Year 6
Learning Activity Booklet
For Maths & English

ANSWERS

www.headstartprimary.com
### Add fractions with different denominators

**SECTION A**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$\frac{1}{3} + \frac{1}{2}$</td>
</tr>
<tr>
<td>2</td>
<td>$\frac{2}{3} + \frac{1}{4}$</td>
</tr>
<tr>
<td>3</td>
<td>$\frac{3}{5} + \frac{2}{15}$</td>
</tr>
</tbody>
</table>

**SECTION B** - Write answers in lowest terms, as appropriate

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$\frac{1}{3} + \frac{1}{5}$</td>
</tr>
<tr>
<td>2</td>
<td>$\frac{1}{2} + \frac{1}{3}$</td>
</tr>
<tr>
<td>3</td>
<td>$\frac{3}{5} + \frac{2}{15}$</td>
</tr>
</tbody>
</table>

**SECTION C** - Write answers in lowest terms and as mixed numbers, as appropriate

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$\frac{1}{3} + \frac{1}{2}$</td>
</tr>
<tr>
<td>2</td>
<td>$\frac{2}{3} + \frac{1}{4}$</td>
</tr>
<tr>
<td>3</td>
<td>$\frac{3}{5} + \frac{2}{15}$</td>
</tr>
</tbody>
</table>

### Add decimal numbers with up to 3 decimal places

**SECTION A**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$3.2 + 4.6$</td>
</tr>
<tr>
<td>2</td>
<td>$5.7 + 2.2$</td>
</tr>
<tr>
<td>3</td>
<td>$4.5 + 3.2$</td>
</tr>
</tbody>
</table>

**SECTION B**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$6.4 + 5.2$</td>
</tr>
<tr>
<td>2</td>
<td>$8.7 + 4.65$</td>
</tr>
<tr>
<td>3</td>
<td>$4.62 + 8.43$</td>
</tr>
</tbody>
</table>

**SECTION C**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$18.6 + 24.7$</td>
</tr>
<tr>
<td>2</td>
<td>$3.38 + 38.9$</td>
</tr>
<tr>
<td>3</td>
<td>$27.6 + 9.48$</td>
</tr>
</tbody>
</table>

### Find percentages of numbers

**SECTION A**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50% of 70</td>
</tr>
<tr>
<td>2</td>
<td>10% of 350</td>
</tr>
<tr>
<td>3</td>
<td>10% of 6300</td>
</tr>
</tbody>
</table>

**SECTION B**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25% of 436</td>
</tr>
<tr>
<td>2</td>
<td>20% of 2480</td>
</tr>
<tr>
<td>3</td>
<td>50% of 5030</td>
</tr>
<tr>
<td>4</td>
<td>25% of 492</td>
</tr>
<tr>
<td>5</td>
<td>30% x 3480</td>
</tr>
<tr>
<td>6</td>
<td>90% of 1970</td>
</tr>
</tbody>
</table>

**SECTION C** - Write remainders as a decimal fraction

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25% of 364</td>
</tr>
<tr>
<td>2</td>
<td>25% of 7.84</td>
</tr>
<tr>
<td>3</td>
<td>80% of 3028</td>
</tr>
<tr>
<td>4</td>
<td>85% x 7600</td>
</tr>
<tr>
<td>5</td>
<td>45% of 3620</td>
</tr>
<tr>
<td>6</td>
<td>75% x 3396</td>
</tr>
</tbody>
</table>

### Use knowledge of the order of operations to carry out calculations

**SECTION C**

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$(62 - 38) + 3$</td>
</tr>
<tr>
<td>2</td>
<td>$(56 - 21) + 8 \times 3$</td>
</tr>
<tr>
<td>3</td>
<td>$3 + 208 - 8^2$</td>
</tr>
<tr>
<td>4</td>
<td>$(1.27 \times 2^2) + 4$</td>
</tr>
<tr>
<td>5</td>
<td>$2 \times 3 + 12 \times 3$</td>
</tr>
<tr>
<td>6</td>
<td>$730 - 53 + (6^2 + 9)$</td>
</tr>
</tbody>
</table>
### Section C

