Recall addition and subtraction facts up to 10

**SECTION A**

1. 2 + 8 = 10
2. 10 - 5 = 5
3. 7 + 1 = 8
4. 6 - 4 = 2

**SECTION B**

1. 10 - 2 = 8
2. 7 - 5 = 2
3. 8 = 5 + 3
4. 4 + 2 = 6

**SECTION C**

1. 9 = 5 + 2 + 2
2. 3 + 2 + 3 = 8
3. 1 + 1 + 2 = 4
4. 3 + 6 + 1 = 10

Add numbers with up to 2 digits and ones

**SECTION A**

1. 1 + 3 = 4
2. 4 + 6 = 10
3. 21 + 5 = 26
4. 7 + 42 = 49

**SECTION B**

1. 24 + 7 = 31
2. 8 + 58 = 66
3. 82 = 76 + 6
4. 35 + 9 = 44

**SECTION C**

1. 101 = 98 + 3
2. 32 + 7 + 3 = 42
3. 6 + 5 + 12 = 23
4. 91 + 4 + 8 = 103

Add two-digit numbers

**SECTION A**

1. 14 + 43 = 57
2. 41 + 36 = 77
3. 43 + 44 = 87

**SECTION B**

1. 42 + 19 = 61
2. 38 + 81 = 119
3. 62 + 53 = 115

**SECTION C**

1. 77 + 94 = 171
2. 62 + 79 = 141
3. 86 + 35 = 121
Recall and use multiplication and division facts (mixed) 

**Maths Arithmetic**

**SECTION A**

1. \(6 \div 2 = \) 3
2. \(4 \times 2 = \) 8

3. \(10 \times 5 = \) 50
4. \(10 \div 5 = \) 2

**SECTION B**

1. \(20 \div 5 = 4\)
2. \(8 \times 2 = 16\)

3. \(10 \times 8 = 80\)
4. \(9 = 18 \div 2\)

**SECTION C**

1. \(950 \div 10 = 95\)
2. \(19 \times 2 = 38\)

3. \(5 \times 12 \times 2 = 120\)
4. \(240 = 12 \times 2 \times 10\)

Find fractions of numbers 

**Maths Arithmetic**

**SECTION A**

1. \(\frac{1}{2} \text{ of } 6 = \) 3
2. \(\frac{2}{5} \text{ of } 20 = \) 10

**SECTION B**

1. \(\frac{1}{4} \text{ of } 8 = \) 2
2. \(\frac{1}{2} \text{ of } 28 = 14\)

3. \(\frac{1}{3} \text{ of } 36 = 12\)
4. \(\frac{1}{2} \text{ of } 42 = 21\)

**SECTION C**

1. \(\frac{1}{5} \text{ of } 20 = 4\)
2. \(\frac{1}{10} \text{ of } 30 = 3\)

3. \(\frac{3}{4} \text{ of } 8 = 6\)
4. \(\frac{2}{5} \text{ of } 20 = 8\)

---

Mastering the Maths Curriculum 

**Maths Curriculum**

**Count in steps of 2, 3 and 5 from zero, forward and backward**

1. Count in twos. Write a number in each shape.

   - 0
   - 2
   - 4
   - 6
   - 8
   - 10
   - 12
   - 14
   - 16

2. Now count in threes.

   - 0
   - 3
   - 6
   - 9
   - 12
   - 15
   - 18
   - 21
   - 24

3. Count in fives.

   - 0
   - 5
   - 10
   - 15
   - 20
   - 25
   - 30
   - 35

4. Complete the sequences, by filling in the missing numbers.

   - 50
   - 27
   - 100

   - 48
   - 24
   - 95

   - 46
   - 21
   - 90

   - 44
   - 18
   - 85

   - 42
   - 15
   - 80

   - 40
   - 12
   - 75

---

Mastering the Maths Curriculum 

**Maths Curriculum**

Solve problems with addition using pictorial representations, including those involving numbers, quantities and measures

1. How many toys are there? Write the calculation to find the answer.

   EXAMPLE:

