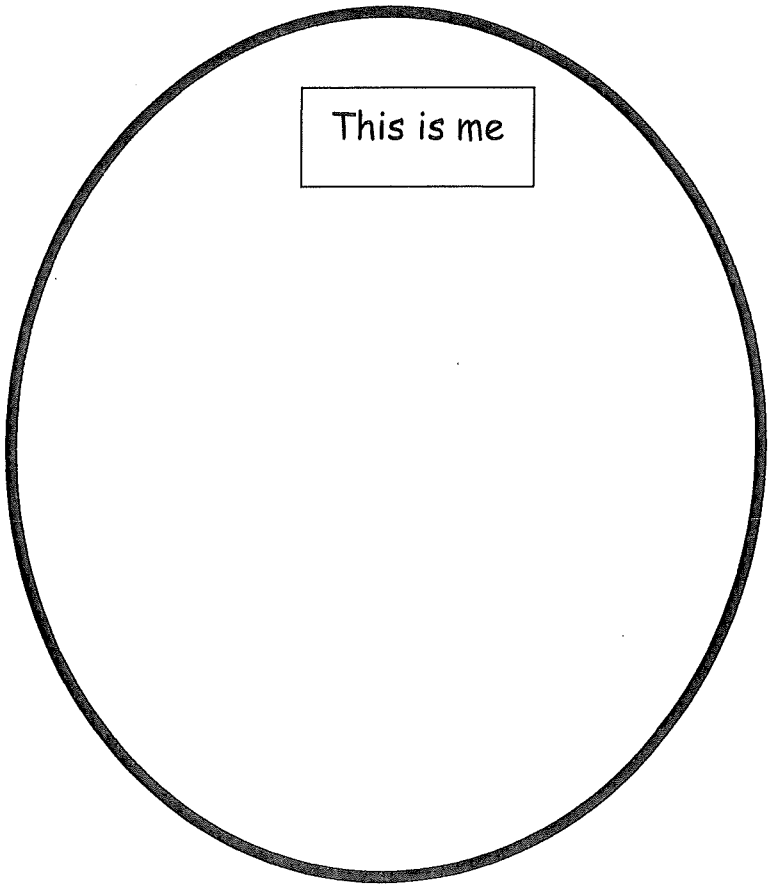
Year 5 Home Learning Booklet 2



Name:

Diary

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Monday	
Tuesday	
Wednesday	
Thursday	
Friday	

Reading Log

Date	Title	Page	Comments

Mathematics

Arithmetic: Test 2b

Year 5

Name	
Date	

/16
total marks

1 $49 + 60 =$

1 mark

2 $\frac{7}{10} - \frac{1}{10} =$

1 mark

3 $3997 + 1716 =$

1 mark

Total for this page

4 62 x 1 =

1 mark

5 316 x 7 =

1 mark

6 $\frac{2}{5}$ of 40 =

1 mark

Total for this page

7 28 115 - 4629 =

1 mark

8 30 000 + 600 =

1 mark

9 360 ÷ 60 =

1 mark

Total for this page

10 $25 \div 1000 =$

1 mark

11 $\frac{4}{5} - \frac{3}{10} =$

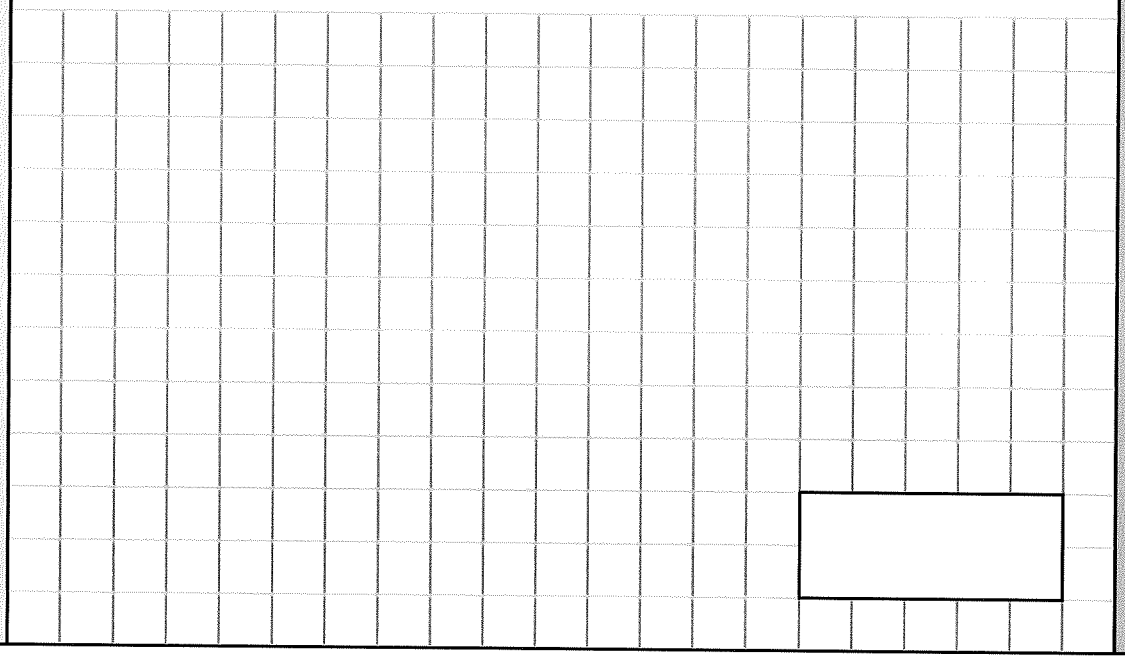
1 mark

12 $\frac{5}{6} \times 2 =$

1 mark

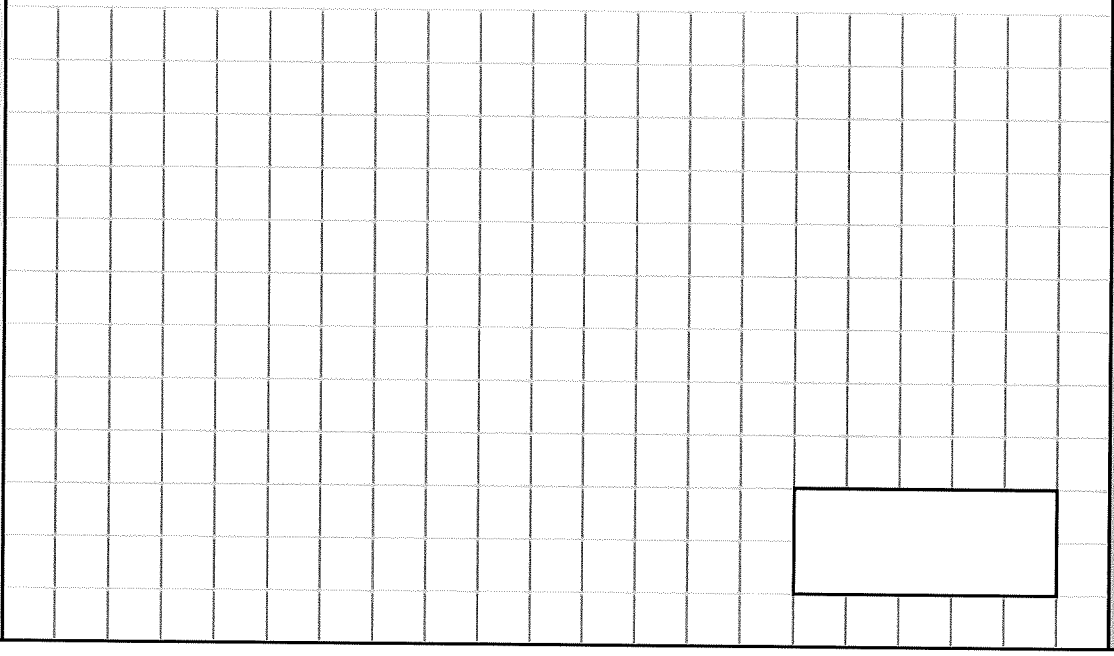
Total for this page

13 2387 x 48 =



2 marks

14 294 ÷ 7 =



2 marks

Total for this page

Answer Sheet: Key Stage 2: Year 5: arithmetic test 2b

Guidance: Children will have 15 minutes for this test.

question	answer	marks
1	**109**	1
2	$\frac{6}{10}$ or $\frac{3}{5}$	1
3	**5713**	1
4	**62**	1
5	**2212**	1
6	**16**	1
7	**23 486**	1
8	**30 600**	1
9	**6**	1
10	**0.025**	1
11	$\frac{5}{10}$ or $\frac{1}{2}$	1
12	**$1\frac{2}{3}$**	1
13	**114 576**	2
14	**42**	2
		Total 16

Mathematics

Arithmetic: Test 3a

Year 5

Name	
Date	

/ 16
total marks

1 172 - 100 =

1 mark

2 87 x 3 =

1 mark

3 $\frac{3}{10} + \frac{1}{10} =$

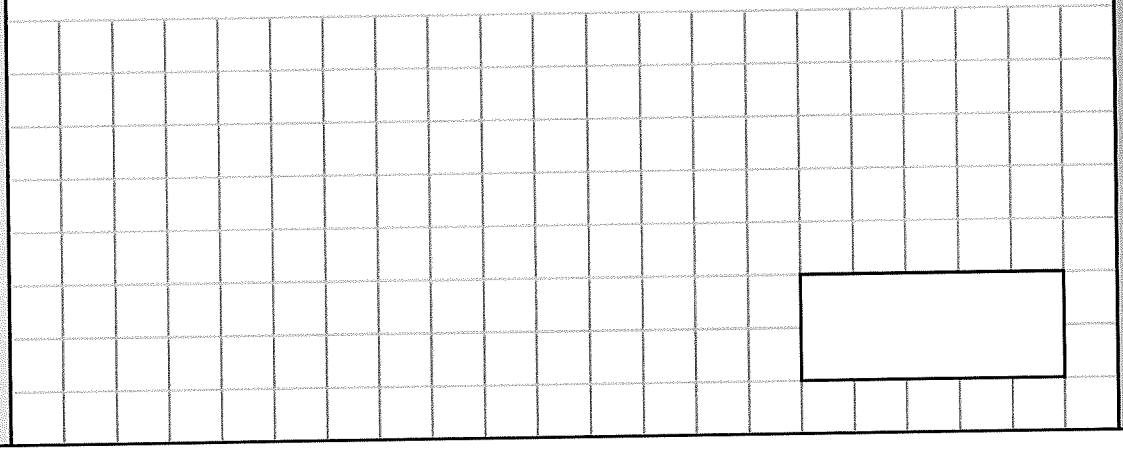
1 mark

Total for this page

4 5602 - 583 =

1 mark

5 7 x 6 =



1 mark

6 4.92 + 0.08 =

1 mark

Total for this page

7 $82 \div 100 =$

1 mark

8 $573\,224 - 56\,277 =$

1 mark

9 $8^2 =$

1 mark

Total for this page

10 $70 \times 8 =$

1 mark

11 $\frac{1}{2} + \frac{3}{10} =$

1 mark

12 $5.8 + 4.62 =$

1 mark

Total for this page

13 692 x 17 =

2 marks

14 3774 ÷ 6 =

2 marks

Total for this page

Answer Sheet: Key Stage 2: Year 5: arithmetic test 3a

Guidance: Children will have 15 minutes for this test.

