# YOUNG EDUCATION SERVICES
## GREENWICH
## Y2

**Name:** ~~Answers~~,                    **Date:** Summer Term Pack 1

**Prepared by:** H. Simpson

**READING:**      'Achieve' KS1 Reading Practice Test 2

**SPELLING & GRAMMAR:** 'Achieve' KS1 Grammar, Punctuation &

Spelling Practice Test 2 Papers 1 & 2

## *PLEASE NOTE: SPELLING TEST TO BE COMPLETED IN SESSION WITH TUTOR (Guidance in answer pack)*

**MATHS:** 'Achieve' KS1 Mathematics Practice Test Paper 2 – Reasoning

New Curriculum Arithmetic Practice Test – Summer Test 1

**Books and materials to be returned:**

**Teacher's Signature:**

**This homework given in on:**

**Teacher's Signature:**

**This homework returned on:**

**Teacher's Signature:**

# Paper 1: Test 2

| Question number | Content domain | Answer and marking guidance | Marks |
|---|---|---|---|
| **Big Red Balloon** | | | |
| a | 1b | Award 1 mark for a correctly placed tick:<br>The school was a hundred years old. ☑ | |
| b | 1b | Award 1 mark for any one of the following:<br>• mums    • brothers<br>• dads    • Mrs Dane<br>• sisters    • Miss Hall. | |
| 1 | 1b | Award 1 mark for reference to either one of the following points:<br>■ They were very big (like elephants).<br>■ They were filled with balloons.<br>Do not award marks for: *They were floating.* | 1 |
| 2 | 1b | **a)** Award 1 mark for reference to:<br>■ sending the balloons flying<br>■ letting them go into the air.<br>**b)** Award 1 mark for reference to:<br>■ telling the world/people about the special day/the school's birthday/the party. | 2 |
| 3 | 1d | Award 1 mark for a correctly placed tick:<br>so people could tell the children where they found their balloon ☑ | 1 |
| 4 | 1d | Award 1 mark for reference to the balloon:<br>■ popping/bursting<br>■ being ruined/damaged<br>■ not getting very far. | 1 |
| 5 | 1a | Award 1 mark for a correctly placed tick:<br>They were all bunched together. ☑ | 1 |
| 6 | 1b | Award 1 mark for reference to Pip thinking he would like to:<br>■ float over houses/trees/hills<br>■ go wherever he chose/wanted. | 1 |
| 7 | 1d | Award 1 mark for reference to the balloons being so far away, e.g.:<br>• *They had gone a long way.*<br>• *They were far away.*<br>• *They could hardly see them any more.*<br>Do not award marks for reference to the size of the balloons, without a qualifying statement to imply that they are now far away, e.g. *They were so small.* | 1 |
| 8 | 1b | Award 1 mark for a correctly placed tick:<br>because the map was covered with flags ☑ | 1 |
| 9 | 1b | Award 1 mark for all three lines drawn correctly:<br><br>Mrs Dane blew her whistle — to tell everyone to let go of the balloons.<br>Miss Hall drew a big black dot on the map — to show where the school was.<br>The children stuck little flags on the map — to show how far their balloons went. | 1 |

| 10 | 1e | Award 1 mark for plausible, text-based answers relating to what Pip's letter might say, e.g.:<br>• *It might say someone had found his balloon or the label.*<br>Award 2 marks for a text-based answer including what the letter might have said AND why, e.g.:<br>• *Miss Hall was excited so it might mean someone had found the balloon or the label as the balloon might have popped!*<br>• *It would say I've found your balloon because no one had found his yet.* | 2 |
|---|---|---|---|
| 11 | 1c | Award 1 mark for all four answers correct:<br><br>5    Surina's balloon label came back.<br>2    The balloons floated up into the sky.<br>1    All the children were given a balloon.<br>3    Miss Hall got a map out of the cupboard.<br>4    George put a little flag on the map. | 1 |

