your working out:

2 marks

e) Jacob and Isla earn money by delivering newspapers.

Isla earns £41 and Jacob earns £35. They split the money equally.

How much money do they receive each?

Show your working out:

2 marks

Total for this page

f) This table shows the cost of school uniform items:

item	price
shirt/blouse 	£7.25
trousers 	£8.85
school jumper 	£10.55
pair of socks 	99p

What is the cost of a complete school uniform?

1 mark

3. Use knowledge of the order of operations to carry out calculations involving the four operations.

a) Find the answers to these calculations:

4 + 5 x 6 – 4 =	30 ÷ (5 x 2) =
7 x 12 ÷ 2 =	(9 – 3) + 11 =

4 marks

b) Circle the calculation that would give the answer 18:

6 + (3 x 2)	(6 + 3) x 2	6 + 3 x 2

1 mark

c) Jack has 8 football cards in his pocket and 4 in his bag. He shares them equally between his two friends.

Circle the calculation that correctly shows the order of steps in this problem:

(8 + 4) ÷ 2	8 + 4 ÷ 2	8 + (4 ÷ 2)

1 mark

Total for this page

d) Use these numbers to make the calculation correct:

3 2 9	(___ - ___) ÷ ___ = 3
5 3 8	(___ - ___) x ___ = 25

2 marks

e) Olivia has 10 chocolate bars. She gives 4 to her brother, and then shares the rest between her 3 cousins.

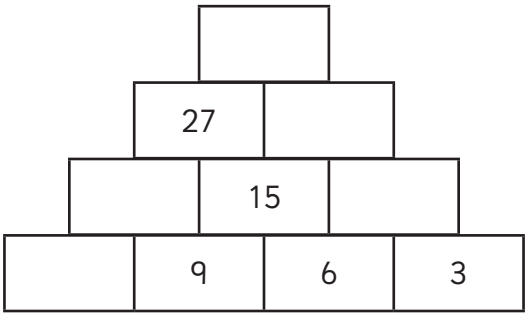
Write the calculation and answer to show the order of steps in this problem:

.....

1 mark

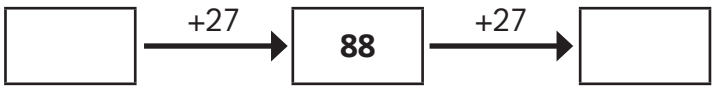
4. Solve problems involving addition, subtraction, multiplication and division.

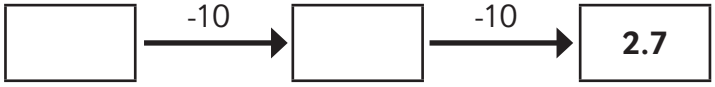
a) Fill in the missing information:



1 mark

b) Fill in the missing numbers:





3 marks

Total for this page

c) Solve this puzzle:

I have a number.

I subtract 25.

I divide it by 3.

I add 5. The answer is 25.

What number did I start with? Show your working out:

2 marks

d) Use the symbols + and – to make this calculation correct:

7 ____ 4 ____ 3 ____ 2 = 6

1 mark

e) Circle three numbers that add up to 800:

150	200	350	250	100

1 mark

f) Calculate 13.69 – 2.45

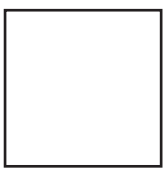
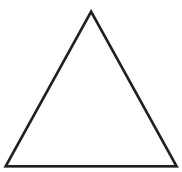
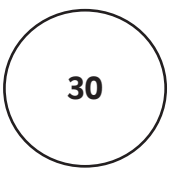
1 mark

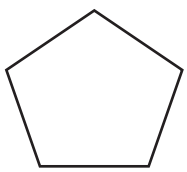
g) Write the missing numbers in the shapes:

The number in  is <u>ten more</u> than the number in 

The number in  is <u>twice</u> the number in 

The number in  is <u>six less</u> than the number in 



1 mark

Total for this page

5. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.

a) A farmer estimates how much fencing he needs to buy to build a new fence around his field.

The field has four sides. Each side measures 52 metres.

Use rounding to estimate roughly how many metres of fencing he needs to buy.

Show the calculation you used:

2 marks

b) Luca has some bags of sweets to share with his friends at his birthday party.

He has 6 bags and each bag has approximately 28 sweets in.
Estimate how many sweets there are in total.

2 marks

c) Chloe uses rounding to estimate the answer to this calculation:

3.9 x 11.1 =

Which of these numbers would be a sensible estimate?

84	64	44

1 mark

d) This chart shows how many loaves of bread a shop sells each day in a week.

Day	Number of loaves of bread sold
Monday	91
Tuesday	109
Wednesday	105
Thursday	95
Friday	102
Saturday	97
Sunday	106

The shop's owner uses this information to help him estimate how many loaves of bread he might sell the following week.

Estimate how many loaves of bread the shop will sell next week, to the nearest hundred.

2 marks

Total for this page

e) Joshua is shopping with his dad. As they shop, they estimate how much they will pay for their shopping at the checkout.

Here is a list of items in their basket:

Joshua estimates that the total will be approximately £8. Joshua's dad thinks it will be £12.

Who is right?

Explain how you approached this problem:

.....

.....

.....

.....

3 marks

Total for this page

Daily News

Science News World News

2nd June 2020

SpaceX Launch Sends Astronauts to ISS

Why did the rocket launch from Florida?

