

Home Learning Pack

Year 6

Guidance and Answers

Classroom secrets KIDS

Answers – Developing Rounding Numbers

Varied Fluency

1a. A and B

2a. 3,429,450 and 2,814,304

3a.

Number	Rounds to 4,000,000	Rounds to 5,000,000
4,144,831	✓	
4,531,258		✓
4,776,012		✓

4a. 8,000,000

Reasoning and Problem Solving

1a. 2,503,104 as it rounds to 3,000,000 – the other numbers round to 2,000,000.

2a. The children can have the following numbers:
Kevin – 5,515,633.
Michael – 4,672,145 or 5,413,692
Anna – 4,672,145 or 5,413,692
A solution where each child has a different number is acceptable.

3a. Alfie is incorrect because he has rounded to the nearest 100,000. His answer should be 5,000,000.

Answers – Developing Rounding Numbers

Varied Fluency

1b. A and B

2b. 3,501,715; 4,098,275; and 3,799,140

3b.

Number	Rounds to 8,000,000	Rounds to 9,000,000
8,652,683		✓
8,348,135	✓	
8,514,763		✓

4b. 4,000,000

Reasoning and Problem Solving

1b. 4,152,260 (represented pictorially) as it rounds to 4,000,000 – the other numbers round to 5,000,000.

2b. The children can have the following numbers:
Stephen – 8,414,793 or 7,641,383
Paul – 8,414,793 or 7,641,383
Sophie – 7,321,562
A solution where each child has a different number is acceptable.

3b. Susan is incorrect because there are 5 hundred thousands which means the number rounds up. Her answer should be 8,000,000.

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Answers – Expected Rounding Numbers

Varied Fluency

1a. A and C

2a. 1,625,900 and two million, three hundred and fifty-five thousand, eight hundred and five

3a.

Number	Rounds to 2,900,000	Rounds to 3,000,000
2,858,790	✓	
3,015,830		✓
2,945,745	✓	

4a. 2,710,000; 2,700,000; 3,000,000

Reasoning and Problem Solving

1a. To the nearest million, the odd one out is 4,514,212 (represented pictorially).
To the nearest hundred thousand, the odd one out is 3,894,170 (written in words).

2a. The children can have the following numbers:
Jade – 3,502,005 or 3,495,811
Maxine – 3,415,667 or 3,495,811
Justin – 3,502,005 or 3,495,811
A solution where each child has a different number is acceptable.

3a. Savanna is incorrect because she has rounded to the nearest ten thousand. Her answer should be 2,100,000.

Answers – Expected Rounding Numbers

Varied Fluency

1b. B and C

2b. 4,465,715 and four million, five hundred and two thousand, five hundred and thirty

3b.

Number	Rounds to 4,900,000	Rounds to 5,000,000
4,896,344	✓	
4,995,051		✓
5,003,688		✓

4b. 5,260,000; 5,300,000; 5,000,000

Reasoning and Problem Solving

1b. To the nearest hundred thousand, the odd one out is 947,301.
To the nearest ten thousand, the odd one out is 1,042,240 (represented pictorially).

2b. The children can have the following numbers:
Ellis – 4,509,012 or 4,513,433 or 4,499,785
Toni – 4,509,012 or 4,513,433 or 4,499,785
Saanvi – 4,509,012 or 4,513,433
A solution where each child has a different number is acceptable.

3b. Trevan is incorrect because there are 5 thousands which means the number rounds up. His answer should be 5,500,000.

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Answers – Greater Depth
Rounding Numbers

Varied Fluency

1a. B and C

2a. 6,962,DCC (6,962,700) and 7,039,815

3a.

Number	Rounds to 7,700,000	Rounds to 7,800,000
7,795,DXXV(525)		✓
7,704,DCCCXCI(891)	✓	
7,804,000		✓

4a. (9,003,679) 9,004,000; 9,000,000; 9,000,000; 9,000,000

Reasoning and Problem Solving

1a. To the nearest million, the odd one out is 2,513,674 (numbers and Roman numerals). When rounded to the nearest hundred thousand, the odd one out is 2,364,133.

2a. The children can have the following numbers:
Andrew – 4,453,255 or 4,506,244 or 4,510,361
Pippa – 4,453,255
Rose – 4,506,244 or 4,510,361
A solution where each child has a different number is acceptable.

3a. Harrison is incorrect because 4,505,CMXCII (4,505,992) rounded to the nearest hundred thousand is 4,500,000, but rounded to the nearest ten thousand it is 4,510,000.

Answers – Greater Depth
Rounding Numbers

Varied Fluency

1b. A and C

2b. 3,899,516 and three million, nine hundred and one thousand and six

3b.

Number	Rounds to 3,900,000	Rounds to 4,000,000
3,906,DXII(512)	✓	
3,960,215		✓
3,851,CI(101)	✓	

4b. (6,412,999) 6,413,000; 6,410,000; 6,400,000; 6,000,000

Reasoning and Problem Solving

1b. To the nearest hundred thousand, the odd one out is 6,551,222. When rounded to the nearest ten thousand, the odd one out is 6,491,506 (words and Roman numerals).

2b. The children can have the following numbers:
Jack – 2,004,999
Madeline – 2,504,584 or 2,504,499
Kieran – 2,504,584 or 2,504,499
A solution where each child has a different number is acceptable.

3b. Abigail is incorrect because 6,030,DCCXLII (6,030,742) rounded to the nearest ten thousand is 6,030,000, but rounded to the nearest thousand is 6,031,000.

