1. The Wolf's main purpose is to give his side of the story, as he believes he is the victim of bad press.
2. The Wolf involves the reader by directly asking them questions, such as "Have you ever heard of a vegetarian wolf?". He also refers to the reader directly, calling them "My dear reader".

3a. The Wolf had gotten into a fight with his sister over her lying down where he wanted to lie down.

3b. The other animals' reaction to the Wolf being beaten by his father implies that they feel he deserved the beating, which indicates that the Wolf's version of events may not be entirely trustworthy.

4. 'Attack' is written in quotation marks because the Wolf believes the incident shouldn't be called an attack, since in his eyes, it was merely retaliation for the pigs irritating him.
5. By "Bad Press", the Wolf means that he feels that all the stories about him make him out to be a worse person than he actually is, and that the incidents involving the pigs and Red Riding Hood have been blown out of proportion. As he puts it, "all through my life, my intentions have been misunderstood".
6. From the passage, we learn that the Wolf sees himself as blameless for everything that's happened. He blames the beating from his father on "a small disagreement" with his sister, the three pigs were "HUGE in irritant value" and refers to Red Riding Hood as "Miss Child from Hell".

Conjunctions

1. Mum was tired and she was hungry.
2. Dad was hungry, but I was not.
3. The boy played football and the girl played too.
4. The teacher looked for the book, but she could not find it.
5. The dog had hurt its paw but it could still walk.
6. The weather was cold and it was raining.
7. The cat sat by the door but it did not come in.
8. The engine had stopped but the plane did not crash.

Conjunctions 2

2. The pool was warm but the sea was cold.
   Dad bought some fish and chips.
   The bus broke down because the engine was old.
   The children ran when they had been told not to run.

Conjunctions 3

1. Since, while, because, if, although, unless, when, but, and
2. She did not win although everyone said that she would.
   You don't need to go unless you want to.

They ate their tea while they watched television.
The boy was sad because he had lost his watch.
The girl bought a magazine and put it in her bag.
He said he would phone but he didn't.
You can win the race if you train hard.
They visit their Gran when they go to Scotland.
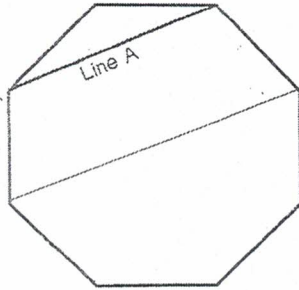I have not seen her since we left school.

Conjunctions 4

1. But, when, and, if, because.
2. You can go swimming if you find your towel.
   You should put on your coat when you go outside.
   We can't play football because the field is too muddy.
   John can swim fast but Jane can swim faster.
   We can have tea when Mum gets home.
   You might get hurt if you play with matches.
   The car wouldn't go because the tyre was flat.
   She went to the bank and collected her money.

1. Gemma
2. 9
3. Brother
4. 46
5. 3
6. 80
7. Rachel
8. Gill
9. 4
10. 25
11. Can't tell
12. T
13. F
14. F
15. T
16. T
17. F
18. T
19. T
20. T
21. F
22. 75.64kg
23. 42
24. 2/8, 4/16, 25/100
25. 6cm
26. 50p, 20p, 10p, 1p
27. 5982 + 1678 = 7750
28. 1586 + 235 = 1821
29. 7480 + 1599 = 9079
30. Horizontal
31. Protractor
32. Product
33. Prism
34. Quadrilateral
35. Venn
36. Acute
37. Denominator
38. Circumference
39. Coordinates
40. Decagon
41. 60°
42. 85°
43. 120°
44. 35°
45. 21 -> 15 -> 99 -> 27

46. 54 -> 60 -> 138 -> 222
47. 4 -> 3 -> 7 -> 2
48. 12 -> 21 -> 6 -> 30
49. 8 -> 1 -> 5 -> ½
50.

