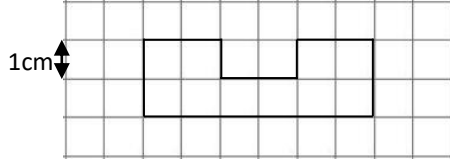
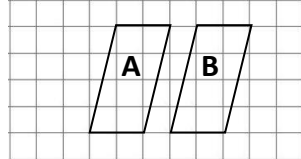
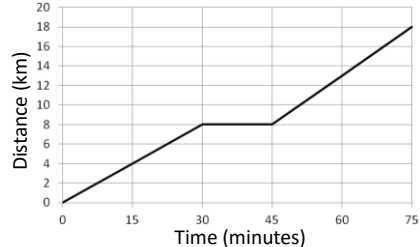
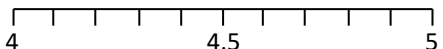


Name: _____

Date: _____

Class/Group: _____

| A: Place Value, Add and Subtract | | B: Multiply, Divide and Fractions | | C: Measure, Geometry and Statistics | |
|--|-----|--|-----------|---|------|
| 1. What is the missing number? 18 24 30 <input type="text"/> 42 | 4:1 | 11. $7 \times 11 =$ | 4:9 | 21. What is the area of this shape?  | 4:20 |
| 2. What is the missing number? 7,000 8,000 9,000 <input type="text"/> | 4:1 | 12. Circle the sum that is the same as 27×12 : $3 \times 4 \times 9$ $3 \times 9 \times 12$ | 4:10 | | |
| 3. Round this number to the nearest 100: 5,731 | 4:2 | 13. $293 \times 7 =$ | 4:11 | 22. Circle the name that describes the smallest angle. Right angle Obtuse angle Acute angle | 4:24 |
| 4. What is 1,000 less than 3,293? | 4:2 | 14. To work out 53×8 you could do: <input type="text"/> $\times 8 + 3 \times$ <input type="text"/> | 4:12 | | |
| 5. What is 3 less than 1? | 4:3 | 15. Circle the equivalent fraction to $\frac{1}{7}$. $\frac{3}{28}$ $\frac{5}{35}$ $\frac{7}{56}$ | 4:13 | 23. To transform shape A onto B: Translate A <input type="text"/> units to the <input type="text"/> . | 4:27 |
| 6. What is the value of the 2 in this number? 3,296 | 4:4 | 16. Complete the sequence: $\frac{22}{100}$ $\frac{23}{100}$ $\frac{24}{100}$ <input type="text"/> | 4:14 |  | |
| 7. Write the number 37 in Roman numerals. | 4:5 | 17. $\frac{9}{5} + \frac{2}{5}$ | 4:15 | 24. Tom rode to his friend's house.  | 4:29 |
| 8. $1,235 + 824 =$ | 4:6 | 18. Write 0.5 as a fraction. | 4:16 | | |
| 9. Write the sum to check $1,930 + 383 = 2,313$: $2,313$ <input type="text"/> $1,930$ <input type="text"/> 383 | 4:7 | 19. $8 \div 100 =$ | 4:17 | Using the distance - time graph, how long did Tom rest for? | |
| 10. There are 213 people on a train. 28 get on & 49 get off. How many now? | 4:8 | 20. Label 4.25cm on the ruler section:  | 4:18 | 25. How much further was the 2nd part of Tom's journey than the first? | 4:30 |
| Total (A) | | Total (B) | | Total (C) | |
| Test Total (A+B+C) | | R (0-9) | Y (10-19) | G (20-25) | |

Name: _____

$$5 \overline{) 571}$$

$$8 \overline{) 777}$$

$$7 \overline{) 427}$$

$$5 \overline{) 624}$$

$$5 \overline{) 218}$$

$$4 \overline{) 410}$$

$$3 \overline{) 462}$$

$$2 \overline{) 323}$$

$$4 \overline{) 102}$$

$$4 \overline{) 616}$$

$$6 \overline{) 947}$$

$$8 \overline{) 331}$$

$$4 \overline{) 509}$$

$$6 \overline{) 154}$$

$$2 \overline{) 408}$$

$$9 \overline{) 650}$$

Name: _____

Class: _____

Date: _____

| | | | | | |
|--|---------------|---------------|---|------------------|------------------|
| 1. Underline the prefix which means 'below'. | | | 2. Underline the suffix which, when added, forms a noun . | | |
| non | pre | sub | cook | ing | er |
| 3. Underline the correct homophone to use in this sentence. | | | 4. Underline the correct homophone to use in this sentence. | | |
| The car was (towed / toad) to the garage. | | | I (rowed / road) my boat across the river. | | |
| 5. Underline the word with the correct spelling. | | | 6. Underline the word with the correct spelling. | | |
| various | varius | varios | direcshun | direcsion | direction |
| 7-8. Number these words to show their alphabetical order . | | | | | |
| pram | | proud | | prune | prince |

| | | | | |
|---|-------|-------|---|------|
| 9. Underline the words which have a similar meaning to the word in bold (synonyms). | | | | |
| wash | chase | clean | scrub | wipe |
| 10. Underline the adverb in the sentence below. | | | 11. Circle the connective in the sentence below. | |
| He carefully rocked the baby because she was crying.. | | | | |

| | | | | | |
|---|-----------------|----------------------|--|------------------------|--|
| 12-13. Underline two connectives that can be used to signal addition (or are synonymous with the word 'and'). | | | | | |
| what is more | probably | of course | moreover | all of a sudden | |
| 14-15. Underline the proper nouns or pronouns in this sentence to avoid repetition . | | | | | |
| Cautiously, (Sam / he) peered around him, realised (Sam / he) hadn't been seen and quickly made (his / Sam's) move. | | | | | |
| 16-17. Underline two fronted adverbials that might help signal time and sequence . | | | | | |
| Frighteningly, | Firstly, | Despite this, | Finally, | | |
| 18. Underline the correct word to complete the sentence. | | | 19. Underline the correct word to complete the sentence. | | |
| Have you (done / did) your homework? | | | You should have (knew / known) that. | | |

| | |
|---|--|
| 20-21. Underline the fronted adverbial . Punctuate this sentence using commas . | |
| After breakfast make sure you clean your teeth wash your hands and find your bag. | |
| 22-23. Punctuate the sentences using the apostrophe (') to show singular or plural possession . | |
| The b a b y s nappy needed changing. | The b a b i e s nappies needed changing. |
| 24-25. Punctuate these sentences using inverted commas (“ ”), commas (,) and any other punctuation needed.. | |
| What would you like for tea asked Dad | Pasta would be great answered Max |

| | | | | |
|---------------|--|-------------|------------------|-----------------|
| Total: | | Red (0 – 9) | Yellow (10 – 19) | Green (20 – 25) |
|---------------|--|-------------|------------------|-----------------|