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Answers – Developing Fractions to Decimals 1

Varied Fluency

1a. 4, 7

2a. True

3a. A = 0.8, B = 0.9, C = 0.6

4a. A = 0.5, B = 0.4, C = 0.7

Reasoning and Problem Solving

1a. Neither are correct. They are equivalent.

2a. 0.5, 0.01, 0.3, 0.9. Order: 0.01, 0.3, 0.5, 0.9.

3a. Various answers, for example: $\frac{2}{10} = 0.2$; $\frac{4}{10} = 0.4$

Answers – Developing Fractions to Decimals 1

Varied Fluency

1b. 1, 0

2b. False. It is 0.07

3b. A = 0.7, B = 0.05, C = 0.9

4b. A = 0.9, B = 0.7, C = 0.1

Reasoning and Problem Solving

1b. Cian is correct. $\frac{2}{100}$ is 0.02 which is less than 0.2.

2b. 0.8, 0.4, 0.05, 0.3. Order: 0.8, 0.4, 0.3, 0.05.

3b. Various answers, for example: $\frac{42}{100} = 0.42$; $\frac{48}{100} = 0.48$; $\frac{54}{100} = 0.54$

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Answers – Expected
Fractions to Decimals 1

Varied Fluency

1a. 7, 0, 3
2a. False. It is 0.7
3a. A = 0.8, B = 0.25, C = 0.3
4a. A = 0.6, B = 0.8, C = 0.25

Reasoning and Problem Solving

1a. Chuan is correct. $\frac{4}{5}$ is 0.8 which is greater than 0.7.
2a. 0.5, 0.2, 0.6, 0.4. Order: 0.2, 0.4, 0.5, 0.6.
3a. Various answers, for example:
$\frac{16}{32} = 0.5$; $\frac{17}{34} = 0.5$; $\frac{18}{36} = 0.5$

Answers – Expected
Fractions to Decimals 1

Varied Fluency

1b. 6, 4, 7
2b. True
3b. A = 0.6, B = 0.25, C = 0.2
4b. A = 0.4, B = 0.8, C = 0.6

Reasoning and Problem Solving

1b. Scarlett is correct. $\frac{2}{5}$ is 0.4 which is greater than 0.2.
2b. 0.7, 0.6, 0.15, 0.9. Order: 0.9, 0.7, 0.6, 0.15.
3b. Various answers, for example:
$\frac{12}{20} = 0.6$; $\frac{12}{25} = 0.48$; $\frac{18}{30} = 0.6$

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Answers – Greater Depth
Fractions to Decimals 1

Varied Fluency

1a. 1, 5, 7, 5

2a. True

3a. A = 0.125, B = 0.75, C = 0.875

4a. A = 0.3, B = 0.8, C = 0.45

Reasoning and Problem Solving

1a. Alesha is correct. $\frac{3}{8}$ is 0.375 which is less than 0.625.

2a. 0.375, 0.625, 0.625, 0.75.
Order: 0.75, 0.625, 0.625, 0.375

3a. Various answers, for example:
$\frac{4}{32}$ = 0.125; $\frac{12}{32}$ = 0.375; $\frac{20}{32}$ = 0.625

Answers – Greater Depth
Fractions to Decimals 1

Varied Fluency

1b. 1, 2, 2, 5

2b. True

3b. A = 0.8, B = 0.375, C = 0.6

4b. A = 0.75, B = 0.625, C = 0.375

Reasoning and Problem Solving

1b. Neither are correct. They are equivalent.

2b. 0.875, 0.75, 0.8, 0.375.
Order: 0.375, 0.75, 0.8, 0.875.

3b. Various answers, for example:
$\frac{2}{8}$ = 0.25; $\frac{6}{8}$ = 0.75; $\frac{4}{16}$ = 0.25

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Answers – Developing Four Quadrants

Varied Fluency

1a. A (-2, 2), B (1, 3), C (3, 1)
2a. A (1, 3), B (3, 3), C (3, 1), D (1, 1)
3a. Rectangle

Reasoning and Problem Solving

1a. Eliza is not correct because (3, 4) should be (3, 3) to make a square.
2a. Various answers, for example:
(1, 2); (1, 4); (4, 2); (4, 4) or
(1, 2); (4, 2); (1, 0); (4, 0) or
(1, 2); (1, 3); (4, 3); (4, 2) or
(1, 2); (1, 1); (4, 1); (4, 2)
3a. Use the coordinates that are given to deduce that A = (-1, 2).

Answers – Developing Four Quadrants

Varied Fluency

1b. A (-4, 2), B (-1, 3), C (3, 4)
2b. A (-3, 3), B (-2, 3), C (-2, 1), D (-3, 1)
3b. Square

Reasoning and Problem Solving

1b. Jacob is not correct because (-1, 2) should be (-1, 1) to make a rectangle.
2b. Various answers, for example:
(-2, 3); (-3, 1); (-2, 1) or
(-2, 3); (-3, 1); (-1, 1) or
(-2, 3); (-2, 1); (-1, 1) or
(-2, 3); (-4, 3); (-3, 1)
3b. Use the coordinates that are given to deduce that A = (3, 2).

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Answers – Expected
Four Quadrants

Varied Fluency

1a. A (-4, -1), B (-1, 3), C (2, 3), D (2, -2)
2a. A (-3, 3), B (-1, 3), C (-1, 2), D (-3, 2), E (3, -1), F (3, -3), G (1, -3), H (1, -1)
3a. Trapezium and parallelogram

Reasoning and Problem Solving

1a. Holly is not correct because (-2, -4) should be (-2, -3) to make a parallelogram.
2a. Various answers, for example:
(2, -1); (4, -1); (1, -3); (3, -3) or
(2, -1); (5, -1); (1, -4); (4, -4) or
(2, -1); (4, -2); (2, -3); (4, -4) or
(2, -1); (5, -2); (2, -4); (5, -5)
3a. Use the coordinates that are given to deduce that A = (1, -2); B = (4, -4).