1. $4 \times 318 - 5$
   - $97$

2. $(634 + 12) \div 9$
   - $74$

3. $264 \div 82 - 11^2$
   - $225$

4. $(3^2 \times 11.4) \div 6$
   - $17.1$

5. $48 \div (13 - 3 + 2)$
   - $6$

6. $506 \div 3 + (9^2 - 49)$
   - $471$

### Section A

1. $5 \times 8 - 2$
   - $38$

2. $13 + 6 - 2$
   - $17$

3. $24 + 3 - 7$
   - $20$

### Section B

1. $6 \times 7 + 16$
   - $58$

2. $(73 - 19) \div 9$
   - $6$

3. $387 - 4^2$
   - $371$

4. $90 - 25 + 5$
   - $60$

5. $(53 + 27) \times 7$
   - $560$

6. $5 + (63 - 36)\times 3$
   - $86$

---

### Mastering the Maths Curriculum

#### Round whole numbers to the nearest 1000

1. Round the following numbers to the nearest 1000.
   - $1472$ to $1500$
   - $56427$ to $56000$
   - $8326$ to $8000$
   - $327897$ to $330000$
   - $4576$ to $5000$
   - $476499$ to $476000$
   - $17876$ to $18000$
   - $1872384$ to $1872000$

2. Circle the numbers which round to 8000.
   - $8642$
   - $8473$
   - $7398$
   - $8416$
   - $7982$

3. Complete the table below.

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>6472</th>
<th>8846</th>
<th>9362</th>
<th>3738</th>
<th>6827</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEAREST 1000</td>
<td>6000</td>
<td>9000</td>
<td>9000</td>
<td>4000</td>
<td>7000</td>
</tr>
</tbody>
</table>

4. For each of the numbers below, write the range of whole numbers which would round to it, as the nearest 1000. An example is shown.
   - $3000$ to $2500$ to $3499$
   - $6000$ to $5500$ to $6499$
   - $2000$ to $1500$ to $2499$
   - $9000$ to $8500$ to $9499$

---

### Calculate the difference between numbers across zero

1. What is the difference between the numbers shown by the 2 arrows on the number lines below?
   - $21$
   - $120$
   - $95$

2. Find the difference between the following pairs of numbers.
   - $-4$ and $6$
   - $14$ and $-27$
   - $7$ and $-2$
   - $-46$ and $183$

3. Solve the following.
   - $-8 + 12 = 4$
   - $148 - 183 = -35$
   - $-11 + 17 = 6$
   - $-56 + 177 = 121$
Mastering the Maths Curriculum

**Divide numbers up to 4 digits by a two-digit whole number, using long division, and round its remainder up or down, as appropriate for the context**

1. 718 eggs were put into egg boxes holding 12 eggs. How many boxes were filled? 59

2. A coach can carry 34 passengers. How many coaches will be needed to carry 798 passengers? 24

3. Rashid had collected 1642 football stickers. He put them onto sheets with 24 stickers on each sheet. How many sheets had stickers on? 69

4. A group of archaeology students found 2647 old coins. Forty-six coins could be packed in a box.
   How many boxes were needed? 58

5. 5427 people go to the stadium. There are 52 seats in each row. How many rows were full of people? 104

6. The chocolate factory makes 8426 chocolates. Twenty-seven chocolates fit in each bag. How many full bags of chocolates can be made? 312

**Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions**

1. For each of the following, add the fractions by finding the lowest common denominator.

   \[
   \frac{1}{3} + \frac{5}{6} = \frac{2}{6} + \frac{5}{6} = \frac{7}{6}
   \]

   \[
   \frac{3}{4} + \frac{1}{8} = \frac{6}{8} + \frac{1}{8} = \frac{7}{8}
   \]

   \[
   \frac{1}{4} + \frac{1}{3} + \frac{1}{2} = \frac{3}{12} + \frac{4}{12} + \frac{6}{12} = \frac{13}{12}
   \]

   \[
   \frac{3}{10} + \frac{3}{2} = \frac{3}{10} + \frac{3\times5}{10} = \frac{8}{10} = \frac{4}{5}
   \]

2. Now try subtracting these fractions.

   \[
   \frac{3}{4} - \frac{1}{3} = \frac{9}{12} - \frac{4}{12} = \frac{5}{12}
   \]

   \[
   \frac{6}{7} - \frac{2}{3} = \frac{18}{21} - \frac{14}{21} = \frac{4}{21}
   \]

   \[
   \frac{3}{4} - \frac{1}{5} = \frac{2}{8} - \frac{8}{10} = \frac{8}{10} - \frac{1}{8}
   \]