   - 4 + 5 = 9
   - 3 + 6 = 9
   - 8 + 4 = 12
   - 3 + 3 + 5 = 11

2. How much water is in container A and B altogether?

   - 17 ml

   [Image of two containers with water levels]
Mastering the Maths Curriculum

**Add a two-digit number and tens**

1. How many pencils are there altogether? \[10 + 17 = 27\]

2. How many sweets are there in total? \[30 + 21 = 51\]

3. Solve the following.
   - \[23 + 30 = 53\]
   - \[40 + 52 = 92\]
   - \[60 + 38 = 98\]

4. Try these harder ones.
   - \[80 + 34 = 114\]
   - \[72 + 40 = 112\]

**Recognise and name fractions**

1. Match up the fractions. One is done for you.
   - \[\frac{1}{3}, \frac{1}{2}, \frac{1}{4}\]
   - \[\frac{3}{4}, \text{ three quarters}\]
   - \[\frac{1}{4}, \text{ one quarter}\]
   - \[\frac{1}{2}, \text{ one half}\]

2. Now match the following. An example is shown.

**Choose appropriate standard units to measure length, height, mass, temperature and capacity**

1. Draw arrows to match the units of measurement to the correct measurement scale.

2. Put the correct measurements in each of the following. Choose from cm (centimetres), m (metres), g (grams), kg (kilograms), ml (millilitres), l (litres) or °C (degrees Celsius)
   - The temperature was 21 °C.
   - The boy is 1 m tall.
   - There are 400 ml of water in the glass.
   - 2 kg of potatoes are on the scale.
   - The book has a length of 28 cm.

**Draw lines and shapes using a straight edge**

1. Using a ruler, draw the following shapes on the grid.
   - rectangle
   - triangle
   - hexagon

2. Draw a line of symmetry in the triangle.

3. Draw a line of symmetry on shape C.

4. Shape B is a pentagon. Use the dots to draw 2 different pentagons.
Mastering the Maths Curriculum

Construct simple pictograms, tally charts, block diagrams and tables

1. The pictogram shows the colour of the balls in the basket. There are some blue, red, yellow and green balls.

   ![Pictogram of balls](image)

   - blue
   - red
   - yellow
   - green

2. Fill in the missing box showing the colour of the balls.

3. There were 5 yellow balls. Add this information to the pictogram.

4. Count the different fruits and complete the tally chart.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Tally</th>
</tr>
</thead>
<tbody>
<tr>
<td>apple</td>
<td>🌶️🌶️🌶️</td>
</tr>
<tr>
<td>banana</td>
<td>🌶️🌶️🌶️</td>
</tr>
<tr>
<td>pear</td>
<td>🌶️🌶️</td>
</tr>
</tbody>
</table>

5. Now, on a separate piece of paper, construct your own pictogram and tally chart to show the information below.

<table>
<thead>
<tr>
<th>Colour of cars arriving on the carpark from 2pm to 3pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

Correct tally chart and pictogram drawn

Further mastery – number and place value

1. Choose the smallest number and write it in words.

   EXAMPLE: 82 – 82 → thirty-two

2. 58, 92

3. 76, 4

4. 107, 84

5. 103, 130

   → one hundred and three

For the following, write how many groups of 10 and how many ones there are.

EXAMPLE 37 → 3 groups of ten and 7 ones

6. 94 → 9 groups of ten and 4 ones

7. 87 → 8 groups of ten and 7 ones

What numbers are represented by the pictures?

8. 39

9. 62

10. 142

Reading Comprehension

THE GREEN BLOBBY MONSTER

Here is a story with missing words. All of the words are being held up by the Green Blobby Monster. See if you can put the right words in the right places.

The Green Blobby Monster

Zuzu has lost something. It isn’t her favourite, snugly blanket. It isn’t her cuddly teddy bear. And it isn’t the comb she uses to do her squiggy hair. She’s lost her Green Blobby Monster.

It’s time for bed. But Zuzu can’t sleep. She won’t be happy until she’s found her Green Blobby Monster.

She looks inside her toy box. He’s not hiding among the cuddly elephants and giraffes.

Zuzu peers under the sofa. There’s nothing there but a tiny wind-up robot, a chocolate biscuit, a book full of blobby things to colour in and some colouring pencils.