Answers – Expected
Four Quadrants

Varied Fluency

1b. A (-3, 2), B (-1, -2), C (3, -1), D (4, 1)
2b. A (1, 3), B (3, 3), C (3, 0), D (1, 0), E (-3, -1), F (-2, -1), (-3, -4), H (-2, -4)
3b. Kite and arrowhead (irregular quadrilateral)

Reasoning and Problem Solving

1b. Max is not correct because (-2, 4) should be (-2, 5) or (3, 5) should be (3, 4) to make a trapezium.
2b. Various answers, for example:
(-3, -1); (-5, -4); (-1, -4); (-3, -5) or
(-3, -1); (-5, -3); (-2, -3); (-3, -4) or
(-3, -1); (-4, -3); (-2, -3); (-3, -4) or
(-3, -1); (-5, -2); (-1, -2); (-3, -5)
3b. Use the coordinates that are given to deduce that A = (-2, 4); B = (-1, 2).

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Answers – Greater Depth
Four Quadrants

Varied Fluency

1a. A (-4, 3), B (-4, -3), C (-3, -4), D (3, 4), E (4, -3)

2a. A (-3, 3), B (-2, 4), C (1, 4) D (1, 1), E (-3, 1), F (-1, -2), G (2, -2), H (3, -3), I (2, -4), J (-1, -4)

3a. Pentagon and irregular hexagon

Reasoning and Problem Solving

1a. Sam is not correct because (2, 3) should be (1, 3) to make a hexagon with a vertical line of symmetry.

2a. Various answers, for example:
A trapezium: (-3, -4); (-2, -2); (2, -2); (3, -4)
or (-3, -4); (-2, -2); (-2, 1); (-4, 3)
or (-3, -4); (-2, -2); (1, -2); (2, -4)
or (-3, -4); (-2, -2); (0, -2); (1, -4)
An irregular pentagon: (-3, -4); (-3, -3); (-2, -1); (1, -1); (2, -4)

3a. Use the coordinates that are given to deduce that A = (3, 0); B = (1, -2); C = (-3, 2); D = (-1 4).

Answers – Greater Depth
Four Quadrants

Varied Fluency

1b. A (-5, 2), B (-2, -5), C (2, 5), D (2, -5), E (5, -2)

2b. A (-4, 2), B (-3, 1), C (-2, 2), D (-2, -1), E (-3, -2), F (-4, -1), G (-1, 1), H (2, -1), I (4, -4), J (1, -2)

3b. Octagon and scalene triangle

Reasoning and Problem Solving

1b. Daisy is not correct because (-1, -2) should be (-1, -1) to make a pentagon with a vertical line of symmetry.

2b. Various answers, for example:
hexagon: (2, 2); (0, 2); (-1, 0); (0, -2); (2, -2); (3, 0)
octagon: (2, 2); (0, 2); (-1, 0); (1, -2); (0, -4); (2, -4); (3, -2); (3, 0)
pentagon: (2, 2); (2, 0); (0, -1); (-2, 1); (0, 3)

3b. Use the coordinates that are given to deduce that A = (1, 1); B = (1, -2); C = (-2, -2); D = (-2, 1).

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Answers – Developing Fraction of an Amount

Varied Fluency

1a. 22, 42

2a. 11, 16, 125, 7

3a. 40 > 30, 12 < 13

4a. 19, 16

Reasoning and Problem Solving

1a. 72

2a. No, Kian is not correct. He has 10 red and 16 blue stickers.

3a. $\frac{1}{2}$ of 10 = 5; $\frac{1}{5}$ of 10 = 2

Answers – Developing Fraction of an Amount

Varied Fluency

1b. 7, 23

2b. 12, 37, 30, 48

3b. 6 < 16, 330 > 90

4b. 8, 49

Reasoning and Problem Solving

1b. 65

2b. No, Paula is not correct. She will have spent £5 on lunch and £9 on flowers.

3b. $\frac{1}{6}$ of 30 = 5; $\frac{1}{5}$ of 30 = 6

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Answers – Expected
Fraction of an Amount

Varied Fluency

1a. 480, 93

2a. 24, 77, 162, 51

3a. 120 > 110, 420 = 420

4a. 88, 108

Reasoning and Problem Solving

1a. 126

2a. Tia has read the most pages.

(Tia 360, Liam 350)

3a. $\frac{5}{6}$ of 720 = 600; $\frac{5}{7}$ of 840 = 600;

$\frac{6}{7}$ of 840 = 720

Answers – Expected
Fraction of an Amount

Varied Fluency

1b. 28, 260

2b. 142, 45, 23, 170

3b. 97 < 132, 644 < 645

4b. 168, 285

Reasoning and Problem Solving

1b. 153

2b. Simon has spent the most money.

(Amy £5.25, Simon £5.60)

3b. $\frac{4}{6}$ of 660 = 440; $\frac{5}{6}$ of 660 = 550;

$\frac{4}{5}$ of 550 = 440

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Answers – Greater Depth
Fraction of an Amount

Varied Fluency

1a. 2,460; 468

2a. 160; 770; 2,400; 795

3a. 1,800 < 1,984; 630 > 600

4a. 260; 378

Reasoning and Problem Solving

1a. 300

2a. Che knows the most employees.