question	answer	marks
1	**72**	1
2	**261**	1
3	$\frac{4}{10}$ or $\frac{2}{5}$	1
4	**5019**	1
5	**42**	1
6	**5**	1
7	**0.82**	1
8	**516 947**	1
9	**64**	1
10	**560**	1
11	$\frac{8}{10}$ or $\frac{4}{5}$	1
12	**10.42**	1
13	**11 764**	2
14	**629**	2
		Total 16

Mathematics

Arithmetic: Test 3b

Year 5

Name	
Date	

/16
total marks

1 482 - 400 =

1 mark

2 $\frac{5}{12} - \frac{1}{12} =$

1 mark

3 6241 + 2676 =

1 mark

Total for this page

4 $72 \div 1 =$

1 mark

5 $279 \times 6 =$

1 mark

6 $\frac{5}{6}$ of $42 =$

1 mark

Total for this page

7 59 302 + 3469 =

1 mark

8 80 000 - 500 =

1 mark

9 720 ÷ 9 =

1 mark

Total for this page

10 $0.37 \times 10 =$

1 mark

11 $\frac{7}{8} - \frac{1}{4} =$

1 mark

12 $\frac{1}{3} \times 8 =$

1 mark

Total for this page

13 7649 x 34 =

2 marks

14 772 ÷ 8 =

2 marks

Total for this page

Answer Sheet: Key Stage 2: Year 5: arithmetic test 3b

Guidance: Children will have 15 minutes for this test.

question	answer	marks
1	**82**	1
2	$\frac{4}{12}$ or $\frac{1}{3}$	1
3	**8917**	1
4	**72**	1
5	**1674**	1
6	**35**	1
7	**62 771**	1
8	**79 500**	1
9	**80**	1
10	**3.7**	1
11	$\frac{5}{8}$	1
12	$2\frac{2}{3}$	1
13	**260 066**	2
14	**96.5**	2
		Total 16

Year 5 Spring 1 Maths Activity Mat 1

Section 1

Order the following numbers from smallest to largest.

1212 **1122** **2112** **1221**

smallest largest

Section 2

Three children have £4.85 altogether. None has more than £2 or less than £1. How much could they each have?

Section 3

Eric wants some pizzas cut into 16 pieces. He could have one pizza cut into 16 pieces. Explain 3 other ways he could share some pizzas into 16 pieces.

____ pizzas cut into ____ pieces.

____ pizzas cut into ____ pieces.

____ pizzas cut into ____ pieces.

Section 4

Match the mixed fractions and improper fractions.

$\frac{7}{2}$	$2\frac{3}{4}$
$\frac{8}{3}$	$2\frac{2}{3}$
$\frac{11}{4}$	$3\frac{1}{2}$

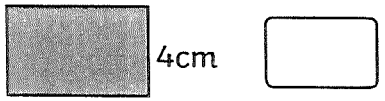
Section 5

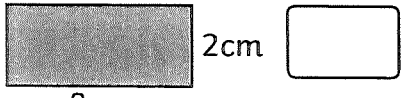
Match the following fractions to the equivalent decimal fraction.

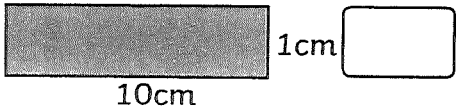
$\frac{1}{5}$	0.75
$\frac{3}{4}$	0.5
$\frac{1}{2}$	0.2

Section 6

Calculate the perimeter of these rectangles:



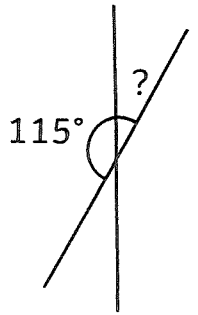




*not to scale

Section 7

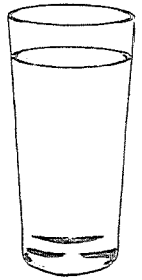
Calculate the missing angle:



*not to scale

Section 8

Estimate the capacity of a glass of water in millilitres.



Year 5 Spring 1 Maths Activity Mat 1

Section 1

Order the following numbers from smallest to largest.

78778 87887 77887 88778 77878

smallest largest

Section 2

Four children have £17.46 altogether. None has more than £5 or less than £4. How much could they each have?

Section 3

Eric wants some pizzas cut into 24 pieces. He could have two pizzas cut into 12 pieces. Explain 4 other ways he could share some pizzas into 24 pieces.

____ pizzas cut into ____ pieces.

____ pizzas cut into ____ pieces.

____ pizzas cut into ____ pieces.

____ pizzas cut into ____ pieces.

Section 4

Match the mixed fractions and improper fractions.

$\frac{13}{5}$	$2\frac{1}{5}$
$\frac{11}{5}$	$3\frac{2}{5}$
$\frac{17}{5}$	$2\frac{3}{5}$

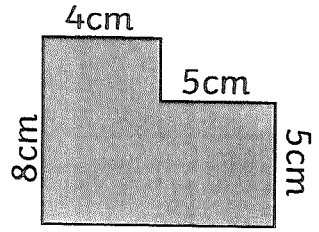
Section 5

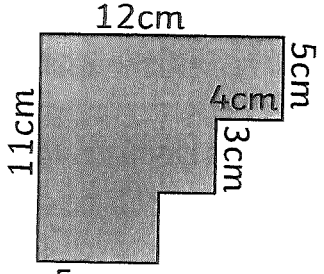
Write the equivalent to the fractions and decimal fractions.

	0.75
$\frac{3}{10}$	
$\frac{1}{8}$	

Section 6

Calculate the perimeter of these compound shapes:

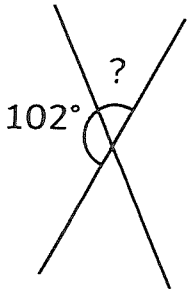




*not to scale

Section 7

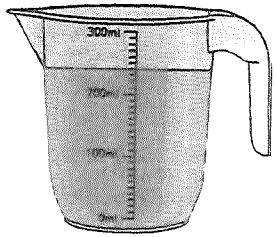
Calculate the missing angle:



*not to scale

Section 8

Estimate the capacity of a jug of water in millilitres.



Year 5 Spring 1 Maths Activity Mat 1

Section 1

Order the following numbers from smallest to largest:

50050 15050 50105 15015 50015

smallest largest

Section 2

Five children have £23.09 altogether. Three have between £5 and £6, and 2 have between £3 and £4. How much could they each have?

Section 3

Eric wants some pizzas cut into 60 pieces. Explain all the ways he could share some pizzas into 60 pieces.

Section 4

Complete the mixed fractions and improper fractions so each pair is equivalent.

$\frac{17}{\ }$	$3\frac{2}{\ }$
$\frac{13}{\ }$	$2\frac{1}{\ }$
$\frac{14}{\ }$	$3\frac{2}{\ }$

Section 5

Write the equivalent to the fractions and decimal fractions.

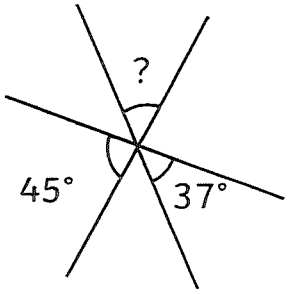
	0.35
$\frac{7}{8}$	
$\frac{4}{5}$	

Section 6

Draw a rectilinear octagon with a perimeter of 52cm. (not to scale). Mark all the necessary measurements.

Section 7

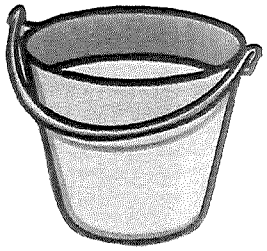
Calculate the missing angle:



*not to scale

Section 8

Estimate the capacity a bucket of water in litres.



Year 5 Spring 1 Maths Activity Mat 2

Section 1

In the number 7341, which digit represents the thousands?

In the number 8093, what place value does the 9 represent?

Section 2

Calculate the following in your head:

31 + 15 =

24 + 42 =

67 – 24 =

56 – 34 =

Section 3

Calculate:

67 × 10 =

102 × 10 =

290 ÷ 10 =

3090 ÷ 10 =

Section 4

Use the < or > signs to compare these fractions:

$\frac{2}{3}$ ☐ $\frac{1}{3}$

$\frac{5}{5}$ ☐ $\frac{3}{8}$

$\frac{2}{5}$ ☐ $\frac{3}{5}$

Section 5

Write the following decimals in words:

4.6 = _____

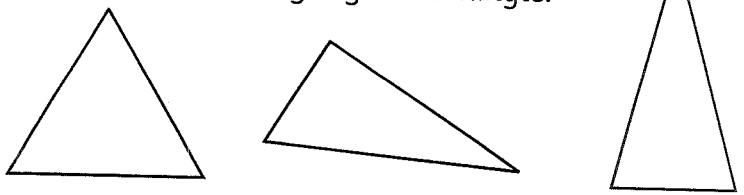
2.9 = _____

1.1 = _____

5.8 = _____

Section 6

Put a tick inside any regular triangle.



