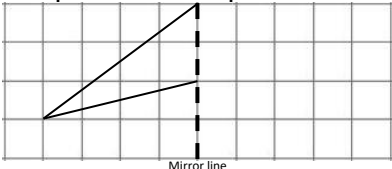


Name: \_\_\_\_\_

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?<br>1,000 2,000 3,000 <input type="text"/> 5,000 | 4:1 | 11. $12 \times 6 =$                                                                                                 | 4:9       | 21. How many centimetres are there in 4.25 metres?                                                                                                                                                                                                                                                                                                                            | 4:19  |     |     |        |       |         |    |    |   |   |         |    |    |    |   |      |
| 2. What is the missing number?<br>200 <input type="text"/> 250 275 300         | 4:1 | 12. Complete the sum that is equal to<br>$2 \times 3 \times 12$ : $12 \times$ <input type="text"/>                  | 4:10      |                                                                                                                                                                                                                                                                                                                                                                               |       |     |     |        |       |         |    |    |   |   |         |    |    |    |   |      |
| 3. Round this number to the nearest 1,000:<br>5,731                            | 4:2 | 13. $429 \times 3 =$                                                                                                | 4:11      | 22. Tick (✓) the shape that has <b>more than</b> one line of symmetry.<br><div><input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/></div>                                                                                                                                                                                                               | 4:25  |     |     |        |       |         |    |    |   |   |         |    |    |    |   |      |
| 4. What is 1,000 <b>more</b> than 2,960?                                       | 4:2 | 14. To work out $62 \times 7$ you could do:<br>$60 \times$ <input type="text"/> $+$ <input type="text"/> $\times 7$ | 4:12      |                                                                                                                                                                                                                                                                                                                                                                               |       |     |     |        |       |         |    |    |   |   |         |    |    |    |   |      |
| 5. If the temperature starts at 4°C, then drops by 12°C, what is it now?       | 4:3 | 15. $\frac{?}{40} = \frac{5}{8}$                                                                                    | 4:13      | 23. Complete this shape:<br><div></div>                                                                                                                                                                                                                                                    | 4:26  |     |     |        |       |         |    |    |   |   |         |    |    |    |   |      |
| 6. What is the value of the <b>9</b> in this number?<br>3,296                  | 4:4 | 16. What is the missing number?<br>4.00 4.01 4.02 4.03 <input type="text"/>                                         | 4:14      |                                                                                                                                                                                                                                                                                                                                                                               |       |     |     |        |       |         |    |    |   |   |         |    |    |    |   |      |
| 7. Write the number 38 in Roman numerals.                                      | 4:5 | 17. $\frac{8}{11} + \frac{5}{11}$                                                                                   | 4:15      | 24. This table shows how teachers and students own different pets:<br><table><tr><td></td><td>Dog</td><td>Cat</td><td>Rabbit</td><td>Mouse</td></tr><tr><td>Teacher</td><td>13</td><td>19</td><td>9</td><td>5</td></tr><tr><td>Student</td><td>28</td><td>23</td><td>14</td><td>8</td></tr></table><br>How many students have cats?<br><br>25. Which pet is the most popular? |       | Dog | Cat | Rabbit | Mouse | Teacher | 13 | 19 | 9 | 5 | Student | 28 | 23 | 14 | 8 | 4:29 |
|                                                                                | Dog | Cat                                                                                                                 | Rabbit    |                                                                                                                                                                                                                                                                                                                                                                               | Mouse |     |     |        |       |         |    |    |   |   |         |    |    |    |   |      |
| Teacher                                                                        | 13  | 19                                                                                                                  | 9         |                                                                                                                                                                                                                                                                                                                                                                               | 5     |     |     |        |       |         |    |    |   |   |         |    |    |    |   |      |
| Student                                                                        | 28  | 23                                                                                                                  | 14        |                                                                                                                                                                                                                                                                                                                                                                               | 8     |     |     |        |       |         |    |    |   |   |         |    |    |    |   |      |
| 8. $3,629 + 5,318 =$                                                           | 4:6 | 18. Write 0.75 as a fraction.                                                                                       | 4:16      |                                                                                                                                                                                                                                                                                                                                                                               |       |     |     |        |       |         |    |    |   |   |         |    |    |    |   |      |
| 9. <b>Estimate</b> the answer to:<br>$15,982 - 8,025$                          | 4:7 | 19. $123 \div 100 =$                                                                                                | 4:17      |                                                                                                                                                                                                                                                                                                                                                                               |       |     |     |        |       |         |    |    |   |   |         |    |    |    |   |      |
| 10. From 750 tickets, pupils buy 205 & parents buy 478. How many are left?     | 4:8 | 20. Using £20 Rob buys a top for £8.90 and a scarf for £5.50. How much left?                                        | 4:18      |                                                                                                                                                                                                                                                                                                                                                                               |       |     |     |        |       |         |    |    |   |   |         |    |    |    |   |      |
| Total (A)                                                                      |     | Total (B)                                                                                                           |           | Total (C)                                                                                                                                                                                                                                                                                                                                                                     |       |     |     |        |       |         |    |    |   |   |         |    |    |    |   |      |
| Test Total (A+B+C)                                                             |     | R (0-9)                                                                                                             | Y (10-19) | G (20-25)                                                                                                                                                                                                                                                                                                                                                                     |       |     |     |        |       |         |    |    |   |   |         |    |    |    |   |      |