(Che 576; Mia 480)

3a. $\frac{30}{40}$ of 200 = $\frac{18}{30}$ of 250

$\frac{18}{30}$ of 200 = $\frac{24}{50}$ of 250

Answers – Greater Depth
Fraction of an Amount

Varied Fluency

1b. 1,121; 288

2b. 198; 2,200; 1,645; 810

3b. 664 > 624; 285 < 288

4b. 424; 160

Reasoning and Problem Solving

1b. 1,400

2b. Moses has the most money.

(Leo £900; Moses £1,320)

3b. $\frac{11}{55}$ of 300 = $\frac{22}{88}$ of 240

$\frac{25}{50}$ of 300 = $\frac{55}{88}$ of 240

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Answers – Developing Find Pairs of Values 2

Varied Fluency

1a. $a = 16$ and $b = 4$

2a. 19 and 14; 15 and 10; 12 and 7; 8 and 3

3a. $b = 9$ and $c = 4$

4a. Various answers, for example: if $a = 9$, then $b = 0$; if $a = 8$, then $b = 2$; if $a = 7$, then $b = 4$.

Reasoning and Problem Solving

1a. Katya is incorrect because $2 \times 7 = 14$; $14 + 4 = 18$ so $d = 4$ not 5.

2a. A, C or D could be true. For example: A. $a = 5$; C. $a = 3$; D. $a = 5$

3a. Various answers, for example: $m = 6$, $s = 4$; $m = 7$, $s = 2$; $m = 5$, $s = 6$

Answers – Developing Find Pairs of Values 2

Varied Fluency

1b. $h = 5$ and $i = 6$

2b. 10 and 8; 12 and 6; 14 and 4; 17 and 1

3b. $a = 2$ and $c = 15$

4b. Various answers, for example: if $c = 14$, then $d = 1$; if $c = 16$, then $d = 2$; if $c = 18$, then $d = 3$.

Reasoning and Problem Solving

1b. Jesse is incorrect because $2 \times 10 = 20$; $20 - 8 = 12$ so $d = 8$ not 2.

2b. B or C could be true. For example: B. $b = 6$; C. $b = 2$

3b. Various answers, for example: $k = 4$, $b = 5$; $k = 3$, $b = 6$; $k = 7$, $b = 2$

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Answers – Expected
Find Pairs of Values 2

Varied Fluency

1a. a = 94 and b = 11

2a. 45 and 12; 61 and 28; 56 and 23; 72 and 39

3a. b = 8 and c = 27

4a. Various answers, for example: if a = 12, then b = 15; if a = 10, then b = 25; if a = 8, then b = 35.

Reasoning and Problem Solving

1a. Vivian is incorrect because 5 x 7 = 35; 50 – 35 = 15. 15 ÷ 3 = 5 so i = 5.

2a. A or D could be true. For example: A. a = 15; B. a = 7

3a. Various answers, for example: m = 30, s = 10; m = 40, s = 5; m = 10, s = 20

Answers – Expected
Find Pairs of Values 2

Varied Fluency

1b. h = 15 and i = 11

2b. 23 and 18; 25 and 16; 28 and 13; 32 and 9

3b. a = 8 and c = 27

4b. Various answers, for example: if c = 19, then d = 1; if c = 20, then d = 4; if c = 21, then d = 7.

Reasoning and Problem Solving

1b. Ralph is incorrect because 2 x 15 = 30; 40 – 30 = 10. 10 ÷ 5 = 2 so y = 2.

2b. B, C or D could be true. For example: B. a = 10; C. a = 8; D. a = 6

3b. Various answers, for example: s = 10, l = 20; s = 5, l = 30; s = 11, l = 18

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Answers – Greater Depth
Find Pairs of Values 2

Varied Fluency

1a. $a = 64$ and $b = 6$

2a. 4.5 and 10; 0.5 and 6; 6.5 and 12; -4.5 and 1

3a. $y = 15.5$ and $v = 5$

4a. Various answers, for example: If $a = 8$, then $b = 0.5$; if $a = 6$, then $b = 3.5$; if $a = 4$, then $b = 6.5$.

Reasoning and Problem Solving

1a. Gillian is incorrect because $7 \times \frac{1}{2} = 3.5$; $12.5 - 3.5 = 9$. $9 \div 2 = 4.5$ so $y = 4.5$.

2a. A, B, C or D could be true. For example: A. $a = -7$; B. $a = -5$; C. $a = -10$; D. $a = -4$

3a. Various answers, for example: $m = 5$, $s = 3.75$; $m = 6$, $s = 2.75$; $m = 4$, $s = 4.75$

Answers – Greater Depth
Find Pairs of Values 2

Varied Fluency

1b. $h = 15$ and $i = 8$

2b. 11 and 0.5; 10 and 2.5; 9 and 4.5; 8 and 6.5

3b. $s = 8$ and $r = 7$

4b. Various answers, for example: If $c = 13$, then $d = 11.5$; if $c = 10$, then $d = 8.5$; if $c = 8$, then $d = 6.5$.

Reasoning and Problem Solving

1b. Faisan is incorrect because $2 \times 2.5 = 5$; $5 - 10 = -5$. $10 \div 5 = 2$ so $b = 2$.

2b. A, B, C or D could be true. For example: A. $b = 2.5$; B. $b = 0.5$; C. $b = 10.5$; D. $b = 4.5$

3b. Various answers, for example: $m = 1$, $h = 3.5$; $m = 2$, $h = 2.5$; $m = 3$, $h = 1.5$

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Common Multiples

1. Zargle and Bleeblox are alien friends from different planets, who were born on the same day and each live to be about 1,000 years old. However, they don't celebrate their birthdays every year.