Line A

51. Isosceles
52. Trapezium
53. 48720
54. 92900
55. 19000
56. The four combinations are r/r, w/r, w/w and r/w
57. 500g, 200g, 100g, 50g & 10g
58. 500g, 100g, 20g & 10g
59. B
60. A
61. 44, 35
62. 9, 29
63. 24, 54
64. 0.4, 1.0
65. 500, 125
66. 15, 0
67. 15
68. 2.5m^2
69. 15.5m^2
70. 11m

Spring Test 6

1. 121
2. 8
3. 0.9
4. 4000
5. 4
6. 53456
7. 4
8. 40
9. 20
10. 2/9

11. 5
12. 3/50
13. 0.12
14. 20
15. 29/14
16. 193 r1
17. 2855
18. 189.32
19. 495
20. 183569
21. 2738
22. 168 r2
23. 72
24. 2352
25. 5707
26. 269
27. 213576
28. 915 r1

Spring Test 6

Teacher guidance

30 minutes

Skills and knowledge needed for this test:

- Addition and subtraction of two numbers with more than four digits
- Addition and subtraction of whole numbers and mixed decimals
- Addition and subtraction of fractions with multiples of the same denominator
- Complements of 1
- Square and cube numbers
- Multiplication and division of whole numbers and decimals by 10, 100 and 1000

- Formal written method for short multiplication and short division with remainders
- Formal written method for long multiplication and long division by a two-digit number
- Multiplication of pairs of simple fractions
- Finding fractions and percentages of amounts
- Missing number calculations, including balanced calculations, with all four operations
- Calculations with brackets

New: Division giving the answer to two decimal places

A teaching suggestion

Step 1 Display $137 \div 4$ and then set out the sum for formal division. Explain that the children are going to learn to write remainders as a decimal.

Step 2 First ask: 'How many fours in 1 (hundred)?'. Agree there are none and ask: 'How many fours in 13 (tens)?'. Agree that there are 3 (tens) and 1 left over. Write this in, demonstrating where to write the answers.

$$\begin{array}{r} 3 \\ 4\overline{\smash{)}1\,3\,{}^{1}7} \end{array}$$

Step 3 Now ask: 'How many fours in 17?'. Agree that there are 4 fours and 1 left over. Write in the answer and explain that the remainder will be written as a decimal. Write '.0' after the number and put the remainder 1 by it.

$$\begin{array}{r} 3\;\;4 \\ 4\overline{\smash{)}1\,3\,{}^{1}7\,.\,{}^{1}0} \end{array}$$

Step 4 Demonstrate how to put a decimal point above the answer line too, and continue with the calculation. Fours into 10 go two with 2 left over, which then needs another zero to be inserted. Complete the calculation.

$$\begin{array}{r} 3\;\;4\,.\,2\;\;5 \\ 4\overline{\smash{)}1\,4\,{}^{1}7\,.\,{}^{1}0\,{}^{2}0} \end{array}$$

Step 5 Ask the children for another way to write 0.25 and agree that it is equivalent to $\frac{1}{4}$, so the answer can be written as 34.25 (to two decimal places) or as $34\frac{1}{4}$. **Emphasise that remainders should now be calculated as decimals.**

Step 6 Complete lots of examples with the children, and then encourage them to work with a partner to complete similar examples before trying the work independently.

Question number	Question	Answer	Marks	Related test
1	$11^2 = \square$	121	1	Y5 Autumn Test 4
2	$4 \times \square = 32$	8	1	Y4 Autumn Test 3, Y5 Spring Test 4
3	$0.1 + \square = 1$	0.9	1	Y5 Summer Test 4, Y5 Autumn Test 1
4	$\square \div 100 = 40$	4000	1	Y5 Autumn Test 5, Y4 Autumn Test 3
5	$6 = 24 \div \square$	4	1	Y4 Autumn Test 3, Y4 Spring Test 4
6	$6682 \times 8 = \square$	53 456	1	Y5 Spring Test 3
7	$\square^3 = 64$	4	1	Y5 Spring Test 1
8	$50 - 30 = \square \div 2$	40	1	Y6 Autumn Test 4
9	$\square = 10\%$ of 200	20	1	Y6 Spring Test 5
10	$\frac{8}{9} - \frac{2}{3} = \square$	$\frac{2}{9}$ (or equiv)	1	Y5 Spring Test 6
11	$25 \div (7 - 2) = \square$	5	1	Y6 Spring Test 1
12	$\frac{3}{10} \times \frac{1}{5} = \square$	$\frac{3}{50}$ (or equiv)	1	Y6 Spring Test 2
13	$0.012 \times 10 = \square$	0.12	1	Y6 Spring Test 3
14	$\frac{2}{7}$ of $70 = \square$	20	1	Y6 Autumn Test 3
15	$\square = \frac{16}{7} - \frac{3}{14}$	$2\frac{1}{14}$ (or equiv)	1	Y6 Autumn Test 2
16	$387 \div 2 = \square$	193.5	1	Y6 Spring Test 6
17	$5000 - 2145 = \square$	2855	1	Y5 Autumn Test 3
18	$4.7 + 26.28 + 158.34 = \square$	189.32	1	Y6 Autumn Test 5
19	$\square = 3960 \div 8$	495	1	Y5 Spring Test 5
20	$273\,485 - 89\,916 = \square$	183 569	1	Y5 Spring Test 4
21	$8214 = \square \times 3$	2738	1	Y5 Spring Test 5, Y4 Autumn Test 3
22	$674 \div 4 = \square$	168.5	1	Y6 Spring Test 6
23	15% of $480 = \square$	72	1	Y6 Spring Test 5
24	$\square \div 3 = 784$	2352	1	Y5 Spring Test 3, Y4 Autumn Test 3
25	$1293 = 7000 - \square$	5707	1	Y5 Autumn Test 3, Y5 Autumn Test 1
26	$6187 \div 23 = \square$	269	2*	Y6 Autumn Test 6
27	$2427 \times 88 = \square$	213 576	2*	Y6 Spring Test 4
28	$7321 \div 8 = \square$	915.125	1	Y6 Spring Test 6
		Total marks	**30**	

