



# Year 6

# Learning

# Pack 1



1	$495 + 1 =$	<input type="text"/>	<input type="text"/> 1 mark
2	$345 + 10 =$	<input type="text"/>	<input type="text"/> 1 mark
3	$82 \times 1 =$	<input type="text"/>	<input type="text"/> 1 mark
4	$\frac{1}{5}$ of 20 =	<input type="text"/>	<input type="text"/> 1 mark
5	$36 \times 0 =$	<input type="text"/>	<input type="text"/> 1 mark
6	$\begin{array}{r} 5813 \\ + 1359 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 1 mark
7	$87 \div 3 =$	<input type="text"/>	<input type="text"/> 1 mark

8	$424 - 51 =$	<input type="text"/>	<input type="text"/> 1 mark
9	$5^2 =$	<input type="text"/>	<input type="text"/> 1 mark
10	$12 \times 5 \times 4 =$	<input type="text"/>	<input type="text"/> 1 mark
11	$729 \times 4 =$	<input type="text"/>	<input type="text"/> 1 mark
12	$5\% = \frac{?}{100}$	<input type="text"/>	<input type="text"/> 1 mark
13	$7624 - 931 - 87 =$	<input type="text"/>	<input type="text"/> 1 mark
14	$2.6 \times 10 =$	<input type="text"/>	<input type="text"/> 1 mark

15	$0.3 \times 3 =$	<input type="text"/>	<input type="text"/> 1 mark
16	$\frac{1}{7} = \frac{?}{21}$	<input type="text"/>	<input type="text"/> 1 mark
17	$36.4 - 27.8 =$	<input type="text"/>	<input type="text"/> 1 mark
18	15% of 90 =	<input type="text"/>	<input type="text"/> 1 mark
19	$\begin{array}{r} 729 \\ \times 54 \\ \hline \end{array}$	<input type="text"/>	<input type="text"/> 2 marks
20	$\frac{7}{9}$ of 45 =	<input type="text"/>	<input type="text"/> 1 mark
21	$221 \div 17 =$	<input type="text"/>	<input type="text"/> 2 marks

Year 6 Core Arithmetic Test 1

22	$23.8 \div 1000 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
23	$63.6 \times 7 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
24	$\frac{5}{6} - \frac{2}{3} =$	<input type="text"/>	<input type="checkbox"/> 1 mark
25	$0.6 = \frac{?}{20}$	<input type="text"/>	<input type="checkbox"/> 1 mark
26	$\frac{4}{7} \div 2 =$	<input type="text"/>	<input type="checkbox"/> 1 mark
27	$\frac{1}{4} \times \frac{3}{7} =$	<input type="text"/>	<input type="checkbox"/> 1 mark
28	$2\frac{1}{8} - \frac{1}{4} =$	<input type="text"/>	<input type="checkbox"/> 1 mark

## Mark scheme

1. 496 [1]
2. 355 [1]
3. 82 [1]
4. 4 [1]
5. 0 [1]
6. 7172 [1]
7. 29 [1]
8. 373 [1]
9. 25 [1]
10. 240 [1]
11. 2916 [1]
12. 5 [1]
13. 6606 [1]
14. 26 [1]
15. 0.9 [1]
16. 3 [1]
17. 8.6 [1]
18. 13.5 or  $13\frac{1}{2}$  [1]

19. For 2 marks: 39 366 [2]

For 1 mark:

$$\begin{array}{r} 729 \\ \times 54 \\ \hline 2916 \\ 36450 \\ \hline 39366 \end{array}$$

An error in one row, then added correctly, or an error in the addition

20. 35 [1]

21. For 2 marks: 13 [2]

For 1 mark: Evidence of either a long division method or short division method with only one error (carry figures must be seen in a short division method)

22. 0.0238 [1]

23. 445.2 [1]

24.  $\frac{1}{6}$  [1]

25. 12 [1]

26.  $\frac{2}{7}$  [1]

27.  $\frac{3}{28}$  [1]

28.  $1\frac{7}{8}$  [1]

## Ordering Numbers

1 In the number 483 256, the 2 represents 200.

What does the 8 represent?




What does the 4 represent?