Bleeblox



Zargle

They'd like to throw a party together. Investigate how many years it could be before they both celebrate their birthdays in the same year. Find 5 possible answers.

Various answers, for example: Zargle and Bleeblox could celebrate their birthdays together after 84, 168, 252, 336 or 420 years. Accept any multiple of 84 up to 1,000.

They have another friend, Glarbol, who also shares the same birthday. If Glarbol was to share the birthday party too, how many times could all three aliens celebrate their birthdays together in the same year?



Glarbol

All three aliens could only celebrate their birthdays twice together after 420 years or 840 years, as they only live to 1,000 and the next common multiple of 5, 7 and 12 is 1,260.

DP

2. Look at the two grids below. Identify groups of 3 numbers from grid A in the same row or column that share a common multiple from grid B. For example: 8, 13 and 16 share the common multiple 416.

Pick 5 numbers from grid B and find a different combination of numbers for each.

Grid A				
3	8	13	10	16
15	5	17	11	9
4	9	3	18	5
19	7	15	7	12
8	4	6	20	13

Grid B		
285	495	504
420	560	260
390	416	312

Various answers, for example:
5, 11 and 9 with 495; 3, 15 and 13 with 390; 4, 13 and 20 with 260; 6, 4 and 13 with 312; 15, 7 and 12 with 420

DP

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Answers – Developing Expanded Noun Phrases

Varied Fluency

1a. A: The rusty trailer with the flat tyre sat unused on the driveway.
B: A large heard of sheep grazed casually in the field.
C: As the sun rose in the clear, blue sky, the farmer tended to the animals.

2a. Sentence A

3a. tall, athletic boy

4a. The confident, enthusiastic boy walked out onto the stage to perform in the talent show.

Application and Reasoning

1a. Various answers, for example:
The intelligent scientist panicked as his tricky experiment started to go wrong.

2a. Various answers, for example:
The crafty, gun-wielding criminal was apprehended as he attempted to steal the rare diamond.

3a. She is incorrect. She has used adverbs to describe how the professor spoke therefore, it is not an expanded noun phrase.

Answers – Developing Expanded Noun Phrases

Varied Fluency

1b. A: The tall blossom tree stood proudly at the end of the garden.
B: The fast, red-striped sports car sped off along the racing tracks.
C: The cute, tabby kitten rolled around excitedly on the grass.

2b. Sentence B

3b. the infectious smile

4b. The student with the impeccable behaviour had been sent to the headteacher.

Application and Reasoning

1b. Various answers, for example:
The calm, brave astronaut put on her space suit and sat down, ready for take-off.

2b. Various answers, for example: The kind, caring teacher organised a surprise, fun-filled trip for the end of the school year.

3b. He is incorrect. All three of the adjectives used have a similar meaning and therefore don't add any new information to the sentence or make it any more concise.

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Answers – Expected
Expanded Noun Phrases

Varied Fluency

1a. A: The old car with the rusty door had been left abandoned in the carpark.
B: The ravens soared majestically in the clear, cloudless sky.
C: The over-excited, friendly dog circled my legs before pouncing onto my lap.

2a. Sentence B.

3a. old, decrepit house

4a. Various possible answers, for example: The experienced pilot landed the plane safely despite the treacherous weather conditions.

Application and Reasoning

1a. Various answers, for example: The short, athletic boy finished third in the race, just seconds behind his friend.

2a. Various answers, for example: As they approached the castle with the broken tower, they noticed the mighty, oak door was already open.

3a. She is incorrect. All three of the adjectives used have a similar meaning and therefore don't add any new information to the sentence or make it any more concise.

Answers – Expected
Expanded Noun Phrases

Varied Fluency

1b. A: The large, over-grown garden was full of weeds and wild flowers.
B: The injured athlete that was sat with the medics watched over the race enviously.
C: The ancient city of Rome is home to attractions such as the Trevi Fountain and St. Peter's Basilica.

2b. Sentence B

3b. round, brilliant cut diamond

4b. Various possible answers, for example: The lanky girl with the petite frame smiled happily as she took to the podium after winning first place.

Application and Reasoning

1b. Various answers, for example: Johnny picked up his rucksack and prepared himself for the hike that was sure to be a challenge.

2b. Various answers, for example: The lazy ginger cat sat under the blossoming tree at the end of the garden, trying to find some shade.

3b. He is correct. He has used a range different adjectives to describe the noun and creates a concise sentence.

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Answers – Greater Depth
Expanded Noun Phrases

Varied Fluency

1a. A: An almighty roar came from the fierce lion, which was stalking around the fenced-in enclosure waiting to be fed.
B: Waiting for the bus, the impatient commuters took shelter from the unexpected, freezing rain drops that battered the ground relentlessly.

2a. Sentence A

3a. sweltering hot sun.

4a. Various possible answers, for example: Before setting off, we made sure that we packed a range of different sandwiches and a some cool, fizzy drinks for the trip.

Application and Reasoning

1a. Various answers, for example: Shaking with fear, the timid, frail boy – who felt like he was about to throw up – attached his safety harness and prepared himself to face the zipwire.

2a. Various answers, for example: Without warning, an inexplicable bang sounded from the next room, making the children that were silently working, jump up in shock.

3a. She is incorrect. Sentence B uses expanded noun phrases to describe the features of the house in a concise way that makes sense.

Answers – Greater Depth
Expanded Noun Phrases

Varied Fluency

1b. A: Without warning, a bright flash of lightning lit up the sky and was followed by a deafening crack of thunder that shook the house.
B: The derelict building with the broken windows and cracked brickwork was the scariest place that the children had ever dared to venture.