**Solve problems involving the relative size of quantities using multiplication and division**

1. In a packet there are 42 biscuits. There are 4 plain biscuits to every 2 chocolate.
   How many chocolate biscuits are in the packet? 14

2. Steph shares 20 sweets. She gives 4 sweets to Winston for every 1 she keeps.
   How many sweets does she give to Winston? 16

3. Deano, the decorator, is making a new shade of paint. He mixes lilac and white, as shown in the diagram, to get the new shade.
   Next, Deano makes 15 litres of the new shade.
   How many one litre tins of each colour does he use? 9 lilac and 6 white

4. There are 7 footballs to every 4 rugby balls.
   There are 28 rugby balls. How many balls are there in total? 77

5. Complete the table to show the amounts needed to make fruit juice for 4 and 9 people.

<table>
<thead>
<tr>
<th>Lemonade (ml)</th>
<th>Orange juice (ml)</th>
<th>Lime juice (ml)</th>
<th>Water (ml)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 people</td>
<td>400</td>
<td>350</td>
<td>150</td>
</tr>
<tr>
<td>4 people</td>
<td>320</td>
<td>280</td>
<td>120</td>
</tr>
<tr>
<td>9 people</td>
<td>720</td>
<td>630</td>
<td>270</td>
</tr>
</tbody>
</table>

**Find pairs of numbers that satisfy an equation with two unknowns**

1. Find the missing values. Write your answer in the box.

   \[
   x = 23 + 56
   \]

   \[
   y = 49 + 26
   \]

   \[
   a = 3a
   \]

   \[
   y = 49 + 26
   \]

   \[
   a = \triangle + 43
   \]

   \[
   b = \triangle
   \]

   \[
   a = \triangle
   \]

2. Find the missing values in each of the following.

   \[
   a + 17 = 46
   \]

   \[
   4a + 97 = b
   \]

   \[
   5a = 8 + 16
   \]

   \[
   10x + 12 = y + y + y
   \]

   \[
   x = \frac{34}{8}
   \]

   \[
   y = \frac{1}{1}
   \]
Mastering the Maths Curriculum

**Use simple formulae for area and volume**

1. The formula to find the area of a rectangle is $A = l \times w$ (length $\times$ width). Use this to find the missing values in the table below.

<table>
<thead>
<tr>
<th>$l$</th>
<th>$w$</th>
<th>$A$</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 cm</td>
<td>5 cm</td>
<td>20 cm²</td>
</tr>
<tr>
<td>8 cm</td>
<td>9 cm</td>
<td>72 cm²</td>
</tr>
<tr>
<td>3 m</td>
<td>12 m</td>
<td>36 m²</td>
</tr>
<tr>
<td>9 mm</td>
<td>9 mm</td>
<td>117 mm²</td>
</tr>
<tr>
<td>18 m</td>
<td>45 m²</td>
<td></td>
</tr>
</tbody>
</table>

2. Use the formula $V = l \times w \times h$ (length $\times$ width $\times$ height) to find the volume of the cuboids.

- $V = 180$ cm$^3$ for a cuboid with dimensions 3 cm x 5 cm x 12 cm.
- $V = 35$ cm$^3$ for a cuboid with dimensions 3.5 m x 5 m x 2 m.

3. Use the formulae above to identify two possible sets of missing values (each side is a whole number).

- Area = 16 cm$^2$
  - $16 = 1 \times 16$ or $16 = 2 \times 8$ or $4 \times 4$ cm$^2$

- Volume = 24 cm$^3$
  - $24 = 2 \times 3 \times 4$ cm$^3$ or $2 \times 2 \times 6$ cm$^3$

4. **Triangles drawn accurately**

   - An isosceles triangle with a base of 4-5 cm and an interior angle of 50° at either side of its base.
   - Not actual size
   - Not actual size