☐

1 mark

2 Write out the number 31 563 in words.



☐

1 mark

3 Seven hundred and twenty eight thousand, nine hundred and forty two people live in Glanchester.

Write this amount as a number.



☐

1 mark

4 Put these numbers in order from largest to smallest.

623 458

632 527

623 581




largest



smallest

☐

1 mark

5 Circle the **smallest** number in the list below.



343

402

342

337

319

☐

1 mark



# Ordering Numbers

6

Write < or > in each box to make the number sentences correct.

7841




7836

230 799

231 030

1 926 709

1 926 790

1 mark

7

Jess and Padma both collect stamps.

Jess has fourteen thousand, four hundred and twenty nine stamps.

Padma has fourteen thousand and eleven stamps.

Who has the most stamps?





1 mark

8

Write the following numbers in **descending** order.

140 391

146 220

109 931

146 202

140 400



largest

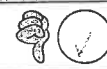
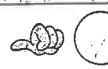
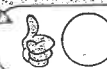





smallest

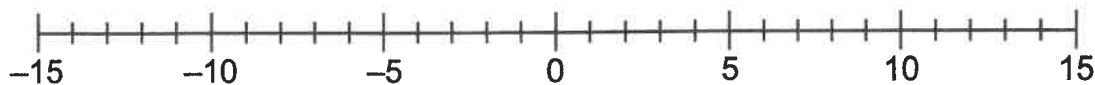
2 marks

"I can read, write, order and compare numbers up to a million, and work out the value of each digit."



# Negative Numbers

1 Work out each of these calculations. Use the number line to help you.



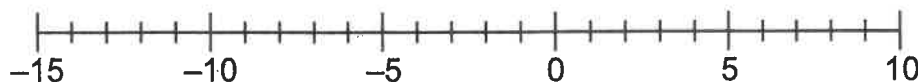
$$-5 + 10 =$$

$$3 - 7 =$$

1 mark

2 Claire's score on a board game is  $-9$ .

Claire scores 12 points on her next turn. What is Claire's score now?  
Use this number line to help you.



points

1 mark

3 The temperature in Alba's fridge is  $4^{\circ}\text{C}$ .  
Alba's freezer is  $17^{\circ}\text{C}$  colder than her fridge.

What is the temperature in Alba's freezer?

$^{\circ}\text{C}$

1 mark

4 Arthur has driven down to floor  $-3$  of a underground car park.  
He drives down 2 more floors.

Which floor is Arthur on now?

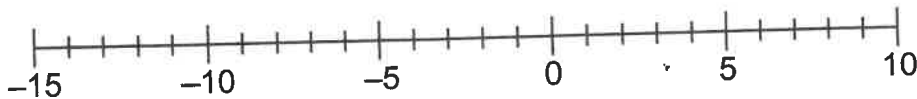
1 mark

# Negative Numbers

5

Fill in the missing numbers to make the following calculations correct.

Use this number line to help you.




  $-15 + \boxed{\phantom{00}} = -5$

$4 - \boxed{\phantom{00}} = -2$

☐ 1 mark

6

Make each of the following calculations correct using either + or -.

  $-2 \boxed{\phantom{00}} 8 = -10$

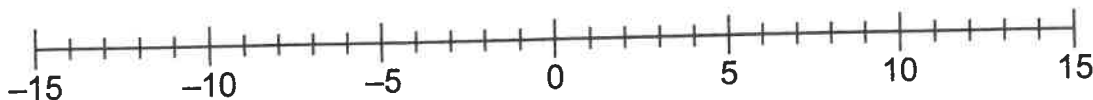
$-6 = -11 \boxed{\phantom{00}} 5$

☐ 1 mark

7

The temperature in Dirk's garage is  $-11^{\circ}\text{C}$ .  
The temperature in his bedroom is  $14^{\circ}\text{C}$ .

What is the temperature difference between Dirk's garage and his bedroom?  
Use this number line to help you.



  $\boxed{\phantom{00}}^{\circ}\text{C}$

☐ 1 mark

8

Nila's bank balance is £3.

She buys some food and her bank balance is now  $-\text{£}8$ .  
How much was Nila's food?