2b. Sentence A

3b. over-excited, noisy

4b. Due to the adverse weather conditions, the upset students had to abandon the school trip until a later date.

Application and Reasoning

1b. Waiting patiently for her friends to arrive, Isabel placed the cupcakes with the intricately decorated icing onto the cake stand ready for the tea party.

2b. Various answers, for example: As they reached the summit, the hikers stood on the edge of the steep, snow-capped mountain taking in the views that spread out before them.

3b. He is correct. Sentence B uses expanded noun phrases to describe the house in a concise way that makes sense.

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Answers – Developing Identifying Word Classes in Sentences

Varied Fluency

1a. A. Nouns = pages, dog, book; Verbs = tore, stepped
B. Nouns = water, glass; Verbs = spilt, was, knocked
2a. Adjectives
3a. Subject = Susan; Object = stable
4a. Nouns = passengers, children, plane; Verbs = could, board; Adverbs = first; Adjectives = young

Application and Reasoning

1a. Various answers, for example: The busy (adjective) train (noun) arrived (verb) late (adverb).
2a. No, an adjective would not fit in this sentence.
3a. True. Without a verb the sentences have no meaning or sense. For example, 'The gift shop a good choice of cards.'

Answers – Developing Identifying Word Classes in Sentences

Varied Fluency

1b. A. Nouns = question, test; Verbs = was
B. Nouns = chair, pieces; Verbs = broke, fell
2b. Verbs
3b. Subject = Mark; Object = batteries
4b. Nouns = school, uniform, year; Verbs = decided, change; Adverbs = suddenly; Adjectives = new, next

Application and Reasoning

1b. Various answers, for example: The tiny (adjective) puppy licked (verb) her face (noun) excitedly (adverb).
2b. Yes, an adverb could be added. For example, 'quickly' could be added to the start of the sentence or after 'stairs'.
3b. False. The adjectives make the meaning of the sentences clearer but they do not need to have them. For example, 'Can you bring me your book?'

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Answers – Expected Identifying Word Classes in Sentences

Varied Fluency

1a. A. Nouns = dog, house, footprints, floor; Verbs = ran, leaving
B. Nouns = doll, eye, hair; Verbs = had, had fallen

2a. Adverbs

3a. Subjects = everyone, he; Objects = clown, circus

4a. Subjects = driver; Objects = journey, Nouns = driver, break, journey, food, café; Verbs = took, could rest, have; Adverbs = briefly; Adjectives = lorry, long, some; Determiners = the, a, his, the; Conjunctions = so; Prepositions = from, at

Application and Reasoning

1a. Various answers, for example: The silly (adjective) dog (subject, noun) ran (verb) excitedly (adverb) around (preposition) the corner (object) but (conjunction) he came back obediently (adverb).

2a. Yes, adding an adverb is possible. Various possible answers, for example: The adverb 'slowly' could be added at the start of the sentence.

3a. False. Each sentence can omit the noun and still make sense. If the noun is removed, it is also necessary to remove the preposition and determiner in the example 'Sit down at once!'

Answers – Expected Identifying Word Classes in Sentences

Varied Fluency

1b. A. Nouns = car, puddle; Verbs = looked, drove
B. Nouns = song, radio, building site; Verbs = blared

2b. Prepositions

3b. Subjects = Cameron, postman; Objects = letter, post box

4b. Subjects = mouse; Objects = hall; Nouns = mouse, hall, hole, corner, cat, room; Verbs = scurried, being; Adverbs = quickly; Adjectives = brave, same; Determiners = a, the, a, the, the; Conjunctions = despite; Prepositions = across, from, in

Application and Reasoning

1b. Various answers, for example: An (determiner) enormous (adjective) turnip (subject) was pulled (verb) quickly (adverb) from (preposition) the ground (object) although (conjunction) it took three people (noun).

2b. Yes, adding a conjunction is possible. Various possible answers, for example: The conjunction 'despite' could be added at the start of the sentence or 'but' could replace the comma.

3b. False. The adjectives make the meaning of the sentences clearer but they do not need to have them. For example, 'Cameras are operating in this area.'

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Answers – Greater Depth Identifying Word Classes in Sentences

Varied Fluency

1a. A. Nouns = Year 9, Year 10, trip, Paris, month; Verbs = are going
B. Nouns = River Thames, river, England; Verbs = know, is
2a. Determiners
3a. Subject s= decision; Object = council
They are also nouns.
4a. Subjects = house, gates; Objects = estate, security; Nouns = house, estate, gardens, outbuildings, property, gates, security; Verbs = was situated, were guarded, could, enter; Adverbs = privately; Adjectives = immaculate, two, large; Determiners = its, the, the, the; Conjunctions = and, so that; Prepositions = with, behind, by

Application and Reasoning

1a. Various answers, for example:
During the test, the (determiner) teacher (noun, subject) walked (verb) around (preposition) the
classroom (noun, object) so (conjunction) she could see if all (adjective) the children were working silently (adverb).
2a. Yes, a preposition can be added.
Various possible answers, for example:
The word 'inside' could go at the end of the sentence. There is only one possibility of where the preposition could go.
3a. False. Each sentence can omit the object and still be understood. For example, 'The farmer was tired'.