5. **Scarecrow drawn accurately**

   - Top of hat: rectangle, 0.5 cm x 2 cm
   - Brim of hat: rectangle, 0.4 cm x 3 cm
   - Head: circle, diameter 3 cm
   - Body: rectangle, 4 cm x 6 cm
   - Arms: rectangles, 3.5 cm x 1 cm
   - Fingers: right angle triangles, base 0.5 cm, height 1 cm
   - Legs: parallelograms, 7 cm x 4 cm, 60° x 120° x 2
   - Feet: rectangles, 3 cm x 1 cm
   - Buttons: equilateral triangles, sides 1 cm
   - Knee patches: squares, 1 cm²
   - Eyes: circles, diameter 0.2 cm (approx)
   - Nose: triangle, sides approx 0.2 cm
   - Mouth: arc of a circle to fit

---

Mastering the Maths Curriculum

**Solve problems involving the calculation and conversion of units of volume, using decimal notation up to three decimal places**

1. A box had a height of 5 cm, a length of 6 cm and a width of 2 cm. What was the volume of the box in cubic centimetres?

   - 60 cm$^3$

2. Look at the toy box shown. What is the volume of the toy box in cubic centimetres?

   - 1.5 m$^3$

3. In the toy box, there was a cuboid-shaped container for toy cars. It had a volume of 300 cm$^3$. The top of the container was 0.06 m x 0.05 m. What was the height of the container in centimetres?

   - 0.1 cm

4. A tea caddy was cuboid-shaped, with a base measuring 4 cm x 5 cm and a height of 0.24 m. Mrs Black filled the caddy with tea until it reached 4/5 of the height. How many cubic centimetres of space did the tea fill?

   - 360 cm$^3$

5. Ted, the sculptor, wanted to fill the cuboid below with sand. How many cubic metres of sand did he need altogether?

   - Not actual size

   - 12.104 m$^3$

---

Mastering the Maths Curriculum

**Calculate and interpret the mean as an average**

1. Tom drew the graph below to show the distance he jumped over 5 standing jumps.

   - 0.8 m

2. Tom only jumped 0.6 m for his 6th jump. To the nearest centimetre, what was his new average?

   - 7.7 cm

3. Anya is saving for some trainers which cost £28.95. On average, how much would she need to save each week for 5 weeks?

   - £5.79

4. Linzi collects £8.16 for charity. Robert collects £7.54 and Joseph collects £9.20. What is the average amount collected?

   - £8.30

5. Dale was investigating how long he could stand on one foot. His results are shown in the table below.

   - Time in seconds

   - 17 seconds

   - 17 seconds

6. Dale wanted to increase his average to 18 seconds. For how many seconds would he have to stand on one foot in his sixth attempt to achieve this?

   - 23 seconds
**THE RAILWAY AGE**

This group of children have been working on the coming of the railways. Each one gives a short presentation to the class.

Formal

**Stockton - Darlington**

When the railway arrived people travelled faster and further. The journey from London to Edinburgh took 50 hours less than by coach.

Informal

**Stephenson’s ‘Rocket’ in 1829**

How did rail travel compare with travel by coach?

People were able to travel faster, further and cheaper.

**Isambard Kingdom Brunel**

Who was the engineer who created God's Wonderful Railway?

Complete the following table by describing how the railways changed different aspects of life in Victorian Britain:

<table>
<thead>
<tr>
<th>aspect</th>
<th>influence of the railways</th>
</tr>
</thead>
<tbody>
<tr>
<td>food</td>
<td>Cheaper farm machinery resulted in cheaper food.</td>
</tr>
<tr>
<td>employment</td>
<td>More people were employed. Also they had some leisure time.</td>
</tr>
<tr>
<td>government</td>
<td>Because letters and newspapers were delivered more quickly, people took a greater interest in government.</td>
</tr>
</tbody>
</table>

---

**PLUTO AND NEW HORIZONS**

Scientists try to be very precise. Their training teaches them to make formal statements that can be verified by evidence. Of course, they are also human and when the space probe, New Horizons, launched in January 2006, flew past Pluto and successfully sent home lots of information, scientists, in their excitement, made a few informal remarks as well. Write formal or informal after each statement.

Formal

Data from New Horizons will downlink to Earth over the next sixteen months.

Informal

This observation is so tantalising, I'm finding it hard to patiently wait for more data to arrive.

Informal

I knew it was going to be cool. I just didn’t know it was going to be this cool.

---

**LOST THE PLOT**

When following the plot of fantasy stories, you have to pay close attention. Read this story line from a computer game and then number the events in the correct order.