Section 7

Complete the table to convert between millilitres and litres.

Millilitres	Litres
150ml	
	4.6l
2400ml	

Section 8

Here is a table showing the number of children who had a hot or cold meal on a particular day. Complete the table.

	5A	5B	5C	Total
Hot	18	23		
Cold		7	9	
Total	29		28	

Year 5 Spring 1 Maths Activity Mat 2

Section 1

In the number 782 140, which digit represents the number of thousands?

In the number 902 914, what place value do the 9s represent?

Section 2

Calculate the following in your head:

34 + 28 =

25 + 57 =

83 – 56 =

72 - 35 =

Section 3

Calculate:

8.2 × 100 =

3.03 × 100 =

676 ÷ 100 =

4400 ÷ 100 =

Section 4

Use the < or > signs to compare these fractions:

$\frac{3}{5}$ ☐ $\frac{7}{10}$

$\frac{5}{8}$ ☐ $\frac{3}{4}$

$\frac{2}{3}$ ☐ $\frac{4}{6}$

Section 5

Write the following decimals in words:

0.06 = _____

20.8 = _____

9.99 = _____

Section 6

Draw and name a regular triangle.

Section 7

Complete the table to convert between millilitres and litres.

Millilitres	Litres
80 ml	
	6.03 l
5345 ml	

Section 8

Here is a table showing the number of children who had a hot or cold meal on a particular day. Complete the table.

	Y3	Y4	Y5	Y6	Total
Hot	67	61	59		
Cold	21		29	28	
Total		89		85	

Year 5 Spring 1 Maths Activity Mat 2

Section 1

In the number 187 263 which digit represents 4 × 50?

Section 2

The sum of two 2-digit numbers is the same as the difference between two other 2-digit numbers. What could be the four numbers?

Section 3

Calculate:

0.01 × 1000 =

12.05 × 1000 =

591 ÷ 1000 =

3418 ÷ 1000 =

Section 4

Use the < or > signs to compare these fractions:

$\frac{3}{10}$ ☐ $\frac{1}{2}$

$\frac{1}{3}$ ☐ $\frac{5}{12}$

$\frac{3}{4}$ ☐ $\frac{11}{16}$

Section 5

Write the following decimals in words:

10.05 = _____

48.92 = _____

31.13 = _____

Section 6

Draw and name a regular triangle and an irregular triangle.

Section 7

A washing machine has 3 different wash cycles: Hot wash using 2.4 litres of water

Medium wash using two thirds of the hot wash.

Cold wash using half of the hot wash.

What percentage of water of the medium wash does the cold wash use?

Section 8

Here is a table showing the number of children who had a hot or cold meal on a particular day.

Use the following information to complete the table. There are 87 children altogether, there are same number of children in 5A and 5C, two thirds of the children had hot meals, 1 more child in 5B than 5A, and 2 less children in 5B than 5C had a hot meal, 8 children in 5B had a cold meal.

	5A	5B	5C	Total
Hot				
Cold				
Total				

Year 5 Spring 1 Maths Activity Mat 3

Section 1

Count forwards in 10s

34			
183			

Count forwards in 100s

319			
862			

Section 2

Tick the statements that are true:

3 is a prime number ☐

5 is not a prime number ☐

15 is a prime number ☐

Section 3

Calculate:

2 × 6 = ☐

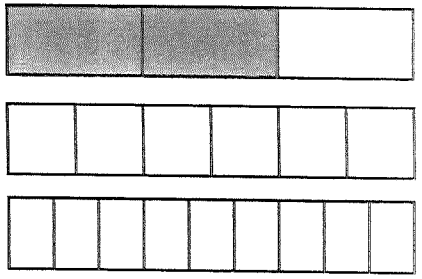
5 × 8 = ☐

4 × 4 = ☐

9 × 11 = ☐

Section 4

Shade the following shapes so the same fraction is shaded in all.



Section 5

Round the following numbers to the nearest whole number:

6.4 ☐ 9.6 ☐

19.5 ☐ 199.7 ☐

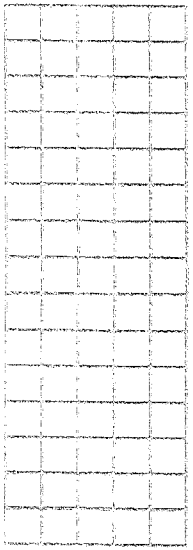
Section 6

Jenny walks to school. It takes her 35 minutes. She leaves at 7.55 a.m. What time will she arrive at school?

☐

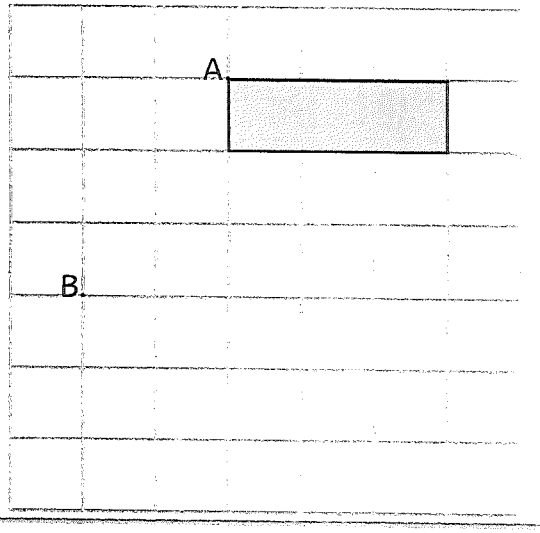
Section 7

On this grid draw a rectangle where the longer side is three times the length of the shorter side.



Section 8

Translate this shape from point A to point B



Year 5 Spring 1 Maths Activity Mat 3

Section 1

Complete these linear sequences:

2765, 2775, _____, _____, _____

81 023, 81 123, _____, _____, _____

48 004, 49 004, _____, _____, _____

238 826, 248 826, _____, _____, _____

Section 2

Tick the statements that are true:

- 2 and 3 are prime numbers ☐
- 4 and 5 are not both prime numbers ☐
- Both 11 and 15 are not prime numbers. ☐

Section 3

Calculate:

20 × 6 = ☐

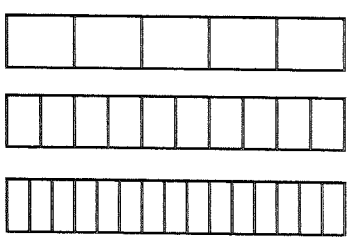
5 × 80 = ☐

40 × 40 = ☐

9 × 1100 = ☐

Section 4

Shade the following shapes so the same fraction is shaded in all and write the fraction shaded.



☐

☐

☐

Section 5

Round the following numbers to the nearest tenth:

20.45 ☐ 8.05 ☐

1.29 ☐ 7.77 ☐

Section 6

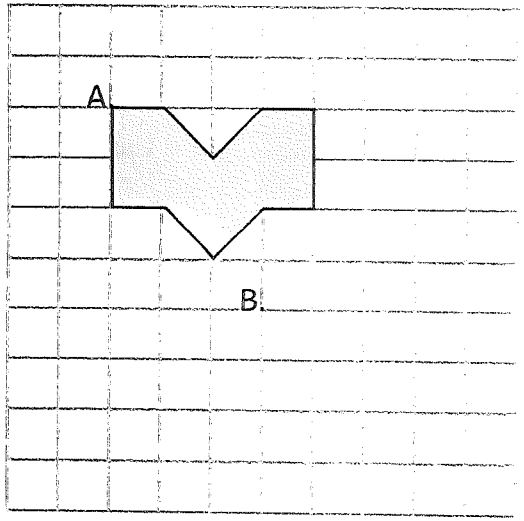
Jenny goes with her dad to visit her grandfather. The journey lasts 1 hour and 52 minutes. They arrive at 11:09. What time did they leave? ☐

Section 7

Use a ruler to draw a rectangle where the longer side is three times the length of the shorter side.

Section 8

Translate this shape from point A to point B



Year 5 Spring 1 Maths Activity Mat 3

Section 1

Complete these linear sequences:

		3602	2602	
5668		5868		
	23 889		43 889	
20 467			20 167	

Section 2

Write a true statement and a false statement about prime numbers using the following:

2, 3, 5, 7, 11, 13, 17, 19

True: _____

_____

False: _____

_____

Section 3

Calculate:

20 × 0.6 = ☐

500 × 80 = ☐

£0.40 × 40 = ☐

0.9 × 0.11 = ☐

Section 4

Circle the fractions that are equivalent to the first fraction in each line:

$\frac{1}{2}$	$\frac{3}{6}$	$\frac{6}{16}$	$\frac{10}{20}$	$\frac{11}{24}$
$\frac{2}{3}$	$\frac{5}{6}$	$\frac{8}{12}$	$\frac{10}{15}$	$\frac{11}{16}$
$\frac{3}{5}$	$\frac{5}{8}$	$\frac{6}{10}$	$\frac{9}{15}$	$\frac{12}{20}$

Section 5

A farmer measures a fence to be 64.5m long and says to one of the farm workers, "The fence is 70m to the nearest 10m." Explain why the farmer is wrong and why the mistake may have been made.

Section 6

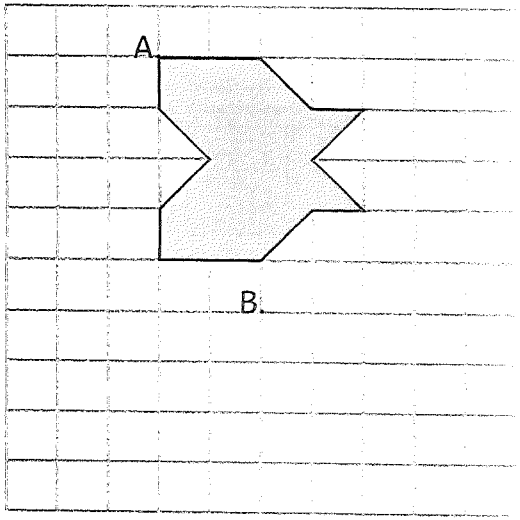
Jenny and some friends watch a trilogy of films back to back with a break of 15 minutes between each. The films are 108, 124 and 87 minutes long. They start at 09:15. What time will they finish?

