YOUNG EDUCATION SERVICES
GREENWICH
Y6

Name: **Date:** Spring Term Pack 12

Prepared by: D. Bell-Duane

ENGLISH: Rising Stars L5 Big Bad Wolf

Literacy Activities Y6 p. 42 Active & Passive

GRAMMAR: Upper Junior Masterpieces Conjunctions p.45 - 48

MATHS: S.S.P Pack 8 Paper 2

New Curriculum Arithmetic Practice Tests Yr 6: Spring Test 6

VERBAL/NON-VERBAL REASONING: At tutor's discretion, using 10-minute Test Book or CGP VR/NVR The 11+ Practice Book Ages 10 – 11– practice questions as appropriate (not test papers)

PLEASE NOTE – VR/NVR & Picture Maths (at least to question 6) to be discussed and completed in session.

Books and materials to be returned:

Teacher's Signature:

This homework given in on:

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Big Bad Wolf

This is the start of an autobiography written by the Big Bad Wolf of fairy tale fame.

I should like to make it perfectly clear from the start that my reputation is undeserved. I'm not particularly Big or especially Bad. I do, however, admit to being a Wolf, with all the essentially lupine characteristics. I am a carnivore, of course. Have you ever heard of a vegetarian wolf? These canines were expressly designed for efficient rending and tearing and who am I to offend against the natural order of things?

I had a wretched cub hood. My parents obviously preferred my sister and made this apparent in a number of hurtful little ways. For instance, I was never allowed to steal her food even though I was bigger, and therefore more in need of nourishment, than her. On one occasion, I remember, my father took me outside the den and cuffed me so severely that all the other animals in the area came out to cheer him on. A family of pigs were particularly vocal in their encouragement. And what had I done to merit this punishment, you ask? A small disagreement with my sister, that's all! I had merely pointed out to her that she was lying where I wanted to lie and had then encouraged her, gently, (well, fairly gently) to move. There was hardly any blood.

I date my aversion to pigs from that incident. Father Pig's cry of "Give him one for me!" rings in my memory each time I set eyes on a plump pink body with a ridiculous curly tail. Perhaps this, my dear reader, goes some way to explaining the Incident of the Three Pigs. It's not as if my 'attack' (as some less reputable writers have termed it) was unprovoked. Those three pigs may have been small in stature but they were HUGE in irritant value. They had this silly repetitive song they used to sing whenever they saw me and, believe me, they were pigs of very little brain. Or, at least, two of them were.

Anyway, I don't know what all the fuss was about. The pigs are now living in a Georgian mansion at the better end of town, so they didn't exactly suffer. It was I who ended up with a burnt posterior and no Compensation.

It seems to me that, all through my life, my intentions have been misunderstood. I have received Bad Press. Some of you may have read reports, completely erroneous I need hardly say, about my meeting with Miss Child From Hell (otherwise known as Little Red Riding Hood) and our visit to her sick Grandmamma. I will draw a veil over the events of that unhappy day, except to maintain that all I wanted was to bring to an end an old lady's suffering and NOT to be attacked by woodcutters with axes and little girls who keep guns stashed in their underwear.

Name: _____ Date: _____

Questions: Big Bad Wolf

1. What do you think is the Wolf's main purpose in writing his autobiography?

1 mark

2. Find two ways in which the Wolf tries to involve the reader.

2 marks

3. a) What had the Wolf done to earn the beating from his father?

b) What does the attitude of the other animals on this occasion tell us about the Wolf?

2 marks

4. Why is 'attack' in single quotation marks?

1 mark

5. What does the Wolf mean when he says he has had 'Bad Press'?

1 mark

6. What do we learn about Wolf's personality from this extract? Support your answer by reference to the text.

3 marks

Total marks

Name:

