



## Maths - Arithmetic

Allow yourself 30 minutes to attempt the following questions:

1.  $10 \times 4.67 =$

2.  $5.92 \times 1000 =$

3.  $10 \times 46.9 =$

4.  $3.99 \times 100 =$

5.  $1000 \times 2.09 =$

6.  $100 \times 24.7 =$

7.  $9.02 \times 100 =$

8.  $83.4 \times 100 =$

9.  $1000 \times 3.29 =$

10.  $4.98 \times 10 =$

11.  $7.12 \times 100 =$

12.  $100 \times 45.9 =$

13.  $10 \times 39.7 =$

14.  $72.8 \times 100 =$

15.  $45.3 \times 1000 =$

16.  $476 \div 100 =$

17.  $58.2 \div 10 =$

18.  $345 \div 100 =$

19.  $7820 \div 1000 =$

20.  $4530 \div 1000 =$

21.  $704 \div 10 =$

22.  $8790 \div 100 =$

23.  $435 \div 10 =$

24.  $691 \div 100 =$

25.  $4370 \div 1000 =$

26.  $1670 \div 100 =$

27.  $356 \div 10 =$

28.  $8840 \div 1000 =$

29.  $4920 \div 100 =$

30.  $35\,700 \div 1000 =$

English

## We're going back to basics!

If you need a little reminder take a look at this website:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn>

1.

### Match the Correct Word Type

Match the descriptions to the word types and then write a few examples:

**adverb**

a doing or action word

\_\_\_\_\_

**verb**

a word that modifies a verb,  
adverb or adjective

\_\_\_\_\_

**proper noun**

a word that stands in for nouns

\_\_\_\_\_

**adjective**

the name of specific objects, people and places

\_\_\_\_\_

**preposition**

part of a sentence

\_\_\_\_\_

**pronoun**

a word that tells you where or when  
something is in relation to another

\_\_\_\_\_

**noun**

a word that describes nouns

\_\_\_\_\_

**clause**

the name of objects, people and places

\_\_\_\_\_

**conjunction**

a word that joins two clauses

\_\_\_\_\_

### 2. Challenge!

How many can you identify?

Read the extract below. Use this key to choose your colours, then find as many words as you can which belong to each class.

Word Class	Colour	Word Class	Colour
nouns		proper nouns	
verbs		prepositions	
adjectives		pronouns	
adverbs		conjunctions	

Ever since Mr Rivers told me that I'd got the lead part in our school play, *Robin Hood: Superstar!*, I'd dreamed about opening night. Whenever I was stuck on a tricky maths question or drifting off in assembly, my mind would wander to the moment when I would step out on stage in front of a hundred wide-eyed, gaping-mouthed kids and parents, and belt out my first solo number:

*I'm Robin Hood – superstar!  
I steal from the rich to give to the poor.*

But now that the moment had arrived, I had the jitters. This made it very hard to put my costume on.

“Ash?”

I pulled on my green leggings, only to realise that one leg was inside out and twisted round and *very* uncomfortable.

“Ash...”

I tried to tie my laces, but they ended up looking like balls of spaghetti.

“Ash!”

I tried to balance my feathered cap on my head, but somehow it fell off and rolled under the art trolley.

“Earth to Ash.” A grubby hand waved in front of my face. “Are you ready? Everyone’s waiting to go on.”

That’s when I realised that the classroom was empty.

### **Foundation Subject –**

**Today we are going to try something a little bit different. Once you have watched Mrs Gilmour’s video demonstration, we’d like you to do the same.**

**Listening to a piece of music (any piece of music you would like!) and try to put onto paper what you can hear. As an example, you may use heavy markings for loud noises and dots for shorter notes. You may choose to draw a ‘picture’ to tell a story of what you hear. It’s completely up to you.**

**Whilst you are listening to the song, try to focus on key musical terms, such as:**

**Genre**

**Tempo**

**Dynamics**

**Then think about how the song makes you feel; is it a sad or happy piece of music? Do**

**the emotions change throughout the song?**