4. Crow comes to Arypt’s rescue

7. The sorceress appears at the mouth of the cave

1. Aryth overhears a conspiracy

6. The cave-dwellers make Aryth a sword

2. Aryth and Crow cross the Dunes of the Scorpions

5. Aryth escapes through a labyrinth

3. The Gargantua capture Aryth
It gives the date, not of her death, but of her disappearance.

She describes it as a thing of rusty wire and wood and not at all interesting.

She spent her time climbing trees, riding imaginary horses and hunting.

It was ‘common in those days’ to expect girls to behave one way, boys another.

She was described as ‘the girl in brown who walks alone’.

‘completely single-handed’

At the time, even a car was a novelty.

They flew into rain and heavy cloud and lost radio contact at a time when their fuel was running low.

QUEEN OF THE AIR

Amelia Earhart: first woman to fly solo across the Atlantic.
Born – 24 July 1897
Disappeared – 2 July 1937

Amelia Earhart, an American, experienced her first close encounter with an aeroplane at the Iowa State Fair. She was ten years old and described it as: ‘...a thing of rusty wire and wood and not at all interesting.’

Almost ten years later, while at a stunt-flying exhibition, an airborne pilot spotted Amelia and a friend, standing away from the rest of the crowd. He swooped down towards them, possibly hoping to make them run, but Amelia stood her ground. Later in life, she said: ‘I did not understand it at the time, but I believe that little red airplane (aeroplane) said something to me as it swooped by.’

On 28 December 1937, pilot Frank Hawks took her up in an aeroplane for the first time. ‘By the time I had got two or three hundred feet off the ground, I knew I had to fly.’

As a child, Amelia stayed with her grandmother during school term. In spite of her grandmother’s disapproval – common in those days – Amelia spent much of her time outdoors, climbing trees, riding imaginary horses and hunting.

A.E. – the girl in brown who walks alone.

On 3 January 1921, she took her first flying lesson. She worked hard for six months and saved enough money to buy her first, small aircraft: a two-seater biplane painted bright yellow, which she called The Canary.

A few years later, she was invited to join two other pilots to fly across the Atlantic. They left Newfoundland and landed in Wales 21 hours later. She became an international celebrity.

Then a new secret project presented itself – the opportunity to fly the same route completely single-handed. The news soon got out and on 20 May 1932, she took off for Paris, but icy conditions and strong winds forced her to land in a farmer’s field in Londonderry, Ireland. At a time when even a car was a novelty, one can only imagine how excited the local people must have felt to see her land her plane.

Approaching her 40th birthday, she decided to be the first woman to fly round the world. By 29 June 1937, with her navigator, Fred Noonan, she reached New Guinea, having completed 22,000 of the 29,000 mile journey. A few days later, running into cloud and heavy rain, and with broken and irregular radio guidance from a ship in the area, her last message was: ‘We must be on you. But we cannot see you. Fuel is running low. Been unable to reach you by radio. We are flying at 1,000 feet. We are running north and south. Nothing more was heard from her.'
**THEN WHAT DID THEY SAY?**

Using the hints given in these pieces of conversation, write down what you think might have been said in response.

1. “Megan: Alesha is standing here, waiting with her hula hoop. What shall I tell her?”
   - “Tell her to wait / I’m on my way / I won’t be long.”

   - “Certainly, madam / They are a bit high up / Here you are.”

3. “I think we’ve seen this film before, Simon, but I can’t remember how it ends.”
   - “Nor can I / They all get eaten by the monster / The hero saves them.”

4. “Hi, Emilia. Just back from holidays? What was the best thing you did?”
   - “Visited the temple / Windsurfed / Went on a safari,” etc.

5. “So how are you going to explain why you didn’t finish your homework?”
   - “The baby was sick on it / I had to do training / I didn’t understand it.”

6. “What happened when the referee blew his whistle?”
   - “The players crowded round him / The crowd cheered.”

7. “I would have been scared by that growling too. So what did you do?”
   - “I ran as fast as I could / I climbed a tree / I hid under the duvet.”

8. “Once you reached the top of the tower, what could you see?”
   - “It was too foggy to see anything / I could see the sea / My house.”

9. “Why do you think you didn’t pick for the team?”
   - “I wasn’t fit enough / I always get left out / Coach is trying out something new.”