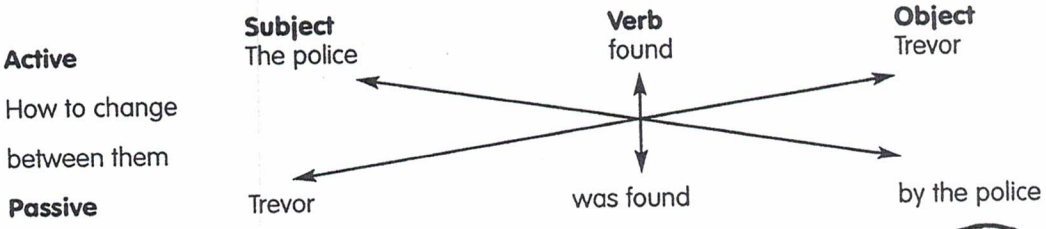
Active and passive

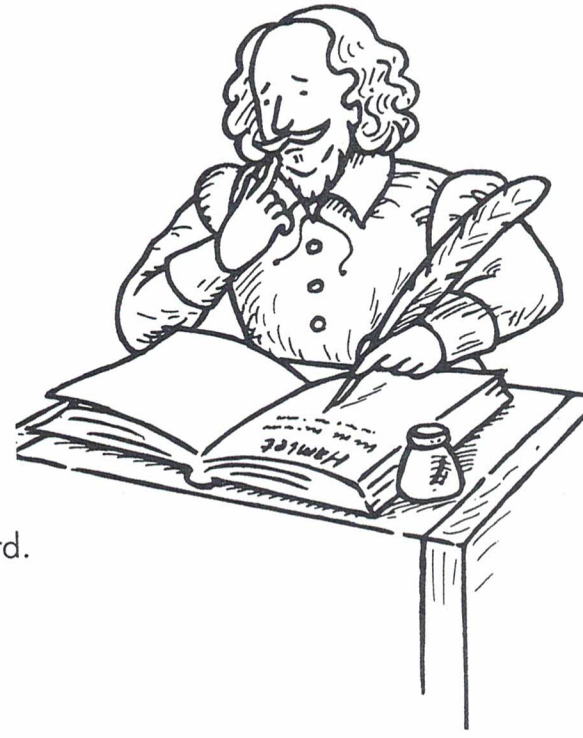
In an **active** sentence, the active person or thing comes before the verb (in the example below, the active thing is the police). In a **passive** sentence, the active person or thing comes after the verb.

Active: The police found Trevor this morning.
Passive: Trevor was found by police this morning.

Active and **passive** sentences emphasise different things. In the example above, the active sentence emphasises the police and the passive sentence emphasises Trevor. When writing, choose active or passive to get the emphasis you want.

Changing from **active to passive**





- Make these **active** sentences **passive.**

The chicken crossed the road.
Samantha found the treasure chest.
The surgeon saved the child's life.
Shakespeare wrote *Hamlet*.
The snow covered the ground.

- Make these **passive** sentences **active.**

The naughty boy was punished by the teacher.
The Haywain was painted by John Constable.
The television was invented by John Logie Baird.
The *Titanic* was sunk by an iceberg.
The princess was saved by the dragon.

Extension

- Explain the differences in emphasis between the original sentence and the changed sentence.

PHOTOCOPIABLE

Dear Helper,

Objective: to understand the difference in emphasis between active and passive sentences.

Another way of explaining the difference between active and passive which may help your child is that active sentences are where someone or something 'does' and passive sentences are where someone or something 'is done to'.

Name _____ Date _____

Conjunctions

Conjunctions are joining words; *but* and *and* are both **conjunctions**.

Join the sentences using *and* or *but*, then write each sentence correctly.

Mum was tired. She was hungry.

_____

Dad was hungry. I was not.

_____

The boy played football. The girl played too.

_____

The teacher looked for the book. She could not find it.

_____

The dog had hurt its paw. It could still walk.

_____

The weather was cold. It was raining.

_____

The cat sat by the door. It did not come in.

_____

The engine had stopped. The plane did not crash.

_____

Name _____ Date _____

Conjunctions

Conjunctions are joining words; *although, when* and *because* are all **conjunctions.**

1 Find the **conjunctions.**

b	e	c	a	u	s	e	o	t	e	w	m	q	z
p	k	m	h	l	o	e	t	b	u	t	f	l	s
s	b	m	w	h	i	l	e	r	f	r	e	c	a
l	o	k	m	n	g	a	l	t	h	o	u	g	h
f	a	v	b	a	n	d	s	h	u	p	y	r	e
d	e	a	c	s	i	n	c	e	l	o	b	b	s

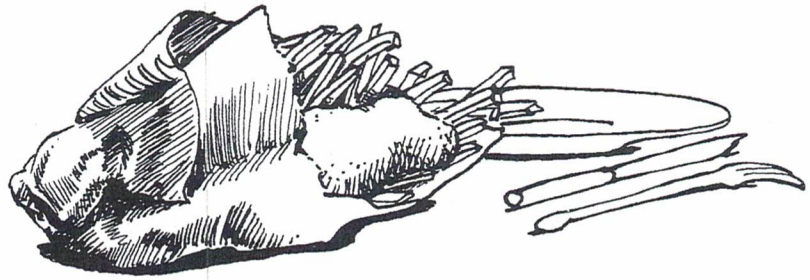
2 The following sentences are joined with the wrong **conjunction.** Re-write the sentences putting in the correct **conjunctions.**

The pool was warm because the sea was cold.