**The Dustman**

| 12 | 1d | Award 1 mark for a correctly placed tick:<br>The dustman comes very early. ✓ | 1 |
|---|---|---|---|
| 13 | 1b | Award 1 mark for: *(their) rubbish and their ash.*<br><br>Also award 1 mark for: *rubbish and ash.* | 1 |
| 14 | 1d | Award 1 mark for reference to: It being loud/noisy. | 1 |

## Paper 1: Test 3

| Question number | Content domain | Answer and marking guidance | Marks |
|---|---|---|---|
| **Growing Broad Beans** | | | |
| a | 1b | Award 1 mark for a correctly placed tick:<br>a seed ✓ | |
| b | 1b | Award 1 mark for: *(inside)* pods. | |
| 1 | 1a | Award 1 mark for a correctly placed tick:<br>when the pods are fat ✓ | 1 |
| 2 | 1b | Award 1 mark for reference to any of the following:<br>■ packet of seeds<br>■ compost<br>■ plant pots<br>■ labels<br>■ watering can<br>■ netting<br>■ water. | 1 |
| 3 | 1a | Award 1 mark for the following word underlined: *Gently (push).* | |
| 4 | 1b | Award 1 mark for either:<br>■ the type/kind (of broad bean)<br>■ the date (they were planted). | |

# Test 2 Paper 1: Spelling transcript

Practice spelling: The word is **pedal**.
I put my foot on the **pedal**.
The word is **pedal**.

Spelling one: The word is **kitchen**.
I ate breakfast in the **kitchen**.
The word is **kitchen**.

Spelling two: The word is **boxes**.
The shoes are all in **boxes**.
The word is **boxes**.

Spelling three: The word is **take**.
Granny will **take** me to school tomorrow.
The word is **take**.

Spelling four: The word is **burst**.
When the balloon **burst** it made me jump.
The word is **burst**.

Spelling five: The word is **moon**.
I saw the **moon** last night.
The word is **moon**.

Spelling six: The word is **change**.
I need to **change** my shoes.
The word is **change**.

Spelling seven: The word is **city**.
Paris is the capital **city** of France.
The word is **city**.

Spelling eight: The word is **middle**.
He stopped in the **middle** of the road.
The word is **middle**.

Spelling nine: The word is **happier**.
I have never been **happier**.
The word is **happier**.

Spelling ten: The word is **nothing**.
There was **nothing** in the cupboard.
The word is **nothing**.

Spelling eleven: The word is **monkey**.
I saw a **monkey** on the television.
The word is **monkey**.

Spelling twelve: The word is **treasure**.
The pirates hid the **treasure**.
The word is **treasure**.

Spelling thirteen: The word is **hopeless**.
I tried to catch up but it was **hopeless**.
The word is **hopeless**.

Spelling fourteen: The word is **knight**.
The **knight** rode a white horse.
The word is **knight**.

Spelling fifteen: The word is **always**.
When I eat sweets I **always** eat the red ones first.
The word is **always**.

Spelling sixteen: The word is **both**.
We **both** got the same result.
The word is **both**.

Spelling seventeen: The word is **improve**.
My teacher gave me some tips on how to **improve** my story.
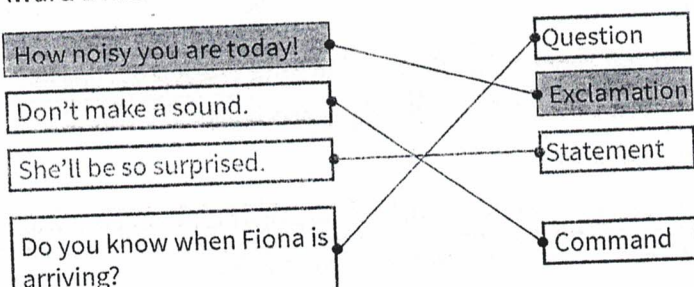The word is **improve**.

Spelling eighteen: The word is **grass**.
Sheep and goats both eat **grass**.
The word is **grass**.

Spelling nineteen: The word is **plant**.
In the spring I will **plant** some flowers.
The word is **plant**.

Spelling twenty: The word is **should**.
To stay warm I **should** wear a hat.
The word is **should**.