Answers – Greater Depth Identifying Word Classes in Sentences

Varied Fluency

1b. A. Nouns = police, morning, house, street; Verbs = were called, was burgled
B. Nouns = dog, freedom, run, gate; Verbs = made, was
2b. Conjunctions
3b. Subjects = girls; Object s= skills
They are also nouns.
4b. Subjects = Dan, water; Objects = shower; Nouns = Dan, shower, bathroom, morning, water; Verbs = took, got, stopped, working, was, running, was; Adverbs = suddenly, still; Adjectives = cold, downstairs, yesterday, extremely; Determiners = a, the, the; Conjunctions = which, although; Prepositions = in

Application and Reasoning

1b. Various answers, for example:
So that (conjunction) she (subject) could (verb) look after an elderly (adjective) patient (object) who had taken ill suddenly (adverb) in the waiting room, the doctor had to rush out (preposition) of her (determiner) appointment (noun).
2b. Yes, an object could be added.
Various possible answers, for example: the word 'table' could be added after 'blew off'. There is only one possibility of where an object could go.
3b. True, the sentence would not make sense if the conjunction is taken out. For example, 'You finish you cannot go outside.'

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Answers – Developing Using the Passive Verb

Varied Fluency

1a. True
2a. Jenny read the book.
3a. The game was won by Stan.
4a. The ball was thrown by Ben.

Application and Reasoning

1a. kicked
2a. Various answers, for example: The bread was sold by the baker.
3a. Tia is not correct because she has not used 'were' before the past tense verb. The correct sentence is: The keys were lost by the girl.

Answers – Developing Using the Passive Verb

Varied Fluency

1b. True
2b. Sarah made the cake.
3b. The rabbit was trapped by the fox.
4b. The picture was drawn by Kate.

Application and Reasoning

1b. read
2b. Various answers, for example: The money was found by Tom.
3b. Seth is not correct because he has only swapped the position of the subject and the object in the sentence. He has not changed to the passive verb.

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Answers – Expected
Using the Passive Verb

Varied Fluency

1a. True

2a. The lion chased the antelope in the jungle.

3a. The flowers in the garden were watered by Nina.

4a. The delicious chocolate cake was eaten.

Application and Reasoning

1a. written

2a. Various answers, for example: The huge parcel was taken in the van by the postman.

3a. Katie is not correct because she has only swapped the position of the subject and the object in the sentence. She has not changed to the passive verb. The correct sentence is: The rabbit was hunted by the fox in the woods.

Answers – Expected
Using the Passive Verb

Varied Fluency

1b. True

2b. The postman delivered the letter yesterday morning.

3b. The tall, red gate was opened slowly by Abdul.

4b. The car key was found under a rock.

Application and Reasoning

1b. eaten

2b. Various answers, for example: The money in the bank was stolen by the notorious thief.

3b. Greg is not correct because he has not used 'were' before the past tense verb. The correct sentence is: The trainers were left in the hallway by Lucy.

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Answers – Greater Depth
Using the Passive Verb

Varied Fluency

1a. False, the correct sentence is: The stained glass window was smashed this morning because the tennis ball was thrown too hard.

2a. The man fed the horse before he rode it through the enormous, grassy fields.

3a. The warm, fluffy coat was put on by Harry before the brown, wooden door was opened.

4a. The coffee was put in the cup and the hot water was poured in.

Application and Reasoning

1a. Various answers, for example: The new board game was played and the points were counted.

2a. Various answers, for example: The football match was planned and lots of goals were scored.

3a. Bella is not correct because she has only turned the first part of the sentence into the passive form. The correct sentence is: The white envelope was sealed then the postage stamp was stuck on.

Answers – Greater Depth
Using the Passive Verb

Varied Fluency

1b. False, the correct sentence is: The cheese sandwiches were finished before the cakes and biscuits were brought out of the kitchen.

2b. Jamie washed the dirty dishes after he ate the delicious roast dinner.

3b. The beautiful song lyrics were written by Grace before the dramatic music was composed.

4b. Flowers were picked from the soil then new seeds were planted.

Application and Reasoning

1b. Various answers, for example: The eggs were fried then the butter was spread on the toast.

2b. Various answers, for example: The rules were explained and the new game was started.

3b. Alex is not correct because he has only turned the second part of the sentence into the passive form. The correct sentence is: The kitchen floor was mopped then the colourful tiles were wiped.

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World Travel – Oral Teacher Questions – Answers

1. What does the image represent? (P5/2d) The world. It shows landmarks from different countries. It gives an impression that the world is small.

2. What do the landmarks represent? (P5/2d) Different countries of the world.

3. If the image were used as an advert, what might it be advertising? (P5/2d) Travel agents, airports, ports, accept other suitable answers.

4. The image has a key message in it. Explain what you think this message is. (T4) That the world is small and interconnected.

5. Use three adjectives to describe the image. (C4) Various answers.

6. Why do you think different modes of transport are shown in the image? (P2/2e) To show the ways in which you can visit the landmarks.

7. The image represents different countries around the world. What else could it represent? (L6/2f) Different languages, different cultures or places to visit on holiday.

8. What key landmarks are in the image? (C6/2b) Eiffel Tower, St Basil's Cathedral, Stonehenge, Big Ben, The London Eye, The Colosseum, CN Tower, Statue of Liberty, Porte d'Aix, The Golden Buddha, Himeji Castle, Neuschwanstein Castle.

9. Are there any key landmarks that you think should be included in the image? Why? (R2) Accept other famous landmarks, such as Taj Mahal, Pyramids of Giza, Tower of Pisa, Christ the Redeemer.

10. The weather in the image is varied. Why do you think this is? Explain your reasoning. (P5/2d) To reflect the different weather across the world at any one time.

11. What feelings might the picture make you feel? Give three examples. (L5/2g) Personal response. Students may use words like excited, hopeful, keen, adventurous.