- **Florida is on the east coast of the USA. When rockets launch, they can go east over the Atlantic ocean and get boost from the Earth's spin.**
- **Being close to the equator where the Earth's spin is faster also helps the rocket reach high speeds.**

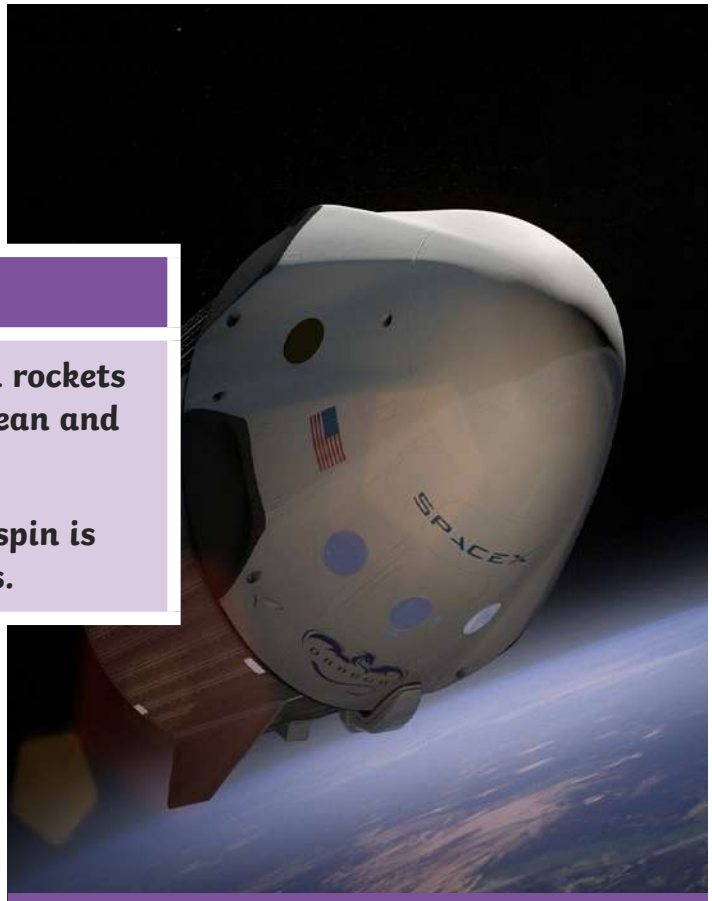


Illustration: A SpaceX spacecraft.

A new era of spaceflight is underway. On Saturday, NASA and SpaceX launched astronauts from the USA for the first time in almost a decade.

The astronauts aboard SpaceX's Crew Dragon spacecraft, Bob Behnken and Doug Hurley, gathered speeds to almost 17 000mph. They were then ready to meet up with the International Space Station (ISS).

They will remain on the ISS to carry out scientific research. They will do this for between one and four months.

After their mission, the astronauts will climb back aboard the Crew Dragon spacecraft. It will undock from the space station and splash down in the ocean not far from where they took off.

Saturday's launch from Florida is a huge step for future space exploration.

It is the first time a commercial company has sent humans into orbit using its own rocket.

This is also a big step in the journey towards space tourism. According to the SpaceX website, it "lays the groundwork for future missions to the Moon, Mars, and beyond".

Humans have never set foot on Mars and there have only ever been six manned missions to the Moon. The last of these was Apollo 17 all the way back in 1972.

The success of this launch makes further projects more possible. NASA plan to return people to the Moon by 2024 as part of the Artemis programme.

The Artemis programme is developing brand-new spacesuits, rockets, spacecraft and even an outpost. The outpost will allow astronauts and supplies to be transported to the Moon's surface. According to NASA's website, it will also act "as a staging point for deep space exploration".

With so many plans being made for future exploration of space, who knows where we could travel in the future?

Glossary

undock	Detach from another craft in space.
commercial company	A company that is organised to make money.
space tourism	Travelling into space for fun.
outpost	A distant settlement or place.

Questions

1. According to the article, to what speed were the astronauts being accelerated?

   - ○ approximately 1700mph
   - ○ approximately 17 000mph
   - ○ approximately 17 0000mph
   - ○ approximately 17 00000mph

2. Locate an example from the article of why Florida is used as a location to launch rockets from.

   _____

3. ''Saturday's launch from Florida is a huge step for future space exploration.''
   What is meant by the phrase '**huge step'**?

   - ○ The astronauts will take a big step when they get to space.
   - ○ A spacecraft has large steps in it.
   - ○ This is the start of many more journeys into space.
   - ○ Getting into space is really difficult.

4. How do you think the astronauts will be feeling?

   _____

   _____

5. Locate two examples of new technologies being developed as part of the Artemis programme.

   1. _____

   2. _____

6. Write an alternate headline, of no more than 8 words, which sums up the key information in the article.

   _____

   _____

Practical Ideas

Write a book review about a book you have read recently. 	**Using playdough, make different shapes.**  **Put them in water. Which will float? Which will sink?**	**Bake a cake with an adult.**  **What did you do?**
Encourage the use of a variety of punctuation throughout their writing. Ask children to think about persuasive language.	Encourage children to use the vocabulary to describe forces. For example *water resistance, buoyancy, sink, float.*	Encourage the use of time related language. For example *First, then next.* Discuss measuring and how to use weighing scales.