GRAMMAR

# Test 2 Paper 2: Questions

| Question | Content domain | Answer and marking guidance | Marks |
|---|---|---|---|
| a | | *costume* ✓ | |
| b | | *because/if/when* | |
| 1 | G2 | Award 1 mark for all **three** lines correctly drawn:<br><br>How noisy you are today! — Exclamation<br>Don't make a sound. — Command<br>She'll be so surprised. — Statement<br>Do you know when Fiona is arriving? — Question<br><br>Accept other methods of identifying the correct answer. | 1 |
| 2 | G5.1, G5.2 | Award 1 mark for a correctly placed tick:<br>Janice sings in the shower every day. ✓<br>Accept other methods of identifying the correct answer. | 1 |
| 3 | G5.1 | Award 1 mark for both capital letters identified.<br>*at/amelia*<br>Accept other methods of identifying the correct answer. | 1 |
| 4 | G3.3 | Award 1 mark for a correctly placed tick:<br>*but* ✓<br>Accept other methods of identifying the correct answer. | 1 |
| 5 | G3.4 | Award 1 mark for a correctly placed tick:<br>*smaller* ✓<br>Accept other methods of identifying the correct answer. | 1 |
| 6 | G6.3 | Award 1 mark for **three** correct suffixes added:<br>box _es_<br>parcel _s_<br>dish _es_ | 1 |
| 7 | G5.8 | Award 1 mark for a correctly placed tick:<br>I have chosen David's birthday presents. ✓<br>Accept other methods of identifying the correct answer. | 1 |
| 8 | G3.2 | Award 1 mark for a correctly placed tick:<br>*the school show* ✓<br>Accept other methods of identifying the correct answer. | 1 |
| 9 | G4.1, G4.2 | Award 1 mark for the correct tense:<br>*cooks*<br>Accept other methods of identifying the correct answer. | 1 |

| 10 | G2.2, G2.4 | Award 1 mark for **four** correctly placed ticks: | 1 |
|---|---|---|---|

| Sentence | Question mark | Exclamation mark |
|---|---|---|
| What an amazing girl | | ✓ |
| What do you want from me | ✓ | |
| What a way to finish the race | | ✓ |
| What time is it | ✓ | |

Accept other methods of identifying the correct answer.

| 11 | G1.4 | Award 1 mark for a correctly placed tick:<br><br>an adverb ✓<br><br>Accept other methods of identifying the correct answer. | 1 |
|---|---|---|---|
| 12 | G4.1a | Award 1 mark for a correctly placed tick:<br><br>I dashed to the playground to meet my friends. ✓<br><br>Accept other methods of identifying the correct answer. | 1 |
| 13 | G1.2 | Award 1 mark for a correctly placed tick:<br><br>a noun ✓<br><br>Accept other methods of identifying the correct answer. | 1 |
| 14 | G5.8 | Award 2 marks for **both** contractions correctly rewritten in full:<br><br>*She is/I am* | 2 |
| 15 | G3.3 | Award 1 mark for a correctly placed tick:<br><br>*because* ✓<br><br>Accept other methods of identifying the correct answer. | 1 |
| 16 | G6.3 | Award 1 mark for **both** prefixes correctly identified:<br><br>*dis-/un-*<br><br>Accept other methods of identifying the correct answer. | 1 |
| 17 | G3.2 | Award 1 mark for any **two** appropriate adjectives that take into account how busy the market is:<br><br>E.g.:<br>• *crowded*<br>• *busy*<br>• *loud*<br>• *dirty.* | 1 |
| 18 | G2.2 | Award 2 marks for an appropriate question that starts with a capital letter and ends with a question mark:<br>E.g.:<br>• *Did you know that some squirrels can fly?*<br>• *Do you know that some squirrels can fly?*<br>• *It says here that squirrels can fly – did you know that?* | 2 |

MATHS.