12. The image has many famous landmarks in it. Where else might you have seen images of these landmarks? (C8/2h) Media; social media, newspapers, TV programmes. Encyclopaedias, posters, books, films, may have seen them in person.

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World Travel – Vocab 1

Write the definitions for each of these words.

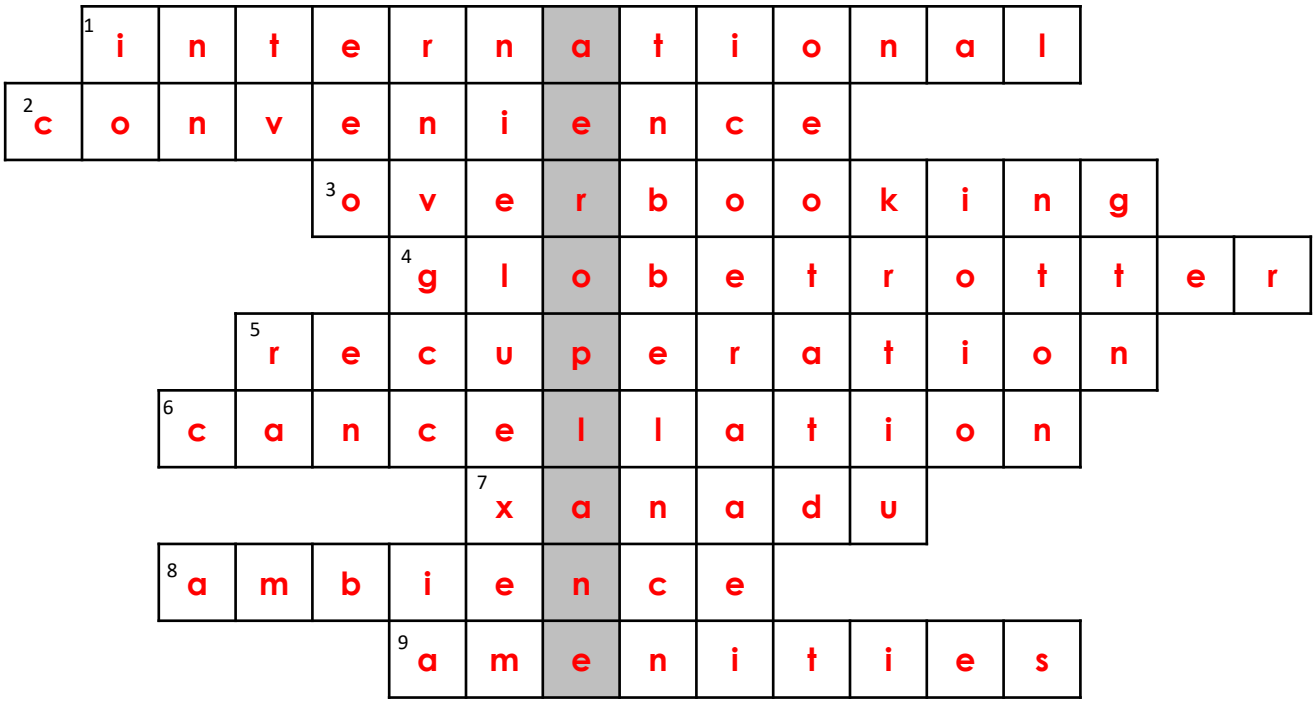
accommodation	a room, group of rooms or building in which someone can stay
ambiance	the character or atmosphere of a place
amenities	a desirable or useful feature of a place, e.g. a hospital nearby
availability	freedom to do something, otherwise unoccupied
cancellation	the action of cancelling something
convenience	something that contributes to an easy way of life
globetrotter	a person who travels widely and often
international	including all nations across the world
overbooking	accept more reservations that there is space for, sometimes happens on flights
picturesque	visually attractive, often in a quaint way
recuperation	recovery of illness or exertion, often done on holiday
Xanadu	an idealized place of great beauty

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World Travel – Vocab 2

Complete the crossword by finding the correct words for the sentences below. Then find the hidden word.



1	Usually he travelled locally but this time his travel was _____ .
2	For her _____ , there were bars, restaurants and even a hospital on the island.
3	The family were angry: they could not have a seat on the aeroplane due to an _____ .
4	She thought of herself as a _____ as she loved exploring the world when backpacking.
5	They went on holiday for some relaxation and _____ . They had both been working so hard lately.
6	Mark was lucky; he managed to get a last-minute flight due to a _____ .
7	The architect was adamant he wanted to build a _____ for all to enjoy.
8	The _____ of the place was serene and peaceful, perfect for their honeymoon.
9	The _____ here were scarce; after all, they were camping in the jungle!

The hidden word is aeroplane .

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World Travel – SPAG

Which sentence is punctuated correctly? Tick one.

Once at the hotel Maria decided, to take an excursion, to see the elephant sanctuary only two days later.	
Once at the hotel, Maria decided to take an excursion to see the elephant sanctuary only two days later.	✓
Once at, the hotel Maria decided to take an excursion to see the elephant, sanctuary only two days later.	
Once at the hotel Maria decided to take an excursion to see the elephant sanctuary only two days later.	

Rewrite the sentence below using a subordinate clause.

She travelled up the Eiffel Tower.

She travelled up the Eiffel Tower, which took longer than she thought.

Rewrite the sentence below in the passive voice.

Many people like travelling.

Travelling is what many people like to do.

Complete each sentence below with either 'is' or 'are'.

They are **enjoying their holiday this year.**

This swimming costume is **new for my trip to Bali.**

These gloves are **needed for the ski slopes.**

The people on the aeroplane are **relieved to be travelling now after a delay in taking-off.**

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