_____

Dad bought some fish since chips.

_____



The bus broke down although the engine was old.

_____

The children ran while they had been told not to run.

_____

Name _____ Date _____

Conjunctions

Conjunctions are joining words; *although, when* and *because* are all **conjunctions**.

1 Circle the **conjunctions**.

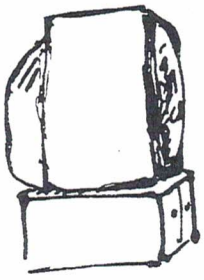
run	since	carpet	while	horse
book	be	smile	because	if
although	want	into	unless	lazy
when	school	but	and	write

2 Use the **conjunctions** above to complete the sentences.

She did not win _____ everyone said that she would.

You don't need to go _____ you want to.

They ate their tea _____ they watched television.



The boy was sad _____ he had lost his watch.

The girl bought a magazine _____ put it in her bag.

He said he would phone _____ he didn't.

You can win the race _____ you train hard.

They visit their Gran _____ they go to Scotland.

I have not seen her _____ we left school.

Name _____ Date _____

Conjunctions

Conjunctions are joining words; *and, but* and *if* are all conjunctions.

1 Circle the **conjunctions**.

every	but	were	when	water
and	happy	if	sand	because

2 Write one of these **conjunctions** in each sentence.

if because when and but

You can go swimming _____ you can find your towel.

You should put on your coat _____ you go outside.

We can't play football _____ the field is too muddy.

John can swim fast _____ Jane can swim faster.

We can have tea _____ Mum gets home.

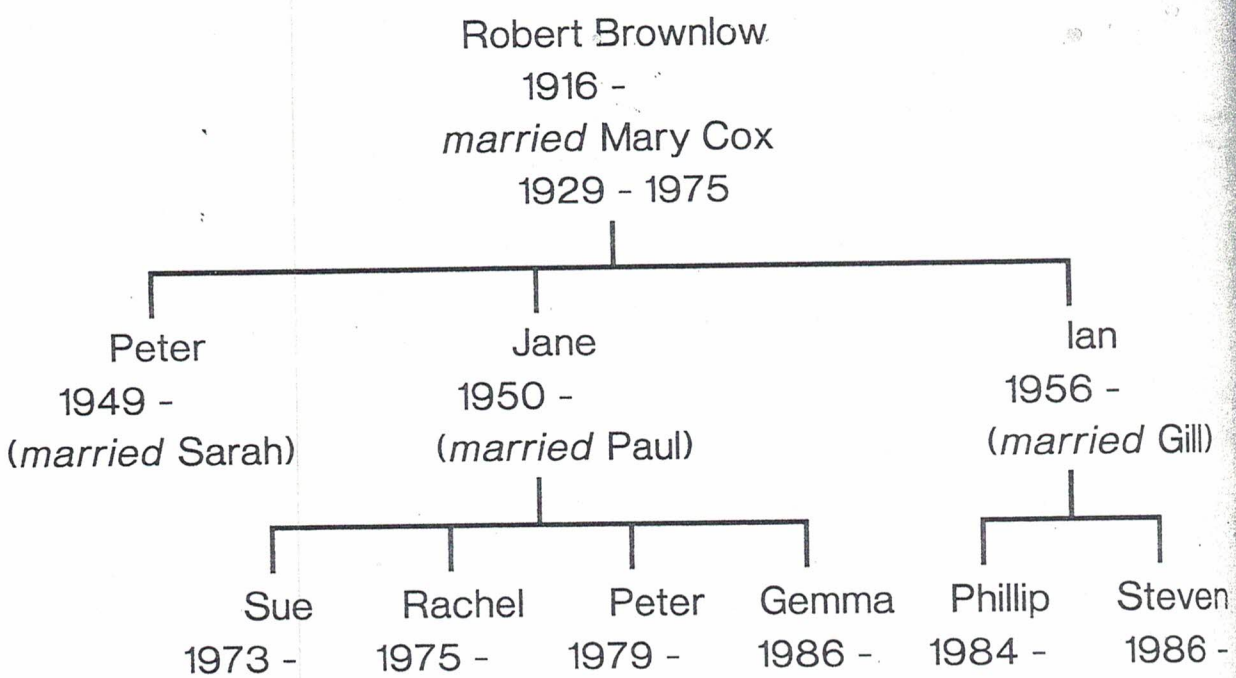
You might get hurt _____ you play with matches.