She opens the fridge and peers inside. There’s orange juice and a cheese sandwich, but no Green Blobby Monster. The apple has been eaten.

She runs all over the house until she’s out of breath. Now it’s bed time. She looks under her bed. There is the Green Blobby Monster, fast asleep and making a snoring noise.

It goes: "Zu...Zu...Zu...Zu...Zu..."


Read this fable (a story containing a lesson), then answer the questions.

The Man, the Boy and the Donkey

A man and his son were taking their donkey to market. As they walked along by its side, a countryman passed and said, “You fools, what is a donkey for but to ride upon?”

So the man put the boy on the donkey, and they went on their way.

Soon, they passed a group of men. One said, “See that lazy boy. He lets his father walk while he rides.”

The man took his son off and climbed on himself. They hadn’t gone far when they passed two women. One said to the other, “Shame on that lazy lout to let his poor son trudge along.”

The man didn’t know what to do, so he pulled his son up beside him on the donkey. When they reached the town, the people laughed and pointed at them. The man asked what they were laughing at.

The people said, “Aren’t you ashamed of yourself for overloading that poor donkey of yours – you and your son?”

So they both got off and wondered what to do. They cut down a pole and tied the donkey’s feet to it. Then they raised the pole and the donkey to their shoulders. They staggered along until they came to a bridge. The donkey, getting one of its feet loose, kicked out and caused the boy to drop his end of the pole. In the struggle the donkey fell over the bridge, and was drowned.

The old man and his son, feeling sad, made their way home, thinking: “When we try to please everybody, we please nobody.”
**1.** Write >, < or = to make each number sentence correct.

1. \(3 + 6\) _____ \(4 + 4\)
2. \(20 - 4\) _____ \(8 + 8\)
3. \(8 + 7\) _____ \(6 + 6\)
4. \(27 - 12\) _____ \(8 + 9\)
5. \(20 + 3\) _____ \(16 + 9\)
6. \(34 - 14\) _____ \(3 + 6 + 8\)

**2.** Write the number sentences to match the bar model.

- \(64\)
- \(43\)
- \(21\)

- \(21 + 43 = 64\)
- \(43 + 21 = 64\)
- \(64 - 43 = 21\)
- \(64 - 21 = 43\)

**3.** Dom has 120 g of flour.

- He uses 80 g. How much does he have left? 40 g

- He used 15 more grams of sugar than flour. How much sugar did he use? 95 g

---

**Reading Comprehension**

**THE EGG AND SPOON RACE – The Start**

The teacher is trying to line up everybody for the egg and spoon race. But he’s having trouble. Look at the order in which things happen.

- The teacher, Mr Jackson, was about to blow his whistle to start the race. Then he saw that Eric had a real egg instead of a potato. Luckily, Mr Jackson had an extra potato handy and gave it to Eric. Everybody held up their spoons, ready to go.
- Then Bartek asked if he could go to the toilet. Mr Jackson nodded and looked at his watch. When Bartek returned, Samira asked if she could go as well. Mr Jackson sighed. Once everyone was lined up again, Mina dropped her potato. They all waited until she had picked it up. At last, Mr Jackson blew his whistle.

**1.** When Mr Jackson saw that Eric had an egg, what did he do?

- He gave Eric a potato.

**2.** Once Eric was ready, what did everyone do?

- Everybody held up their spoons ready to go.

**3.** What did Mr Jackson do when Bartek asked to go to the toilet?

- He nodded and looked at his watch.

**4.** What happened after Bartek came back?

- Samira asked if she could go to the toilet too.

**5.** What happened just before Mr Jackson blew his whistle?

- Mina dropped her potato.

---

**Further mastery – measurement**

- Sophie has 3 coins, which total 60p. Write 2 different combinations of coins she could have.

- 20p, 20p, 20p
- 20p, 20p, 5p
- 20p, 5p, 5p

- Naseem had 50p. He bought a lollipop and got this change.

- How much was the lollipop? 20 p

- Max bought 2 items, which cost £9 altogether. Which items did Max buy?

- shorts £3 and tie £6

- Mrs Smith bought one of each item. How much change did she get from £20?