# Answers

## Test 1 Paper 1: Arithmetic

Practice question transcript

*The practice question says: $4 + 3 = \square$*

*Now write your answer in the box.*

Answer: 7

| Question number | Content domain | Answer | Marks |
|---|---|---|---|
| 1 | 2C1a | 18 | 1 |
| 2 | 2C1a | 17 | 1 |
| 3 | 2C6 | 16 | 1 |
| 4 | 2C6 | 6 | 1 |
| 5 | 2N1 | 60, 50 | 1 |
| 6 | 2F1a | 10 | 1 |
| 7 | 2C1b | 17 | 1 |
| 8 | 2C6 | 20 | 1 |
| 9 | 2C6 | 7 | 1 |
| 10 | 2C1b | 24 | 1 |
| 11 | 2C3 | 31 | 1 |
| 12 | 2F1a | 5 | 1 |
| 13 | 2C1b | 42 | 1 |
| 14 | 2C1b | 15 | 1 |
| 15 | 2F1a | 9 | 1 |

Total number of marks: 15

## Test 1 Paper 2: Reasoning

Practice question and aural questions transcript

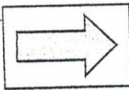*This is a practice question for us to do together.*

*What number is one less than thirty-two?* $\square$

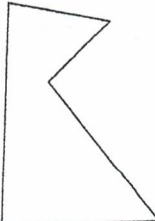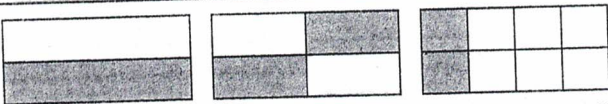*Write your answer in the box.*

Answer: 31

| Question number | Answer | Marks |
|---|---|---|
| 1 | **Amy has 8 marbles. She gives half of the marbles to Connor. How many marbles does Amy give to Connor?** <br> Write your answer in the box. <br> 4 | 1 |

| 2 | How heavy is the girl?<br>Write your answer in the box.<br>30 kg | 1 |
| 3 | Draw the next shape in the pattern.<br>Draw your answer in the box. | 1 |
| 4 | Harrison ate 4 sandwiches. Sonya ate 4 sandwiches. Noel ate 5 sandwiches. How many sandwiches did they eat altogether?<br>Write your answer in the box.<br>$4 + 4 + 5 = 13$ | 1 |

| Question number | Content domain | Answer | Marks |
|---|---|---|---|
| 5 | 2N1 | 10, 15 | 1 |
| 6 | 2N2a | seventeen — 36<br>thirty-six — 17<br>fifty-two — 99<br>ninety-nine — 52 | 1 |
| 7 | 2M4a | half past 3<br>quarter to 8<br>5 o'clock<br>ten past 1 | 1 |
| 8 | 2G2a | A hexagon has 6 sides and 6 vertices. | 1 |
| 9 | 2S1 | a  blocks coloured to show 3<br>b  red<br>c  4<br>d  3 | 4 |
| 10 | 2G2a | | 1 |
| 11 | 2C6 | 3, 17 | 1 |
| 12 | 2C6 | $3 \times 10 = 30$  $8 \div 2 = 4$<br>$4 \times 2 = 8$  $25 \div 5 = 5$<br>$5 \times 5 = 25$  $30 \div 10 = 3$ | 1 |

| | | | |
|---|---|---|---|
| 13 | 2N4 | 24 (also accept 23) | 1 |
| 14 | 2C9a | $3+4=4+3$ ✓      $2\times6=6\times2$ ✓ | 1 |
| 15 | 2C8 | 4 | 1 |
| 16 | 2N2b | $56 < 65$<br>$21 = 21$<br>$95 > 59$ | 1 |
| 17 | 2G2b | 5 | 1 |
| 18 | 2P2 | Any numbers that make completed sum add up to 76 | 1 |
| 19 | 2S2a/2S1 | Yes, No, Yes, No | 1 |
| 20 | 2N6 | $60 + 40 = 100$ | 1 |
| 21 | 2C4 | a  $400\,ml + 300\,ml =$       $ml$<br>b  $700\,ml$ | 2 |
| 22 | 2F2 |  | 1 |
| 23 | 2F1a | $\frac{1}{4}$ of $20 = 5$ | 1 |
| 24 | 2C4/2C2/2M9 | a  36p<br>b  14p | 2 |
| 25 | 2C1b | 13 | 1 |