Practical Ideas

Follow a recipe and devise a ratio for the relationship between different ingredients.	**Design a suit to protect people against Coronavirus. Write about and describe its features.**	**Watch your favourite film and write a review for a film streaming service.**
Encourage children to look at the proportions of the ingredients compared to each other.	Encourage children to find out some information about the disease and how it is transmitted. They can then use this knowledge to design their suit.	Encourage the use of superlatives and emotive language in recommending the film in an attempt to get others to watch it.

Why Soap Works Experiment

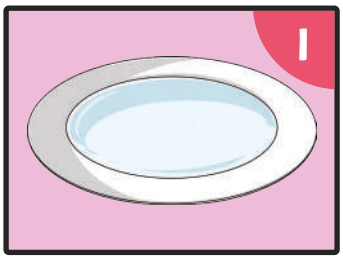
You will need:

- A bowl
- Some water
- A sprinkle of black pepper (or another spice)
- Liquid hand soap
- A hand towel
- A camera (optional)

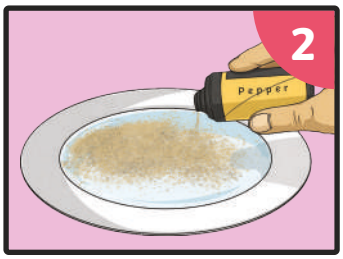
In this experiment, you are going to find out why soap works and why it is better than using just water to wash your hands.

In the experiment, the surface of the water in the bowl represents your hands. The pepper represents harmful dirt and germs that need to be washed away.

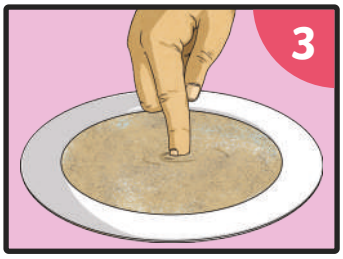
There are two tests in this experiment. They will show you what happens when you wash your hands with and without soap.



Fill the bowl with water, but not all the way to the top.

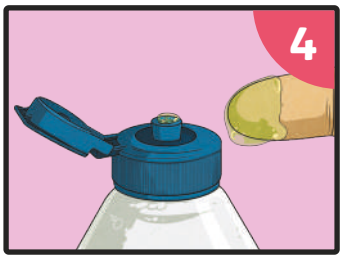


Sprinkle some black pepper on to the surface of the water. You should see the black pepper floating.

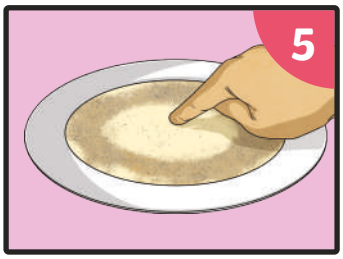


Test 1: Dip your finger into the centre of the bowl of water. Watch what happens to the pepper and record this.

Why Soap Works Experiment



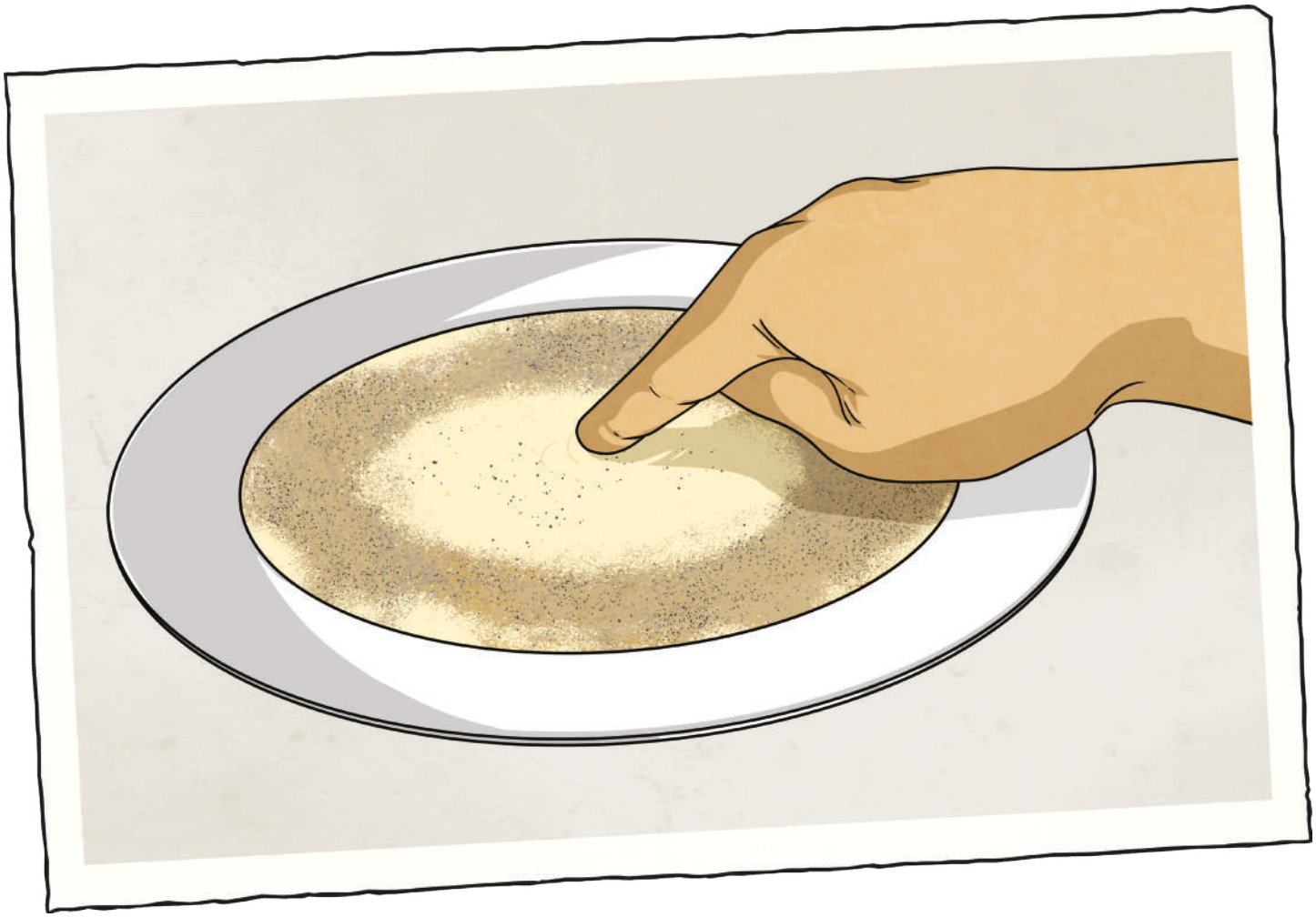
Dry your hand, then dip your finger into the liquid hand soap.