The car wouldn't go _____ the tyre was flat.

She went to the bank _____ collected her money.

(MATHS)

Steven drew his family tree as part of a school project and made up some questions for the other children in his class. Answer Steven's questions.



1. Who was born in the same year as Steven? (_ _ _ _ _ _ _)
2. How old was Steven in 1995? (_ _ _ _ yrs old)
3. What relation is Phillip to Steven? (uncle , brother , cousin , father , son)
4. How old was Steven's Uncle Peter in 1995? (_ _ _ _ yrs old)
5. How many daughters has Steven's aunt? (_ _ _ _ _ _ _)
6. How old will Steven's grandfather be when Steven is ten? (_ _ _ _ yrs old)
7. Who was born during the year that Steven's grandma died? (_ _ _ _ _ _ _)
8. What is Steven's mother's name? (_ _ _ _ _ _ _)
9. How many cousins has Steven? (_ _ _ _ _ _ _)
10. Steven's parents married in 1981. How old was his father? (_ _ _ _ yrs old)
11. How long were Steven's grandparents married?

(12 yrs , 36 yrs , can't tell , 46 yrs , 51 yrs)

True or false? Write **T** in the box if the statement is true and **F** if it is not true.

12. $0.4 = \frac{4}{10}$ ☐

13. A rhombus is constructed with two horizontal and two vertical lines. ☐

14. The product of 18 and 2 is 20. ☐

15. The hour hand of a clock moves through 120° from 4 pm to 8 pm. ☐

16. An even number greater than 3 is never a prime number. ☐

17. 24 is $\frac{1}{4}$ of 120. ☐

18. 84.49 kg rounded to the nearest kilogram is 84 kg. ☐

19. $\frac{8}{24} = \frac{4}{12}$ ☐

20. The highest common factor of 16 and 24 is 8. ☐

21. Petrol costing 50 pence per litre is approximately £4 per gallon. ☐

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22. When Michael wrote down his weight he missed out the decimal point. Put a decimal point in the number where it is most likely to be.

7 5 6 4 kg

23. What number is seven times larger than six? (_ _ _ _ _ _ _)

24. Write three fractions equal to $\frac{1}{4}$. (_ _ _ _ _ _ _ _ _ _ _ _ _)

25. The area of a rectangle is 48 sq cm. What is the width of the rectangle if the length is 8 cm?

(_ _ _ _ _ cm)

26. Alan has 81 pence but only four coins. What are they?

(_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _)

Complete the following sums by writing the correct figure in each box.

27.

$$\begin{array}{r} 5\ 9\ \square\ 2 \\ +\ 1\ 7\ 6\ 8 \\ \hline \square\ 7\ 5\ \square \end{array}$$

28.

$$\begin{array}{r} 1\ 5\ \square\ 6 \\ +\ \ 2\ 3\ \square \\ \hline 1\ \square\ 2\ 1 \end{array}$$

29.

$$\begin{array}{r} 7\ 4\ 8\ \square \\ +\ 1\ 5\ \square\ 9 \\ \hline 9\ \square\ 7\ 9 \end{array}$$

Each of the eleven questions below is a mathematical definition and there are fifteen mathematical terms at the bottom of the page. Match each definition with one of the mathematical terms. For example, if you think that 'a line parallel to the earth's skyline' is 'horizontal' write the number 30 in the box.