* award 1 mark if there is one error in the working

Activity 7 Big Bad Wolf ✳

1. to let people know he's been misjudged/make people think he's good
2. asks questions (reader's opinion); addresses reader directly ('my dear reader')
3. a) bullied/hurt his little sister
   b) he had made himself unpopular/been mean to them
   2 marks in total
4. because it's a quote/Wolf doesn't see it as such
5. untrue stories have been circulated/his actions have been misinterpreted
6. he's a bully – picks on weak, e.g. sister, little pigs, old lady; won't take responsibility for actions/blames other people, e.g. parents, press, little Red Riding Hood; doesn't like anyone mentioned in extract; thinks he's clever – uses long words and thinks he can convince people he has been misjudged
   1 mark each for any logical conclusion supported by reference to text. 3 marks in total

Activity 8 Leonardo da Vinci

1. biography
2.

Dates	Event	Place and further information
1452	Birth	In Anchiano, Tuscany, Italy On April 15th
1466	Became apprentice to Andrea del Verrochio	Florence Greatly influenced da Vinci/with other famous artists/impressed Verrochio with drawings
Around 1480	Painted small *Annunciation*	In the Louvre, Paris Small, misty landscape Flowers typical of da Vinci's work
1503–1507	Worked on painting *La Gioconda*	Florence Also known as *Mona Lisa*/ordered by del Giocondo/Mona Lisa twenty-four years old/full of mystery/never sold/etc.
1516	Invitation from King Francis 1	Amboise Court of France/last years of life/*Mona Lisa* in baggage
1519	Death	Amboise On May 2nd /67 years old

1 mark for each row correctly completed
3. extra information signified by identical asterisk at end
4. a) to highlight aspects of Leonardo's personality and achievements
   b) contrasts
   2 marks in total

Activity 9 Stowaway Sisters

1. alliteration
2. to indicate content of section/to make it more reader-friendly/to involve reader
   1 mark for each; 2 marks in total
3. they had beaten the security systems
4. more reader-friendly than wide block/can be read when folded/tradition: early presses could only print narrow blocks/to accommodate short articles
   accept any logical answer
5. age and occupation
   no marks for just one
6. irresponsible – praises them and ignores the fact that they broke the law and it could have been dangerous; immature – has told reporter nickname and uses lots of slang
7. Jemima has lots of confidence and doesn't think she's done anything wrong – waves to cameras, gives interview; Gracie is upset and probably ashamed – in tears on way to parents and won't give interview; Jemima's idea to do it – Gracie had to be 'persuaded'
   2 marks for three correct; 1 mark for two correct

Activity 10 The Greenhouse Effect

1. average temperature would go down/get much colder
2. let in sunlight; prevent heat escaping
3. to make the greenhouse effect easier to comprehend by using familiar comparison
4. because these are the 'right' things to do
5. to make it clear that they are in the glossary
6. to explain technical terms that the reader may not know
7. a lot of people using one vehicle means less petrol used, therefore less harmful gases
8. although the reader may not know the properties of these gases it doesn't matter (1 mark) but it does matter that the reader understands what 'atmosphere' and 'biosphere' mean (1 mark)