---

**READING COMPREHENSION**

**THE SANDS OF ZYLAN 7**

A silver dual cloud moving across the horizon heralded the approach of a GravX Ion Disruptor. It wasn’t entirely unexpected. The osmium-based life forms known as Zrilith had been alerted the moment we ruptured their robotic guard’s security shield. What we didn’t expect to find was a photon-converter among the wreckage of robotic wiring and DNA replication. We could do some major deconstruction with that in our possession. As Zrelith, a captured alien from the planet Ganzor, pointed out by means of her linguaphon implant, our escape plan had just turned into a means of shutting down Teener, the Kraith’s evil empire.

Zylin 7, the artificial moon covered in silver dual-ribbon Teener to provide the Kraith with the reflected light and energy to power their devastating voyages throughout space. Zrelith and I — a solitary hotel so far from my home in the Outer Taspuri region and taken prisoner sixteen astars years ago — we might now have the means of standing in their way.

The GravX pulsed up in a shower of silver beside the bits and pieces of the now-defunct robotic guard. One of the Kraith reluctantly slid out of the transporter, his weight just a little too much for the moon’s gravitational pull. His luminous body quivered and his eyes spun round his head as he kicked the guard’s metal head. We hoped that covering as much of ourselves in the granauses of silver that we showed every Segmentian day would be camouflage enough. But a trickle of granauses alerted the seven-legged Kraith, who turned quickly. It was now or never.

Zrelith plugged the photon-converter into her neuron outlet and scanned the whole area. Light drained from Zylin 7. A freezing wind swept our desert. And Teener slowly was lost in shadow, until, moments later, as energy systems broke down, it exploded into nothingness.

---

**Grammar and Punctuation**

**Identifying different types of nouns**

- There are several different types of nouns:
  - There are common nouns such as cat, dog, table, chair, etc.
  - There are proper nouns that name people, places, etc. and start with a capital letter.
  - There are countable nouns which can be singular or plural and are used with numbers and a range of determiners e.g., one, two, three, etc.
  - There are non-countable nouns which cannot be counted and for which there is no plural, e.g., money, water, sugar.
  - There are concrete nouns which you can see, hear, touch or smell such as house, windows, tree, grass, etc.
  - There are abstract nouns which you can’t see, hear, touch or smell such as love, bravery, fear, anger, etc.
  - There are collective nouns which are words for groups of people, animals or things such as team, herd, bunch, etc.
  - There are compound nouns which are made of two or more words such as butterfly, washing machine, army or navy, etc.

Put the various nouns into the appropriately labelled evacuees’ cases.

- Courage, freedom, hate, shelter, bomb, explosion, searchlight, air raid, gas mask, Churchill, Hitler, Zeppelin, tank, warder, pilot, piobirt, luggage, money, army, band, crowd, explosion, officer, shell...

---

**Grammar and Punctuation**

**Using direct speech**

Direct speech can go at the beginning of a sentence.

“I got on the train to be evacuated, but I didn’t know where I was going.”

Beatrice continued, “I’m not even sure the teachers knew where we were going.”

In the following sentences the speech either goes at the beginning or the end of the sentence. Use inverted commas and all appropriate punctuation to write them out correctly.

- Martin said, “I was only five when war broke out. During air raids we sheltered in the basement of the building we were living in.”
- Peggy said, “I was evacuated with my three brothers but we were split up and I didn’t see them again until after the war.”
- “We were fed very well in the country there were plenty of eggs and butter and milk that we didn’t have in the city.”
- “We were sent to a little village school and there were only twelve children in the class I loved it said Pauline.”
- “I was sent to a little village school and there were only twelve children in the class I loved it.”
- “An elderly lady chose me and my sister to go and live with her we were driven away in a car I had never been in a car before said Grace.”
- “Arthur admitted the evacuation seemed like one long holiday to me.”
Dear Uncle Mervin and Aunty Sheila,

I trust this letter finds you well. I am writing to thank you for the money you sent me for my birthday. My mum purchased a new suitcase with the money as the old one was broken/unserviceable. I needed/required a new suitcase for my trip/home to Wales where I have been evacuated/put up on my 18th birthday. The train departed Liverpool early on Monday morning and I am now residing in Rhyl in North Wales.

I am rather annoyed because I wanted to be with my friends from school, but they have been billeted/put up with my friends from school. However, the family that I have been placed with are very friendly and I am sure life here will be tolerable/pleasant.