Section 7

Use a ruler to draw a rectangle with a perimeter of 10cm and an area of 6cm^2.

Section 8

Translate this shape from point A to point B



Year 5 Spring 1 Maths Activity Mat 4

Section 1

Complete this number line.

			-2					3	

Section 2

A high speed train has six coaches of 74 seats and 2 coaches of 48 seats.
How many seats are there on the whole train rounded to the nearest 100?

Section 3

Calculate:

$$\begin{array}{r} 561 \\ +\ 456 \\ \hline \\ \hline \end{array} \qquad \begin{array}{r} 517 \\ -\ 342 \\ \hline \\ \hline \end{array}$$

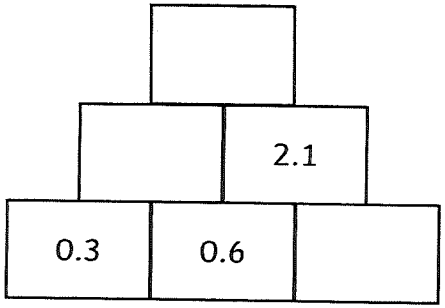
Section 4

Order the following fractions from smallest to largest.

$\frac{7}{10}$ $\frac{3}{10}$ $\frac{9}{10}$ $\frac{1}{10}$

Section 5

Adjacent squares are added together to give the number above. Complete the number wall.



Section 6

1kg ≈ 2.2lb (pounds)

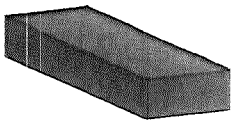
Complete the following:

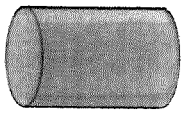
3kg ≈ _____ lb

_____ kg ≈ 11lb

Section 7

Write the name of these shapes.





Section 8

Children count the number of children who have a jacket potato each day.

Week	Number of children who have a jacket potato
Monday	13
Tuesday	24
Wednesday	19
Thursday	20
Friday	5

Which day did the least number of children have a jacket potato?

How many more children had a jacket potato on Tuesday than Wednesday?

Year 5 Spring 1 Maths Activity Mat 4

Section 1

The temperature outside is -3°C. The temperature inside is 19°C. What is the difference in the temperature outside and inside?

Section 2

A high speed train has 6 coaches of 74 seats and 2 coaches of 48 seats. There are 12 trains a day from Sheffield to London. How many seats are there on all the trains from Sheffield to London rounded to the nearest 100?

Section 3

Calculate:

$$\begin{array}{r} 6\_2 \\ +\ \_36 \\ \hline 92\_ \end{array} \qquad \begin{array}{r} 5\_8 \\ -\ 27\_ \\ \hline \_42 \end{array}$$

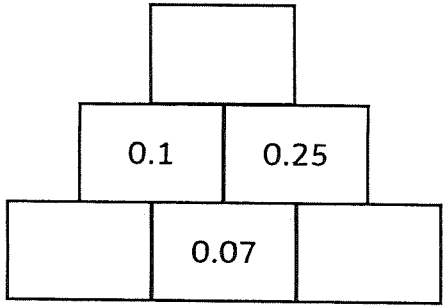
Section 4

Order the following fractions from smallest to largest.

$\frac{1}{5}$ $\frac{3}{10}$ $\frac{4}{15}$ $\frac{1}{10}$

Section 5

Adjacent squares are added together to give the number above. Complete the number wall.



Section 6

1kg ≈ 2.2lb (pounds)

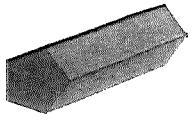
Complete the following:

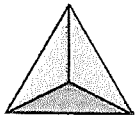
15kg ≈ _____ lb

_____ kg ≈ 110lb

Section 7

Write the name of these shapes.





Section 8

Children count the number of children who have a jacket potato each day.

Week	Number of children who have a jacket potato
Monday	13
Tuesday	24
Wednesday	19
Thursday	20
Friday	5

What is the highest number of children who could have had a jacket potato every day?

Why do you think only 5 people had a jacket potato on Friday?

Year 5 Spring 1 Maths Activity Mat 4

Section 1

Calculate:

8 + (-7) = ☐ -5 + 9 = ☐ 6 – (-4) = ☐

Section 2

A High Speed train has 6 coaches of 74 seats and 2 coaches of 48 seats. There are 12 trains each weekday and 9 trains a day each weekend day from Sheffield to London. How many seats are there on all the trains from Sheffield to London each week rounded to the nearest 1000? ☐

Section 3

Calculate:

$$\begin{array}{r} 58\_ \\ 1\_7 \\ +\ \_07 \\ \hline \_426 \end{array}$$

Section 4

Order the following fractions from smallest to largest.

$\frac{4}{5}$ $\frac{21}{25}$ $\frac{11}{15}$ $\frac{23}{30}$

☐ ☐ ☐ ☐

Section 5

Adjacent squares are added together to give the number above. Complete the number wall.

	87.86	
	44.92	
		23.87

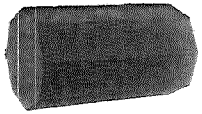
Section 6

kg ≈ 2.2 lb,

How many grams in 1lb? Give your answer to the nearest gram. ☐

Section 7

Write the name of these shapes.



☐ ☐

Section 8

Children count the number of children who have a jacket potato each day.

Week	Number of children who have a jacket potato
Monday	13
Tuesday	24
Wednesday	19
Thursday	20
Friday	5

The kitchen bought 120 potatoes for the week. How many potatoes were left over? ☐

Why might the kitchen order only 100 potatoes the following week? ☐

Year 5 Spring 1 Maths Activity Mat 5

Section 1

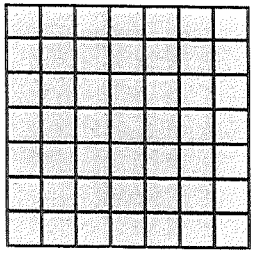
Write these Roman Numerals as numbers:

XXXVI ☐

LXXIX ☐

Section 2

What square number does this represent?



☐

Section 3

Calculate:

$$209 \times 5 = \_\_\_\_$$

$$3\overline{)675} = \_\_\_\_$$

Section 4

Calculate:

$\frac{3}{5} + \frac{1}{5} =$ ☐

$\frac{9}{10} - \frac{3}{10} =$ ☐

Section 5

Write the following fractions as decimals:

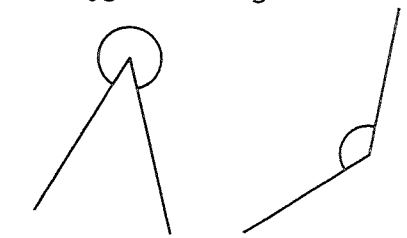
$\frac{9}{10}$ ☐

$\frac{4}{10}$ ☐

$\frac{1}{10}$ ☐

Section 7

Identify these angles:



☐ ☐

Section 6

What is the total volume in litres of milk drink sold in a pack of seven 65ml cartons? ☐

Section 8

Lane swimming 1	07:00
Parent and toddler	10:00
Lane swimming 2	11:30
Adult lessons	12:45
Lane swimming 3	14:15
Leisure swim	15:45
Child lessons	17:00
Leisure swim	18:30
Lane swimming 4	20:00
Pool closes	21:30

Use the swimming pool time table to answer these questions.

Which is the longest lane swimming session?

☐

For how long are there swimming lessons?

☐

Year 5 Spring 1 Maths Activity Mat 5

Section 1

Write these Roman Numerals as numbers:

CXLV

MCCXXI

Section 2

Write 3 square numbers in this way: 2 × 2 = 4

Section 3

Calculate:

$$\begin{array}{r} 417 \\ \times \quad 13 \\ \hline \\ \hline \end{array}$$

$$4\overline{)2372}$$

Section 4

Calculate:

$\frac{3}{4} + \frac{5}{8} =$

$\frac{5}{6} - \frac{1}{3} =$

Section 5

Write the following fractions as percentages:

$\frac{13}{100}$

$\frac{45}{100}$

$\frac{78}{100}$

Section 7

Draw and label an acute angle and a reflex angle

Section 6

A bottle of juice contains 275ml of juice. How many litres does a pack of 4 bottles contain?

Section 8

Lane swimming 1	07:00
Parent and toddler	10:00
Lane swimming 2	11:30
Adult lessons	12:45
Lane swimming 3	14:15
Leisure swim	15:45
Child lessons	17:00
Leisure swim	18:30
Lane swimming 4	20:00
Pool closes	21:30

Use the swimming pool time table to answer these questions.

For how long is there lane swimming each day?

If every day has the same timetable, for how long are all the swimming lessons in one week?

Year 5 Spring 1 Maths Activity Mat 5

Section 1

Perform these calculations with Roman numerals without converting to numbers. Give the answers as a Roman numeral.

CCIX + CLXXVI =

CLXV – XCVI =

Section 2

Write all the square numbers from 1 × 1 to 12 × 12.

What happens when you add consecutive square numbers?

Section 3

Calculate:

$$\begin{array}{r} 6\_3 \\ \times \quad 2\_ \\ \hline 17\,444 \\ \hline \end{array}$$

$$\_4\overline{)29\_0} = 210$$

Section 4

Calculate:

$\frac{1}{4} + \frac{5}{16} =$

$\frac{5}{6} - \frac{7}{12} =$

Section 5

Write the following fractions as percentages:

$\frac{9}{20}$

$\frac{11}{25}$

$\frac{27}{50}$

Section 6

A bottle of energy drink contains 380ml drink. Packs contain six bottles. A box must not contain more than 10l of drink. What is the most number of packs that a box can contain?

Section 7

Explain why a triangle cannot have 2 obtuse angles.