Test 2: Dip your soapy finger in to the centre of the bowl of water. Watch what happens to the pepper and record this.

Top Tip

Use a camera to take photos to record what happens to the pepper each time you put your finger into the bowl.



Why Soap Works Experiment

Record Sheet

Test 1: What I predict will happen when I put my finger into the bowl the first time.

What actually happened?

You may wish to draw a picture or add a photograph.

Test 2: What I predict will happen when I put soap on my finger and put it into the bowl.

What actually happened?

You may wish to draw a picture or add a photograph.

Why Soap Works Experiment
Record Sheet

Why was there a difference in how the pepper behaved when the soap was added?

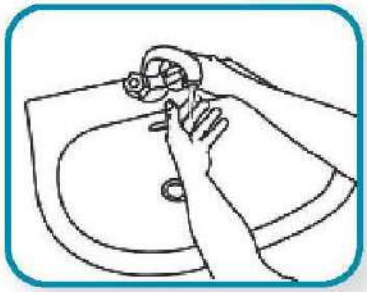
Think of the surface of the water as the skin on your hands and the pepper as microbes on your hand.

Write a sentence to explain what happens when soap meets the microbes on your skin.

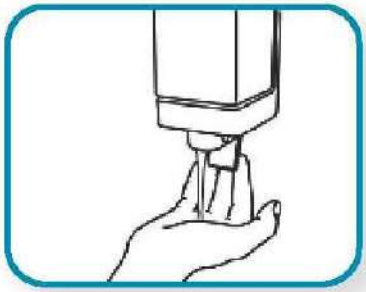
Why should we use soap when we wash our hands?

How to wash and dry hands with liquid soap and water

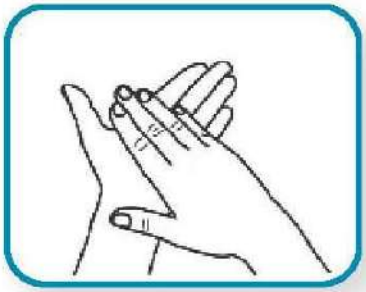
Duration of the entire procedure: **40–60 secs.**



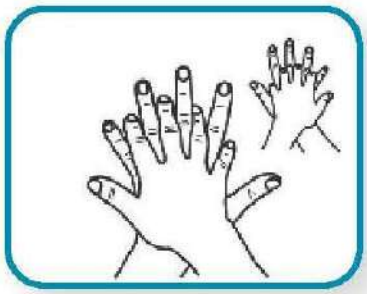
Wet hands with water



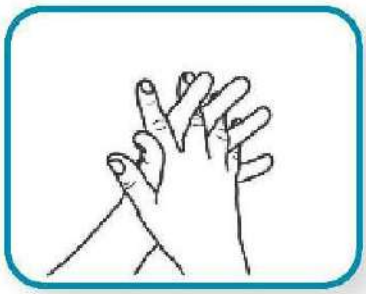
apply enough soap to all hand surfaces



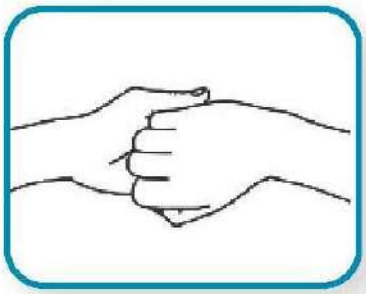
rub hands palm to palm



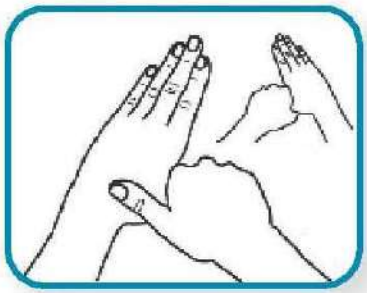
right palm over left dorsum with interlaced fingers and vice versa