Love from your nephew, Jim x

P.S. I have just discovered that Mum forgot to pack my toothbrush. Could I request that when you next visit, you let her know I am without a toothbrush.

P.P.S. Please tell Mum that I miss her and I wish she was here.
Grammar and Punctuation

**Make nouns and verbs into adjectives using suffixes**

You can turn nouns and verbs into adjectives by adding a suffix to the word or noun form.

A suffix is a letter or a group of letters added at the end of the word to make a new word. The suffix needed for the task below are able, ed, ed, ful, less, ing.

Change the underlined nouns and verbs in the first sentence with a suffix to make an adjective for the second sentence.

**The War Ends**

1. The announcement on May 8th 1945 that the war was over was greeted with delight. *Delighted*
2. Churchill remarked that the British people had achieved a lot. *Remarkable*
3. Overwhelmed by emotion, people kissed each other in the street. *Emotional*
4. For the first time since the war began people felt they could relax. *Relaxing*
5. The excitement felt up and down the country with lots of victory parties. *Exciting*
6. Children laughed, danced, sang and waved flags at the street parties. *Laughing*
7. Many children had a surprise when their fathers returned home after many years away. *Surprised*
8. The war was over, but the pain for many would not be over for a long time. *Painful*
9. Because of the bombing, some families didn’t have a home to go to. *Homeless*
10. For some refugee children there was little hope of reuniting them with their parents. *Hopeful*

**What have you got there, Mum?**

My mum told me that carrot cake helps you see in the dark. *I've got a carrot cake. Did you know that carrot cake helps you see in the dark?*

I can't see anything in this blackout, can you see anything? *I can't see anything in this blackout, can you see anything?*

**Laughing**

Laughing children could be seen waving flags at street parties.

**What have you got there, Mum?**

I've got a carrot cake. Did you know that carrot cake helps you see in the dark? *I didn't know. Can I have a piece of carrot cake?*

I can see like a cat! You might not be able to see, but for me it's no problem to see.

**Five pieces of carrot cake later...**

My mum told me that carrot cake helps you see in the dark. *My mum told me that carrot cake helps you see in the dark.

I can't see anything in this blackout, can you see anything? *I can't see anything in this blackout, can you see anything?*

I can see like a cat! You might not be able to see, but for me it's no problem to see.

**Light, number, ten, times, light, man, fire, pump, bomb, Germans, fool, husband, pan**

**You, it, you, we, you, me, I, it, it, he**

**Stupid, stirrup, German, incendiary, chip, alight**

**Put, do, need, telling, is, are, did, tell, will, fetch, was, was, set**

**Out, how, not, why, not, before, straightaway, no**

**Adverbs**

- Who?
- When?
- Before?
- Yet?
- As well as?
- After?
- As well?
- Before?
- As well?

**Conjunctions**

- However
- Yet
- And

**Interjections**

- Oh, well

**Grammar and Punctuation**

**Using ellipses**

Ellipses are the term that is used when certain words have been missed out of a sentence, but the sentence can still be understood without them. It is most commonly used when speaking or when writing dialogue.

“You buy the new Beano?” Alex asked his friend.

If you followed the grammatical rule this should be “Did you buy the new Beano?” Alex asked his friend.

Comics were very popular during the war. The two most popular comics were the Beano and the Dandy.

In the comic strip below, write the dialogue in full including the words that have been missed out because ellipsis has been used.

**What have you got there, Mum?**

I've got a carrot cake. Did you know that carrot cake helps you see in the dark?

I can't see anything in this blackout, can you see anything?

I can see like a cat! You might not be able to see, but for me it's no problem to see.