Section 8

Lane swimming 1	07:00
Parent and toddler	10:00
Lane swimming 2	11:30
Adult lessons	12:45
Lane swimming 3	14:15
Leisure swim	15:45
Child lessons	17:00
Leisure swim	18:30
Lane swimming 4	20:00
Pool closes	21:30

Here is a swiming pool timetable.

A swimmer swims all the lane swimming lessons in a day and swims 870 lengths. On average, how long does each length take?

The pool is open for the same time each day, in length of time, for how many days (to the nearest day) is the pool open each week?

Year 5 Spring 1 Maths Activity Mat 6

Section 1

I am a two-digit number.

I am even.

I have five more ones than tens.

The sum of my digits is 11.

What number am I?

Section 2

Write the factor pairs of 14.

Write the common factors of 5 and 15.

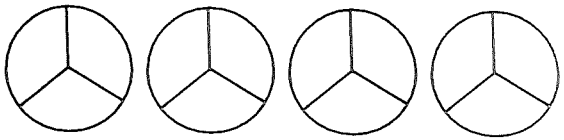
Section 3

64 equal pieces of pizza are cut from 8 pizzas. Into how many pieces is each pizza cut?

Section 4

Use this visual representation to calculate:

$1\frac{2}{3} \times 2 =$



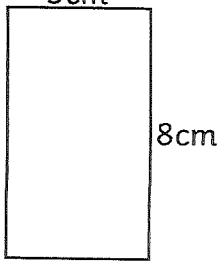
Section 5

Ring the correct percentage to match the following fractions:

$\frac{1}{4}$	50%	25%	75%
$\frac{3}{4}$	30%	75%	40%

Section 6

What is the area of this rectangle?

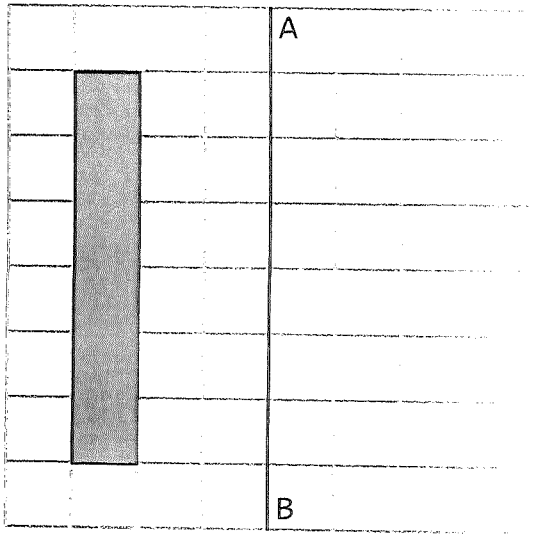


Section 7

Draw an angle of 60°

Section 8

Reflect this shape about the line AB



Year 5 Spring 1 Maths Activity Mat 6

Section 1

I am a three-digit even number.

I have the half the number of hundreds as ones.

I have the most number of tens possible.

The sum of my digits is 15.

What am I?

Section 2

Write the factor pairs of 28.

Write the common factors of 5 and 35.

Section 3

Amy brings 4 bags of sweets to school on her birthday. Each bag contains 15 sweets. There are 30 children in the class. How many sweets will each receive if the sweets are shared equally?

Section 4

Calculate:

$3\frac{3}{4} \times 2 =$

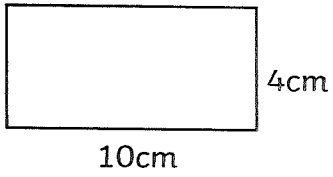
Section 5

Ring the correct percentage to match the following fractions:

$\frac{1}{4}$	25%	20%	40%
$\frac{3}{4}$	75%	25%	30%
$\frac{2}{5}$	50%	40%	75%

Section 6

What is the difference in area between these 2 rectangles?

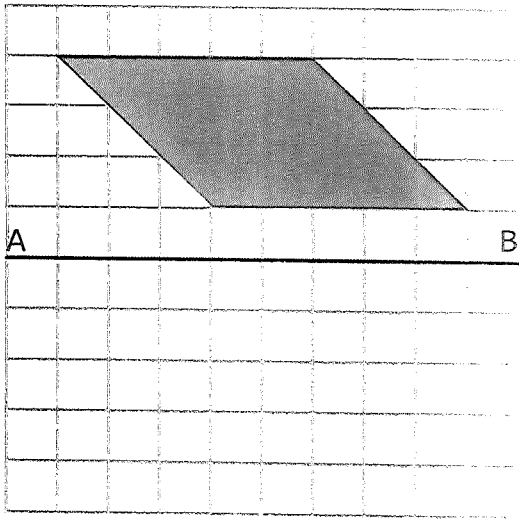


Section 7

Draw an angle of 160°

Section 8

Reflect this shape about the line AB



Year 5 Spring 1 Maths Activity Mat 6

Section 1

I am a three-digit odd number.

I have two less ones than hundreds, and both digits are prime numbers.

My tens digit is a square number and a cube number.

The sum of my digits is 13.

What am I?

Section 2

Write the factor pairs of 42.

Write the common factors of 15 and 45.

Section 3

Five children collect all the used pencils from classrooms. There are 132. They share those and another 13 packets of 12 pencils between 8 classrooms. How many pencils does each class receive?

A supermarket wants to rearrange some shelves of baked beans. There are 90 tins on the shelves, and 8 boxes of 48 tins are brought out from the stock room. The tins are shared equally over 6 shelves. How many tins will be on each shelf?

Section 4

Calculate:

$\frac{8}{3} \times 5 =$

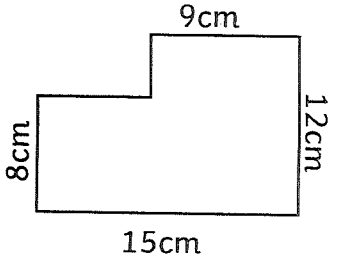
Section 5

Ring the correct percentage to match the following fractions:

$\frac{1}{8}$	12.5%	80%	15%
$\frac{3}{4}$	30%	75%	40%
$\frac{2}{5}$	65%	80%	62.5%

Section 6

What is the area of this composite rectilinear shape?

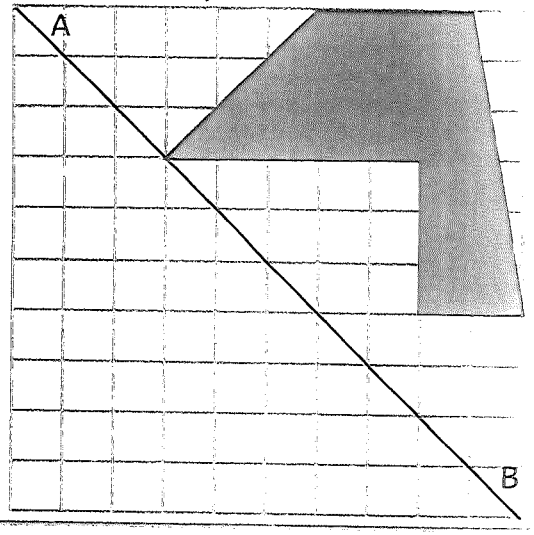


Section 7

Draw an angle of 245°

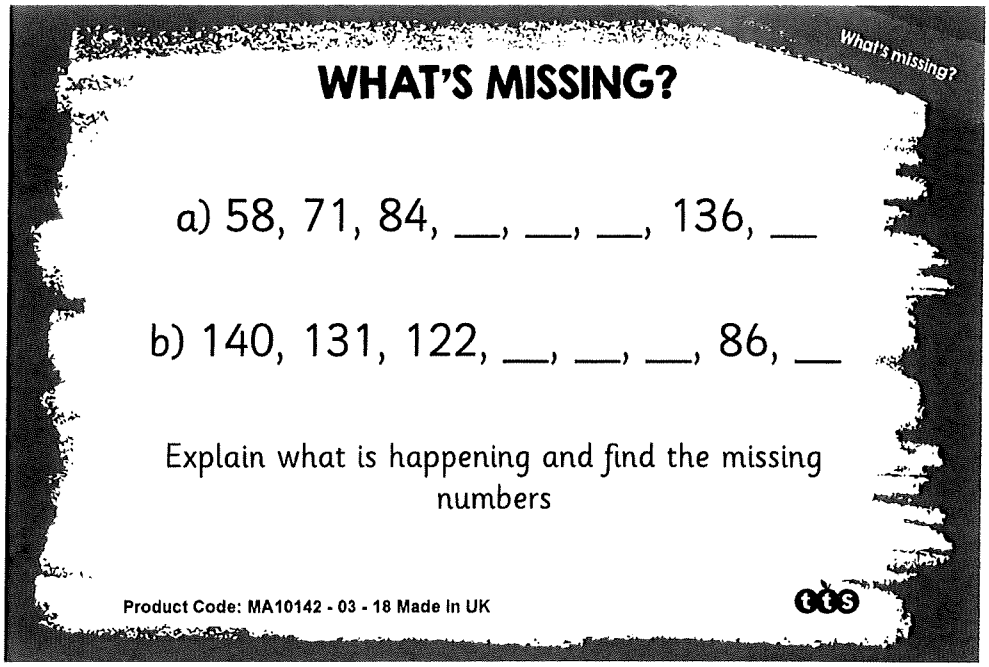
Section 8

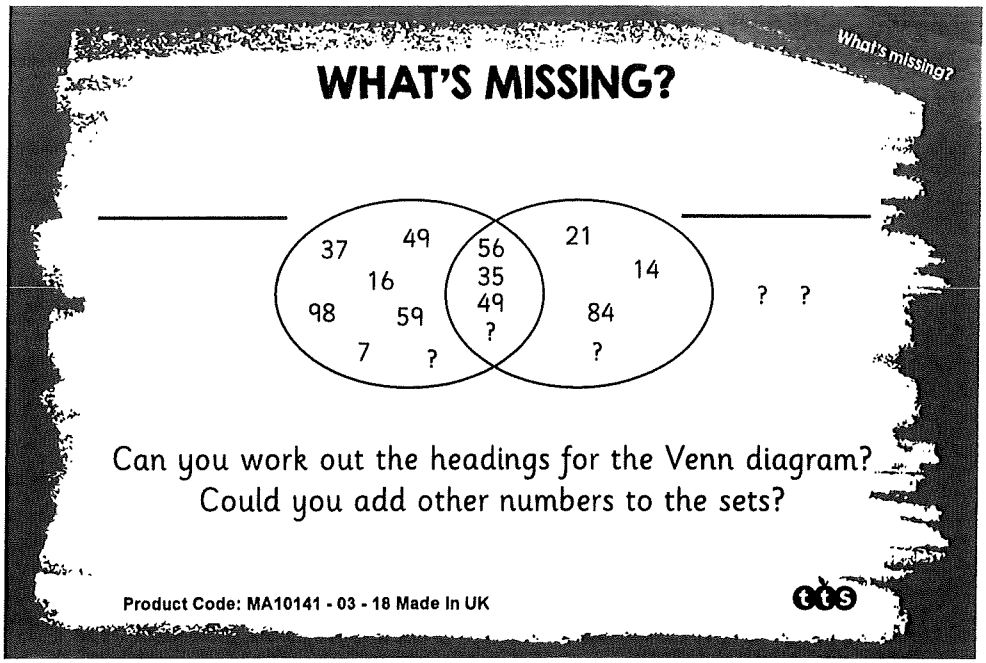
Reflect this shape about the line AB



What's Missing?