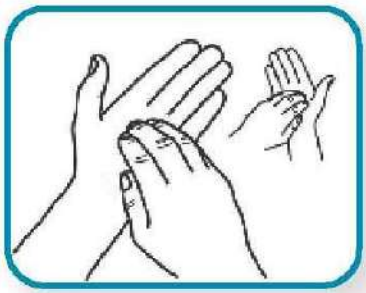
palm to palm with fingers interlaced



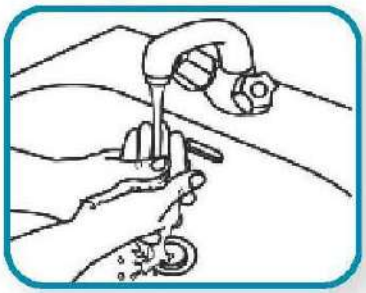
backs of fingers to opposing palms with fingers interlocked



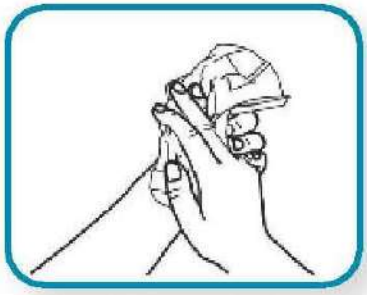
rotational rubbing of left thumb clasped in right palm and vice versa



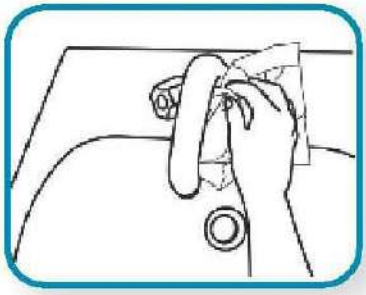
rotational rubbing, backwards and forwards with clasped fingers of right hand in palm and vice versa