30. A line parallel to the earth's skyline.
31. An instrument used for measuring angles.
32. The result when two or more numbers are multiplied together.
33. A solid shape with flat sides which remains the same shape along its length.
34. A plane shape with four straight sides.
35. A diagram used to show sets.
36. An angle whose size is between 0° and 90°.
37. The number below the line in a fraction.
38. The distance around a circle.
39. A pair of numbers that plot position.
40. A polygon with ten straight sides and ten angles.

co-ordinates ☐ protractor ☐ horizontal ☐

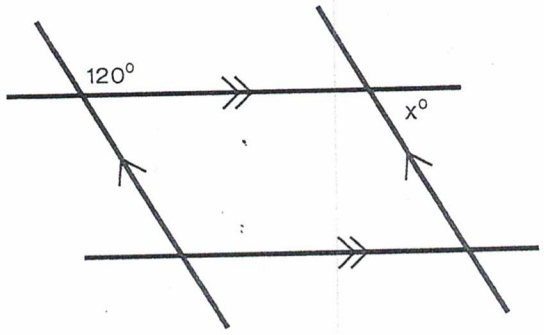
product ☐ prism ☐ pentagon ☐

pyramid ☐ right-angle ☐ perpendicular ☐

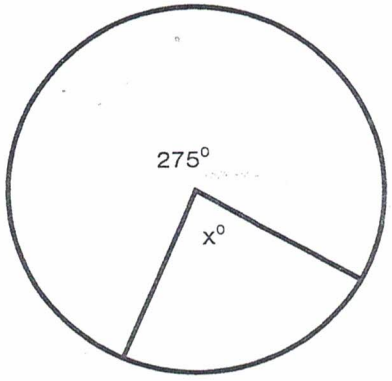
acute ☐ circumference ☐ decagon ☐

quadrilateral ☐ Venn ☐ denominator ☐

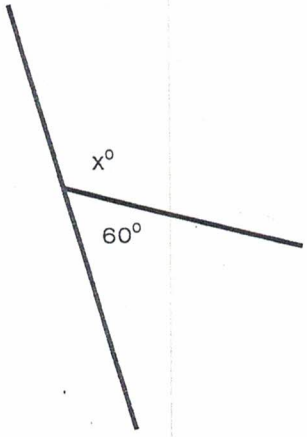
What is angle x?



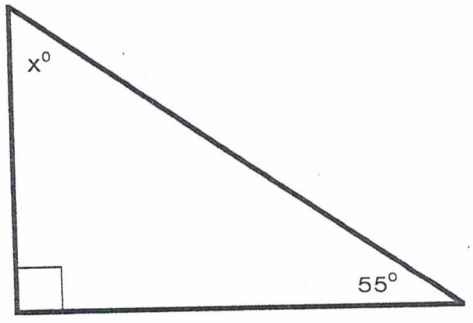
41. x° = (_ _ _ _ _ _)



42. x° = (_ _ _ _ _ _)



43. x° = (_ _ _ _ _ _)



44. x° = (_ _ _ _ _ _)

In the following questions multiply each number by 9 and divide by 3.

45. 7 ⟶ 5 ⟶ 33 ⟶ 9 ⟶

46. 18 ⟶ 20 ⟶ 46 ⟶ 74 ⟶

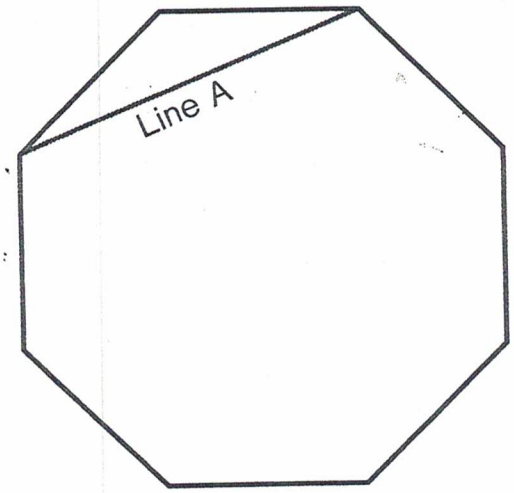
In the following questions multiply each number by 8 and divide by 16.

47. 8 ⟶ 6 ⟶ 14 ⟶ 4 ⟶

48. 24 ⟶ 42 ⟶ 12 ⟶ 60 ⟶

49. 16 ⟶ 2 ⟶ 10 ⟶ 1 ⟶

50. Draw a line *parallel* to line A so that the octagon is cut into three shapes - a *pentagon*, a *quadrilateral* and a *triangle*.



51. What type of triangle has been constructed within the octagon?

(equilateral , isosceles , right-angled , scalene)

52. What type of quadrilateral has been constructed within the octagon?

(square , rhombus , rectangle , trapezium , parallelogram)

What is the next number these electricity meters will show?