- £3
**ZOE TODAY?**
You can often tell how people are feeling by the way they behave. How do you think this person feels?
**Tick one box.**

- shy ✓
- angry ☐
- happy ☐
- sorry ☐
- sad ☐
- excited ✓
- cross ☐
- surprised ✓
- upset ☐
- sad ☐
- angry ✓
- happy ☐

When Zoe saw the present at the foot of her bed, she jumped up and down.

Zoe didn’t get on with Harriet. So when Harriet asked her to play, her mouth fell open.

When Zoe couldn’t do her homework, she stamped her foot and snapped her pencil.

---

**L. S. LOWRY**
Read this information about the British painter, Laurence Stephen Lowry. To answer the questions that follow, you’ll have to use the clues in the text.

**Artist – L. S. Lowry**
Laurence was born in 1887. As a child, he did not have many friends. His mother had dreamt of becoming a famous pianist, but her health was bad after he was born.

As a young boy, he lived on the edge of Manchester surrounded by trees. This became too expensive. The family had to move house. Then Laurence had to get used to seeing the smoke from factory chimneys rather than trees. Later, this was to become part of his art.

After leaving school, he studied art. He was interested in painting the landscape of factories, football crowds and working people that surrounded him. He is often described as painting ‘matchstick men’.

His mother, who was ill for some time, died in 1939, before she could see how successful he had become.

He died in 1976. By then, he had done over 1000 paintings and 8000 drawings. Thirty-five years later, in 2011, one of his paintings sold for five million pounds.

---

**THE PENGUIN**
Here is a page out of an information book about penguins. See how the picture of the penguin has labels to help you read the facts.

- **Black feathers seen from above and white feathers seen from below make it hard for predators to spot them while swimming.**
- **Penguins’ beaks have a little hook at the end to help them feed on fish. They are also able to drink salty seawater.**
- **Penguins can’t fly, but, instead of wings, they have flippers that help them swim.**
- **They have a layer of fat, called blubber, under the skin to keep them warm in freezing temperatures.**
- **They have fluffy feathers next to their skin, as well as an outer layer of feathers to keep in the heat.**
- **The bodies of penguins are shaped to swim easily through the water. They can swim at 35 miles per hour.**
- **Their feathers are oily so that they can stay waterproof while they are swimming.**
- **The feet of penguins help them to grip the ice as well as helping them to steer when they are swimming.**
- **They also huddle together to stay warm. As many as 5000 penguins will crowd close together when freezing winds are blowing.**
a layer of fat, called blubber, under their skin
fluffy feathers next to their skin (and another outer layer of feathers)
huddling together when freezing winds are blowing
feet

When they are in the water, their black and white feathers (above and below) make it hard for predators to spot them.

The shape of their bodies helps them to swim easily through the water. Their oily feathers keep them waterproof in the sea.

What do penguins drink?
salty seawater

Which part of the penguin’s body helps it to steer while it is swimming?
feet

Write down three things that help a penguin stay warm.

1. a layer of fat, called blubber, under their skin
2. fluffy feathers next to their skin (and another outer layer of feathers)
3. huddling together when freezing winds are blowing

When they are in the water, their black and white feathers (above and below) make it hard for predators to spot them.

The shape of their bodies helps them to swim easily through the water. Their oily feathers keep them waterproof in the sea.

Does the moon look like a...

smile ☑  or a...

balloon? □

Why did you tick that one?

Do the fireworks look like a...

fountain ☑ or... flowers? □

Why did you tick that one?

Do the bats look like...

black hats □  or... black umbrellas? ✓

Why did you tick that one?

They are not a shape you could wear. / They are spiky.

1. Meet the Firestones

This is Axel.
This is his baby sister, Tuft.
This is his dad, Ash.
This is his mum, Flame.
Meet the Firestone family.

Axel Firestone is a cowboy.
Axel has a baby sister called Tuft.
His mum and dad are called Flame and Ash.
They all live together in a cave.

Look at the picture and write a sentence of your own.

appropriate sentence written with capital letters and a full stop

Write more sentences about the Firestone family.

axel firestone is a cowboy
Axel Firestone is a cowboy.

axel has a baby sister called tuft
Axel has a baby sister called Tuft.

his mum and dad are called flame and ash
His mum and dad are called Flame and Ash.

they all live together in a cave
They all live together in a cave.