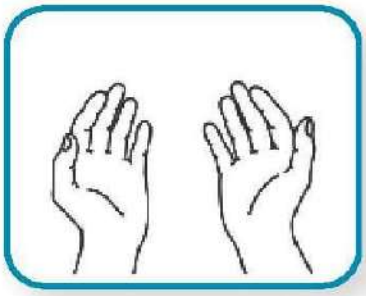
rinse hands with water



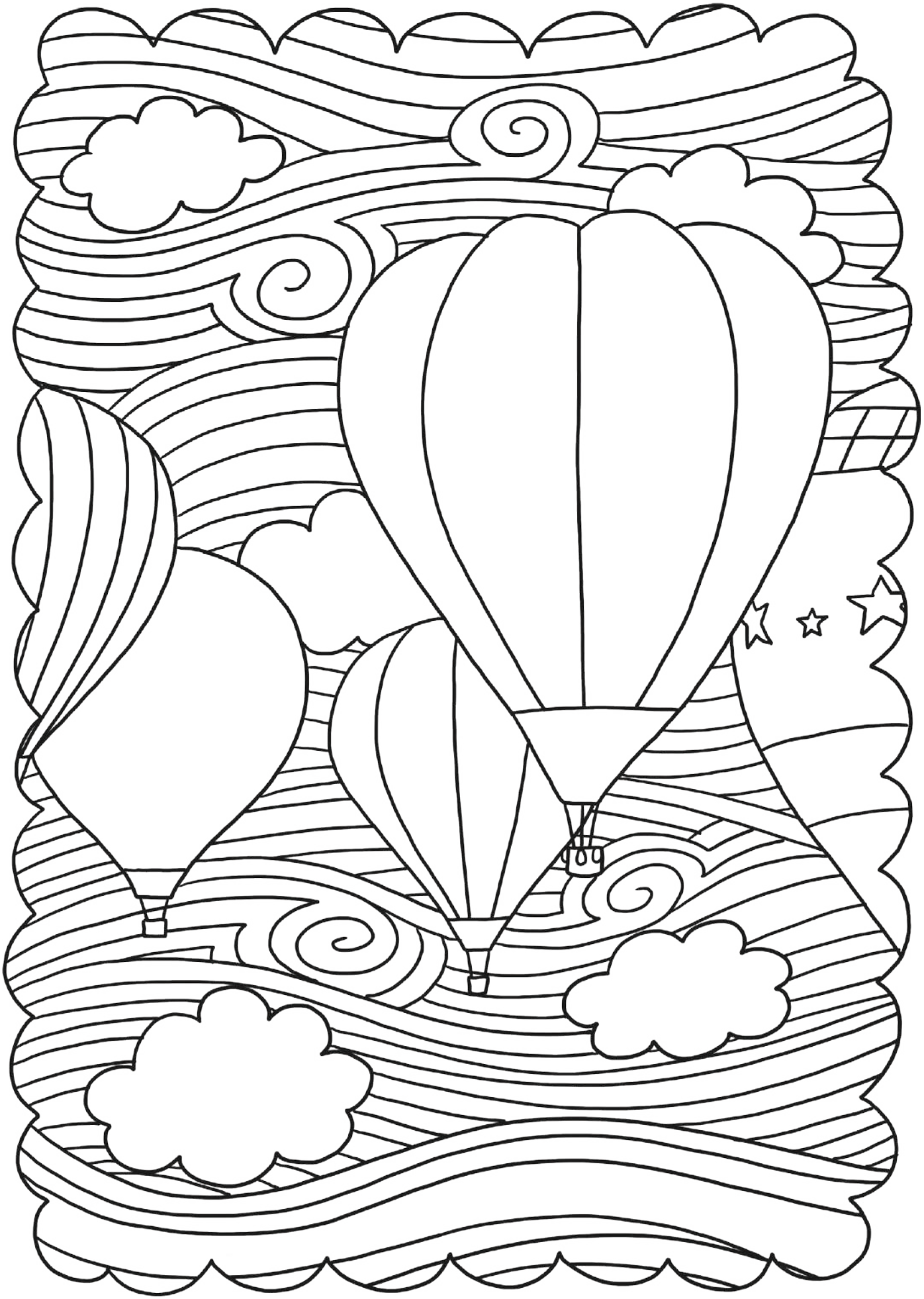
dry thoroughly with single use towel

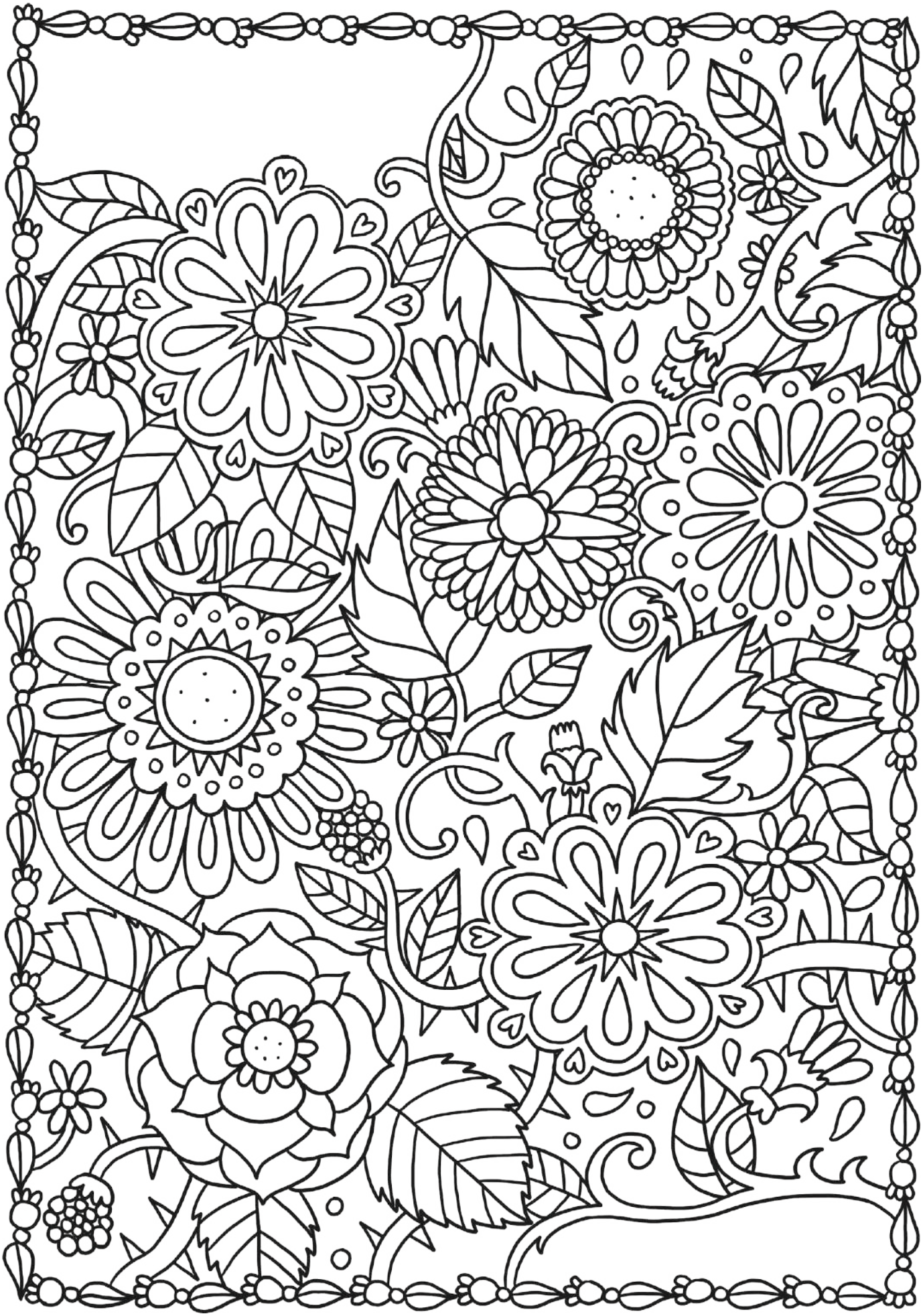


use towel to turn off faucet



...and your hands are safe.