Blue-Bot has been cheeky and stolen lots of numbers and operations. Become a maths detective and see if you can solve these problems and fill in the missing gaps.





What's missing?

WHAT'S MISSING?

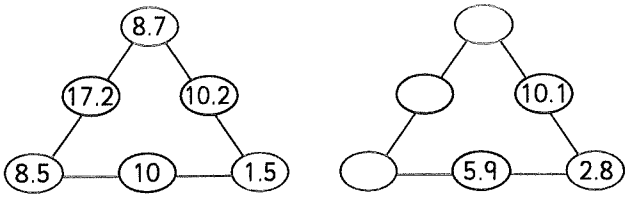
50__12__18 = 44
100__50__3 = 150
50__10__7 = 12
24__3__8 = 64
12__3__6 = 6
7__3__28 = 49

Find the correct operation signs to balance the equations, and add brackets when necessary

Product Code: MA10141 - 03 - 18 Made In UK

What's missing?

WHAT'S MISSING?



Explain what is happening and find the missing numbers

Product Code: MA10142 - 03 - 18 Made In UK

Name: _____ Date: _____

10 total marks

Year 5 English Grammar and Punctuation Test 3

1. Add brackets, dashes or commas to the sentence below.

The chef who was very famous visited our school to show us how to cook his favourite dish.

1 mark

2. Use each prefix once to make the verbs in the sentences below negative. Write your answers in the spaces.

I think I must have ☐ heard you. I have to ☐ agree with your views on this. We need to ☐ construct the rocket immediately.

de	mis	dis

1 mark

3. Circle the punctuation marks below which can be used to add **parenthesis** to a sentence.

;	,	.	?	( )

1 mark

4. Complete the sentence below so that it uses a **modal verb.**

She ☐ know about this.

We don't want her to know about this.

1 mark

total for this page

5. Look at the words in the table. Are they relative pronouns or possessive pronouns? **Tick one option.**

1 mark

Word	Relative Pronoun	Possessive Pronoun
which		
his		
who		
where		
ours		

6. The sentence below contains a suffix error. **Underline the error** and **write the correction** in the box below.

1 mark

In a panic, Lucy tried to activify the fire alarm.

7. Look at the article below. **Underline the relative clauses.**

1 mark

Summer is finally here

Weather forecasters have confirmed that the hot weather, which arrived last week, is here to stay. According to Sunni Shine, who is chief weather reporter for the Weather Channel, temperatures look set to stay high until the end of the month.

total for this page

8. Which pair of time adverbials and time connectives link the sentences in the box together? **Tick one.**

1 mark

We will go to Scotland for Christmas again _____ . _____ , we are thinking of trying somewhere new.

last week / Then ☐

on Saturday / Firstly ☐

this year / After that ☐

9. Add commas to the sentences below to make the meaning clear.

1 mark

Every day even on a school day I have a big breakfast of coffee eggs bacon toast and cereals.

10. Underline a **verb prefix** and **verb suffix** to complete the sentence below.

1 mark

I was very __appointed when the seeds I'd sown failed to germin___.

Verb prefix
mis
dis
de

Verb suffix
ate
ise
ify

END OF TEST

total for this page

Name: Date:

10 total marks

Year 5 English Grammar and Punctuation Test 4

1. Which conjunction creates **cohesion** by following on logically from sentence one? **Tick one.**

1 mark

I never enjoyed learning languages. , I passed my French exam with ease.

Subsequently ☐

Despite this ☐

Even if ☐

2. Read the sentences below. Which **adverbial of place** should be used to link the ideas in sentence 1 to those in sentence 2? **Write your answer in the space.**

1 mark

1. Walk past the bank and continue for half a mile.
2. _____ turn left, then right.

Outside	At the end of the road	Everywhere

3. **Tick** the sentence which uses a modal verb.

1 mark

I am thinking about joining a karate club. ☐

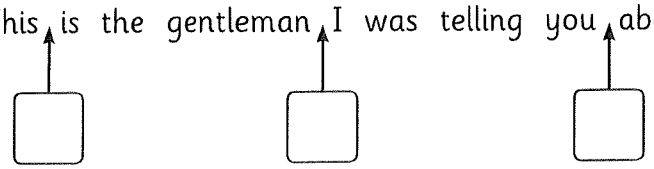
I should think about joining a karate club. ☐

total for this page

4. Tick the box which shows where the **relative pronoun has been omitted** in the sentence below.

1 mark

This is the gentleman I was telling you about.



5. Which verb prefix matches each word? **Tick one box** for each example.

1 mark

Verb	**dis**	**de**	**mis**	**over**	**re**
understand					
believe					
hydrate					
react					
visit					

6. Tick the sentence which uses commas correctly to avoid **ambiguity**.

1 mark

For lunch I like to have lemonade sandwiches, fruit and crisps. ☐

For lunch I like to have lemonade, sandwiches, fruit and crisps. ☐

7. Underline the **relative clause** in the sentence below.

1 mark

My cousin, who has completed the London Marathon many times, is a very talented runner.

total for this page

8. Underline a **verb suffix** and an **adverb possibility** to complete the sentence below.

1 mark

Please not everyone of the following: it has finally been confirmed that the Queen will be visiting on Tuesday next week.

Verb Suffixes
ate
ify
ise

Adverbial
likely
definitely
possibly

9. Add appropriate **parenthesis** to the sentence below.

1 mark

Two people both wearing raincoats were walking a dog along the canal towpath.

10. Look at the words in the table. Are they **modal verbs** or **adverbs of possibility**? **Tick one option.**

1 mark

Word	**Modal Verb**	**Adverb of Possibility**
could		
possibly		
will		
must		
surely		

END OF TEST

total for this page

Name: Date:

10 total marks

Year 5 English Grammar and Punctuation Test 5

1. Draw lines to match the verbs to the correct **prefix**. Use each prefix once only.

1 mark

dis	appoint
over	visit
re	compensate

2. Circle the correct suffix to complete the sentence below.

1 mark

You can't qual for the next award until you can swim 20 lengths.

ate ise ify

3. The sentence below is missing parenthesis. **Add a pair of dashes** so that the sentence is punctuated correctly.

1 mark

The fete or at least the outdoor part has been cancelled because of the weather.

total for this page

4. Tick the adverb which shows that we **will** watch a film today.

1 mark

We will be able to see the film today.

probably ☐

definitely ☐

perhaps ☐

5. Read the sentences below. **Tick one box** to show which sentence uses commas correctly.

1 mark

It's unlikely, that we will be able to visit Gran Auntie Jane and Tim all in one afternoon. ☐

It's unlikely that we will be able to visit Gran, Auntie Jane and Tim all in one afternoon. ☐

It's unlikely that we will be able to visit Gran Auntie Jane, and Tim all in one afternoon. ☐

6. Circle the **relative pronoun** in this sentence.

1 mark

That is the lady who taught me to swim.

total for this page

7. Circle the appropriate time connective to create **cohesion** between the sentences below.

1 mark

Every morning I follow the same routine. _____ , I make a cup of tea and watch TV for a while.

Then	After that	Firstly	Next

8. Read the passage below. **Tick one** modal verb which would complete it.

1 mark

I think it _____ be best if we travelled to the airport on the train.

should ☐

might ☐

can ☐

9. Tick two boxes to show where brackets should be used in the sentence below.

1 mark

Miss Fitzwilliam at least I think that's her name is going to be taking us for ☐ ☐ ☐

Science next year. ☐

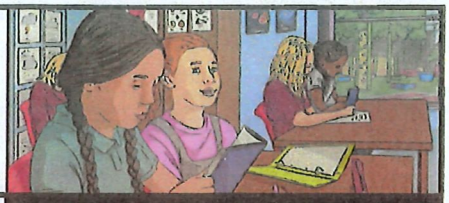
total for this page

Creative Writing Task:

Classroom Conundrum

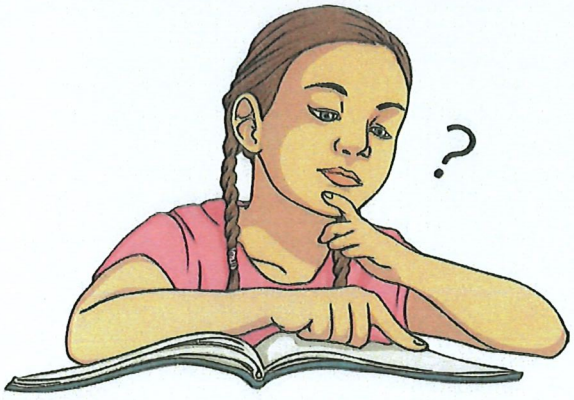
You have 30 minutes to complete the following task. Use the checklist to help you.