53. 

54. 

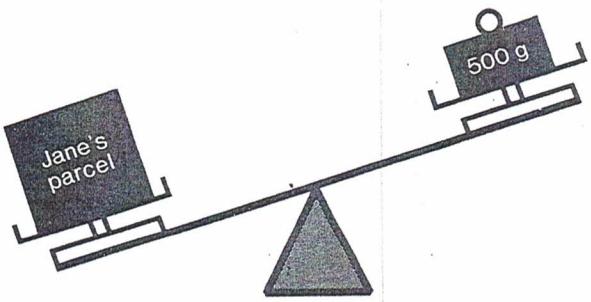
55. 

---

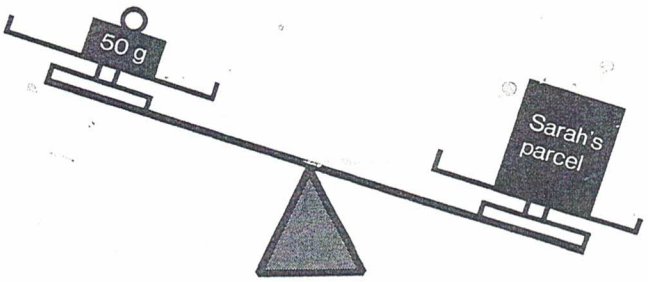
56. During a mathematics lesson on probability Beth was given a bag containing an equal number of red and white counters. She made a chart of the four possible outcomes when she took two counters out of the bag. Complete Beth's chart by filling in the missing outcomes.

1st counter	r	w		
2nd counter	r	r		

r = red
w = white

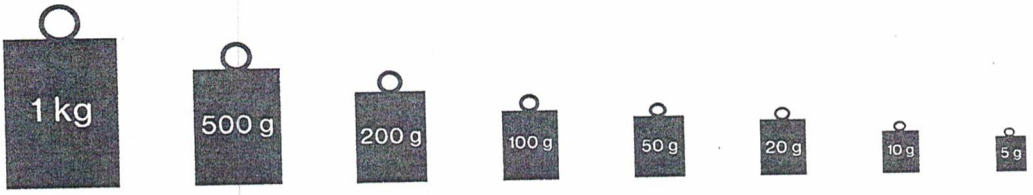


Jane's scales



Sarah's scales

57. If Jane's parcel weighs 1.36 kg underline the weights that would have to be added to balance the scales.



58. If Sarah's parcel weighs only half as much as Jane's parcel underline the weights that would have to be added to balance Sarah's scales.

Look at the following sums.

a. 208 ÷ 6

b. 208 x 6

c. 208 + 6

d. 208 - 6

59. Which sum will give the largest answer? (_ _ _ _)

60. Which sum will give the smallest answer? (_ _ _ _)

Continue and complete the following number patterns by writing the correct number in the brackets.

61. 50 , 47 , ( ) , 41 , 38 , ( ) , 32

62. 5 , ( ) , 13 , 17 , 21 , 25 , ( )