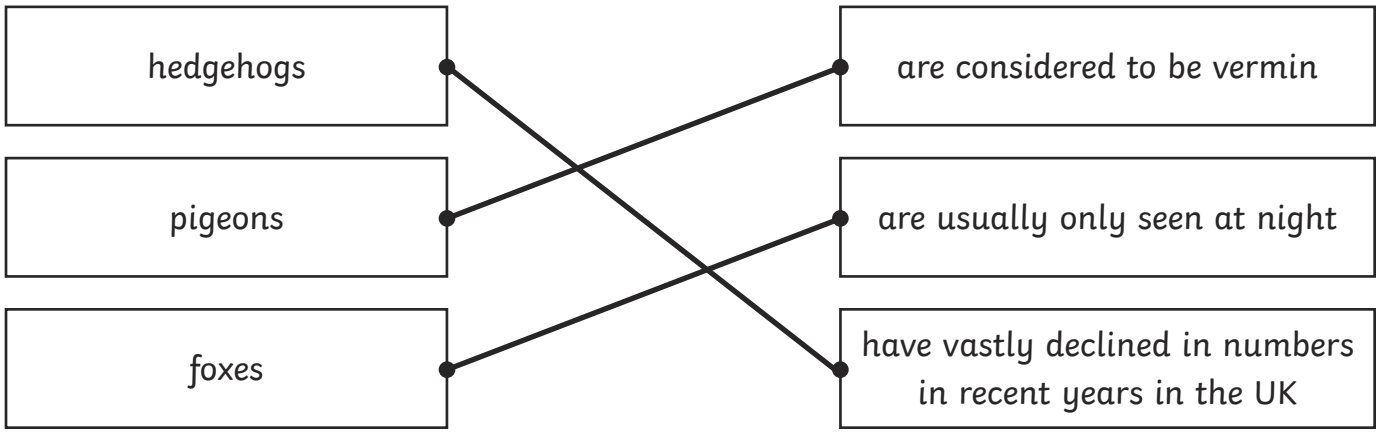


Answers

1. Which animal is the most common wild carnivore found in the UK? Tick one.

   ○ hedgehog
   ○ pigeon
   ⊘ **fox**
   ○ badger

2. Draw **three** lines to match the urban animal to the correct fact.



3. Find and copy a word or phrase from the text that tells you that **hedgehogs are valued**.
   more-respected

4. Find and copy a word from the **Foxes** section of the text that means **to do well or succeed**.
   thrive

5. Fill in the missing words in this sentence.
   Foxes are mostly **nocturnal** animals, which means that they are usually only **active** at night.

6. The author uses the word **vermin** to describe pigeons. What impression does this give us about how many people feel about the birds?
   Pupils' own responses, such as: The author uses the word vermin to show how strongly some people dislike pigeons.

7. **Despite having their own in-built defence mechanisms**
   Explain what is meant by this phrase.
   Pupils' own responses, such as: The sentence means that hedgehogs have their own way of using their bodies to defend themselves by using their muscles to curl up into a ball when they are feeling frightened.

8. Why do you think that hedgehogs should only be provided with water in a shallow bowl?
Pupils' own responses, such as: Hedgehogs should not be given a deep dish of water in case they fall into it and can't get out.

9. What could you do to help urban wildlife?
Pupils' own responses, such as: I could create a wildlife area in my garden and I will put out water for the hedgehogs and bird food for the birds.

10. Look at the section entitled **How Can We Help Urban Wildlife to Survive?**. Why has this been included in the text?
Pupils' own responses, such as: This section has been included to try and make me think about urban animals in my town and gives me simple ways that I can help to protect animals, like hedgehogs, from dying out because their numbers are declining.

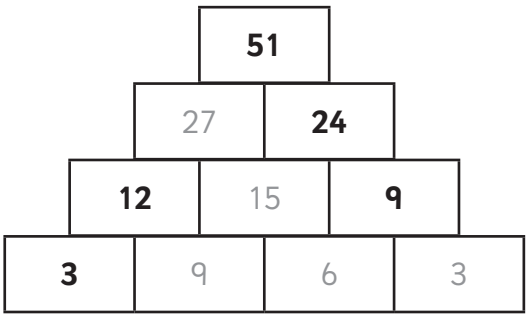
Questions for teacher to read aloud for Q1. Read each question twice and leave 10 seconds for the pupils to answer. Children should just write down the answer.			
	1. 700 + 500 **2.** 300 + 900 + 500 **3.** 220 + 590 **4.** 1300 + 740 **5.** 2500 + 800 **6.** 3600 + 2500 **7.** 800 - 300 **8.** 1 000 - 400 **9.** 2100 - 500 **10.** 3500 – 800 **11.** 6700 – 2300 **12.** 5400 – 2800		
question	**answer**	**marks**	**notes**
1. Add and subtract numbers mentally with increasingly large numbers.			
	1. 1200 **7.** 500 **2.** 1700 **8.** 600 **3.** 810 **9.** 1600 **4.** 2040 **10.** 2700 **5.** 3300 **11.** 4400 **6.** 6100 **12.** 2600	up to 6 marks	1 or 2 correct = 1 mark 3 or 4 correct = 2 marks 5 or 6 correct = 3 marks 7 or 8 correct = 4 marks 9 or 10 correct = 5 marks 11 or 12 correct = 6 marks
2. Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).			
a	23 975 78 441 56 048	up to 3 marks	add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
b	23 471 22 517 65 867	up to 3 marks	
3. Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.			
a	Uses a sensible estimate Eg 13 000 + 12 000 + 15 000 = 40 000 or 12 700 + 11 900 + 15 400 = 40 000 Circle drawn around b) 40 095	2	Both sections correct for 2 marks. Accept any way of identifying the correct answer. Do not give a mark for the first part if they do not estimate but complete the calculation.
b	Uses a sensible estimate Eg 21 000 – 16 000 = 5000 or 20 700 – 16 000 = 4700 Circle drawn around a) 4663	2	
4. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.			
a	£14.50	2	Award 2 marks for the correct answer, whether working out shown or not. Award 1 mark for incorrect answer but a sensible attempt to solve the problem.
b	£13.02	2	
		Total 20	