The word 'conundrum' means 'a confusing or difficult problem or question'. Write a story with the title 'Classroom Conundrum'.



Checklist

- Plan your writing thoroughly using the sheets provided.
- Think about what will make your writing unique – can you include a twist or standout viewpoint?
- Use a wide range of vocabulary, punctuation and sentence structures.
- Ensure that your handwriting is neat and legible.
- Write at least one side of A4.
- Read through your work. Remember to check your spelling, punctuation and grammar and neatly correct any errors.

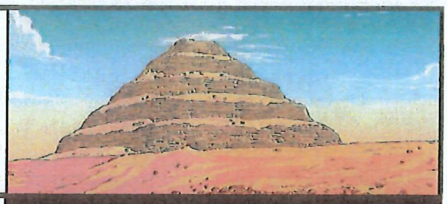


Creative Writing Task:

Ancient Myths

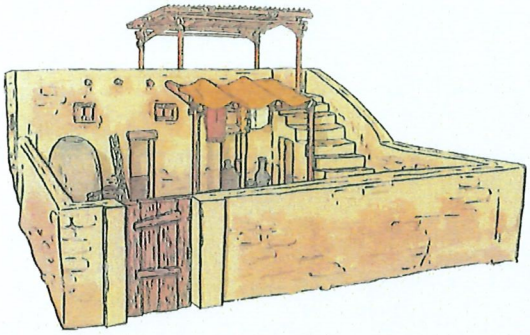
You have 30 minutes to complete the following task. Use the checklist to help you.

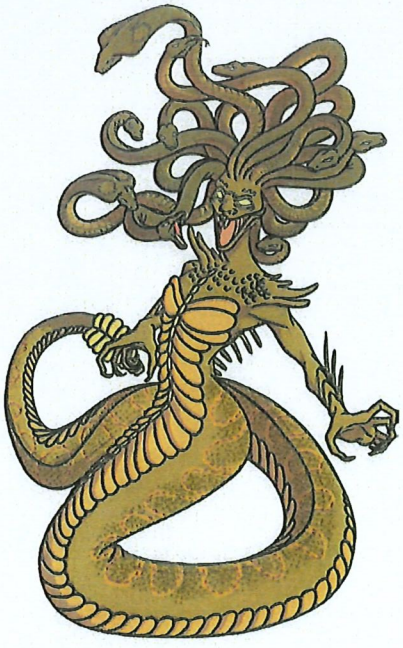
Write a myth set in an ancient civilisation of your choice.



Checklist

- Plan your writing thoroughly using the sheets provided.
- Think about what will make your writing unique – can you include a twist or standout viewpoint?
- Use a wide range of vocabulary, punctuation and sentence structures.
- Ensure that your handwriting is neat and legible.
- Write at least one side of A4.
- Read through your work. Remember to check your spelling, punctuation and grammar and neatly correct any errors.



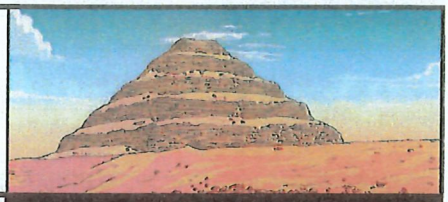


Creative Writing Task:

A First Visit

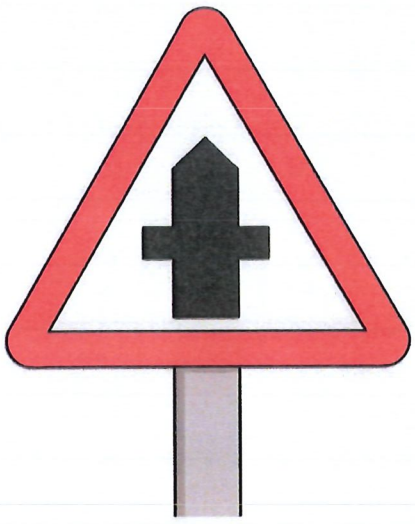
You have 30 minutes to complete the following task. Use the checklist to help you.

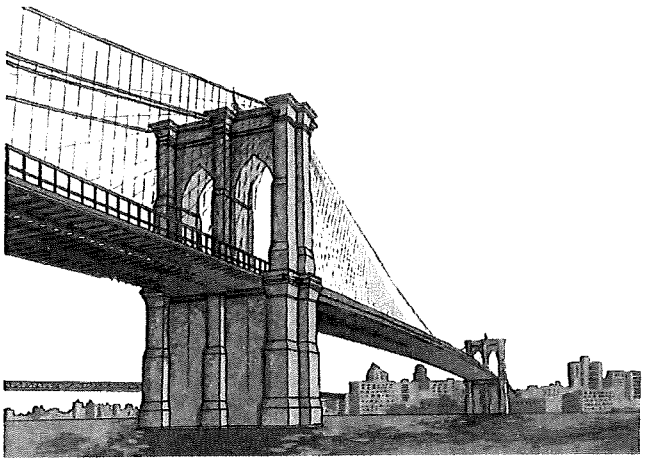
Write a recount of your first visit to a new place. Explain what happened and how you felt.



Checklist

- Plan your writing thoroughly using the sheets provided.
- Think about what will make your writing unique – can you include a twist or standout viewpoint?
- Use a wide range of vocabulary, punctuation and sentence structures.
- Ensure that your handwriting is neat and legible.
- Write at least one side of A4.
- Read through your work. Remember to check your spelling, punctuation and grammar and neatly correct any errors.





The Burning of the Rice Fields

Once there was an old man who lived high up on a mountain far away in Japan. All around his little house the ground was flat and the soil was good. Here were the rice fields belonging to all the people who lived in the village at the foot of the mountain. Beyond the village was the blue sea, so close that there was no room for anything but houses.

The old man lived with his grandson, Yone. The child loved the rice fields and he often helped his grandfather to watch over them because he knew that all the good food for the villagers came from there.

One day, the grandfather was standing on his own looking down at the village and the people going about their business. He was thinking how beautiful the scene was when something caught his eye far out to sea. It was as though a huge cloud was rising and as if the sea itself was lifting into the sky. The old man put his hands to his eyes and looked again as hard as he could. Then he turned and ran to the house shouting, "Grandson, grandson! Come quickly! Bring a burning stick from the fireplace!"

Yone could not imagine why his Grandfather wanted the fire, but he always did as he was told without question, so he quickly and carefully got the burning wood.

The old man grabbed the fiery wand and ran to the rice fields. Yone ran after him and was horrified to see his grandfather setting light to the dry rice in the fields. He thrust the torch in again and again as the stalks turned red, orange and yellow.

"Grandfather! What are you doing?" screamed Yone, thinking his grandfather must have lost his mind.

Very soon, the field was completely ablaze; the fire spread quickly and black smoke began to creep up the mountain side. It rose thick and dark and in no time the people in the village below saw it and knew that their precious rice fields were on fire. As quickly as their legs could carry them, they ran. Not one person stayed behind.

When they came closer, and could see that they were too late to save any of it, they cried and wailed, "Who could have done this? How could it happen?"

"I did it," said the old man.

"It's true," sobbed his grandson, "My grandfather started the fire."

The villagers gathered angrily around the old man, "Why?" they screamed, "Why?"

He turned and pointed to the sea. "Look."

They all turned to look. There, where the sea had been so beautiful, still and calm, a gigantic wall of water as tall as the sky was rolling in. The people were so aghast at the terrifying sight they could not even scream.

The wall of water fell on the village and destroyed every hose and building. The sound was awful. Wave after wave battered and covered the place where the village had been until it was all under the sea.

Disastrous as this was, every last person was safe.

When they realised what the old man had done, they thanked him and honoured him for his quick thinking which had saved them all from the tidal wave.

Answer the following questions:

1. Where is this story set?
2. Why did Yone not ask his Grandfather why he wanted a burning stick?
3. What was the danger coming from the sea?
4. Does the story have a message? What do you think it is?
5. The Burning of the Rice Fields is a re-telling of a traditional tale. Name 3 other traditional tales.

1 .....

2 .....

3 .....

4 .....

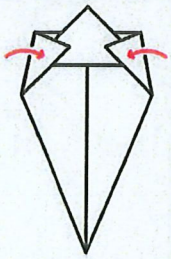
5 .....

Simple Origami Easter Bunny Paper Craft

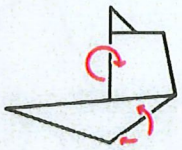
Instructions

Follow these steps to create a cute Easter bunny. For best results, use a ruler to fold the lines sharply and accurately.

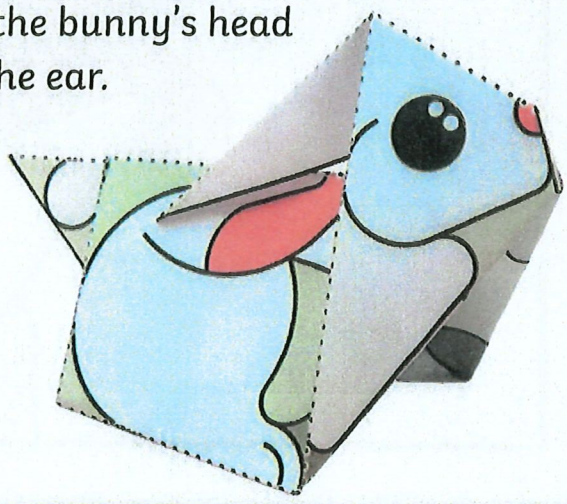
1. Cut out the square shape with scissors. Follow the thick black lines.
2. Fold down along lines 1 and 2 to create a kite shape. You should see a pink nose and some eyes when you have this folded correctly.
3. Fold down line 3 and fold up line 4.