Name: \_\_\_\_\_

|                           |                           |                           |                          |                           |
|---------------------------|---------------------------|---------------------------|--------------------------|---------------------------|
| $\square = 40 \times 7$   | $266 = \square \times 7$  | $26 \times \square = 234$ | $29 \times 6 = \square$  | $\square = 14 \times 9$   |
| $730 = 73 \times \square$ | $50 \times 1 = \square$   | $552 = 92 \times \square$ | $\square \times 1 = 89$  | $18 \times 1 = \square$   |
| $\square = 60 \times 5$   | $63 \times 9 = \square$   | $26 \times 1 = \square$   | $\square = 93 \times 10$ | $64 \times \square = 512$ |
| $34 = 17 \times \square$  | $63 \times 7 = \square$   | $144 = \square \times 4$  | $196 = \square \times 4$ | $58 = 29 \times \square$  |
| $85 \times \square = 680$ | $13 \times 9 = \square$   | $\square = 20 \times 10$  | $\square = 19 \times 8$  | $182 = \square \times 7$  |
| $744 = 93 \times \square$ | $123 = \square \times 3$  | $\square \times 7 = 210$  | $237 = \square \times 3$ | $23 \times \square = 115$ |
| $93 \times 3 = \square$   | $\square = 45 \times 8$   | $\square = 19 \times 2$   | $62 \times 5 = \square$  | $\square \times 2 = 138$  |
| $26 \times \square = 78$  | $182 = 26 \times \square$ | $180 = \square \times 9$  | $\square = 90 \times 3$  | $\square \times 3 = 96$   |

Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

|                                                                    |                 |                  |                                                                         |                  |                  |
|--------------------------------------------------------------------|-----------------|------------------|-------------------------------------------------------------------------|------------------|------------------|
| 1. Underline the <b>prefix</b> which means 'against'.              |                 |                  | 2. Underline the <b>suffix</b> which, when added, forms a <b>noun</b> . |                  |                  |
| <b>auto-</b>                                                       | <b>anti-</b>    | <b>non-</b>      | <b>garden</b>                                                           | <b>er</b>        | <b>ing</b>       |
| 3. Underline the correct <b>homophone</b> to use in this sentence. |                 |                  | 4. Underline the correct <b>homophone</b> to use in this sentence.      |                  |                  |
| The king sat on his ( thrown / throne ).                           |                 |                  | I ( might / mite ) be able to help.                                     |                  |                  |
| 5. Underline the word with the correct spelling.                   |                 |                  | 6. Underline the word with the correct spelling.                        |                  |                  |
| <b>dangerus</b>                                                    | <b>dangeros</b> | <b>dangerous</b> | <b>invenshun</b>                                                        | <b>invention</b> | <b>inversion</b> |
| 7-8. Number these words to show their <b>alphabetical order</b> .  |                 |                  |                                                                         |                  |                  |
| <b>direction</b>                                                   |                 | <b>digger</b>    |                                                                         | <b>duty</b>      | <b>diamond</b>   |

|                                                                                     |      |                                                          |          |      |
|-------------------------------------------------------------------------------------|------|----------------------------------------------------------|----------|------|
| 9. Underline the words which have a similar meaning to the word in bold (synonyms). |      |                                                          |          |      |
| <b>big</b>                                                                          | huge | weird                                                    | enormous | tiny |
| 10. Underline the <b>adverb</b> in the sentence below.                              |      | 11. Circle the <b>preposition</b> in the sentence below. |          |      |
| Mum gently put the glass on the table.                                              |      |                                                          |          |      |

|                                                                                                                             |                          |                                                          |                           |                 |
|-----------------------------------------------------------------------------------------------------------------------------|--------------------------|----------------------------------------------------------|---------------------------|-----------------|
| 12-13. Underline two <b>connectives</b> that can be used to signal <b>addition</b> (or are synonymous with the word 'and'). |                          |                                                          |                           |                 |
| <b>furthermore</b>                                                                                                          | <b>however</b>           | <b>afterwards</b>                                        | <b>as well as</b>         | <b>suddenly</b> |
| 14-15. Underline the <b>proper nouns</b> or <b>pronouns</b> in this sentence to <b>avoid repetition</b> .                   |                          |                                                          |                           |                 |
| (Emma / She) picked up (Emma's / her) books and then (Emma / she) left for school.                                          |                          |                                                          |                           |                 |
| 16-17. Underline two <b>fronted adverbials</b> that might help signal <b>time</b> and <b>sequence</b> .                     |                          |                                                          |                           |                 |
| <b>Earlier, ...</b>                                                                                                         | <b>It is likely, ...</b> | <b>Possibly, ...</b>                                     | <b>Later that day ...</b> |                 |
| 18. Underline the correct word to complete the sentence.                                                                    |                          | 19. Underline the correct word to complete the sentence. |                           |                 |
| We ( were / was ) watching TV.                                                                                              |                          | I have ( done / did ) it.                                |                           |                 |

|                                                                                                                               |                                 |
|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| 20-21. Underline the <b>fronted adverbial</b> . Punctuate this sentence using <b>commas</b> .                                 |                                 |
| Before we begin make sure you have a pen pencil and rubber.                                                                   |                                 |
| 22-23. Punctuate the sentences using the <b>apostrophe</b> ( ' ) to show <b>singular</b> or <b>plural possession</b> .        |                                 |
| What is that girls name?                                                                                                      | What are those girls names?     |
| 24-25. Punctuate these sentences using <b>inverted commas</b> ( " " ), <b>commas</b> ( , ) and any other punctuation needed.. |                                 |
| Which is your dog Ben asked.                                                                                                  | This one is my dog Tim replied. |

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