  $\boxed{\phantom{00}}^{\text{£}}$

☐ 1 mark

"I can calculate using negative numbers."





## Section One — Number & Place Value

### Pages 6-7 — Ordering Numbers

- Q1    **80 000**  
      **400 000**  
      *(1 mark for both correct)*
- Q2    **Thirty one thousand, five**  
      **hundred and sixty three.**  
      *(1 mark)*
- Q3    **728 942** *(1 mark)*
- Q4    **632 527, 623 581, 623 458**  
      *(1 mark)*
- Q5    **319** should be circled.  
      *(1 mark)*
- Q6    **7841 > 7836**  
      **230 799 < 231 030**  
      **1 926 709 < 1 926 790**  
      *(1 mark for all three correct)*
- Q7    Write how many stamps  
      each girl has as a number:  
      Jess has 14 429, and  
      Padma has 14 011.  
      **14 429 > 14 011, so Jess**  
      **has the most stamps.**  
      *(1 mark)*
- Q8    **146 220, 146 202, 140 400,**  
      **140 391, 109 931**  
      *(2 marks for order correct.*  
      *Otherwise 1 mark for at least*  
      *three consecutive numbers*  
      *given in the correct order.)*

### Pages 8-9 — Negative Numbers

- Q1    Count on 10 places from -5:  
      **5**  
      Count back 7 places from 3:  
      **-4**  
      *(1 mark for both correct)*
- Q2    Count on 12 places from -9:  
      **3 points** *(1 mark)*
- Q3    The answer is 17 less than 4.  
      Count back 17 places from 4.  
      It's 4 places from 4 to 0, then  
      another  $17 - 4 = 13$  places.  
      **-13 °C** *(1 mark)*

- Q4    The answer is 2 less than 3.  
      Count back 2 places from -3.  
      **-5** *(1 mark)*
- Q5    To get from -15 to -5  
      you count on 10 places,  
      so  $-15 + 10 = -5$ .  
      To get from 4 to -2 you  
      count back 6 places,  
      so  $4 - 6 = -2$ .  
      *(1 mark for both correct)*
- Q6    You count back 8 places  
      to get from -2 to -10,  
      so  $-2 - 8 = -10$ .  
      You count on 5 places  
      to get from -11 to -6,  
      so  $-6 = -11 + 5$ .  
      *(1 mark for both correct)*
- Q7    To get from -11 to 0 you  
      count 11 places.  
      To get from 0 to 14 you  
      count 14 places.  
      So the difference between  
      -11 °C and 14 °C is:  
       **$-11 + 14 = 25$  °C** *(1 mark)*
- Q8    To get from 3 to 0 you  
      count 3 places.  
      To get from 0 to -8 you  
      count 8 places.  
      So the difference between  
      £3 and -£8 is:  
       **$3 + 8 = £11$**  *(1 mark)*



## English Writing - Week 1

### Day 1: Answer the questions

#### Question time

- Where do you think they are going tonight?
- Who do you think they are?
- How do you think they manage to take things without being seen?
- Do you think stealing things is wrong? Why is it wrong?
- If someone doesn't have enough food, is it ok for them to steal more?
- How would you deal with someone taking something from you?



### Day 2

#### Grammar/punctuation challenge

You can use adverbs before nouns and after nouns.

For example:

Dangerously, the tiny vehicle sped through the traffic lights.

The tiny vehicle dangerously sped through the traffic lights.

**Write a short paragraph of writing using adverbs in each of these places in your sentences.**



## Day 3—Improve it!

### Sentence challenge

These sentences are 'sick' and need help to get better. Please help.

The vehicle went across the road. There was a car waiting to cross.



### Day 4 and 5 Continue story

Every night, when the city sleeps, they come out of hiding. Their home is far below the city, and during the day when the city is alive with activity like a hive of busy bees they spend their time planning and plotting their next job.

You see, during the night, when they think nobody will see them (they are exceptionally small) they sneak around above ground. They take things: valuable things.

Have you ever had something go missing and wondered where it has gone? You may have just found the reason why!

Tonight is no different: they are on their way to make a small fortune...

Continue the story.