Total number of marks: 30

## Test 2 Paper 1: Arithmetic

### Practice question transcript

*This is a practice question for us to do together.*

**What does nine minus three equal?** ☐

*Now write your answer in the box.*

Answer: 6

| Question number | Content domain | Answer | Mark |
|---|---|---|---|
| 1 | 2N1 | 15, 18 | 1 |
| 2 | 2C6 | 2 | 1 |
| 3 | 2C3 | 7 | 1 |
| 4 | 2C6 | 15 | 1 |
| 5 | 2C1b | 15 | 1 |
| 6 | 2C6 | 9 | 1 |
| 7 | 2C1b | 10, 5 | 1 |
| 8 | 2N1 | 50 | 1 |
| 9 | 2C1b | 76 | 1 |

# Summer Test 1

**15 minutes**

## Teacher guidance

**Skills and knowledge needed for this test:**

- Number bonds to 20
- $+, -, \times, \div$ and $=$ signs
- Addition of three single-digit numbers
- Addition and subtraction of multiples of 10
- Addition and subtraction of a two-digit and a single-digit number with and without crossing a ten

- Addition and subtraction of a two-digit number and a multiple of 10
- Addition and subtraction of two two-digit numbers without crossing a ten
- Missing number statements
- Multiplication and division by 10, 5 and 2
- Finding half of an amount

### New: Finding a quarter of an amount

**A teaching suggestion**

**Step 1** Review the meaning of halve (i.e. split into two). Discuss the meaning of quarter (i.e. split into four).

**Step 2** Show some objects and quarter them (e.g. a piece of paper, a pizza or a cake).

**Step 3** Ask four children to split a collection of eight pens equally between them. Use the term 'quarter' (e.g. 'Can you share the pens so that you each have a quarter of the pens?').

**Step 4** Agree that each child has 2 pens, so a quarter of 8 is 2.

**Step 5** Repeat with different numbers of objects that can be divided equally by 4.

**Step 6** When the children are confident, introduce the written form: $\frac{1}{4}$ of $12 = \square$. Ensure they are confident that '$\frac{1}{4}$' means the same as 'a quarter' and 'one quarter'.

| Question Number | Question | Answer | Marks | Related test |
|---|---|---|---|---|
| 1 | $10 - 6 = \square$ | 4 | 1 | Y1 Autumn Test 6 |
| 2 | $30 \div 10 = \square$ | 3 | 1 | Y2 Autumn Test 2 |
| 3 | $19 - 13 = \square$ | 6 | 1 | Y1 Summer Test 4 |
| 4 | $\square = 7 + 8$ | 15 | 1 | Y1 Summer Test 1 |
| 5 | $2 + 9 + 8 = \square$ | 19 | 1 | Y2 Spring Test 6 |
| 6 | $3 \times 5 = \square$ | 15 | 1 | Y2 Spring Test 5 |
| 7 | $45 - \square = 42$ | 3 | 1 | Y2 Autumn Test 1, Y2 Spring Test 4 |
| 8 | $\square = 60 + 20$ | 80 | 1 | Y2 Autumn Test 4 |
| 9 | $10 \div 2 = \square$ | 5 | 1 | Y2 Spring Test 1 |
| 10 | $47 - \square = 7$ | 40 | 1 | Y2 Autumn Test 1, Y2 Autumn Test 5 |
| 11 | $\square = \frac{1}{2}$ of 18 | 9 | 1 | Y2 Spring Test 2 |
| 12 | $67 - 34 = \square$ | 33 | 1 | Y2 Spring Test 4 |
| 13 | $\frac{1}{4}$ of $4 = \square$ | 1 | 1 | Y2 Summer Test 1 |
| 14 | $\square + 32 = 84$ | 52 | 1 | Y2 Autumn Test 1, Y2 Spring Test 4 |
| 15 | $\frac{1}{4}$ of $12 = \square$ | 3 | 1 | Y2 Summer Test 1 |
| | **Total marks** | | 15 | |