4. Fold in flaps 5 and 6. The overall shape should look like this:
5. Fold the model in half down line 7. Flaps 5 and 6 will be on the inside.
6. Fold line 9 upwards to produce this shape:

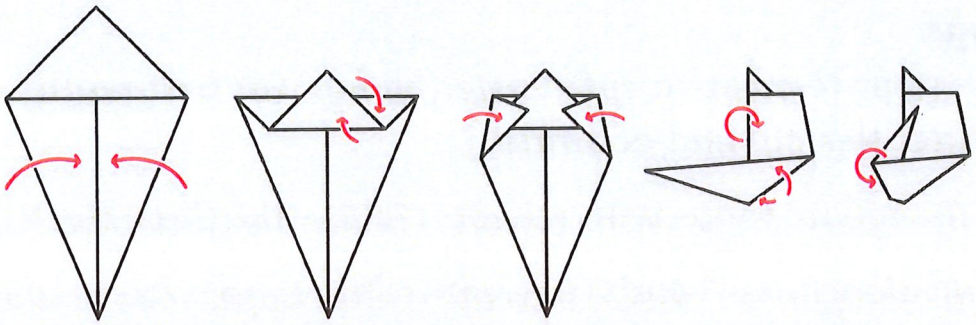


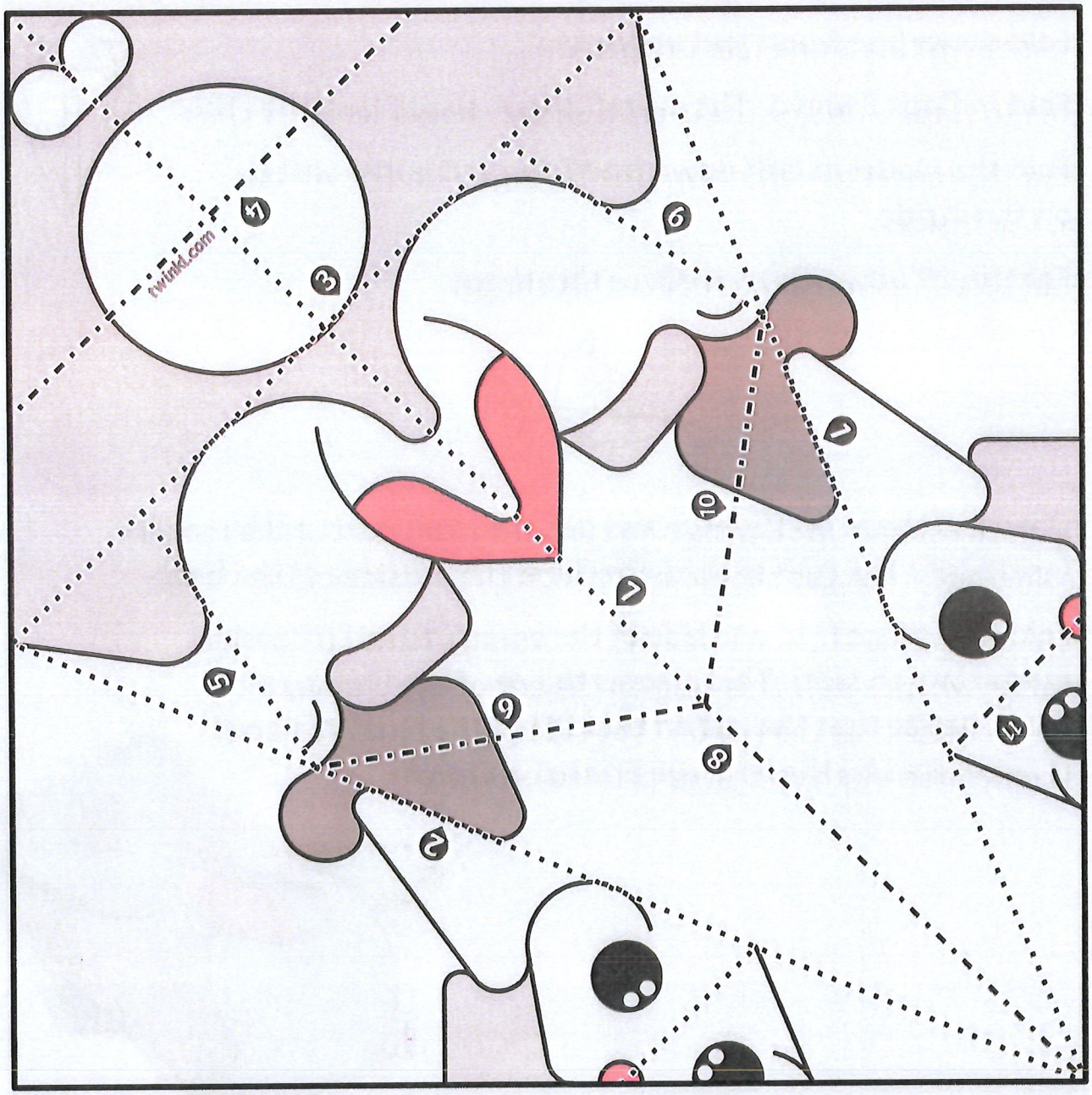
7. Open the shape up slightly and turn the head part of the model inside-out. The eyes should now be on the outside of the body.
8. Fold along line 11 to one side of the bunny's head (it doesn't matter which side). This creates the ear of the bunny and you'll notice that the eye on that side of the bunny's head is completed by the half-eye printed on the ear.



Origami Easter Rabbit

Fold Down
Fold Up

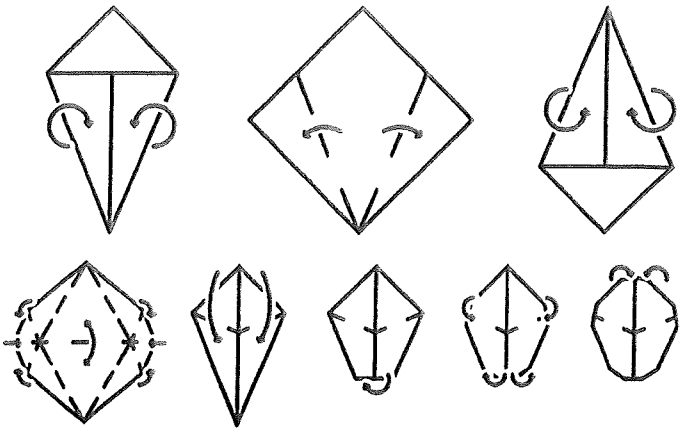


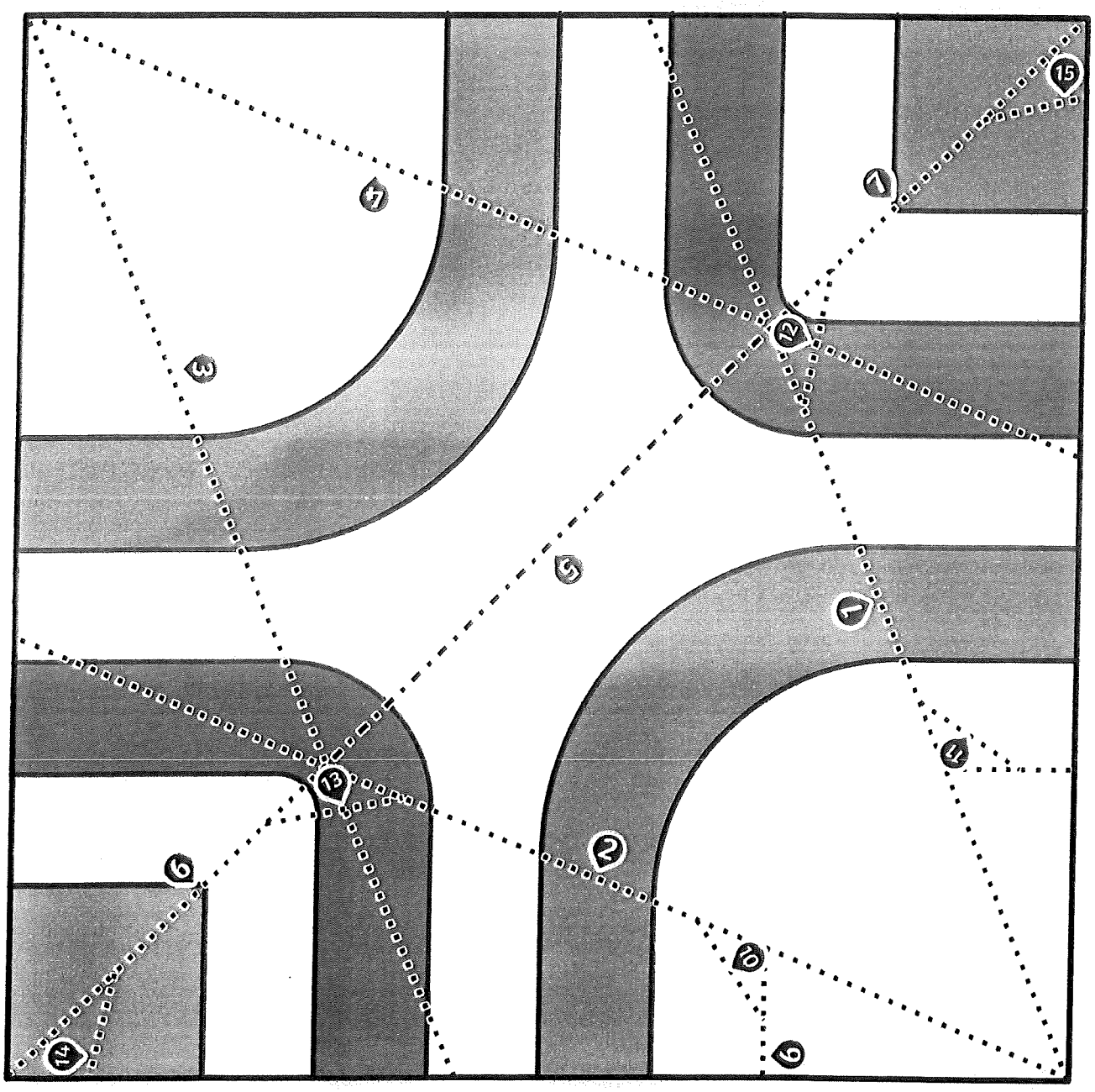


Origami Easter Egg

Fold Down

Fold Up





Origami Easter Carrot

Fold Down

Fold Up