Using full stops and capital letters

Write out the sentences below using capital letters and full stops. (Remember: names need capital letters.)

axel firestone is a cowboy
Axel Firestone is a cowboy.

axel has a baby sister called tuft
Axel has a baby sister called Tuft.

his mum and dad are called flame and ash
His mum and dad are called Flame and Ash.

they all live together in a cave
They all live together in a cave.

appropriate sentence written with capital letters and a full stop

They all live together in a cave.

Write more sentences about the Firestone family.
Using an apostrophe for contraction

Use the contractions in the rocks to complete the sentences.

- I have. (I have)
- You are. (You are)
- I am. (I am)
- It is. (It is)
- We do not. (We don’t)
- Cannot. (Cannot)

Dusk told Axel what she was going to do.

1. (It is) It’s too far to walk back with these heavy baskets.
2. (I have) I’ve got a plan.
3. (I am) I’m going back to get help.
4. We (cannot) can’t both go back.
5. So (you are) you’re going to stay here.
6. (Do not) Don’t move from this spot.

Dusk left Axel to guard the baskets of fruit and vegetables.

Write the contractions in the story in full.

---

2. Meet the Moonlights

This is Dusk Moonlight.
She lives with her mum and dad.
Her mum is called Luna Moonlight and her dad is called Sol Moonlight.
They live next to the Firestones.
They live at 2, Cave Street, Blackrock, Dinoland.

---

Using capital letters for names of people and places

Write out the sentences below using capital letters for names. All the nouns that need capital letters have been written in bold to help you. (Don’t forget the full stops!

1. dusk MOONLIGHT lives at 2, cave street
   Dusk Moonlight lives at 2, Cave Street.
2. Her friend, Axel Firestone, lives next door.
   Her Friend, Axel Firestone, lives next door.
3. Axel lives at 1, cave street
   Axel lives at 1, Cave Street.
4. They live in the town of Blackrock.
   They live in the town of Blackrock.
5. They live in the country of Dinoland.
   They live in the country of Dinoland.

---

Writing commands

To write commands you need to put the verb (the doing or action word) at the beginning of the sentence.

Write the sentences as commands. The first one has been started for you.

1. You will stop shouting, Axel. Stop shouting, Axel.
2. You will be brave. Be brave.
3. You will jump on Seff’s back. Jump on Seff’s back.

Axel jumped on the dinosaur’s back. The sabre-tooth tiger growled at them. Dusk pointed her spear at the tiger.

1. You will get away from us. Get away from us.
2. You will gallop off, Seff. Gallop off, Seff.

Seff galloped off and soon they were safely back home. Axel didn’t know what to say. He had been saved by a girl.

---

Write Axel’s address on the envelope.

- Name: Axel Firestone
- House: 1, Cave Street
- Town: Blackrock
- Country: Dinoland

Write your name and address.

---

Write some more commands that Dusk might say.
Axel was hungry. There was nothing to eat.
Dad hadn’t gone hunting for over a week.
Dad was too busy making a new firestone.
Axel took his bow and arrow off the wall.
“If Dad won’t go hunting, I’ll go on my own,” said Axel.
Outside the cave he met Dusk, the girl from the cave next door.
“Where are you going?” asked Dusk.
“Hunting,” said Axel.
“Can I come with you?” asked Dusk.

Using question marks with questions
Put question marks at the end of the questions.

What are you doing?  Where are you going?
When are you going?  Who are you going with?
Why are you going on your own?
How do you use a bow and arrow?

What are the six question words that Dusk uses?
what  where  when  who  why  how

Write some questions you would want to ask Axel.

Using the prefix ‘un’
Use the words in the box to complete the sentences below. Remember to add the prefix ‘un’ to change the meaning.

wise  safe  friendly  sure  lucky  healthy

1. Axel was _______what to do.
2. Was it _______to go in the cave?
3. He knew it was _______to stay in the rain.
4. But was the cave an _______place to shelter?
5. Were there any _______creatures in the cave?
6. Was he going to be lucky or _______unlucky _______

Find the words with the prefix ‘un’ in the story and write your own sentences using them.