**Identifying different word classes (parts of speech)**

- Nouns: light, number, ten, times, light, man, fire, pump, bomb, Germans, fool, husband, pan
- Pronouns: you, it, you, we, you, me, I, it, it, he
- Determiners: a, the, my, a, the
- Adjectives: stupid, stirrup, German, incendiary, chip, alight
- Verbs: put, do, need, telling, is, are, did, tell, will, fetch, was, was, set
- Adverbs: out, how, not, why, not, before, straightaway, no
- Prepositions: at, on, of
- Conjunctions: and, but, or, yet
- Interjections: oh, well
The words below have a ‘sh’ sound in the middle, but they are spelt very differently. Put the following words into groups of the same spelling pattern.

conscious, fractious, impartial, financial, scrumptious
residential, atrocious, precious, malicious, sacrificial
gracious, spacious, potential, precious, superficial

I'm collecting words that end in -scious.
I'm collecting words that end in -tiuous.
I'm collecting words that end in -tious.
I'm collecting words that end in -tious.
I'm collecting words that end in -icial.
I'm collecting words that end in -icial.
I'm collecting words that end in -cial.
I'm collecting words that end in -cial.
I'm collecting words that end in -ical.
I'm collecting words that end in -ical.

Complete the sentences below using two of the words above.

Your bedroom is so …………… spacios…………. Blossom, it’s got great …………… potential………….

Match the words in the box to the dictionary definitions.

- vivacious: attractive and lively.
- fractious: irritable and quarrelsome.
- malicious: unkind and deliberate.
- residential: occupied by private houses.
- graceful: courteous, kind, and pleasant.
- prejudicial: a biased opinion.
- superficial: (of a person) never thinking about things that are serious or important.
- malicious: to do something with the intention of causing harm.
- vivacious: (especially of a woman) attractively lively and animated.
- impartial: treating all rivals equally.
- substantial: of considerable importance, size, or worth.
- precarious: (of behaviour or ability) having developed at an earlier age than is usual or expected.

Complete the sentences using the words above.

Usually she is …………… graceful…………, but today she is …………… fractious………… and irritable.

Use the words in the boxes to complete the sentences in your own words.

- feasible: His plan didn't sound like it would work, but …………… it was feasible………….
- compatible: I have to return this software to the store because …………… it is not compatible with my computer………….
- edible: Dad had to order a takeaway, because …………… the meal he made was not edible………….
- plausible: Danny gave the teacher an interesting account of how he lost his homework, but …………… although it was plausible, she did not believe him………….
- permissible: You may get away with that behaviour at home, but …………… it is not permissible here………….
- flexible: I do stretching exercises every day, because …………… I want to be flexible………….
- suggestible: I was hoping to convince him, but …………… he was not suggestible………….
- digestible: Tom had three helpings of pudding, but …………… it might not all be digestible………….
There are words which are spelled 'ei' after 'c', but there are also words spelled 'e' though they do not come after 'c'.

ceiling
weird
feisty
receive
forfeit
sovereign
inconceivable
perceive
heist
receipt
counterfeit
leisure
conceit
deceitful
conceive
sleight

Write the words spelt ei after c. Write the words spelt e though they are not after c.

ceiling receipt weird heist receive conceive feisty counterfeit perceive forfeiture counterfeited leisure conceive deceptive sovereign sleight

So, remember: it is I before e except when you run a feisty heist on a weird beige foreign neighbour.

Try to make up your own sentence using ei words like the one above.

Appropriate sentence written:

example completed grid

Spud’s Spelling Scrabble

lamb limb numb tomb doubt debt dumb subtle autumn column hymn solemn gnat gnaw gnash gnome align campaign design resign obscene absorb fascinating scenario

How many words can you make from the twelve letters below. You can use the letters twice. Try to fill the grid.

Example completed grid:

Use one of the pairs of homophones in the box to complete the sentences below.

affect/effect profit/prophet story/storey altar/alter stationary/stationery who’s/whose

You should know better than to tell me such a stupid story...

Some scientists think that the greenhouse effect is imaginary.

I bought some stationary... from the school shop.

Who’s... talking at the back of the class?

I made a... profit... selling my football cards.

How awful! The groom left the bride standing at the altar...
The wrong homophones or near homophones have been used in the following sentences. Write the correct word for each sentence.

The whole of the sirens could be heard all through the night.  
Be weary of strangers who approach you.  
I have a need to eat something suite.  
Raise your hands if you give your ascent to the proposal.  
I can’t tell the difference between a frog and a toad.  
The dissent of the hill was the best part of the hike.  
We bought a new three-piece sweet for the living room.  
Don’t park there, or your car will be towed away.  
James showed his descent by refusing to join in.  
I’m wary of doing the same things over and over again.  
We are having a wall of a time.  
They followed a steep ascent to the top of the hill.

Make up a sentence to describe the picture using as many homophones as you can from above.

appropriate sentence written