63. ( ) , 30 , 36 , 42 , 48 , ( ) , 60

64. 0.2 , ( ) , 0.6 , 0.8 , ( ) , 1.2

65. 2000 , 1000 , ( ) , 250 , ( ) , 62.5 , 31.25

66. ( ) , 12 , 9 , 6 , 3 , ( ) , -3

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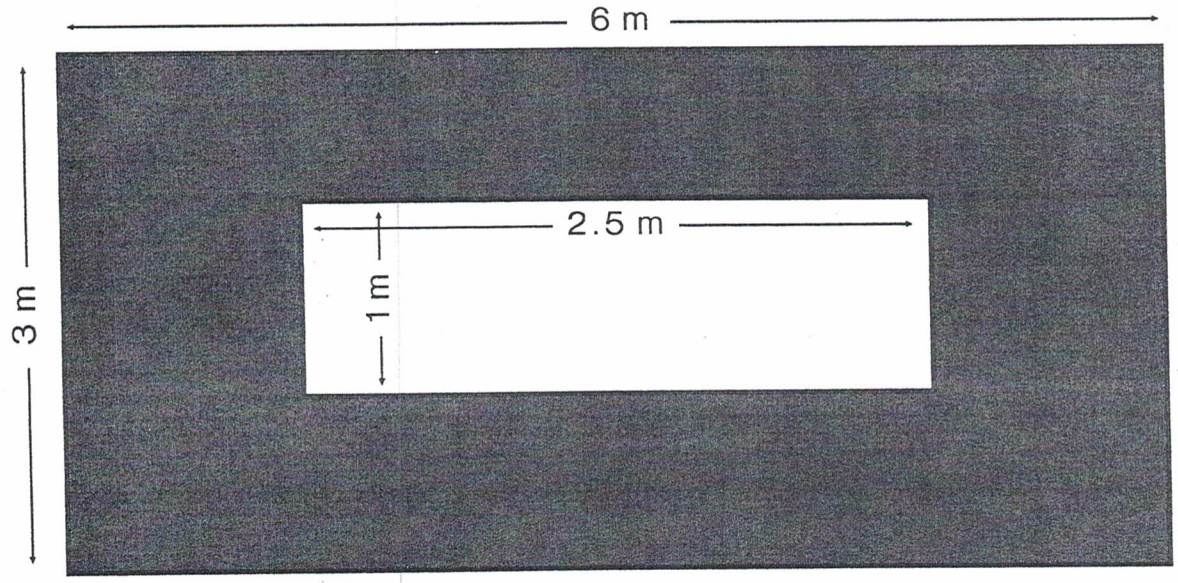
67. The numbers 1, 3, 6, 10 and 21 are all *triangle numbers*. There is only one triangle number between 10 and 21. What is it?

(_ _ _ _)



(Note - this plan is not drawn to scale)

68. What is the area of the unshaded part of the plan? (_ _ _ _ _ _ sq m)

69. What is the area of the shaded part of the plan? (_ _ _ _ _ sq m)

70. What is the difference between the perimeter of the shaded area and the perimeter of the unshaded area?

(_ _ _ _ _ _ _ m)

Spring Test 6

Name: ..... **Class:** ..... **Date:** .....

1 $11^2 =$ ☐ ☐

2 $4 \times$ ☐ $= 32$ ☐

3 $0.1 +$ ☐ $= 1$ ☐

4 ☐ $\div 100 = 40$ ☐

5 $6 = 24 \div$ ☐ ☐

6 $6682 \times 8 =$ ☐ ☐

7 ☐^{3} $= 64$ ☐

8 $50 - 30 =$ ☐ $\div 2$ ☐

9 ☐ $= 10\%$ of 200 ☐

10 $\frac{8}{9} - \frac{2}{3} =$ ☐ ☐

11 $25 \div (7 - 2) =$ ☐ ☐

12 $\frac{3}{10} \times \frac{1}{5} =$ ☐ ☐

13 $0.012 \times 10 =$ ☐ ☐

14 $\frac{2}{7}$ of $70 =$ ☐ ☐

15 ☐ $= \frac{16}{7} - \frac{3}{14}$ ☐

16 $2\overline{)387}$ ☐

Spring Test 6 (continued)

17 5000 − 2145 = ☐

18 4.7 + 26.28 + 158.34 = ☐ ☐

19 ☐ = 3960 ÷ 8 ☐

20 273 485 − 89 916 = ☐ ☐

21 8214 = ☐ × 3 ☐

22 4 ⟌ 6 7 4 ☐

23 15% of 480 = ☐ ☐

24 ☐ ÷ 3 = 784 ☐

25 1293 = 7000 − ☐ ☐

26 23 ⟌ 6 1 8 7 (2 marks) ☐

27
$$\begin{array}{r} 2\,4\,2\,7 \\ \times\quad 8\,8 \\ \hline \end{array}$$
(2 marks) ☐

28 8 ⟌ 7 3 2 1 ☐

Total marks /30

How well did you do?

Colour the numbers of the questions you got correct.

± with correct place value	18	20											
– with zeros	17	25											
÷ or x by 10, 100 or 1000	4	13											
Long x and long ÷	26	27											
÷ with decimal remainders	16	22	28										
Fractions	10	12	14	15									
Percentages of amounts	9	23											
Missing numbers	2	3	4	5	7	8	21	24	25				
Brackets	11												
+	18												
–	3	8	10	11	15	17	20	25					
x	1	4	6	8	12	13	14	23	24	27			
÷	2	5	7	9	11	14	16	19	21	22	23	26	28