Teacher Script and Answer Sheet: Maths Assessment Year 6:
Addition and Subtraction

Section 1 (Q1) : Involves the teacher reading out questions for children to calculate mentally, with no written working out.

question	script	marks	answer
1. Perform mental calculations, including with mixed operations and large numbers.			
Read these questions to the class:			
a	The distance from Joe's home to school is 3.5km. How far does he walk if he walks there and back?	1	7km
b	250 cars park in a car park on a Saturday. 175 cars park there on a Sunday. How many cars park in the car park in total over the weekend?	1	425 cars
c	Subtract 85 from 200.	1	115
d	If you buy two ice lollies that cost £1.40 each, how much change would you receive from £5.00?	1	£2.20
e	What number is fifty two more than 840?	1	892
f	What is 9.9 subtract 4?	1	5.9
g	Six biscuits cost £1.20. What is the price of four biscuits?	1	80p
h	What is the perimeter of a square, where one length measures 4.5 cm?	1	18cm
i	What is 450 add 200 add 250?	1	900
j	What is left when you take £52 away from £100?	1	£48

question	answer	marks	notes
2. Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.			
a	£3.00 – 80p = £2.20 £2.20 ÷ 2 = **£1.10**	2	2 marks for a correct answer. 1 mark for an appropriate calculation, but incorrect answer.
b	60 ÷ 2 = 30 (or 60 - 30 = 30) 30 – 18 = 12 **12 children chose rock-climbing**	2	
c	Meal / Number of portions served Jacket Potatoes / 16 Spaghetti Bolognese / 8 Chilli and Rice / 27 Chicken Curry / 19 Total / 70	2	

question	answer	marks	notes
d	£14 + £27 = £41 £25 + £19 = £44 £44 - £41 = **£3**	2	2 marks for a correct answer. 1 mark for an appropriate calculation, but incorrect answer.
e	£41 + £35 = £76 £76 ÷ 2 = £38 **£38 each**	2	
f	£27.64	1	
3. Use knowledge of the order of operations to carry out calculations involving the four operations.			
a	4 + 5 x 6 – 4 = **30** 7 x 12 ÷ 2 = **42** 30 ÷ (5 x 2) = **3** (9 – 3) + 11 = **17**	4	
b	6 + (3 x 2) | **(6 + 3) x 2** | 6 + 3 x 2	1	
c	**(8 + 4) ÷ 2** | 8 + 4 ÷ 2 | 8 + (4 ÷ 2)	1	
d	3 2 9 | (**9** - **3**) ÷ **2** = 3 5 3 8 | (**8** - **3**) x **5** = 25	2	
e	(10 – 4) ÷ 3 = 2	1	
4. Solve problems involving addition, subtraction, multiplication and division.			
a		1	
b	61 → 88 → 115 6.1 → 4.9 → 3.7 22.7 → 12.7 → 2.7	3	1 mark for each pair of correct answers.
c	25 – 5 = 20 20 x 3 = 60 60 + 25 = 85 I started with **85**	2	2 marks for a correct answer 1 mark for appropriate calculation, but in correct answer
d	7 **+** 4 **-** 3 **-** 2 = 6	1	
e	150 | **200** | **350** | **250** | 100	1	

question	answer	marks	notes
f	11.24	1	
g		1	
5. Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.			
a	50 x 4 = 200	2	
b	6 x 30 = 180	2	
c	84 | 64 | 44	1	
d	700	2	
e	Who is right? **Joshua**	3	1 mark for 'Joshua' being correct. **2 further marks for an explanation which involves rounding each price to the nearest whole pound or 50p and adding them together.**
		Total 50	

Answers

1. According to the article, to what speed are the astronauts being accelerated?

   ○ approximately 1700mph
   ✓ **approximately 17 000mph**
   ○ approximately 17 0000mph
   ○ approximately 17 00000mph

2. Locate an example from the article of why Florida is used as a location to launch rockets from.
   Accept an answer which references that Florida is on the east coast of America allowing rockets to launch with the spin of the Earth or its relative closeness to the equator which spins faster than other parts of the world which also helps give rockets an added boost of speed. e.g. Florida is used because it is close to the equator.

3. ''Saturday's launch from Florida is a huge step for future space exploration.''
   What is meant by the phrase '**huge step'**?

   ○ The astronauts will take a big step when they get to space.
   ○ A spacecraft has large steps in it.
   ✓ **This is the start of many more journeys into space.**
   ○ Getting into space is really difficult.

4. How do you think the astronauts will be feeling?
   Accept any answer which refers to the astronaut's emotions when reaching the ISS, e.g. I think the astronauts would have felt thrilled to arrive safely and excited to get to work.

5. Locate two examples of new technologies being developed as part of the Artemis programme.
   Accept any two of the following: spacesuits; rockets; spacecraft; an outpost.

6. Write an alternate headline, of no more than 8 words, which sums up the key information in the article.
   Accept any eight words or fewer headline which includes any of the key information about a successful rocket launch from the US in almost 10 years.