Using exclamation marks
Put exclamation marks after the words Axel speaks.

Axel hears a roar.

Axel hears a rustle in the leaves.

Axel runs away.

Axel sees a saber-tooth tiger.

Oh, dear!

The saber-tooth tiger runs after Axel.

Help!

Axel climbs up a tree.

Write some exclamations of your own that Axel might say.
Put the words in sets.

- giraffe  ace  huge  jewel  centre  nice  fudge  rage  edge  jingle  city  budge  edge  pace  magic  join  engine

- I'm collecting ge words.
- I'm collecting dge words.
- I'm collecting gi words.

- huge  fudge  giraffe  rage  edge  engine  charge  budge  magic

- I'm collecting j words.
- I'm collecting e words.
- I'm collecting ee words.

- jewel  nice  aee  jingle  city  centre  join  circle  pace

Complete the sentences using the words below.

- change  pence  cage  once  jog  angel

- That will cost twenty pence please.
- I'm an angel in the Christmas nativity.

- The mice are in their cage.
- Once upon a time.

- Do you have any change?
- I'm going for a jog around the playground.

The children say the words backwards. Write the words the correct way around.

- wonk  tink
- know  knit
- elfaf  elddum
- fable  muddle
- parw  etirw
- wrap  write
- wang  emong
- gnaw  gnome
- latem  latot
- metal  total

Spud, the dog, has hidden his bones in different places. Can you remember where he put them?

- Look at the picture.

- knob  uncle  gnome
- wrap  knack
- camel

- Words spelt correctly
The children have all done a spelling test. They have each made one mistake. Can you spot the mistake and correct it?

Name Bean
- knock
- nash x
- write
- table
- metal
tunnel
- travel
- gnash

Name Petal
- knew
- gnat
- wrapper
- puzzle
- animal
- camile x
- camel

Name Buddy
- knee
- gnome
- wrist
- muddle
- total
- label x
- label

Name Blossom
- knight
- gnaw
- rote x
- bottle
- animal
- tunnel
- wrote

Name Sprout
- knot
- gnash
- wrap
- muddle x
- capital
- label
- middle

Name Twiggy
- knib
- gnat
- wrist
- simple
- muscle x
- camel
- muscle

The letters are muddled up. Put them in the right order to spell words.

- ed words
- dep prod dropp ped nedring grinned
- ing words
- seggins begaing ging hug hugging
- all words
- last stall slalm small
- alk words
- haclk chalk kalts stalk
- o words
- thomn month thonnig nothing
- common exception words
- sargs grassrafeth father

Put the words in sets.

pupil
- marrying
- great
- berries
- even
- hurried
- reply
- hurry
dries
- gerbil
- stencil
- shy / every

I’m collecting
- il words.
- y words.
- ies words.
- ed words.
- ing words.
- common exception words.

hurried
- marrying
- every / shy
- great

Complete the words below.

Add ings to complete these words.
- monk ings
- donk ings
- chimney ings

Add on a to complete these words.
- w. a. nt
- w. a. nd
- w. a. tch

Add on s to complete these words.
- u. s. e
- u. s. ual
- televis ion

Add tion to complete these words.
- fic tion
- addi tion
- subtraction

Add or to complete these words.
- w. or... d
- w. or... k
- w. or... st
The letters are muddled up. Put them in the right order to spell words.

- ey words
- nemkoy monkey denkyo donkey
- qua words
- shuqs squash tingauty quantity
- or words
- wadra award dowarts towards
- or words
- straw worst korw work
- tion words
- nitopo optimum tistona station
- common exception words
- resu sure doluc could

One word needs a plural and one the possessive singular.

- Should it be girls or girl’s?
  - Here are the girls.
  - This is the girl’s bag.
- Should it be teachers or teacher’s?
  - The teacher’s car is in the car park.
  - The teachers are in the staffroom.
- Should it be mums or mum’s?
  - The mums are waiting by the gate.
  - My mum’s car is red.
- Should it be boys or boy’s?
  - The boy’s ball is on the roof.
  - The boys wanted to play football.
- Should it be dads or dad’s?
  - That’s my dad’s phone.
  - The dads are chatting in the playground.